

NYSTROM

Young Citizens

Encounter
FLORIDA



NYSTROM

Young Citizens

Encounter Florida

TEACHER'S GUIDE

NYSTROM

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Welcome to Nystrom Young Citizens

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

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.”

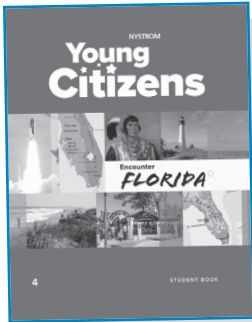
Nystrom Young Citizens steps up to meet this challenge in the classrooms of young learners. Maintaining Nystrom Education’s established leadership in hands-on, engaged, sequenced learning, this program blends these strengths with extensive and diverse student development through literacy roads, collaboration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

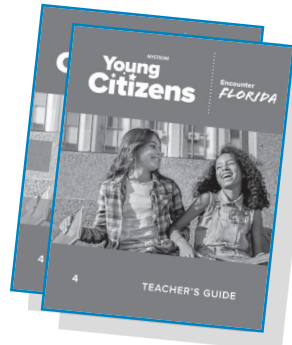
Nystrom Young Citizens has a strong foundation in civics. Students will study primary source documents to understand the philosophical underpinnings of the American Republic and the root cause of American exceptionalism. Students will also reflect upon United States civic history, so they understand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

Program Components

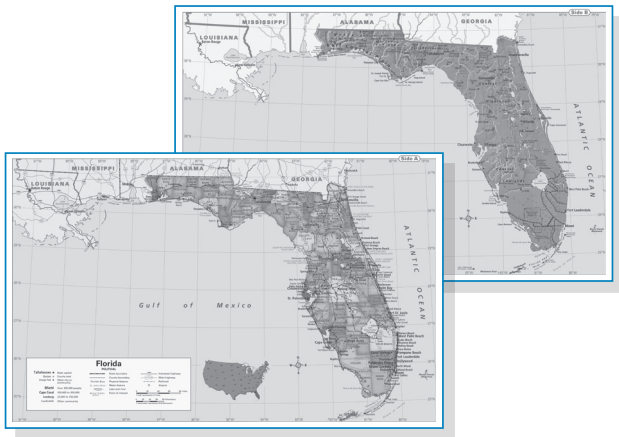
Nystrom Young Citizens meets the needs of today's classrooms with streamlined instruction and dynamic materials. Your program includes:



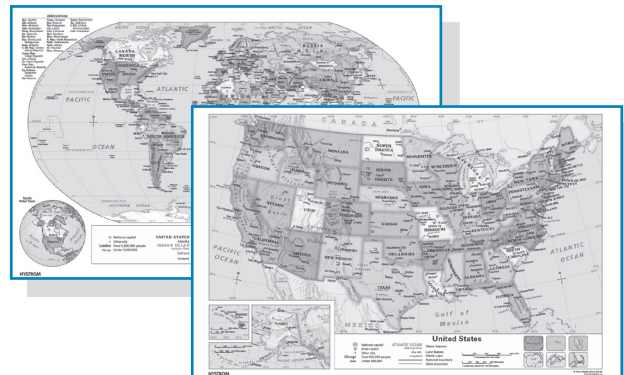
Student Books



Teacher's Guide and Student Handouts



Markable Florida Desk Maps



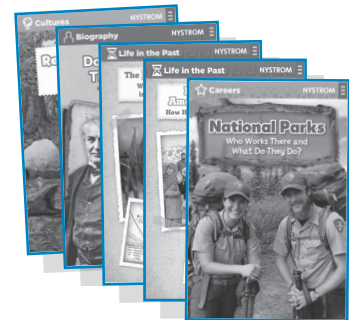
Markable U.S. and World Desk Maps



Markable Activity Globes
6 for Small Groups

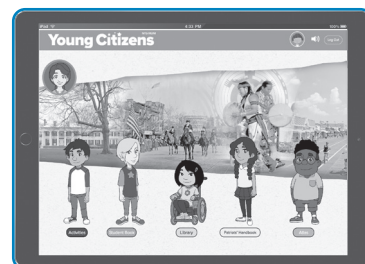


Group Activity Cards
6 Sets



Leveled Student Readers
5 Sets at 4 Levels

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 Florida State Sunshine Standards in the Correlations section of this guide on page xliii.

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 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
1. Recall/Reproduction asks students to recall a fact, a piece of information, or a procedure. Students process information on a low level.	• Can you recall _____? • Who was _____? • Who discovered _____? • How would you describe _____?
2. Skill/Concept requires using information or conceptual knowledge in two or more steps.	• How are _____ and _____ alike? Different? • What steps are needed to _____? • What do you notice about _____?
3. Strategic Thinking involves reasoning, developing a plan or sequence of steps, and can be approached in more than one way.	• How is _____ related to _____? • What is the best answer? Why? • What facts would you select to support _____?
4. Extended Thinking requires connections and extension, high cognitive skills, and complex reasoning. It requires 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 builds reading comprehension skills through a wide range of informational texts (such as narrative nonfiction, expository text, captions, labels, and legends).

The following suggests 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 each Leveled Student Reader introduces important domain-specific vocabulary in context. These books also include glossaries to reinforce and clarify the meanings of vocabulary words.

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 provide a fun and engaging exposure to dialogue. The comic strips pull reluctant readers into the content through 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 readily 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 provide valuable practice for analyzing primary sources, such as looking at two or more sources on the same topic and distinguishing primary from 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 a 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 informational pieces. Further, the students' Think Books provide opportunities for less structured writing.

Speaking and Listening

Engagement in the social studies classroom, especially for young students, calls for a lot of student dialogue and oral participation. Every lesson in the program involves some form of discussion and oral participation by students. Speaking and listening are pillars of ELA.

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 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 cultural diversity and it encourages students from other countries to share their cultures 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 both at home and in school.

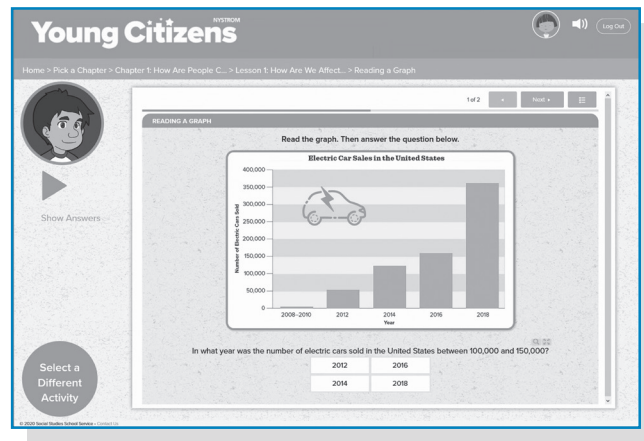
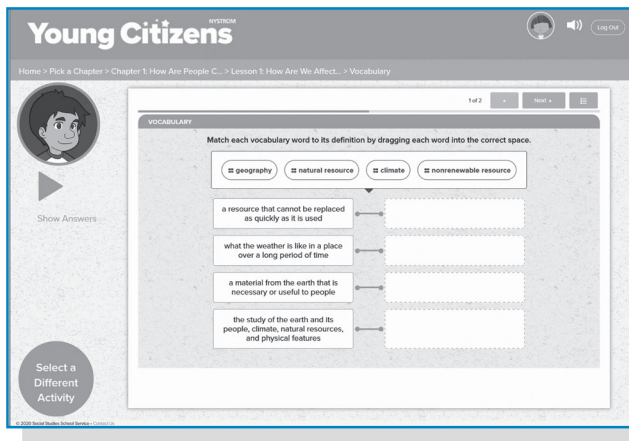
The online environment

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

Student Materials

Online activities accompany each lesson of the Nystrom Young Citizens Student Book.

Activities cover skills, content, and vocabulary. For each lesson, there is one vocabulary activity and one skill or content activity. Kid-friendly formats such as drag-and-drop and highlighting engage the student in the learning task. In addition, end-of-chapter activities review vocabulary and strengthen sequencing and mapping skills.



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 the tests are 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, and the Patriots' Handbook.

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 not only is more fun for students but 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 projects. 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 that student 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** Students in the group will take time to review one another’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 larger group. In most cases, the verbal presentation is accompanied by a physical product to be displayed.

Multicultural Representation

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

Humanity and Compassion

Nystrom Young Citizens promotes understanding and compassion, both for other people and for the animals that make up our communities. Situations covered in the student text demonstrate examples of students helping other students, assisting those in need, and respecting the needs and feelings of others. For example, chapter 1 ends with a story of students who built a community garden.

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 each assessment type 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.

At the section level, formative assessments include oral questions, writing on maps, 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 Writing Prompt activity. The Writing Prompt asks students to synthesize material from the lesson and respond in written form. This helps students develop essential writing skills while at the same time reviewing social studies information.

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 have 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 have 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 skills 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

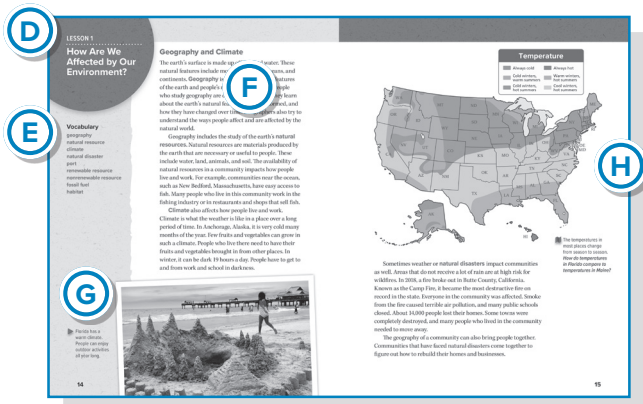
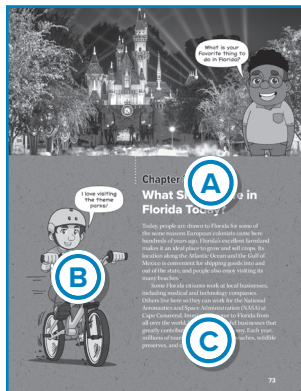
All the components of Nystrom Young Citizens are designed to work hand-in-hand. Led by the Student Book, each component supports and expands student learning.

Understanding the Student Book

This grade-level appropriate informational text covers the content students need to master. The Student Book is divided into an introduction and five chapters. Each chapter has five or six lessons, and each lesson is divided into several sections. Comic characters draw students into each chapter and support the informational text. The Student Book includes

- historical narrative exploring local, state, national, and global communities;
- numerous photos, graphics, and captions to aid student understanding;
- Contents;
- Atlas;
- Patriots' Handbook;
- Glossary; and
- Index

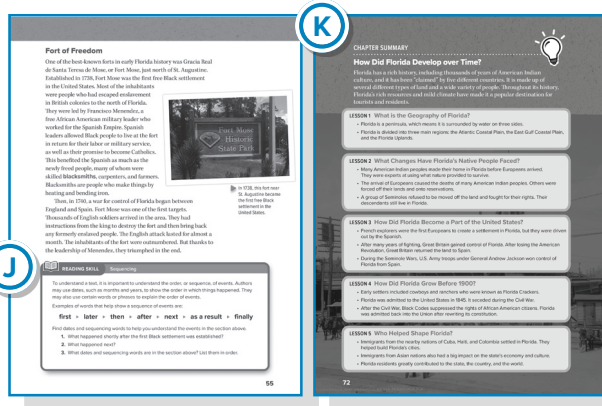
Chapter Elements



- A. Chapter title is a compelling question that will be answered throughout the chapter.
- B. Comic friends provide a student-friendly hook to lead into the chapter's content.
- C. Chapter introduction sets up the main ideas that will be presented throughout the chapter.
- D. Each lesson title is a supporting question that relates to the chapter's compelling question.
- E. A 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.
- G. Pictures and captions help describe the concepts in the main text.
- H. Maps and graphs illustrate geographical, political, economic, and social themes.



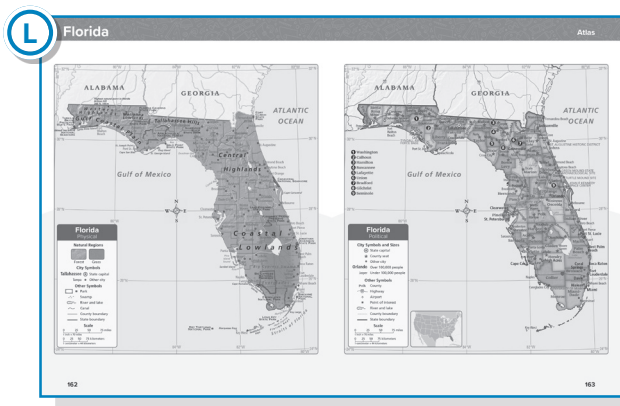
I. The Biography Gallery highlights different people in a creative format.



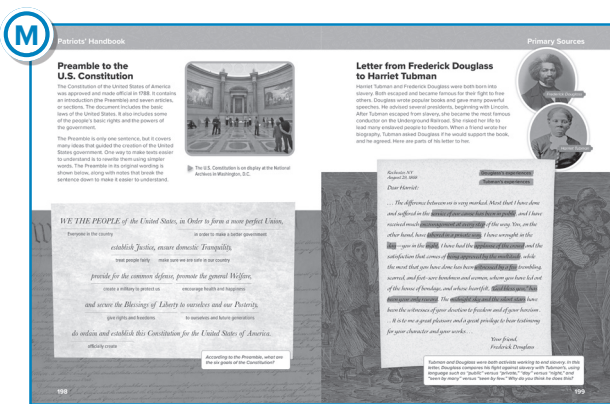
J. Skills sections focus on abilities essential for social studies and literacy.

K. A brief summary of the main points of each lesson is found at the end of every chapter.

Reference Sections



L. The Atlas provides physical and political maps of Florida, the United States, and the world.



M. The Patriots' Handbook includes national and state symbols, primary sources, and historical time lines.

Understanding the Teacher's Guide

The Teacher's Guide parallels the Student Book and is also divided into a "What Can We Learn in This Book?" introduction and five chapters. Each chapter has five lessons, and each lesson is accompanied by one activity. The Teacher's Guide includes

- step-by-step instructions for hands-on activities for each Student Book lesson and chapter project;
- 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
- a culminating project for each chapter, which encourages students to apply and communicate their new knowledge and then take informed action.

Chapter Opening



A. Compelling Question

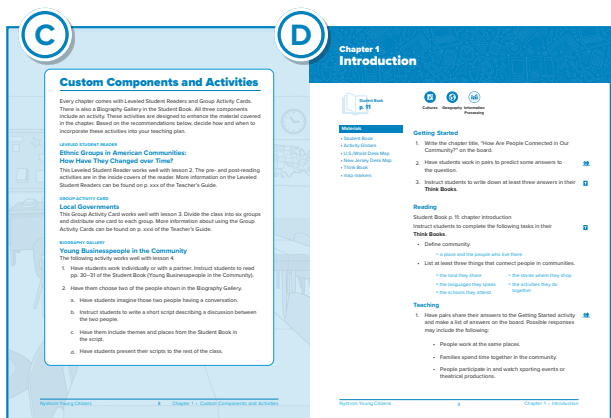
Chapter titles are compelling questions, following the fundamental principles of inquiry-based learning. The lessons of the chapter will help students develop answers to the compelling question.

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. Custom Components and Activities



This page provides a guide for how to incorporate the Leveled Student Readers and Group Activity Cards into the chapter. There is also a short activity designed for the chapter's Biography Gallery.

D. Chapter Introductory Activity

The introductory activity engages students in the compelling question. The activity will involve reading the chapter introduction.

Lesson 3 What Does Our Local Government Do?

Online Activities

Vocabulary
Rules and Laws

Literacy Links

- *How the U.S. Government Works*, by Syl Sobel
- *Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965*, by Jonah Winter

Activity Democracy in Action

Student Book
pp. 22–25

Vocabulary

citizen
democracy
elect
federal
law
representative
right
rule

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Define some reasons that rules and laws are important to communities.
- List some services provided by local government.
- Demonstrate how representative democracy works in practice.

Getting Started

1. Tell students to imagine that the school principal decided to allow students to have a class pet.
2. Instruct students to brainstorm ideas for class pets. Have them write at least three in their **Think Books**.
3. Call on several students to read aloud their ideas. Keep a running list on the board.
4. Then, ask students to think about different ways to come to a final decision for the entire class. Call on a few students to suggest ideas. If no one mentions voting or democracy, propose the idea yourself.
5. Explain to students that they will learn more about the role of democracy in our community, as well as the rights and responsibilities of the people.

Reading

Student Book pp. 22–25: Rules and Laws; Local Government Responsibilities; Representative Democracy

As students read, instruct them to complete the following tasks in their **Think Books**:

- Name two places that have rules or laws.
 - = schools
 - = communities
- List at least three services that local government provides.
 - = police and fire departments
 - = housing services
 - = public schools
 - = emergency medical services
 - = public transportation
 - = libraries
 - = parks
- Define democracy and representative.
 - = democracy: a form of government in which the people rule
 - = representative: a person who is chosen to speak or act for others

Teaching

1. Call on students to read aloud the services that local government provides from the reading section. Make a list on the board based on the answers. Continue until all examples from the Student Book are listed on the board. Direct students to p. 25 of the Student Book if any are missing and call on students to complete the list.
 - a. Have students rank the services from most important to least important. Instruct students to write their rankings in their **Think Books**.
 - b. Pair students and have the pairs compare their rankings.
 - c. Call on several student pairs to read aloud their rankings. Ask students to briefly defend their choices.
 - d. Explain to students that there is no right or wrong answer, and that all services are important to a safe and healthy community.

2. Next, have students demonstrate representative democracy with an exercise. Explain that they will use the example of choosing a school mascot from the Student Book.

- a. Have students imagine that the principal decided to replace the school mascot. Explain that the class must come up with one suggestion.
- b. Have students brainstorm ideas for a new school mascot. Have them write at least three ideas in their **Think Books**.
- c. Organize students into small groups. Assign one student from each group to be its representative.
- d. Tell groups that they must come to a consensus and suggest one mascot as a group. Allow groups time to discuss and debate the issue.
- e. Call the representatives from each group to the front of the class. Ask each to declare (or write on the board) their choice for a new school mascot.
- f. Conduct a vote among only the representatives to choose one mascot. If no majority results from the first vote, institute a run-off of the top two vote-getters. In the event of a tie, use the opportunity to elicit ideas from students about how to come to a decision.

3. **Summarizing and Assessing:** Explain to students that the exercise just practiced is an example of how representative democracy works.

- a. Have students think about the process, including the positives and negatives of this system.
- b. Have students make a T-chart in their **Think Books**. Instruct them to write **Positives of Representative Democracy** and **Negatives of Representative Democracy** as their headings. Then, ask them to fill in the chart with their ideas.
- c. Call on students to read aloud their answers and discuss as a class.

Modifications for Differentiation

Above Have students list and discuss the pros and cons of some government services: housing for the homeless, affordable housing, health care for all, a living wage, or any other issues debated in your community. Provide a newspaper article or blog, if possible.

Below Pair students to do the reading and **Think Book** notes together. Have students add *representative* and *democracy* to their mini dictionaries. Lead a discussion about the similarities and differences between rules and laws, as well as the concept of representative democracy, to clear up any misconceptions. Be sure to choose some of these students as group representatives during the activity.

ELL Make a T-chart to compare and contrast rules and laws. Have students role-play to demonstrate the meaning of representative democracy. Have students discuss their experience or knowledge of voting and decision-making. Show several examples to explain the meaning of a school mascot. If any ELL students are comfortable in a lead role, choose them as group representatives.

Extending

Civics Have students make a true/false game about local government services. Instruct them to write services provided by local governments on index cards. Then, have students invent other services that are not provided by local governments, such as giving the right to vote to all residents. Ask them to write these fake services on additional index cards. Pair students and have them quiz each other using their cards.

Taking Action Have students write a letter to their local school board proposing a change at school. Make sure that students include information about how the change would make the school a better place. They should also mention their responsibilities as Americans, the responsibilities of elected representatives, and how petitioning for changes is part of the democratic process.

Lesson Opening

E. Lesson Title Question

Each chapter has five lessons. The lesson title question provides a framing question for each lesson. Read the lesson title question with the students to introduce the topic.

F. 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 and reinforce the lesson's new vocabulary. There are vocabulary and varying skills activities for every lesson. There are also end-of-chapter review activities.

G. Literacy Links

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

Activity Section

H. Activity Title

Each activity is connected to a lesson in the Student Book. The title of each activity is related to the chapter and lesson questions.

I. Subject Icons

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

Curriculum Topics



Careers



Civics



Cultures



Economics



Geography



History

Skills



Critical
Thinking



Information
Processing



Reading



Speaking &
Listening



Writing

J. 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. They are often accompanied by a definition in the main body of the text. They are also defined in the Glossary at the end of the Student Book. This list notes the words introduced in the section.

K. 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 and Teaching 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—such as 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: .

L. 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 of depth of knowledge.

M. Getting Started

Getting Started gives instructions for introducing the activity. This activity warm-up engages 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 more deeply about words they already know.

N. Reading

Every activity features a reading component. Students are assigned pages from the Student Book. In addition, targeted instructions guide students to practice essential note-taking skills.

O. Teaching

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

The Teaching steps assume that students already have the Student Book and Think Books (see p. xxiv) on 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.

P. 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 .

Q. 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.

R. 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 the grade reading level as well as English language learners. Sometimes these modifications will help students with less pronounced exceptionalities as well.

S. Extending

Extending provides activities that expand on concepts in the activity and introduces cross-curricular links. These extending activities can offer 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 three 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 different media. Some sections in this category incorporate primary source analysis.



Map and Graph Skills These activities support understanding, using, and creating visual information. Some sections in this category include reading a map, making a graph, and categorizing.

Lesson Closure

**Lesson 3 Closure**

**Review Activity: Vocabulary**
Have students review the vocabulary words from the lesson.

1. In their **Think Books**, have students write each word and its definition, using the glossary if necessary.
2. Then, distribute index cards to students. Instruct them to write the vocabulary word on one side and its definition on the other side.
3. Once students have completed their index cards, pair them with another student. Have students quiz each other by showing or reading a definition to their partners and having the partners guess the vocabulary word.
4. Instruct students to switch partners at least once to reinforce the vocabulary.

**Writing Prompt**
Have students think about a law that they would like to add or change in their community. Then, have them draft a letter to the local city council explaining why they would like to add or change that law. Encourage them to give specific examples to defend their position. Finally, have them add information about the responsibilities of elected representatives to make the community a better place for its residents.

Nystrom Young Citizens 26 Chapter 1 • Lesson 3

T. Review 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 concepts that were not fully understood.

U. Writing Prompt

This assignment helps students develop crucial writing skills. Writing Prompts are tied to the themes and ideas of the lesson, functioning as a way to both enhance skills and reinforce information.

Chapter Review

Chapter Review Activity Sheets cover 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.

**Chapter 1 Review**

**Review Vocabulary**
anatomical
obtain
claim
climate
collaborate
compared
conflict
conserve
culture
democracy
economy
elect
federal
food bank
geography
habitat
invention
income
law
nature
natural resource
nonrenewable resource
population
renewable resource
representative
right
rule
scarcity
supply and demand
tax
tolerance
trade
transition
value

**Reading**
Student Book p. 20, chapter summary
Teaching

1. Instruct students to review the notes in their **Think Books** for the entire chapter.
2. Have students work in pairs to review the activity sheets from the chapter. Then, distribute **Activity Sheet Chapter 1 Review** and have pairs complete it.
3. **Summarizing and Assessing** Have students as a class.

Modifications for Differentiation
ELL For the Chapter 1 Review, have students write a short paragraph to explain the graphs in words. Instruct them to use at least four vocabulary words in their answers.
ELL A day or two before the review, have students make flashcards to study the words in their non-dominant geography, culture, democracy, economy, renewable resource, and climate. Read about the Pico section for the Short Answer section, have students to use their notes.
ELL Read about the entire review and allow students to use their **Think Books**. For the Short Answer section, have students choose one question to answer.
Teacher's Note
Online activities are available to supplement the chapter review.
Chapter Test
Distribute and administer the **Chapter 1 Test** (Student Handouts, pp. 12–15). Assess students as needed.

Nystrom Young Citizens 27 Chapter 1 • Review

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.

Chapter 1 Project
Community News Broadcast

Materials

- Student Book
- Project Checklist
- Project Evaluation
- Think Book
- video clip of a local news broadcast (optional; see Prior to the Project)
- video recording equipment (optional)

Objectives

Students will be able to:

- Research information and choose relevant details.
- Write a short description of local events based on a topic from the chapter.
- Describe various aspects of the local community.

Project Description

Students will create a multifaceted portrait of their community using information that they learned during the chapter. To give an overall view of the community, the project must include five different themes: the geography and environment, cultures, government, economy, and community actions. Students will present a news broadcast that will include five stories representing the five themes.

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. xxvii.

This project will be most easily completed with internet access. Students can enhance their presentations with images or even videos from their local community. If your classroom has internet access, start with a short tutorial about how to effectively search using targeted search words. Discuss strategies for how to distinguish trustworthy sites, identifying educational and governmental sites, along with well-known and respected organizations. If your classroom does not have internet access, assist students by preparing materials, data, and images ahead of time.

Prior to the Project

Consider showing students a short clip from a local news program. Have students focus on how the presenters and journalists convey information.

Instructions and Suggestions

Day 1

1. Divide students into groups of four. Each group will be responsible for presenting one of the following topics for the project:
 - Geography and environment
 - Cultures
 - Government
 - Economy and businesses
 - Community actions
2. Assign topics to students or allow them to choose themselves. If groups have fewer than five students, allow them to choose their topics from the list provided.
3. Once students have their topics, ask them to go over the Student Book and their **Think Books** to review what they have learned.
4. Explain that groups will prepare a news broadcast in which they present short stories about the local community based on the five topics.
5. Tell students that each of them will prepare a news story focusing on something from the local community. For example, a story about the geography and environment might be a local weather report or a report on a park; a story about economy and businesses might be a profile of a local business.
6. Have students work together to brainstorm ideas for their presentation.
7. Circulate among groups and help them filter through and find the best and most appropriate ideas.
8. End the day by having each group hand in a simple outline showing their five ideas for news stories.

A. Materials

This list of materials covers 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.

Evaluating the Chapter Projects

Begin each project by distributing a copy of the chapter Project Checklist (in the Student Handouts) to every student. If students complete all the items on the checklist, then they have achieved a successful outcome.

The challenge to the teacher is to grade students' work fairly, as individuals, as small groups, and as a class. To do so calls for using the Project Checklist for student self-evaluation, and the Project Evaluation rubric (also in the Student Handouts).

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.

Answer Keys

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

Answer Keys

Introduction

Activity Sheet 1a
Using the Student Book

Read the clues below and find answers for each.

Index Clue	Text Feature Clue	Answer
Go to the Index (pages 215–223). Find the entry for Lyndon B. Johnson. Remember that people are listed by last name first! Go to the page listed next to his name.	On the page, find the section heading. Write the section heading in the Answer box.	Fighting for Equal Rights
Text Feature Clue	Contents Clue	Answer
Go to page 148 of the Student Book. Find the lesson title. Then, identify the third word of the lesson title.	Go to the Dictionary (pages 206–207). Find the definition of the word from the previous clue. Write its definition in the Answer box.	Innovation is a new idea or invention.
Contents Clue	Text Feature Clue	Answer
Look in the Contents (pages 4–6). Find the page where chapter 1, lesson 5 begins. Write the map title in the Answer box.	Look through the pages of the lesson from the previous clue. Find the map in the lesson. Write the map title in the Answer box.	Dr. Most Prolific Cities

Nystrom Young Citizens 1 Introduction Chapter

Chapter 1

Activity Sheet 1a
Our Cultures

Examine the three images. Then, answer the questions below.

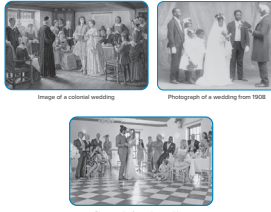


Image of a colonial wedding Photograph of a wedding from 1908

Photograph of a modern wedding

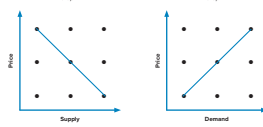
- What is similar in all three images?
Answers will vary but may include that there is a couple getting married and they are surrounded by friends and family.
- What differences do you notice?
Answers will vary but may include that clothing styles have changed and that weddings have become more casual over time.

Nystrom Young Citizens 2 Chapter 1 • Lesson 2

Activity Sheet 1b
Business Basics

Use the instructions below to fill out the two graphs.

Graph 1 Graph 2



On **Graph 1**, find the dot that represents low supply and high price. Then, find the dot that represents high supply and low price.

- Draw a line that connects those dots.

Complete the following summary of the graph:

- As the supply for a product increases, the price decreases.

On **Graph 2**, find the dot that represents low demand and low price. Then, find the dot that represents high demand and high price.

- Draw a line that connects those dots.

Complete the following summary of the graph:

- As the demand for a product increases, the price increases.

Nystrom Young Citizens 4 Chapter 1 • Lesson 4

Activity Sheet 1c
Community Problem-Solvers

Read the text and answer the questions below.

A few years ago, fourth-grade students at Carver Elementary School in St. Mary's County, Maryland, recognized a local problem and took action to help. Students had noticed litter in local storm-drain gutters. In discussions about the local environment, students learned about how pollution was negatively affecting the Chesapeake Bay. They realized that the local trash would eventually wash into the bay and contribute to its environmental problems. Then, they looked for ways to take action. They came up with a plan to paint a message on the drains to raise awareness, but they needed permission. They asked their County Commissioners for permission, and they received it. They also applied to the Chesapeake Bay Trust for money for their project. Their application was accepted, and they used the money to buy paint and stencils. Students stenciled "Don't Dump" on local storm drains. One student said, "I felt good when both the Chesapeake Bay Trust and the County Commissioners approved our project. I hope that other kids are not afraid to help their school or community."

- What is the main idea of the paragraph?
Students recognized a local problem and took action to help.
- What are two details that support the main idea?
Students learned about the problem before acting; they looked for ways to take action; they had a plan; they were successful and hope others are not afraid to help their own schools and communities.

Nystrom Young Citizens 7 Chapter 1 • Lesson 5

Understanding the Teacher's Guide: Student Handouts

This is your handy one-stop location for all reproducible materials. These items are 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 in which 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 caregivers what will be covered in the upcoming chapter and provides ideas for how they can reinforce the concepts outside the classroom.

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

Activity Sheets

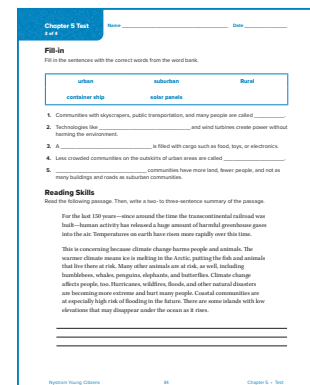
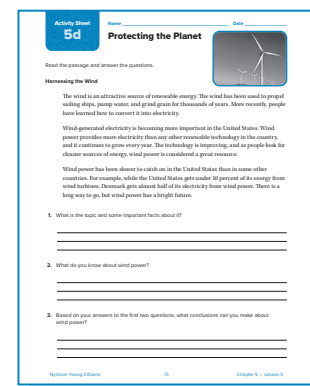
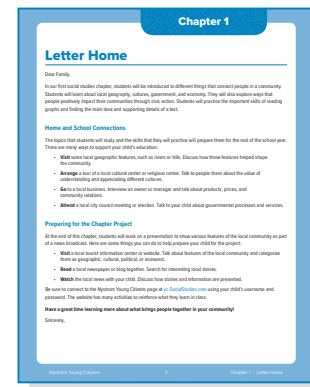
Some activities have worksheets. These are used as a part of the activities. The Getting Started, Teaching, and Summarizing and Assessing sections will provide more instructions on when and how to use them. These sheets are titled and numbered with the chapter number and a sequential letter, for example, 4a, 4b, 4c. The final activity sheet for each chapter is the chapter review.

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

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 Student Handouts.

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 if needed.



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 Student Handouts or as printable PDFs from your online portal.

Project Evaluation

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

Chapter 5

Name _____ Date _____

Project Checklist, Mapping Life in the United States

☐ I researched my assigned lesson from the chapter.

☐ I chose one detail that helps explain what life is like in the United States and wrote a summary.

☐ I marked the desk map with a location that helps explain more about my detail.

☐ I worked with my group members to write conclusions about life in the United States based on our work.

☐ I listened respectfully to my group members.

☐ I shared my ideas respectfully with my group.

☐ The map is neat, and locations are marked for the presentation.

☐ I spoke loudly and clearly.

☐ We read aloud our conclusions.

☐ I listened respectfully to other groups' presentations.

Nystrom Young Citizens

Chapter 5

Name _____ Date _____

Project Evaluation, Mapping Life in the United States

Chapter 5 Project	Project Evaluation			
Group Work				
The group effectively brainstormed topics and chose an order for the presentation.	1	2	3	4
The student listened to others in the group respectfully.	1	2	3	4
The student shared ideas respectfully and contributed to group discussions.	1	2	3	4
Research and Mapping				
The student researched an assigned lesson from the chapter.	1	2	3	4
The student chose one detail and wrote a summary for the project, explaining its relevance to life in America.	1	2	3	4
The student marked a location on the map relating to the detail.	1	2	3	4
The student helped the group write conclusions that accurately reflect the chapter's content.	1	2	3	4
Presentation				
The group presentation included all required components and was well planned.	1	2	3	4
The student spoke loudly and clearly during the presentation.	1	2	3	4
The map was neat, and the group used it effectively during the presentation.	1	2	3	4
The student listened to other groups' presentations respectfully.	1	2	3	4
Nystrom Young Citizens	87	Chapter 5 • Project Evaluation		

Understanding the Leveled Student Readers

Each chapter is accompanied by a set of Leveled Student Readers. The Leveled Student Readers are nonfiction books that cover the same topics at four different reading levels. Reading levels are indicated by the number of bars on each book; the more bars, the higher the reading level. Fountas & Pinnell (F&P) and Lexile levels are indicated on the back of each book.

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

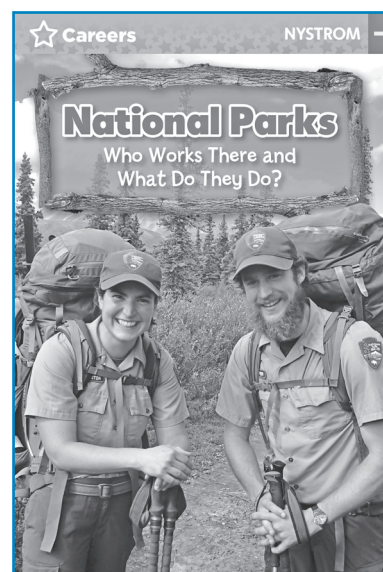
- covers the same basic content at four reading levels. More detailed information is available to students with a higher reading level.
- tracks page-for-page at all levels with content covered and illustrations provided.
- is colorfully illustrated and easy to read.
- is integrated into the overall program. The Teacher's Guide points out the lessons in each chapter that are appropriate for use with 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 version 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.

Follow these steps to most effectively utilize the Leveled Student Readers:

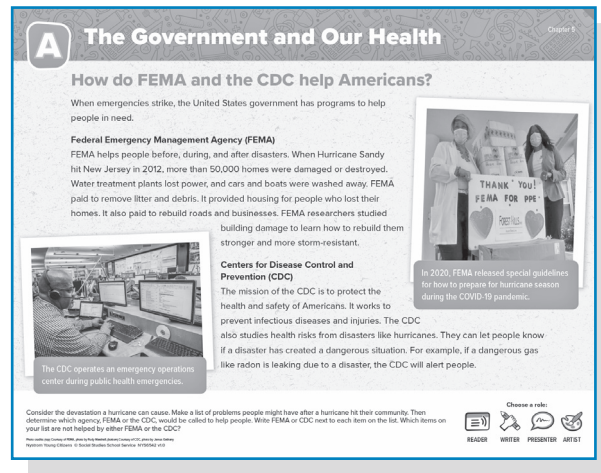
1. Guide the pre-reading activity found on the inside front cover of the reader. You may also wish to use other pre-reading strategies according to your own class procedures.
2. Have students read the text and the Glossary. They also should carefully examine the images and feature boxes within the main 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 is accompanied by a set of Group Activity Cards. The Custom Components and Activities pages in the Teacher's Guide indicate which lessons work well with the cards.

- The program includes six sets of cards, two sets for chapter 1 and one set for each other chapter, covering a variety of social studies topics.
- Activities encourage collaborative learning and effective communications.
- They employ reading strategies to improve student depth of knowledge.



Teaching with Group Activity Cards

Follow these steps to most effectively utilize the Group Activity Cards:

1. Break the class 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 work together to complete the activities on the card in their small groups.
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 its findings at the end of the activity time.

Understanding the Manipulatives

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

U.S. and World Desk Map

- Shows the United States with states and natural features labeled.
- Shows the world with continents, oceans, and natural features labeled.
- Is designed specifically for this program.
- Is fully markable with the included map markers for hands-on activities.

Florida Desk Map

- Shows the political features of the state on one side and the physical features on the other.
- Displays borders and state labels.
- 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, oceans, and some additional features.
- Includes an appropriate level of information for fourth-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 manipulatives, cleaning them, and putting them away. You may wish to assign tasks to specific students.

- Practice routines before using new manipulatives 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 lists 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.

In each activity, students will be asked to read a section from the Student Book and take notes in their Think Books. Students will be given prompts to guide their note-taking. You may wish to prepare the prompts on slips of paper before the class begins and then pass them out to some or all students. Students can then glue the prompts into their Think Books, providing assistance to those students who might require more time to devote to the reading itself.

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 record information that will be personally useful. 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.

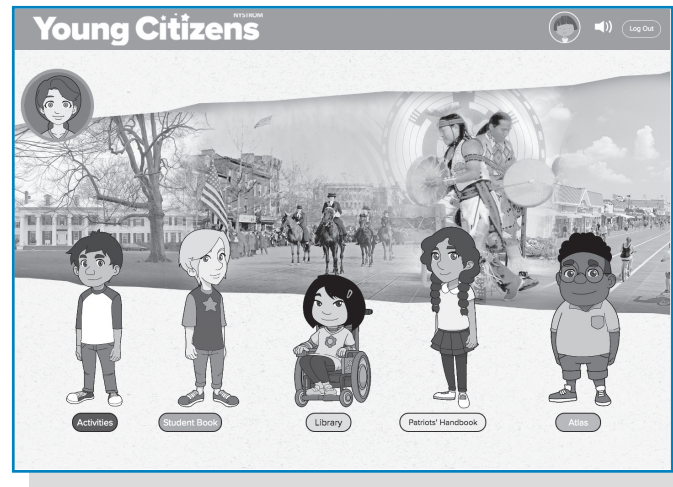
Consider taking some art time to let students decorate the covers of their Think Books.

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 flipbook versions of the Student Book and Leveled Student Readers, hundreds of exciting interactive assessments, and all 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 the 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 chapter 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 historical events.
- 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 student takes notes, another student 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 accommodate differences in skill levels within the classroom. While we always defer to the discretion of teachers, we encourage the establishment of predetermined 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. For example, you may pair students to have 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 the Student Book, 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 the 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 a lot 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 to show them they can be part of local leadership.

Speaking and Listening

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. 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, allow only one person to speak at a time;
- listen carefully and politely;
- work to understand other points of view;
- disagree with a peer by first restating their position, then adding 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.

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 on 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 students 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. What Can We Learn in This Book?	1 week	- Parts of a map - Using map symbols	- Using text features - Reading informational text - Sources of information - Evaluating sources
Chapter 1: How Are People Connected in Our Community?			
● Ethnic Groups in American Communities	*	- Different cultures - Change - Immigrant groups	- Reading informational text - Using primary sources
◆ Local Governments	*	- Local government responsibilities - Local civics	- Working collaboratively - Categorizing
1. How Are We Affected by Our Environment?	1 week	- Human-environment interaction - Natural resources	- Researching - Representing and interpreting data - Cause and effect
2. How Do We Express Our Culture?	1 week	- Traditions - Cultural values	- Using primary sources - Using visual sources
3. What Does Our Local Government Do?	1 week	- Rules and laws - Local government responsibilities - Representative democracy	- Working collaboratively - Solving problems
4. How Does Our Economy Work?	1 week	- Needs and wants - Supply and demand - Market incentives	- Representing and interpreting data - Comparing similarities and differences
5. How Can We Participate in Our Community?	1 week	- Civic responsibilities - Finding solutions	- Finding main idea - Cause and effect
- Chapter Test - Chapter 1 Project: Community News Broadcast	1 week	- Local geography - Local culture - Local civics - Local economy	- Researching - Communicating information
Chapter 2: How Did Florida Develop over Time?			
● The Seminoles	*	- American Indians in Florida - Seminoles	- Reading informational text - Sequencing
◆ Immigration Stations	*	- Immigration - American identity	- Working collaboratively - Finding similarities
1. What Is the Geography of Florida?	1 week	- Regions of Florida - State geography	- Finding similarities - Making connections

* The Custom Components pages at the beginning of each chapter provide suggestions for which lessons work best with these materials.

● Leveled Student Reader
◆ Group Activity Card

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
2. What Changes Have Florida's Native People Faced?	1 week	- Seminoles - European arrival in Americas	- Creating visuals - Using primary sources
3. How Did Florida Become a Part of the United States?	1 week	- Colonial Florida - Seminole Wars - Francisco Menendez	- Sequencing - Supporting details
4. How Did Florida Grow before 1900?	1 week	- Florida statehood - Civil War - Reconstruction - Spanish-American War	- Gathering relevant information - Comparing texts
5. Who Helped Shape Florida?	1 week	- Enslaved people - Immigrant groups - Contributions of different individuals and groups	- Summarizing - Different points of view
- Chapter Test - Chapter 2 Project: Florida Memorial Museum	1 week	- Contributions of different individuals and groups - American identity	- Researching - Multimedia communication - Summarizing
Chapter 3: What Shapes Life in Florida Today?			
 The Kennedy Space Center	*	- Technological changes - Contributions of different individuals and groups	- Reading informational text - Compare and contrast
 Weather and the Economy	*	- Human-environment interaction - Natural resources	- Working collaboratively - Categorizing
1. How Does Florida's Geography Affect How We Live?	1 week	- Natural resources - Agriculture - Transportation	- Cause and effect - Representing and interpreting data
2. What Challenges Shape Florida Today?	1 week	- Immigrant groups - Protecting civil rights - Different cultures	- Using primary sources - Different points of view
3. What Do Floridians Have in Common?	1 week	- Civic responsibilities - State symbols	- Gathering relevant information - Communicating information
4. What Does Our State Government Do?	1 week	- State government - Services government provides - State and local governments	- Compare and contrast - Working collaboratively
5. What Are the Major Parts of Florida's Economy?	1 week	- State economy - Transportation - Technology	- Using visual sources - Persuasive writing
6. How Can We Improve Our State?	1 week	- Human-environment interaction - Change	- Developing questions - Cause and effect
- Chapter Test - Chapter 3 Project: Visit Florida!	1 week	- Natural resources - Human-environment interaction	- Researching - Persuasive writing
Chapter 4: How Did the United States Develop over Time?			
 Regional Folklore	*	- American identity - Traditions	- Reading informational text - Communicating information
 The U.S. Citizenship Process	*	- Immigration - Civic responsibilities	- Working collaboratively - Communicating information

* The Custom Components pages at the beginning of each chapter provide suggestions for which lessons work best with these materials.

 Leveled Student Reader
 Group Activity Card

Lesson	Time	Social Studies Topics/Skills	English/Language Arts Skills
1. What Is the Geography of the United States?	1 week	- Regions of the United States - Physical geography - Using maps	- Representing and interpreting data - Finding similarities
2. Who Lived in North America Long Ago?	1 week	- American Indian cultures and civilizations - Colonization	- Compare and contrast - Using images and texts
3. What Led to the Creation of the United States?	1 week	- European colonization - Mayflower Compact - American Revolution - Declaration of Independence - Constitutional Convention	- Analyzing primary sources - Main ideas
4. What Are Our Rights?	1 week	- U.S. Constitution - Bill of Rights - Protecting civil rights	- Drawing conclusions - Researching
5. How Have Slavery and Immigration Shaped Our Country?	1 week	- Enslaved people - Immigration - American identity	- Using primary sources - Finding main idea and supporting details
- Chapter Test - Chapter 4 Project: The American Dream Quilt	1 week	- American identity - Contributions of different individuals and groups	- Summarizing - Expressing ideas
Chapter 5: What Is Life like in the United States Today?			
● National Parks	*	- Human-environment interaction - Government and its functions	- Reading informational text - Summarizing
◆ The Government and Our Health	*	- Responsibilities of the federal government - Present-day issues	- Working collaboratively - Drawing conclusions
1. How Do People in Our Country Live?	1 week	- Different types of communities - Human-environment interaction	- Summarizing - Compare and contrast
2. What Is It like for Immigrants in the United States Today?	1 week	- Immigration - American cultures	- Summarizing - Different points of view
3. What Does Our Federal Government Do?	1 week	- Responsibilities of the federal government - Federal and state powers - Organization of the federal government	- Creating visuals - Solving problems
4. How Has Innovation Affected Our Economy?	1 week	- Transportation - Technology	- Supporting details - Making inferences
5. How Do We Protect Our Environment?	1 week	- Technology - Human-environment interaction - Methods of popular participation	- Drawing conclusions - Cause and effect
- Chapter Test - Chapter 5 Project: Mapping Life in the United States	1 week	- Different communities - Using maps - American identity - American cultures	- Researching - Summarizing - Drawing conclusions

* The Custom Components page at the beginning of each chapter provide suggestions for which lessons work best with these materials.

Correlations

Lesson	Florida Social Studies Standards
Chapter 1: How Are People Connected in Our Community?	
● Ethnic Groups in American Communities	SS.4.A.1.1, SS.4.A.1.2, SS.4.A.6.2, SS.4.A.8.2
◆ Local Governments	SS.4.CG.2.1, SS.4.CG.2.2, SS.4.CG.2.3, SS.4.CG.3.2
Lesson 1: How Are We Affected by Our Environment?	SS.4.G.1.1, SS.4.G.1.3, SS.4.G.1.4
Lesson 2: How Do We Express Our Culture?	SS.4.A.1.1, SS.4.A.6.2, SS.4.A.8.2
Lesson 3: What Does Our Local Government Do?	SS.4.CG.2.1, SS.4.CG.2.2, SS.4.CG.3.2
Lesson 4: How Does Our Economy Work?	SS.4.FL.1.2; SS.4.FL.1.8; SS.4.FL.2.1, SS.4.FL.2.2, SS.4.FL.2.4, SS.4.FL.2.5; SS.4.FL.2.6; SS.4.FL.3.1
Lesson 5: How Can We Participate in Our Community?	SS.4.C.2.1, SS.4.C.2.2, SS.4.C.2.3
Chapter 2: How Did Florida Develop over Time?	
● The Seminoles	
◆ Immigration Stations	SS.4.A.6.2, SS.4.A.8.2
Lesson 1: What Is the Geography of Florida?	SS.4.G.1.1, SS.4.G.1.2, SS.4.G.1.4
Lesson 2: What Changes Have Florida's Native People Faced?	SS.4.A.1.1, SS.4.A.2.1, SS.4.A.3.2, SS.4.A.3.8
Lesson 3: How Did Florida Become a Part of the United States?	SS.4.A.3.1, SS.4.A.3.3, SS.4.A.3.4, SS.4.A.3.5, SS.4.A.3.6, SS.4.A.3.7, SS.4.A.3.9
Lesson 4: How Did Florida Grow before 1900?	SS.4.A.3.10, SS.4.A.4.1, SS.4.A.4.2, SS.4.A.5.1, SS.4.A.5.2, SS.4.A.6.1, SS.4.A.6.2, SS.4.A.6.4, SS.4.E.1.2
Lesson 5: Who Helped Shape Florida?	SS.4.A.6.1, SS.4.A.6.2, SS.4.A.6.3, SS.4.E.1.1, SS.4.E.1.2
Chapter 3: What Shapes Life in Florida Today?	
● The Kennedy Space Center	
◆ Weather and the Economy	
Lesson 1: How Does Florida's Geography Affect How We Live?	SS.4.A.6.1, SS.4.E.1.2, SS.4.G.1.1, SS.4.G.1.2, SS.4.G.1.3
Lesson 2: What Challenges Shape Florida Today?	SS.4.A.6.2, SS.4.A.7.1, SS.4.A.7.2, SS.4.A.7.3, SS.4.A.8.1, SS.4.A.8.2
Lesson 3: What Do Floridians Have in Common?	SS.4.C.2.2, SS.4.C.2.3, SS.4.C.3.3
Lesson 4: What Does Our State Government Do?	SS.4.C.1.1, SS.4.C.3.1, SS.4.C.3.2, SS.4.C.3.3, SS.4.C.3.4
Lesson 5: What Are the Major Parts of Florida's Economy?	SS.4.A.6.1, SS.4.A.8.3, SS.4.A.8.4, SS.4.E.1.1, SS.4.E.1.2
Lesson 6: How Can We Improve Our State?	SS.4.A.6.2, SS.4.A.8.1, SS.4.C.2.1, SS.4.C.2.2, SS.4.C.2.3

Lesson	Florida Social Studies Standards
Chapter 4: How Did the United States Develop over Time?	
● Regional Folklore	SS.4.A.6.2
◆ The U.S. Citizenship Process	SS.4.A.6.2; SS.4.A.8.2
Lesson 1: What Is the Geography of the United States?	SS.4.G.1.1
Lesson 2: Who Lived in North America Long Ago?	SS.4.A.2.1
Lesson 3: What Led to the Creation of the United States?	SS.4.A.1.1
Lesson 4: What Are Our Rights?	SS.4.CG.3.1
Lesson 5: How Have Slavery and Immigration Shaped Our Country?	SS.4.A.1.1, SS.4.A.6.2, SS.4.A.8.2
Chapter 5: What Is Life like in the United States Today?	
● National Parks	SS.4.A.8.4; SS.4.G.1.1; SS.4.G.1.2
◆ The Government and Our Health	SS.4.CG.3.2
Lesson 1: How Do People in Our Country Live?	SS.4.G.1.2
Lesson 2: What Is It like for Immigrants in the United States Today?	SS.4.A.8.2; SS.4.CG.2.1; SS.4.CG.2.2
Lesson 3: What Does Our Federal Government Do?	SS.4.C.1.1, SS.4.C.3.1, SS.4.C.3.2, SS.4.C.3.4
Lesson 4: How Has Innovation Affected Our Economy?	SS.4.A.4.1; SS.4.A.8.3
Lesson 5: How Do We Protect Our Environment?	SS.4.CG.2.1; SS.4.CG.2.2; SS.4.CG.2.3; SS.4.G.1.3

Compelling Question

What Can We Learn in This Book?



Time Frame: 1 Week

Students will gain an understanding of how a textbook can be best utilized to find information, using different text features and parts of the book.

Introduction

What Can We Learn in This Book?

Online Activities

- Understanding Our World
- Reading a Map

Literacy Links

- *Journey around the World*, by Charlotte S. Jaffe and Anne Young
- *The Complete Book of Maps and Geography for Kids*, by Thinking Kids and Carson-Dellosa Publishing
- *The Atlas Obscura Explorer's Guide for the World's Most Adventurous Kid*, by Dylan Thurau and Rosemary Mosco

Activity

Using the Student Book



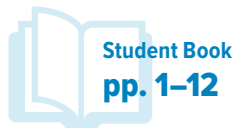
Information
Processing



Reading



Speaking &
Listening



Materials

- Student Book
- Florida Desk Map (optional)
- Activity Sheet 1a
- Think Book
- paper
- projector (optional)

Objectives

Students will be able to:

- Differentiate components of the Student Book.
- Locate information in the Student Book using text features.
- Demonstrate an understanding of various features of the Student Book.

Getting Started

1. Ask students to identify places they have visited in Florida.
 - a. Have them write the places in their **Think Books**. For more information on the Think Books, see p. xxxiv of the Teacher's Guide.
 - b. Call on students to share the different areas of Florida they have visited.
 - c. Project a state map, if possible. Point out the locations on the map. You might also use the **Florida Desk Map** for this task.

2. Explain that Florida is divided into regions based on the location and physical resources within the state. Ask students how they would know what parts of the Student Book have information about the geography and land of Florida.
 - a. Call on students for their ideas.
 - b. If no one mentions the Contents, direct them to pp. iii–vi of the Student Book.
3. Demonstrate how to use the Contents by directing students to chapter 2, lesson 1, which begins on p. 42 of the Student Book. Show students how this provides them with information about the geography of Florida.
4. Explain that students will participate in a scavenger hunt during today’s lesson to practice using the Student Book to locate information.

Reading

Student Book pp. 1–12: What Helps Us Understand Our World?; How Is This Book Organized?; How Do We Read Maps?; Meet the Friends

As students read, have them write answers to the following in their  **Think Books**:

Think Books:

- List the six subjects this book will focus on to help you understand the world.

≈ History	≈ Civic Engagement
≈ People and Culture	≈ Geography
≈ Government	≈ Economics
- List at least five different parts of the Student Book text (highlighted in the blue boxes).

≈ lesson titles	≈ photographs, paintings, and drawings
≈ section titles	≈ captions
≈ maps	≈ Biography Galleries
≈ vocabulary	≈ skills boxes
- What are the three types of maps found in this book?

≈ political maps	≈ thematic maps
≈ physical maps	

Teaching

1. Direct students to pp. 5–6 of the Student Book (How Is This Book Organized?). Discuss the text features together, explaining how each text feature is designed to help students understand new content in different ways.
2. Explain that some features, such as lesson titles, section titles, and vocabulary terms, will help students understand what they are about to read. Explain that other features, such as images and Biography Galleries, enhance and clarify the content during and after reading.
3. Review p. 6 of the Student Book (Back of the Book). Review the features of the Atlas ([contains reference maps](#)), Patriots' Handbook ([displays symbols, documents, and time lines](#)), Glossary ([provides definitions of vocabulary](#)), and Index ([provides page numbers where topics are covered in the text](#)). Guide students through the Atlas, Patriots' Handbook, Glossary, and Index on pp. 161–203 of the Student Book.
4. Review pp. 7–11 of the Student Book (How Do We Read Maps?). Ask students why it is important to review map features. ([to understand where events occur and why they are important](#)) Direct students again to the Atlas on pp. 161–171 of the Student Book. Point out the differences between the political and physical maps shown on those pages.

Activity Sheet 1a
Using the Student Book

Read the clues below and find answers for each.

Clue	Text Features Clue	Answer
Index Clue Go to the Index pages (158–203). Find the entry for Lyndon B. Johnson. Remember that people are listed by last name first. Go to the second page listed next to the name.	On the page, find the section heading. Write the section heading in the Answer box.	
Text Features Clue Go to page 102. Find the lesson title. Then, identify the third word of the lesson title.	Glossary Clue Go to the Glossary pages (188–193). Find the definition of the word from the previous clue. Write its definition in the Answer box.	
Contents Clue Look in the Contents pages (iv–vi). Find the page where chapter 5, lesson 5 begins.	Text Features Clue Look through the pages of the lesson from the previous clue. Find the map in the lesson. Write the map title in the Answer box.	

Continued on the next page

Activity Sheet 1a

5. Explain to students that they will create a series of clues that use different parts of the Student Book. Put students into small groups and distribute both pages of **Activity Sheet 1a**.
 - a. Work through the three examples on the first page of the activity sheet together. Call on different students to find the answers to different clues.
 - b. Have the groups create three separate hunts on the second page of the activity sheet. Tell groups to use the categories that are indicated in each box. Remind students that text features can include lesson titles, section titles, maps, vocabulary words, images, or captions.
 - c. Once groups have written clues for three different hunts, pair the groups. Instruct them to exchange clues and try to correctly solve the clues. Allow groups to adjust their clues if any prove confusing.
 - d. Have each group lead the class on one hunt.



6. Summarizing and Assessing:

- a. Give each group a sheet of paper and have them write numbers 1–5 on separate lines. Explain that they will fill in the answers as you read clues: 
- Which part of the Student Book would you use to find the page number that each chapter starts on? [\(Contents\)](#)
 - Which part of the Student Book would you use to find the definition of the term *ratify*? [\(Glossary\)](#)
 - What text feature helps readers understand images, such as photographs or artwork, in the Student Book? [\(captions\)](#)
 - Which text feature would you use to identify different regions or physical features of the United States? [\(maps\)](#)
 - Which text feature presents a question at the beginning of each lesson? [\(lesson title\)](#)
- b. Review the answers together by calling on different groups to read their answers aloud.

Modifications for Differentiation

Above Have students add an extra clue to their scavenger hunt or add a fourth hunt to the activity sheet.

Below Students may need extra support choosing clues for their scavenger hunt. Have them talk in small groups about what makes a good clue. As a group, have them choose an answer to a scavenger hunt question, then create clues to match that answer. Provide less support as students continue working.

ELL Reinforce different features of the Student Book. Have students open to a directed page and tell them to explain what text features they notice. Then, ask students to find a different example of that same feature on a different page.

Extending

Reading Have students compare text features of different books. Have them make a list of books that include glossaries, tables of contents, and chapter titles. Encourage students to look for patterns. Then, have students compare text features in fiction and nonfiction books. Have students present their findings to the class.

Writing Have students choose one of the subjects on pp. 2–4 of the Student Book (What Helps Us Understand Our World?). Then, ask them to write a response to the boxed question that accompanies that subject.

Compelling Question

How Are People Connected in Our Community?

In this chapter, students will learn about connections that develop in our communities and lead to cooperation and change.

Time Frame: 6 Weeks

- 1 Students will examine how people are affected by the local climate and natural resources.
- 2 Students will explore aspects of people's cultures and discuss how different groups interact and find commonalities.
- 3 They will analyze the responsibilities of local government.
- 4 Students will describe different elements of the local economy and the role of concepts such as supply and demand.
- 5 They will discuss ways that people get involved in their communities to make positive changes.
- 6 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Ethnic Groups in American Communities: How Have They Changed over Time?

This Leveled Student Reader works well with lesson 2. The pre- and post-reading activities are in the inside covers of the reader. More information on the Leveled Student Readers can be found on p. xxxi of the Teacher's Guide.

GROUP ACTIVITY CARD

Local Governments

This Group Activity Card works well with lesson 3. Divide the class into six groups and distribute one card to each group. More information about using the Group Activity Cards can be found on p. xxxii of the Teacher's Guide.

BIOGRAPHY GALLERY

Young Businesspeople in the Community

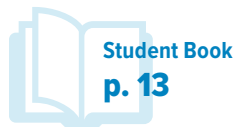
The following activity works well with lesson 4.

1. Have students work individually or with a partner. Instruct students to read pp. 34–35 of the Student Book (Young Businesspeople in the Community).
2. Have them choose two of the people shown in the Biography Gallery.
 - a. Have students imagine those two people having a conversation.
 - b. Instruct students to write a short script describing a discussion between the two people.
 - c. Have them include themes and places from the Student Book in the script.
 - d. Have students present their scripts to the rest of the class.



Chapter 1

Introduction



Materials

- Student Book
- Activity Globes
- U.S./World Desk Map
- Florida Desk Map
- Think Book
- map markers

Getting Started

1. Write the chapter title, “How Are People Connected in Our Community?” on the board.
2. Have students work in pairs to predict some answers to the question. 
3. Instruct students to write down at least three answers in their **Think Books**. 

Reading

Student Book p. 13: chapter introduction

Instruct students to complete the following tasks in their **Think Books**. 

- Define *community*.
≈ a place and the people who live there
- List at least three things that connect people in communities.
 - ≈ the land they share
 - ≈ the stores where they shop
 - ≈ the languages they speak
 - ≈ the activities they do together
 - ≈ the schools they attend

Teaching

1. Have pairs share their answers to the Getting Started activity and make a list of answers on the board. Possible responses include the following: 
 - People work at the same places.
 - Families spend time together in the community.
 - People participate in and watch sporting events or theatrical productions.
 - Celebrations and traditions bring people together.
 - Local problems and challenges unite different groups.

2. Explain that there are many things that connect community members. Tell students that they will learn more specific details as they continue with chapter 1.
3. Next, put students in six small groups. Explain to students that geography is an important part of social studies, and that they will be using maps and globes during the course of the year. In today's lesson, they will be introduced to these geographic materials. Give each group an **Activity Globe, U.S./World Desk Map, Florida Desk Map**, and map marker. 
 - a. Have groups start with the Activity Globe. Explain that a globe is a model of the earth, and it shows the true shape of places. Tell students that the globe uses color to show information.
 - Have students write **ACTIVITY GLOBE** across the top of the globe.
 - Tell students that many areas of the globe are colored blue. Ask them what blue represents. (water) Have them find the label for the Indian Ocean and circle it.
 - Tell students that continents are multicolored on this globe. Have them find Africa. Ask them what oceans Africa is surrounded by. (Atlantic, Indian, and Southern Oceans) Have them underline the label for Africa.
 - b. Next, have groups turn to the U.S./World Desk Map. Explain that a map is flat and is able to show the entire world at once.
 - Have students start on the world side of the map. Have them write **POLITICAL WORLD MAP** across the top of the map.
 - Have them locate and circle the label for the Indian Ocean.
 - Instruct students to locate and underline the label for Africa.
 - Instruct students to flip the map over to the U.S. side. Have students write **POLITICAL U.S. MAP** across the top of the map.
 - Have them locate and circle the label for the Pacific Ocean.
 - Have them locate and underline the label for Texas.

- c. Finally, have groups take out the Florida Desk Map. Explain that the Florida Desk Map shows information about their state.
 - Have students turn the map to the political side. Have them write **POLITICAL FLORIDA** across the top of the map.
 - Have them locate the capital city, Tallahassee. Instruct students to draw a star on it.
 - Then, have students locate their own community (or the nearest city) on the map and circle it.
 - Instruct students to turn the map over to the physical side. Have them write **PHYSICAL FLORIDA** across the top of the map.
 - Have them locate and circle the Gulf Coastal Plain label.
4. Direct students to the Atlas in the Student Book (pp. 161–171) and point out the world, U.S., and Florida maps. Explain to students that they will use different maps throughout the year.
5. **Summarizing and Assessing:** Working in groups, have students answer the following questions:
 - What is the difference between maps and globes? (Globes are three-dimensional replicas of the earth; maps are flattened versions of the earth's features.)
 - Which kind of map—physical or political—would you use to find landforms such as mountains or deserts? (physical)
 - Which kind of map—physical or political—would you use to find countries and cities? (political)
6. Have students clean, collect, and put away materials.

Lesson 1

How Are We Affected by Our Environment?

Online Activities

- Vocabulary
- Reading a Graph

Literacy Links

- *The Boy Who Grew a Forest: The True Story of Jadav Payeng*, by Sophia Gholz
- *How Monkeys Make Chocolate: Unlocking the Mysteries of the Rain Forest*, by Adrian Forsyth
- *Save the Ocean*, by Bethany Stahl

Activity

Mapping Local Climates and Natural Resources



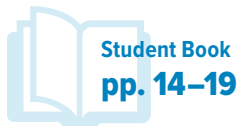
Economics



Geography



Information
Processing



Vocabulary

climate
fossil fuel
geography
habitat
natural disaster
natural resource
nonrenewable resource
port
renewable resource

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- mini whiteboard (white paper)

Objectives

Students will be able to:

- Locate different climate features and natural resources in the United States.
- Explain how climate influences people and communities.
- Analyze how the location and sharing of resources shape American communities.

Getting Started

1. Ask students to name their favorite kind of weather in their **Think Books**.
2. Then, ask them to describe one way that weather and climate affect the local community, either positively or negatively (e.g., snowstorms force school closures).
3. Call on several students to read aloud their answers. Then, explain that they will learn more about the impact of weather, climate, and resources on people's lives in today's lesson.



Reading

Student Book pp. 14–19: Geography and Climate; Sharing Natural Resources; How We Impact the Environment; Protecting the Environment

Instruct students to complete the following tasks in their **Think Books**. Remind students that they can use the Glossary on pp. 188–197 of the Student Book to help them with the definitions of vocabulary words.



- Define *natural resource*.
≈ a material from the earth that is necessary or useful to people
- Define *climate*.
≈ what the weather is like in a place over a long period of time
- Give one example of how people share natural resources.
 - ≈ Farmers grow crops and send them to communities across the country.
 - ≈ Cities with fishing ports ship seafood all over the country.
 - ≈ Farmers and ranchers rely on the melting snow that flows from the Colorado River into connecting rivers that run through Arizona, Nevada, and Utah.
- Write one way that we impact our environment.
 - ≈ We use nonrenewable resources that pollute the environment.
 - ≈ We cut down trees and destroy animal habitats.
 - ≈ We clean up polluted areas like the Great Pacific Garbage Patch.

Teaching

1. Put students in six small groups. Give each group a **U.S./ World Desk Map** and map marker. Circulate and check groups' work during the mapping activity to ensure accuracy. If students do not have enough space in the map legend for all the symbols, instruct them to add more symbols on a separate sheet of paper.
2. Have groups turn to the U.S. map side. Explain that they will mark the map with some symbols representing climate and natural resources.
 - a. Instruct them to draw a cold symbol    and write **Cold** in the map legend.
 - b. Have students look on p. 14 of the Student Book to find the city that has a very cold climate. ([Anchorage, Alaska](#)) Have them find Alaska on the map and draw the cold symbol there.



- c. Next, instruct groups to draw a fire symbol    and write **Fire** in the map legend.
 - d. Have students look on p. 15 of the Student Book to find the county where a fire caused terrible damage. ([Butte County, California](#)) Have them find California on the map and draw a fire symbol there.
3. Have students draw sun   , wind   , and snow    symbols. Have them add **Sun**, **Wind**, and **Snow** to the map legend.
 - a. Tell students that the state with the most solar energy—energy that comes from the sun—is California. Have them draw a sun symbol in California.
 - b. Tell students that the state that produces the most wind energy is Texas. Have them find Texas and draw a wind symbol there.
 - c. Tell students that one of the areas with the most snowfall is upstate New York. Have them find New York and draw a snow symbol there.
 4. Explain that different parts of the country have different natural resources.
 - a. Have groups draw a symbol for agriculture    and write **Agriculture** in the map legend.
 - b. Have students look on p. 16 of the Student Book to find the city that has fertile soil. ([Wichita, Kansas](#)) Instruct them to locate Kansas on the map and draw an agriculture symbol there.
 - c. Have groups draw a symbol for fishing    and write **Fishing** in the map legend.
 - d. Have students look on p. 16 of the Student Book to find the city that has a fishing port on the Atlantic Ocean. ([Point Pleasant, New Jersey](#)) Instruct them to locate New Jersey on the map and draw a fishing symbol there.
 5. Direct students to p. 17 of the Student Book (Skill: Reading a Graph).
 - a. Call on a student to read aloud the text.
 - b. Put students in pairs. Have them answer the skill questions in their **Think Books**.
 - c. Call on student pairs to read aloud their answers to review with the whole class.





6. **Summarizing and Assessing:** Still in their groups, have students refer to the marks they put on the **U.S. Desk Map** to answer some review questions. Give each group a mini whiteboard or sheet of paper to write their answers to each question.
- Which state has a cold climate? (Alaska)
 - Which state has a lot of wind? (Texas)
 - Which state has a lot of snow? (New York)
 - Which state has a fishing industry? (New Jersey)
 - Which state is good for agriculture? (Kansas)
7. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students create a three-column chart. Have them list at least six climate features or natural resources, either from the map or from their own knowledge. Have students identify the location and answer the question. An example is provided.

Climate Feature or Natural Resource	Location	How does this connect people in the community?
Snowfall	Upstate New York	Recreation: skating and skiing Creates jobs: snow removal, treating roads, selling equipment

Below Have students create mini dictionaries for these vocabulary words from the lesson: *geography*, *climate*, and *renewable resource*. All the words are defined in the text of the Student Book, so it is a great opportunity to reinforce how to use context clues to learn new words. These are key words students will eventually study for the chapter review.

ELL Before the activity, explain the concept of natural resources, as well as the difference between renewable and nonrenewable resources, using pictures and examples. Allow students some time to examine the U.S. map to get familiar with it. Explain the function of a map legend.

Extending

Economics Prepare a collection of food items (fruit, vegetables, cereal, etc.). Make sure that each has a sticker or label showing the place of origin. Have students examine each and compile a chart showing each item and its origin. Have students give a short presentation about how states and countries share food resources.

Geography Have students explore how humans are impacting the local environment. Ask them to tour the local community with a family member and look for ways that humans have an effect on the environment. Remind students that the impact might be positive as well as negative. Instruct students to create a poster visually demonstrating one example. Have students present their posters to the class.



Lesson 1 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question. Model this technique for students by making the section title Sharing Natural Resources into the question “How do we share natural resources?”

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students’ work by having each pair present a question and answer.

Writing Prompt

Have students think about different ways we use natural resources today. Instruct them to identify one natural resource and describe in detail how we use it in our daily lives. The resource can be something they learned about in lesson 1, but explain that students are not limited to those options.

Lesson 2

How Do We Express Our Culture?

Online Activities

- Vocabulary
- Cultures

Literacy Links

- *Children Just Like Me: A New Celebration of Children around the World*, by DK
- *Inside Out and Back Again*, by Thanh Hà Lai
- *The Undeclared*, by Kwame Alexander

Activity

Our Cultures



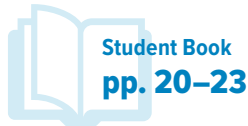
Cultures



History



Critical
Thinking



Vocabulary

ancestor
civil right
conflict
culture
population
tolerance
tradition
value

Materials

- Student Book
- Activity Sheet 1a
- Think Book
- radio/computer to play music (optional; see Teacher's Note)
- wedding photos (optional; see Getting Started)
- white paper

Objectives

Students will be able to:

- List different aspects of culture.
- Analyze primary sources showing different aspects of American culture in different eras.
- Describe how cultures change and remain the same over time.

Teacher's Note

Consider starting the lesson by playing a favorite song for the class. Ask students if they have ever heard the song before. Then, call on some students to talk about their favorite songs or recording artists. Explain that music is just one of many aspects of culture, and tell students that they will learn more about culture in this lesson.

Getting Started

1. Ask students, by a show of hands, which of them has attended a wedding. Call on a few students to briefly describe how people were dressed, including themselves.
2. Have students imagine that they are invited to attend a wedding next week. Ask them to think about what they would like to wear to the wedding. Have them write or draw their answers in their **Think Books**.

T

3. Call on a few students to explain their answers aloud. Optionally, and if you feel comfortable doing so, you might show the class pictures of yourself at a wedding.
4. Explain to students that today they will learn more about expressions of culture, including styles of dress and traditions.

Reading

Student Book pp. 20–23: Sharing Cultures; Cultural Traditions and Values; Cultural Beliefs

Instruct students to complete the following tasks in their



Think Books:

- Define *culture*.
≈ the customs, traditions, values, and way of life of a group of people
- Give three examples of culture.
 - ≈ language
 - ≈ clothing
 - ≈ stories
 - ≈ food
 - ≈ religion
 - ≈ music
 - ≈ customs
- Name two people who valued nonviolence.
 - ≈ Mohandas Gandhi
 - ≈ Dr. Martin Luther King Jr.
- Give an example of how people preserve their cultural traditions.
 - ≈ Winona LaDuke has worked to revive many of the traditional customs and foods of her tribe, the Anishinaabeg, in northern Minnesota.
 - ≈ The Native Trails festival honors the cultures of different Southwestern American Indian tribes.

Teaching

1. Remind students of the many different things that make up culture. Call on students to read aloud some of the different examples of culture they wrote in their notes from the Reading section.
 - a. Make a list on the board based on their answers.
 - b. If students do not mention it, explain that memorials and symbols can also be an important part of culture. Direct them to the Patriots' Handbook on pp. 173–187 of the Student Book and point out some of the cultural symbols.

Activity Sheet 1a
Our Cultures

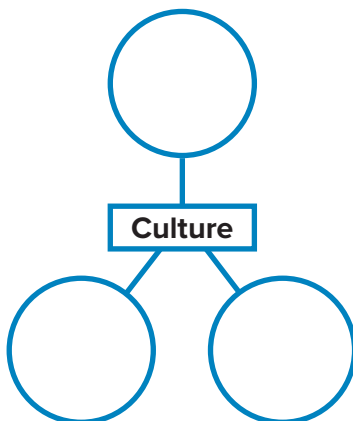
Name: _____ Date: _____

Language	Food
Clothing	Traditions
Religion	Housing
Music	Values

Continued on the next page
Chapter 1 • Lesson 2

Activity Sheet 1a

2. Distribute the first page of **Activity Sheet 1a**.
 - a. Instruct students to fill out the culture boxes with details from their own lives. Tell them to think about their personal and family experiences. Explain that if they cannot fill in any of the boxes, or if they feel uncomfortable doing so, they are free to leave them blank.
 - b. Pair students and have them compare their cultural profiles. Reinforce that differences are normal and part of what makes the United States a unique and great country. 
 - c. Have students identify one cultural similarity and one difference with their partners. Have them write their findings in their **Think Books**. 
3. Still working in pairs, have students look at the second page of Activity Sheet 1a.
 - a. Instruct students to examine the three images.
 - b. Call on students to describe the images in detail, one at a time.
 - c. Have student pairs answer the questions at the bottom of the page.
 - d. Call on students to read aloud their answers to review the activity sheet.
4. **Summarizing and Assessing:** Have students review culture and gain an appreciation for different cultural traditions by creating their own classroom culture charts.



- a. Have students choose three different parts of culture from the chart on the first page of **Activity Sheet 1a**.
- b. Instruct students to make a graphic organizer on a sheet of paper. The graphic organizer should show the three elements of culture that they chose to highlight.
- c. Have each student interview three different classmates and add details to their graphic organizers.
- d. Have students display their work in the classroom. Then do a gallery walk to see all the different details that make up the classroom culture.

Modifications for Differentiation

Above Have students answer these questions in their **Think Books**: Why do you think there are sometimes misunderstandings between people of different cultures? How can we lessen conflict between people of different cultures?

Below Have students add the term *culture* to their mini dictionaries. It is defined in the text, so it is another opportunity to practice using context clues to learn new words.

ELL Work with students in a small group to complete **Activity Sheet 1a**. Help students choose English words that will be understood by their peers. For example, it is important to explain the purpose of a hijab in a way that encourages understanding rather than ridicule. Use pictures to show examples of each of the category words. *Values* is a more abstract concept than the other words and may require more explanation and examples from real life.

Extending

History Have students explore different cultural traditions over time. Assign them different celebrations, such as Independence Day, Halloween, and New Year's Day. Instruct students to compare how Americans celebrated in the past with how they celebrate in the present. Have them create a T-chart explaining some of the similarities and differences. Additionally, they may add visuals to supplement their work.

Physical Education Explain that sports are an important part of American culture. Individually or in small groups, allow students to choose one sport and prepare a demonstration of the rules and skills needed. If possible, take students to the school gymnasium or outdoor field for the demonstrations.



Lesson 2 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find each of the following details:
 - a. One important person
 - b. One important place
 - c. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students imagine that they have a pen pal from a country with a very different culture from their own. Instruct them to write a letter to their pen pals in which they describe various aspects of their own culture. Then, have them write questions for their pen pals about how their culture is different.

Lesson 3

What Does Our Local Government Do?

Online Activities

- Vocabulary
- Rules and Laws

Literacy Links

- *How the U.S. Government Works*, by Syl Sobel
- *Lillian's Right to Vote: A Celebration of the Voting Rights Act of 1965*, by Jonah Winter

Activity

Democracy in Action



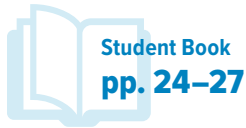
Civics



Critical
Thinking



Speaking &
Listening



Vocabulary

citizen
democracy
elect
federal
law
public transportation
representative
right
rule

Materials

- Student Book
- Think Book

Objectives

Students will be able to:

- Describe some reasons that rules and laws are important to communities.
- List some services provided by local government.
- Demonstrate how representative democracy works in practice.

Getting Started

1. Tell students to imagine that the school principal decided to allow each class to have a class pet.
2. Instruct students to brainstorm ideas for class pets. Have them write at least three in their **Think Books**.
3. Call on several students to read aloud their ideas. Keep a running list on the board.
4. Then, ask students to think about different ways to come to a final decision for the entire class. Call on a few students to suggest ideas. If no one mentions voting or democracy, propose the idea yourself.
5. Explain to students that they will learn more about the role of democracy in our community, as well as the rights and responsibilities of the people.



Reading

Student Book pp. 24–27: Rules and Laws; Local Government Responsibilities; Representative Democracy

As students read, instruct them to complete the following tasks in their **Think Books**: 

- Name two places that have rules or laws.
 - ≈ schools
 - ≈ communities
- List at least three services that local government provides.
 - ≈ police and fire departments
 - ≈ public transportation
 - ≈ housing services
 - ≈ libraries
 - ≈ public schools
 - ≈ parks
 - ≈ emergency medical services
- Define *democracy* and *representative*.
 - ≈ democracy: a form of government in which the people rule
 - ≈ representative: a person who is chosen to speak or act for others

Teaching

1. Call on students to read aloud some of the services that local government provides from the Reading section. Make a list on the board based on their answers. Continue until all examples from the Student Book are listed on the board. Direct students to p. 27 of the Student Book if any are missing and call on students to complete the list.
 - a. Have students rank the services from most important to least important. Instruct students to write their rankings in their **Think Books**. 
 - b. Pair students and have the pairs compare their rankings. 
 - c. Call on several student pairs to read aloud their rankings. Ask students to briefly defend their choices.
 - d. Explain to students that there is no right or wrong answer, and that all services are important to a safe and healthy community.

2. Next, have students demonstrate representative democracy with an exercise. Explain that they will use the example of choosing a school mascot from the Student Book.
 - a. Have students imagine that the principal decided to replace the school mascot. Explain that the class must come up with one suggestion.
 - b. Have students brainstorm ideas for a new school mascot. Have them write at least three ideas in their Think Books.
 - c. Organize students into small groups. Assign one student from each group to be its representative. 
 - d. Tell groups that they must come to a consensus and suggest one mascot as a group. Allow groups time to discuss and debate the issue.
 - e. Call the representatives from each group to the front of the class. Ask each to declare (or write on the board) their choice for a new school mascot.
 - f. Conduct a vote among only the representatives to choose one mascot. If no majority results from the first vote, institute a run-off of the top two vote-getters. In the event of a tie, use the opportunity to elicit ideas from students about how to come to a decision.
3. **Summarizing and Assessing:** Explain to students that the exercise they just practiced is an example of how representative democracy works.
 - a. Have students think about the process, including the positives and negatives of this system.
 - b. Have students make a T-chart in their **Think Books**.  Instruct them to write **Positives of Representative Democracy** and **Negatives of Representative Democracy** as their headings. Then, ask them to fill in the chart with their ideas.
 - c. Call on students to read aloud their answers and discuss as a class.

Modifications for Differentiation

Above Have students list and discuss the pros and cons of some government services: housing for the homeless, affordable housing, health care for all, a living wage, or any other issues debated in your community. Provide a local newspaper article or blog, if possible.

Below Pair students to do the reading and **Think Book** notes together. Have students add *representative* and *democracy* to their mini dictionaries. Lead a discussion about the similarities and differences between rules and laws, as well as the concept of representative democracy, to clear up any misconceptions. Be sure to choose some of these students as group representatives during the activity.

ELL Make a T-chart to compare and contrast rules and laws. Have students role-play to demonstrate the meaning of representative democracy. Have students discuss their experience or knowledge of voting and decision-making. Show several examples to explain the meaning of a school mascot. If any ELL students are comfortable in a lead role, choose them as group representatives.

Extending

Civics Have students make a true/false game about local government services. Instruct them to write services provided by local governments on index cards, with one service on each card. Then, have students invent other services that are not provided by local governments, such as giving free popcorn to all residents. Ask them to write these fake services on additional index cards. Pair students and have them quiz each other using their cards.

Taking Action Have students write a letter to their local school board proposing a change at school. Make sure that students include information about how the change would make the school a better place. They should also mention their responsibilities as Americans, the responsibilities of elected representatives, and how petitioning for changes is part of the democratic process.



Lesson 3 Closure

Review Activity: Vocabulary

Have students review the vocabulary words from the lesson.

1. In their **Think Books**, have students write each word and its definition, using the Glossary if necessary.
2. Then, distribute index cards to students. Instruct them to write the vocabulary word on one side and its definition on the other side.
3. Once students have completed their index cards, pair them with another student. Have students quiz each other by showing or reading a definition to their partners and having the partners guess the vocabulary word.
4. Instruct students to switch partners at least once to reinforce the vocabulary.

Writing Prompt

Have students think about a law that they would like to add or change in their community. Then, have them draft a letter to the local city council explaining why they would like to add or change that law. Encourage them to give specific examples to defend their position. Finally, have them add information about the responsibilities of elected representatives to make the community a better place for its residents.

Lesson 4

How Does Our Economy Work?

Online Activities

- Vocabulary
- Supply and Demand

Literacy Links

- *How to Turn \$100 Into \$1,000,000: Earn! Save! Invest!* by James McKenna, Jeannine Glista, and Matt Fontaine
- *Let's Chat about Economics! Basic Principles through Everyday Scenarios*, by Michelle A. Balconi and Dr. Arthur Laffer
- *Striker Jones: Elementary Economics for Elementary Detectives*, by Maggie M. Larche

Activity

Business Basics



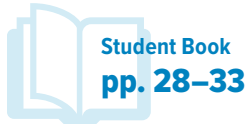
Careers



Economics



Information
Processing



Vocabulary

economy
incentive
income
scarcity
supply and demand
tax
trade

Materials

- Student Book
- Activity Sheet 1b
- Think Book
- advertisement for a business
- coloring utensils
- large sheets of paper
- photographs of local businesses (optional; see Teacher's Note)

Objectives

Students will be able to:

- Differentiate between needs and wants regarding economic choices.
- Describe the relationship between supply, demand, and price.
- Analyze how businesses promote their products.

Teacher's Note

As an option, you may wish to take or download photographs of local businesses to project during the Getting Started activity. You can ask students if they know where these businesses are located and what services each business provides. You may wish to turn it into a quiz or guessing game.

Getting Started

1. Ask students to write down as many local businesses as they can think of in their **Think Books**. Explain that businesses can be restaurants, pet stores, phone repair stores, or anything that sells a product or service. 
2. Pair students and have them compare their lists. Encourage them to add any other businesses that come to mind. 
3. Call on student pairs to read aloud the businesses they wrote down. Create a running list on the board.

4. Call on a few students to choose one business that is their favorite and explain why.
5. Explain that students will learn more about how businesses operate in today's lesson.

Reading

Student Book pp. 28–33: Needs and Wants; Supply and Demand; Incentives; Trading Goods and Services; Smart Money Moves

1. As students read, instruct them to complete the following tasks in their **Think Books**:
 - Define *economy*.
≈ how goods and services are made, sold, bought, and used in a country or area
 - Create a T-chart with the headings **Needs** and **Wants**. Add at least two needs and two wants to the chart.
≈ Needs: food, water, shelter, safety
≈ Wants: jewelry, a vacation, a new car
 - Give an example of how incentives are used.
≈ Businesses might use incentives, such as “kids eat free night,” to attract customers.
≈ The government might use fines as an incentive not to break the law.
2. Have students go back to the Smart Money Moves spread (pp. 32–33 of the Student Book). As students read, instruct them to complete the following tasks in their Think Books:
 - List three ways of using money.
≈ spend, save, invest
 - Create a chart or an outline to make a budget. Pretend you are given an allowance of \$5 per week. You purchase a \$1 snack at school every Tuesday and Friday. Calculate how much you earn and how much you spend at the end of four weeks.
≈ earn \$20/month; spend \$8/month
 - Based on your calculations, how much money is left over? If you wanted to purchase a new scooter that cost \$36, how long would it take you to save?
≈ \$12/month left over; would take three months to save \$36

Teaching

Activity Sheet 1b
Business Basics

Use the instructions below to fill out the two graphs.

Graph 1

Graph 2

On **Graph 1**, find the dot that represents low supply and high price. Then, find the dot that represents high supply and low price.

- Draw a line that connects these dots.

Complete the following summary of the graph:

- As the supply for a product increases, _____

On **Graph 2**, find the dot that represents low demand and low price. Then, find the dot that represents high demand and high price.

- Draw a line that connects these dots.

Complete the following summary of the graph:

- As the demand for a product increases, _____

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Activity Sheet 1b

1. Distribute **Activity Sheet 1b** to individuals or pairs.
 - a. Instruct students to follow the instructions on the activity sheet to fill in the two graphs.
 - b. Circulate among students to ensure they plot their graphs correctly.
 - c. Review students' work:
 - Draw and label two blank graphs based on the activity sheet on the board. Alternatively, project the activity sheet onto a whiteboard.
 - Call on students to come to the board and fill in the graphs, using their work on Activity Sheet 1b as a guide.
2. Tell students to imagine that they will open a new business in their community. Organize students into small groups.
 - a. Instruct groups to brainstorm ideas about what kind of business would be successful. Tell them to think about the needs and wants of their community.
 - b. Assign one student in each group to write down different ideas.
 - c. Tell groups that they must decide on one idea for their new business.
3. Explain that each group will create a poster advertising their new business.
 - a. Show or project an image of a business (a local one, if possible). Choose an image that includes the company's name, logo, and slogan. Point out and explain what logos and slogans are.
 - b. Give each group a large piece of paper or poster board and coloring utensils.
 - c. Explain that their poster should advertise the name of the business, some of the goods or services that it will sell, a logo, and a slogan. Give groups time to work on the posters and circulate to check their work.
 - d. Have groups present their posters to the class. Give other students an opportunity to ask questions about the businesses.



4. **Summarizing and Assessing:** Use the students' business ideas to review some of the important concepts of the lesson. Use the following questions to review:

- Does your business address needs or wants in the community?
- Do you think there will be demand for the products or services of your business?
- Will your business provide any incentives to attract customers?
- What kinds of employees will your business require?

Modifications for Differentiation

Above Include the following questions in the Summarizing and Assessing section:

- What is the want or need addressed by your business?
- What is the demand for the products or services of your business?
- What are the incentives to attract customers?
- What kinds of employees, and how many employees, will be required?

Below Have students work with a partner to do the Reading section and take notes in their **Think Books**. Have students add *economy* to their mini dictionaries. Provide these students with a checklist for the poster project.

ELL Practice reading some simple graphs with these students to be sure they understand the x- and y-axes. Provide these students with a checklist for the poster project.

Extending

Careers Have students write interview questions that they would like to ask a local business owner or manager. Encourage them to include questions about economic principles that they learned about in the lesson, including needs and wants, supply and demand, and incentives. Then, invite a local business owner or manager to the class and have a question-and-answer session. Alternatively, you can have students go with a guardian to a local business and conduct the interview there. Allow students to present their findings to the class.



Lesson 4 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students write a letter to an organization of local businesses or the chamber of commerce. Instruct students to discuss what needs and wants of the community are not being met by current local businesses. Have them recommend at least one new business that would help meet these needs or wants. Encourage students to include vocabulary words from the lesson in their letter, including words such as *scarcity*, *supply and demand*, and *incentive*.

Lesson 5

How Can We Participate in Our Community?

Online Activities

- Vocabulary
- Identifying the Main Idea

Literacy Links

- *Hope: Project Middle School*, by Alyssa Milano and Debbie Rigaud
- *The U.S. Constitution: Discover How Democracy Works, with 25 Projects*, by Carla Mooney
- *Understanding Your Legal Rights*, by John Joseph Micklos, Jr.

Activity

Community Problem Solvers



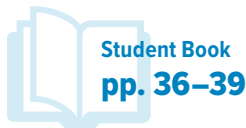
Civics



Critical
Thinking



Reading



Vocabulary

civic
collaborate
compost
conserve
native

Materials

- Student Book
- Activity Sheet 1c
- Think Book
- coloring utensils
- large sheets of paper
- projector

Objectives

Students will be able to:

- Differentiate between rights and responsibilities.
- Recognize the main idea and supporting details of a text.
- Describe ways that people find solutions to problems in their communities.

Teacher's Note

Be prepared to sensitively discuss the problems that students list for their communities. Students may not be familiar with communities other than their own, so think ahead about how to handle these differences if they come up.

Getting Started

1. Have students think about problems that exist in their own community.
2. Instruct them to list as many problems as they can in their **Think Books**.
3. Call on students to read aloud some of their ideas. Create a list on the board.
4. Instruct students to identify a problem that they might be able to help solve. Explain that they will come up with some ideas in today's lesson.

T

Reading

Student Book pp. 36–39: Our Civic Responsibilities; Finding Solutions as a Community; Students Build a Better Garden to Help the Environment

As students read, instruct them to complete the following tasks in their **Think Books**:

- List at least two examples of responsibilities mentioned in the text.
 - ≈ holding a position in local government
 - ≈ participating in city meetings
 - ≈ volunteering in your city
 - ≈ recycling
 - ≈ helping people in need
 - ≈ driving an ambulance
 - ≈ coaching a local sports team
- What solution is given to the problem of the vacant lot full of trash?
 - ≈ The city government decides to build a community center and garden on the vacant lot.
- Define *conserve*.
 - ≈ to save something from loss, decay, or waste

Teaching

- Direct students to read pp. 38–39 of the Student Book (Students Build a Better Garden to Help the Environment).
 - Pair students. Have pairs work together to discuss the three questions in the skill box (Skill: Identifying the Main Idea).
 - Instruct students to write answers to the three questions in their **Think Books**.
 - Call on several student pairs to read aloud their answers.
- Keep students in pairs. Distribute **Activity Sheet 1c**.
 - Instruct students to read the text and answer the questions together.
 - Project the activity sheet.
 - Call on students to identify the main idea. Circle the sentence.
 - Call on students to give supporting details. Underline the various sentences.
 - Discuss how the details help support the main idea of the paragraph.

Activity Sheet 1c Name _____ Date _____
Community Problem Solvers

Read the text and answer the questions below.

A few years ago, fourth-grade students at Carver Elementary School in St. Mary's County, Maryland, recognized a local problem and took action to help. Students had noticed litter in local storm-drain gutters. In discussions about the local environment, students learned about how pollution was negatively affecting the Chesapeake Bay. They realized that the local trash would eventually wash into the bay and contribute to its environmental problems. Then, they looked for ways to take action. They came up with a plan to paint a message on the drains to raise awareness, but they needed permission. They asked their County Commissioners for permission, and they received it. They also applied to the Chesapeake Bay Trust for money for their project. Their application was accepted, and they used the money to buy paint and stencils. Students stenciled "Don't Dump" on local storm drains. One student said, "I felt good when both the Chesapeake Bay Trust and the County Commissioners approved our project. I hope that other kids are not afraid to help their school or community."

1. What is the main idea of the paragraph?

2. What are two details that support the main idea?

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Activity Sheet 1c

3. Remind students of the list of local problems they helped create in the Getting Started activity.
 - a. Put students in small groups. Assign one student in each group to be the writer. 
 - b. Have groups choose one problem from the list.
 - c. Tell groups to think of different strategies they could use to learn more about the problem. Instruct the writers to record their groups' ideas.
 - d. Instruct groups to create a plan to help solve the problem. Again, have the writers take notes.
 - e. Give each group a large sheet of paper and coloring utensils. Have them create a poster that includes the problem, how they could learn more about it, and a plan to help solve it.
 - f. Have each group display and present its work.
4. **Summarizing and Assessing:** Conduct a gallery walk so students can see all groups' posters.
 - a. Ask students to pick one proposal from the gallery walk that they would be interested in pursuing.
 - b. Have them think of three questions that would be necessary to answer in order to successfully solve the problem. Encourage students to revisit vocabulary terms such as *civic* and *collaborate* before writing. Instruct students to write their questions in their **Think Books**. 
 - c. Call on several students to read aloud some of their questions. Use this opportunity to review the different proposals. Reinforce the concepts of civic responsibility and collaboration from the lesson.

Modifications for Differentiation

Above Have these students create an anchor chart for the classroom that gives tips for finding main ideas and supporting details. It should include visuals, definitions, and instructions.

Below Provide a read-aloud of the Student Book lesson. Have students discuss and collectively create the list of responsibilities.

ELL Provide a read-aloud of the Student Book lesson. Have students discuss and collectively create the list of responsibilities. For **Activity Sheet 1c**, provide students with the main idea (students saw a problem and they helped solve it) and have them find details that support it.

Extending

Taking Action Help students develop the ideas and proposals that groups created in the Teaching section, steps 3 and 4. Work with students to refine their ideas and consider realistic options. Assist students in contacting appropriate organizations or government offices. You may choose to narrow down the proposals and focus on one class task, or you can allow smaller groups to pursue their solutions independently.

Reading Have students practice finding the main idea and supporting details in different books. Instruct them to make a poster with column headings for the book title, the main idea, and supporting details. While this activity can work with entire books, it might be more effective with short stories or book excerpts.



Lesson 5 Closure

Review Activity: Vocabulary

Have students review the vocabulary words from the lesson.

1. In their **Think Books**, have students write each word and its definition, using the Glossary if necessary.
2. Then, distribute index cards to students. Instruct them to write the vocabulary word on one side and its definition on the other side.
3. Once students have completed their index cards, pair them with another student. Have students quiz each other by showing or reading a definition to their partners and having the partners guess the vocabulary word.
4. Instruct students to switch partners at least once to reinforce the vocabulary.

Writing Prompt

Have students choose one of the civic responsibilities below. Then, ask them to write an explanation for why that civic responsibility is important in creating an effective community. Explain that students may use examples from the Student Book and from their own experiences.

- Holding a position in the local government
- Volunteering in the community

Chapter 1 Review

Review Vocabulary

ancestor
citizen
civic
civil right
climate
collaborate
compost
conflict
conserve
culture
democracy
economy
elect
federal
fossil fuel
geography
habitat
incentive
income
law
native
natural disaster
natural resource
nonrenewable resource
population
port
public transportation
renewable resource
representative
right
rule
scarcity
supply and demand
tax
tolerance
trade
tradition
value

Materials

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

Reading

Student Book p. 40: chapter summary

Teaching

1. Instruct students to review the notes in their **Think Books** for the entire chapter. 
2. Have students work in pairs to review the activity sheets from the chapter. Then, distribute **Activity Sheet Chapter 1 Review** and have pairs complete it. 
3. **Summarizing and Assessing:** Discuss students' answers as a class.

Modifications for Differentiation

Above For the Graph Skills section, have students write a short paragraph to explain the graphs in words. Instruct them to use at least five vocabulary words in their answers.

Below A day or two before the review, have students make flashcards to study the words in their mini dictionaries (*geography, culture, democracy, economy, renewable resource, and climate*). Read aloud the Fill-in section. For the Short Answer section, allow students to use their notes.

ELL Read aloud the entire review and allow students to use their **Think Books**. For the Short Answer section, have students choose one question to answer.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 1 Test** (Student Handouts, pp. 12–15). Assist students as needed.

Chapter 1 Project

Community News Broadcast

Materials

- Student Book
- Project Checklist
- Project Evaluation
- Think Book
- video clip of a local news broadcast (optional; see Prior to the Project)
- video recording equipment (optional)



Civics



Cultures



Economics



Geography

Objectives

Students will be able to:

- Research information and choose relevant details.
- Write a short description of local events based on a topic from the chapter.
- Describe various aspects of the local community.

Project Description

Students will create a multifaceted portrait of their community using information that they learned during the chapter. To give an overall view of the community, the project must include five different themes: the local geography and environment, cultures, government, economy and businesses, and community actions. Students will present a news broadcast that will include five stories representing the five themes.

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.

This project will be most easily completed with internet access. Students can enhance their presentations with images or even videos from their local community. If your classroom has internet access, start with a short tutorial about how to effectively search using targeted search words. Discuss strategies for how to distinguish trustworthy sites, identifying educational and governmental sites, along with well-known and respected organizations. If your classroom does not have internet access, assist students by preparing materials, data, and images ahead of time.

Prior to the Project

Consider showing students a short clip from a local news program. Have students focus on how the presenters and journalists convey information.

Instructions and Suggestions

Day 1

1. Divide students into groups of five. 
2. Explain that each student in the group will be responsible for presenting one of the following topics for the project:
 - Geography and environment
 - Cultures
 - Government
 - Economy and businesses
 - Community actions
 - a. Assign topics to students or allow them to choose topics. If groups have fewer than five students, allow them to choose their topics from the list provided.
 - b. Once students have their topics, ask them to go over the Student Book and their **Think Books** to review what they have learned. 
3. Explain that groups will prepare a news broadcast in which they present short stories about the local community based on the five topics.
 - a. Tell students that each of them will prepare a news story focusing on something from the local community. For example, a story about the geography and environment might be a local weather report or a report on a park; a story about economy and businesses might be a profile of a local business.
 - b. Have students work together to brainstorm ideas for their presentation.
 - c. Circulate among groups and help them filter through and find the best and most appropriate ideas.
 - d. End the day by having each group hand in a simple outline showing their five ideas for news stories.

Day 2

1. Have students research their ideas for news stories. If students do not have access to computers in the classroom, consider taking the group to a school library or media center. If internet access is not an option, prepare materials for students based on their outlines from Day 1.
2. Instruct students to start writing their news stories. Encourage students to work together with other members of their groups for help with writing and ideas.
3. After allowing time for research and writing, have groups reorganize and start discussing their news broadcast.
 - a. Tell groups to decide on the order of the presentation.
 - b. Help students structure a broadcast that flows from one presenter to another. Encourage students to use phrases such as “And now let’s go to _____, who has a story about a recent local election.”
 - c. Have groups rehearse their presentations.

Day 3

1. Set up part of the classroom for groups’ presentations. Find out if groups will need anything special for their broadcasts.
2. Have groups rehearse one final time among themselves.
3. Have groups present their broadcasts to the class. Optionally, you may choose to film the broadcasts.

Modifications for Differentiation

Above Have these students be the anchorperson for their group (in addition to writing one of the feature stories). They can be the notetaker on Day 1 and turn in the outline. On Day 2, they will anchor the news team and create the flow for the presentation. Teams might have co-anchors if appropriate.

Below Have students reference the main idea/supporting details anchor chart to help them organize and write their stories. Create a simple graphic organizer like the one below, if they need more support.

Main Ideas	Supporting Details

ELL Have students write an article for the culture section. Have them select a topic related to their own cultures and the local community. Explain that they can report on any of the aspects of culture mentioned in the chapter (language, clothing, stories, food, religion, music, or customs) or how and why their families came to the area. This is a wonderful opportunity for them to share their unique expertise and experiences.

Rubric

See **Project Evaluation** (Student Handouts, p. 17).

Compelling Question

How Did Florida Develop over Time?

In this chapter, students will examine how different factors have impacted the state in the past.

Time Frame: 6 Weeks

- 1 Students will categorize Florida into different geographic regions.
- 2 Students will explore the history and influence of the early American Indian people.
- 3 Students will examine the circumstances behind the colonization and statehood of Florida.
- 4 They will describe how people have exercised their rights throughout history.
- 5 Students will analyze the impact of slavery and immigration on Florida.
- 6 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

The Seminoles: What Is Life Like?

This Leveled Student Reader works well with lesson 2. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

Immigration Stations

This Group Activity Card works well with lesson 5. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

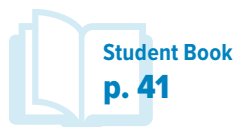
People from Florida's History

The following activity works well with lesson 2, 4, or 5.

1. Have students read pp. 66–67 of the Student Book (People from Florida's History).
2. Distribute **Activity Sheet 2a** to students. Instruct students to choose one of the people featured on the pages of the Biography Gallery. Explain to students that they must add details to the image to show what the person might have been thinking about.
3. Be sure students write the name of the person they chose on the back of the activity sheet.
4. Hang or post the heads around the classroom. Ask students to circulate and put a sticky note on each sheet with the name of the individual they think it is based on.
5. Review the activity by revealing the names of the people written on the back of each sheet. Have students give a brief presentation explaining their work.

Chapter 2

Introduction



Materials

- Student Book
- Think Book
- bulletin board
- coloring utensils
- construction paper

Getting Started

1. Ask students to think of words that come to mind when they think of their home state.
2. Instruct students to make a list of the words in their **Think Books**. 
3. Call on students to share their ideas. Record the words on the board under the heading **Florida**.

Reading

Student Book p. 41: chapter introduction

As students read, have them write answers to the following in their **Think Books**: 

- What is Florida's nickname?
≈ The Sunshine State
- Who were the first people to live in Florida?
≈ The Apalachee, Calusa, Tequesta, Timucua, and Tocobaga peoples

Teaching

1. After reading the introduction, ask students if they have any additional words to add to the list on the board. Add these words to the list.
2. Tell students to pick one word from the list on the board.
3. Allow students to work individually or with a partner. 
 - a. Give each student or pair a piece of construction paper.
 - b. Instruct students to write the words they chose on the construction paper and decorate it any way they wish. Encourage them to draw symbols and images that help define the word.

4. Create a physical word cloud on a bulletin board that includes all the students' words. Keep the word cloud and reference any words that come up throughout the chapter.
5. **Summarizing and Assessing:** In their **Think Books**, ask students to write an acrostic poem with a word for each letter of FLORIDA, based on what they have learned so far.



Lesson 1

What Is the Geography of Florida?

Online Activities

- Vocabulary
- Finding Similarities

Literacy Links

- *What's Great about Florida?* by Mary Meinking
- *Celebrating Florida*, by Marion Dane Bauer
- *Florida: What's So Great about This State?* by Kate Boehm Jerome

Activity

Discovering Florida



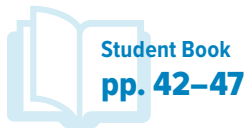
Geography



Information
Processing



Speaking &
Listening



Vocabulary

colony
contiguous
enslaved
mission
missionary
pirate
peninsula
region

Materials

- Student Book
- Florida Desk Map
- Think Book
- map markers

Objectives

Students will be able to:

- Associate physical features with the regions of Florida.
- Locate and discover more about the three regions of Florida.
- Differentiate the regions of the state by physical features, major cities, and local economies.

Getting Started

1. Ask students to think about different places they have visited in Florida, including cities, regions, and physical features. Have them make a list in their **Think Books**. 
2. Next, ask them to choose one place from their list and describe it in as much detail as possible.
3. Call on students to read aloud their answers.
4. Explain that they will learn more about different places and regions of Florida in today's lesson.

Reading

Student Book pp. 42–47: The Regions of Florida; The Atlantic Coastal Plain; The Uplands; The East Gulf Coastal Plain

Before students read, have them construct a chart with two columns and four rows in their **Think Books**. Have them label the columns **Region** and **Details**. 

As students read, have them fill in the three regions of Florida in the left column. Then, have them write at least two details about each region in the right column.

Regions	Details
≈ Atlantic Coastal Plain	≈ flat with dunes created by the wind ≈ coral reefs along the coast ≈ home to the Everglades
≈ Uplands	≈ coastal beaches, lakes, and citrus groves ≈ home to state capital of Tallahassee ≈ site of Florida's highest point
≈ East Gulf Coastal Plain	≈ west side of Florida ≈ includes panhandle ≈ Pensacola, also known as the City of Five Flags, is found here

Teaching

- Put students in pairs. Give each pair a **Florida Desk Map** and map marker. Remind students that the Atlas, located on pp. 161–171 of the Student Book, also has political and physical maps of Florida. 
- Have pairs turn the desk map to Side B.
 - Remind students that they read about the different regions in Florida. Ask them how many regions there are in the state. (3)
 - Have students look at the map on p. 43 of the Student Book (Florida Land Regions).
 - Instruct students to draw the boundaries of the three regions on the desk map.
 - Have them label the three regions.
- Assign each pair a region to focus on.
 - Have pairs search the maps for the physical features (grasslands, rivers, etc.) of their regions. Tell them to list the features in their **Think Books**. 
 - Next to each type of physical feature, have pairs create symbols. Explain that the symbols will eventually be added to the desk maps.

4. Have pairs turn the desk maps to Side A.
 - a. Direct pairs to draw an outline of their assigned regions on the desk map. Explain that they only have to draw their own region.
 - b. Have pairs add the symbols of physical features they made in their Think Books to the desk map.
 - c. Have pairs list in their Think Books all counties (full or partial) that are located in their region.
 - d. Have them list at least ten cities or towns that are located in their region.
5. Have pairs present their findings to the class.
 - a. Instruct pairs to show Side A of the desk map and have them point out the region they worked on.
 - b. Have them point out some physical features found in their regions.
 - c. Have them read the names of counties, cities, and towns in their regions.
6. **Summarizing and Assessing:** Students will use the Florida Desk Maps to review material from the lesson.
 - a. Have them write answers to the following prompts in their **Think Books:** 
 - Ask students to locate their town (or a nearby town) on the map. Then, ask them which county and region they live in.
 - Have students find the city of Jacksonville. Ask them which region it is located in. ([Atlantic Coastal Plain](#))
 - Have students find Sarasota County. Ask them which region it is located in. ([East Gulf Coastal Plain](#))
 - Have students find Britton Hill. Ask them which region it is located in. ([Uplands](#))
 - b. After giving them time to work, call on students to read aloud their answers.
7. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Assign these students the Atlantic Coastal Plain region during the mapping activity. It has the highest number of counties and cities.

Below Assign these students the Uplands region during the mapping activity. It has the lowest number of counties and cities.

ELL Provide vocabulary support by showing students visuals of missions, peninsulas, and pirates. If possible, and if students feel comfortable, have them discuss different regions of their home countries. Ask students if different parts of their home countries have different physical features or cultural traditions.

Extending

Geography Have students identify a place in Florida they have visited before, such as a museum, an amusement park, a state park, or an important landmark. Ask them to write a short description and draw a picture of the place. Then, have them locate the place on the **Florida Desk Map** and mark it with a star. Have students present their places as part of an “Explore Florida” exposition.



Lesson 1 Closure

Review Activity: Vocabulary

Have students review the vocabulary words from the lesson.

1. In their **Think Books**, have students write each word and its definition, using the Glossary if necessary.
2. Then, distribute index cards to students. Instruct them to write the vocabulary word on one side and its definition on the other side.
3. Once students have completed their index cards, pair them with another student. Have students quiz each other by showing or reading a definition to their partners and having the partners guess the vocabulary word.
4. Instruct students to switch partners at least once to reinforce the vocabulary.

Writing Prompt

Have students write a short script involving three characters. Explain that each character should represent a different region of Florida. Instruct students to write dialogue for the characters in which they explain the geography and economy of their regions. Have them choose one city from each region that will represent the characters' hometowns.

Lesson 2

What Changes Have Florida's Native People Faced?

Online Activities

- Vocabulary
- Early American Indian Homes

Literacy Links

- *A Man Called Horse: John Horse and the Black Seminole Underground Railroad*, by Glennette Tilley Turner
- *She Sang Promise: The Story of Betty Mae Jumper, Seminole Tribal Leader*, by Jan Godown Annino
- *Florida's American Indians through History*, by Jennifer Prior

Activity

Mapping the Early American Indian People of Florida



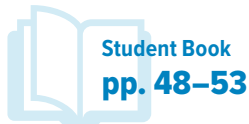
Cultures



Geography



History



Vocabulary

artifact
colonize
expedition
hurricane
migrate
reservation

Materials

- Student Book
- Florida Desk Map
- Think Book
- map markers
- coloring utensils
- white paper

Objectives

Students will be able to:

- Describe the lives of the early American Indian people living in Florida prior to European contact.
- Explore the physical features of Florida and how the native people used the land.
- Explain the impact that the arrival of Europeans had on the early American Indian people.

Getting Started

1. Tell students to imagine that they lived 500 years ago—a time before electricity, cars, computers, and hospitals.
2. Have students think about the positives and negatives of such a life. Ask them to write at least two pros and two cons of living 500 years ago.
3. Pair students and have them compare the ideas they wrote. Call on several student pairs to offer pros and cons. 
4. Explain that students will discuss what life was like for the first people who lived in Florida during today's lesson.

Reading

Student Book pp. 48–53: The First Floridians; Early American Indian Groups; The Arrival of Europeans; The Seminoles

As students read, have them write answers to the following in their 

Think Books:

- How did the original inhabitants of Florida use natural resources?
≈ They used simple tools made of wood, stone, and shark teeth to hunt. They grew crops, including corn and melon. They carved canoes, created pottery, and built elaborate burial mounds.
- What was one effect that the arrival of Europeans had on the native people in Florida?
≈ By the mid-1700s, more than 90 percent of American Indians in the region died due to a combination of battles with settlers, starvation, and exposure to new illnesses.
- What was the Indian Removal Act and how did it affect the Seminole people?
≈ It allowed the U.S. president to relocate native people west of the Mississippi River and take their existing lands. The Seminole people were forced out of Florida and onto reservations.

Teaching

1. Put students in small groups. 
 - a. Direct groups to pp. 49–50 of the Student Book (Early American Indian Groups). Instruct them to make a list of foods used by the American Indians.
 - b. After groups have compiled their lists, review their work by calling on several to share what they found.
2. Give each group a **Florida Desk Map** and map marker. Have groups work on Side B of the desk map.
 - a. Ask groups what kinds of animals the American Indians ate. (bear, boar, manatee, rabbit, armadillo, deer, fish) Instruct groups to choose one of those animals to use as a symbol and draw it on the map.
 - b. Ask groups what kinds of foods the American Indians gathered. (nuts, berries) Instruct groups to choose one of those foods to use as a symbol and draw it on the map.

- c. Ask groups what the American Indians used to build transportation and tools. (trees) Instruct groups to draw a tree on the map.
 - d. Explain that many places around the state have names that come from Seminole words. Have students locate and circle the following places on the map whose names come from Seminole words:
 - Tallahassee
 - Apalachicola
 - Alachua
 - Apopka
 - Withlacoochee
 - Okeechobee
3. Next, give each group a sheet of paper and coloring utensils. You may choose to give each group multiple sheets, depending on the size of the groups.
 - a. Instruct groups to make drawings of an aspect of American Indian life.
 - b. Explain that the drawings can depict different aspects of life, including how they got their food or their interactions with European explorers.
 4. Review groups' work by calling on them one at a time and asking them to point out different symbols and locators on their maps. Then, have each group present and explain their artwork.
 5. **Summarizing and Assessing:**
 - a. Still working in their groups, have students write the following in their **Think Books**:
 - one detail about how the Seminole lived before Europeans arrived
 - one detail about how their lives changed when Europeans arrived
 - one detail about the Seminole people today
 - b. Call on groups to read aloud their answers.
 6. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students write summaries or short narratives to accompany the artwork in Teaching, step 3. Give students the choice to write a factual summary or creative piece, but explain that any writing should include facts and details from the lesson.

Below Students may need support in the Reading section, particularly on the third bullet about causes and effects. Provide support by explaining simple cause and effect scenarios to students, such as turning out the lights (cause) and the room becoming dark (effect). Explain that effects can be both positive and negative.

ELL Students may need help with the pronunciations of some place-names. During the drawing activity of the Teaching section, have students label their artwork to help build their vocabulary skills.

Extending

Cultures Have students create dioramas of early American Indian people planting crops or gathering food. Instruct students to include labels for different parts of their dioramas. Allow students to present their work as part of a class gallery walk.

Geography Have students expand on the mapping activity from the lesson by marking more locations throughout Florida that have names derived from Seminole words. Either provide places for students or have them compile their own lists based on research. When possible, include translations of the original Seminole words themselves and ask students to explain how these words might be connected to the geographic location.



Lesson 2 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find each of the following details:
 - a. One important date
 - b. One important place
 - c. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Tell students to imagine that they have been asked to write a short article promoting tourism to the Big Cypress Reservation. Instruct students to include some details about the history of the Seminole people in Florida. Explain that the article should describe why the Seminole people are a crucial part of Florida history and why everyone should learn more about their contributions.

Lesson 3

How Did Florida Become a Part of the United States?

Online Activities

- Vocabulary
- Sequencing

Literacy Links

- *Fort Mose: And the Story of the Man Who Built the First Free Black Settlement in Colonial America*, by Glennette Tilley Turner
- *Pedro Menendez de Aviles*, by Russell Roberts
- *Osceola and the Great Seminole War: A Struggle for Justice and Freedom*, by Thom Hatch

Activity

Interview with History



Civics



History



Speaking &
Listening



Vocabulary

American Revolution
blacksmith
cede
convert

Materials

- Student Book
- Activity Sheet 2b
- Think Book
- scissors

Objectives

Students will be able to:

- Sequence historical events.
- Describe the colonization of Florida.
- Explain why Francisco Menendez was an important figure in Florida's history.

Getting Started

1. Tell students that they will practice their interviewing skills during today's lesson.
2. Have students think about questions they would ask their classmates to learn more about their lives. Instruct students to write at least three questions in their **Think Books**. 
3. Pair students. Tell them to practice interviewing each other. Have them write down the answers to the questions they asked. 
4. Call on students to tell one detail about their partners that they learned during the interview.
5. Explain to students that they will conduct an interview with an important historical person today.

Reading

Student Book pp. 54–57: European Settlements; Fort of Freedom; Fighting for Control of Florida

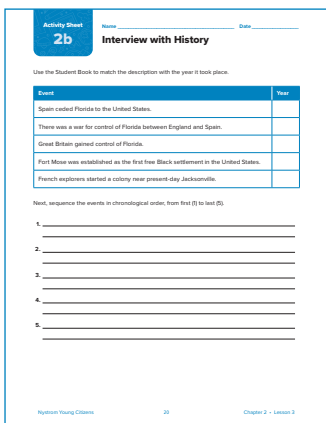
As students read, have them write answers to the following in their 

Think Books:

- What countries did Florida's early European settlers come from?
≈ France and Spain
- Define *convert* and *mission*.
≈ To convert someone is to convince them to change their religious beliefs.
≈ Missions were the bases that Spanish settlers used to spread Catholicism.
- What part did Francisco Menendez play in the war to control Florida in 1740?
≈ He led the inhabitants of Fort Mose to resist the English soldiers.

Teaching

1. Direct students to p. 55 of the Student Book (Skill: Sequencing). Call on students to read aloud the text and skill box.
 - a. Have students answer the three questions in their  **Think Books**.
 - b. Call on students to read their answers as a way to review the skill.
2. Pair students and distribute **Activity Sheet 2b**. 
 - a. Instruct pairs to complete the sequencing skill on the activity sheet.
 - b. Call on student pairs to read aloud their answers to the activity sheet.
3. Next, remind student pairs of the interviewing skills they practiced during the Getting Started activity.
 - a. Have student pairs reread p. 55 of the Student Book (Fort of Freedom).
 - b. Instruct pairs to write at least five details about Menendez in their Think Books.



Activity Sheet 2b

Interview with History

Use the Student Book to match the description with the year it took place.

Event	Year
Spain ceded Florida to the United States.	
There was a war for control of Florida between England and Spain.	
Great Britain gained control of Florida.	
Fort Mose was established as the first free Black settlement in the United States.	
French explorers started a colony near present-day Jacksonville.	

Next, sequence the events in chronological order, from first (1) to last (5).

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

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Activity Sheet 2b

- c. Then, tell students that they will act out a pretend interview with Francisco Menendez. Explain that one partner will play the role of a journalist and the other will play Menendez.
 - d. Have pairs turn the five details they wrote into questions and answers. Have them write the interview script in their Think Books.
 - e. Have students rehearse their scripts.
 - f. Allow pairs to present their interviews in front of the class.
4. **Summarizing and Assessing:** Have students use **Activity Sheet 2b** and their knowledge of history to decide if each of the statements below is true or false. Explain that one side of the room is for true answers and one side is for false answers. Instruct students to move to the side of the room that they feel represents the best response to each statement.
- Spain ceded Florida to the United States after Andrew Jackson took the Spanish town of Tallahassee. (False; he took the town of Pensacola.)
 - The English were defeated at Fort Mose in 1740. (True)
 - Great Britain gained control of Florida in exchange for giving Spain control of Cuba. (True)
 - Most of the inhabitants of Fort Mose were British soldiers captured by the Spanish. (False; they were people who had escaped enslavement in British colonies to the north of Florida.)
 - The first explorers to start a colony in Florida were Spanish. (False; they were French.)

Modifications for Differentiation

Above Have these students provide additional questions and answers to the Francisco Menendez interview. Optionally, students might also add another historical figure to the interview.

Below Provide support for students while they complete **Activity Sheet 2b** by preparing the events and years ahead of time on slips of paper and asking students to match them. Pair students with stronger writers during the interview activity.

ELL If students feel less comfortable speaking in front of the class for the interview activity, consider forming groups of three students instead of two. Instruct the third student to take a nonspeaking role, such as director. These students can organize the interview, hold cue cards, and even design costumes or sets.

Extending

History Ask students to write a diary entry from the perspective of someone (other than Francisco Menendez) living in Florida during this time. Have them write about what life would have been like and some of the differences between that time and today.



Lesson 3 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1564 as the beginning year and 1763 as the ending year. You may wish to show students the time lines on pp. 184–187 of the Student Book so that students can see how time lines are structured.

1. Tell the groups to use the Student Book and find three important events from the lesson. Have them put the three events on the time line in the correct chronological order.
2. Have each group present its time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students imagine that the state of Florida has decided to rename a highway in the state in honor of someone from the colonial period. Instruct students to write a letter to the committee in charge of the decision. Explain that students must suggest an appropriate person from history and describe why they chose that person.

Lesson 4

How Did Florida Grow before 1900?

Online Activities

- Vocabulary
- Rights of Floridians

Literacy Links

- *The Civil War Visual Encyclopedia*, by DK
- *Dark Sky Rising: Reconstruction and the Dawn of Jim Crow*, by Henry Louis Gates Jr.
- *The Battle of San Juan Hill: Famous Battle of the Spanish-American War*, by Bonnie Hinman

Activity

Rights and Reconstruction



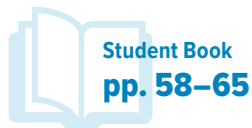
Civics



History



Speaking &
Listening



Vocabulary

abolish
amendment
blockade
cargo
Congress
constitution
Cracker
pioneer
ratify
Reconstruction
secede
tourism

Materials

- Student Book
- Activity Sheet 2c
- Think Book

Objectives

Students will be able to:

- Identify the three major Reconstruction Amendments.
- Explain what is important about each amendment and what it set out to accomplish.
- Identify a key challenge facing the United States today and propose an amendment to help overcome the challenge.

Getting Started

1. Have students think about challenges facing Americans today. Instruct students to write at least three challenges in their **Think Books**.
2. Call on students to read aloud some of the things they wrote. Write them on the board.
3. Once there is a list on the board, ask students how each challenge relates to our rights and freedoms. If a student has listed environmental pollution, for instance, we might say that it impacts our freedom to go outside and breathe clean air.
4. Tell students they will learn more about the role constitutional amendments play in advancing our rights and freedoms, using the three major Reconstruction Amendments of the 1800s as a guide.



Reading

Student Book pp. 58–65: Growing toward Statehood; The Civil War; Reconstruction; Economic Development; The Spanish-American War

As students read, have them write answers to the following in their **Think Books**:

- What made it complicated to admit Florida as a state in 1845?
≈ At the time, 13 states were slave states and 13 were free states. Florida wanted to be admitted as a slave state, but admitting a new slave state would upset the balance of power. Iowa was admitted as a free state to retain the balance.
- How did the Union make it difficult to send supplies to Florida during the Civil War?
≈ Union ships blockaded Florida's ports.
- Name one way people in Florida restricted the lives of African Americans.
≈ The government passed Black Codes, including a vagrancy law, making it possible to arrest any African American person they saw on the street.
- What industries grew in Florida during the 1880s?
≈ Railroads, phosphate mining, the timber business, and tourism
- What is one reason Florida was chosen as a spot to build military bases during the Spanish-American War?
≈ It was close to Cuba, where most of the fighting took place.

Teaching

1. Explain to students that an amendment is a modification made to the Constitution to provide a new law protected by the federal government. Congress proposes amendments, which must be approved by a two-thirds majority in both the House of Representatives and the Senate. Amendments must then be approved by at least three-fourths of the states in order to be added to the Constitution.
2. Tell students they are going to learn how the Reconstruction Amendments secured new rights and freedoms for African Americans after the Civil War.
 - a. Distribute **Activity Sheet 2c** to students.
 - b. Instruct students to use the “Reconstruction” section of Lesson 4 (pp. 61–62 in their Student Book) to complete the table on the first page of the activity sheet.

Activity Sheet 2c
Rights and Reconstruction

Reconstruction Amendments
Fill in the table below with information about the three Reconstruction Amendments.

Amendment Number	Year Passed	Right/Freedom Secured

The Newest Amendment
Answer these questions to determine what your proposed amendment to the Constitution should be about.

1. What challenge facing Americans today would you like to see addressed?
2. What new rights or freedoms would help Americans overcome this challenge?
3. How would you convince other Americans that these rights and freedoms are important to the future of the country?

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Activity Sheet 2c

- c. Once students have completed the table, review as a class to ensure student responses are correct. Summarize by asking students how the Reconstruction Amendments secured new rights and freedoms for African Americans.
3. Have students turn to the second page of Activity Sheet 2c.
 - a. Explain to students that they are now going to draft their own constitutional amendment.
 - b. Read aloud the text of the first sections of the 13th, 14th, and 15th Amendments to give students a feel for constitutional language. Ask students how the language of the amendments is different from the way we may normally speak or write.
 - c. Have students begin by answering the three questions on the first page of Activity Sheet 2c to frame and focus their amendment. Ask students why it is important to convince their fellow citizens that their proposed amendment is necessary for the future of the country.
 - d. Give students time to draft their amendments in the space provided. If there is time, allow students to share their amendments with the class.
4. **Summarizing and Assessing:** Have students write in their **Think Books** why they think it is important to allow amendments to the constitution. 

Modifications for Differentiation

Above Explain the difference between a “strict” interpretation of the Constitution that adheres to the original text and a “loose” interpretation that considers how the document evolves in relation to historical changes. Have these students continue their Summarizing and Assessing responses by explaining whether they favor a strict or a loose interpretation and why.

Below Provide individual support as students work on **Activity Sheet 2c**. Reinforce the ways that historical challenges have been overcome with new rights and freedoms secured by constitutional amendments, such as the right to vote. Help students identify new challenges facing Americans today, such as access to health care and/or education, and ways that an amendment might address a particular challenge.

ELL Students may need additional support when hearing the language of the original amendments. Recognize that ELL students may not be as aware of challenges facing Americans today. Reassure students that they can speak from their own experience when creating their amendment.

Extending

Civics Have students assemble into a “mock Congress” to evaluate the various amendments drafted by the class. First, have students decide on which amendment to debate for “passage.” Students should use persuasive language to make their case for a particular amendment. After an amendment has been chosen, students can debate it on its merits before taking a vote. If two-thirds of the class is in agreement, the amendment is up for “ratification.”



Lesson 4 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find each of the following details:
 - a. One important date
 - b. One important person
 - c. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students write an op-ed article defending the amendment they proposed in their lesson. They should set forth the purpose of their amendment, the challenge it addresses, and why they feel it is necessary for the future of the country. Students should include a special focus on how the amendment will affect the people of Florida.

Lesson 5

Who Helped Shape Florida?

Online Activities

- Vocabulary
- Summarizing

Literacy Links

- *The Great Depression for Kids: Hardship and Hope in 1930s America*, by Cheryl Mullenbach
- *FDR and the New Deal*, by Earle Rice Jr.
- *The Life of Zora Neale Hurston: Author and Folklorist*, by Della A. Yannuzzi

Activity

The People of Florida



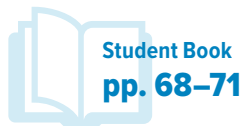
Cultures



History



Writing



Vocabulary

entrepreneur
Great Depression
heritage
immigrant
installation
refugee

Materials

- Student Book
- Activity Sheet 2d
- Think Book
- coloring utensils

Objectives

Students will be able to:

- Discuss how the Great Depression and immigration have impacted Florida.
- Summarize information from a text.
- Analyze the contributions of different people and groups throughout Florida's history.

Getting Started

1. Have students think about heroes. Ask them to think about what qualities heroes should have and who their heroes are. Have them write their ideas in their **Think Books**. 
2. Call on students to say some qualities that they look for in heroes. List them on the board.
3. Allow students to explain who their heroes are (if they feel comfortable doing so).
4. Explain that they will learn more about people who have helped shape the history of Florida—some famous and others less so—in today's lesson.

Reading

Student Book pp. 68–71: Floridians Face National Challenges; The Great Depression; World War II; Hispanic Influences; Asian Immigrants; Black Heritage; Better Together

As students read, have them write answers to the following in their 

Think Books:

- How did the Great Depression affect jobs in Florida in the 1930s?
 - ≈ More than two out of ten people were out of work; many lost their homes and life savings.
 - ≈ Even after a fruit fly invasion ruined crops, migrant workers continued to come to the state looking for jobs. There was not enough work for everyone.
- List at least three major Latino immigrant groups who have contributed to Florida's development.
 - ≈ Cuban
 - ≈ Mexican
 - ≈ Colombian
 - ≈ Puerto Rican

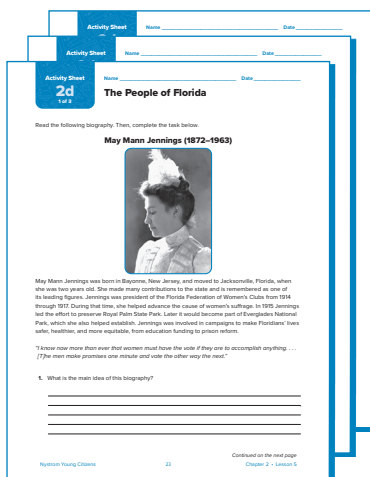
Teaching

1. Direct students to the skill box on p. 69 of the Student Book (Skill: Summarizing).

- a. Work with students to practice summarizing skills.
- b. Call on students to pick out the main idea and important details in the text.
- c. Instruct students to write a two- to three-sentence summary of the section in their **Think Books**. 
- d. Have students work with a partner to compare their summaries. 

2. Keep students in pairs. Give them all three pages of **Activity Sheet 2d**.

- a. Instruct one student of each pair to answer the questions on May Mann Jennings and the other student to answer the questions on A. Philip Randolph.
- b. Then, tell partners to read their summaries to each other. Encourage each partner to ask questions about the historical figure they did not read about, and do not allow partners to exchange activity sheets. Students should only learn about the second biography based on their partners' summaries.



Activity Sheet 2d

- c. Call on students to say a fact about the person their partners read about.
 - d. Finally, ask students if they noticed any similarities between the biographies of May Mann Jennings and A. Philip Randolph. (Both worked to gain basic civil rights for those who were discriminated against and both worked for equality for all people.)
3. Working individually or in pairs, have students create something to honor a person or group of people from Florida's past. Explain that students can create a portrait, write a poem, or write a short script to explain how the person or group helped Florida. Encourage them to be creative, and allow students to suggest other forms of expression.
 - a. Provide students with materials that they might need to complete the assignment, such as paper or coloring utensils.
 - b. Allow students to present their work to the class.
 - c. Keep students' work in anticipation of the chapter project.
4. **Summarizing and Assessing:** In their **Think Books**, have students write short summaries in response to the following questions: 
 - How did the Great Depression impact Florida?
 - How did immigration impact Florida?
 - a. Call on several students to read aloud their summaries.
 - b. Correct or add details as necessary.

Modifications for Differentiation

Above Have students create a game in which they write brief summaries of several people mentioned in the lesson (as well as those featured in the chapter Biography Gallery). Then, pair students and have them read a summary to a partner. Have the partners try to guess the person who is being described.

Below Work with these students on summarizing skills. For example, on page one of **Activity Sheet 2d**, underline key words such as *suffrage*, *equitable*, *segregation*, and *discrimination*. Have students say simple sentences based on those words that help summarize the information. Then, write the sentences and have students copy them.

ELL For **Activity Sheet 2d**, provide vocabulary support by explaining the meanings of words such as *suffrage*, *equitable*, *segregation*, and *discrimination*. Pair these students with stronger writers during the partner work.

Extending

Geography Using the **U.S. Desk Maps**, have students map the life journey of either May Mann Jennings or A. Philip Randolph. Instruct students to identify the major cities where each person lived based on the biographies in **Activity Sheet 2d**.

History Have students create a “Hall of Fame” of important Florida residents throughout history. Encourage students to choose from among people listed in the Student Book, as well as from others that they may know about. For each historical character, have them create a plaque that includes an image or drawing and a summary of the person’s contributions. Display the Hall of Fame plaques throughout the classroom.



Lesson 5 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students’ work by having each pair present a question and answer.

Writing Prompt

Have students imagine that the governor has decided to honor someone from Florida’s past with a statue. Instruct them to write a letter to the governor stating whom they believe should be honored with a statue. Tell students to give several reasons that person is deserving of such an honor.

Chapter 2 Review

Review Vocabulary

abolish
amendment
American Revolution
artifact
blacksmith
blockade
cargo
cede
colonize
colony
Congress
constitution
contiguous
convert
Cracker
enslaved
entrepreneur
expedition
Great Depression
heritage
hurricane
immigrant
installation
migrate
mission
missionary
peninsula
pioneer
pirate
ratify
Reconstruction
refugee
region
reservation
secede
tourism

Materials

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

Reading

Student Book p. 72: chapter summary

Teaching

1. Have students work through **Activity Sheet Chapter 2 Review**. Allow them to use the Student Book and their **Think Books** as needed. 
2. **Summarizing and Assessing:** Review students' work:
 - a. Review answers to the activity sheet as a class.
 - b. Divide students into groups. Ask each group to write two new questions, using the review sheet content. Model how to change a question form (for example, change a matching item to a short-answer question) as needed. 

Modifications for Differentiation

Above Have students write a summary of the chapter using as many of the vocabulary words as possible.

Below In the Matching section on the test, assist students by providing answers to two of the items. Then, have them complete the remaining items. For the Sequencing section, provide years for each item.

ELL In addition to the Below modifications, read aloud the entire review and help students locate the information needed.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 2 Test** (Student Handouts, pp. 30–32). Assist students as needed.

Chapter 2 Project

Florida Memorial Museum

Materials

- Student Book
- Florida Desk Map
- Project Checklist
- Project Evaluation
- Project Plan
- Think Book
- map markers
- craft supplies



Cultures



Geography



History



Writing

Objectives

Students will be able to:

- Creatively memorialize something or someone from Florida's history.
- Correlate important historical information with locations on a state map.
- Analyze the importance and value of people and events in Florida's history.

Project Description

Students will choose something from Florida's past to memorialize. They may select a person, group, place, or event that they learned about in the chapter. Students will work in groups to create visuals, draw portraits, or design memorials. Students must also include important information explaining the reason for the memorials, which will take the form of a written dedication. Finally, students will display their work during a gallery walk, at which time they will either complete questionnaires about their classmates' work or present their group's work.

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.

Students worked on a similar activity in lesson 5. You may wish to display their work at the beginning of the project. This may serve as inspiration for new ideas for their projects.

Instructions and Suggestions

Day 1

1. Put students in small groups. 
2. Explain to groups that they will create a memorial to someone or something in Florida's history.
 - a. Have students start by reviewing chapter 2 in the Student Book and their **Think Books**. 
 - b. Explain that as they review, they should search for a person, group, place, or event that deserves a state memorial.
3. Designate one student per group to be a notetaker. Then, ask groups to discuss their ideas about a memorial.
4. Explain that groups must decide on an idea by the end of today's lesson.
5. Once groups decide on the subject of their memorials, instruct them to begin researching their topics.
 - a. Tell students to find as many details as they can about their subjects in the Student Book.
 - b. Have them record these notes in their Think Books.

Day 2

1. Have groups continue working on their memorials. Explain that they must now decide what kind of memorial it will be: a portrait, statue, building, museum, etc. Explain to groups that they should be creative and choose the most appropriate memorial.
 - a. Instruct groups to sketch ideas for what the memorial will look like.
 - b. Explain that the memorial must have three components:
 - title
 - visual display
 - written dedication (summary of important points)
2. Have students work on their memorials. Provide materials as needed. Circulate and provide support.

Day 3

1. Have groups finalize their memorials and written dedications.
2. Distribute a **Florida Desk Map** and map marker to each group.
 - a. Explain that groups should mark a location (or locations) on the map where the memorial would ideally be located.
 - b. Have them draw a circle on the place(s) on the maps.
 - c. Make sure that the location is included and explained in the written dedication.
3. Distribute the **Project Plan** (Student Handouts p. 33) to students. Explain that they will fill out information about other groups' memorials.
4. Organize a gallery walk for students to present and view all memorials. Designate one student from each group to stay and present the memorial. This student will not have to fill out the Project Plan. Optionally, you may choose to invite other classes or school staff to the gallery walk.

Project Plan

Florida Memorial Museum

For each project that you visit, complete the following questionnaire.

1. What is the title of the project?
2. What or whom does it memorialize?
3. What is one detail that you learned from the project?

1. What is the title of the project?

2. What or whom does it memorialize?

3. What is one detail that you learned from the project?

1. What is the title of the project?

2. What or whom does it memorialize?

3. What is one detail that you learned from the project?

Nystrom Young Citizens 72 Chapter 2 • Project Plan

Project Plan

Modifications for Differentiation

Above Designate these students as notetakers during the research phase of Day 1. You may also choose to have these students take the role of presenters during the gallery walk on Day 3.

Below Have students focus on the design and visual aspects of the project. During the gallery walk, support their work on the questionnaire, especially the third question.

ELL These students may require vocabulary support concerning the term *memorial*. Define the word for them and show them examples, such as the Lincoln and Dr. Martin Luther King Jr. memorials in Washington, D.C.

Rubric

See **Project Evaluation** (Student Handouts, p. 35).

Compelling Question

What Shapes Life in Florida Today?

In this chapter, students will learn about different things that have an impact on people's lives in Florida.

Time Frame: 7 Weeks

- 1 Students will examine the influence of geography on different aspects of life in the state.
- 2 Students will explore the ways in which various groups have contributed to a vibrant, multicultural state.
- 3 Students will identify environmental risks facing the state and learn ways prepare for and respond to climate emergencies.
- 4 Students will dissect the roles and responsibilities of state government.
- 5 Students will analyze different elements of the state economy.
- 6 Students will discuss ways that people work to make the state a better place to live.
- 7 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

The Kennedy Space Center: How Has Space Exploration Advanced Science and Technology?

This Leveled Student Reader works well with lesson 4. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

Weather and the Economy

This Group Activity Card works well with lessons 1 or 6. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

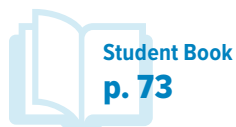
People from Modern-Day Florida

The following activity works well with lesson 2.

1. Have students work individually or with a partner. Instruct students to read pp. 88–89 of the Student Book (People from Modern-Day Florida).
2. Have them choose two of the people shown in the Biography Gallery.
 - a. Have students imagine those two people having a conversation.
 - b. Instruct students to write a short script describing a discussion between the two people.
 - c. Have them include themes and places from the Student Book in the script.
 - d. Have students present their scripts to the rest of the class.

Chapter 3

Introduction



Geography



Critical
Thinking



Information
Processing

Materials

- Student Book
- Florida Desk Map
- Images of Tourist Destinations in Florida [↓](#)
- Think Book
- map markers
- sticky notes

Getting Started

1. Give each student two small sticky notes. Ask them to write their name on each sticky note.
2. Set up a few stations that display images from around Florida. Ask students to place their sticky notes on two images. Explain that students should choose two images that show a place they would like to visit (but have not already visited).
3. Have students tally the sticky notes and determine the place that most students want to visit. Tell students the name of that tourist destination.
4. Tell students that millions of people visit Florida each year, including the places shown in the images.
5. Ask students to predict why so many people visit Florida. Write a few of their predictions on the board.

Reading

Student Book p. 73: chapter introduction

As students read, have them answer the following questions in their **Think Books**:



- List at least two reasons people want to come to Florida.
 - ≈ Florida has excellent farmland for growing valuable crops.
 - ≈ Beaches, wildlife preserves, and other attractions draw new residents and tourists alike.

Teaching

1. One at a time, show the images from the Getting Started activity to students. Write the name of each place on the board, along with the number of votes it received.

2. Put students in small groups. Distribute the **Florida Desk Map**  and a map marker to each group.
 - a. Have groups turn to Side A of the desk map.
 - b. Instruct them to find the places listed on the board on the map. Have them mark each with a star. Circulate among the groups to check their work and provide assistance if necessary.
3. Have students point to the location that had the most votes during the Getting Started activity.
 - a. Ask students to look for any patterns that emerged from the Getting Started and mapping activities. For example, ask students if most of them wanted to visit places that are near water, in a city, or in a park.
 - b. As a class, create a summary statement that explains a pattern they identified. For example, one summary statement might be, “Most students in our class want to visit places near the ocean.”
 - c. Ask students to write the summary statements in their **Think Books**. 
4. **Summarizing and Assessing:** Ask students to review the predictions they wrote in the Getting Started activity.
 - a. Call on several students to read aloud their predictions. Together, discuss which class predictions were right.
 - b. Explain that today’s activity, including the summary statements and predictions for why people come to Florida, will be useful throughout the chapter and especially for the chapter project.

Lesson 1

How Does Florida's Geography Affect How We Live?

Online Activities

- Vocabulary
- Cause and Effect

Literacy Links

- *All around Florida: Regions and Resources*, by Bob Knotts
- *Florida: The Sunshine State*, by Emily Rose Oachs
- *Florida*, by Tamra B. Orr

Activity

Mapping Florida



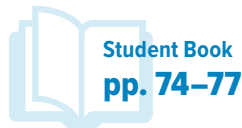
Geography



Information
Processing



Speaking &
Listening



Vocabulary

agriculture
climate change
erosion
fertilizer
peat
wet prairie

Materials

- Student Book
- Florida Desk Map
- Activity Sheet 3a
- Think Book
- map markers

Objectives

Students will be able to:

- Locate specific places and calculate distances on a map.
- Recognize cause-and-effect relationships.
- Explain the impact that geography has on the state of Florida.

Getting Started

1. Instruct students to create a T-chart in their **Think Books**. Tell them to label the left side **Cause** and the right side **Effect**. 
2. Have students write **hurricane** in the “Cause” column. Then, have them write what they do when it hurricanes in the “Effect” column.
3. Repeat step 2 using **warm weather** and **rain** as causes.
4. Have students share their T-charts with a partner. Call on students to read aloud one of their partner's cause-and-effect pairings. 
5. Explain that students will practice identifying more causes and effects during today's lesson, while at the same time learning more about the impact of geography on people's lives.

Reading

Student Book pp. 74–77: Natural Resources; Agriculture; Minerals; The Power of Weather

Before students read, have students create a four-column chart in their **Think Books**. Have them write the lesson question as the title of the chart. For the four column headings, tell them to write **Natural Resources, Agriculture, Minerals, and The Power of Weather**.



As students read, instruct them to fill out their charts.

How Does Florida's Geography Affect How We Live?

Natural Resources	Agriculture	Minerals	The Power of Weather
≈ Freshwater sources provide drinking water and recreational opportunities. ≈ Wet prairies found in places like the Everglades provide clean air and habitats for animals.	≈ Florida farmers grow citrus, peanuts, and cotton. ≈ Florida is also known for its beef and dairy cattle production.	≈ Florida is one of the world's largest producers of phosphate rock, though recently mines have been closing. ≈ Limestone and peat are other resources found in Florida's soil.	≈ Florida experiences twice as many hurricanes as other parts of the country. ≈ Beach erosion is caused by strong waves and powerful wind that move sand off beaches.

Teaching

1. Review students' answers from the Reading section by calling on them to provide one answer they wrote in their **Think Books**. Instruct students to add to their charts as they listen to others.
2. Explain the idea of cause and effect.
 - a. Seeing a cause-and-effect relationship between two events gives us deeper understanding in most subject areas, and in life. A "cause" is an event that makes something happen. What happens is the "effect" of that cause. There are words and phrases that let us know that a cause-and-effect relationship might exist, such as *since*, *so*, *because*, *due to*, *therefore*, *as a result*, *if... then*, and *so that*. Also, there can be multiple causes of one event (such as causes of a war) or multiple effects from one cause (such as the effects of a flood).



- b. Help students recognize cause and effect by examining examples from the Student Book. Isolate a paragraph such as “Beach erosion is also...” on p. 77 of the Student Book. Call on students to point out a cause (beaches erode) and effect (coastal towns face greater risk of flooding).
3. Put students in small groups. Distribute the **Florida Desk Map** and map markers.
 - a. Direct students to turn their maps to Side A. Ask students to find Bushnell, near Waccasassa Bay. Ask students to trace I-75 with their map markers from Bushnell to Fort Meyers.
 - b. Ask students what states I-75 connects. (Georgia and Florida)



Activity Sheet 3a
Mapping Florida

Follow the instructions and complete the task using the Florida Desk Map.

- Mark the following features on the desk map, Side B, using the map markers.
 - Put an S on a swamp.
 - Put an L on a lake.
 - Put a beach. Create a symbol for beaches and add it to the map and map legend.
 - Put a national park. Create a symbol for national parks and add it to the map and map legend.
- Using either side of the desk map, find the distance in miles between the following locations.
 - The northern and southern tips of Florida
 - The farthest eastern and farthest western points of Florida
 - Fort Myers and Fort Lauderdale
 - St. Augustine and Port St. Lucie
 - Gainesville and Miami

Nystrom Young Citizens Chapter 3 • Lesson 1

Activity Sheet 3a

- c. Instruct students to turn to Side B of the Florida Desk Map. Distribute **Activity Sheet 3a** to all students. Have the groups work together while students fill in the answers.
4. **Summarizing and Assessing:** Remind students of the lesson question, “How Does Florida’s Geography Affect How We Live?”
 - a. Tell students that this lesson reviewed cause and effect.
 - b. Have students work with a partner. Instruct the pairs to write three cause-and-effect sentences that help answer the lesson question.
 - c. Call on pairs to read aloud one of the cause-and-effect sentences they wrote. As students read their sentences, track their answers with a cause-and-effect T-chart on the board.
5. Have students clean, collect, and put away materials.



Modifications for Differentiation

Above Have students write two math word problems using any of the information given in the questions in **Activity Sheet 3a**.

Below Provide a read-aloud of the lesson and pause for students to fill out the four-column chart. Review, if necessary, how to find the distance in miles between two places.

ELL Provide a read-aloud of the lesson and work together to fill out the four-column chart. Create symbols for beaches and swamps together. Demonstrate how to find the distance in miles between two places.

Extending

Current Events Have groups of students pick different towns around Florida and find a local news source for those towns, such as an online newspaper or radio show. Encourage students to find out what issues other parts of the state are facing.

Culinary Arts Instruct students to create a cookbook of recipes that highlight the food grown in Florida. Tell them to include some of the foods from crops listed on p. 75 of the Student Book, and encourage them to add other kinds of food that come from their community. Allow students to present their cookbooks and, optionally, have them prepare one dish for the class to try.



Lesson 1 Closure

Review Activity: Cause and Effect

Have student pairs use the Student Book to find effects for the following causes:

- Florida has many natural resources. (Florida's natural resources help the people of our state grow crops, and access fresh drinking water.)
- Florida's climate is excellent for growing many kinds of crops. (Farmers grow citrus, peanuts, and cotton.)
- There are minerals contained below the ground in Florida. (Florida is one of the largest producers of phosphate rock in the world.)

Check students' work by calling on pairs to read aloud at least one cause-and-effect pairing.

Writing Prompt

Have students choose one of the four topics from lesson 1 (natural resources, agriculture, minerals, or the power of weather). Have students write one paragraph that could be used in an advertisement intended to encourage people to come to Florida. Have students write this paragraph in their **Think Books**. Pair students and ask them to share their work. Tell students to save their writing, as they may be able to use it later as part of their chapter projects.

Lesson 2

What Challenges Shape Florida Today?

Online Activities

- Vocabulary
- Civil Rights

Literacy Links

- *Who Was Harriet Beecher Stowe?* by Dana Meachen Rau
- *World War II History for Kids: 500 Facts*, by Kelly Milner Halls
- *Count Me In*, by Varsha Bajaj

Activity

Mapping Immigration



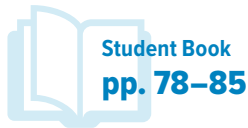
Geography



History



Information
Processing



Vocabulary

activist
boycott
discriminate
racism
regulation
segregation
speculator
unemployed

Materials

- Student Book
- Activity Globes
- U.S./World Desk Map
- Activity Sheet 3b
- Think Book
- map markers

Objectives

Students will be able to:

- List reasons why immigrants have come to Florida.
- Locate the countries of origin of immigrants on a globe.
- Describe some challenges that immigrants faced and continue to face.

Teacher's Note

If you have students in your class who are immigrants, it is possible to incorporate their stories into this lesson. In particular, you might add their home countries to the mapping activity. Only choose this option if the students themselves feel comfortable discussing it. A good approach is to talk to them before the class begins and explain the activity.

Getting Started

1. On the board, write **Where, Why, Who, What, How,** and **When.**
2. Tell students to think about a trip they have taken or that they would like to take. Ask them to think about the questions on the board in relation to this trip: where they went, why they went, who went with them, what they took, how they traveled, and when they traveled.

3. Have students write their answers in their **Think Books**. 
4. Pair students and have them share their answers. 
5. Explain that today they will learn about people who traveled to Florida from different countries and learn more about their experiences.

Reading

Student Book pp. 78–85: A Changing State; The Depression and Beyond; World War II in Florida; Struggles in the Black Community; Florida's Immigrant Groups

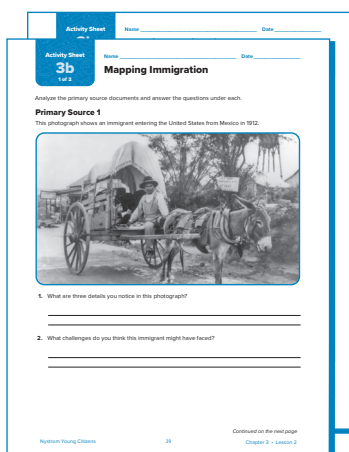
As students read, have them write answers to the following in their **Think Books**: 

- Name two reasons Florida began to change after 1918.
 - ≈ Railroads and cars led to greater mobility and more people were traveling to the state.
 - ≈ The economy was booming and speculators started buying up land in the state.
- Explain how World War II affected Florida.
 - ≈ There was a sudden need for military bases built in Florida.
 - ≈ Small Florida cities grew quickly.
 - ≈ Women found new avenues of employment.
- How have immigrant communities improved Florida?
 - ≈ opened businesses
 - ≈ added to economy
 - ≈ introduced new customs, ideas, foods, and ways of living

Teaching

1. Divide students into six small groups. Give each group an **Activity Globe**, **World Desk Map**, and map marker. 
 - a. Tell students that they are going to complete a mapping activity that helps them locate the home countries of some of the many immigrants who have come to Florida in the past and present.
 - b. Instruct groups to locate New York City. Have them mark **FL** south of New York City on the Activity Globe. Explain that this represents Florida.
 - c. Direct students to p. 84 of the Student Book (Florida's Immigrant Groups). Call on a student to read aloud the first paragraph of the section.

- d. Ask students which countries are mentioned in the text. Call on students to list them, and keep a list on the board. (Cuba and Haiti)
- e. Instruct groups to locate and circle the countries on the Activity Globe.
 - Explain that Haiti is not labeled on the globe because it is so small. Have students refer to the World Desk Map to locate it (Haiti is east of Cuba). Tell students that the Atlas on pp. 170–171 of the Student Book also has a political map of the world.
 - Next, have students draw arrows from each of the countries to Florida. Ask them the following questions, giving time for groups to discuss each question before calling on them to answer.
 - Which body of water must immigrants from Cuba cross? (Atlantic Ocean)
 - Which country is farthest from Florida? (Haiti)
 - Which country is next to the Caribbean Sea? (Haiti)
 - What country shares an island with Haiti? (the Dominican Republic)
- f. Conclude the mapping activity by asking students to think about what challenges immigrants might face while making the journey to Florida. Call on students for their ideas and discuss with the class.



Activity Sheet 3b

2. Next, put students in pairs. Distribute **Activity Sheet 3b**.
 - a. Tell students that they will analyze two primary sources from immigrants who came to the United States.
 - b. Have student pairs work together to complete the activity sheet.
 - c. Call on pairs to read aloud their answers as a way to review the material.



3. **Summarizing and Assessing:** Have students revisit their answers about a personal trip from the Getting Started activity.
 - a. Ask them to answer these same questions about immigrants who came to Florida.
 - Who traveled? (Individuals and families came to Florida from Cuba, Haiti, and other Latin American and Asian countries)
 - Why did they travel? (for jobs, to escape poverty and political situations of home countries)
 - How did they travel? (many by boat)
 - b. Call on students to share their answers.
4. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Ask these students why they think large numbers of immigrants come from different countries at different times in history. Have them write a paragraph explaining their answers in their **Think Books**.

Below Provide some context for Primary Source 2 of **Activity Sheet 3b**. Explain that immigrants were questioned by officials and examined by doctors when they arrived at Ellis Island. A Polish Jew from Russia who spoke Yiddish was probably frightened by the whole process. Fortunately, the thirteen-year-old child had prepared by learning the passage in English and was able to help his mother and uncle.

ELL Provide some context for Primary Source 2 of **Activity Sheet 3b**. Explain that immigrants were questioned by officials and examined by doctors when they arrived at Ellis Island, and that it was a frightening process. Show more photos of Ellis Island and give some numbers to show how many thousands of people passed through there. Create a safe space for any students who want to share stories about their own journeys.

Extending

Cultures Have students read more about what happened to immigrants at Ellis Island. Then, have them work in a small group and write a short play about the immigrant experience. Instruct students to include characters who would have been present, including immigrants themselves as well as immigration officials. Allow students to enact their plays in front of the class or even in the school auditorium.



Lesson 2 Closure

Review Activity: Maps

Have students work in small groups. Give each group a **World Desk Map** and map marker.

1. Tell the groups to use the Student Book or their **Think Books** and find countries mentioned in the lesson. Have them mark two of these countries on the map. Then, have them draw arrows from those two countries to Florida. Finally, have them label all three arrows with the word **Immigration**.
2. Have each group present its map to the class. Ask groups to explain one detail about immigration during their presentations.

Writing Prompt

Based on what they learned in lesson 2, have students write one paragraph in their **Think Books** about immigration. Tell them to explain why immigrants come to Florida, as well as the impact immigration has had on the state. Pair students and ask them to share their work.

Lesson 3

What Do Floridians Have in Common?

Online Activities

- Vocabulary
- State Symbols

Literacy Links

- *The Kid's Guide to Service Projects: Over 500 Service Ideas for Young People Who Want to Make a Difference*, by Barbara A. Lewis
- *Real Kids, Real Stories, Real Change: Courageous Actions around the World*, by Garth Sundem
- *All about Florida: 100+ Interesting Facts & Trivia*, by Bandana Ojha

Activity

Recovery Projects



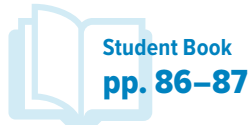
Civics



History



Speaking &
Listening



Vocabulary

anthem
diverse
neighborhood watch

Materials

- Student Book
- Activity Sheet 3c
- Think Book

Objectives

Students will be able to:

- Identify environmental risks facing their state.
- Describe why emergency preparedness and climate resiliency are important.
- Come up with ways that people can provide mutual aid to one another in an emergency.

Getting Started

1. Have students think about times they have needed the assistance of others. Instruct students to record at least one such occasion in their **Think Books**, as well as a few sentences about how they felt when asking for and receiving help. 
2. Invite students to share their experiences with the class.
3. Explain that, just as individuals sometimes need assistance, so do communities. For example, the immigrant communities that students learned about in the previous lesson may need help finding housing or learning a new language.
4. Tell students they will be learning about how communities in Florida can prepare for environmental hazards and provide mutual aid to one another. Explain that mutual aid describes the ways that neighbors assist one another in challenging times.

Reading

Student Book pp. 86–87: Helping Communities; Florida State Symbols

As students read, have them write answers to the following in their 

Think Books:

- Name two ways Floridians improve their communities and support people in their state.
 - ≈ arrange a neighborhood cleanup
 - ≈ connect people who are experiencing homelessness to local resources
- Why was the Florida state seal updated in 1970?
 - ≈ The original seal showed a sun shining over a mountain, a cocoa tree, and an American Indian woman who was wearing clothes more common to the Great Plains cultures. These were not accurate representations of the state.

Teaching

1. Ask students to think about what they have learned about Florida's landscape and geographic location in previous lessons. Explain that the effects of climate change are causing warmer temperatures and more frequent extreme weather events.
2. Lead the class in a discussion about the potential effects of climate change and ways we can be prepared for extreme weather events.
 - a. Ask students what climate risks Florida faces based on its landscape and geographic location (e.g., more frequent hurricanes, rising sea levels) and how these risks might impact the lives of Floridians (e.g., structural damage to buildings, flooding).
 - b. Ask students why it might be important to plan for climate risks in Florida and elsewhere. Have students brainstorm ways we might prepare for climate risks (e.g., constructing sea walls, storing food and water).
 - c. Explain to students that there are national organizations such as the Federal Emergency Management Agency (FEMA) that help communities affected by natural disasters. Explain that FEMA has assisted Floridians impacted by natural disasters like Hurricane Sally in 2020.

Activity Sheet 3c Name _____ Date _____

Recovery Projects

A Florida news organization has alerted state residents that more hurricanes are expected to occur in the state in the coming year. Scientists say that effects of climate change could make these hurricanes very strong. Specifically, they say that warmer ocean surface temperatures can increase the speed of the wind and the amount of rain carried by the hurricanes. Help your community design an emergency preparedness plan by answering the questions below.

1. What people, groups, or organizations in your community would you contact as you prepare for the hurricane?

2. What are some places in your community where people affected by the hurricane might take shelter?

3. Name three items the community should have on hand to share with those affected by the hurricane.

4. Are there any steps your community can take to try to limit environmental risks in the future?

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Activity Sheet 3c

3. Explain to students that they are going to design a plan for emergency preparedness and mutual aid.
 - a. Distribute **Activity Sheet 3c**. Tell students that they will be reflecting on what they have discussed as a class as they complete the activity sheet.
 - b. As students work, monitor their progress and remind them of key points raised in the class discussion.
4. After students complete the activity sheet, review answers together as a class.
5. **Summarizing and Assessing:** Ask students to answer the following questions:
 - Why is Florida at risk for natural disasters? (location on coast, effects of climate change)
 - Why is it important to plan for natural disasters? (to ensure people are kept safe in unpredictable moments)
 - How does mutual aid help people who are impacted by natural disasters? (connects people quickly and directly with the resources they need)

Modifications for Differentiation

Above Ask students to reflect in their **Think Books** on national agencies like FEMA and local, community-based mutual aid. In what ways are they similar? In what ways are they different? Since national agencies might not always be familiar with the needs of individual communities, why might it be important to pair both large-scale and locally based emergency aid?

Below Provide individual support as students work on **Activity Sheet 3c**. Remind students of topics generated in the class discussion. Help students identify ways that natural disasters might affect their communities directly and reasons it is important to be prepared.

ELL Students may need additional assistance understanding conceptual terms like *climate change* or *mutual aid*. Have students create visuals (or share premade visuals) to illustrate these concepts (for example, an image of the earth from space to help visualize weather patterns and climate).



Extending

Visual Arts Have students design a new state seal with updated symbols. Encourage them to think about their own experiences of the state and what they see in their daily travels when they select new symbols. Have students write a brief description of their new seal and the meaning behind each element.

Math Have students research the average rainfall, air temperature, and wind speed of Florida and one other state. Instruct students to determine the difference between the two states in the three categories and have them create a bar graph illustrating their findings.



Lesson 3 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students pretend that there is one member of their community who does not feel the need for the disaster preparedness program they outlined in **Activity Sheet 3c**. Instruct students to write a letter persuading this person that the program is a good idea, incorporating what they have learned about the threat of natural disasters. Advise students to back up each of their points with evidence.

Lesson 4

What Does Our State Government Do?

Online Activities

- Vocabulary
- Comparing and Contrasting

Literacy Links

- *For Which We Stand: How Our Government Works and Why It Matters*, by Jeff Foster
- *Shh! We're Writing the Constitution*, by Jean Fritz
- *State Government*, by Vincent Alexander

Activity

Comparing and Contrasting



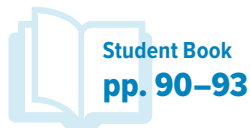
Civics



Critical
Thinking



Reading



Vocabulary

budget
Declaration of
Independence
executive
founder
judicial
legislative
patriotic
preamble
proclamation
veto

Materials

- Student Book
- Activity Sheet 3d
- Think Book
- mini whiteboards (white paper)

Objectives

Students will be able to:

- List the three branches of state government.
- Describe the responsibilities of each branch of the state government.
- Compare and contrast services that state and local governments provide.

Getting Started

1. Ask students to make a list of at least five jobs that have to be done in their household. Provide ideas if necessary, such as buying groceries, paying bills, maintaining the car, returning books to the library, or feeding a pet. Have students write these in their **Think Books**. 
2. Tell students to write the name or names of who is responsible for doing that job next to each of the items listed.
3. Call on several students to share items from their list, as well as those who are responsible for those jobs.
4. Ask students to look at their lists and see if one person is responsible for most of the work or if multiple people share the jobs.
5. Explain that, just as families have roles and responsibilities, states do as well. Explain that in today's lesson they will learn about how responsibilities are divided in government.

Reading

Student Book pp. 90–93: State Government Organization; The Constitution’s Protection; Proclamations and Celebrations

As students read, have them write answers to the following in their 

Think Books:

- What are the three branches of state government?
≈ legislative, executive, and judicial
- What services do state governments provide?
≈ overseeing driver’s licenses, license plates, and birth certificates
≈ planning and paying for roads, state parks, state police, and unemployment compensation
≈ helping those in need
≈ operating state courts
- How do state and local governments work together?
≈ They work together to provide education services and set up emergency responses.

Teaching

1. Review students’ responses from the Reading section by calling on several students. Tell students to add to or change their answers if necessary so that they have the correct responses.

2. Have students make a three-column chart in their 

Think Books.

- a. Turn to p. 90 of the Student Book (State Government Organization) and read aloud the first paragraph of that section. Tell students to label the columns **Legislative**, **Executive**, and **Judicial**. Create the same table on the board as a model.
- b. Read the second paragraph of the section to the class. Ask students to listen for the jobs of the legislative branch and write them down as you read aloud the text.
- c. Read the third paragraph of the section about the executive branch to students and pause for them to fill out the table.
- d. Read the fourth paragraph of the section about the judicial branch to students and pause for them to fill out the table.

- e. Review students' notes by calling on them to give details for each column. Fill in the chart on the board based on their answers, including details as necessary.

Legislative	Executive	Judicial
Makes laws Approves state budget	Led by the governor Governor can stop new laws from passing	Decides what laws mean interprets the state constitution

3. Review the skill box on p. 93 of the Student Book (Skill: Comparing and Contrasting).
- Ask students what services both local and state governments provide. (Plan and pay for roads; students might also say that both help with schools and courts.)
 - Ask students how state and local services differ. (Local governments: operate schools, organize police and fire services, provide water and electricity, collect garbage, operate parks, operate local courts. State government: monitors schools, plans and organizes emergency response, issues driver's licenses, issues professional licenses, operates state courts.)

Activity Sheet 3d Name _____ Date _____
Comparing and Contrasting

Using the information in the chart about Florida and Louisiana, compare and contrast the two states.

Florida	Louisiana
Florida has three branches of state government.	Louisiana has three branches of state government.
Residents can obtain a learner's license at age 15.	Residents can obtain driver's license learning permits at age 15.
Schools provide a minimum of 180 days of instruction.	Schools provide a minimum of 177 days of instruction.
There is no state income tax in Florida.	State income tax rates range from 1.85% to 4.25%.
Minimum wage is \$11 per hour.	Minimum wage is \$7.25 per hour.
Most forms of gambling are illegal in Florida. There are seven Indian casinos.	Gambling is legal, but betting on dog racing is prohibited.

Lesson as of April 2020

Similarities:

Differences:

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Activity Sheet 3d

4. Hand out **Activity Sheet 3d** and have students complete it. After students finish, have them share their answers with a partner or small group. Call on pairs or groups to read their answers aloud to review the material.
5. **Summarizing and Assessing:** Divide students into teams of three to four. Allow them to have their **Think Books** open. Give each team a mini whiteboard or sheets of paper. Explain that each team will have thirty seconds to write their answers. After thirty seconds, ask teams to hold up their answers.
- How many branches make up the state government? (3)
 - How many branches make up the national government? (3)
 - What branch of the state government includes the governor? (executive)
 - What is one way that state and local governments work together? (education services, emergency responses)



- What is one service that the state government provides? (monitors schools, plans and organizes emergency responses, issues driver's licenses, issues professional licenses, operates state courts)
- What is one service that the local governments provide? (operate schools, organize police and fire services, provide water and electricity, collect garbage, operate parks, operate local courts)

Modifications for Differentiation

Above Have students create a comic strip explaining how laws are made, carried out, and enforced.

Below Have students write the three Reading questions in their **Think Books** ahead of time, leaving space for their answers. Read aloud the text and pause for them to answer each question. For **Activity Sheet 3d**, allow students to create a list rather than write sentences.

ELL Read aloud the text in the Student Book. Create the three-column chart on large paper and include a visual for each of the three branches of government. Give students strips of paper with the services listed on the chart in the Teacher's Guide. Simplify the language if needed. Have students place the services in the correct column as you read. Have students create a simple visual to represent each service (for example, a pen for writing laws or a dollar sign for budget). For **Activity Sheet 3d**, allow students to create a list rather than write sentences.

Extending

Civics Ask students to create a table like the one in **Activity Sheet 3d**, comparing Florida with a different state. Have students research the laws of a state (or states) of their choosing. Encourage students to add more categories of laws. Have students design posters to present their findings.

Visual Arts Have students create a comic strip that explains what the three branches of government are and what each of them is responsible for. Encourage them to find creative ways to convey the information in their comics. Put together a poster showing students' work and display it in the classroom or on a hallway bulletin board.



Lesson 4 Closure

Review Activity: Questions

Have students review the chart in their **Think Books** showing the three branches of government. Have students create questions from each column (legislative, executive, and judicial) and write them in their Think Books. Model this for students by giving an example, such as “What branch of government makes the laws?” (legislative)

1. Once students have written their questions, pair them with another student. Allow pairs to work together to write answers to the questions that they have written.
2. Check students’ work by having each pair present a question and answer.

Writing Prompt

Instruct students to pick one of the laws that they learned about in this lesson or think of a law that they believe should exist (e.g., lowering the voting age to 16). Have them write an email to the state legislature explaining why they think this law needs to be changed or created.

Lesson 5

What Are the Major Parts of Florida's Economy?

Online Activities

- Vocabulary
- Reading a Graph

Literacy Links

- *Go for Launch: An Illustrated History of Cape Canaveral*, by Joel W. Powell with Art LeBrun
- *The Amusement Park: 900 Years of Thrills and Spills, and the Dreamers and Schemers Who Built Them*, by Stephen M. Silverman
- *Saving American Beach: The Biography of African American Environmentalist MaVynne Betsch*, by Heidi Tyline King

Activity

Gallery Walk



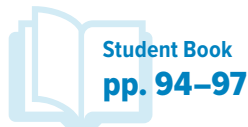
Careers



Economics



Speaking &
Listening



Vocabulary

aerospace
export
hub

Materials

- Student Book
- Activity Sheet 3e
- Think Book
- coloring utensils
- large sheets of paper (poster boards)

Objectives

Students will be able to:

- Define *economy*.
- Name different sectors that contribute to Florida's economy.
- Explain how aerospace, tourism, global trade, and life-science and medical companies contribute to Florida's economy.

Getting Started

1. Tell students to imagine that someone decided to visit your area as a tourist. Explain that the person would want to buy a souvenir for a family member to remember the trip.
2. Have students brainstorm ideas about what the person could buy that would be a good local souvenir. Encourage them to think about reasons tourists might come to their town, county, or region. Have them write their ideas in their **Think Books**. 
3. Call on students to read aloud one of their ideas. Make a running list on the board.
4. Tell students that this imaginary trip included several things that are connected to our state's economy, including tourism. Explain that they will learn more about Florida's economy in today's lesson.

Reading

Student Book pp. 94–97: The Space Coast; Tourism; Global Trading; A Science Hub; Florida's Entrepreneurs

Have students write the five section titles from the Student Book in their **Think Books: The Space Coast, Tourism, Global Trading, A Science Hub**, and **Florida's Entrepreneurs**. Instruct students to leave a couple lines of space under each title. As students read, have them write one detail about each of those categories under the section title.



The Space Coast
≈ Florida's space coast includes two major U.S. space program locations: the Kennedy Space Center and Cape Canaveral. ≈ As of 2022, more than 3,000 spacecraft have launched from Cape Canaveral. ≈ The focus on space exploration has brought other aerospace businesses to the state.
Tourism
≈ About 125 million people travel to Florida each year to visit theme parks and other attractions. ≈ Port Canaveral is the second-busiest cruise port in the world.
Global Trading
≈ Florida is one of the largest export states in the country. ≈ International trade provides 2.4 million jobs to people in the state.
A Science Hub
≈ More than 1,500 life-sciences companies are scattered across Florida. ≈ These companies develop medical devices and medications.
Florida's Entrepreneurs
≈ Henry Flagler is credited with creating the tourism industry in Florida. ≈ Abraham Lincoln Lewis founded a life insurance company and used his wealth to make life better for other Black people living in segregated Florida.

Teaching

1. Go over students' answers to the Reading section and review the content.
2. Put students in small groups. Assign each group a section from the Student Book: The Space Coast, Tourism, Global Trading, A Science Hub, or Florida's Entrepreneurs.



- a. Explain to groups that they will create posters focusing on their topics.
- b. Tell them that posters should include the following: a title, a definition, examples of the kinds of businesses or jobs connected to the topic, a description of how it affects the state's economy, and images/drawings related to the topic.
- c. Distribute a large sheet of paper (or poster board), coloring utensils, and one copy of **Activity Sheet 3e** to each group.
- d. As groups work, monitor their progress. Some answers, especially for how the topic helps the state's economy, must be inferred from the text. Provide assistance as necessary.

Activity Sheet 3e

3. After students have completed their posters, conduct a gallery walk so groups have an opportunity to share their work.
4. Save these posters for reference in the chapter project.
5. **Summarizing and Assessing:** Ask students to answer the following questions, using the posters and/or their Student Books as necessary.
 - How does the space coast help Florida's economy? (The Space Coast is the center of the aerospace industry, where rockets and capsules are designed and built. The area also attracts tourists who want to watch a rocket launch.)
 - What are some reasons that tourists come to Florida? (Tourists visit the state's many theme parks, beaches, and national parks like the Everglades.)
 - How does global trade help grow Florida's state economy? (International shipping and trade from Florida's busy ports provides 2.4 million jobs. Florida trades with many regions throughout the world.)

- How do the life sciences help Florida’s economy? (Doctors and hospitals buy medical devices and medications developed in Florida to treat serious illnesses.)
- How have Florida’s entrepreneurs helped Florida’s economy? (Contributions from entrepreneurs like Henry Flagler, Lue Gim Gong, and Abraham Lincoln Lewis helped the state grow in population and wealth.)

Modifications for Differentiation

Above Have these students create a flowchart to show how money moves through the economy. The flowchart should include buying, selling, making, and managing money, as well as arrows and visuals.

Below Read aloud the text in the Student Book and pause for students to write notes under each section title in their **Think Books** with as many details as they can. This information will support them as they work on their posters.

ELL Read aloud the text in the Student Book. Provide students with the information from the chart in the Reading activity; simplify the language if necessary. Have students put the information in the correct section in their **Think Books**. Have students create a visual for each section.

Extending

Math Have students research how much money Space Coast, tourism, global trade, and the life-science industry contribute to the overall economy of Florida. Have them create an infographic or graph that shows how much money each area contributes to the state economy. Students may add other sectors of the economy to their graphs.

Science and Technology Private companies that design and build rockets and spacecraft have their headquarters at the Kennedy Space Center. Instruct students to design their own “space exploration” company and create a drawing of the facilities. Ask them to give the company a name, choose a location for its headquarters, and develop a list of the improved or experimental spacecraft it will produce.



Lesson 5 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find each of the following details for each of the five sections:
 - a. One important place
 - b. One important job
 - c. One important product
2. Call on students to explain one of their choices.

Writing Prompt

Have students imagine that they are trying to convince a business to move its headquarters to Florida. Tell them to consider the types of businesses that they learned about in lesson 4. Instruct them to write a persuasive letter that gives reasons the business should move to Florida.

Lesson 6

How Can We Improve Our State?

Online Activities

- Vocabulary
- Climate Change

Literacy Links

- *Student Voice: 100 Argument Essays by Teens on Issues That Matter to Them*, by Katherine Schulten
- *Americans with Disabilities Act*, by Susan Dudley Gold
- *The Story of More (Adapted for Young Adults): How We Got to Climate Change and Where to Go from Here*, by Hope Jahren

Activity

Problem-Solving Stations



Civics



Critical
Thinking



Speaking &
Listening



Vocabulary

disability
exploit
minority

Materials

- Student Book
- Think Book
- coloring utensils
- large sheets of paper (poster boards)
- mini whiteboards (white paper)

Objectives

Students will be able to:

- List challenges facing Florida today.
- Describe ways people can advocate for change.
- Propose and describe creative solutions to current challenges.

Getting Started

1. Choose an example of a recent change at your school or in the classroom. Possible examples include how students line up for lunch, check books out from a library, are dismissed to go home, or store their personal items.
2. Explain the problem that resulted in the change. Tell students that this change was a way of improving the school environment.
3. Pair students and ask them to share who decided to make this change and why they think they made that decision. Then, have them brainstorm ideas for new changes that might be made to improve the school. 
4. Call on pairs to share their ideas with the class.
5. Explain that students will learn about problems facing Florida and ways that people are improving our state.

Reading

Student Book pp. 98–99: The Ongoing Struggle for Civil Rights; Speaking Up for the Environment

As students read, have them write answers to the following in their 

Think Books:

- Define *disability*.
≈ a condition that makes it more challenging for a person to do certain things.
- Find three ways that disability rights groups have helped citizens with disabilities.
≈ Disability Rights Florida has helped both adults and children get access to free special education, mental health and support services, and equipment such as wheelchairs.

Teaching

1. Ask students to review the sections in the Student Book and look for problems that are facing the state.
2. Pair students. 
 - a. Instruct pairs to write a list of problems that they read about in lesson 6. Have them write the list in their **Think Books**. 
 - b. Call on pairs to read aloud their lists. Record appropriate answers on the board.
 - c. If pairs do not mention population, climate change, destruction of wilderness, pollution from factories and farms, and rising sea levels, add them to the list.
3. Post four large sheets of paper around the room. On each, write one problem that Florida is facing: **climate change**, **destruction of wilderness**, **pollution from factories and farms**, and **rising sea levels**. Divide the rest of the page into a T-chart. On one side, write **Questions That We Have**, and on the other side, write **Possible Solutions**.
 - a. Divide students into small groups. Give each group a different colored marker. 
 - b. Assign each group to one poster. Have groups write a question and an idea for how to address the problem.
 - c. After some time, have the groups rotate. Inform group

members that they must alternate who writes on the posters so that each student has a chance to write.

- d. At their new stations, instruct groups to write another question and possible solution. Emphasize that their questions and solutions must be different from any answers that are already written on the posters.
 - e. Continue until groups have visited all stations.
4. After groups have visited all posters, give one finished poster to each group.
 - a. Have them review the various questions and solutions. Ask them to identify their favorite proposed solution.
 - b. Instruct them to prepare a short presentation of their posters. Explain that they will discuss the questions and solutions that students came up with. Then, they will tell their favorite solution and explain why they chose it.
 5. **Summarizing and Assessing:** Ask the same groups used for the poster activity to answer the following questions by writing their responses on a mini whiteboard or piece of paper.
 - Name one way we can improve Florida. (We can find smarter, more sustainable ways of building that preserve and protect wilderness areas.)
 - Write the definition of exploit. (to abuse something or someone for one's own gain)
 - Name one way that you can advocate for change right now. (We can make petitions, speak in front of city councils, and educate others about the challenges facing our state.)

Modifications for Differentiation

Above Have students choose what they think is the biggest problem facing the state. Then, have them fill out a graphic organizer like the one below in their **Think Books**. Explain that each row should have at least three entries.

The biggest problem facing Florida is _____.			
Reasons this is the biggest problem			
Steps needed to solve this problem			
Costs (money, time, etc.) of solving this problem			
Benefits of solving this problem			

Below Read aloud the lesson and discuss the five problems that will be on the posters.

ELL Read aloud the lesson and work together to write information for the two Reading bullet points. Help students to record at least two details for each of the five problems that will be on the posters.

Extending

Taking Action Have students think about ways that they can help keep the air and water clean in their community. Ask them to create a visual display such as a poster, mural, or other visual reminder to promote their ideas to other students. Explore the possibility of allowing students to display their work throughout the school.

Current Events Have students research how rising sea levels are affecting another community or country. Instruct them to find out what people in these places are doing to advocate for change. Have them prepare a brief presentation to discuss their findings.



Lesson 6 Closure

Review Activity: Vocabulary

Have students review the vocabulary words from the lesson.

1. In their **Think Books**, have students write each word and its definition, using the Glossary if necessary.
2. Then, distribute index cards to students. Instruct them to write the vocabulary word on one side and its definition on the other side.
3. Once students have completed their index cards, pair them with another student. Have students quiz each other by showing or reading a definition to their partners and having the partners guess the vocabulary word.
4. Instruct students to switch partners at least once to reinforce the vocabulary.

Writing Prompt

Instruct students to choose one of the issues from the Student Book or from current events in Florida. Tell them to write a letter to a government official (e.g., governor, legislator, mayor, or council member) explaining what the problem is, what should be done, and possible solutions. Encourage them to include ideas and information from the lesson.

Chapter 3 Review

Review Vocabulary

activist
aerospace
agriculture
anthem
boycott
budget
climate change
Declaration of
Independence
disability
discriminate
diverse
erosion
executive
exploit
export
fertilizer
founder
hub
judicial
legislative
minority
neighborhood watch
patriotic
peat
preamble
proclamation
racism
regulation
segregation
speculator
unemployed
veto
wet prairie

Materials

- Student Book
- Activity Sheet Chapter 3 Review
- Chapter 3 Test
- Think Book

Reading

Student Book p. 100: chapter summary

Teaching

1. Have students work through **Activity Sheet Chapter 3 Review**. Allow them to use the Student Book and their **Think Books** as needed. 
2. **Summarizing and Assessing:** Review students' work:
 - a. Review answers to the activity sheet as a class.
 - b. Divide students into groups. Ask each group to write two new questions, using the review sheet content. Model how to change a question form (for example, change a matching item to a short-answer question) as needed. 

Modifications for Differentiation

Above Have students choose five vocabulary words and create visuals to explain their meanings.

Below Provide a read-aloud upon request for the chapter review and test. For the Short Answer sections, have students choose two questions to answer.

ELL Read aloud the entire chapter review and help students locate the information needed. Read aloud the chapter test, and have students answer just one question in the Short Answer section in writing. Allow them to speak or record their answers to the other questions, at a later time if necessary.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 3 Test** (Student Handouts, pp. 48–51). Assist students as needed.

Chapter 3 Project

Visit Florida!

Materials

- Student Book
- Images of Travel Promotions [↓](#)
- Project Checklist
- Project Evaluation
- Project Plan
- Think Book
- coloring utensils
- white paper



Cultures



Geography



History



Writing

Objectives

Students will be able to:

- List reasons that people would want to visit Florida.
- Analyze historical, economic, political, and social data about our state.
- Persuade others to visit Florida using creative writing and other techniques.

Project Description

Students will create a brochure that informs and persuades people in and outside of the state to come visit a variety of locations around Florida. Students will plan and create the brochures by incorporating information from throughout the chapter. Finally, students will share their brochures with the rest of the class.

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.

Before beginning the project, try to collect some travel brochures to share with students. Some images are provided digitally, but if possible also consider adding travel posters from Florida—past and present—to supplement the images.

Instructions and Suggestions

Day 1

1. Show students examples of travel posters, brochures, and advertisements. Discuss how these promotions use images and text to invite people to come visit.
2. Ask students to review the Student Book and their **Think Books** and look for reasons people might like to visit Florida. Remind them that not everything will be written as a reason for tourists to come visit. Encourage them to find creative ways to turn historical, political, economic, or social information into reasons to visit. 
3. Create categories of reasons for people to visit places in Florida. Use list-group-label to help students generate these categories.
 - **List:** As a class, brainstorm as many reasons as possible for people to visit places in Florida. List these on the board.
 - **Group:** Ask students to group ideas that are alike or similar. For example, activities such as visiting the ocean, picking up shells, and surfing would all be something that happened at the beach. “Beach” would become the group.
 - **Label:** Ask students to generate labels for each group. Explain that the labels should be short, catchy titles. If students need ideas, suggest the following: Visit Our Forests, Visit Our Ocean, Learn Our History, Shop and Eat in Florida, Museums to Visit, Entertainment in Florida, and See Florida’s Government at Work.
4. Put students in pairs or small groups. 
 - a. Explain that each group will create a travel brochure for Florida. 
 - b. Explain that groups may choose any three of the labels on the board to use during the project, or they may also use their own, new ideas.
 - c. Instruct groups to discuss possible ideas for their brochures. Have them write down their choices in their Think Books.

Day 2

1. Have students get into their groups from Day 1. Remind students of the ideas they discussed on Day 1, as well as the images they viewed of travel posters and brochures. Explain that they will now begin working on their brochures.
2. Explain that each group's brochure will have four pages:
 - a. The cover page will have a title, image, and catchy slogan.
 - b. Each of the other three pages will focus on a different reason to visit Florida. Emphasize that students should include information from what they learned in the chapter in this part of the brochure.
3. Give each group a piece of white paper. The larger the sheets of paper, the more space students will have to write and draw. Instruct students to fold the paper in half, creating four pages (the brochure will use both sides of the paper).

The form is titled 'Project Plan' and 'Visit Florida!'. It includes fields for 'Name' and 'Date'. Below the title, it asks 'Our topic is _____'. There are three numbered questions for the cover page: 1. 'What should the title of our brochure say?', 2. 'What image should we include on the cover of our brochure?', and 3. 'What is a catchy slogan we can include on the cover of our brochure?'. Each question has a line for the answer. Below these are three rows for the brochure content, each with a question and a large box for the answer: 'Where or what should people visit? (Include three suggestions.)', 'Why should people visit? (Include information from the Student Book.)', and 'How can we persuade people to visit? (Consider including images, drawings, or other creative elements.)'. At the bottom, it says 'Nystrom Young Citizens', '12', and 'Chapter 3 • Project Plan'.

Project Plan

4. Distribute the **Project Plan** to each group.
 - a. Instruct students to work together with other members of their group to fill out the chart in the Project Plan.
 - b. Encourage groups to be creative, especially with the final row (How can we persuade them to visit?). Explain that groups can use images to persuade people, but they can also use other techniques. For example, to persuade people to come to an area that grows oranges, they might include a recipe for orange-cranberry muffins.
5. As students work on the Project Plan, have them start to sketch ideas for the brochure in their Think Books. Instruct them to start filling in the brochures only when they are certain of what they want to include.

Day 3

1. Allow groups to finish working on their brochures.
2. When groups are finished, have them present their work to the class.
 - a. Before the presentations begin, explain to students that they must select their favorite reason to visit Florida from each presentation. Have them write this reason in their Think Books.
 - b. After each presentation, call on students to read aloud the reasons they chose.

Modifications for Differentiation

Above Have these students use data of some kind in their brochures. Explain that it can be in the form of statistics, charts, or infographics.

Below Meet with these students to provide writing and editing support. Consider pairing them with stronger writers with good communication skills.

ELL Many of these students will need to see several examples of a travel brochure, as it may be a new concept for them. (It may be a new concept for other students too.) If possible, show them examples from their home countries, as well as from Florida. Have students brainstorm, in a small group, reasons people might like to visit Florida. This will give them more confidence to participate in the project. Help them understand the multi-step process: research, write, edit, draw, design a layout, etc.

Rubric

See **Project Evaluation** (Student Handouts, p. 54).

Compelling Question

How Did the United States Develop over Time?

In this chapter, students will delve into American geography and history and analyze how they have shaped the country today.

Time Frame: 6 Weeks

- 1 Students will categorize the United States by region.
- 2 Students will study how indigenous communities lived in North America before European colonization.
- 3 Students will analyze the key documents and events that led to the founding of the United States.
- 4 They will discuss the sources of the rights of Americans, as well as some of the struggles to gain those rights.
- 5 They will learn about the contributions of various groups to American identity.
- 6 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

Regional Folklore: What Does It Tell Us about Americans?

This Leveled Student Reader works well with lesson 5. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

The U.S. Citizenship Process

This Group Activity Card works well with lesson 5. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

Activists

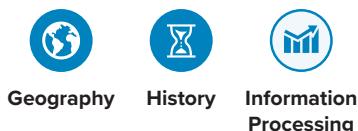
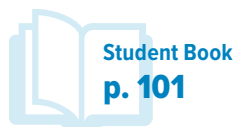
The following activity works well with lessons 2, 4, or 5.

1. Divide students into small groups. Give each group eight small sticky notes, a **World Desk Map**, and a map marker.
2. Ask students to read pp. 126–127 of the Student Book (Activists). Then, in their **Think Books**, have them write the following for each featured person:
 - a. Name
 - b. Dates of person's birth and death
 - c. Place of person's birth, if listed
 - d. Places the person lived, if listed
3. Tell groups to map the locations where people were born (if available) by placing sticky notes on the World Desk Map. Tell groups to write the initials of the person on each sticky note.
4. Next, tell groups to map the locations where people lived by placing sticky notes on the desk map, again with the person's initials.
5. Have groups discuss similarities between the people in the Biography Gallery. Ask them to make a list of any similarities they find. Call on groups to read their lists aloud.



Chapter 4

Introduction



Materials

- Student Book
- U.S./World Desk Map
- Activity Sheet 4a
- Think Book
- map markers

Getting Started

1. Put students in small groups. Give each group a **U.S. Desk Map** and map marker.
2. Tell students to find their home state on the map. Instruct them to trace the borders of their state.
3. In their **Think Books**, have students write the name of the state capital.
4. Then, ask them to list any states that border their state (if applicable).
5. Explain that in chapters 2 and 3, students learned more about their state. Tell students that in chapter 4, they will learn more about different regions and features of the United States.

Reading

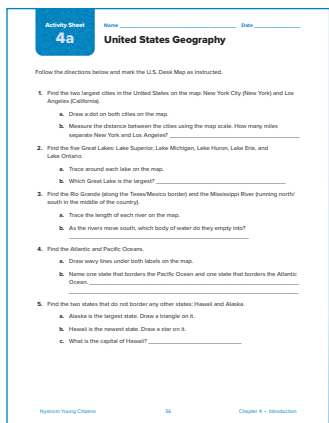
Student Book p. 101: chapter introduction

As students read, have them answer the following questions in their **Think Books**:

- Which people have lived in what is now the United States for thousands of years?
≈ American Indians
- When did the United States become an independent country?
≈ 1776

Teaching

1. Keep students in small groups.
2. Explain that students will complete a few exercises to become more familiar with the geography of the United States. Distribute **Activity Sheet 4a** to all students. Have students work with their group members to complete the activity sheet. Emphasize that while students can work together, each of them must complete their own activity sheet.



Activity Sheet 4a

3. Review students' work by calling on groups to read aloud their answers to the activity sheet and show their desk maps.
 - a. When reviewing #5, explain that Alaska is so large that its size was reduced to fit it on this map. Tell them that, in reality, it is more than twice the size of Texas.
 - b. Explain that Hawaii became a state in 1959, which makes it the fiftieth—and newest—state.
4. **Summarizing and Assessing:** Review students' work by asking them some mapping questions:
 - Which oceans border the United States? ([Pacific and Atlantic Oceans](#))
 - What are the two largest cities in the United States? ([New York City and Los Angeles](#))
 - Which state is the largest? ([Alaska](#))
 - Which state is the newest? ([Hawaii](#))
5. Have students clean, collect, and put away materials.

Lesson 1

What Is the Geography of the United States?

Online Activities

- Vocabulary
- Using Maps

Literacy Links

- *The Complete Book of Maps and Geography for Kids*, by Thinking Kids and Carson-Dellosa Publishing
- *50 States, 5000 Ideas: Where to Go, When to Go, What to See, What to Do*, by National Geographic and Joe Yogerst
- *Spectrum Geography, Grade 4: Regions of the U.S.A.*, by Spectrum Publishing

Activity

Mapping Regions of the United States



Geography



Information
Processing



Speaking &
Listening



Student Book
pp. 102–111

Vocabulary

canal
landform
plateau
prairie
wetland

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- mini whiteboards (white paper)

Objectives

Students will be able to:

- Name the five regions of the United States.
- Locate the five regions of the United States on a map.
- Describe important physical features of each of the five regions of the United States.

Getting Started

1. Ask students how they would describe the geography of the United States to someone who has never been to the United States.
2. Ask students to brainstorm ideas in their **Think Books**. Prompt them to consider what the landscape looks like, what the climate is like, and how the climate might be different during different seasons. 
3. Call on several students to share their responses.
4. Ask students if the description they wrote would apply to the desert in California. The rain forest in Washington? The Everglades in Florida? The mountains in Alaska?
5. Tell students that the United States is so large that no single description can apply to the entire United States. Explain that they will learn more about the country's geography in today's lesson.

Reading

Student Book pp. 102–111: Regions of the United States; The West; The Midwest; The Southwest; The Southeast; The Northeast

Have students draw a chart with three columns and six rows in their **Think Books**. In the left column, have them write the regions of the United States (**West, Midwest, Southwest, Southeast, and Northeast**) under the heading **Regions**. Have them title the second column **Details**.



- As students read, have them write at least two details about each of the five regions.
- Tell students to make the third column as wide as the Details column and leave it blank for now. Explain that students will fill it in during lesson 2.

Regions	Details	
West	≈ largest and most diverse ≈ includes Alaska and Hawaii, as well as western contiguous states ≈ some parts are cold, others are hot and dry, some are wet ≈ resources include minerals, forests, water, land for farming	
Midwest	≈ between the Appalachian and Rocky Mountains ≈ winters can be cold, summers can be very hot and dry ≈ resources include land for agriculture and water from many rivers and the Great Lakes	
Southwest	≈ southern states, most of which border Mexico ≈ dry, little rain, hot climate ≈ resources include land for agriculture, minerals, and oil ≈ Grand Canyon	
Southeast	≈ most states border Atlantic Ocean or Gulf of Mexico ≈ many landforms, including plateaus and wetlands ≈ warm, humid climate ≈ resources include land for agriculture, pine trees, and coal	
Northeast	≈ region is smallest ≈ all states were part of the original 13 colonies ≈ cold winters and warm, humid summers ≈ resources include water, forests, land for farming, and metals	

Teaching

1. Divide students into small groups. Direct students to the skill box on p. 103 of the Student Book (Skill: Using Maps). 
 - a. Distribute mini whiteboards or white paper to each group.
 - b. Ask the questions from the skill box one at a time. Have students write down their answers on the whiteboard and then hold up their answers to each question.
 - What is the purpose of this map? (to show the five regions of the United States)
 - What can you learn about the different regions of the United States from this map? (where they are located, what states are in each region)
 - Which regions have cold winters? (Midwest, Northeast, and parts of the West) Which regions have humid summers? (Northeast, Southwest, Southeast, and parts of the West)
 - Which regions have metals such as gold, silver, or copper? (West, Southwest)
 - c. Call on a student to define *contiguous*. (touching along a border) Add one final question to the exercise:
 - Which states are not part of the contiguous United States? (Alaska, Hawaii)
2. Keep students in their groups. Distribute a **U.S. Desk Map** and map marker to each group.
 - a. Have groups locate the five regions of the United States based on the states listed in the Student Book. Have them trace a boundary around each region.
 - b. Next, instruct groups to label each region on the desk maps.
 - c. Finally, tell groups to draw a boundary around their state. Call on a group to name the region their state is in.

3. Assign a region to each group (some groups may have the same region). Have them complete the following tasks using the Student Book, their **Think Books**, and the U.S. Desk Map. 
- a. Instruct groups to find ten cities located in their assigned regions. Tell them to circle the ten that they chose on the desk maps. Then, have them list the cities in their Think Books.
 - b. Tell groups to find at least two physical features in the region. Have students create a symbol for each important feature and add the symbols to the desk map. Then, have them list the features in their Think Books.
 - c. Have groups think about reasons people would want to come to the region. Using words or symbols on the desk maps, instruct them to list or show as many reasons as possible that people in the past or present might want to live in that region.
4. **Summarizing and Assessing:** Explain that the class will play a game in which students guess which region is being described. Tell groups that they will present information that they found, but that they will not name the region. Explain that other students should try to guess the region based on the list of cities, physical features, and reasons to visit. 
- a. Have groups present one at a time by reading the cities, physical features, and reasons to visit.
 - b. During the presentation, tell other students to write down which region is being described based on the clues.
 - c. After each presentation, call on students to guess the region being described.
 - d. Repeat until all groups have presented.
5. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have these students create a game show–style quiz for the class. Have them create five categories, possibly including landforms, major cities, climate, states, and borders. Have them write five questions for each category and create an answer key. Play the game as a class or in smaller groups.

Below In the Reading section, help students create a table with the five regions and columns for states, resources, landforms, and climate. This will make it easier for students to know what to look for in the text.

ELL Use the graphic organizer from the Below modifications. Read the Student Book text aloud and guide students to fill in the organizer. Help students draw the boundaries and label each region in the Teaching section.

Extending

Geography Have students choose one city from each of the five regions. Have them create a table or chart that compares the cities' daily temperatures and rainfall/snowfall for one week. Tell students to prepare a short presentation comparing the weather in the five cities.



Lesson 1 Closure

Review Activity: Vocabulary

Have students review the vocabulary words from the lesson.

1. In their **Think Books**, have students write each word and its definition, using the Glossary if necessary.
2. Then, distribute index cards to students. Instruct them to write the vocabulary word on one side and its definition on the other side.
3. Once students have completed their index cards, pair them with another student. Have students quiz each other by showing or reading a definition to their partners and having the partners guess the vocabulary word.
4. Instruct students to switch partners at least once to reinforce the vocabulary.

Writing Prompt

Have students identify one of the regions that they do not live in but that they would like to visit. Tell students to write a paragraph about why they would like to visit that region, including what they might see. Instruct them to include any details they learned about in the lesson.

Lesson 2

Who Lived in North America Long Ago?

Online Activities

- Vocabulary
- Comparing and Contrasting

Literacy Links

- *The Birchbark House*, by Louise Erdrich
- *Explore Native American Cultures!* by Anita Yasuda
- *National Geographic Kids Encyclopedia of American Indian History and Culture*, by Cynthia O'Brien

Activity

Mapping American Indian Groups



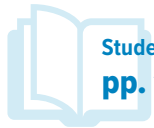
Cultures



Geography



Information
Processing



Student Book
pp. 112–115

Vocabulary

adobe
chickee
irrigate
longhouse
nomad
wigwam

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- mini whiteboards (white paper)

Objectives

Students will be able to:

- Locate American Indian nations in the five regions of the United States on a map.
- Recognize how the environment and climate of regions of North America influenced American Indian nations that lived there.
- Describe how American Indians adapted their shelters to the physical features of their regional environments.

Getting Started

1. Have students work with a partner.
2. Tell pairs to look in the Glossary and find the definition of *nomad*. (a member of a community who travels from place to place and has no permanent home) Have them write the definition in their **Think Books**.
3. Have pairs discuss the advantages and disadvantages of living a nomadic lifestyle. Have them list their ideas in their Think Books.
4. Call on pairs to read aloud their answers, keeping a list of the advantages and disadvantages on the board. Discuss their ideas as a class.
5. Explain to students that some American Indian groups lived nomadic lifestyles, but others were seminomadic or had permanent settlements. Tell them that they will learn more about the history of American Indians in different regions in today's lesson.



Reading

Student Book pp. 112–115: How Early American Indians Lived; American Indians in the West; American Indians in the Midwest; American Indians in the Southwest; American Indians in the Southeast; American Indians in the Northeast

Before students read, point out that the section titles of lesson 2 match the regions they learned about in lesson 1.

- Explain that students will complete the tables they started in lesson 1.
- Instruct them to title the third column **American Indians** in their **Think Books**.
- Have students write at least two details about American Indians in each region. Explain to students that those details might include the names of some American Indian groups, types of housing, or uses of natural resources.



Regions	Details	American Indians
West	See Details column on p. 116 of this Teacher's Guide.	≈ Cahuilla and Yuman built adobe houses; they made pottery and baskets; they farmed, hunted, and gathered their food ≈ Chinook and Salish built longhouses—shelters made of wood for many families; they fished for salmon, hunted whales and sea lions in the ocean, and hunted deer and birds in forests
Midwest		≈ the Blackfeet, Cheyenne, and Sioux hunted bison and traded them with farming groups for crops ≈ lived in tepees, which were shelters made of animal skins and wood and were easy to move
Southwest		≈ Pueblos built adobe structures into cliffs ≈ learned farming skills and how to irrigate, which helped them grow crops in the desert
Southeast		≈ Cherokees lived in homes made of sticks and plaster and shaped like domes ≈ Seminoles built chickees—homes built on stilts and platforms about four feet off the ground ≈ Cherokees and Seminoles hunted, fished, and farmed
Northeast		≈ Algonquin, Haudenosaunee, and other groups hunted in large forests ≈ Algonquin lived in wigwams, while Haudenosaunee lived in longhouses

Teaching

1. Have students write each of the following words in their **Think Books**: *adobe*, *longhouse*, *nomad*, *tepee*, *mission*, and *chickee*.
 - a. Have students draw symbols next to each word.
 - b. Next, have students write the name of the region where each word/symbol can be found. Tell students to use the Student Book to help them.
2. Divide students into small groups. Give each group a **U.S. Desk Map** and map marker.
 - a. Instruct students to draw boundary lines around the five regions on the desk map. Tell them to refer to the map on pp. 102–103 of the Student Book (U.S. Regions) and their notes from lesson 1 to help them.
 - b. Then, have groups draw the symbols they created in step 1 in the appropriate regions.
 - c. Next, have them find the names of American Indian groups that lived in each region. Instruct them to label the regions on the desk map with American Indian group names.
3. Assign each group of students one of the five regions.
 - a. Ask groups to find what natural resources were used by the American Indian nations in their assigned region by referring to the Student Book.
 - West (fish/salmon, whales, sea lions, deer, birds)
 - Midwest (bison, animal skins, wood)
 - Southwest (rocks/cliffs, soil and water for farming)
 - Southeast (rivers, fish, soil and water for farming)
 - Northeast (trees, fruit, nuts, seeds, water/ocean, fish, soil for farming)
 - b. Instruct groups to create symbols for the natural resources they found. Then, tell them to add the symbols to their desk maps.
4. Call on groups to present their maps to the class. Instruct them to explain their symbols.

5. **Summarizing and Assessing:** Give each group a mini whiteboard or sheets of paper. Tell them to write and hold up their answers in response to each clue. Instruct students to write the matching region for each American Indian nation:
- Cahuilla (West)
 - Seminole (Southeast)
 - Algonquin (Northeast)
 - Cherokee (Southeast)
 - Salish (West)
 - Cheyenne (Midwest)
 - Pueblo (Southwest)
 - Sioux (Midwest)
6. Have students collect, clean, and put away materials.

Modifications for Differentiation

Above Have these students create drawings or diagrams of the different types of housing used by the American Indian groups mentioned.

Below Assist these students in drawing the boundaries around the different regions by using the map and their notes from lesson 1. Read aloud the text for the first two regions and model how and where to add notes to their tables. Have students work with a partner to complete the last three regions.

ELL Before class begins, find and print pictures for the types of housing (adobe, longhouse, tepee, mission, and chickee) and natural resources (whale, salmon, etc.) mentioned for each group. Use a large piece of paper to create a group graphic organizer. Write the title **American Indians** at the top, write the five regions down the left-hand side, and create two columns for housing and natural resources. Read aloud the text and have students place the pictures in the correct locations on the graphic organizer. Hang the graphic organizer in the classroom.

Extending

Visual Arts Assign students one of the five regions. Ask them to create a detailed drawing of the kinds of shelters that were typical of American Indians in that region. Then, have them label their posters and add a written description of the shelters. Have students present their work to the class.

Music Assign groups of students one of the five regions. Ask them to research songs or dances that are sung and performed by the American Indians of that region. Ask students to think about how the instruments used reflected the natural resources of the region. Tell groups to present their findings to the class.



Lesson 2 Closure

Review Activity: Cause and Effect

Have student pairs use the Student Book to find effects for the following causes:

1. The American Indians living in the Midwest hunted bison. (They lived a nomadic life and followed the bison. They used animal hides to build tepees.)
2. The Chinook and Salish lived along the ocean in the Pacific Northwest. (They hunted whales and sea lions in the ocean.)
3. The Seminoles lived in thickets and wetlands. (The wetlands provided protection from outsiders. Their houses were built on stilts and had wooden platforms about four feet off the ground.)
4. European settlers moved to what is today the United States. (Sometimes, European settlers and American Indians worked together. American Indians taught the Europeans new farming skills. Sometimes, settlers took American Indian land. Many American Indians were killed by settlers and their new diseases.)

Check pairs' work by calling on pairs to read aloud at least one cause-and-effect pairing.

Writing Prompt

Have students think about different kinds of shelters built by American Indians in various regions of the United States. Instruct them to write brief descriptions of their own homes, comparing them to American Indian shelters in terms of material, size, etc. Encourage students to structure their writing by separating similarities and differences.

Lesson 3

What Led to the Creation of the United States?

Online Activities

- Vocabulary
- Using Primary Sources

Literacy Links

- *The Battles of Lexington and Concord: Start of the American Revolution*, by Wil Mara
- *Mayflower: The Ship That Started a Nation*, by Rebecca Siegel
- *Sybil Ludington Rides to the Rescue: Courageous Kid of the American Revolution*, by Jessica Gunderson

Activity

Analyzing Primary Sources



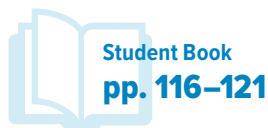
History



Critical
Thinking



Reading



Vocabulary

Constitutional Convention
Mayflower Compact
monarchy
persecution

Materials

- Student Book
- Activity Sheet 4b
- Image of Poor Old England Cartoon [↓](#)
- Think Book
- mini whiteboards (white paper)
- projector

Objectives

Students will be able to:

- List several reasons American colonists wanted to be free from Great Britain.
- Explain the importance of the Mayflower Compact, Declaration of Independence, and the U.S. Constitution in American history.
- Evaluate primary sources and use them to analyze historical perspectives.

Getting Started

1. Project the political cartoon *Poor Old England* by Matthew Darly.
2. Have students examine the cartoon. Instruct them to write what they see in their **Think Books**, describing as many details as they can.
3. Call on students to read aloud details. Keep a list on the board.
4. Tell students that the cartoon was drawn in 1777, and that historians use clues like this to learn more about people's attitudes in the past.
 - a. Explain that this cartoon is known as a primary source.
 - b. Tell students that they will revisit this cartoon after learning more about the time period.
5. Explain that students will learn more about how to examine primary sources and investigate history in today's lesson.



Reading

Student Book pp. 116–121: European Colonies and the Mayflower Compact; The American Revolution and the Declaration of Independence; The Constitutional Convention

As students read, have them write answers to the following in their 

Think Books:

- List at least two reasons the colonists were upset with British rule.
 - ≈ high taxes
 - ≈ not allowed to move west of the Appalachian Mountains
 - ≈ no say in the British government that made laws
- What was the purpose of the Declaration of Independence?
 - ≈ to create a new, independent country free of British rule
- What was the major disagreement at the Constitutional Convention?
 - ≈ whether the country should have a strong federal government or if most of the power should be given to the states

Teaching

1. Discuss primary sources with students. Explain that when they look at a primary source, they should act like detectives.
 - a. Tell them to think about the following questions when examining a primary source:
 - **Labeling:** Is there a title? Is there a caption? Who created the source? When and where was it created?
 - **Content:** What does the source say? What is its purpose?
 - **Context:** What was going on when this source was created? Think about what else was happening at the same time and in the same area.
 - b. Return to the political cartoon from the Getting Started activity. Have students rethink the cartoon now that they have read about the context. Go through the steps listed above together.



Student Book, p. 121

Courtesy of the Library of Congress,
LC-USZ62-1521

2. Direct students to the political cartoon on p. 121 of the Student Book. Project the image.

a. Remind students that the cartoon is a primary source. Have them study the cartoon, read the skill box below it (Using Primary Sources), and then answer the questions in the skill box or the simplified versions here.

- What is the title of the cartoon? In what year was it made? (*The Horse America, Throwing His Master, 1779*)
- What is in the image? What do you notice? (A horse representing America is throwing off King George III of Britain; there is a man carrying a flag in the background; King George III has a whip; the scene could be violent or dangerous.)
- What do you think it means? (This scene represents Americans declaring independence and “throwing off” British rule. It was made in 1779, a few years after the Declaration of Independence was issued and in the middle of the American Revolution.)

3. Tell students that they are going to practice looking at different primary sources. Distribute **Activity Sheet 4b** to student pairs.

a. Have pairs complete both pages of the activity sheet.

b. Then, join sets of pairs into small groups of four students.

- Tell students to compare their answers to both primary sources.
- Encourage students to revisit relevant sections of the Student Book to remind themselves what was happening during the time the primary source was created.

c. Call on groups to read aloud their answers for #1–3 of each primary source. Allow for discussion if there are different interpretations of the primary sources.

d. Call on groups to read aloud the questions they wrote for #4 of each primary source. Discuss the questions as a class. Call on students from other groups to suggest possible answers to the questions.

Activity Sheet 4b



4. Direct students to pp. 178–180 of the Student Book. Work with students to analyze the Mayflower Compact, Declaration of Independence, and Preamble to the Constitution.

5. **Summarizing and Assessing:** Keep students in their small groups. Give each group three sheets of paper and a marker. Explain that students will review three important primary source documents from American history.



a. Have students write **M** on one paper (for Mayflower Compact), **D** on another (for Declaration of Independence), and **C** on another (for Constitution).



b. Explain that you will read several clues and that they will have a minute to decide on an answer for each one. Explain that students can use the Student Book and their **Think Books** to help them. Have them hold up the correct sheet one minute after you've read each clue.

- written in 1620 (M)
- written in 1776 (D)
- written in 1787 (C)
- created a new government to replace the Articles of Confederation (C)
- the first official document of self-rule in the American colonies (M)
- explained the reasons the American colonies should be free of British rule (D)

Modifications for Differentiation

Above Have these students further analyze Patrick Henry's quote in **Activity Sheet 4b** and answer these questions: What does Henry mean by "chains and slavery"? How might enslaved people have reacted to his speech in general and his use of those words in particular?

Below Divide these students into two groups: colonists and British. Read the text aloud and have students pantomime their actions or reactions. After each section, stop and have them take notes for the Reading section. Write notes together if necessary. Explain that acting out the text is useful because it helps students understand the emotions and context of the time.

ELL Show students some examples of recent political cartoons. Choose ones that depict a topic that students are familiar with so that they understand the context and can decipher the meaning. Explain that political cartoons are used to make a point or represent an opinion with images and brief text. Show the *Poor Old England* cartoon and discuss its meaning.

Extending

Visual Arts Have students create a comic that shows an important scene from American history. Students might choose to feature the voyage of the *Mayflower* and the writing of the Mayflower Compact; a scene from the Revolutionary War or the writing of the Declaration of Independence; or the debates at the Constitutional Convention. Instruct students to include historical facts and people in their comics. Post the comics and host a gallery walk so that students can see the others' work.



Lesson 3 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1600 as the beginning year and 1800 as the ending year.

1. Tell the groups to use the Student Book and find three important events from the lesson. Have them put the three events on the time line in the correct chronological order.
2. Have each group present its time line to the class. Ask groups to explain why they chose the events and what makes them important.

Writing Prompt

Have students imagine that they are American colonists in 1775. Instruct them to write a letter to their local newspaper explaining how they feel about the tensions building between the colonists and the British government. Have them declare whether they support the Patriots or Loyalists, or if they prefer to remain neutral. Have them include historical facts and details in their letters.

Lesson 4

What Are Our Rights?

Online Activities

- Vocabulary
- The Bill of Rights

Literacy Links

- *Know Your Rights! A Modern Kid's Guide to the American Constitution*, by Laura Barcella
- *Mary Bowser and the Civil War Spy Ring*, by Enigma Alberti
- *We Are the Change: Words of Inspiration from Civil Rights Leaders*, by Chronicle Books

Activity

Equal Rights Trading Cards



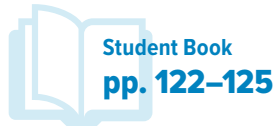
Civics



History



Speaking &
Listening



Vocabulary

Bill of Rights
freedom of speech
unconstitutional

Materials

- Student Book
- Activity Sheet 4c
- Think Book
- coloring utensils
- glue
- paper
- scissors

Objectives

Students will be able to:

- Describe the purpose of the U.S. Constitution.
- List what rights are guaranteed to Americans in the Constitution and Bill of Rights.
- Explain how individuals have helped protect and expand rights.

Getting Started

1. Ask students to think about what rights all people should have. Tell them to write at least three rights in their **Think Books**. 
2. Have students work with a partner. Tell the partners to exchange ideas. Then, instruct them to come up with a consensus on their top three rights. 
3. Call on pairs to read aloud their lists.
4. Explain that students will learn more about what rights people have and how Americans have fought to protect their rights during today's lesson. Ask them to keep their own lists of rights in mind for comparison as they read.

Reading

Student Book pp. 122–125: The U.S. Constitution; The Bill of Rights; Fighting for Equal Rights

As students read, have them write answers to the following in their 

Think Books:

- What are the first three words of the Preamble to the U.S. Constitution? Why is that important?
≈ “We the People”; it emphasizes that the people created the government and not a king or queen
- Define *civil right*.
≈ a legal right that ensures people’s freedom and equality, such as the right to vote or the right to an education
- List one amendment and one court case that expanded rights in the United States. Briefly tell what each did.
≈ 13th Amendment: made slavery illegal
≈ 14th Amendment: gave citizenship to all people born in the United States, guaranteed all citizens equal protection under the law
≈ *Brown v. Board of Education*: ended legal segregation in schools

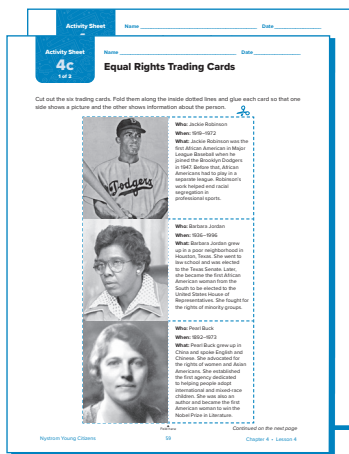
Teacher’s Note

You may choose to discuss voting rights in greater detail. If so, direct students to pp. 182–183 of the Student Book. Have them examine and analyze different amendments and primary sources connected to the expansion of voting rights in the United States.

Teaching

1. Direct students to the infographic on p. 124 of the Student Book (The Bill of Rights).
 - a. Instruct students to read the ten amendments in the Bill of Rights again.
 - b. Allow them to ask clarification questions if they have any.
2. Put students in pairs. 
 - a. Tell pairs to choose any amendment from the Bill of Rights. Have them write the amendment that they chose in their **Think Books**. 

- b. Instruct pairs to create a student-friendly explanation of the amendment they chose.
 - Explain that they must rewrite the amendment using an easy-to-understand definition.
 - Then, they should draw an image that shows the meaning of the amendment.
 - Have pairs put their definitions and images on a sheet of paper or small poster.
- c. Call on pairs to present their work. Ask them to explain why they chose the amendment.



Activity Sheet 4c

3. Have students switch partners. Distribute **Activity Sheet 4c**, scissors, and glue to each pair.
 - a. Have students cut the trading cards from the activity sheet. Then, instruct them to fold and glue the cards so that one side shows a picture and the other side has details about the person.
 - b. Have partners familiarize themselves with the images and details of the trading cards.
 - c. Instruct one partner to compile all six cards. Then, tell them to quiz their partners by having them pick a card from the pile and show only the picture side of each card.
 - The goal is for partners to be able to know the name of each person based only on the picture.
 - They should also give some specific details about the people's lives and how they fought for civil rights.
 - If partners can successfully name and give details about the person, they can keep the card. If they are unable to do so, they should read the back of the card again.
 - Have pairs continue until one partner collects all six cards.
 - Then, have pairs switch roles and repeat.
 - d. Have students switch partners and repeat the exercise at least once.
4. **Summarizing and Assessing:** Have students review their notes from the lesson. Remind students of the lesson title: "What Are Our Rights?"
 - a. Tell students to revisit the Bill of Rights on p. 124 of the Student Book.

- b. Explain that they will have a chance to suggest edits to the Bill of Rights. Tell them to choose one of the following:
 - Add one right to the Bill of Rights.
 - Remove one right from the Bill of Rights.
- c. Have students write and explain their choices in their **Think Books**. Tell them that if they chose to add a right, they must explain what that right is and why they chose it. Similarly, if they chose to remove a right, they must explain which one and why. 
- d. Call on students to read aloud what they wrote.

Modifications for Differentiation

Above Have these students write a paragraph explaining why the Bill of Rights was necessary and why it was written after the Constitution was approved.

Below During the Teaching section, read aloud the Bill of Rights and discuss the meaning of each amendment. Have students rewrite each amendment in modern, easy-to-understand language. Create a chart with their words and hang it in the classroom.

ELL For ELL newcomers, prepare a summary of the Constitution and its importance in U.S. history. For other ELLs, read aloud the text of the Student Book and work together to take notes for the Reading section.

Extending

Dramatic Arts Have groups create a tableau (a silent picture using only students' bodies) to show events from the lesson. Examples might include showing how rights are protected or extended by the U.S. government or famous actions of people from **Activity Sheet 4c**. Have students present their tableaux to the class and have them answer questions from their classmates about what they are depicting.

Writing Have students script interviews with some of the activists they learned about during the lesson. Instruct students to write a dialogue that includes specific historical information. Allow students to present a dramatic reading of their work in front of the class.

History Have students research activists who fought for the rights of different groups throughout American history. Have them create trading cards like the ones from **Activity Sheet 4c**. Include students' cards in the Teaching section. After the lesson, create a "Wall of Fame" featuring the images of several activists from the lesson.



Lesson 4 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find each of the following details:
 - a. One important date
 - b. One important person
 - c. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students choose three rights from the Bill of Rights that they consider most important to us today. Instruct them to explain why they chose each and then rank the rights in order of importance. Finally, have them explain why they ranked the rights the way they did.

Lesson 5

How Have Slavery and Immigration Shaped Our Country?

Online Activities

- Vocabulary
- Immigrants in America

Literacy Links

- *Annie Quinn in America*, by Mical Schneider
- *Building the Transcontinental Railroad: An Interactive Engineering Adventure*, by Steven Otfinoski
- *If You Lived When There Was Slavery in America*, by Anne Kamma

Activity

Mapping Immigration Patterns



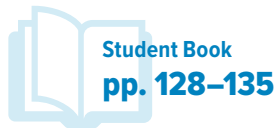
Cultures



Geography



Writing



Student Book
pp. 128–135

Vocabulary

identity
Patriot
poverty
prejudice
transcontinental
railroad

Materials

- Student Book
- Activity Globes
- Think Book
- map markers
- coloring utensils
- large sheets of paper (poster board)

Objectives

Students will be able to:

- Explain the differences between enslavement and immigration.
- Discuss contributions made by enslaved people and immigrants.
- Describe reasons that many people came to the United States throughout its history.

Getting Started

1. Divide students into small groups.
2. Give an **Activity Globe** to one student in each group.
 - a. Instruct the students with globes to close their eyes and point to a location on the globe. If they choose a location in the water, have them choose the nearest land location.
 - b. Ask groups to imagine that they and their families are going to move to this location. Explain that they will have no family members who have a job or house there.
 - c. Ask groups to create lists of things they will need to do to establish a life in their new homes.
 - d. Tell them to write the locations of their new homes and their lists of things they will need in their **Think Books**.
3. Call on groups to share their locations and lists. If any students have had experience moving to a new country and feel comfortable discussing it, allow them to share their stories.
4. Explain that they will learn more about immigration to the United States in today's lesson.



Reading

Student Book pp. 128–135: Enslaved People and America's Growth; A Nation of Immigrants; Hardships Faced by Immigrants; The American Identity

As students read, have them write answers to the following in their 

Think Books:

- List two ways in which enslaved people contributed to the United States.
 - ≈ They volunteered to fight for independence.
 - ≈ Their unpaid work on plantations allowed the American economy to grow.
- List at least two reasons immigrants came to the United States.
 - ≈ They hoped to find riches and settle land.
 - ≈ They were leaving poverty and famine in their own lands.
 - ≈ They wanted to practice their religions freely.
- Name three different aspects of American identity.
 - ≈ culture
 - ≈ religion
 - ≈ beliefs
 - ≈ point of view
 - ≈ music
 - ≈ food

Teaching

1. Keep students in the same groups from the Getting Started activity. Give each group an **Activity Globe** and map marker. 
 - a. Write the following countries on the board:
 - China
 - Mexico
 - Germany
 - Ireland
 - Italy

Explain that immigrants have come to the United States from almost all parts of the world. Tell students that many immigrants came from the countries listed.

- b. Instruct groups to find and circle those countries on the globe. Provide hints as necessary.
- c. Then, have groups draw immigration arrows from each country to the United States.

2. Explain to students that many enslaved people were moved from Africa to the United States. Explain that this situation was very different from the situation of other immigrants. Tell them that, unlike immigrants who chose to come to the United States in hopes of a better life, enslaved people from Africa had no choice.

- a. Write the following countries on the board:

- Senegal
- Angola

Explain that enslaved people came to the United States from many parts of Africa. Tell students that many enslaved people came from the countries listed.

- b. Instruct groups to find and circle those countries on the globe.
- c. Have students draw a dotted arrow from each country to the United States.

3. Working individually or with a partner, ask students to look in the Student Book and find contributions that immigrants and enslaved people have made to the United States.



- a. Give students poster boards or large sheets of paper and ask them to draw pictures that show how enslaved people or immigrants contributed to the United States.
- b. Have students label their drawings.
- c. When they have finished, post students' work on a "Contribution Wall" in the classroom. Allow students to present and explain their work.

4. **Summarizing and Assessing:** Remind students that for the chapter project, they will be creating an "American Dream Quilt." Explain that the information they learned in this lesson will be useful when working on the project:

- a. Have students make a T-chart in their **Think Books**. Instruct them to add headings for **Enslaved People** and **Immigrants**.
- b. Tell students to add details about the contributions of both groups to the T-chart.
- c. Call on students to read aloud some of the details they wrote as a way to review.



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

Modifications for Differentiation

Above Have these students answer the following question in their **Think Books**: How are slavery and immigration different? Have them write as many differences as they can. Then, pair them with another student and have them compare answers.

Below Read aloud the text from the Student Book. Instead of writing responses to the bullet points, create a Venn diagram with students to compare and contrast slavery and immigration. Help them include details about countries, contributions, impact, race, and culture.

ELL Help students understand the difference between *slavery* and *immigration*. Have students share, in a safe space, their experiences with immigration and discrimination. Together, create a chart to compare the American identity with the identities of the home countries of your ELLs. Include culture, religion, beliefs, artwork, music, and food.

Extending

Cultures Have students make family trees. Instruct them to get as much information as possible from home about their family roots. Ask them to pay special attention to relatives or ancestors who moved to the United States from other countries. Tell students to display the information about their families graphically. Allow students to present their work to the class.



Lesson 5 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students imagine that their local city government has decided to honor the contributions of enslaved people and immigrants to American history and culture. Tell them that the city government is looking for input from people on this topic. Have students write a letter to the city council in which they explain some of the contributions that they learned about in the lesson, giving at least three specific examples.

Chapter 4 Review

Review Vocabulary

adobe
Bill of Rights
canal
chickee
Constitutional
Convention
freedom of speech
identity
irrigate
landform
longhouse
Mayflower Compact
monarchy
nomad
Patriot
persecution
plateau
poverty
prairie
prejudice
transcontinental railroad
unconstitutional
wetland
wigwam

Materials

- Student Book
- Activity Sheet Chapter 4 Review
- Chapter 4 Test
- Think Book

Reading

Student Book p. 136: chapter summary

Teaching

1. Have students work through **Activity Sheet Chapter 4 Review**. Allow them to use the Student Book and their **Think Books** as needed. 
2. **Summarizing and Assessing:** Review students' work:
 - a. Review answers to the activity sheet as a class.
 - b. Divide students into groups. Ask each group to write two new questions using the review sheet content. Model how to change a question form (for example, change a matching item to a short-answer question) as needed. 

Modifications for Differentiation

Above Have students choose five vocabulary words and create visuals to explain their meanings.

Below Provide a read-aloud upon request for the chapter review and test. For the Short Answer sections, have students choose two questions to answer.

ELL Read aloud the entire chapter review and help students locate the information needed. Read aloud the chapter test, and have students answer just one question in the Short Answer section in writing. Allow them to speak or record their answers to the other questions, at a later time if necessary.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 4 Test** (Student Handouts, pp. 65–67). Assist students as needed.

Chapter 4 Project

The American Dream Quilt

Materials

- Student Book
- Images of Quilts [↓](#)
- Project Checklist
- Project Evaluation
- Project Plan
- Think Book
- coloring utensils
- white paper



Critical
Thinking



Information
Processing



Speaking &
Listening

Objectives

Students will be able to:

- Use symbols to represent different topics of American history.
- Conceptualize the American Dream using words and symbols.
- Work collaboratively to create a classroom “quilt” representing facets of American life.

Project Description

In this project, students will compile images, drawings, and text that represent their idea of the American Dream. Ideas about the American Dream will come from important geographical features of the United States, American Indian heritage, the foundations of government in the United States, ideas of freedom and equality, and the diversity of American culture. Students will create individual blocks and then connect them to produce a quilt.

Teacher’s Note

Go over the **Project Checklist** with students at the beginning of the project and then remind them to review the checklist before turning in their projects. For more on evaluating the chapter projects, see p. xxviii.

The quilt made in this project can be made of paper or cardstock. Alternatively, the quilt can be made on fabric using fabric paint by putting it on paper and transferring it to fabric.

The Patriots’ Handbook on pp. 173–187 of the Student Book has many examples of important American documents and symbols that may be useful to students during this project.

Instructions and Suggestions

Day 1

1. Explain the importance of quilts.
 - a. Show students images of quilts or bring in quilts. Tell them that quilters could make a large blanket out of scraps of fabric from worn-out clothing. Explain that quilts have been used for centuries to keep people warm, but they are also a form of artistic expression and storytelling. Explain that quilts have been passed from one generation to another as family treasures.
 - b. Inform students that, according to legend, people used quilts to send coded information to escapees on the Underground Railroad.
 - c. Explain that for this project, they are going to create a quilt to represent their ideas of the American Dream. Tell students that the American Dream is a set of ideas that has inspired people to work toward justice and equality for all. Explain that it has brought people to the United States from all over the world.

2. Organize students into five small groups.



- a. Assign each group one lesson from chapter 4.
 - Lesson 1: What Is the Geography of the United States?
 - Lesson 2: Who Lived in North America Long Ago?
 - Lesson 3: What Led to the Creation of the United States?
 - Lesson 4: What Are Our Rights?
 - Lesson 5: How Have Slavery and Immigration Shaped Our Country?
- b. Have groups review the information from their assigned lesson using the Student Book and their **Think Books**.
- c. Instruct students to look for words, phrases, symbols, people, or events that they connect with the idea of the American Dream.
- d. Have students within each group work together to compile a list of ideas that they can put in their quilts.



3. After groups have generated a list of ideas, tell them to identify the ideas that they would like to add to their quilts.
 - a. Explain that each student is responsible for creating one quilt “block.” Explain that students will choose and design their own blocks from the list of ideas created by the group.
 - b. Discuss how symbols can be used to communicate some of the ideas. For example, explain how the symbol of an eagle is often connected to the idea of freedom, or how the blindfolded statue carrying scales and a sword is used as a symbol of fairness and justice. Generate a list of symbols that students might use.
 - c. Remind students that they will also have to explain what is happening in their quilt block in a written paragraph, so it is best to focus on a few simple images and words.
 - d. Distribute the **Project Plan** handout. Allow students time to work on a first draft of their quilt blocks.

The Project Plan handout is titled "The American Dream Quilt" and includes a header for "Name" and "Date". It contains five numbered steps: 1. List words or phrases that describe one aspect of the American Dream. 2. What symbol(s) will you create for your quilt block? 3. Sketch a rough draft of your quilt block here. 4. In a paragraph, describe what is shown or written in your quilt block and why. 5. The teacher has reviewed my ideas and I am ready to make a final copy of my quilt block. The handout also includes a footer with the text "Nystrom Young Citizens" and "Chapter 4 • Project Plan".

Project Plan

Day 2

1. Have students continue working on their quilt block ideas. Distribute materials that will be used in the final quilt.
2. Have students discuss and share their work with their fellow group members.
3. Remind students that the quilt blocks must include visual and written details.
4. Circulate among groups to provide feedback and answer questions as necessary.

Day 3

1. Have groups combine their blocks to form a quilt that represents their ideas of the American Dream.
2. Instruct groups to present their work to the class, explaining each individual block and referencing the lesson that they worked on.
3. Allow students to ask questions and provide feedback about the quilts. If possible, combine the quilts of all groups into a large American Dream Quilt that can be displayed in the classroom or in another location in the school.

Modifications for Differentiation

Above Have these students make drawings or a list of things that might be in a quilt block to represent a Chinese immigrant working on the transcontinental railroad.

Below Have a discussion to help these students research and organize their ideas for their quilt blocks.

ELL Have students study a few different kinds of quilts and explain how each tells a story. Have a discussion to help these students research and organize their ideas for their quilt block. Help them incorporate parts of their own cultures into their designs.

Rubric

See **Project Evaluation** (Student Handouts, p. 70).

Compelling Question

What Is Life like in the United States Today?

In this chapter, students will learn more about factors that affect the lives of Americans today, including economic innovations, government structures, and environmental challenges.

Time Frame: 6 Weeks

- 1 Students will differentiate between urban, suburban, and rural communities.
- 2 Students will analyze what life is like for immigrants in modern-day America.
- 3 They will examine how government responsibilities are divided in the United States.
- 4 They will discover how innovations have fueled the American economy.
- 5 Students will recognize environmental challenges that face the United States today, as well as strategies people are using to deal with these challenges.
- 6 Students will complete the chapter review, project, and assessment.

Custom Components and Activities

Every chapter comes with Leveled Student Readers and Group Activity Cards. There is also a Biography Gallery in the Student Book. All three components include an activity. These activities are designed to enhance the material covered in the chapter. Based on the recommendations below, decide how and when to incorporate these activities into your teaching plan.

LEVELED STUDENT READER

National Parks: Who Works There and What Do They Do?

This Leveled Student Reader works well with lessons 3 or 5. The pre- and post-reading activities are in the inside covers of the reader.

GROUP ACTIVITY CARD

The Government and Our Health

This Group Activity Card works well with lesson 3. Divide the class into six groups and distribute one card to each group.

BIOGRAPHY GALLERY

People of Our Country

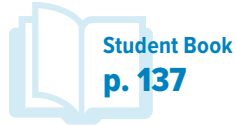
The following activity works well with lesson 2.

1. Instruct students to read pp. 146–147 of the Student Book (People of Our Country).
2. Ask students to choose one of the people in the Biography Gallery. Tell students to write a short description of the person they chose in their **Think Books**.
3. Students will play a game of “20 questions.”
 - a. Pair students.
 - b. Tell one partner to ask the other questions to guess which person they read about.
 - c. Explain that they can only ask questions that lead to “yes” or “no” answers, such as, “Is this person a woman?”
 - d. Choose a student and model the activity before you begin.
 - e. Have students play “20 questions,” with each partner getting a turn to ask questions.
 - f. Then, have students switch partners and play again. Repeat several times.
4. Debrief students by discussing similarities and differences among the people in the Biography Gallery.



Chapter 5

Introduction



Materials

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

Getting Started

1. Begin by asking students to raise their hands if they have ever done any of these things:
 - visited another state
 - visited another country
 - moved from another state
 - moved from another country
 - lived on a farm
 - lived in a city
 - learned a different language
 - met a person who speaks a language different from theirs
 - met a government leader
 - used a computer
 - traveled on a train
 - traveled on an airplane
2. Based on their responses, explain that students' backgrounds and experiences are different. Explain that the same is also true of people who live throughout the United States.
3. Tell students that in this chapter they will learn about what it is like to live in the United States today, as well as how people have different stories and backgrounds.

Reading

Student Book p. 137: chapter introduction

As students read, have them answer the following questions in their **Think Books**:



- Give three examples of how people who live in the United States are different from each other.
 - ≈ backgrounds
 - ≈ communities where they live
 - ≈ where they come from
- List two ways that communities are changing.
 - ≈ Science and technology have changed the way people work, shop, and learn.
 - ≈ Cars allow people to get to work and school quickly.
 - ≈ The environment has changed because of these other changes.

Teaching

1. Give student pairs a **U.S./World Desk Map** and map marker. Ask them to look at the world side first and circle the United States. If students in your class have moved from other countries, have students circle those as well. Ask them what they notice about the United States. (It has water on both sides; it is in North America; it has several big cities; it borders Canada and Mexico.)
2. Then, have students look at the United States side of the map. Ask them what details they notice about the United States in the more detailed map. (specific states, rivers, lakes, cities)
3. Have students outline their state on the map and describe which region it is located in. If students do not remember the regions, refer them to the map on pp. 102–103 of the Student Book (U.S. Regions). Have them predict how life might be different for people in their region compared to people in another region. Encourage students to think about climate, resources, etc.

4. **Summarizing and Assessing:**

- a. Have students write answers in their **Think Books** to the following questions: 
- Based on the maps and introduction, what have we learned about how people's lives in the United States might be different? (backgrounds, communities where they live, places of origin)
 - Based on the introduction, what have we learned about how communities in the United States might be changing? (the impacts of science and technology, transportation changes, environmental changes)
- b. Explain that, in the rest of the chapter, students will learn more about the ways people live, the government, the economy, and the concerns facing people in the United States.
5. Have students clean, collect, and put away materials.

Lesson 1

How Do People in Our Country Live?

Online Activities

- Vocabulary
- Urban, Suburban, Rural

Literacy Links

- *Beginner's United States Atlas*, by National Geographic Kids
- *Life in a Suburban City*, by Lizann Flatt
- *The Way Downtown: Adventures in Public Transit*, by Inna Gertsberg

Activity

Mapping Communities



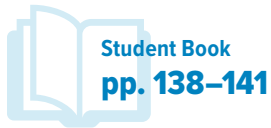
Cultures



Geography



Information
Processing



Vocabulary

rural
skyscraper
suburban
urban

Materials

- Student Book
- U.S./World Desk Map
- Think Book
- map markers
- mini whiteboards (white paper)

Objectives

Students will be able to:

- Differentiate between urban, suburban, and rural communities.
- Locate various communities on a map.
- Categorize the type of community they live in based on its characteristics.

Getting Started

1. Ask students to close their eyes and think about the community where they live.
2. Then, have them brainstorm a list of their favorite things about their community in their **Think Books**. 
3. Call on several students to share their responses.
4. Explain that they will learn more about different types of communities in their state and the United States in today's lesson.

Reading

Student Book pp. 138–141: Different Types of Communities in the United States; Urban Communities; Suburban Communities; Rural Communities

Tell students to make a three-column chart in their **Think Books** with the headings **Urban**, **Suburban**, and **Rural**.



- As students read, have them write down three traits of each type of community.

Urban	Suburban	Rural
≈ cities ≈ more people and buildings in smaller spaces ≈ public transportation ≈ skyscrapers ≈ museums, theaters, and other interesting places to visit ≈ diverse populations ≈ work opportunities	≈ less crowded than cities ≈ bigger homes ≈ open spaces ≈ parks ≈ cars needed ≈ less expensive homes ≈ good schools ≈ less crime ≈ built around urban cities	≈ fewer people ≈ more land ≈ fewer businesses ≈ homes spread out ≈ not as many buildings ≈ people may drive long distances to shop ≈ farming, mining, and logging industries

- When they complete their charts, ask them to draw a picture at the bottom of each column that illustrates its meaning.

Teaching

- Put students in small groups and give each group a **U.S. Desk Map** and map marker.
 - Show students the legend at the bottom of the map and explain that they can tell the size of cities by the size of the font used (e.g., Chicago—Over 500,000 people, and Boise—Under 500,000).
 - Then, have students add the following words and symbols underneath the map legend:
 - Urban area 
 - Suburban area 
 - Rural area 
- Tell students that they will locate several places on the desk map. Explain that some are already labeled on the map, but some are not.
 - Write the following place-names on the board:
 - San Francisco, California
 - San Antonio, Texas
 - New York City, New York
 - Snellville, Georgia
 - Stapleton, Nebraska
 - Helper, Utah

- b. Instruct groups to locate each place on the map. Give students the following instructions to find Snellville, Stapleton, and Helper:
 - Snellville, GA: Have students locate Atlanta, Georgia. Explain that Snellville is located just northeast of the city, in the direction of Greenville, South Carolina.
 - Stapleton, NE: Have students locate Grand Island, Nebraska. Explain that Stapleton is located northwest of the city, near the first “A” in Nebraska.
 - Helper, UT: Have students locate Salt Lake City, Utah. Explain that Helper is located southeast of the city, near the “H” in Utah.
3. Instruct groups to decide if each place should be labeled as urban, suburban, or rural.
 - a. Tell students to use the Student Book to help them categorize each place.
 - b. Have them add symbols to each location on the map.
(urban: San Antonio, New York City, San Francisco;
suburban: Snellville; rural: Stapleton, Helper)
4. Next, have students locate their city, town, or community on the map. If it is not shown on the map, use relative location directions (north, southwest, by the lake, etc.) to help students find it.
 - a. Ask them to mark it with a triangle and label it if it is not already labeled.
 - b. Tell groups to discuss whether it should be marked as urban, suburban, or rural. Have them add the appropriate symbol to the map.
 - c. Call on groups to present their maps. Check for accuracy. If there are discrepancies with how groups categorized their own city, discuss as a class and try to reach a consensus.

5. Summarizing and Assessing:

- a. Still working in their small groups, have students use the **U.S. Desk Map** and their **Think Books** to review the classifications of urban, suburban, and rural.  
 - b. Give each group a mini whiteboard or three sheets of paper. Instruct them to write **U** (urban), **S** (suburban), or **R** (rural) in response to each clue:
 - Many tall buildings and skyscrapers (U)
 - People drive long distances to reach grocery stores or malls (R)
 - Areas built around urban areas with more parks and open spaces (S)
 - Helper, UT (R)
 - Snellville, GA (S)
 - San Antonio, TX (U)
6. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have these students create a list of pros and cons for living in urban, suburban, and rural settings.

Below Show and discuss images of urban, suburban, and rural areas. Divide these students into three groups for the Reading section and have each group read one section and take notes. Have students come back together as a larger group, share their notes, and do the map work together.

ELL Have students sort pictures into the following categories: urban, suburban, and rural. Have students describe each area and write a list of characteristics. After differentiating the categories, have students add symbols (skyscraper, house, trees) to the maps. Read aloud the text of the Student Book and have students add more details to their lists.

Extending

Geography Have students choose one of the cities or communities they labeled on the map and find out the physical features (mountains, lakes, etc.) of that area. Ask them to create a poster that depicts a map of that city or community with the physical features labeled. Allow them to use different mapping tools for assistance. Have them write a short paragraph predicting how the physical features in the area might affect the people that live or travel there.

Dramatic Arts Have students create a song, poem, or video that convinces people they should move to their town, city, or community. Require them to include four specific examples of details about the area that would make it interesting to others. Make sure they include details about its classification as an urban, suburban, or rural community. Have them share their work with the class.



Lesson 1 Closure

Review Activity: Cause and Effect

Have student pairs use the Student Book to find effects for the following causes:

- Urban areas are often centers of industry and have many job opportunities. (Urban areas are crowded with people and buildings. There are often diverse populations in urban areas.)
- Grocery stores and banks are usually not within walking distance of people's homes in suburban areas. (Many people who live in the suburbs have cars.)
- Fewer people live in rural areas than in urban or suburban areas. (Housing is often less expensive in rural areas; people enjoy quieter living situations; there is often a strong sense of community in rural areas, as many people know each other.)

Check students' work by calling on pairs to read aloud at least one cause-and-effect pairing.

Writing Prompt

Have students think about what type of community they would like to live in when they grow up: urban, suburban, or rural. Ask them to write their choice with three specific reasons they chose that type of community.

Lesson 2

What Is It like for Immigrants in the United States Today?

Online Activities

- Vocabulary
- Summarizing

Literacy Links

- *American Immigration: Our History, Our Stories*, by Kathleen Krull
- *Home of the Brave: 15 Immigrants Who Shaped U.S. History*, by Brooke Khan
- *When Stars Are Scattered*, by Victoria Jamieson and Omar Mohamed

Activity

Coming to the United States



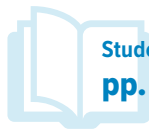
Cultures



Geography



Reading



Student Book
pp. 142–145

Vocabulary

donation
famine
resettle

Materials

- Student Book
- Activity Globes
- Activity Sheet 5a
- Think Book
- map markers
- rulers

Objectives

Students will be able to:

- Find countries where immigrants to the United States come from on a globe.
- Discuss reasons immigrants come to the United States.
- Explain challenges that immigrants may face settling in the United States.

Teacher's Note

This lesson provides an excellent opportunity to showcase the diversity of your class. If you have students who are immigrants or come from immigrant families, this activity can be used to highlight their cultures and experiences. Consider talking to individual students before the lesson begins to gauge their comfort levels in relating their personal and family stories. If they feel comfortable, they may contribute words to the Getting Started activity in their native languages. Step 2 of the Teaching section also provides an opportunity to add students' home countries to the globe activity.

Getting Started

1. Greet the class by saying hello in English. Have students raise their hand if they understood the greeting.
2. Ask students if anyone knows how to say hello in a different language. Write students' responses on the board, along with the name of the language. Optionally, allow students who speak different languages to write some words on the board.

3. Tell students to imagine they attend school in a different country and do not understand the language.
 - a. Have them write in their **Think Books** their reactions to what the school day might be like. 
 - b. Call on students to share their ideas. Discuss how language barriers might be one challenge for someone moving to another country. Brainstorm other things that might be challenges for someone new to a country.
4. Explain that in today's lesson they will learn about the experiences of immigrants to the United States.

Reading

Student Book pp. 142–145: Our Nation's Immigrants; Helping Immigrants Adjust; Stories of Immigrants

As students read, have them write answers to the following questions in their **Think Books**: 

- Write down four countries where immigrants to the United States are from.

≈ Mexico	≈ Afghanistan
≈ China	≈ Democratic Republic of the Congo
≈ India	≈ Somalia
≈ Syria	≈ Panama
- List at least three reasons immigrants come to the United States.
 - ≈ for a better life
 - ≈ safety from war or violence
 - ≈ jobs
 - ≈ natural disasters in their homeland
 - ≈ to escape persecution
- What is one challenge immigrants may face coming to a new country?
 - ≈ leaving their home, family, and friends
 - ≈ different languages, dress, and foods
 - ≈ different climate
 - ≈ finding housing, schools, and jobs

Teaching

1. Write the word **immigrant** on the board.
 - a. Tell students to write a definition in their own words in their **Think Books**. 
 - b. Have students compare their definitions to the one in the Glossary. Call on students to read aloud their definitions.
 - c. Write a definition on the board next to the word. (a person who moves to a new country and settles there)
2. Divide students into small groups and pass out an **Activity Globe**, map marker, and ruler to each group. 
 - a. Tell them that they will use the globe to locate the countries from the reading.
 - b. First, review the continents by having one student in each group place a finger on the continent you call out. After each continent, have students pass the globes to another group member and repeat.
 - Call out each continent name: North America, South America, Europe, Africa, Asia, Australia, and Antarctica.
 - Circulate around the room to check for accuracy and participation.
3. Then, call out the following countries and have students place a star on that country on their globes.
 - Mexico (North America)
 - China (Asia)
 - India (Asia)
 - Syria (Asia; Syria is not labeled on the globe, but explain that it is the country immediately west of Iraq, in red)
 - Afghanistan (Asia)
 - Democratic Republic of the Congo (Africa)
 - Somalia (Africa)
 - Panama (North America)

- a. Once students have placed a star on each country, ask them to draw arrows from those countries to the United States.
 - b. Have them use the approximate location of your hometown as the destination point in the United States.
4. Then, ask students to use the ruler to measure the distance between the countries and the United States.
 - a. Write the following sentences on the board and ask students to complete them as a group:
 - Immigrants from _____ traveled the shortest distance to the United States. (Mexico)
 - Immigrants from _____ traveled the farthest distance to the United States. (Students may choose China, India, Somalia, or Democratic Republic of the Congo, based on which direction they measured.)
 - b. Debrief the students by asking them what they noticed about measuring distances around the globe. Students might mention that you can travel multiple directions to reach the destination and that the globe is not a flat projection for measuring.
 - c. Emphasize that no matter the distance, all immigrants face similar challenges in moving to a new country.
5. Direct students to the skill box on p. 145 of the Student Book (Skill: Summarizing). Have students work with a partner.
 - a. Review the bulleted advice on summarizing together.
 - b. Ask pairs to reread pp. 144–145 of the Student Book (Stories of Immigrants).
 - c. Instruct them to write a three-sentence summary of the section in their Think Books, keeping in mind the bullet points from the skill section.
 - d. Call on student pairs to read aloud their summaries. Ask pairs how they decided what details were the most important.



Activity Sheet 5a Name _____ Date _____

Coming to the United States

Read the passage below about an immigrant to the United States.

Juan Carlos Hernandez was three years old when his mother left Mexico to go to the United States to create a better life for herself and her sons. Juan and his brothers stayed with their grandfather until his mother earned enough money to pay for them to cross the border. Juan and his brothers traveled for two days to cross into the United States at Brownsville, Texas. "It was very scary," Juan stated. "For my mom to make that decision for us, she is one of my heroes to this day. I can't imagine what she was going through."

Juan began working after school and on weekends at a restaurant to help his family with expenses. After high school, he enlisted in the U.S. Army. He was sent to Afghanistan in 2009 and was injured during the fighting there. He became a U.S. citizen in 2010. "It felt good," he said. "I was finally a citizen. I was an American. I finally felt that this was home."

Write a three-sentence summary of Juan's story on the lines below.

Nystrom Young Citizens 72 Chapter 5 • Lesson 2

Activity Sheet 5a



7. **Summarizing and Assessing:** Ask students to share their three-sentence summaries with a partner.
 - a. Instruct partners to check each other's work.
 - b. Call on a few students to share their summaries with the class.
 - c. Discuss with the class which details from Juan's story were important to include in the summary and why. Prompt students to discuss Juan's country, reasons for coming to the United States, and challenges faced by his family.
 - d. Ask students if they can find any similarities among the immigrant stories they read in the Student Book. (Immigrants face challenges, but they also have opportunities.)
8. Have students clean, collect, and put away materials.

Modifications for Differentiation

Above Have students choose one immigrant from this chapter whom they would most like to meet. Instruct students to write five interview questions they would ask if they had a chance to meet the person.

Below Work with students to review pp. 144–145 of the Student Book (Stories of Immigrants). Review the steps to summarizing. Have students write the following words in their **Think Books**: *reasons*, *contributions*, and *adjustments*. Then, help students use the words to write three complete sentences that help summarize the material.

ELL Provide the main idea for summarizing pp. 144–145 of the Student Book (Stories of Immigrants): Immigrants come to the United States for many reasons, and they all have to adjust. Have students decide on two or three important details and write sentences together to complete the summary. Provide the main idea for **Activity Sheet 5a**: Juan and his family made sacrifices and contributed to the United States.

Extending

Taking Action Have students create welcome posters for immigrants. The posters might include welcoming messages in multiple languages; if possible, have students determine the largest immigrant groups in their community and include the languages of those groups. The posters might also include useful information about resources, schools, etc. Have students display the posters in school or in a local community center.

Current Events Have students choose one of the countries featured in the reading and research the current events happening in that country. Help students locate news stories or articles and practice summarizing the sources. Have students share their findings with the class.



Lesson 2 Closure

Review Activity: Vocabulary

Have students review the vocabulary words from the lesson.

1. In their **Think Books**, have students write each word and its definition, using the Glossary if necessary.
2. Then, distribute index cards to students. Instruct them to write the vocabulary word on one side and its definition on the other side.
3. Once students have completed their index cards, pair them with another student. Have students quiz each other by showing or reading a definition to their partners and having the partners guess the vocabulary word.
4. Instruct students to switch partners at least once to reinforce the vocabulary.

Writing Prompt

Have students write a response to the lesson question: “What is it like for immigrants in the United States today?” Explain that they must include reasons immigrants come to the United States and possible challenges they face resettling in a new place. Instruct students to include at least a couple of specific examples (countries, individual stories, etc.) from the lesson in their responses.

Lesson 3

What Does Our Federal Government Do?

Online Activities

- Vocabulary
- The Branches of Government

Literacy Links

- *Checks and Balances: A Look at the Powers of Government*, by Kathiann Kowalski
- *Growing Up Supremely: The Women of the U.S. Supreme Court*, by Nichola D. Gutgold and Jessica L. Armstrong
- *U.S. Government through Infographics*, by Nadia Higgins

Activity

Our Government at Work



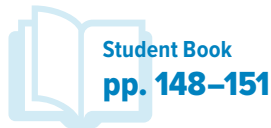
Careers



Civics



Information
Processing



Vocabulary

currency
federalism
interstate

Materials

- Student Book
- Activity Sheet 5b
- Think Book
- coins
- coloring utensils
- glue
- large sheets of paper (poster board)
- mini whiteboards (white paper)
- scissors

Objectives

Students will be able to:

- Define *federalism* and understand how government responsibilities are divided.
- Describe the organization and responsibilities of the federal government.
- Recognize positions and duties within the construct of three branches of government.

Getting Started

1. Organize students into small groups.
 - a. Give each group a small collection of coins, including a penny, nickel, dime, and quarter, if possible.
 - b. Explain that they will examine the coins for details. Have them take notes on everything they see on each coin in their **Think Books**.
 - c. Next, have students make a list of similarities on the coins. (All coins say “United States of America,” “Liberty,” “In God We Trust,” and “E Pluribus Unum.”)
2. Ask students which states these coins can be used in. (all states)
3. Then, ask them who they think makes the coins. If students do not guess, tell them they are produced by the federal government of the United States.
4. Explain that in today’s lesson, they will learn about other responsibilities and services of the federal government.



Reading

Student Book pp. 148–151: The Responsibilities of the Federal Government; How Federal and State Governments Share Power; The Organization of the Federal Government; The Responsibilities of Our Leaders

As students read, have them take notes in their **Think Books** for each bullet point.



- List three responsibilities of the federal government.
 - ≈ passes laws
 - ≈ manages relations with foreign countries
 - ≈ maintains armed forces
 - ≈ declares war
 - ≈ manages currency and the U.S. Postal Service
 - ≈ includes agencies such as the Department of Transportation
- List two responsibilities of a state government.
 - ≈ protects the health and safety of their people
 - ≈ sets the rules for driving
 - ≈ establishes schools
 - ≈ sets up local governments
 - ≈ runs local elections
 - ≈ regulates businesses within the state
- Name the three branches of government.
 - ≈ legislative
 - ≈ executive
 - ≈ judicial

Teaching

1. Write **federalism** on the board. Ask students what they remember about federalism from the reading. (Power and responsibility are divided between the national government and state governments.)

2. Pass out **Activity Sheet 5b**. Have students work on the first page with a partner.



- a. Have partners work together to add details to the Venn diagram.
- b. Draw the Venn diagram from the activity sheet on the board. Call on pairs to read aloud their answers. Fill in the diagram on the board accordingly. Alternatively, call on students to come to the board and write one detail from the activity sheet in the correct part of the diagram.

Activity Sheet 5b

3. Combine student pairs into small groups. Explain that groups will create “Three Branches” posters. 
- a. Give groups large pieces of paper or poster boards, scissors, glue, and coloring utensils.
 - b. Have them write the title **Three Branches of Government** at the top of the poster.
 - c. Next, instruct groups to divide the poster into three parts. Tell them to label the parts **Legislative**, **Executive**, and **Judicial**.
 - Have groups cut out the boxes from the second page of Activity Sheet 5b (only one copy of the page is needed for each group).
 - Explain to students that each box of the activity sheet contains a different position in the federal government. Have them place the boxes in the appropriate places on their posters.
 - Check that students have placed the boxes correctly. Once you give your approval, have them glue the boxes into place.
 - d. Next, instruct groups to add details to the posters. Have them write information about the positions listed in the boxes, as well as any other details they want to add from the Student Book.
 - e. Have groups present their work to the class. You may also decide to conduct a gallery walk.
 - f. Display the posters in the classroom or hallway.

4. Summarizing and Assessing:

- a. Have students return to work with the partners they had during Teaching step 2. Give each pair a mini whiteboard or sheets of paper. 
- b. Instruct pairs to write answers to the following questions:
 - What word means that power and responsibility are divided between the federal government and state governments? ([federalism](#))
 - Which branch passes laws? ([legislative](#))
 - Which branch includes the Supreme Court? ([judicial](#))
 - Which branch does the president belong to? ([executive](#))
 - Who is responsible for currency, the federal government or the states? ([federal government](#))
 - Who is responsible for schools, the federal government or the states? ([states](#))

Modifications for Differentiation

Above Have these students create a visual (e.g., images, flowchart, or infographic) to show how power and responsibilities are shared in our government.

Below Prepare sentence strips or index cards ahead of time, one for each of the answers in the Reading section. Randomly distribute them to students. Have three sheets of large construction paper labeled **Responsibilities of the Federal Government**, **Responsibilities of State Governments**, and **Three Branches of Government**. Read aloud the text of the Student Book and have students attach their cards to the correct charts. If you want students to have this information in their **Think Books**, type out the lists and make copies to distribute after the sorting activity.

ELL Create a simple diagram to explain federalism (balancing power and responsibilities of the national and state governments). Provide images of the White House, Capitol, and Supreme Court to students and have them add the images to the appropriate place on their “Three Branches” posters.

Extending

Civics Have students learn more about some notable leaders of the U.S. federal government, past and present. Tell students to find one person to represent each of the positions on the second page of **Activity Sheet 5b**. Students might focus on groundbreaking figures, such as the first African American president and female Supreme Court justices. This is also an opportunity to have students learn about their current representatives in Congress. Tell students to add information (and optionally, images) to their posters.

Physical Education Have students create a game that illustrates the three branches of government and the roles of each. Have them use resources such as balls, jump ropes, or weights from a physical education classroom to create a concept for the game. Ask students to demonstrate the game, including rules and objectives, for the class.



Lesson 3 Closure

Review Activity: Questions

Have students review the section headings in the Student Book. In their **Think Books**, have students turn each section heading into a review question.

1. Once students have written their review questions, pair them with another student. Allow pairs to work together to write answers to the questions they have written.
2. Check students' work by having each pair present a question and answer.

Writing Prompt

Have students imagine they are planning to pursue a job working for the federal government. Ask them to write which job they would like, what challenges it might have, and why they chose that branch of government. Instruct them to include specific details from the lesson.

Lesson 4

How Has Innovation Affected Our Economy?

Online Activities

- Vocabulary
- Reading a Graph

Literacy Links

- *Awesome Achievers in Technology: Super and Strange Facts about 12 Almost Famous History Makers*, by Alan Katz
- *Canals and Dams! with 25 Science Projects for Kids*, by Anita Yasuda
- *Journey to City X: Adventures in Engineering for Kids*, by Brett Schilke

Activity

Transportation and Technology Game



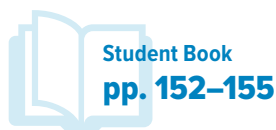
Economics



History



Information
Processing



Vocabulary

container ship
Information Age
innovation
internet

Materials

- Student Book
- Activity Sheet 5c
- Think Book
- coloring utensils
- construction paper
- scissors
- white paper

Objectives

Students will be able to:

- Describe examples of transportation and technological innovations.
- Create a board game based on developments in transportation.
- Analyze how innovations have affected the U.S. economy.

Getting Started

1. Write the following six words on the board:
 - walking
 - horse
 - steamboat
 - car
 - train
 - airplane
2. Ask students if there are other examples of transportation that might not be on the list and add them.
3. Ask students to raise their hands if they have ever used each type of transportation. Tally their responses on the board under each type of transportation.
4. Ask students to use the tally marks to draw conclusions about the types of transportation used by their class.
 - a. Have them write their ideas in their **Think Books**.
 - b. Call on several students to read aloud their conclusions.
5. Explain that in today's lesson, they will learn about how transportation and technology innovations have affected the United States.



Reading

Student Book pp. 152–155: Innovations That Changed Our Nation; Transportation; Technology

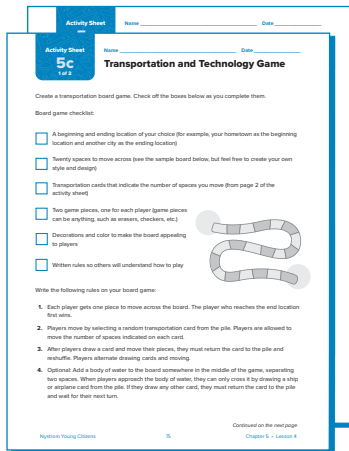
As students read, have them write answers to the following in their 

Think Books:

- Define *innovation*.
 - ≈ a new idea or invention
- List three examples of innovations in transportation.
 - ≈ electric cars
 - ≈ steamboats
 - ≈ cargo and passenger planes
 - ≈ container ships
 - ≈ canals
 - ≈ railroads
 - ≈ public transportation
- Explain two ways that technology has changed how people do their jobs.
 - ≈ emails
 - ≈ programs to track sales and finances
 - ≈ factory work done by computers
 - ≈ faster production
 - ≈ internet purchases

Teaching

1. Write the words *economy* and *innovation* on the board.
 - a. Call on students to define or explain each word.
 - b. Ask students to write a sentence in their **Think Books** explaining the relationship between these two words. Call on a few students to share their ideas. (*Innovations help the economy grow by improving things like transportation and communication.*) 
2. Have students work with a partner to brainstorm ways innovations—including those students read about in the Student Book—have affected the U.S. economy. 
 - a. Prompt them to think of changes to how we learn, do business, and live our lives.
 - b. Tell them to write their ideas in their Think Books. Call on pairs to read aloud their ideas. Discuss these ideas as a class.



Activity Sheet 5c

3. Distribute both pages of **Activity Sheet 5c**, construction paper, and scissors to student pairs.
 - a. Explain that their task is to create a transportation board game where players use different types of transportation to get from one place to another.
 - b. Explain the instructions for how to create the board game on the activity sheet.
 - c. Allow students time to work on their games. Circulate to answer questions and help as needed.
 - d. Have students play the game. Optionally, you may decide to have students swap partners and continue playing.
4. **Summarizing and Assessing:** Debrief students after the game activity by asking them what they noticed about the types of transportation. (*Ships and planes get you there faster than walking or riding a horse.*)
 - a. Have students write an answer to the lesson question (How has innovation affected our economy?) in their **Think Books**. Tell students to use details from the Student Book and the activity to help them.
 - b. Call on several students to read aloud their answers.

Modifications for Differentiation

Above Have students create a list of technological innovations (phonograph, telephone, computer, smartphone, etc.) and then put them in order from oldest to newest. Have these students add details to the board game to make it more complex. For example, students might add to the board physical barriers, such as mountain ranges or deserts, that require specific modes of transportation.

Below Divide these students into two groups, one for economy and one for innovation. Write the definitions on the board for each word. Have students create two short skits to act out the meanings of their words, or examples of them. Then, put the groups together and have them create a short skit showing how the economy and innovation interact.

ELL Have these students make a sketch of each mode of transportation on the backs of their cards to remind them of the meanings. Help them adjust the board so that it goes from their home countries to the United States, if they are interested.



Extending

Math Have students survey twenty other students or adults in the building about the types of transportation they have used (from the Getting Started part of the lesson). Ask students to graph their data using a bar or line graph for each type of transportation. Then have them write a summary paragraph about the data.

Visual Arts Have students examine the positives and negatives of changes in transportation and information technology. Have students work in groups to create posters with four quadrants. The quadrants should have the following information, presented as either descriptions or visuals: the positives of advances in transportation, the negatives of advances in transportation, the positives of advances in information technology, and the negatives of advances in information technology. Encourage groups to come up with creative answers, but also remind them of environmental and privacy concerns if they are struggling to come up with negatives. Have the groups present their posters as part of a gallery walk.



Lesson 4 Closure

Review Activity: Time Line

Have students work in small groups. Give each group a sheet of paper or mini whiteboard. Instruct students to draw a time line, using 1800 as the beginning year and 2000 as the ending year.

1. Tell the groups to use the Student Book to locate these four important innovations from the lesson: development of the steamboat, the first American railroad line, creation of cargo planes, and the development of the internet. Have them put the innovations on the time line in the correct chronological order.
2. Ask groups why they think these innovations were important.

Writing Prompt

Review how transportation and technology innovations affected the U.S. economy. Have students choose one innovation in transportation and one innovation in information technology that they learned about. Then, tell them to explain how each affected the American economy. Instruct them to use specific details from the Student Book in their answers.

Lesson 5

How Do We Protect Our Environment?

Online Activities

- Vocabulary
- Drawing Conclusions

Literacy Links

- *The Everything Kids' Environment Book*, by Sheri Amsel
- *Marine Science for Kids: Exploring and Protecting Our Watery World*, by Bethanie Hestermann and Josh Hestermann
- *101 Small Ways to Change the World*, by Aubre Andrus

Activity

Protecting the Planet



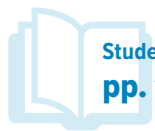
Civics



Critical
Thinking



Reading



Student Book
pp. 156–159

Vocabulary

global warming
greenhouse gas
solar panel
wind turbine

Materials

- Student Book
- Activity Sheet 5d
- Image of Factory Pollution
[↓](#)
- Think Book
- coloring utensils (optional)
- large sheets of paper (optional)

Objectives

Students will be able to:

- Describe ways that technology and transportation innovations have impacted the environment.
- Draw conclusions based on information in the text and previous knowledge.
- Discuss ways that people, organizations, and governments can take action to protect the environment.

Getting Started

1. Project an image of pollution from a factory.
2. Ask students to examine the photograph. Have them write a description in their **Think Books**. 
3. Then, tell students to guess what kind of impact this scene might have on the environment. Have them write their ideas in their Think Books.
4. Call on several students to share their ideas.
5. Explain that in today's lesson, they will learn about how changes in technology and transportation have impacted the environment. Explain that they will also learn about ways to help protect the environment.

Reading

Student Book pp. 156–159: The Environmental Impact of Technology; Slowing Climate Change; Taking Action

As students read, have them write answers to the following in their 

Think Books:

- List two ways that climate change impacts our environment.
 - ≈ Temperatures on the earth rise.
 - ≈ Animals are at risk as their environment changes.
 - ≈ People are at risk of increasing natural disasters.
 - ≈ People in coastal communities face flooding.
- Give two examples of how people have taken action to help protect the environment.
 - ≈ People cleaned up the Cuyahoga River in Cleveland, Ohio.
 - ≈ Californians voted for stores to stop giving free, single-use plastic bags to customers.
 - ≈ Students in Juneau, Alaska, participated in Bike to School Day.

Teaching

1. Direct students to the skill box on p. 159 of the Student Book (Skill: Drawing Conclusions).

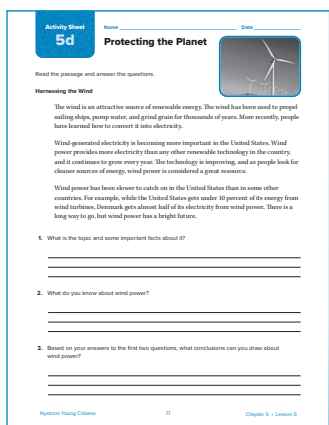
- a. Read aloud the passage about the Clean Water Act. Ask students to follow along as you read.

- b. Then, have students work with a partner to answer the questions that accompany the text in their **Think Books**.  

- c. Call on several students to share their answers to each question. If students do not recognize that the author approves of the Clean Water Act, point to the phrase “huge step forward” and explain why that gives readers a clue about the author’s opinion.

2. Distribute **Activity Sheet 5d** to student pairs.

- a. Ask them to complete the activity sheet.
- b. Circulate the room and assist as needed as they work on the activity sheet.
- c. Discuss the questions with the class by having pairs read aloud their answers.



Activity Sheet 5d Name _____ Date _____

Protecting the Planet

Read the passage and answer the questions.

Harnessing the Wind

The wind is an attractive source of renewable energy. The wind has been used to propel sailing ships, pump water, and grind grain for thousands of years. More recently, people have learned how to convert it into electricity.

Wind-generated electricity is becoming more important in the United States. Wind power provides more electricity than any other renewable technology in the country, and it continues to grow every year. The technology is improving, and as people look for cleaner sources of energy, wind power is considered a great resource.

Wind power has been slower to catch on in the United States than in some other countries. For example, while the United States gets under 10 percent of its energy from wind turbines, Denmark gets almost half of its electricity from wind power. There is a long way to go, but wind power has a bright future.

1. What is the topic and some important facts about it?

2. What do you know about wind power?

3. Based on your answers to the first two questions, what conclusions can you draw about wind power?

Nystrom Young Citizens 17 Chapter 5 • Lesson 5

Activity Sheet 5d

3. Combine student pairs into groups of four.



- a. Instruct groups to create a plan to raise awareness about some of the environmental issues raised in this lesson. Explain that groups can choose their own methods to express their points of view. Their choices are:
 - create an informative poster
 - compose a song
 - script a commercial in the style of a public service announcement
- b. Explain that whatever form the action plan takes, students should mention things people and governments can do to address climate change issues. The work should also include specific information from the lesson.
- c. Provide groups with necessary materials.
- d. After allowing time to work on the projects, have groups present their work to the rest of the class.

4. **Summarizing and Assessing:**

- a. Have students respond to the following in their **Think Books**:
 - What is one environmental problem you learned about in this lesson?
 - What is one thing that people or governments can do to address that problem?
- b. Call on several students to read aloud their responses.
- c. Discuss as a group what actions students can take to protect our environment.



Modifications for Differentiation

Above Have students answer some questions in their **Think Books**. In this chapter, there are several examples of people pushing for laws to protect the environment. Which examples involve the federal government? Which examples involve the state government? Which examples involve the local government? How is it possible for all three levels of government to take action regarding the environment?

Below Write this formula on the board

Facts from the text

+

**What you know
about the topic**

=

Conclusion

Read aloud the three sections of the Student Book and use the formula to have students practice drawing conclusions about each section.

ELL Provide some visuals about pollution and climate change, including photographs, flowcharts, or graphs. Discuss the effects of climate change on the environment, people, and animals. Read aloud pp. 158–159 of the Student Book (Taking Action) and have students create a list of ways that people and governments have taken action.

Extending

Science and Technology Have students research renewable energy sources such as solar, wind, hydroelectric, and geothermal power. Have them investigate the environmental advantages and disadvantages and find out which types of alternate energy, if any, your local utilities offer. Tell them to create a brief presentation including at least one visual element. Let them present their findings to the class.



Lesson 5 Closure

Review Activity: Details

Instruct students to select details that are important to the lesson. Have students write their choices in their **Think Books**.

1. Have students use the Student Book to find each of the following details:
 - a. One important date
 - b. One important place
 - c. One important event
2. Call on students to explain one of their choices.

Writing Prompt

Have students write an informative brochure that students in their school can use to improve their awareness of environmental issues. Tell students to briefly explain some problems. Then provide some things that can be done (or have been done) to address the problem. Stress to students that they should explain why it is important to protect the environment.

Chapter 5 Review

Review Vocabulary

container ship
currency
donation
famine
federalism
global warming
greenhouse gas
Information Age
innovation
internet
interstate
resettle
rural
skyscraper
solar panel
suburban
urban
wind turbine

Materials

- Student Book
- Activity Sheet Chapter 5 Review
- Chapter 5 Test
- Think Book

Reading

Student Book p. 160: chapter summary

Teaching

1. Instruct students to review the notes in their **Think Books** for the entire chapter. 
2. Have students work with a partner to complete **Activity Sheet Chapter 5 Review**. Allow them to use the Student Book and their Think Books as needed. 
3. **Summarizing and Assessing:** Discuss students' answers as a class.

Modifications for Differentiation

Above Have students write a summary of the chapter using as many of the vocabulary words as possible.

Below Provide a read-aloud for the chapter review and test. For the Short Answer sections, have students choose two questions to answer.

ELL Read aloud the entire chapter review and help students locate the information needed. Read aloud the chapter test, and have students answer just one question in the Short Answer section in writing. Allow them to speak or record their answers to the other questions, at a later time if necessary.

Teacher's Note

Online activities are available to supplement the chapter review.

Chapter Test

Distribute and administer the **Chapter 5 Test** (Student Handouts, pp. 84–87). Assist students as needed.

Chapter 5 Project

Mapping Life in the United States

Materials

- Student Book
- U.S./World Desk Map
- Project Checklist
- Project Evaluation
- Think Book
- map markers
- white paper



Cultures



Geography



Information
Processing



Speaking &
Listening

Objectives

Students will be able to:

- Research details that explain what it is like to live in the United States today.
- Locate details and facts on a map of the United States.
- Draw conclusions about life in the United States today.

Project Description

Students will work in groups to create a mapping presentation about life in the United States. Groups will select details and information from each of the five lessons in the chapter and find creative ways to map and present that information. The **U.S. Desk Map** will provide the basis of the presentation, but groups should supplement the map with summaries, images, profiles of people, etc. Individual group members will be responsible for supervising one part of the project, which will correspond to one lesson in the chapter. Groups will present to the class.

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.

Depending on the size of your class, some groups may have fewer than five students. In that case, you can decide which lessons you would prefer students to focus on; alternatively, you can assign some students more than one lesson to prepare for the project.

You may decide to incorporate a current events element into this project. In that case, you may want to partner with the library media specialist to help students locate appropriate news stories or articles that they can use as part of their projects.

Instructions and Suggestions

Day 1

1. Divide the class into small groups of five students. Give each group a **U.S. Desk Map** and map marker. 
2. Assign each student one of the guiding questions from the chapter.
 - a. Tell students which lesson they should focus on:
 - Lesson 1: How Do People in Our Country Live?
 - Lesson 2: What Is It like for Immigrants in the United States Today?
 - Lesson 3: What Does Our Federal Government Do?
 - Lesson 4: How Has Innovation Affected Our Economy?
 - Lesson 5: How Do We Protect Our Environment?
 - b. Have students review their assigned lessons, using both the Student Book and their **Think Books**. 
 - c. Explain that they must each identify one detail to add to their group's presentation. The detail they choose should help explain what life is like in the United States. Tell students that they can choose to focus on individuals, groups, or events.
 - d. Tell students that whatever detail they choose, they must link it with at least one location on the desk map. Explain that if they are unable to link a detail with a location on the map, they should choose a different detail.
3. Give groups time to review and research.
 - a. You may decide to model one example from a different chapter so students can get a better idea of what the project should be about. For example, you might focus on the idea of equal rights in the United States by highlighting the *Brown v. Board of Education* case. Explain to students that this case helps us better understand what rights Americans have. It can also be placed on a map (in Topeka, Kansas).
 - b. Have groups begin brainstorming possible topics they might want to focus on for the project.

- c. Explain that they will practice their skills of summarizing and drawing conclusions while working on the project.
 - d. Circulate around the classroom to help generate topics and guide the brainstorming process.
4. By the end of the first day, groups should have accomplished the following:
- a. Each group should have chosen five details (from the five lessons) for the presentation.
 - b. Groups should mark each detail in an appropriate location on the desk map.

Day 2

1. Have students begin writing a one-paragraph summary of their chosen details.
 - a. Remind students of the summarizing skills they learned about on p. 145 of the Student Book.
 - b. Have students write their first drafts in their Think Books.
2. Working with their group members, they should put stars on the map in all appropriate locations.
 - a. Tell students that during the group's presentation, each member must refer to the map and explain how it is connected to their topic.
 - b. Encourage groups to rehearse their presentations. Groups should decide on an order and discuss how they will use the map.
3. Explain that groups will write some general conclusions about life in the United States based on the work of each member.
 - a. Remind students of the drawing conclusions skill they learned about on p. 159 of the Student Book.
 - b. Explain that conclusions should not focus on specific details but instead on statements that apply to many details. Model for students by writing one conclusion on the board, such as: **The United States government is based on the ideas of equality and freedom.**
 - c. Tell groups that they must write three to four conclusions and read them as part of their presentation.
 - d. Give groups sheets of paper so they can write rough drafts of their conclusions.

Day 3

1. Have groups prepare their presentations. Remind them that they should have final drafts of their summaries, completed maps with stars marking important locations, and final drafts of three to four conclusions.
2. Conduct the group presentations.
 - a. Student groups will present on each of the five guiding questions.
 - b. Have students read their summaries and refer to the desk map.
 - c. After all group members have presented their details, ask them to read aloud their group conclusions.
3. Allow students to ask questions after each presentation.
4. Ask each group to turn in their labeled maps with the conclusions paper attached.

Modifications for Differentiation

Above Have these students write an introduction or a conclusion to their group's presentation.

Below Have students create an outline for their summary paragraph.

ELL Have these students all work on lesson 2 (about immigrant life) in their respective groups. Have them brainstorm possible details (about individuals, groups, or events) and locations. This will help them feel confident about contributing to their group's project and presentation.

Rubric

See **Project Evaluation** (Student Handouts, p. 89).

Answer Keys

Answer Keys

Introduction

Activity Sheet

1a
1 of 2

Name _____ Date _____

Using the Student Book

Read the clues below and find answers for each.

Index Clue	Text Feature Clue	Answer
Go to the Index (pages 198–203). Find the entry for Lyndon B. Johnson. Remember that people are listed by last name first! Go to the second page listed next to his name.	On the page, find the section heading. Write the section heading in the Answer box.	Fighting for Equal Rights

Text Feature Clue	Glossary Clue	Answer
Go to page 152. Find the lesson title. Then, identify the third word of the lesson title.	Go to the Glossary (pages 188–197). Find the definition of the word from the previous clue. Write its definition in the Answer box.	innovation: a new idea or invention

Contents Clue	Text Feature Clue	Answer
Look in the Contents (pages iii–vi). Find the page where chapter 5, lesson 5 begins.	Look through the pages of the lesson from the previous clue. Find the map in the lesson. Write the map title in the Answer box.	Cities with High Air Pollution

Nystrom Young Citizens

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Continued on the next page
Introduction Chapter

Chapter 1

Activity Sheet

1a
2 of 2

Name _____ Date _____

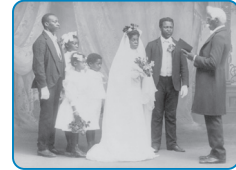
Our Cultures

Continued from the previous page

Examine the three images. Then, answer the questions below.



Image of a colonial wedding



Photograph of a wedding from 1908



Photograph of a modern wedding

1. What is similar in all three images?

Answers will vary but may include that there is a couple getting married and they are surrounded by friends and family.

2. What differences do you notice?

Answers will vary but may include that clothing styles have changed and that weddings have become more casual over time.

Nystrom Young Citizens

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Chapter 1 • Lesson 2

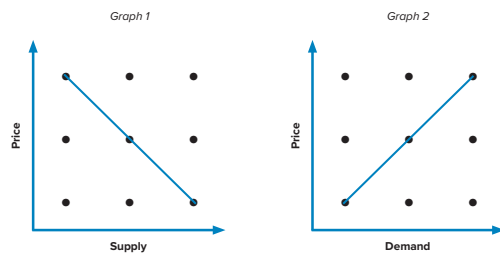
Activity Sheet

1b

Name _____ Date _____

Business Basics

Use the instructions below to fill out the two graphs.



On **Graph 1**, find the dot that represents low supply and high price. Then, find the dot that represents high supply and low price.

- Draw a line that connects those dots.

Complete the following summary of the graph:

- As the supply for a product increases, the price decreases

On **Graph 2**, find the dot that represents low demand and low price. Then, find the dot that represents high demand and high price.

- Draw a line that connects those dots.

Complete the following summary of the graph:

- As the demand for a product increases, the price increases

Nystrom Young Citizens

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Chapter 1 • Lesson 4

Activity Sheet

1c

Name _____ Date _____

Community Problem Solvers

Read the text and answer the questions below.

A few years ago, fourth-grade students at Carver Elementary School in St. Mary's County, Maryland, recognized a local problem and took action to help. Students had noticed litter in local storm-drain gutters. In discussions about the local environment, students learned about how pollution was negatively affecting the Chesapeake Bay. They realized that the local trash would eventually wash into the bay and contribute to its environmental problems. Then, they looked for ways to take action. They came up with a plan to paint a message on the drains to raise awareness, but they needed permission. They asked their County Commissioners for permission, and they received it. They also applied to the Chesapeake Bay Trust for money for their project. Their application was accepted, and they used the money to buy paint and stencils. Students stenciled "Don't Dump" on local storm drains. One student said, "I felt good when both the Chesapeake Bay Trust and the County Commissioners approved our project. I hope that other kids are not afraid to help their school or community."

1. What is the main idea of the paragraph?

Students recognized a local problem and took action to help.

2. What are two details that support the main idea?

Students learned about the problem before acting; they looked for ways to take action; they had a plan; they were successful and hope others are not afraid to help their own schools and communities.

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Chapter 1 • Lesson 5

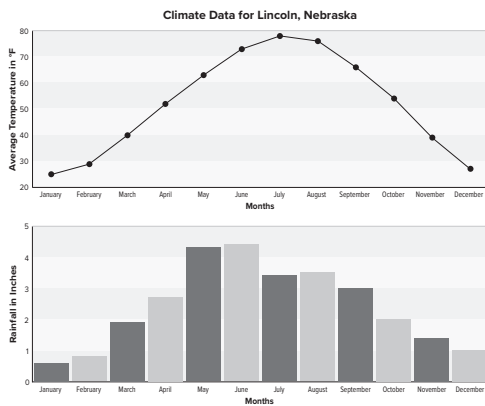
▼ Chapter 1 Review

Chapter 1 Review 1 of 4

Name _____ Date _____

Graph Skills

Examine the graphs below. Then, answer the questions.



1. What do the dots represent on the first graph?

Average temperature in °F

2. What do the bars represent on the second graph?

Rainfall in inches

3. Which two months have the lowest average rainfall?

January and February

4. Which month has the highest average temperature?

July

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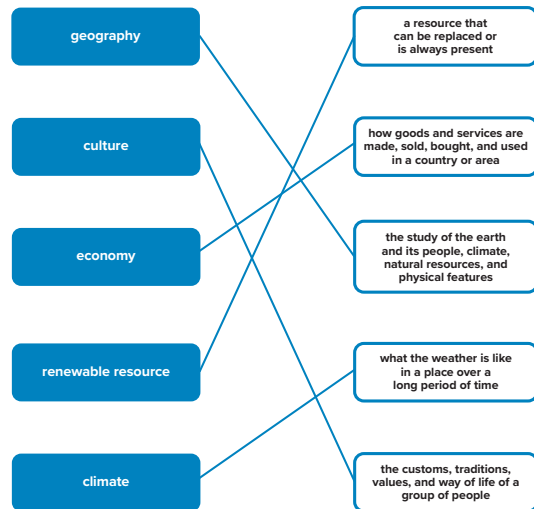
Chapter 1 • Review

Chapter 1 Review 2 of 4

Name _____ Date _____

Matching

Match each vocabulary word on the left with its definition on the right.



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Chapter 1 • Review

Chapter 1 Review 3 of 4

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

Supply and demand	tolerance	civic responsibility
conserve	natural resources	incentive

- People have a civic responsibility to follow rules, get involved, and help their community be a better place.
- Supply and demand is a theory that helps people understand how many goods or services are available.
- Businesses sometimes offer an incentive to customers to encourage them to buy a product or service.
- If an area has a lot of natural resources, it can sell them and help the local economy.
- It is important to conserve land, plants, and animals for future generations.
- It is important to have tolerance and respect differences in people's cultures.

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Chapter 1 • Review

Chapter 1 Review 4 of 4

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

- Why do people and communities share resources?
Answers will vary, but students should mention that some places have a lot of a resource while others do not have enough.
- Does everyone have the same culture? Explain.
No, there are many different cultures with many different traditions, languages, styles of dress, etc. It is important to respect and show tolerance toward cultures so we can all live together peacefully.
- How does representative democracy work?
People elect representatives, who then make decisions for an entire group. For example, a town might elect a mayor to help organize and run the town. If people are unhappy with their representative, they can vote for someone else in the next election.
- How can people help conserve and protect the environment?
People can recycle, make sure their trash is properly disposed of, reduce the number of nonrecyclable items they use, and reuse materials to create less trash. People can also take civic action to raise awareness of important environmental issues.

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Chapter 1 • Review

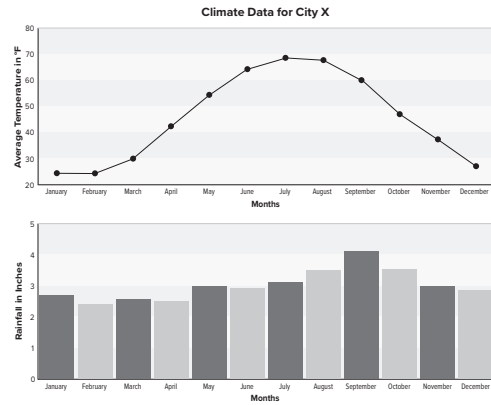
▼ Chapter 1 Test

Chapter 1 Test 1 of 4

Name _____ Date _____

Graph Skills

Examine the graphs below. Then, answer the questions.



- What do the dots on the first graph represent?
Average temperature in °F
- What do the bars on the second graph represent?
Rainfall in inches
- Which two months are the coldest?
January and February
- In which months is the average temperature 60°F or higher?
June, July, August, and September
- Which month has the highest average rainfall?
September

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Chapter 1 • Test

Chapter 1 Test 2 of 4

Name _____ Date _____

Multiple Choice

Answer the following multiple-choice questions.

- Which vocabulary word means the study of the earth's people, climate, natural resources, and physical features?
 - economy
 - culture
 - c. geography**
 - government
- Which of the following can be part of a group's culture?
 - language
 - music
 - traditions
 - d. all of the above**
- What is a renewable resource?
 - a. a resource that can be replaced or is always present**
 - a resource that cannot be replaced at the speed with which it is used
 - a fossil fuel such as oil or coal
 - a resource that can be found only in the United States
- What is true about the environment?
 - People do not need to conserve resources or recycle.
 - All natural resources are renewable.
 - c. It is important to work together to protect our environment from pollution.**
 - People should not work together to solve environmental problems.

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Chapter 1 • Test

Chapter 1 Test 3 of 4

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

climate	natural resources	supply and demand
incentive	tolerance	

- One incentive for protecting the environment is that we will have clean air and water for many years to come.
- An economic theory that explains how many goods are available and who wants them is called supply and demand.
- Water, trees, minerals, plants, and animals are examples of natural resources.
- When we show tolerance, we try to understand and respect differences in culture.
- The climate of Alaska is often quite cold and snowy.

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Chapter 1 • Test

Chapter 1 Test 4 of 4

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

- What does culture mean? Give some examples to support your answer.
Culture is the customs, traditions, values, and way of life common to a group of people. Culture can take the form of language, traditions, clothing, religion, or values.
- How can resources be used to connect people?
Resources can be shared among communities. If one community is lacking something, people in the community might acquire it from somewhere else. People also might connect and take civic action to try to conserve natural resources.
- Why do local governments use representative democracy?
Representative democracy allows people to choose their leaders with elections. It gives everyone a voice in how the government operates.

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Chapter 1 • Test

Chapter 2

Activity Sheet 2b

Interview with History

Use the Student Book to match the description with the year it took place.

Event	Year
Spain ceded Florida to the United States.	1819
There was a war for control of Florida between England and Spain.	1740
Great Britain gained control of Florida.	1763
Fort Mose was established as the first free Black settlement in the United States.	1738
French explorers started a colony near present-day Jacksonville.	1564

Next, sequence the events in chronological order, from first (1) to last (5).

- French explorers started a colony near present-day Jacksonville.
- Fort Mose was established as the first free Black settlement in the United States.
- There was a war for control of Florida between England and Spain.
- Great Britain gained control of Florida.
- Spain ceded Florida to the United States.

Activity Sheet 2c

Rights and Reconstruction

Reconstruction Amendments

Fill in the table below with information about the three Reconstruction Amendments.

Amendment Number	Year Passed	Right/Freedom Secured
13	1865	Abolished slavery
14	1868	Granted citizenship rights and equal protection under law to African Americans
15	1870	Gave African American men the right to vote

The Newest Amendment

Answer these questions to determine what your proposed amendment to the Constitution should be about.

- What challenge facing Americans today would you like to see addressed?
Answers will vary.
- What new rights or freedoms would help Americans overcome this challenge?
Answers will vary.
- How would you convince other Americans that these rights and freedoms are important to the future of the country?
Answers will vary.

Continued on the next page
Chapter 2 • Lesson 4

Activity Sheet 2d

The People of Florida

Read the following biography. Then, complete the task below.

May Mann Jennings (1872–1963)



May Mann Jennings was born in Bayonne, New Jersey, and moved to Jacksonville, Florida, when she was two years old. She made many contributions to the state and is remembered as one of its leading figures. Jennings was president of the Florida Federation of Women's Clubs from 1914 through 1917. During that time, she helped advance the cause of women's suffrage. In 1915 Jennings led the effort to preserve Royal Palm State Park. Later it would become part of Everglades National Park, which she also helped establish. Jennings was involved in campaigns to make Floridians' lives safer, healthier, and more equitable, from education funding to prison reform.

"I know now more than ever that women must have the vote if they are to accomplish anything. . . . [T]he men make promises one minute and vote the other way the next."

- What is the main idea of this biography?
Answers will vary but should mention that Jennings worked for women's suffrage; helped preserve Florida's natural spaces, which included the creation of Everglades National Park; and worked to improve education and reform Florida's prison system.

Continued on the next page
Chapter 2 • Lesson 5

Activity Sheet 2d

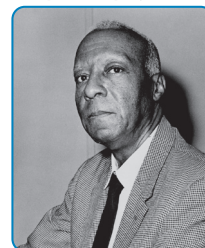
The People of Florida

Continued from the previous page

- Summarize the information in two to three sentences.
Answers will vary.

Read the following biography. Then, complete the task below.

A. Philip Randolph (1889–1979)



A. Philip Randolph was born in Crescent City, Florida. He moved to New York City in 1911 and later became active in the cause of workers' rights. In 1925, Randolph organized the Brotherhood of Sleeping Car Porters to fight for equal rights for African American railroad workers. In 1941, he organized a march on Washington to protest discrimination against Black workers in the defense industry. In order to end this discrimination and support the war effort, President Franklin D. Roosevelt issued an executive order banning discrimination in the defense industry. Six years later Randolph started a mass movement against segregation in the armed forces. As a result, President Harry Truman ordered an end to military discrimination.

"A community is democratic only when the humblest and weakest person can enjoy the highest civil, economic, and social rights that the biggest and most powerful possess."

Continued on the next page
Chapter 2 • Lesson 5

Chapter 2 Review

Activity Sheet

2d
3 of 3

Name _____ Date _____

The People of Florida

Continued from the previous page

1. What is the main idea of this biography?

Answers will vary but should mention that Randolph was active in the cause of workers' rights, organized the Brotherhood of Sleeping Car Porters, and was instrumental in ending worker discrimination in the defense industry and integrating the armed services.

2. Summarize the information in two to three sentences.

Answers will vary.

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Chapter 2 • Lesson 5

Chapter 2 Review

1 of 4

Name _____ Date _____

Vocabulary

Define the following words from the chapter.

1. ratify

to officially approve

2. reservation

land set aside by the government for the use of American Indians

3. Great Depression

the period of severe global economic decline that began in 1929 and was marked by widespread unemployment

4. amendment

an addition to the U.S. Constitution

5. peninsula

a piece of land that sticks out from a larger landmass and is almost completely surrounded by water

6. constitution

a written plan of government that states the basic laws of a state or country and the rights of its people

7. enslaved

having one's freedom taken away and being forced to work for no pay

8. refugee

a person seeking safety in a time of crisis

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Chapter 2 • Review

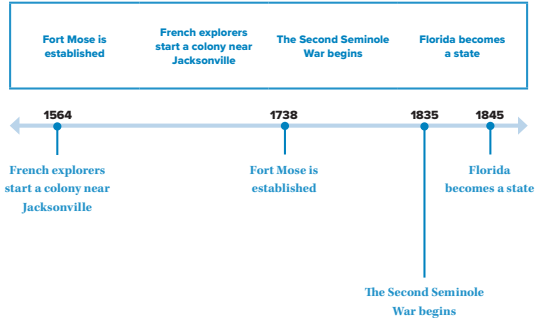
Chapter 2 Review

2 of 4

Name _____ Date _____

Sequencing

Put the following events on the time line in the order in which they occurred.



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Chapter 2 • Review

Chapter 2 Review

3 of 4

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

convert	Congress	American Revolution
reservations	blockade	

- The Union sent ships to blockade Florida's ports during the Civil War.
- Many American Indians in Florida were forced to leave their homes and live on reservations.
- The American Revolution was a war fought between the 13 colonies and Great Britain.
- Spanish settlers wanted to convert native people to the Christian religion.
- The lawmaking body of the U.S. government is called Congress.

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Chapter 2 • Review

Chapter 2 Test

Chapter 2 Review

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

1. What is one unique feature of each region of Florida?

The Atlantic Coastal Plain is made up of flatland that is peppered with sand dunes, includes coral reefs that stretch for 350 miles along the coast, and is home to the Everglades. The Uplands contains about one-third of all Florida's swampland and is home to the state capital, Tallahassee. The East Gulf Coast Plain is on the state's western side, includes the panhandle, and is home to Pensacola, the City of Five Flags.

2. What is one challenge Floridians have faced in history, and how did they overcome it?

Like the rest of the country, Florida struggled during the Great Depression. New Deal programs helped Floridians get back to work. The start of World War II—and the need for military installations—helped the state rebound.

3. Name one important person from Florida. Why was that person important?

Answers will vary but may include the following: Marjory Stoneman Douglas was instrumental in preserving the Everglades. Vincente Martinez Ybor set up a cigar business in Tampa, making that city the cigar capital of the world, he also made the town's first streetcar line. Lue Gim Gong developed a new variety of oranges that could withstand cold temperatures, thereby revolutionizing the citrus industry. Zora Neale Hurston captured the stories of Floridians as part of her work for the Works Progress Administration.

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Chapter 2 • Review

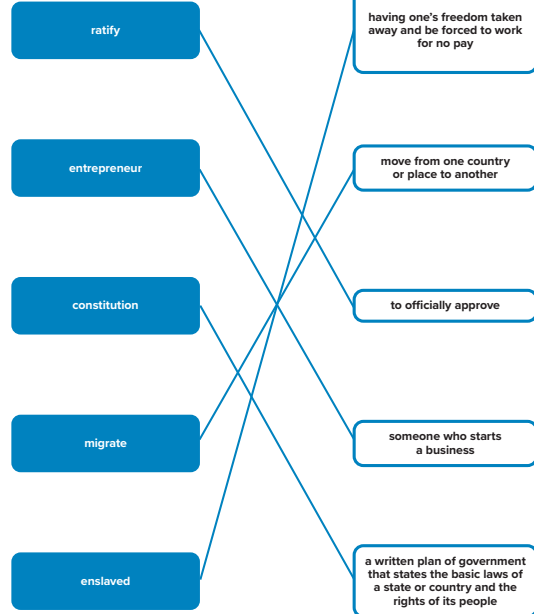
Chapter 2 Test

1 of 3

Name _____ Date _____

Matching

Match each term with the phrase that best describes it.



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Chapter 2 • Test

Chapter 2 Test

2 of 3

Name _____ Date _____

Sequencing

Put the following events in the order in which they occurred by numbering them 1–3.

- 2 Fort Mose is established.
- 1 French explorers start a colony near Jacksonville.
- 3 Florida becomes a state.

Fill-in

Fill in the sentences with the correct words from the word bank.

colony	heritage	abolished
Reconstruction	immigrant	

1. In 1564, French explorers started a colony near present-day Jacksonville.
2. After the Civil War ended in 1865, slavery was abolished.
3. Reconstruction was the period following the Civil War when the nation was trying to rebuild.
4. An immigrant is a person who travels from one country to come and live in another.
5. The important parts of a people's history and culture are referred to as their heritage.

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Chapter 2 • Test

Chapter 2 Test

3 of 3

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

1. What are the three main regions of Florida and what is one unique feature of each region?

The Atlantic Coastal Plain is made up of flatland that is peppered with sand dunes, includes coral reefs that stretch for 350 miles along the coast, and is home to the Everglades. The Uplands contains about one-third of all Florida's swampland and is home to the state capital, Tallahassee. The East Gulf Coast Plain is on the state's western side, includes the panhandle, and is home to Pensacola, the City of Five Flags.

2. What is one challenge Floridians have faced in history, and how did they overcome it?

Like the rest of the country, Florida struggled during the Great Depression. New Deal programs helped Floridians get back to work. The start of World War II—and the need for military installations—helped the state rebound.

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Chapter 2 • Test

Project Plan	
Name _____	Date _____
Florida Memorial Museum For each project that you visit, complete the following questionnaire.	
1. What is the title of the project? <u>Answers will vary.</u>	
2. What or whom does it memorialize? <u>Answers will vary.</u>	
3. What is one detail that you learned from the project? <u>Answers will vary.</u>	
1. What is the title of the project? <u>Answers will vary.</u>	
2. What or whom does it memorialize? <u>Answers will vary.</u>	
3. What is one detail that you learned from the project? <u>Answers will vary.</u>	
1. What is the title of the project? <u>Answers will vary.</u>	
2. What or whom does it memorialize? <u>Answers will vary.</u>	
3. What is one detail that you learned from the project? <u>Answers will vary.</u>	
Nystrom Young Citizens	33
Chapter 2 • Project Plan	

Activity Sheet	
3a 1 of 2	Name _____ Date _____
Mapping Florida Follow the instructions and complete the task using the Florida Desk Map.	
1. Mark the following features on the desk map, Side B, using the map markers. a. Put an S on a swamp. b. Put an L on a lake. c. Find a beach. Create a symbol for beaches and add it to the map and map legend. d. Find a national park. Create a symbol for national parks and add it to the map and map legend.	
2. Using either side of the desk map, find the distance in miles between the following locations. a. The northern and southern tips of Florida <u>Approximately 430 miles</u>	
b. The farthest eastern and farthest western points of Florida <u>Approximately 400 miles</u>	
c. Fort Myers and Fort Lauderdale <u>Approximately 50 miles</u>	
d. St. Augustine and Port St. Lucie <u>Approximately 200 miles</u>	
e. Gainesville and Miami <u>Approximately 300 miles</u>	
Nystrom Young Citizens	37
<i>Continued on the next page</i> Chapter 3 • Lesson 1	

Activity Sheet	
3a 2 of 2	Name _____ Date _____
Mapping Florida <i>Continued from the previous page</i>	
3. Answer each of the following questions with the name of the correct physical feature or features. a. If you travel from Trenton to Cross City, what river will you cross? <u>Suwannee River</u>	
b. If you travel west from Bunnell, what lake will you find first? <u>Crescent Lake</u>	
c. If you sailed from Apalachicola to Clearwater, what body of water would you navigate? <u>Gulf of Mexico</u>	
d. What national forest is southwest of Tallahassee? <u>Apalachicola</u>	
Nystrom Young Citizens	38
Chapter 3 • Lesson 1	

Activity Sheet	
3b 1 of 2	Name _____ Date _____
Mapping Immigration Analyze the primary source documents and answer the questions under each.	
Primary Source 1 This photograph shows an immigrant entering the United States from Mexico in 1912.	
	
1. What are three details you notice in this photograph? <u>Answers will vary but may include details about the mode of transportation, clothing, or surroundings.</u>	
2. What challenges do you think this immigrant might have faced? <u>Answers will vary but may include that he may have faced discrimination and a language barrier.</u>	
Nystrom Young Citizens	39
<i>Continued on the next page</i> Chapter 3 • Lesson 2	

Mapping Immigration

Continued from the previous page

Primary Source 2

This is part of a statement by Arnold Weiss, a Polish Jew from Russia who arrived at Ellis Island in 1921. He was 13 years old at the time and described a reading test that his mother had to take.

There was a certain passage they had you read. I looked at it and I saw right away what it was. I quickly studied it—I knew the whole paragraph. Then I got underneath [my mother and uncle] there—I was very small—and I told her the words in Yiddish very softly. I had memorized the lines and I said them quietly and she said them louder so the commissioner could hear it. She looked at it and it sounded as if she was reading it, but I was doing the talking underneath.

1. How did Arnold Weiss help his mother pass the reading test?

Arnold Weiss secretly read for his mother so that she could pass the test.

2. Do you think it is fair that immigrants had to take a reading test? Why or why not?

Answers will vary.

Recovery Projects

A Florida news organization has alerted state residents that more hurricanes are expected to occur in the state in the coming year. Scientists say that effects of climate change could make these hurricanes very strong. Specifically, they say that warmer ocean surface temperatures can increase the speed of the wind and the amount of rain carried by the hurricanes. Help your community design an emergency preparedness plan by answering the questions below.

1. What people, groups, or organizations in your community would you contact as you prepare for the hurricane?

Answers will vary.

2. What are some places in your community where people affected by the hurricane might take shelter?

Answers will vary.

3. Name three items the community should have on hand to share with those affected by the hurricane.

Answers will vary.

4. Are there any steps your community can take to try to limit environmental risks in the future?

Answers will vary.

Comparing and Contrasting

Using the information in the chart about Florida and Louisiana, compare and contrast the two states.

Florida	Louisiana
Florida has three branches of state government.	Louisiana has three branches of state government.
Residents can obtain a learner's license at age 15.	Residents can obtain driver's license learning permits at age 15.
Schools provide a minimum of 180 days of instruction.	Schools provide a minimum of 177 days of instruction.
There is no state income tax in Florida.	State income tax rates range from 1.85% to 4.25%.
Minimum wage is \$11 per hour.	Minimum wage is \$7.25 per hour.
Most forms of gambling are illegal in Florida. There are seven Indian casinos.	Gambling is legal, but betting on dog racing is prohibited.

Laws as of April 2022

Similarities:

Both Florida and Louisiana have three branches of government, and residents in both states can obtain their learner's permit at age 15.

Differences:

Florida has a higher minimum wage than Louisiana. Florida has no personal income tax. Florida requires 180 days of school while Louisiana requires 177. Gambling is legal in Louisiana. Most forms of gambling in Florida are illegal except in Indian casinos, limited horse racing, and the state lottery.

▼ Chapter 3 Review

Chapter 3 Review

1 of 4

Vocabulary

Define the following words from the chapter.

1. regulation

a rule put in place to limit certain activities

2. executive

describes the branch of government that carries out the laws

3. legislative

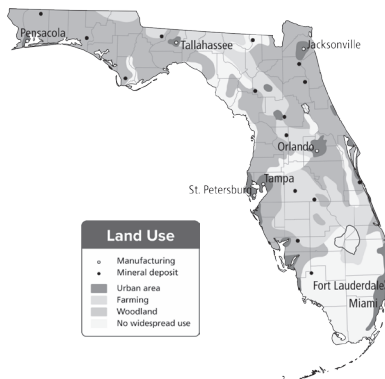
describes the branch of government that makes laws

4. judicial

describes the branch of government that interprets the laws

Map Skills

Use the map to answer the questions.



- Where is all the manufacturing located?
in urban areas
- In Florida, is more land designated as urban or woodland?
woodland
- What do Pensacola, Jacksonville, Orlando, Fort Lauderdale, and Miami have in common?
they are all urban areas

Fill-in

Fill in the sentences with the correct words from the word bank.

port	economy
services	natural resources

- Examples of Florida's natural resources include water, minerals, and fertile farmland.
- A port is a harbor where boats and ships can dock or anchor safely.
- State governments provide many services, including issuing driver's licenses and birth certificates and helping the unemployed.
- Aerospace, tourism, global trading, and life-sciences companies are all examples of industries that help make the state's economy strong.

▼ **Chapter 3 Test****Short Answer**

Write two to three sentences to answer each of the following questions.

- Florida's beaches and parks attract many tourists. What is the effect on the state of having so many tourists?
Tourists add a lot of money to the state's economy. Tourism also contributes to the growth of cities.
- Climate change has affected the weather in Florida. What are at least two potential effects of climate change on Florida's environment?
Hurricanes will become stronger; sea levels will rise; beaches will erode.
- What are two reasons past or present immigrants have come to Florida?
Some immigrants have come to Florida for work. Others have come to the state for education.
- What are two benefits of learning about people from different cultures?
Learning about different cultures helps us appreciate and respect people who are different from us. It also helps us sympathize with others, gain new ways of solving problems, and improve communication.

Fill-in

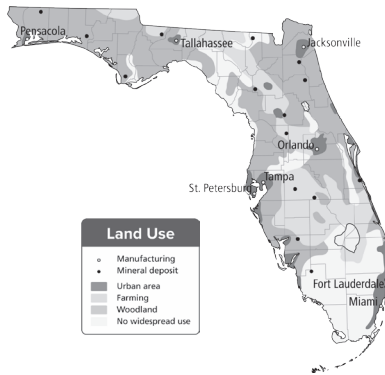
Fill in the sentences with the correct words from the word bank.

executive	judicial
regulation	legislative

- The legislative branch is responsible for approving the state budget.
- The judicial branch interprets laws.
- The executive branch ensures that laws written by the legislative branch are carried out.
- A rule put in place to limit a certain activity is known as a regulation.

Map Skills

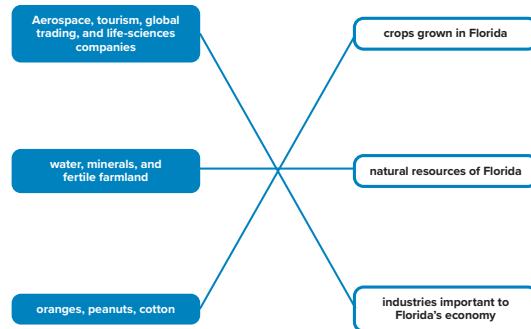
Use the map to answer the questions. Circle the correct answer.



- What is most of the land in Florida's Panhandle used for?
cities woodland farming
- What is the land in Pensacola used for?
city no widespread use farming
- Is more land in Florida used for woodlands, cities, or farming?
cities woodland farming

Matching

Match each item on the left with one item on the right.



Chapter 4

Short Answer

Write two to three sentences to answer each of the following questions.

- Climate change can significantly alter weather patterns. What are two potential effects of climate change on Florida's landscape?
Stronger hurricanes leading to beach erosion; rising sea levels.
- Many tourists come to the state of Florida each year. How does this affect the state?
Tourists add a lot of money to the state's economy. Tourism leads to the growth of cities.
- Florida has attracted many immigrants over the years. What are some reasons people want to move to Florida?
Fertile land, good climate, beaches, parks, and theme parks.

Follow the directions below and mark the U.S. Desk Map as instructed.

- Find the two largest cities in the United States on the map: New York City (New York) and Los Angeles (California).
 - Draw a dot on both cities on the map.
 - Measure the distance between the cities using the map scale. How many miles separate New York and Los Angeles? approximately 2,500 miles
- Find the five Great Lakes: Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario.
 - Trace around each lake on the map.
 - Which Great Lake is the largest? Lake Superior
- Find the Rio Grande (along the Texas/Mexico border) and the Mississippi River (running north/south in the middle of the country).
 - Trace the length of each river on the map.
 - As the rivers move south, which body of water do they empty into?
the Gulf of Mexico
- Find the Atlantic and Pacific Oceans.
 - Draw wavy lines under both labels on the map.
 - Name one state that borders the Pacific Ocean and one state that borders the Atlantic Ocean. Pacific Ocean: HI, AK, WA, OR, CA; Atlantic Ocean: ME, NH, MA, RI, CT, NY, NJ, DE, MD, VA, NC, SC, GA, FL
- Find the two states that do not border any other states: Hawaii and Alaska.
 - Alaska is the largest state. Draw a triangle on it.
 - Hawaii is the newest state. Draw a star on it.
 - What is the capital of Hawaii? Honolulu

Analyzing Primary Sources

Look at the primary source and complete the tasks below.

Primary Source 1

This illustration was in the *Pennsylvania Journal and Weekly Advertiser* newspaper in 1765. It is about the Stamp Act, which forced American colonists to pay a tax by forcing the colonists to produce many printed materials, including legal documents and newspapers, on stamped paper from Britain, using British currency.



1. Who created the source? When was it created?

An artist from the Pennsylvania Journal and Weekly Advertiser drew this in 1765.

2. Describe what you see.

The image shows a skull and bones. The text talks about stamps.

3. What do you think this illustration is about? Explain your answer.

Answers will vary but should mention the Stamp Act of 1765.
Colonists were upset about the tax.

4. Write one question that you would ask the artist if you had an opportunity.

Answers will vary.

Continued on the next page

Analyzing Primary Sources

Continued from the previous page

Look at the primary source and complete the tasks below.

Primary Source 2

"Gentlemen may cry, Peace, Peace—but there is no peace. The war is actually begun! ... Is life so dear, or peace so sweet, as to be purchased at the price of chains and slavery? Forbid it, Almighty God! I know not what course others may take; but as for me, give me liberty or give me death!"

This is part of a speech by Patrick Henry, a representative from Virginia, in 1775.

1. Who created the source? When was it created?

Patrick Henry gave this speech in 1775.

2. Describe the speech.

The speaker says that war is inevitable and has already started. He does not know how others feel, but he is ready to die for liberty. He is passionate.

3. What do you think this speech was about? Explain your answer.

Answers will vary but should mention the American Revolution and the Patriots who were ready to fight against the British for independence.

4. Write one question that you would ask the speaker if you had an opportunity.

Answers will vary.

▼ Chapter 4 Review

Chapter 4 Review

1 of 4

Name _____ Date _____

Vocabulary

Define the following words from the chapter.

1. chickee

a stilt house that is open on all sides and has a thatched roof

2. landform

a natural feature of the earth's surface

3. irrigate

to supply water to crops by artificial means, such as by channels or pipes

4. adobe

a brick made of mud

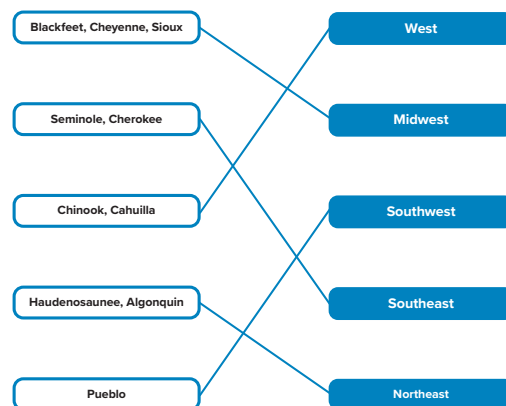
Chapter 4 Review

2 of 4

Name _____ Date _____

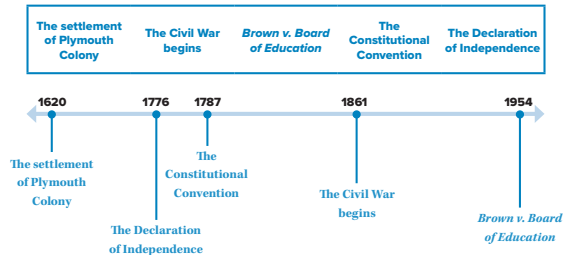
Matching

Match the American Indian nations on the left with the regions where they were located on the right.



Sequencing

Put the following events on the time line in the order in which they occurred.

**Short Answer**

Write two to three sentences to answer each of the following questions.

1. Why were the colonists upset with British rule?

Colonists were upset because of taxes. They were not allowed to move west of the Appalachian Mountains. They had no say in the British government that made laws affecting their daily lives.

2. Why have so many immigrants come to the United States?

Many immigrants hoped to make new lives for themselves. Some were leaving poverty and famine in their own lands. Some wanted to practice freedom of religion.

3. What were two ways European colonization of the Americas affected American Indians?

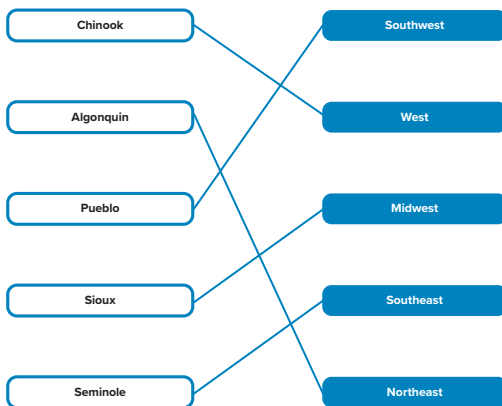
Diseases killed many American Indians. Settlers took their land. Many American Indians were killed by European settlers.

4. How have enslaved people, immigrants, and American Indians contributed to American identity?

Enslaved people helped the American economy grow. Their descendants created blues music, which also led to other kinds of American music, such as rock and roll. Immigrants helped build things like the transcontinental railroad and started important businesses. Many of the foods we eat today were first grown by American Indians.

▼ **Chapter 4 Test****Matching**

Match the American Indian nations on the left with the regions where they lived on the right.

**Sequencing**

Put the following events in the order in which they occurred by numbering them 1–4.

- 1 The settlement of Plymouth Colony
4 The Civil War
2 The Declaration of Independence
3 The Constitutional Convention

Fill-in

Fill in the sentences with the correct words from the word bank.

Bill of Rights	identity
contiguous	landform

1. In the United States, there are 48 contiguous states that are connected along a border. Hawaii and Alaska are the only states that are not connected to other states along a border.
2. A natural feature of the earth's surface is called a landform.
3. American identity is made up of a blend of the diverse backgrounds of groups of American people.
4. The first ten amendments to the U.S. Constitution are known as the Bill of Rights.

Chapter 5

Chapter 4 Test

Name _____ Date _____

Short Answer

Write two to three sentences to answer each of the following questions.

1. What happened to American Indians when European settlers began coming to America?

Diseases killed many people. European settlers took the land of American Indians. Many American Indians were killed by European settlers.

2. What were some causes leading to the Declaration of Independence and the American Revolution?

The colonists were upset with British rule and wanted independence. They were opposed to paying high taxes, not being allowed to move west of the Appalachian Mountains, and having no say in the British government, which made laws affecting their daily lives.

3. How have different groups contributed to American identity?

Enslaved people helped the American economy grow. Their descendants created blues music, which led to other kinds of American music, such as rock and roll. Immigrants helped build things like the transcontinental railroad and started important businesses. Many of the foods we eat today were first grown by American Indians.

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Chapter 4 • Test

Activity Sheet

5a

Name _____ Date _____

Coming to the United States

Read the passage below about an immigrant to the United States.

Juan Carlos Hernández was three years old when his mother left Mexico to go to the United States to create a better life for herself and her sons. Juan and his brothers stayed with their grandfather until his mother earned enough money to pay for them to cross the border. Juan and his brothers traveled for two days to cross into the United States at Brownsville, Texas. "It was very scary," Juan stated. "For my mom to make that decision for us, she is one of my heroes to this day. I can't imagine what she was going through."

Juan began working after school and on weekends at a restaurant to help his family with expenses. After high school, he enlisted in the U.S. Army. He was sent to Afghanistan in 2008 and was injured during the fighting there. He became a U.S. citizen in 2009. "It felt good," he said. "I was finally a citizen. I was an American. I finally felt that this was home."

Write a three-sentence summary of Juan's story on the lines below.

Answers will vary. Students should include his name, where he is from, and the challenges he faced moving to the United States.

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Chapter 5 • Lesson 2

Activity Sheet

5b

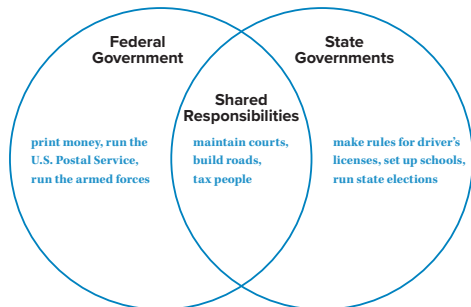
1 of 2

Name _____ Date _____

Our Government at Work

Add the following details to the correct section of the federalism chart. Use the Student Book to help you.

print money	make rules for driver's licenses	maintain courts
build roads	run the U.S. Postal Service	run the armed forces
set up schools	tax people	run state elections



1. Do you think federalism is a good idea? Why or why not?

Answers will vary.

Continued on the next page

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Chapter 5 • Lesson 3

Activity Sheet

5d

Name _____ Date _____

Protecting the Planet



Read the passage and answer the questions.

Harnessing the Wind

The wind is an attractive source of renewable energy. The wind has been used to propel sailing ships, pump water, and grind grain for thousands of years. More recently, people have learned how to convert it into electricity.

Wind-generated electricity is becoming more important in the United States. Wind power provides more electricity than any other renewable technology in the country, and it continues to grow every year. The technology is improving, and as people look for cleaner sources of energy, wind power is considered a great resource.

Wind power has been slower to catch on in the United States than in some other countries. For example, while the United States gets under 10 percent of its energy from wind turbines, Denmark gets almost half of its electricity from wind power. There is a long way to go, but wind power has a bright future.

1. What is the topic and some important facts about it?

The topic is using wind as a renewable and clean energy source. Wind power provides more electricity in the United States than any other renewable technology. About 10 percent of the country's electricity comes from wind power.

2. What do you know about wind power?

Answers will vary but students may discuss wind turbines.

3. Based on your answers to the first two questions, what conclusions can you draw about wind power?

Answers will vary but may include that wind power is growing as a source of electricity and has a bright future.

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Chapter 5 • Lesson 5

▼ Chapter 5 Review

Chapter 5 Review 1 of 6

Name _____ Date _____

Vocabulary

Define the following words from the chapter.

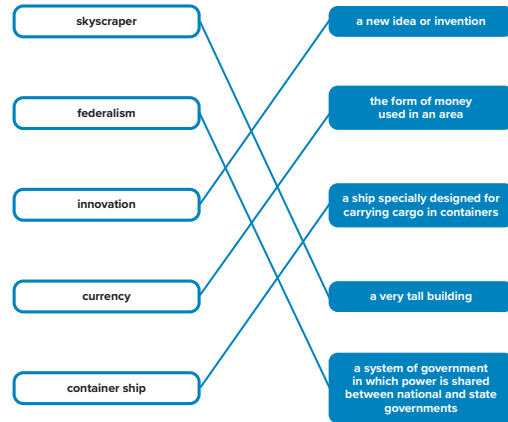
- interstate
connecting or between two or more states
- resettle
to move to a new place to live
- greenhouse gas
a gas such as carbon dioxide or methane that contributes to global warming
- solar panel
a device that gathers sunlight and transforms it into electricity
- Information Age
a period of technological innovation that began in the 1980s and continues today

Chapter 5 Review 2 of 6

Name _____ Date _____

Matching

Match each vocabulary word on the left with its definition on the right.



Chapter 5 Review 3 of 6

Name _____ Date _____

Fill-in

Fill in the sentences with the correct words from the word bank.

currency	Information Age	natural disasters
Canals	wind turbines	

- Some immigrants leave their homeland because of natural disasters such as floods or earthquakes.
- The federal government manages our currency by making coins and printing paper bills.
- The Information Age is a period of technological innovation that began in the 1980s.
- Technologies like solar panels and wind turbines create power without harming the environment.
- Canals were built in the United States to connect rivers, lakes, and oceans.

Chapter 5 Review 4 of 6

Name _____ Date _____

Multiple Choice

Answer the following multiple-choice questions.

- Which vocabulary word means to move to a new place to live?
 - rural
 - ☒ resettlement
 - transportation
 - climate change
- Which of the following is the most recent innovation in transportation?
 - horse
 - steamboat
 - train
 - ☒ airplane
- The House of Representatives and Senate are both part of what?
 - Information Age
 - cabinet
 - ☒ Congress
 - transportation
- Which of the following are ways people and governments can help the environment?
 - recycle
 - pass laws
 - look for alternative energy sources
 - ☒ all of the above
- Which word describes a system that connects computers throughout the world?
 - currency
 - virtual
 - industry
 - ☒ internet

Reading Skills

Read the following passage. Then, write a two- to three-sentence summary of the passage.

Adjusting to life in a new country can be challenging. When immigrants come here, they are leaving their homes, families, and friends for an unknown life. It is often not an easy decision to move far away.

Some organizations help refugees resettle (adjust to life in their new country). When some refugee families came to live in Minneapolis/St. Paul, they were not ready for the cold winters. The International Institute of Minnesota worked to get donations of warm coats, hats, and boots for them. The institute also helped refugees find housing, enroll their children in school, find jobs, and sign up for English language classes.

Answers will vary but may include that immigrants to the United States often have to leave many things behind. There are organizations that help by providing food, clothing, language classes, and job assistance.

Short Answer

Write two to three sentences to answer each of the following questions.

1. List the three branches of government. What is each branch responsible for?

The legislative branch makes laws. The executive branch enforces laws throughout the country. The judicial branch interprets the laws and protects people's rights.

2. What are the three types of communities in the United States? Describe each.

Urban communities have cities, people and buildings in small spaces, public transportation, and skyscrapers. Suburban communities are less crowded and more spread out than cities. There are bigger homes, more open spaces, more cars, less crime, and better schools. Rural communities have fewer people, more land, and fewer businesses. Home are more spread out, there are fewer businesses, and people may drive long distances to shop or work.

3. What are two challenges that immigrants to the United States might face?

Answers will vary but may include details about leaving their homes, families, and friends; different languages, dress, and foods; weather changes; finding housing, schools, and jobs.

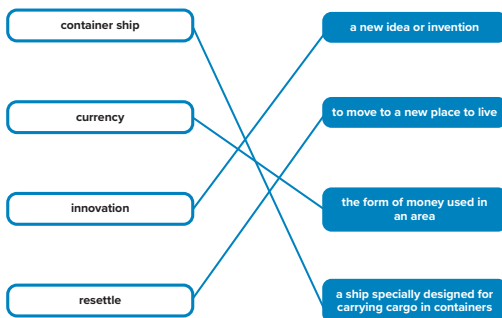
4. What are some positives and negatives of advances in transportation and information technology?

Answers will vary but may include that advances in transportation and information technology allowed people to travel and communicate across long distances more easily and that this helped the economy develop. Students may mention pollution and climate change as negative results of these advancements.

▼ Chapter 5 Test

Matching

Match each vocabulary word on the left with its definition on the right.



Multiple Choice

Answer the following multiple-choice questions.

1. Which branch of government makes laws?
a. executive
b. legislative
c. judicial
2. Which branch of government interprets the laws and protects people's rights?
a. executive
b. legislative
c. judicial
3. Which branch of government enforces the laws?
a. executive
b. legislative
c. judicial
4. Which word means that federal and state governments share power?
a. Congress
b. judicial
c. federalism
5. Which word means a new idea or invention?
a. innovation
b. transportation
c. currency

Fill-in

Fill in the sentences with the correct words from the word bank.

urban	suburban	Rural
container ship	solar panels	

- Communities with skyscrapers, public transportation, and many people are called urban.
- Technologies like solar panels and wind turbines create power without harming the environment.
- A container ship is filled with cargo such as food, toys, or electronics.
- Communities on the outskirts of urban areas are called suburban.
- Rural communities have more land, fewer people, and not as many buildings and roads as suburban communities.

Reading Skills

Read the following passage. Then, write a two- to three-sentence summary of the passage.

For the last 150 years—since around the time the transcontinental railroad was built—human activity has released a huge amount of harmful greenhouse gases into the air. Temperatures on Earth have risen more rapidly over this time.

This is concerning because climate change harms people and animals. The warmer climate means ice is melting in the Arctic, putting the fish and animals that live there at risk. Many animals living elsewhere are at risk as well, including bumblebees, butterflies, elephants, penguins, and whales. Climate change affects people, too. Hurricanes, wildfires, floods, and other natural disasters are becoming more extreme and hurt many people. Coastal communities are at especially high risk of flooding in the future. There are some islands that may disappear under the ocean as it rises.

Answers will vary but may include that human activities have led to changes in the environment. Climate change negatively affects humans and animals by causing natural disasters and changing physical landscapes.

Short Answer

Write two to three sentences to answer each of the following questions.

- What is one reason immigrants might want to come to the United States? What is one challenge that they might face?

Answers will vary but may include that they want a better life, safety from war or violence, jobs, to take care of their families, to avoid natural disasters in their homeland, or to escape persecution. Challenges may include learning a new language, getting an education, and adapting to a new climate.

- Choose two innovations. How did each affect the U.S. economy or environment in a positive or negative way?

Answers will vary but may include transportation or information technology and how they improved the American economy or harmed the environment.

- What are two ways that people or organizations can take action to protect the environment?

Answers will vary but may include passing laws, taking personal actions such as recycling or conserving energy, voting, performing service projects, or developing alternative energy sources.

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Young Citizens

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