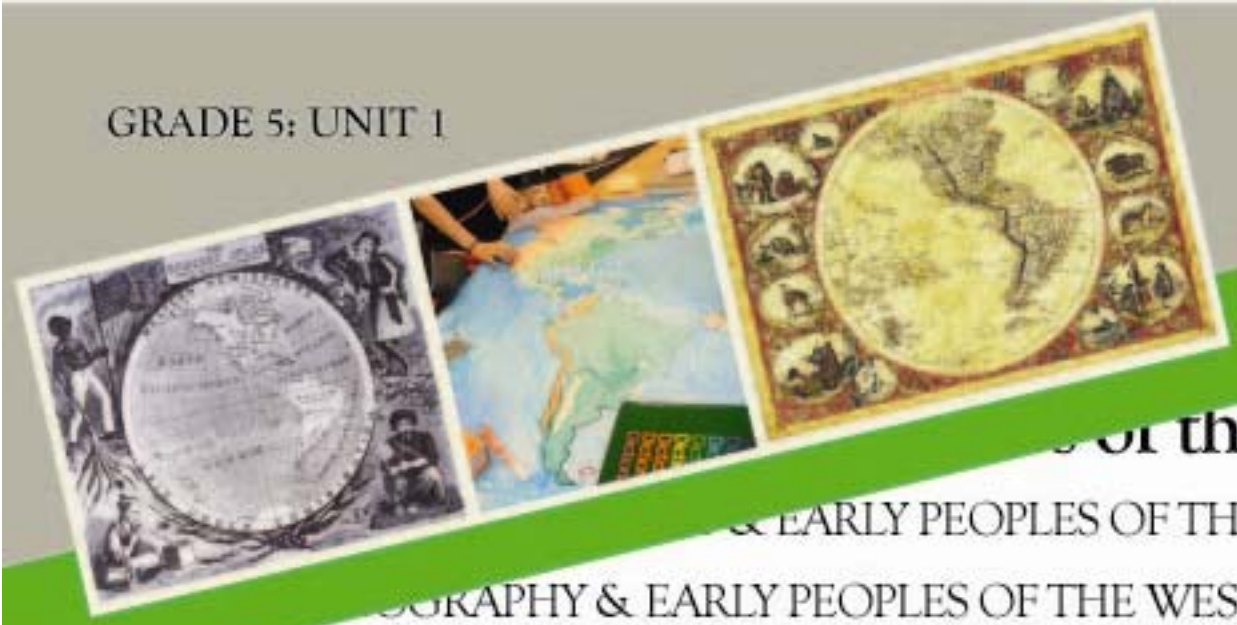
GRADE 5: UNIT 1



Geography & Early Peoples of the Western Hemisphere

NYC Department of Education

OFFICE OF CURRICULUM, STANDARDS AND ACADEMIC ENGAGEMENT
DEPARTMENT OF SOCIAL STUDIES

NYC Department of Education

Department of Social Studies

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Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all material contained herein.

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GEOGRAPHY AND EARLY PEOPLES OF THE WESTERN HEMISPHERE
TABLE OF CONTENTS

I.

The Planning Framework

Geography and Early Peoples of the Western Hemisphere

Carved Mirror-back with hieroglyphs from Guatemala
The Library of Congress

HOW THIS UNIT WAS DEVELOPED

- This unit is the first unit of the Grade 5 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a "web." While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.

- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on **Geography and Early Peoples of the Western Hemisphere** is **"***How did geography influence the development of the Western Hemisphere?"*

- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the complex geologic history of the Western Hemisphere. Therefore, one of the focus questions is, "What is the geologic history of the Western Hemisphere?"

- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.

- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concepts, or skills that address the focus questions in some way.

- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concepts, and skills to address the specific skills that students should acquire.

- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.

- We have included guidelines on the use of text sets which are central to this unit.

- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.

- A bibliography of appropriate, multi-dimensional and varied resources is provided.

- A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community -based organizations are included.

- A suggested culminating activity that validates and honors student learning and projects is described.

TEACHER BACKGROUND
GEOGRAPHY AND EARLY PEOPLES OF THE WESTERN HEMISPHERE

"These great towns and temples and buildings rising from the water,
all made of stone, seemed like an enchanted vision.
Indeed some of our soldiers asked whether it was not all a dream."
-Tenochtitlán, the Aztec capital as described by a Spanish explorer

The Western Hemisphere, stretching from the Arctic in the north to Cape Horn in the south, consists of two continents comprised of many regions and countries, containing a tremendous number of climates and physical features, as well as a multitude of cultures and languages. Many different ethnic, national, and religious groups have contributed to the cultural diversity of these nations and regions. In sum, innumerable factors shape the continents and the peoples of the Western Hemisphere.

A widely accepted theory is that the world's continents initially were part of one large land mass, or supercontinent, known as Pangaea. Pangaea is believed to have broken apart, in phases, approximately 250 million years ago, long before humans inhabited the world. The outermost layer of the Earth is composed of massive, irregularly shaped rocks known as tectonic plates. According to the theory of plate tectonics, the movement of the earth's plates caused Pangaea to break apart, first into two large continents and then into the seven continents and four oceans that exist today. The movement of these plates also formed many of the physical features of the earth. Today, plate tectonics continue to shape and mold the earth as movement of plates results in earthquakes and volcanic eruptions.

Human migration into the Western Hemisphere is believed to have begun approximately 25,000 years ago during the second ice age. Most scientists believe people and animals migrated over a land bridge that connected Siberia to the area of North America that is now Alaska. Rising and falling sea levels during the ice age exposed a land mass (land bridge) across the Bering Strait. Scientists refer to this land bridge as Beringia.

These earliest inhabitants of North America endured a harsh climate, though no harsher than their previous home in Siberia. They hunted and fished and gathered their food. Eventually people began to migrate south, though scientists disagree on when and how. Adapting to their environment, the early peoples of the Americas created tools for hunting and built structures for living. Many cultures developed and were varied depending on the local environment. Groups living in the tropics had different needs and resources than those living in the extreme cold of the north. Some of these early peoples adapted to mountainous regions while others settled in the rain forests.

About 8,000 years ago, civilizations began to develop from the cultures of the early inhabitants. People stayed in one place and developed agriculture on a small scale. The peoples of the early civilizations began to create pottery, build temples, and develop irrigation systems. Eventually some of these civilizations developed into highly organized, advanced empires such as the Incas, the Mayans and the Aztecs. As the societies and culture of the empires advanced, geography was altered as people utilized resources and altered the landscape through development and building. Remains of some of these ancient structures may still be visited today.

While the highly developed civilizations flourished in the Western Hemisphere, European powers in the eastern hemisphere began to look for ways to expand their economies through trade and exploration. Some 500 years ago, the dominant powers of Europe, Spain and Portugal, competed to find a better, faster trade route to Asia. Portugal focused on circumnavigating Africa while Christopher Columbus, sailing for Spain, had a different idea, to get to the east by traveling west. What he didn't know was that an inhabited continent blocked his intended route.

Shortly after Columbus's voyage for Spain to "the New World," the Pope issued the Treaty of Tordesilla to settle a dispute between Portugal and Spain about control of newly discovered lands. Lands to the west of the line of demarcation would be granted to Spain (including the majority of South America). Portugal was given land to the east of the line (which included the area of South America that would become Brazil, the only Portuguese-speaking country in South America).

Later other European powers, such as the Dutch, French and English followed in search of trade routes. Once it was discovered that a continent blocked the route to Asia, explorers from these nations searched for the Northwest Passage, an all-water route through the continent of North America. In time, these nations would establish colonies in the Americas.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students' individual needs.

BRAINSTORM WEB

Math

- Determine distances and approximate time of travel by early people migrating into the Western Hemisphere
- Use map scales to determine distances
- Analyze the changes in population of early peoples brought about by exploration

Science

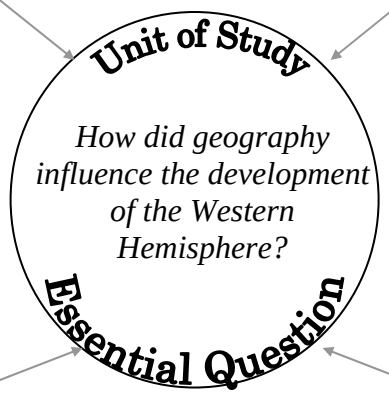
- Determine the impact of weather on geologic formations
- Compare and contrast farming methods of early civilizations
- Draw conclusions about early civilizations based on their tools
- Explore the use of astronomy in navigation
- Research the impact of disease on native populations

Technology

- Explore an interactive map online: http://www.eduplace.com/kids/socsci/books/applications/imaps/maps/g5s_u2/index.html
- Research navigational tools of the age of exploration
- Determine the role of technology in the transition from hunter-gatherer to farmer

Social Studies

- Construct a timeline for the development of the Western Hemisphere
- Do a plate tectonics activity at http://www.pbs.org/wgbh/aso/tryit/tectonics/#
- View an animation about the Land Bridge Theory at http://www.eckstein.seattleschools.org/elmiller/ss/land_bridge/
- Research other theories for early migration to the Western Hemisphere
- Identify European trade routes on a map



Literacy

- Read p. 16 – 21 in *First People* and compare to Land Bridge Theory animation (see social studies at left)
- Read aloud excerpts from *The World Made New* by Marc Aronson
- Analyze "Who Really Discovered America" in *Who Was First?*
- Listen to Viking sagas at http://www.mnh.si.edu/vikings/start.html
- Write a poem describing a physical feature of the Western Hemisphere
- Read a letter written by Ponce de Leon and write a response

The Arts

- View art of early peoples
- Create a visual depiction of the changing nature of the Western Hemisphere
- Build models of the homes of early peoples
- Compare contemporary art and jewelry to that of indigenous groups

Field trips

- Museum of the American Indian
- Am. Museum of Natural History
- Hudson River Museum, Yonkers
- Hayden Planetarium
- Vikings virtual exhibit at http://www.mnh.si.edu/vikings/

Projects

- Consult landform maps to devise a plan for exploring a 'New World"
- Create a model of an early civilization
- Compile images of artifacts from early civilization in order to create an archaeological guide

ESSENTIAL QUESTION

How did geography influence the development of the Western Hemisphere?

Content/Academic Vocabulary (sample)

land bridge	indigenous	latitude	longitude	equator	theory
prime meridian	hemisphere	archaeology	fossils	prehistory	plate tectonics

Focus Questions

- How is the geography of the Western Hemisphere unique?
- What is the geologic history of the Western Hemisphere?
- How did early peoples and Native Americans adapt and change according to where they lived?
- What motivated European explorers to explore the Western Hemisphere?

Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

Content, Process and Skills

Understand the factors that have impacted the development of the Western Hemisphere

Apply the five themes of geography to an analysis of a region

Draw conclusions about Native peoples based on archaeological evidence

Examine contemporary and historical maps

Use multiple resources to locate information

Form an opinion and use evidence to support it

Use writing processes to express new understandings

Work collaboratively

SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How is the geography of the Western Hemisphere unique?	**Geography of the Western Hemisphere** • The Western Hemisphere can be located and represented using maps, globes, aerial and satellite photographs, and computer models	Launching the Unit • A-Z list on early peoples • 20 Questions, Western Hemisphere Geography edition Academic Vocabulary
2.	How is the geography of the Western Hemisphere unique?	**Geography of the Western Hemisphere** • The Western Hemisphere can be located and represented using maps, globes, aerial and satellite photographs, and computer models	Representing the Western Hemisphere • Compare depictions of the Western Hemisphere using a combination of models such as a globe, an aerial satellite, a map, a computer model. • List the advantages of each model. Consult *Atlas of North America, Atlas of South America*, http://maps.nationalgeographic.com/map-machine
3.	How is the geography of the Western Hemisphere unique?	**Geography of the Western Hemisphere** • The Western Hemisphere can be located and represented using maps, globes, aerial and satellite photographs, and computer models	*Using Trade Books* sample lesson • Build background knowledge as students complete a Concept Ladder based on life in the early Americas • Identify how text features help with comprehension of unfamiliar text
4.	How is the geography of the Western Hemisphere unique?	• The Western Hemisphere is divided into countries and regions	The *Five Themes of Geography* sample lesson • Complete a graphic organizer on the five themes of geography • Participate in a read aloud. Consult *South America, North America,*

5.	How is the geography of the Western Hemisphere unique?	• The Western Hemisphere is divided into countries and regions • Continents, countries, and regions of the Western Hemisphere can be organized by physical, political, economic, or cultural features	*Location: The Western Hemisphere* sample lesson • Identify parts of a map • Read latitude and longitude coordinates Consult *Explore South America, Explore North America, Atlas of North America, Atlas of South America* http://www.nationalgeographic.com/resources/ngo/education/themes.html http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php
6.	How is the geography of the Western Hemisphere unique?	• The physical environment of the hemisphere is modified by human actions • Culture and experience influence people's perceptions of places and regions in the Western Hemisphere • The interconnectedness of nations affects individual cultures	*Place: What is the Western Hemisphere like?* sample lesson • Determine the characteristics of place • Distinguish between human and physical characteristics • Create a "Where am I?" riddle Consult *Central and South America, North America, South America, Explore South America, Explore North America, Atlas of South America* http://www.nationalgeographic.com/resources/ngo/education/themes.html http://www.ducksters.com/geography/northamerica.php http://www.ducksters.com/geography/southamerica.php

7.	How is the geography of the Western Hemisphere unique?	• The physical environment of the hemisphere is modified by human actions • Culture and experience influence people's perceptions of places and regions in the Western Hemisphere • The interconnectedness of nations affects individual cultures	Movement: Connecting people and places • Brainstorm how things, people and information move, both in the past and the present • Examine how geography plays a role in movement, such as how major airports are located near large cities • Discuss how patterns of movement impact(ed) cultures Consult *Expeditions in the Americas, The Very First Americans, Settling a Continent*
8.	How is the geography of the Western Hemisphere unique?	• The physical environment of the hemisphere is modified by human actions • Culture and experience influence people's perceptions of places and regions in the Western Hemisphere • The interconnectedness of nations affects individual cultures	*How do we use, adapt to, or change our environment?* sample lesson • Participate in a read aloud from *Hatchet* • Evaluate human impact on the environment in the past, present and future Consult *Places in Time, Atlas of North America, Atlas of South America*
9.	How is the geography of the Western Hemisphere unique?	• The Western Hemisphere is divided into countries and regions • Continents, countries, and regions of the Western Hemisphere can be organized by physical, political, economic, or cultural features	*Regions: How we divide the world* sample lesson • Understand the concept of regions and the different ways regions are determined • Research a region of the Western Hemisphere Consult *Atlas Of North America, Atlas of South America, Explore North America Explore South America, South America, North America* http://www.allaboutsouthamericatravel.com/south-america-regions.htm

10	How is the geography of the Western Hemisphere unique?	• The Western Hemisphere is divided into countries and regions • Continents, countries, and regions of the Western Hemisphere can be organized by physical, political, economic, or cultural features • Political boundaries of the hemisphere change over time and place	Changing Boundaries • Research the changing boundaries of a particular area of the Western Hemisphere and provide an image of the various borders over time. Consult http://www.lib.utexas.edu/maps/map_sites/hist_sites.html
11	What is the geologic history of the Western Hemisphere?	• Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind, and water) • The Western Hemisphere has a long geologic history (plate tectonics)	*What is Pangaea?* sample lesson • Create a continents jigsaw puzzle. • Manipulate the continents in order to gain an understanding of Pangaea • Form hypotheses about the future of the earth. Consult *North America* http://science.nasa.gov/headlines/y2000/ast06oct_1.htm
12	What is the geologic history of the Western Hemisphere?	• Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind, and water) • The Western Hemisphere has a long geologic history (plate tectonics)	*Continental Drift* sample lesson • Explore the geologic history of the earth with maps • Form a hypothesis on continental drift • Map the location of fossils that were used as evidence for continental drift • Discuss the margin of error in scientific theories. Consult *Atlas of North America, Atlas of South America* http://school.discoveryeducation.com/lessonplans/pdf/continentaldrift/continentaldrift.pdf

13	What is the geologic history of the Western Hemisphere?	• Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind, and water) • The Western Hemisphere has a long geologic history (plate tectonics)	*Ice Age* sample lesson • Participate in a shared reading • Evaluate the impact of the ice age on large mammals • Make connections to current environmental issues Consult *Prehistoric People of North America* http://epa.gov/climatechange/kids/index.html, http://www.dmns.org/main/minisites/iceage/ia_indepth/index.html
14	What is the geologic history of the Western Hemisphere?	• Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind, and water) • The Western Hemisphere has a long geologic history (plate tectonics)	What do fossils tell us? • Explore the Virtual Fossil Museum, focusing on the Geological History Exhibit. • Create a list of questions to exchange with a partner based on the timeline of geologic history. http://www.fossilmuseum.net/index.htm
15	What is the geologic history of the Western Hemisphere?	• Geological processes shaped the physical environments of the Western Hemisphere (Ice Age, weather, wind, and water) • The Western Hemisphere has a long geologic history (plate tectonics)	*The Seven Natural Wonders of the Western Hemisphere* sample lesson • Distinguish between man-made and natural features • Understand how physical features are shaped by geologic history Consult *North America, South America, Explore North America, Explore South America* http://earth.google.com/ http://www.travelchannel.com/Travel_Ideas/Seven_Wonders_of_the_World/ci.Seven_Natural_Wonders_of_the_U.S..beach?vgnextfmt=beach

16	How did early peoples and Native Americans adapt and change according to where they lived?	**Early Civilization:** • The Ice Age and settlement of the Western Hemisphere • Land Bridge – Bering Strait Theories of early peoples and settlements	*Beringia* sample lesson plan • Hypothesize possible scenarios for human migration into North America • Determine the challenges of studying prehistory Consult http://news.nationalgeographic.com/news/2002/12/photogalleries/journey_of_man/popup2.html http://school.discoveryeducation.com/schooladventures/woollymammoth/migramap.html http://www.nps.gov/akso/beringia/whatisberingia2.htm http://www.nps.gov/akso/ParkWise/Students/ReferenceLibrary/BELA/BeringiatheLostContinent.htm
17	How did early peoples and Native Americans adapt and change according to where they lived?	• Early groups respond to challenges of the environment • Native civilizations develop over wide areas • Transition from hunting and gathering to farming • Native societies and their social, economic and political structures	*Early People* sample lesson • Visualize the Western Hemisphere before Columbus • Participate in a read-aloud on early people • Jigsaw a reading on early people • Compare and contrast reading and brainstorm on life before Columbus. Consult *Who was First? Discovering the Americas*
18	How did early peoples and Native Americans adapt and change according to where they lived?	• Early groups respond to challenges of the environment • Native civilizations develop over wide areas • Transition from hunting and gathering to farming	*Homes of Early Peoples* sample lesson • Analyze pictures of homes of early peoples • Draw inferences about the environment of early peoples based on their homes. • Discuss the role of the environment in

		• Native societies and their social, economic and political structures	daily life Consult http://nativeamericans.mrdonn.org/index.html http://www.primitivetechnologies.com/wigwam.jpg
19	How did early peoples and Native Americans adapt and change according to where they lived?	• Early groups respond to challenges of the environment • Native civilizations develop over wide areas • Transition from hunting and gathering to farming • Native societies and their social, economic and political structures	*You be the Archaeologist* sample lesson • Participate in mystery object activity • Draw conclusions about a culture based on artifacts • Discuss the role of archaeology in learning about early peoples. Consult *Prehistoric People of North, America, The Earliest Americans* http://www.worldmuseumofman.org/mayanartifacts1.htm http://www.ravenwerkes.com/Collectible/innuit.html
20	How did early peoples and Native Americans adapt and change according to where they lived?	• Early groups respond to challenges of the environment • Native civilizations develop over wide areas • Transition from hunting and gathering to farming • Native societies and their social, economic and political structures	Settling the Americas • Participate in a read-aloud from p. 6 and p. 18 of *Learning about the Settlement of the Americas with Graphic Organizers*. • Draw conclusions from the line graph on p. 7 and p. 19.
21	How did early peoples and Native Americans adapt and change according to where they lived?	• Early groups respond to challenges of the environment • Native civilizations develop over wide areas • Native societies and their social, economic and political structures	Indigenous Peoples • Research indigenous peoples living in the Western Hemisphere today. o Identify where they live, how their lives have changed and/or remained the same since European exploration.

22	What motivated European explorers to explore the Western Hemisphere?	**European Exploration:** • European explorers in search of new trade routes	*In Search of New Trade Routes* sample lesson • Compare and contrast current maps with Ptolemy map. • Investigate early trade routes between Europe and Asia Consult *Exploring the Americas*, *Atlas of North America* http://www.newberry.org/k12maps/module_01/6-8.html (Ptolemy's Map)
23	What motivated European explorers to explore the Western Hemisphere?	**European Exploration:** • European explorers in search of new trade routes	The Vikings • Examine the map and timeline on p. 4 of *The Vikings*. When and where did the Vikings settle in North America? • Research what happened to the Vikings in North America. What is their legacy? Consult *The Vikings, Life in a Viking Town, Life on a Viking Ship*, http://www.mnh.si.edu/vikings/ http://www.bbc.co.uk/schools/vikings/ http://www.kidsolr.com/history/page2.html
24	What motivated European explorers to explore the Western Hemisphere?	• Spain and Portugal explore the southern areas of the Americas (Christopher Columbus, Juan Ponce de Leon, Pedro Álvares Cabral, etc.)	*Discovered or Invaded?* sample lesson • Participate in a read-aloud on Christopher Columbus • Identify different perspectives on exploration • Debate the role of early explorers Consult *Encounter, Explorers of North America, Expeditions in the Americas*

25	What motivated European explorers to explore the Western Hemisphere?	• Spain and Portugal explore the southern areas of the Americas (Christopher Columbus, Juan Ponce de Leon, Pedro Álvares Cabral, etc.)	Christopher Columbus
			• Analyze the quote by Christopher Columbus on p. 7 of *Two Cultures Meet* and discuss the following:
			  • How you would feel about being described in that way? Is it positive or negative?
			  • How do you think Christopher Columbus meant it?
			  • Why do you think the relationship between indigenous people and explorers went wrong?
			Consult *Two Cultures Meet, America in the Time of Columbus*

26	What motivated European explorers to explore the Western Hemisphere?	• Line of Demarcation and Treaty of Tordesillas	*The Line of Demarcation* sample lesson • Analyze world map • Determine the significance of the Treaty of Tordesillas. Consult *Exploration and Conquest: The Americas After Columbus,* http://www.kwabs.com/tordesillas_treaty.html
27	What motivated European explorers to explore the Western Hemisphere?	**European Exploration:** • European explorers in search of new trade routes • Spain and Portugal explore the southern areas of the Americas • England and the Netherlands explore the Atlantic coastline and waterways • France explores the waterways and lakes in the northern Americas	*Explorers: Trading Cards* sample lesson • Research early explorers • Create trading cards depicting biographical information Consult *Explorers in North America , Exploration and Conquest, Expeditions in America, Exploring the Americas* http://www.enchantedlearning.com/explorers/samerica.shtml http://www.mariner.org/educationalad/ageofex/biographies.php

28	How did geography influence the development of the Western Hemisphere?		*Unit Project: Discovering the Western Hemisphere* • Develop an area of expertise on the Western Hemisphere • Collaborate with experts to produce a thematic map of the Western Hemisphere
29	How did geography influence the development of the Western Hemisphere?		*Unit Project: Discovering the Western Hemisphere* continued
30	How did geography influence the development of the Western Hemisphere?		*Putting It All Together* • Discuss the role of geography in the future • Discuss the next frontier. Where would you like to explore?

LEARNING AND PERFORMANCE STANDARDS CORRELATED
TO: GEOGRAPHY AND EARLY PEOPLES OF THE WESTERN HEMISPHERE

New York State Social Studies Learning Standards and Key Ideas	*Representative Social Studies Performance Indicators*
History of the United States and New York State Key Idea 1.1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.	1.1a: Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.
Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.	1.2b: Recognize how traditions and practices were passed from one generation to the next.
Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.	1.4b: Explore different experiences, beliefs, motives, and traditions of people living in their neighborhoods, communities, and state.
World History Key idea 2.1 The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.	2.1b: Explore narrative accounts of important events from world history to learn about different accounts of the past to begin to understand how interpretations and perspectives develop 2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions
Key idea 2.2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help	2.2a: distinguish between past, present, and future time periods

organize the study of world cultures and civilizations. Key Idea 2.4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time. **Geography** Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography. Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information **Economics** Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world. **Civics, Citizenship and Government** Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.	2.4a: Consider different interpretations of key events and developments in world history and understand the differences in these accounts 2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world 3.1b: Draw maps and diagrams that serve as representations of places, physical features, and objects. 3.1e: Investigate how people depend on and modify the physical environment. 3.2a: Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places. 4.1a: Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources. 5.1b: Explain the probable consequences of the absence of government and rules.

Sample list of strategies that Social Studies and ELA have in common. Check all that apply and add new strategies below
☐ Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
☐ Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
☐ Use the process of pre-writing, drafting, revising, and proofreading (the "writing process") to produce well constructed informational texts.
☐ Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
☐ Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
☐ Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
☐ Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
☐ Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
☐ Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
☐ Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
☐ Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.
Add your own strategies:

NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

Grade	Units of Study					
K	School and School Community	Self and Others	Families	The Neighborhood		
First	Families are Important	Families, Now and Long Ago	Families in Communities	The Community		
Second	Our Community's Geography	New York City Over Time	Urban, Suburban and Rural Communities	Rights, Rules and Responsibilities		
Third	Introduction to World Geography and World Communities		Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia *Teacher should select 3-6 world communities to study that reflect diverse regions of the world*			
Fourth	Native Americans: First Inhabitants of NYS	Three Worlds Meet	Colonial and Revolutionary Periods	The New Nation	Growth and Expansion	Local and State Government
Fifth	Geography and Early Peoples of the Western Hemisphere	The United States	Latin America	Canada	Western Hemisphere Today	
Sixth	Geography and Early Peoples of the Eastern Hemisphere	Middle East	Africa	Asia	Europe	
Seventh	Early Encounters: Native Americans and Explorers	Colonial America and the American Revolution	A New Nation	America Grows	Civil War and Reconstruction	
Eighth	An Industrial Society	The Progressive Movement	The United States as an Expansionist Nation	The United States between Wars	The United States Assumes Worldwide Responsibilities	From World War II to the Present: The Changing Nature of the American People
Ninth	Ancient World-Civilizations & Religions	Expanding Zones of Exchange and Encounter	Global Interactions (1200-1650)	The First Global Age (1450-1770)		
Tenth	An Age of Revolution (1750-1914)	Crisis and Achievement Including World Wars (1900-1945)	The 20th Century Since 1945	Global Connections and Interactions		
Eleventh	Forming a Union	Civil War and Reconstruction	Industrialization, Urbanization and the Progressive Movement	Prosperity and Depression: At Home and Abroad (1917-1940)	Triumphs and Challenges in American Democracy (1950-present)	
Twelfth	Economics and Economic Decision Making		Participation in Government			

II.

Principles Guiding the Development of this Unit

Carved Mirror-back with hieroglyphs from Guatemala
The Library of Congress

PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

Quality social studies instruction must:

cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.

PREPARING CHILDREN FOR A GLOBAL COMMUNITY

Today's students are entering a world increasingly characterized by economic, political, cultural, environmental, and technological interconnectedness. The virtual distance between nations and cultures has been rapidly decreasing due to changes in accessibility of information and increasing interdependence. Students need to learn to view the world as one interrelated system, to reflect on cultural lenses, to listen to voices from around the world, and to make connections to engage them as citizens of the world.

Globalization is the process of this interaction and integration among the people, companies, and governments of different nations. It is not new. For thousands of years, people—and, later, corporations—have been buying from and selling to each other in lands at great distances (*The Levin Institute, Globalization101.org*) while exchanging ideas, customs and values.

To nurture and promote global awareness, teachers must be sure to provide students with learning experiences and opportunities that incorporate tolerance of cultural differences, knowledge of world cultures and communities, and the appropriate infusion of global perspectives into daily instruction.

Student must understand that globally aware citizens are able to:

- Connect the local and the global, including an understanding of how the actions of people around the planet have an economical, technological and cultural influence on all peoples of the world
- Participate in local and global economies
- Be open-minded, especially in understanding one's own cultural lens as well as others' distinct cultural lenses
- Celebrate similarities amongst different groups of people
- Understand and respect peoples' differences
- Use electronic technologies in order to research people and cultures in every world region
- Understand the importance of cross-cultural communication, both within the United States and across borders
- Recognize and reduce stereotypes and prejudices
- Have compassion for all peoples of the world

Social Studies and the World, 2005

The National Council for the Social Studies (NCSS) believes that global and international education is important because people are constantly influenced by transnational, cross-cultural, multi-cultural and multi-ethnic interactions. The goods we buy, the work we do, the cross-cultural links we have in our own communities and outside them and increased worldwide communication require that responsible citizens understand global and international issues.

A global perspective is attentive to the nature of change and interdependence and the connectedness of the human and natural environment.
NCSS has developed some key questions exploring global awareness, related to the ten thematic strands that form the basis of social studies standards.

- **Culture**: What is culture? What is cultural diversity, and how does diversity develop both within and across cultures?
- **Time, Continuity and Change**: What happened in the past and how do we know? What connections are there between the past, present, and future?
- **People, Places, and Environments**: How do humans forge relationships with places in this nation and in other parts of the world?
- **Individual Development and Identity**: What factors influence how individuals perceive other individuals, groups, and cultures?
- **Individuals, Groups, and Institutions:** How do individuals, groups, and institutions influence society, both local and global?
- **Power, Authority, and Governance**: How do different political structures compare and contrast with that of the United States?
- **Production, Distribution, and Consumption:** How are local production and consumption connected to the global economy?
- **Science, Technology, and Society**: How do changes in science and technology impact individuals, groups, nations and the world?
- **Global Connections**: How can nations with differing belief systems collaborate to address global problems?
- **Civic Ideals and Practices**: How can students participate in meaningful civic action?

Resources
The Sister School Project partners classes in different countries with classrooms in the U.S. http://www.globalawareness.com

National Geographic has a variety of educator resources, such as maps, photos, and news stories. http://www.nationalgeographic.com/education/

The New York Times Learning Network has current event articles, global history lesson plans, and other educator resources. http://www.nytimes.com/learning/index.html

Globalization101.org provides an interdisciplinary approach to studying globalization, and background concerning various issues. http://www.globalization101.org/

INQUIRY IN THE SOCIAL STUDIES CLASSROOM

Knowledge does not easily pass from one source to another. We cannot "make" students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher's Role
The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning
Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful) also helps students experience success.

Students' Role
Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment
Assessment is a tool for instruction. It should reflect what students know, not just what they don't know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.

SOCIAL STUDIES SKILLS

Comprehension Skills

- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills

- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills

- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills

- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills

- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument

NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline (like Social Studies or History) has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in social studies unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline's essence of communication. We do not read a novel, a math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

To understand a primary source, we need to consider the creator of the document, the era in which it was created and the purpose of its creation.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—**academic vocabulary**—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education	*Literacy Instruction in the Content Areas June 2007*
Vacca and Vacca	*Content Area Reading. Literacy and Learning Across the Curriculum*
Robert Marzano & Debra Pickering	*Building Academic Vocabulary*

SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

Use Bloom's Taxonomy. From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

Use "academic" vocabulary. An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below,"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

Be aware of what SS texts demand of the reader. It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons**;** comprehend cause-effect relationships**;** determine the meaning of context-dependent words**,** phrases and statements; make generalizations; and analyze the author's voice and method.

Anticipate the main idea. Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

Make connections. Before reading it is helpful for students to ask themselves "What do I *think* I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested—and interactive—readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

Preview vocabulary. Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a *Wordsplash* followed by student discussion and then post words on the word wall.

Focus on questions. The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions—a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.

During Reading
During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a critical lens. Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience**.** This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for re-visiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph**,** and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the **Who, What, Where, When** and **Why** of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it**.** Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review
Post-reading strategies help students review and synthesize what they've read.

Use graphic organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers—flowcharts, outlines, and other two-dimensional figures—can be very helpful**.**

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to

include references to: the topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

Time order and importance When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

True or false? Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase, "according to the author."

Stress key issues. After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic**.**

Making meaning. Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What, can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton's (2003) research states that "teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning."

Adapted from Reading Skills in the Social Studies, www.learningenrichment.org/reading.html

DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop *historical empathy* (Kohlmeier, 2005). All citizens of a democratic society who can display *historical empathy* are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?

Why are there different versions of events and what impact does this have on our ideas of "truth" and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

"Powerful social studies teaching helps students develop social understanding and civic efficacy.… Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world." From NCSS.

READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of **structures**: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or "frames," to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the **source** information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a **subtext** on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians "try to reconstruct authors' purposes, intentions, and goals" as well as understand authors' "assumptions, world view, and beliefs" (pp. 65–66). Wineburg calls readers who believe exactly what they read "mock" readers while "actual" readers take a critical and skeptical stance toward the text.

Judy Lightfoot has constructed the following chart (based on Wineburg's work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

Experts . . .	**Novices . . .**
Seek to *discover context and know content*.	Seek only to *know content*.
Ask what the text *does* (purpose).	Ask what the text *says* ("facts").
Understand the *subtexts* of the writer's language.	Understand the *literal meanings* of the writer's language.
See any text as a *construction* of a vision of the world.	See texts as a *description* of the world.
See texts as *made by persons with a view of events*.	See texts as *accounts of what really happened*.
Consider *textbooks less trustworthy* than other kinds of documents.	Consider *textbooks very trustworthy* sources.
Assume *bias* in texts.	Assume *neutrality, objectivity* in texts.
Consider word choice (connotation, denotation) and *tone*.	*Ignore word choice* and *tone*.
Read slowly, *simulating a social exchange between two readers*, "actual" and "mock."	Read to *gather lots of information*.
Resurrect texts, like a magician.	*Process* texts, like a computer.

Compare texts to judge different, perhaps divergent accounts of the same event or topic.	*Learn the "right answer."*
Get *interested* in *contradictions, ambiguity*.	*Resolve* or *ignore contradictions, ambiguity*.
Check *sources* of document.	Read the *document* only.
Read like *witnesses to living, evolving events*.	Read like *seekers of solid facts*.
Read like *lawyers making* a case.	Read like *jurors listening to* a case someone made.
Acknowledge *uncertainty and complexity* in the reading with qualifiers and concessions.	Communicate "*the truth*" of the reading, sounding as certain as possible.
Source: From Judy Lightfoot, "Outline of Sam Wineburg's Central Arguments in 'On the Reading of Historical Texts.'" Available: http://home.earthlink.net/~judylightfoot/Wineburg.html. Based on "On the Reading of Historical Texts: Notes on the Breach Between School and Academy," by Samuel Wineburg, *American Educational Research Journal*, Fall 1991, pp. 495–519.	

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, "People in communities are interdependent," students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: *concrete and defined*. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a "best" example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the "best" example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question ("Today we are going to learn about capitalism" or "What is a peninsula?").

- Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
- Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
- Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
- Have students develop a definition of the concept based on its category and critical characteristics.
- Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

- Have students observe and identify items to be grouped ("Which items are shown in this picture?").
- Identify the characteristics (attributes) used to group each set of items ("Which items seem to belong together? Why?")
- Name, label, or define each group ("What is a good name for each group?")
- Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
- Test the definition by applying it to a wide variety of examples and non-examples.
- Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department/ San Antonio Independent School District

INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

"…Activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines…. Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However… when concepts are developed over a period of time… young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations." (*Social Studies at the Center. Integrating, Kids Content and Literacy,* Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

Heidi Hayes Jacobs	*Interdisciplinary Design & Implementation*, and *Mapping the Big Picture: Integrating Curriculum and Assessment*
Robin Fogarty	*How to Integrate Curricula: The Mindful School*
David B. Ackerman	*Intellectual & Practical Criteria for Successful Curriculum Integration*
Davis N. Perkins	*Knowledge by Design*
Grant Wiggins & Jay McTighe	*Understanding by Design*
Carol Ann Tomlinson and Jay McTighe	*Integrating Differentiated Instruction & Understanding by Design*
Harvey Daniels & Steven Zemelman	*Subjects Matter: Every Teacher's Guide to Content Area Reading*
Stephanie Harvey	*Nonfiction Matters. Reading, Writing and Research in Grades 3-8*

III.

Teaching Strategies

Carved Mirror-back with hieroglyphs from Guatemala
The Library of Congress

SOCIAL STUDIES CASE STUDY

A case study provides students and teachers with an opportunity to zoom in on a sub-topic of a larger unit of study and .participate in an in-depth analysis of a single event, country, issue or movement in history. Teachers and students can focus on specific content through rich, varied and meaningful exploration and exposure.

Social studies teachers must often make difficult choices and decide on priorities when it comes to issues of depth versus breadth in content instruction. Depth takes time, and for students to be able to experience depth of content, teachers cannot investigate all topics with equal emphasis and time. While coverage of content is important it is also important for students to experience the demands and rewards that focused and intensive learning around one specific piece of content can afford. All teaching involves decision-making around what will be taught and how it will be taught. But teachers need also consider what not to teach and what merits greater emphasis. Good teaching means making sacrifices that are sometimes necessary in order to achieve the deeper learning. Through a case study, teachers can think more about how they want students to learn and less about how much content to cover.

Many of the units of study in the new social studies scope and sequence suggest a Case Study experience. When students participate actively and productively in case studies, deep, meaningful and enduring understandings are achieved in a climate of respect for discussion, inquiry and ideas. Case studies demand patience, stamina and, rigor but will result in expertise and passion for learning.

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific colony's development, such as New York, will lead to deeper contextual understanding of how the American colonies and Great Britain moved from a mutually beneficial to a tyrannical relationship.

Case studies lend themselves well to student-directed, project-based learning and will help students gain a sharpened understanding of a period in history and why things happened as they did.

A case study is a bit like reading a detective story. It keeps students interested in the content, challenges them, and helps them "stand in someone's shoes," while encouraging them to develop their own ideas and conclusions, make connections and apply their understandings. Students get a chance to learn by doing. They will discover how historical events have legacies, meaning and relevance.

TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer's purpose influences the organizational pattern of a particular text. When students do not recognize a text's structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
Chronological Sequence: organizes events in time sequence.	after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when	- What sequence of events is being described? - What are the major incidents that occur? - How is this text pattern revealed in the text?
Comparison and Contrast: organizes information about two or more topics according to their similarities and differences.	although, as well as, as opposed to, both, but, compared with, different from, either…or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet	- What items are being compared? - What is it about the item that is being compared? What characteristics of the items form the basis of comparison? - What characteristics do they have in common; how are these items alike? - In what ways are these items different? - What conclusion does the author reach about the degree of similarity or difference between the items? - How did the author reveal this pattern?

Concept/ Definition: organizes information about a generalized idea and then presents its characteristics or attributes.	for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually	- What concept is being defined? - What are its attributes or characteristics? - How does it work, or what does it do? - What examples are given for each of the attributes or characteristics? - How is this pattern revealed in the text?
Description: organizes facts that describe the characteristics of a specific person, place, thing or event.	above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under	- What specific person, place, thing, or event is being described? - What are its most important attributes or characteristics? - Would the description change if the order of the attributes were changed? - Why is this description important?
Episode: organizes a large body of information about specific events.	a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when	- What event is being described or explained? - What is the setting where the event occurs? - Who are the major figures or characters that play a part in this event? - What are the specific incidents or events that occur? In what order do they happen? - What caused this event? - What effects has this event had on the people involved? - What effects has this event had on society in general?

Generalization/ Principle: organizes information into general statements with supporting examples.	additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if…then, in fact, it could be argued that, moreover, most convincing, never, not only…but also, often, second, therefore, third, truly, typically	- What generalizations is the author making or what principle is being explained? - What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle? - Do these details appear in a logical order? - Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?
Process/ Cause and Effect: organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome.	accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if…then, in order to, is caused by, leads/ led to, may be sue to, next, so that, steps involved, therefore, thus, when...then	- What process or subject is being explained? - What are the specific steps in the process, or what specific causal events occur? - What is the product or end result of the process; or what is outcome of the causal events?

ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?
Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?
Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?
Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics
Have I actively participated in the discussion?
Have I listened attentively to all group members?
Did I elaborate and build on the ideas or comments of others?
Did I stay focused on the assigned topic?
Did I make connections to other learning?

Why is student discussion valuable?
Students' enthusiasm, involvement and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge is to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they hear, 30% of what they see, and **70%** of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match what they hear with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.

Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.

PROJECT-BASED LEARNING

Standards-focused project-based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project-based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students' lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project-based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project-based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom's taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.

SUCCESSFUL STRATEGIES FOR IMPLEMENTING DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion-referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:

- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.
Then state the task. The task statement directs students to:

- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide "adaptations" and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.

- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:

- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.

DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:

raised relief map	military map
topographic map	bird's-eye view map
political map	satellite photograph
contour-line map	pictograph
natural resource map	weather map

Examine the physical qualities of the map.

- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.

- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:

- Read the title to learn the table's general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:

- Read the title to find out what the graph shows.
- Next, read the labels of the graph's axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.

- Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

Timelines show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

Written Documents

Most documents you will work with are textual documents:

newspapers	speeches	reports
magazines	memorandums	advertisements
letters	maps	congressional records
diaries	telegrams	census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps. To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

Firsthand Account

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author's position, job, or role in the event. What is his opinion of the event?

Cartoons

What do you think is the cartoonist's opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.

- Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?
- Who is the main character? What is he doing?
- What is the main idea of the cartoon?
- Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?
- Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.
- List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

- Look at the artwork. What does it show?
- Observe and list the main colors used in the poster.
- Determine what symbols, if any, are used in the poster.
- Are the symbols clear (easy to interpret), memorable, and/or dramatic?
- Explore the message in the poster. Is it primarily visual, verbal, or both?
- Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?
- Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.
- Read the caption. It provides historical context.
- What purpose does the poster serve?

Pay attention to every detail in the advertisement. Look for answers to: Who? What? When? Where? and Why?

- Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.
- What is the poster/advertisement about?
- When is it happening?
- Where is it happening?
- Who is the intended audience? Identify the people who the advertisement is intended to reach.
- Why is it being advertised?
- Describe how the poster reflects what was happening in history at that time.

ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. Teachers should consult the school's inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The National Council of Social Studies adopted six "Guiding Principles for Creating Effective Assessment Tools." They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to "track" resources and develop learning profiles.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down—unpacked and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.

An effective assessment plan includes both *formative* assessments—assessments that allow teachers to give feedback as the project progresses—and *summative* assessments—assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills and relate their understanding to their experiences. Additionally, artifacts, or evidence of student thinking, allow teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

Sample of student projects	Sample assessment tools
• exit projects • student-made maps and models • student-made artifacts • mock debates • class museums and exhibitions • student peer evaluation • student-made books • I-movies; photo-essays • graphic timelines • creating songs and plays • writing historical fiction and/or diary entries • creating maps and dioramas • student-created walking tours • tables, charts and/or diagrams that represent data • student-made PowerPoints, webquests • monologues	• higher level analytical thinking activities • portfolios of student work • student criteria setting and self-evaluation • teacher observations • checklists and rubrics • conferences with individuals or groups • group discussions • anecdotal records • teacher-made tests • student presentations • role play and simulations • completed "trip sheets" • reflective journal entries • student writing (narrative procedures, etc.) • video and/or audio tapes of student work • student work

MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

Intelligence	**Learning preferences**
Verbal-Linguistic "word smart"	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
Logical- Mathematical "number-smart"	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
Body-Kinesthetic "body-smart"	Students who use the body to express their ideas and feelings, and learn best through physical activity—games, movement, hands-on tasks, dancing, building.
Visual-Spatial "picture-smart"	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
Naturalistic "nature smart"	Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.
Musical-Rhythmic "music-smart"	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
Interpersonal "people-smart"	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
Intrapersonal "self-smart"	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

Adapted from Dr. Howard Gardner's Theory of Multiple Intelligences

BLOOM'S TAXONOMY

The language of Bloom's Taxonomy was revised by his student Lynn Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION ⟷					
	1. REMEMBER	**2. UNDERSTAND**	**3. APPLY**	**4. ANALYZE**	**5. EVALUATE**	**6. CREATE**
↕ **A. Factual Knowledge** **B. Conceptual Knowledge** **C. Procedural Knowledge** **D. Metacognitive Knowledge**	Retrieve relevant knowledge from long-term memory • Recognize (identify) • Recall (retrieve)	Construct meaning from instructional messages, including oral, written, and graphic information • Interpret (clarify, paraphrase, represent, translate) • Exemplify (illustrate, give examples) • Classify (categorize, subsume) • Summarize (abstract, generalize) • Infer (conclude, extrapolate, interpolate, predict) • Compare (contrast, map, match) • Explain (construct models)	Carry out or use a procedure in a given situation • Execute (carry out) • Implement (use)	Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose • Differentiate (discriminate, distinguish, focus, select) • Organize (find coherence, integrate, outline, parse, structure) • Attribute (deconstruct)	Make judgments based on criteria and standards • Check (coordinate, detect, monitor, test) • Critique • (judge)	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure • Generate (hypothesize) • Plan (design) • Produce (construct)

MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards-based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. This implies that the field trip is not an essential part of an important planned learning experience.

IV.

Sample Lessons, Materials and Resources

Carved Mirror-back with hieroglyphs from Guatemala
The Library of Congress

TRADE BOOK TEXT SETS

What are they?
Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author's ideas and perspective.

The wide reading that results from the use of text sets benefits students' reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students
There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

search through texts for answers, they will get a sense of the content and structure of each book.

Book Browse: Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

Word Splash: Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

Text Sets as the Core of Mini-lessons

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

Formative Assessment

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

Dynamic Collections

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.

ACADEMIC VOCABULARY

WORD WALLS

A *topical* Word Wall consists of words related to a theme, text, or unit such as Geography of the Western Hemisphere. The wall will contain words supporting the unit of study. Word Walls can make an immediate and significant difference in students' academic writing. You will want to be adding new words as they are encountered and taught.

Inside Words: Tools for Teaching Academic Vocabulary, Grades 4-12 by Janet Allen Copyright 2007.

Word Wall for Western Hemisphere Geography

A-B Artic Andes	C-D climate	E-F equator	G-H
I-J	K-L latitude longitude	M-N	O-P
Q-R	S-T Tierra del Fuego	U-V	W-X-Y-Z

Word Notes:

GEOGRAPHY AND EARLY PEOPLES OF THE WESTERN HEMISPHERE
ENGAGING THE STUDENT/ LAUNCHING THE UNIT

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students "hooked." Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students - giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the "Geography and Early Peoples of the Western Hemisphere," is to let students explore the globe/world map and its parts. Give each student a label to stick on the map. Color code your labels so that one colored label represents features of the earth and another colored label represents features of the globe. Possible labels could include the equator, the prime meridian, latitude lines, longitude lines, oceans, continents, globe key, and hemispheres.

Another way to launch the unit is to have student groups create an A-Z list of things that early peoples might possess. They could also make an A-Z list of things early peoples wouldn't have. To add a sense of urgency and friendly competition, the first group to complete the list, or to fill in the most items in a set amount of time, wins the opportunity to share their list with the class.

Students can also play 20 questions using places in the Western Hemisphere. Provide each group of students with an atlas. Students can take turns choosing a place in the Western Hemisphere from the atlas and the rest of the group asks 20 yes or no questions to try to discover the location that was chosen and listens carefully to avoid repeating a question. Be sure to tell students that the questions must be able to be answered using the atlas.

Finally, students can role-play an encounter between explorers and natives. Assign each student a role. Roles may include an Aztec king or soldier, an Native American child or chief, the captain of an exploration expedition, or a European crew member. Have students role-play their interactions with a partner representing someone who would not be familiar to them (e.g., a Native American child and a European crew member). Point out that the people would not have spoken the same language. Conclude the role play activity by reading aloud *Encounter* by Jane Yolen.

LESSON PLANS
USING TEXT FEATURES

Unit of Study/Theme: Geography and Early Peoples of the Western Hemisphere

Focus question: How is the geography of Western Hemisphere unique?

The Teaching Point:
- Students will learn to identify and use text features in the trade books by participating in a text feature scavenger hunt.

Why/Purpose/Connection: This lesson introduces the students to the features of books in the text set while building background knowledge on the unit focus, geography and early peoples of the Western Hemisphere.

Materials/Resources/Readings:
- Multiple books from the trade book text set.
- Template for pp. 6-7 of *America in the Time of Columbus*
- Text Features Scavenger Hunt
- Portable Word Wall

Model/Demonstration:
- Teacher motivates the class by asking students to imagine what the Americas were like before Christopher Columbus or other explorers arrived. Teacher encourages students to close their eyes and imagine a land without cars, buildings, streets, sidewalks, electric lights, etc.
- Teacher then displays p. 6-7 of *America in the Time of Columbus: The Story of out Nation from Coast to Coast, from Earliest Times to 1590*. Teacher reads aloud the title and bold print.
- Teacher asks students to complete a Facts and Questions Ladders template and provide 4 facts and 3 questions. *Note: Facts and Questions Ladders, also known as Concept Ladders, help establish a purpose for reading and provide students with an opportunity to think about the topic, synthesize their understandings, connect new information to those understandings, and generate questions that will make their study more meaningful.* (*Reading History* by Janet Allen, 2005.)
- Teacher asks students to share their notes and asks them to share what aspects of their the text sparked their question or fact. Teacher notes that the text contains many text features of non-narrative text.

Guided Practice:
- Teacher explains that the nonfiction trade books are not necessarily meant to be read from cover to cover. Nonfiction trade books are resources that can be browsed by students to find information and answers to questions they may have.
- Teacher displays blank template of pp. 6 and 7. Teacher asks students to work with a partner to label the text features found on that page. Students

label each space with what they find. Teacher asks students to list other features they imagine might be in the book (at the bottom of the page). Students then share their responses. After students have labeled all the features, teacher assists students as they review their notes and discover the purpose of each feature. Make sure students use the correct names for each feature.

- Teacher asks partners to note the way one feature would help them understand something in the text.

Independent Exploration:

- Teacher provides each pair of students with a Scavenger Hunt Guide and a different trade book.
- Students complete their scavenger hunt using the trade book.

Share/Closure:

- Students rank order their list of text features by importance and explain their rankings.
- Teacher asks students to think about and share why they believe non-fiction books include text features.

Assessment: Teacher circulates monitoring student understanding and can review student templates.

Next Steps:

- Students can take part in a book pass.
    - Find examples of any text features that haven't been noted on their scavenger hunt.
    - Add new words to their portable word wall.

Facts and Questions Ladder

Topic _____

Fact

Question

Fact

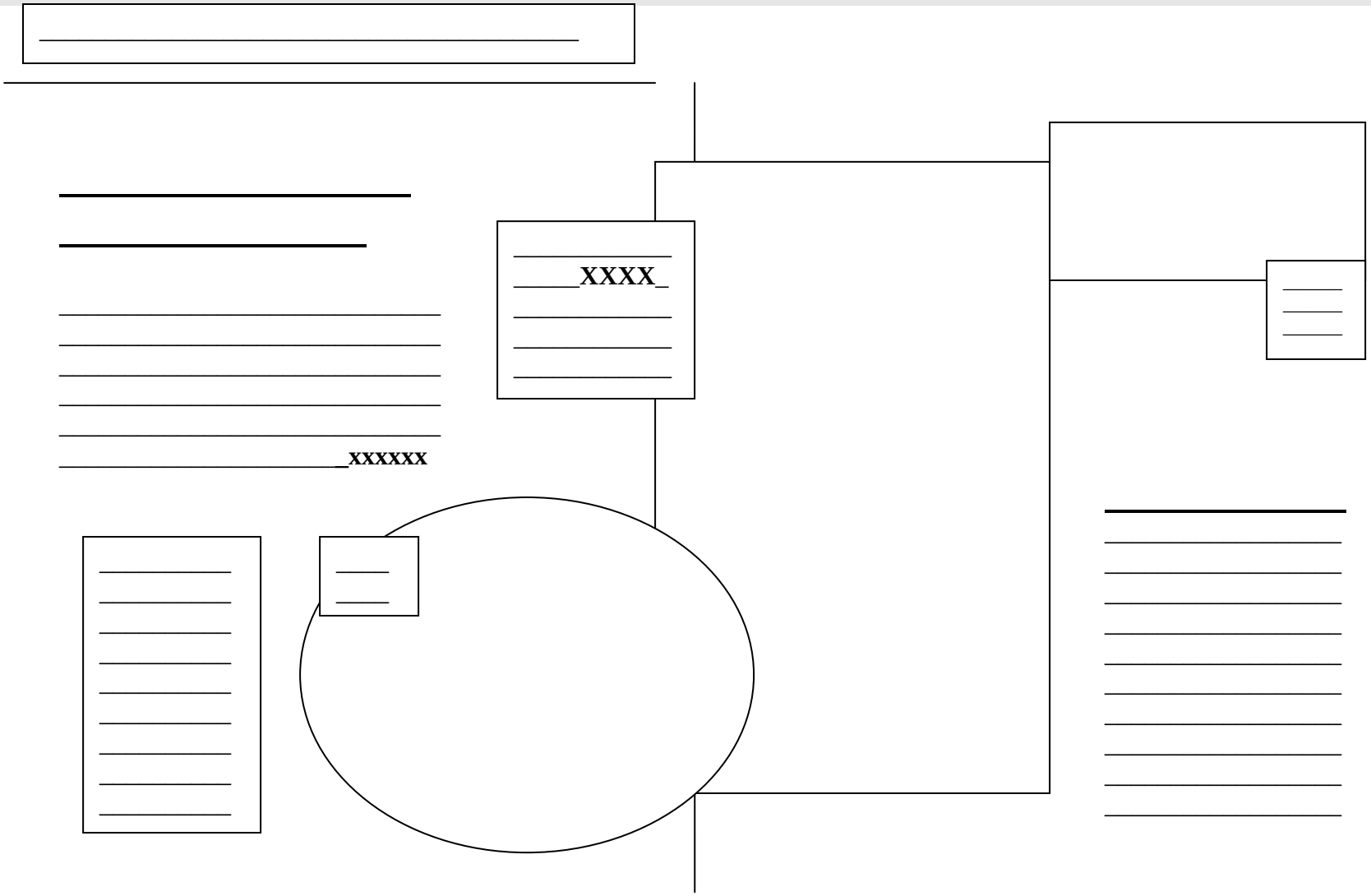
Question

Fact

Question

Fact

adapted from Dr. Janet Allen



Other features you may find in the book:

Scavenger Hunt for Text Features

Find as many possible examples of text features in your assigned trade book.

Title:
Author:
Genre:

Text Features	Page #	Helps me by…
Headings		
Subheadings		
Title		
Chart or diagram		
Key or legend		
Bold Print		
Inset box		
Glossary		
Appendix		
Table of Contents		
Index		
Illustrations		
Captions		
Bullets		

Adapted from Dr. Janet Allen

THE FIVE THEMES OF GEOGRAPHY

Unit of Study/Theme: Geography and Early People of the Western Hemisphere

Focus Question: How is the geography of the Western Hemisphere unique?

The Teaching Point:

- Students identify the five themes of geography and their purpose.
- Students use maps to apply an understanding of the five themes of geography to the Western Hemisphere.

Why/Purpose/Connection: Students will understand the complexity of geographical studies and that it is more than an examination of location.

Materials/Resources/Readings:

- Titles from the trade book text set
  - *South America*
  - *A True Book: North America*
  - *Central and South America*
  - *South America*
  - *Atlas of South America*
  - *Explore South America*
  - *Explore North America*
  - *Maps and Globes*
- Websites
  - http://www.nationalgeographic.com/resources/ngo/education/themes.html
- Graphic organizer on the five themes of geography

Model/Demonstration:

- Teacher motivates students to learn by asking students to brainstorm words that they think of when they think of North American and South American geography. Teacher charts students' responses. Teacher can also ask students to categorize their responses (examples: features, places, people, etc.)
- Teacher displays maps of North America and South America and asks students (in pairs) to complete the North American and South American Geography graphic organizer.
- Teacher explains that students will be studying the geography of North and South America.
- Teacher then divides students into five groups.
- Teacher writes each of the 5 themes of geography onto a separate sentence strip and gives one strip to each group.
- Teacher instructs the student groups to discuss the meaning of the word. The students can use the trade books to locate examples that support the theme.

- Teacher displays a copy of the Five Themes of Geography graphic organizer and allows each group to share their definition.
- As students share, teacher adds student ideas and comments to the graphic organizer displayed for the class.
- Teacher can add additional information that is necessary for a deep understanding of each theme. For example, using the theme of location, teacher can emphasize the difference between absolute and relative location. Using the theme of place, teacher can explain physical and human characteristics of place.
- Teacher then points out the question associated with each theme and explains that students will use the question to further explore the themes.

Guided Practice:

- Teacher places chart paper around the room labeled with each theme of geography. Teacher explains that s/he will model location.
- Teacher asks, "Where is the United States located?"
- Teacher directs students to a map of the Western Hemisphere and asks "What is the United States next to?" Teacher explains that relative location is the location of something in relation to something else. The United States's relative location is north of Mexico and south of Canada.
- Teacher explains that there is a tool for pinpointing an exact location. Teacher asks students to listen to a read aloud. Students will listen with a purpose -- to identify the names of two special lines.
- Teacher reads aloud p. 8 of *Maps and Globes*. Teacher demonstrates the coordinates of the United States and explains that while the class will learn about absolute location another day, they should remember the names of the two lines. Challenge students to think of the best way to remember the names of the two lines.
- Teacher next explains to students that in their groups, they will use the wall maps and trade books to complete the rest of the graphic organizer for the United States, answering each theme's question.

Independent Exploration:

- Using the graphic organizer, students provide examples of the five themes of geography for the United States. Students can provide examples using smaller places within the United States, such as identifying the theme of movement by locating an airport.

Share/Closure:

- Teacher instructs student groups to circulate and write their ideas from the graphic organizer onto the chart paper.
- Teacher facilitates a discussion on the five themes of geography by pointing out similarities and differences between student responses.

Assessment:

- Teacher monitors group work to assess students' understanding of the five themes of geography.
- Teacher evaluates student graphic organizers.

North and South America's Geography

North America

South America

What do they have in common?

What makes them unique?

Five Themes of Geography for the United States of America

Location Where is it located?		**Place** What is it like?		**Movement** How are people and places connected?	**Human Environmental Interaction** How do people use, change, or adapt to their environment?	**Regions** How are places organized?
Absolute	Relative	Human	Physical			
	north of Mexico and south of Canada					

LOCATION: THE WESTERN HEMISPHERE

Unit of Study/Theme: Geography and Early People of the Western Hemisphere

Focus Question: How is the geography of the Western Hemisphere unique?

The Teaching Point:

- Students use maps to identify hemispheres, and particular places within them.
- Students use coordinates to find absolute location and their observation skills to identify relative location of places in the Western Hemisphere.

Why/Purpose/Connection: This lesson builds many skills for identifying location. Students become familiar with terms that are necessary to identify location such as equator, prime meridian, latitude, longitude, and the cardinal directions. They will also reinforce listening skills and following directions.

Materials/Resources/Readings:

- Titles from the trade book text set
  - *Explore South America*
  - *Explore North America*
  - *Atlas of North America*
  - *Atlas of South America*
- Websites
  - http://www.nationalgeographic.com/resources/ngo/education/themes.html
  - http://www.kidsgeo.com/geography-games/latitude-longitude-map-game.php
  - Map of the world http://www.eduplace.com/ss/maps/pdf/world_cont.pdf
  - Longitude latitude song: http://www.songsforteaching.com/geography/longitudelatitudemapreading.htm
- Word Sort worksheet
- Large map of the Western Hemisphere
- Colored Markers

Model/Demonstration:

- Teacher motivates students by telling the class that they will participate in a Geography Word Sort Challenge. Teacher distributes word sort worksheet and directs students (in pairs) to complete an open word sort. In an open word sort, students will read the list of words, discuss the words and try to group them by determining what they have in common. Students should be able to justify their categories and tell why they placed certain words within the categories.
- Teacher displays a world map and asks students "What words from the Word Sort could you use to create labels for this map?" Students can use post-it notes to label elements of the map.

Gr. 5 SS Exam Alert

Provides practice in interpreting maps.

- Teacher explains that students will next use a map and some of its special components to find location.
- Teacher writes coordinates onto chart paper and asks students to identify the parts of the coordinates (the directions, the comma, degrees).
- Teacher models how to find absolute location using latitude and longitude, pointing out that the equator is a line of latitude and the prime meridian a line of longitude. Teacher should use colored markers for this demonstration, with one color consistently representing latitude and one color consistently representing longitude.
- Teacher chooses another set of coordinates and models locating the place on the map using the markers to illustrate the lines.
- To reinforce the ideas of longitude and latitude, teacher can play geography song and provide copies of the lyrics. (http://www.songsforteaching.com/geography/longitudelatitudemapreading.htm)

Guided Practice:

- Each student is given a political map of the Western Hemisphere and two colored markers.
- Write 2-3 pairs of coordinates onto the board and have students determine the specific location, tracing over the lines of the specific coordinates and drawing a circle around the place where the lines meet. *Note: This is an opportunity to assess which students needs additional support prior to the independent activity.*
- Select a student to demonstrate how he/she used the coordinates to locate the specific place on the map.

Independent Exploration:

- Students will use the worksheet to locate various places in the Western Hemisphere using coordinates.

Share/Closure:

- Teacher asks students to share their findings and reviews any coordinates that students had difficulty finding.
- Teacher facilitates a discussion on the Western Hemisphere.
  - What countries did you see?
  - What physical features did you see?
  - Based on the geography observed, where might be a good place to live?

Assessment:

- Teacher circulates while students work independently.
- Teacher evaluates student work sheets.

Next Steps:

- Students can create a treasure hunt using coordinates and challenge each other to locate the treasure.

WORD SORT
Western Hemisphere Geography

Examine and discuss the words listed below. Think about which words belong together and why. Group the words by category so the words in each category share common elements. You should be able to explain the categories you selected and your reasons for including specific words in each category.

equator	prime meridian	latitude	altitude
direction	North America	lines	south
west	continent	legend	north
poles	South America	water	land
symbols	Arctic Circle	city	boundary
east	mountain	country	degree
archipelago	longitude	bay	glacier
gulf	island	meridian	parallel
desert	political map	strait	tropics
International Date Line		physical map	

Where am I?

Directions: Study each coordinate or location below. Determine the location or the coordinates where the information is missing.

	Latitude	Longitude	Location
1.	30° S	60° W	_____
2.	30°N	45°W	_____
3.	34° N	118° W	_____
4.	0°	80° W	_____
5.	_____	_____	Bolivia
6.	_____	_____	Brazil
7.	_____	_____	Canada

Hint:

1. Argentina
2. Mexico
3. United States
4. Ecuador

PLACE: WHAT IS THE WESTERN HEMISPHERE LIKE?

Unit of Study/Theme: Geography and Early People of the Western Hemisphere

Focus Question: How is the geography of the Western Hemisphere unique?

The Teaching Point:

- Students conduct independent research using the trade books and/or the internet
- Students use a T-chart to learn about the physical and human characteristics that make up the Western Hemisphere and to understand the factors that influence 'place' and how a 'place' changes over time.

Why/Purpose/Connection: This lesson provides insight into factors that influenced settlement in the Western Hemisphere.

Materials/Resources/Readings:

- Titles from the trade book text set
  - *Central and South America*
  - *North America*
  - *South America*
  - *Explore South America*
  - *Explore North America*
  - *Atlas of South America*
- Websites
  - http://www.nationalgeographic.com/resources/ngo/education/themes.html
  - http://en.wikipedia.org/wiki/Americas
  - http://www.ducksters.com/geography/northamerica.php
  - http://www.ducksters.com/geography/southamerica.php
  - www.lonelyplanet.com
- Where am I? worksheet

Model/Demonstration:

- Visual Motivation: Teacher displays the three pictures on p. 6 of South America (Gibson).
- Teacher directs students to analyze the images using the Thinking About Images template.
- Teacher explains that the images show physical characteristics of South America and that students will create riddles about different places in the Western Hemisphere.
- Teacher begins with an example. "In my mind, I am traveling somewhere. Your job is to figure out the place. I am going to give you clues that give you the personality of my place. When you think you figured out the place, write it down on a piece of paper."
  - For example: "I am in a place where people speak Spanish and English. I am in a place where there are no subways, but there is a monorail, cars, and buses. Alligators live here. There is a building shaped like a golf ball. Farmers grow oranges here. The landscape is very flat, except for all the

Gr. 5 SS Exam Alert

Provides practices in drawing inferences.

trees in the Everglades. It is a peninsula, surrounded by water on three sides, the Atlantic Ocean and the Gulf of Mexico."

- After students determine that the place is Florida, teacher explains that the characteristics used to describe Florida were made up of human and physical features.
- Review the definition of human and physical characteristics with students. Create a T-chart on the board, and refer back to the description of Florida. Have students determine which characteristics are human and which are physical.

Human	**Physical**
Speak Spanish and English	Warm and sunny
No subways but monorails, cars, and buses	Alligators
Building shaped like a golf ball	Landscape is flat
Farmers grow oranges	Everglades

Independent Exploration:

- Students choose a country in the Western Hemisphere.
- Students research the country using the Internet and the trade books to locate information on the human and physical characteristics of the country. Students take notes based on their reading and observations and record them onto a t-chart. Remind students to use the index of the trade books to help them locate information.
- Students create a "Where am I?" riddle. Students fold a sheet of paper in half. On one side of the sheet they write physical characteristics about their country, and on the other side they write human characteristics. The answer to the clues and a picture can be placed on the inside of the folded sheet so other students can check to see if their guess was correct. It is important for students to clearly identify 5 human **and** physical characteristics.
- Students exchange their "Where am I?" riddles and try to solve the riddle by figuring out the country.

Share/Closure:

- Teacher facilitates a discussion on the student findings.
    - What was something new you learned about the Western Hemisphere?
    - What would be an advantage of living in the country you chose? What would be a disadvantage?
    - Were your human characteristics from the past or the present? What about your physical characteristics? What might the place have been like hundreds of years ago?

Assessment:

- Students' riddles will be assessed to ensure their understanding of the differences between human and physical characteristics.

Next Steps:

- Students will research the country from past to present and discover changes over time.

THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

Name of image(s): _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

HOW DO WE USE, ADAPT TO, OR CHANGE OUR ENVIRONMENT?

Unit of Study/Theme: Geography and Early People of the Western Hemisphere

Focus Question: How is the geography of the Western Hemisphere unique?

The Teaching Point:
- Students will identify the ways in which the Western Hemisphere has changed due to human inhabitation.
- Students will understand the human impact on the environment and consider possible solutions.

Why/Purpose/Connection: This lesson allows students to determine and evaluate the impact that people have on their environment.

Materials/Resources/Readings:
- Titles from the trade book text set:
  - *Places in Time: A New Atlas of American History* (found in Unit 2 set)
  - *Atlas of North America*
  - *Atlas of South America*
  - *Explore North America*
  - *Explore South America*
- *Hatchet* by Gary Paulsen
- Websites
  - http://www.nationalgeographic.com/resources/ngo/education/themes.html
- Human Environmental Interaction worksheet
- Positive or Negative T-chart

Model/Demonstration:
- Motivation: Teacher reads aloud to students from *Hatchet,* pages 40-42.
- Teacher guides a class discussion that considers what the main character's next steps will be in order to survive using the environment.
- Using the examples and responses provided by the students, teacher facilitates a discussion on how humans must interact with their surroundings for survival.
  - How did Brian interact with his environment? What were the results?
- Teacher develops a definition of human interaction with the environment, (e.g. how people use, adapt to and change their environment; the positive and negative impacts that occur when people interact with their surroundings).
- Teacher explains to students the cause and effect relationship between humans and their environment.

Guided Practice:
- Teacher displays the Human Environmental Interaction chart and explains to students that they will participate in a shared reading about the past. Teacher sets a purpose for listening and instructs students to listen for clues

about how people used, adapted to, or changed the environment. Note: teacher may want to model a think aloud while reading to help students find details.

- Teacher reads aloud, "Cahokia-City of the Great Sun," from *Places in Time: Atlas of American History*," p. 6.
- Teacher asks students to find examples from the reading to complete their charts.
    - How did the environment make this civilization possible? Why do you think it might have ended?
    - Teacher projects map on pp. 6-7.
        - What evidence do you see of the people interacting with the environment on the map?
- Teacher explains that students will use the trade books to find additional examples from the past and the present. Students will also use their own experiences to think of examples from the present.
- Students will then determine if interactions are positive or negative.

Independent Exploration:

- Student groups complete the Human Environmental Interaction worksheet.
- Students decide which interactions are positive and which are negative.

Share/Closure:

- Teacher facilitates a discussion on human environmental interaction using the guiding questions from the Positive or Negative T-chart.
- Teacher asks students to hypothesize on what the interactions will be in the future.

Assessment:

- Teacher notes and assesses student worksheets and responses.

Human Environmental Interaction

How do people use their environment?

Past	Present

How do people adapt to their environment?

Past	Present

How do people change their environment?

Past	Present

Human Environmental Interaction
Positive or Negative

Negative Interactions	Positive Interactions

Guiding questions:

1. How have interactions with the environment changed over time?

2. Were there more positive interactions in the past versus the present? Why do you think that?

3. How could we make changes in our lives so that the future holds mostly positive interactions with the environment?

REGIONS: HOW WE DIVIDE OUR WORLD

Unit of Study/Theme: Geography and Early People of the Western Hemisphere

Focus Question: How is the geography of the Western Hemisphere unique?

The Teaching Point:

- Students will identify the various ways that the Western Hemisphere could be organized and identify the divisions that currently exist.
- Students will research the geographical regions of the Western Hemisphere using trade books, websites, and by interpreting thematic maps.

Why/Purpose/Connection: This lesson focuses on the changing nature of regions and allows for further exploration of the physical and human geography of the Western Hemisphere.

Materials/Resources/Readings:

- Titles from the trade book text set
  - *Atlas Of North America*
  - *Atlas of South America*
  - *Explore North America*
  - *Explore South America*
  - *Continents: South America*
  - *The Atlas of Seven Continents: North America*
  - *North America*
- Websites
  - http://www.nationalgeographic.com/resources/ngo/education/themes.html
  - http://www.allaboutsouthamericatravel.com/south-america-regions.htm
  - http://en.wikipedia.org/wiki/South_America
  - http://www.lonelyplanet.com/south-america/places
  - http://en.wikipedia.org/wiki/North_America
  - http://www.lonelyplanet.com/north-america/places
- Regions Graphic Organizer

Model/Demonstration:

- Motivation: Word Splash. Teacher distributes index cards containing the words related to regions and asks students to create at least 3 categories to group the words written on the index cards.
  - The following words should be printed/written onto index cards: mountains, hills, cold, warm, humid, wet, languages, religions, flat, plains, trees, forests, tundra, peninsula, islands, coasts, oceans, snow, rain, customs, lakes, location, pattern
- Teacher explains that geographers categorize places into regions based on common characteristics, similar to the way that the students categorized the geography words.

- Teacher can provide a definition of the word region (an area that is defined by certain similar characteristics. Those unifying or similar characteristics can be physical or cultural), or can ask students to think about a working definition before providing the actual definition.
- Teacher asks students to name the 7 continents and discuss how they might be considered regions.
- Teacher explains that the continents have smaller regions within them based on physical and/or cultural characteristics.
- Teacher refers to the words on the index cards as examples of possible cultural or physical characteristics. The class can then classify the index card words as examples of physical or cultural characteristics.

Guided Practice:

- Teacher explains that students will be assigned geographical regions in the Western Hemisphere to research using the trade books and websites.
    - North America: Tundra, Rocky Mountains, Great Plains, East and West Coasts, Caribbean islands
    - South America: Amazon Rain Forest, Andes Mountain Range, Patagonia, Pantanal
- Teacher distributes graphic organizers and discusses/reviews how students will not only find information by skimming and scanning the trade books, but also have by viewing and interpreting maps.
- Teacher projects the maps from p.7 of the *Atlas of South America*. Teacher asks students to describe what the map shows. Teacher then displays the map from p. 9 of the *Atlas of South America*. Teacher asks what the second map shows. Teacher then asks what information can be observed and inferred about the Andes Mountain region from looking at both maps together.

Gr. 5 SS Exam Alert

Provides practice in drawing conclusions.

Independent Exploration:

- Organize students into small groups and assign each group a specific region of the Western Hemisphere to research. Groups use their graphic organizer as a guide for note taking.
- After graphic organizer is complete, students can analyze the information and create a commemorative stamp, flag, or mascot that represents their region.

Differentiation:

- Extra Support – Have students complete a word web for region. Tell them to list types of regions around the center oval. Then have them list features that define each type of region around those ovals.
- Challenge: Direct students to make picture books entitled "Welcome to My Region." Challenge them to explain and illustrate the different regions in which they live.

Share/Closure:

- One student from each group will be the spokesperson for the group. Each group will display their finished project and briefly explain how and why it was created.
- Teacher facilitates a discussion on the differences between regions and countries, and the difference between political boundaries and physical boundaries.
    - How do you know where a region ends? Is there an exact point?
    - How do you know where a country ends? Is there an exact point?
    - Who determines what makes a region? Who determines what makes a country?

Assessment:

- Teacher circulates and monitors students' collaboration within the group.
- Teacher collects and analyzes graphic organizer and finished products for accuracy and understanding.

Regions

Name of Region: _____

Source:
Title, author, and page #
Picture, text or map

Geography		
Countries		
Climate		
Population		
Culture		
Natural Resources/ Agriculture/ economy		
Additional Information		

WHAT IS PANGAEA?

Unit of Study/Theme: Geography and Early Peoples of the Western Hemisphere

Focus Question: What is the geologic history of the Western Hemisphere?

The Teaching Point:

- Students will understand the concept of Pangaea by participating in a hands on map activity and by visiting interactive websites

Why/Purpose/Connection: This lesson explores the geological history of the world, providing insight into how the Western Hemisphere developed.

Materials/Resources/Readings:

- Titles from the trade book text set:
  - *North America (The Atlas of the Seven Continents)*
- Websites:
  - http://science.nasa.gov/headlines/y2000/ast06oct_1.htm
  - http://geology.com/pangea.htm
  - http://kids.earth.nasa.gov/archive/pangaea/Pangaea_game.html
  - http://education.sdsc.edu/optiputer/flash/pangea_4.htm
- Maps
- Black line master of the continents
- Construction paper, crayons, scissors

Model/Demonstration:

- Motivation: Teacher Think Aloud. Teacher displays a large wall map of the world and thinks aloud to the class, "Sometimes when I look at the continents on a world map I think they look like pieces of a giant jigsaw puzzle. Just look how the east side of South America almost matches the west side of Africa. It really makes me wonder what would happen if we cut up the continents and tried to piece them together like a puzzle."
- Teacher asks students to use a marker to trace the outlines of the continents on a handout or on a laminated map. This is a helpful activity for the visual learners.

Guided Practice/Independent Exploration:

- Begin by dividing the class into cooperative groups. Each group should be given a black line master copy of a world map. Teacher asks students to label continents and color each continent using a different color. Students should then cut out continents and discard the oceans. Working together the students should try to fit the continent pieces together as if they were puzzle pieces. When students are satisfied the puzzle is complete, they can paste the finished product onto a large piece of blue construction paper (to represent the oceans). (Remind them that the pieces will not fit perfectly.)
- Teacher then explains that about a hundred years ago scientists noticed the same phenomena and formed the theory of **Continental Drift.** Drift means to move slowly away from or toward something.

- Teacher states that about 245 millions years ago the continents were sort of fused together into a super-continent called Pangaea. It was called Pangaea because the Greek root "pan" means "all" and "Gaia" means "earth." Over the next several hundred million years Pangaea broke apart into large land masses and the new pieces drifted away from each other creating the continents we know today.
- Teacher explains that there is evidence proving Pangaea. "The earth contains the evidence or clues needed to prove that Pangaea really did exist. There is evidence that animals, plants and rocks on different continents match. For instance, identical fossils dating back 250 million years can be found on South America and Africa."
  (Note: Teacher might follow-up with a related science lesson to further explore continental drift and plate tectonics.)

Share/Closure:

- Teacher explains: "You have seen how much Earth has changed in the last two hundred million years. But did you know it is still "shifting" today? Continental drift is something that continues to happen. The continents shift about two inches a year or move about as fast as our fingernails grow. This might seem very little but over 50 million years or so, those inches really add up and in time the earth will be a very different place." Teacher can direct students to make predictions about where the continents might be situated in the future.

Assessment:

- Teacher evaluates group work and the hypothesis generated about Pangaea. Teacher assesses the students hypotheses based on their observations.

Next Steps:

- Field trip to the Hall of Planet Earth at the American Museum of Natural History.

CONTINENTAL DRIFT

Unit of Study/Theme: Geography and early people of the Western Hemisphere

Focus Question: What is the geologic history of the Western Hemisphere?

The Teaching Point:

- Students will use viewing and writing skills to understand the Continental Drift theory of the past and present and determine its possible impact in the future.
- Students will learn to use the index of an atlas.

Why/Purpose/Connection: This lesson demonstrates how Pangaea was possible and how changes to the continents continue to occur.

Materials/Resources/Readings:

- Titles from the trade book text set
  - *Atlas of North America*
  - *Atlas of South America*
- World Atlas
- Images of Continental Drift
- Colored pencils or markers

Model/Demonstration

- Motivation: Teachers asks students to share what they believe was most surprising or exciting about the previous day's activity (on Pangaea). After students share their responses, teacher distributes unlabeled images of the continents during the five stages of geologic history (Permian, Triassic, Jurassic, Cretaceous and present day). Teacher asks students to write a description of each image they received.
- Teacher groups students (in groups of five) and assigns each student within the group a period of geologic history.
- Teacher instructs students to line up, with their group, in what they believe is the correct time order.
- Each student group explains the way they have ordered the pictures. Student groups create a hypothesis for why the continents moved over time.
- Teacher displays the correct order and asks students to adjust themselves and their theories (if they have not lined themselves up in the correct order).
- Teacher asks students to share their theories, and any adjustments that they had to make.
  - What evidence did you use?
  - Could you think of ways to prove your theory?
- Teacher explains that the evidence that scientists used was related to fossils.
- Teacher distributes worksheet and challenges students to determine the theory of the scientists.

Guided Practice:

- Teacher explains that the class will further explore the theory of Continental Drift and Pangaea.
- Teacher distributes worksheet and asks students to label the places they are familiar with. (Teacher can tell students that they could label parts of their maps in pencil.)
- Teacher asks students what strategy they might use to find out the names of the places with which they are not familiar.
- Teacher shares that students will use the index of an atlas. Teacher displays the page of an index from an atlas, such as *Atlas of North America*. Teacher points out the page number and the alphanumeric code to help pinpoint the location. (Atlases may vary.)
- Teacher then helps students identify/label the following places on a map:
  - Southern tip of India near Madurai
  - Prince Harald Coast, Antarctica
  - Southern tip of Madagascar
  - Oates Coast, Antarctica
  - Southeastern Australia (near Melbourne)

Independent Exploration:

- Students complete the worksheet and state their opinion about the hypothesis.

Share/Closure:

- Teacher facilitates a discussion on continental drift.
  - What does the location of similar fossils on different continents tell you about studying the earth's past?
  - Explain your thoughts on the use of the fossils as evidence.
  - What do you think the earth will look like in the future? What evidence do you have for your hypothesis?

Assessment:

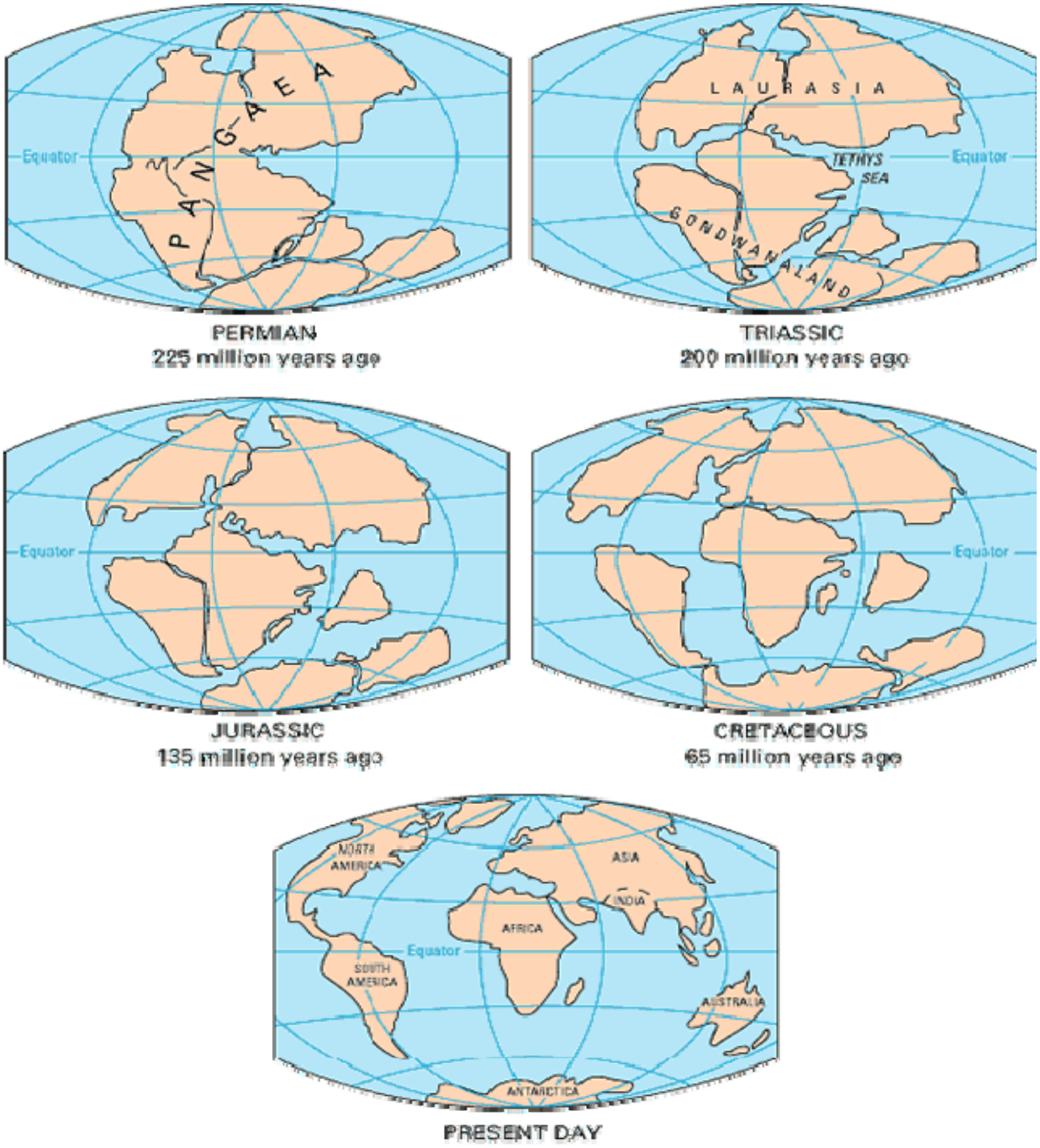
- Teacher evaluates maps.

Next Steps:

- Examine the role of plate tectonics in natural disasters. http://geology.com/plate-tectonics.shtml
- Have students conduct a scavenger hunt using the index of an atlas.

Landmasses: Five Geologic Stages

The sequence of maps below show how a large **super-continent**, known as Pangaea, divided into several parts. These parts eventually become Earth's current continents. The time sequence shown through the maps traces the paths of the continents to their current positions.



http://geology.com/pangea.htm

Prehistoric Landmasses: Fossil Evidence

Scientists have found similar fossil (plant and animal) remains on present-day continents that are oceans apart. This led scientists to hypothesize that the continents were once connected.

We are going to explore if fossil evidence supports the theory that one super-continent divided into two.

Use a world map to mark locations where these four types of fossils have been found. For example, mark the places where *Glossopteris* can be found with a green letter "G."

Map Key Code
Glossopteris = Green "G"
Cynognathus= Orange "C"
Lystrosaurus= Red "L"
Mesosaurus = Blue "M"

Glossopteris (fossil name)
What it is: a fern
Present day locations
- Southern tip of India near Madurai
- Prince Harald Coast, Antarctica
- Southern tip of Madagascar
- Oates Coast, Antarctica
- Southeastern Australia (near Melbourne)

Cynognathus (fossil name)
What it is: a land reptile
Present day locations
- Southeastern Argentina (near Bahia Blanca)
- Southwestern South Africa (near Cape Town)

Lystrosaurus (fossil name)
What it is: a land reptile
Present day locations
- Wilhelm II Coast, Antarctica
- Madagascar, north of Antananarivo
- Central India (between Bangalore and Hyderabad)
- Eastern Tanzania (near Dar es Salaam)

Mesosaurus (fossil name)
What it is: a freshwater reptile
Present day locations
- Eastern Brazil (near Salvador)
- Cameroon, West Africa

Discussion Questions

1. What does the location of similar fossils on different continents tell you about studying the earth's past?
2. Explain your thoughts on the use of the fossils as evidence.
3. What do you think the earth will look like in the future? What evidence do you have for your hypothesis?

ICE AGE

Unit of Study/Theme: Geography of the Western Hemisphere and Early Peoples

Focus question: What is the geologic history of the Western Hemisphere?

The Teaching Point:
- Students will analyze the impact of the last ice age on prehistoric life.

Why/Purpose/Connection: Students will understand the relationship between the last ice age and the development of the Western Hemisphere.

Materials/Resources/Readings:
- Titles from the trade book text set:
  - *Prehistoric People of North America* by Diana Childress (p.p. 17-25)
  - *The Earliest Americans* by Helen Roney Sattler (p.p. 27-31)
- Websites
  - http://www.dmns.org/main/minisites/iceage/ia_indepth/depth1.html
  - http://www.dmns.org/main/minisites/iceage/ia_indepth/index.html
  - http://www.pbs.org/wgbh/nova/ice/chill.html
  - http://epa.gov/climatechange/kids/index.html
- Copies of "Pleistocene Times" for the entire class (http://www.dmns.org/main/minisites/iceage/pleisto/index.html)
- "Ice Age Giants" Cards (http://www.dmns.org/main/minisites/iceage/ia_giants/index.html)
- Chart paper (one sheet per group)
- Markers
- Glue or tape

Model/Demonstration
- Teacher motivates the class by asking, "When you hear the phrase "Ice Age," what do you think about?" Teacher charts the student responses.
- Teacher conducts a shared reading of the "What Is an Ice Age?" article located at: http://www.dmns.org/main/minisites/iceage/ia_indepth/depth1.html Students then compare the information in the article with what they originally thought about the Ice Age. The teacher can check off the relevant information on the original student generated chart.
- Teacher displays the reading "Pleistocene Times."
- Teacher asks students to note the format (newspaper, newsletter).
- Teacher asks students to circle any text features that may give them clues about what they will be reading. Students can also highlight any vocabulary that they are unsure of in headlines or captions.
- Teacher directs student pairs to write three facts and three questions about the article on an Ice Age Facts and Questions ladder.

Gr. 5 SS Exam Alert

Provides practice in previewing documents and interpreting headlines/ captions.

Guided Practice:
- Students read "Pleistocene Times" with a partner.

- Students complete the Ice Age Facts and Questions Ladder.
- Teacher directs a brief discussion asking, "How did the Ice Age affect the land and animals?" *Note: The Pleistocene Age occurred 1.8 million to 10,000 years ago.*
- Students work in groups to draw inferences about the effects the Ice Age had on specific animals of the time period.
- Divide the class into seven groups of four students each. Teacher models the activity using one of the "Ice Age Giants" cards.

Independent Exploration:

- Distribute one "Ice Age Giant" card to each group, along with a piece of chart paper and some markers.
- Instruct the students to create a chart that lists all of the ways that their animal may have been affected by the Ice Age. Students need to be specific. Students can choose to represent the material in any way they wish as long as it can teach the rest of the class. They can also glue their card onto the chart paper.
    - Possible Guiding Questions:
        - What did your animal need to survive?
        - What do you think its life was like during the Ice Age?
        - Do you think your animal survived the Ice Age or did it become extinct? Why or why not?

Share/Closure:

- Students tape their charts around the room for a class gallery walk.
- The groups viewing the work can write comments on post-it notes and place them on the student-created charts.
- Question to think about: How can we connect what we have just learned about the Ice Age to modern day global warming? Teacher can lead a class discussion and go back to the original article "What is the Ice Age" and share the following excerpt:

> "Over the last century, however, average global temperatures have instead started to rise. Scientists have recently concluded that much of the recent warming is due to the release of greenhouse gases from human activities such as the burning of fossil fuels. A sobering possibility is that continued human-caused global warming could disrupt or override the natural climate cycle of the ice age."

- For more information on global warming, students can visit the EPA website: http://epa.gov/climatechange/kids/index.html

Assessment:

- Teacher rotates among the groups to evaluate student need for additional support, to evaluate how the students are managing their time, and how well they are working independently and cooperatively.
- Teacher evaluates student-created charts about the "Ice Age Giants."

Ice Age Facts and Questions Ladder

Fact

Question

Fact

Question

Fact

Question

Fact

DENVER MUSEUM OF NATURE & SCIENCE

ICE AGE

Ice Age home
DMNS home

PLEISTOCENE TIMES

COOL FACTS ABOUT A VERY COOL AGE

Sea Levels Plunge; Bering Land Bridge Opens

When the Ice Age peaked, so much water was trapped as ice on land that sea levels dropped by 350 feet. Large areas that are now underwater were dry land. The Florida Peninsula was twice as big as it is now. Land bridges were exposed between Alaska and Siberia (the Bering Land Bridge), and between Britain and France.

Megafauna Thrive in Cold Climate

Giant ground sloth

South of the great ice sheets, big animals (called megafauna) were plentiful. Giant beavers were as big as black bears, black bears were as big as grizzlies, and grizzlies were dwarfed by the short-faced bear. The giant beaver, short-faced bear and many

GIANT ICE SHEETS COVER NORTHERN HEMISPHERE

North American ice sheets

When the Ice Age peaked some 21,000 years ago, giant glaciers at least a mile thick covered much of North America and Europe. Ice sheets were also present in Antarctica, Greenland, and Asia. Almost one-third of the present land surface of Earth was covered by ice.

Huge Lake Covers Western Utah

The Great Salt Lake is actually just a small remnant of a much larger lake, called Lake Bonneville, that covered what is now Salt Lake City and much of western Utah. Evidence of the ancient shoreline can be seen in the

Cold Wave Envelops the World

During the coldest part of the Ice Age, much of Earth experienced moderate cooling, but some areas were dramatically colder than they are today. Temperatures over the main North American ice sheet, for example, were up to 45 degrees Fahrenheit (26 degrees Celsius) colder than they are now.

North America Resembles African Savanna

Mammoths grazing on the Colorado plains

During the Ice Age, relatives of modern African animals—cheetahs, lions, camels, zebras, and elephants—lived in North America, earning it the nickname "Cold Serengeti." Scientists think that some of these animals, like

other megafauna went extinct at the end of the Ice Age.

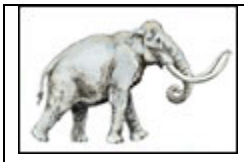
◀Ice Age home
◀DMNS home

foothills above Salt Lake City. The giant lake was the result of higher precipitation in the area during the Ice Age.

cheetahs and zebras, may have evolved first in North America and then spread to other parts of the world via land bridges.

http://www.dmns.org/main/minisites/iceage/pleisto/index.html

"Ice Age Giants" Cards

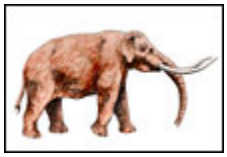


Columbian Mammoth

The Columbian mammoth is one of three species of mammoths that roamed North America during the Ice Age. The other two species were the wooly mammoth and Jefferson's mammoth. The largest Columbian mammoths were more than 13 feet (4 meters) high at the shoulders, and weighed as much as ten tons (nine metric tons). The tusks of the Columbian mammoth were up to 14 feet (4.25 meters) long, and its washboard-like teeth were well-suited for chewing grass.

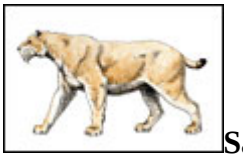
Dire Wolf

The dire wolf was a powerfully-built animal with sturdy legs, a broad head, and large teeth that may have been used to crush bone. Similar in appearance and size to the modern grey wolf, dire wolves were about five feet (1.5 meters) long and weighed about 110 pounds (50 kilograms). The range of the dire wolf extended to many parts of the Western Hemisphere. The remains of more than 3,600 dire wolves were recovered from the La Brea Tar Pits in Los Angeles.



American Mastodon

Mastodons were distant relatives of mammoths and elephants. In North America, they were generally smaller than mammoths, standing about 7-8 feet tall at the shoulder. Unlike the washboard-like teeth of mammoths, mastodons had blunt, cone-shaped teeth that were probably used to chew leaves and pine needles in wooded areas.

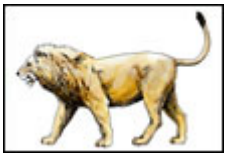


Saber-toothed Cat

As its name indicates, the saber-toothed cat had large canines that were up to 7 inches (18 centimeters) long. Saber-toothed cats were about the size of modern African lions, and had short, powerful legs, indicating that they probably hunted by ambushing their prey rather than chasing them down. Remains of saber-toothed cats have been found throughout North and South America.

Harlan's Ground Sloth

Harlan's ground sloth was related to modern tree sloths, but were much larger, standing about 6 feet (1.8 meters) tall and weighing 3,500 pounds (1,600 kilograms). It had very large, powerfully-built limbs and claws. Harlan's ground sloth moved in an unusual manner, walking on the backs of its forefeet and the sides of its hind feet.



American Lion

The American lion was slightly larger than the modern African lion. Their remains have been found from Alaska to northern South America. It was a formidable predator with a powerfully-built body and large canine teeth. The American lion probably hunted large prey, such as the ancient bison and Western horse, in open woodlands and grasslands.

Short-Faced Bear

The short-faced bear was the largest carnivore in North America during the Ice Age. It was taller than the brown (grizzly) bear, with longer, more slender hind legs, and a relatively short face that was more reminiscent of a lion rather than any living North American bear. In North America, the short-faced bear occupied the high grasslands west of the Mississippi, from Alaska to Mexico. In these areas, it probably preyed upon bison, deer, and horses.

Woodland Muskox

The muskox is a herding animal that adapted to living in very cold conditions. It has long, dense, shaggy hair and large horns that curve down close to the head then turn upward near the tips. The extinct woodland muskox inhabited the plains and wooded areas. Males were considerably larger than females, standing 3 to 5 feet at the shoulder, and weighing up to an estimated 900 pounds.

http://www.dmns.org/main/minisites/iceage/ia_giants/index.html

THE SEVEN NATURAL WONDERS OF THE WESTERN HEMISPHERE

Unit of Study/Theme: Geography and Early People of the Western Hemisphere

Focus Question: In what ways is the geography of the Western Hemisphere different and unique depending on its geologic history?

The Teaching Point:
- Students will research physical features of the Western Hemisphere.
- Students will understand the difference between man-made and natural geographic features

Why/Purpose/Connection: This lesson allows students to research a particular place in the Western Hemisphere and gain an appreciation for some of its unique features.

Materials/Resources/Readings:
- Titles from the trade book text set
  - *North America*
  - *South America*
  - *Atlas of North America*
  - *Atlas of South America*
  - *Explore North America*
  - *Explore South America*
- *Websites*
  - http://www.new7wonders.com/classic/en/n7w/results/
  - http://earth.google.com/
  - http://www.travelchannel.com/Travel_Ideas/Seven_Wonders_of_the_World/ci.Seven_Natural_Wonders_of_the_U.S..beach?vgnextfmt=beach
  - http://gocanada.about.com/od/thebestofcanada/tp/natural_wonders.htm
  - http://gosouthamerica.about.com/od/geography/tp/naturalwonders.htm
- Natural Wonders in the Western Hemisphere Suggestions
- Natural Wonder Research Sheet
- Natural Wonder Ballot

Model/Demonstration:
- Visual Motivation: Teacher displays photographs of the following places: Chitzen Itza, Taj Mahal, Machu Pichu, The Great Wall of China and Petra in Jordan.
- Model a Think Aloud*:* Teacher points to the pictures and ask "What do the following places have in common? Chitzen Itza, The Taj Mahal, India, Machu Pichu, Peru, the Great Wall of China and Petra."
- Teacher asks students to brainstorm a list of commonalities for the locations. Lists might include they are all buildings; they are old, man-made, constructed of stone, etc. What students will probably not recognize is that they are on the list of the *New* Seven Wonders Of The World. Tell students that the original seven wonders list was compiled in the Middle Ages and

included the following: Hanging Gardens of Babylon, Statue of Zeus at Olympia, Temple of Artemis at Ephesus, Mausoleum of Maussollos at Halicarnassus, Colossus of Rhodes, Lighthouse of Alexandria and the Pyramids at Giza. Unfortunately only one of the seven exists today. Ask the students if they can name which one (Pyramids at Giza).

- Since the pyramids at Giza were the only survivors of the original list of wonders, it was determined in the year 2007 that a new Seven Wonders of the World list needed to be compiled. To decide what sites should be included a competition was initiated in which people (including school children) from all over the world got to vote for their favorite wonder. First the list was narrowed down to semi-finalists and from that list the most popular winning seven were chosen. The new list can be found at the New7Wonders website. http://www.new7wonders.com/classic/en/n7w/results/
- Teacher explains that both the new and the old Seven Wonders were manmade. Teacher asks students to imagine they are to select Seven Natural Wonders. What would they be? What would make them wonderful? How were they created? Teacher explains that since the class is studying the geography of the Western Hemisphere they will concentrate on identifying Natural Wonders in the USA, Canada and South and Central America.
- Teacher reviews how to take notes and find information to support their research.

Independent Exploration:

- Student pairs will research and collect images and data on one of the natural wonders in the Western Hemisphere using the research template.

Share/Closure:

- Students will share their findings and vote for the top seven natural wonders
- Teacher facilitates a discussion on the natural wonders of the Western Hemisphere
  - How is each of these places unique?
  - Why is it important to protect these places and other places in our environment?

Assessment:

- Teacher assesses note-taking strategies

Next Steps:

- Locate wonders on Google Earth http://earth.google.com/.

NATURAL WONDERS IN THE WESTERN HEMISPHERE

USA	CANADA	SOUTH AMERICA
Glacier Bay Alaska	Canadian Rockies	Galapagos Islands
Grand Canyon	Dinosaur Provincial Park	Angel Falls
Grand Tetons	Bay of Fundy	Amazon Rain Forest
Mauna Loa	Northern Lights	Lake Titicaca
Niagara Falls, New York	Gros Morne National Park, Newfoundland	The Andes
Yellowstone	Nahanni National Park Preserve	Atacama Desert
Yosemite	Banff National Park	Noel Kempf
Death Valley	Lake Louise	Tierra Del Fuego
Great Lakes	Niagara Falls, Ontario	Patagonia
Great Salt Lakes	The Canadian Galapagos, Queen Charlotte Islands	Uyuni Salt Flats

Natural Wonder Research Sheet

Name of Wonder:

Continent:

Country:

Description and Physical Features:

How was it created? What geologic factors were part of its formation?

Opinion: Why do you think it should be included in the 7 Natural Wonders of the Western Hemisphere?

BERINGIA

Unit of Study/Theme: Geography and Early People of the Western Hemisphere

Focus Question: How did early peoples and Native Americans adapt and change according to where they lived?

The Teaching Point:

- Students will determine methods for studying prehistory (before written records).
- Students will explore sources relating to the land bridge theory of the Bering Strait and note evidence for the theory.

Why/Purpose/Connection:

- This lesson allows students to understand a theory explaining migration to the Western Hemisphere.

Materials/Resources/Readings:

- Titles from the trade book text set
  - *Atlas of North America*
- Websites
  - http://news.nationalgeographic.com/news/2002/12/photogalleries/journey_of_man/popup2.html
  - http://school.discoveryeducation.com/schooladventures/woollymammoth/migramap.html
  - http://www.nps.gov/akso/beringia/whatisberingia2.htm
  - http://www.nps.gov/akso/ParkWise/Students/ReferenceLibrary/BELA/BeringiatheLostContinent.htm
  - http://ngm.nationalgeographic.com/2006/03/human-journey/shreeve-text/5
  - http://www.ncdc.noaa.gov/paleo/parcs/atlas/beringia/lbridge.html
- Globe and world map
- Thinking about Human Migration worksheet
- Learning Stations Guide

Model/Demonstration:

- Motivation: Teacher displays two large charts on which are written the words **history** and **prehistory**.
- Teacher asks students to take turns going to the chart and adding a definition for either history or prehistory.
- Teacher engages class in a discussion of the possible differences between the two terms.
- If students were unable to define on the chart, teacher explains that pre-history is considered the period before written history. Challenge students to think about the following question:
  - How do people know what happened before written records?
- Teacher explains that the class will figure out how North America became inhabited even though it happened before written records existed.

- Teacher asks students to think about any evidence they already have. (For example, North America is currently inhabited, the location of the continents.)
- Teacher provides students with an outline map of the world.
- Teacher asks students to make observations of ways to travel between the continents.
- Teacher asks students to look at the globe and to make any observations about the location of continents that are more apparent on the globe than on the map. (Note to teacher: Students should see the proximity of Siberia and the Alaskan peninsula.)
- Teacher explains that students will be provided with some facts that have been discovered and students will form their own hypotheses about human migration.

Gr. 5 SS Exam Alert

Provides practice for using inference skills.

Guided Practice:

- Teacher distributes Thinking about Human Migration worksheet.
- Teacher asks student pairs to reflect on the information provided and draw conclusions.
- Teacher explains that students will check their hypothesis by visiting learning stations. Place a variety of sources around the room. Students visit each learning station and answer questions at each station.
    - Teacher reminds students to pay attention to the variety of sources and the reading skills needed for each source. Guiding questions will promote careful analysis.

Independent Exploration:

- Student pairs rotate through the four learning stations.
- Student pairs form a conclusion on the peopling of North America.

Differentiation:

- Challenge: Give students a blank map of the Western Hemisphere. Have students sketch three possible migration routes taken by the first people to come to the Americas. Ask them to highlight the most widely supported route.

Share/Closure:

- Teacher asks students to list the types of sources they saw in the learning stations.
- Teacher facilitates a discussion on the nature of studying prehistory.
    - What is the theory of the Bering Land Bridge?
    - What different types of evidence support the theory?
    - What different professions support the study of prehistory?

Gr. 5 SS Exam Alert

Provides practice in responding to CRQ style questions.

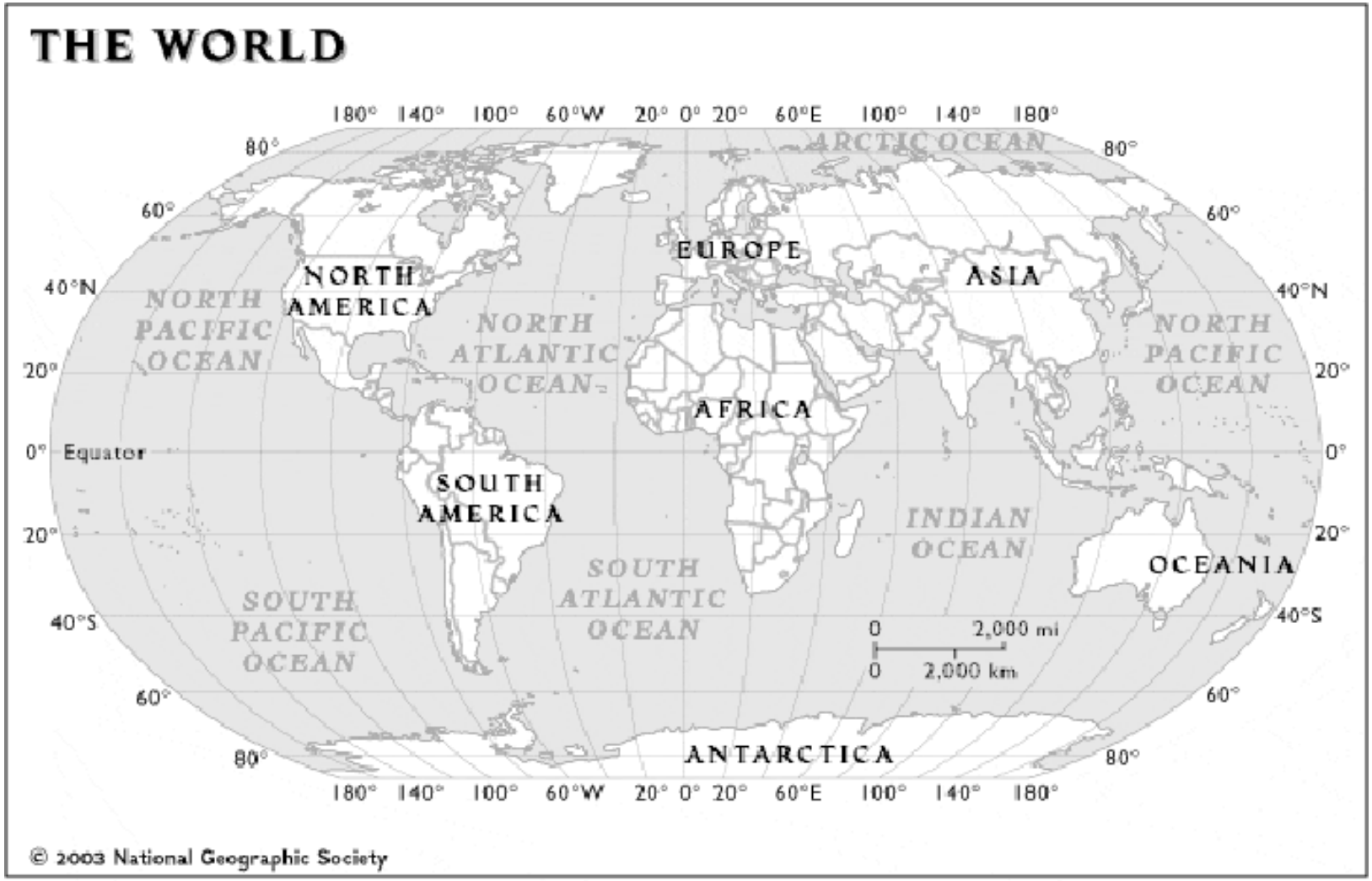
Assessment:

- Teacher evaluates student worksheets.

Next Steps: Students explore artifacts of early peoples.

Thinking About Human Migration

K What do you think you know about human migration?	W What do you want to know about human migration?	L What did you learn about human migration?
1. North America is currently inhabited. 2. The seven continents and four oceans existed similarly to the way they exist today. 3. Early man began in Africa. 4. Early peoples were nomadic. 5. Early peoples were hunter-gatherers. 6. 7. 8. 9. 10.	1. Why were early peoples nomadic? 2. What caused people to adapt? 3. 4. 5. 6.	1. 2. 3. 4. 5. 6.
Conclusions:		



NATIONAL GEOGRAPHIC marcopolo
XPEDITIONS
www.nationalgeographic.com/xpeditions

Learning Stations Guide

Station1:
http://school.discoveryeducation.com/schooladventures/woollymammoth/migramap.html

1. What is the title of the interactive map?
2. How could the wooly mammoth's migration play a role in human migration?

Station 2: http://www.nationalgeographic.com/xpeditions/atlas/

1. What is the title of the map? What information does the title provide?
2. What information is provided in the map key?
3. What symbols does the map use?
4. What conclusions can you draw about the map?

Station 3:
http://www.nps.gov/akso/ParkWise/Students/ReferenceLibrary/BELA/BeringiatheLostContinent.htm

1. What is the title of the article? What information does it provide?
2. What are the subtitles? How are they useful?
3. What insight does the article offer into human migration?
4. What evidence does the article use for its explanation?

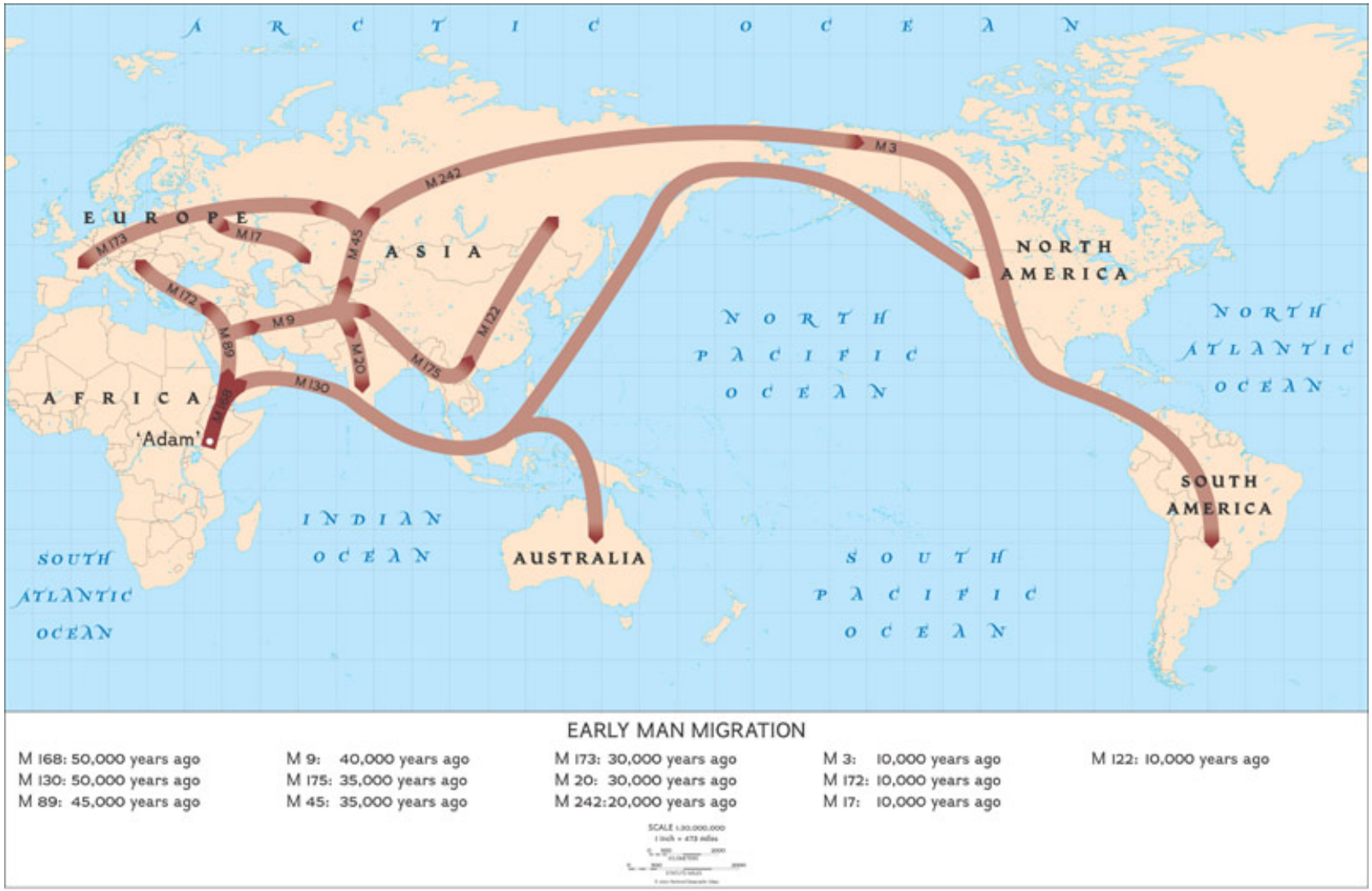
Station 4: Bering Land Bridge Movie
http://www.ncdc.noaa.gov/paleo/parcs/atlas/beringia/lbridge.html

1. What information is provided in the key?
2. What kind of evidence does the map provide?

Final Thoughts:

1. What is the land bridge theory?
2. What evidence supports it?
3. How is it the same or different from your initial theory?

Station 2:



http://news.nationalgeographic.com/news/2002/12/photogalleries/journey_of_man/popup2.html

Station 3:

The Lost Continent of Beringia

Beringia

The term Beringia (beh-REN-gee-uh) refers to the 1,000-mile long land mass that connected Asia and North America 10,000-25,000 years ago. During this time, glaciers up to two miles thick covered large parts of North America, Europe and Asia. The period was called the Pleistocene Ice Age. Some very dry areas were ice-free during this time. Much of the Earth's water was locked up in the glaciers. Because of this sea level dropped significantly, up to 300 feet! Some areas that are now under water became dry land. The result was an intermittent land bridge stretching between the two continents under the present day Bering and Chukchi Seas. Scientists believe that Beringia was at its widest point about 15,000 years ago. Although called a "bridge," the land was really a broad, grassy plain, which many animals stopped to feed on.

Early Occupants

Early migration of animals and humans could have been made completely by land instead of water. Scientists are not positively sure how long ago the migration took place, but they believe between 10,000 and 25,000 years ago. This slow migration over thousands of years is what is believed to be responsible for the population of plants, animals and people to North and South America. Animals such as wolves, bears, lions, woolly mammoths, bison, caribou, horses and antelope wandered and fed on the plain. Hunting groups followed game animals through the ice-free lowland areas not realizing they crossed over to a new continent. Without the presence of the land bridge these areas may not have been inhabited until much later. Over time, the massive ice sheets melted slowly raising water levels, covering up the shallow ocean floor and eliminating the bridge.

Evidence of the Past

Scientists are learning more and more each day about the time period and migrations of animals, plants and people. The migrations of animals and people traveled on to southern parts of the continent while others stayed in the ice-free parts of Alaska. Similarities between the peoples of Siberia and Alaska including language, shared spiritual practices, hunting tools and methods of food preservation help to prove that the land bride existed. In addition, the remains of some prehistoric tools date back to 27,000 years ago. Bison bones found in the Trail Creek Cave sites date to 15,000 years old. The bones had been broken, as if the animal was butchered. This is a strong indicator that early settlers of some kind were present at that time.

Scientists have also investigated the similarities of some plant species in Siberia and Alaska in the vicinity of the land bridge. There are many species that are exactly the same. Because of the large numbers of similar species, scientists hypothesize that the seeds of these plants could not have been disbursed by the wind and birds alone. Also, there is an extraordinary amount of paleontological evidence that large land animals (terrestrial megafauna), like the woolly mammoth, could not have simply swam across the Bering Sea. The distance is too long for most land mammals. A land bridge had to be in existence in

order for so many of the same species to be present in such large numbers on both continents.

The Land Bridge Today

Today, the continents of Asia and North America are separated at their closest points, by a 55-mile stretch of water called the Bering Strait. The Bering Strait connects the Bering Sea to the south with the Chukchi Sea to the north. Russia and Alaska were inhabited by what scientists conclude are descendants of the early travelers across Beringia. Bering Straits Eskimos of this area depend on subsistence hunting for their livelihood and make seasonal migrations within the area to gather their food for the year.

http://www.nps.gov/akso/ParkWise/Students/ReferenceLibrary/BELA/BeringiatheLostContinent.htm

EARLY PEOPLES

Unit of Study/Theme: Geography and Early Peoples of the Western Hemisphere

Focus question: How did early peoples and Native Americans adapt and change according to where they lived?

The Teaching Point:
- Students will learn that early peoples developed civilizations in the Western Hemisphere before the arrival of European explorers.

Why/Purpose/Connection: This lesson demonstrates how early peoples adapted and changed upon arriving and settling the Western Hemisphere.

Materials/Resources/Readings:
- Titles from the trade book text set:
  - *Who Was First? Discovering the Americas*

Model/Demonstration:
- Motivation: Teacher asks students to brainstorm what they think the Western Hemisphere was like before Christopher Columbus. Teacher charts responses.
- Teacher explains that the class will listen to a read aloud and then do some reading on their own to clarify their thinking.
- Teacher reads aloud from, *Who Was First? Discovering the Americas,* "The Not-So-New World" pp. 57-61. Teacher models skimming text for relevant information. Remind students to use text features to support their reading.
- Teacher tells students to use the read-aloud to check the items in their brainstorm that were accurate and to place an X next to items that were not accurate.
- Teacher uses a think aloud to note which assumptions were correct and which assumptions were incorrect or incomplete to model how readers connect prior knowledge with new information. Teacher makes notes onto a class chart.

Guided Practice/Independent Exploration:
- Teacher explains that students will jigsaw the remainder of the chapter. Students will work independently to check their assumptions based on the section they are reading using the same process that was used for the read aloud.
- Students are then grouped with students who read other sections.
- Students compare and contrast their assumptions with the description in the reading.

Differentiation:
- Extra Support: Help students make a cause and effect chart. Help them complete the chart to illustrate how the growth of agriculture led to the development of civilization.
- Challenge: Ask student groups to write and perform a skit in which they show the effect of agriculture on early communities. Remind students to show the changes that took place in early communities over time in their skits.

Share/Closure:

- Teacher facilitates a discussion on the Western Hemisphere before explorers arrived.
    - How was your description accurate? How was your description inaccurate?
    - What information in the chapter surprised you?

Assessment: Teacher evaluates brainstorm list and Venn diagram for evidence support for assigned reading.

HOMES OF THE FIRST AMERICANS

Unit of Study/Theme: Geography and Early People of the Western Hemisphere

Focus Question: How did early peoples and Native Americans adapt and change according to where they lived?

The Teaching Point:

- Students will analyze pictures/drawings of different structures used by early Americans and draw conclusions regarding the factors that influenced these structures.

Why/Purpose/Connection: This lesson demonstrates how the environment and natural resources impact culture.

Materials/Resources/Readings:

- Titles from the trade book text set (found in Unit 3)
  - *Meet the Maya*
  - *The Aztecs*
  - *The Aztec Empire*
  - *The Inca Empire*
  - *Understanding People in the Past: The Incas*
  - *The Aztec: A True Book*
  - *The Mayan Civilization*
  - *Life in Ancient MesoAmerica*
- Websites
  - http://nativeamericans.mrdonn.org/index.html
  - http://www.primitivetechnologies.com/wigwam.jpg
  - http://www.ih.k12.oh.us/ps/Inuit/inuithouses.htm
  - http://hrc.nevada.edu/museum/Education/MayaEducation/architecture.html
  - http://www.op97.org/julian/tribrocks/rocks/004/geological.html
  - http://image03.webshots.com/3/2/19/56/11521956uxsUPFTfVC_ph.jpg
- Homes of Early Americans Worksheet

Model/Demonstration:

- Motivation: Compare/Contrast Pictures. Teacher displays contemporary pictures from a city and a rural area. Teacher asks students to note the differences and infer reasons for the differences.
- Teacher leads a class discussion of the differences between housing in New York City compared to rural areas. Emphasize how the environment and technology play a role in the types of homes people live in.
- Teacher can say: "Today we are going to look at the early peoples' homes and draw conclusions about how the type of home built was influenced by the conditions of their environment."

Model/Demonstration:

- Teacher displays images of a Native American home (wigwam) on overhead or SmartBoard.

- Teacher models a Think Aloud while viewing the picture and notes observations.
    - "I notice that this wigwam is made out of wood, specifically bark and twigs. This wigwam has a curved surface with a small opening in the front. I also see a small opening on the top of the wigwam. I assume that this home would be used by the Native Americans in the Northeast because of the bark and twigs which are found in wooded areas here. This home seems sturdy since it is made with strong materials such as wood which would last through the harsh winters."
- Teacher divides the students into four groups; each group will analyze pictures of a home used by early peoples.

Guided Practice/Independent Exploration:

- In small groups, students will analyze homes from indigenous civilizations of the Western Hemisphere (Pueblo, Inca, Mayan, Aztec, and Inuit) by making observations and drawing conclusions about where the homes would be located and why they built these types of homes.
- Student groups will then research their civilization's geography.
    - Where was the civilization?
    - What was the climate?
    - What natural resources were available?
    - How did the climate and available natural resources shape the dwellings?

Gr. 5 SS Exam Alert

Provides practice with CRQ style questions.

Share/Closure:

- Teacher shows a picture of one civilization's home and has a spokesperson from the group explain their findings and conclusions.
- Teacher facilitates a discussion on their findings.
    - How accurate were your hypotheses?
    - How did their environment impact their daily life?
    - How does our environment impact our daily life?

Assessment:

- Teacher circulates monitoring accountable talk.

Next Steps:

- Students research the home of an early American civilization and create a replica.
- Students research one of the early American peoples.

http://www.new-york-city-real-estate.com/

http://www.nhmade.com/images/nh_farm_scene.jpg

Wigwam

http://www.wampanoagtribe.net/Pages/index

Inuit Home

http://www.alaska-in-pictures.com/inupiat-eskimo-igloo-438-pictures.htm

Mayan Home

http://hrc.nevada.edu/museum/Education/MayaEducation/architecture.html

Aztec Home

http://www.op97.org/julian/tribrocks/rocks/004/geological.html

Remains of Inca homes

http://image03.webshots.com/3/2/19/56/11521956uxsUPFTfVC_ph.jpg

Ancient Pueblo Home

http://geoinfo.nmt.edu/staff/scholle/graphics/tourist/TaosPueblo.jpg

Homes of early Americans

	Observations	Hypothesis
Wigwam	• made of wood (bark and twigs) • curved • small opening in front and top • seems sturdy for tough winters	Probably used by Native Americans in the Northeast because of the bark and twigs found in that area.
Inuit		
Incas		
Mayans		
Aztecs		
Pueblo		

YOU ARE THE ARCHAEOLOGIST

Unit of Study/Theme: Geography and Early People of the Western Hemisphere

Focus Question: How did early peoples and Native Americans adapt and change according to where they lived?

The Teaching Point:
- Students will practice viewing and observation skills through an analysis of ancient artifacts.
- Students will understand the role of archaeology and its limitations when studying prehistoric people.

Why/Purpose/Connection:
- This lesson demonstrates how archaeologists interpret artifacts to develop theories about prehistory.

Materials/Resources/Readings:
- Titles from the trade book text set
  - *Prehistoric People of North America*
  - *The Earliest Americans*
- Websites
  - Picture of arrowhead http://www.worldmuseumofman.org/mayanartifacts1.htm
  - http://www.ravenwerkes.com/Collectible/innuit.html
  - http://www.latinamericanstudies.org/aztec-instruments.htm
- Artifact Analysis Worksheet

Model/Demonstration:
- Teacher motivates the class by asking: What is an artifact? Teacher elicits student responses and explains to students that archaeologists study artifacts to learn about the past. Artifacts are anything made by people. Artifacts are especially important in the study of prehistoric times, the time before written records.
- Discussion Question:
  - Why are artifacts important when trying to learn about people before written records?
- Teacher provides each student group with 5 modern day artifacts. Use artifacts/objects that would not be easily recognizable such as a tea infuser (pictured at right).

- Teacher instructs each group to make observations about their object. What is it made of? What might it be used for?
- Teacher instructs students to make a guess based on their observations and then can reveal the actual use for each object.
- Teacher asks students what this activity reveals to them about archaeology. "What would have happened if I didn't reveal what the object was and you were a scientist making the observations?"

- Teacher says, "Today, you will be looking at pictures of artifacts and playing the role of an archaeologist. Your job is to study the pictures and make inferences using the following questions as a guide:
    1. What is the object made of?
    2. How do you think it was used?
    3. In which category would you place this artifact's use: religion, daily life, arts and entertainment, war, or communication?
    4. What can you assume about the civilization from this artifact?
    5. How is it similar to an object used for the same purpose today?
- Teacher displays the picture of the arrowhead. (http://www.worldmuseumofman.org/mayanartifacts1.htm)
- Teacher thinks aloud as s/he attempts to answer the questions above and records any additional observations about the arrowhead. For example, "The object seems pointy at the end and was probably used for hunting or as a weapon. It is jagged on the sides and might be made out of a rock. The texture is bumpy and it's light in color. This artifact shows that people created their own tools for survival. This object is similar to a hunting knife that people use today."

Guided Practice/Independent Exploration:

- Teacher prepares museum-like exhibit in advance. Images and explanations could be photocopied from chapter 6, "The Beginnings of Civilization" from *The Earliest Americans* or from websites listed above.
- Student pairs circulate through the room examining artifacts and answering their questions.
- After students complete the gallery walk, teacher reads aloud from chapter 6 in *The Earliest Americans*. Guiding questions include:
    - What role does archaeology play in the study of early people? How does it help us learn about early people?
    - What are the limitations of archaeology?

Share/Closure:

- Teacher facilitates a discussion on archaeology and the study of early peoples.

Assessment:

- Teacher circulates and views students' observations during the museum walk.

Artifact Analysis Worksheet

	Object 1	Object 2	Object 3	Object 4
What is the object made of?				
How do you think the object was used?				
How would you categorize the object? (religion, daily life, arts and entertainment, military or communication)				
What assumptions can you make about the civilization that created the object?				
What similar object exists today?				

Guiding questions:

1. What information would help you make a better analysis?

2. What challenges do archaeologists face?

IN SEARCH OF NEW TRADE ROUTES

Unit of Study/Theme: Geography and early peoples of the Western Hemisphere

Focus Question: What motivated European explorers to explore the Western Hemisphere?

The Teaching Point:
- Students will compare historical maps to current maps.
- Students will analyze the maps from the perspective of an explorer.
- Students will develop "new" trade routes from Europe to Asia.

Why/Purpose/Connection: This lesson explores factors that affected early explorers in their search for new trade routes.

Materials/Resources/Readings:
- Titles from the trade book text set:
  - *Exploring the Americas*
  - *Atlas of North America*
- Websites
  - http://www.newberry.org/k12maps/module_01/6-8.html (Ptolemy's Map)
- Copies of blank world map (http://wps.ablongman.com/wps/media/objects/2658/2722411/BlankMaps/World%20Map.gif)
- Colored Pencils/Markers

Model/Demonstration
- Motivation: Read aloud. Teacher begins with a story about trading one thing for something else, e.g., "Last week, when we were making our maps, I saw that _____ had a great purple colored pencil that I wanted. I knew that the only way to get it would be to trade my yellow pencil for _____'s purple pencil. Raise your hand if you ever had to trade one thing to get something else (share out if time). Well, the Europeans had to do the same thing to get goods that they did not have in their area. For example, if they wanted spices from Asia, they had to travel along trade routes to get them, hopefully finding merchants with whom they could trade. As time went on, explorers wanted to find newer and faster routes to Asia. But here was the problem: Most people thought the world was flat!"

Guided Practice:
- Teacher projects Ptolemy's Map onto overhead or Smart Board and compares it to a current map of the world, such as the map found on p. 4-5 in *Atlas of North America*
- Teacher works with students to complete a T-chart comparing Ptolemy's map and our current world map.

Gr. 5 SS Exam Alert

Provides practice with analyzing maps.

Similarities between Ptolemy's world map and our current world map	Differences between Ptolemy's world map and our current world map

- Teacher facilitates a discussion with students:
  - Why does the Atlantic Ocean appear so small on Ptolemy's map?
  - Why would someone believe that the route west to Asia was a short distance?
  - Which continent is most accurately depicted on this map? Why do you think this is true?
  - Using this map as a guide, what do you think Europeans living at this time understood about Africa?
  - What is the biggest feature missing from this map?

Independent Exploration:
- Teacher distributes copies of the blank world map.
- Teacher divides the class in half.
  - One half believes that Ptolemy is correct and the world is round.
  - The other half believes the world is flat and you only can go in one direction (or you will fall off!) and that North and South America do not exist.
- Wearing either the "flat world" or "round world" hat, students will draw trade routes from Europe to Asia. Students must keep in mind water vs. land travel, mountains, and other geographical impediments. They can use colored pencils to show the different routes.
- Students should be prepared to explain why they chose these trade routes and why they are the most efficient ways to get from Europe to Asia.

Differentiation:
- Extra Support: Help students make flow charts to help them note the sequence of events that led from European merchants wanting to find a water route to Asia to Columbus reaching the Americas.
- Challenge: Have students write a newspaper story about Columbus reaching the Americas from a European point of view. Discuss how the story may have been reported by Native Americans.

Share:
- Selected students from each half of the class present their best trade route.
- Selected students must also share why they chose this trade route and why it is the most efficient.
- Students should realize that trade routes were developed to find the most efficient path to Asia, which changed after Ptolemy's maps were more widely accepted.

Assessment:

- Teacher rotates among the pairs/individuals during the work time to evaluate student need for additional support, and to evaluate how the students are managing their time, how well they are working independently and cooperatively.
- Teacher evaluates t-chart based on Ptolemy's map.

Next Steps:
Students will learn about specific explorers and why they were personally motivated to find new trade route and lands.

Ptolemy's Map

http://commons.wikimedia.org/wiki/File:Ptolemy_World_Map.jpg

DISCOVERED OR INVADED?

Unit of Study/Theme: Geography and Early Peoples of the Western Hemisphere

Focus Question: What motivated European explorers to explore the Western Hemisphere?
Note: This lesson may span 2 days.

The Teaching Point:
- Students will learn about early European exploration.
- Students will research an early explorer.

Why/Purpose/Connection: This lesson provides students with an opportunity to analyze exploration from different perspectives.

Materials/Resources/Readings:
- Titles from the trade book text set:
  - *Encounter*
  - *Explorers of North America*
  - *Expeditions in the Americas*
  - *Exploration and Conquest*
  - *We Asked for Nothing*
  - *The Aztec News*

Model/Demonstration:
- Motivation: Teacher asks students to brainstorm what they know about Christopher Columbus. Teacher notes student responses.
- Teacher explains that students will compare their brainstorm information to information acquired through a shared reading and a read aloud.
- Teacher facilitates a shared reading of chapter 5, "Triumphant Return," from the book *Christopher Columbus.*
- Teacher asks "What did you learn about Christopher Columbus from this chapter? Based on the reading, has your understanding of history changed?"
- Teacher charts student responses onto T-chart.
- Teacher reads aloud the book *Encounter* by Jane Yolen.
- Teacher asks, "What did you learn about Christopher Columbus from this second source (book)? "Based on the reading, has your understanding of history changed?"
- Teacher charts student responses on T-chart.

Guided Practice:
- Students turn and talk to each other about how their impressions of Columbus changed based on the readings. Teacher should remind students that each source used presents a specific perspective. The book *Encounter* imagines how the Taíno people might have felt upon the arrival of Columbus and his ships.
- Teacher listens to discussions and highlights a few key points for group discussion.
- Teacher and students can conclude that in this instance there is more than one way to view the story.

- Teacher should point out that history is complex and in order for people to make sense of past events, it is important to consult many different types of sources before drawing conclusions.

Independent Exploration:

- Students are separated into groups of four and each group chooses one explorer to research. Possible choices include: Hernan Cortes, Amerigo Vespucci, John Cabot, Vasco Nunez de Balboa, Ponce de Leon, Francisco Pizarro, Jacques Cartier, Alvar Nunez, Cabeza de Vaca, or Francisco Magellan.
- Using the hero or invader worksheet, two people from each group will defend the point of view that the explorer is a hero and the other two people will defend the point of view that the same explorer is an invader.
- Students will work collaboratively with their partner to develop ideas that support their point of view.
- Students will participate in a debate to defend their position.

Share/Closure:

- Students present debates to classmates.

Assessment:

- Students are assessed based on how effectively they defend their position and the accuracy of their ideas.

Next Steps:

- Students create storyboards, political cartoons, role plays, newspaper articles, or journal entries from the opposite point of view they presented in the debate.

Responses to Books About Christopher Columbus

Book 1 - *Christopher Columbus*	Book 2 – *Encounter*
How have your impressions of Christopher Columbus changed?	

Hero or Invader?

Name of explorer: _____

Biographical details

Born: _____

Died:_____

Where was he from?_____

What country did he represent?_____

List places explored: _____

List any accomplishments:_____

Interactions with indigenous people:

_____

_____

Any other interesting facts:

_____

_____

Explain your position.

_____

_____

State 3 facts that support your opinion.

1. _____

   _____

2. _____

   _____

3. _____

   _____

Conclusions:

_____

_____

_____

THE LINE OF DEMARCATION

Unit of Study/Theme: Geography and early peoples of the Western Hemisphere

Focus Question: What motivated European explorers to explore the Western Hemisphere?

The Teaching Point:
- Students locate the Line of Demarcation on a map.
- Students will understand the impact of the Treaty of Tordesillas.

Why/Purpose/Connection: This lesson demonstrates the impact that a treaty between Spain and Portugal had on the development of the Western Hemisphere.

Materials/Resources/Readings:
- Titles from the trade book text set:
  - *Exploration and Conquest: The Americas After Columbus, 1500-1620*
- Websites
  - http://www.kwabs.com/tordesillas_treaty.html
  - http://www.thenagain.info/webchron/americas/Tordesillas.CP.html

Model/Demonstration:
- Motivation: Teacher asks students - what is meant by ownership, power? Teacher charts their responses.
- Teacher provides groups of students with a map on which they can write.
- Teacher explains that in the 1400s Spain and Portugal were both very powerful and very competitive nations.
- Discussion questions:
  - During the time of exploration, what might they compete over? What was valued?
- Teacher explains that instead of starting a war over land, the two countries needed a mediator to step in. Since they were both Catholic countries they asked the Pope to help solve their problem.
- Teacher instructs student groups to imagine they were the mediator for Spain and Portugal as they complete their group's assignment.

Guided Practice:
- Student groups are given the following instructions:
  - Label the seven continents and four oceans.
  - Label what became known as the "New World" and the "Old World."
  - Label Spain and Portugal on the map. Create a key, using different colors to represent Spain and Portugal.
  - In your role as either a mediator for Spain or Portugal, draw a line on the map that you think would be fair to each nation, designating half the world to Spain and half to Portugal.

Independent Exploration:

- Students explain why they chose the particular area for the demarcation line. Students explain the benefits for Spain and Portugal based on their decision. Does the demarcation line benefit one country over the other? Remember to remind students that this was an imaginary line of demarcation.

Share/Closure:

- Teacher explains that the Treaty of Tordesillas was signed in 1494 dividing the world between Spain and Portugal. *Note: Before you have students adjust their lines, you can give them a hint that Brazil is the only Portuguese speaking country in South America, and that the line is a line of latitude.*
- Ask students to ponder the question: What was the world like at the time, if two countries could establish these boundaries?
- Teacher displays p. 5 of *Exploration and Conquest: The Americas After Columbus, 1500-1620* and reads aloud the paragraph on the page.
- Teacher asks the students to discuss the activity.
    - How did their lines differ from the actual lines?
    - Why did you place your line in a particular place?
    - Why do you think the Pope placed the line where he did?
    - How do you think other countries felt about the treaty?

Assessment:

- Teacher circulates during student accountable talk.

Next Steps:

- Students create a map showing the Treaty of Tordesillas and color in the territories that belong to Spain and Portugal.
- Students can label each region on the map and show which explorer traveled to that region.

EXPLORERS: TRADING CARDS

Unit of Study/Theme: Geography and early peoples of the Western Hemisphere

Focus Question: What motivated European explorers to explore the Western Hemisphere?

The Teaching Point:
- Students will research characteristics of the Age of Exploration.
- Students will learn about the important accomplishments of explorers of the Western Hemisphere.

Why/Purpose/Connection:
- This lesson provides students the opportunity to learn about individual explorers and their motivations/reasons for exploration.

Materials/Resources/Readings:
- Titles from the trade book text set:
  - *Explorers in North America*
  - *Christopher Columbus*
  - *Exploration and Conquest: The Americas After Columbus*
  - *Expeditions in America*
  - *The Vikings*
  - *Exploring the Americas*
- Websites
  - http://www.enchantedlearning.com/explorers/samerica.shtml
  - http://www.mariner.org/educationalad/ageofex/biographies.php
  - http://www.socialstudiesforkids.com/subjects/explorers.htm
- Sample Trading Card on Henry Hudson (Prepared in advance)
- Index Cards, Glue, Markers, Microsoft Publisher

Introduction (Motivation):
- Teacher distributes sample trading cards to the class (teachers prepares cards prior to this lesson) and asks students to identify all of the characteristics.

Model/Demonstration:
- Teacher projects an excerpt about Henry Hudson from p. 19 *Explorers in North America* on an overhead or Smart Board and distributes copies to the students.
- Teacher leads class in a shared reading of the text and asks students to identify 3-5 facts about Henry Hudson
- Students share facts while teacher charts them.
- Teacher models how to organize the facts by importance.
- Teacher and students then identify the five most important facts about Henry Hudson from the excerpt.
- Teacher models how to create a "trading card" or biography card that includes an illustration on the front and important biographical facts on the back.
- Teacher explains that students will work in groups and select three explorers from a list and create a "trading card" for each explorer.

- Possible explorers of the Western Hemisphere include: Hernan Cortes, Amerigo Vespucci, John Cabot, Vasco Nunez de Balboa, Ponce de Leon, Francisco Pizarro, Jacques Cartier, Alvar Nunez, Cabeza de Vaca, Francisco Magellan

Independent Exploration:
- Students work in groups to create trading cards for three explorers of the Western Hemisphere. (Students can select the explorers or the teacher can choose to assign explorers to each group.)
- Students research the explorers using titles from the trade book text set as well as the internet sites listed above.
- Groups can create their "trading cards" using Microsoft Publisher or index cards, markers and glue.

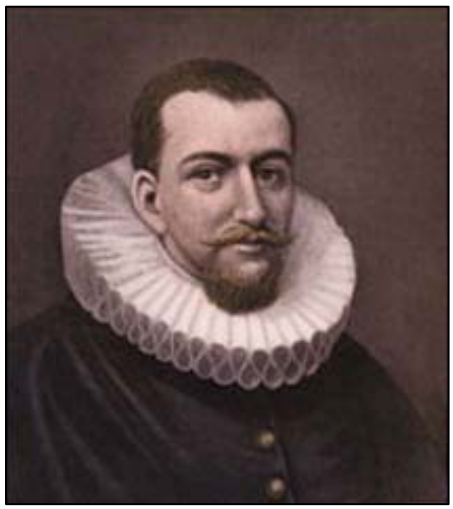
Share/Closure:
- Students share trading cards with the class and display them in the classroom.
- Students can take turns stating facts about a particular explorer while other students guess the explorer's identity. This game can be played in small groups or whole class.
- Students compare and contrast different explorers.

Assessment:
- Teacher observes students working to evaluate how well groups are working collaboratively and student need for additional support.

Next Steps:
- Students create a journal entry from the point of view of the explorer.

Sample Trading Card

Henry Hudson



- Although he never found a Northwest Passage, he added a great amount to the knowledge of uncharted territory.
- His few surviving journals are useful historical documents for us today.
- Hudson wrote detailed descriptions in his journals of Native Americans he encountered.
- Hudson and his crew had many encounters with Native Americans—the Lenape and the Mahicans in particular. His crew traded with these groups.
- In 1609, while sailing for The Dutch West India Company, his expedition ran into vicious storms and was unable to continue on their journey to find the Northwest Passage.
- After a miserable winter and dwindling supplies, Hudson's crew mutinied. Hudson and his son were put in a small boat, cut adrift from the ship and left to die.

UNIT CULMINATING PROJECT

Discovering the Western Hemisphere
Map Project

Students will create maps of the Western Hemisphere that integrate the climate and geography, the territory and lifestyle of the early peoples and Native Americans, the routes of the explorers, and the encounters the explorers had with the native peoples.

This project provides an opportunity for each student to conduct research and integrate areas of expertise to produce thematic maps of the Western Hemisphere.

Expert groups

- Suggested topics are:
  - Discovering the Americas: where and when
  - Discovering the Americas: challenges and obstacles
  - Geographic/climate regions of North and South America
  - Encounters with native peoples
  - Daily life of native peoples
  - Timeline of discovery

- Students form a group based on area of interest for research and begin to research collectively. For example, if students are studying explorers, they may decide to divide up the most famous explorers and research each one independently. After becoming knowledgeable about one explorer, they can teach each other. Alternatively, they may decide to each research every explorer and compare notes after a few periods. Sample guiding research sheets follow. Multiple copies for each topic can be distributed.

Map groups

Once students have become an "expert" on their topics, jigsaw the groups so that one student expert on each topic area now forms a **new** map making group. Students should bring their research sheet to their new group. The map making can begin!

The map should include:

- The climate and geography of North and South America
- The routes of the explorers and the challenges they faced
- A brief description of the encounters that the explorers had
- The locations of native and early peoples
- Some basic information about the lives of native and early peoples

Some ideas for how to get the map started (and finished):

- Use an overhead or Smart Board to project an image of the Western Hemisphere onto a piece of large foam core or card stock.
- Use water colors to paint the climate and geographical features
- Use clay or model magic to show native dwellings or tools
- Use toothpick flags that can be poked through the map to write information

For classroom management, it is best to allow one or two experts to work on the map at one time while the other students prepare and/or continue research. For example, the student researching climate might be painting the board while the early peoples expert creates toothpick flags highlighting the most important facts.

Once the maps are completed, display and invite students to take a gallery walk noting new information found on the maps.

RUBRIC

	4	3	2	1
Research	• Well-explained accurate information	• Explained, accurate information	• Mostly accurate information	• Many mistakes in information
Maps	• Creative, clear depictions of factual content	• Clear depictions of factual content	• Some clear depictions of factual content	• Factual content is difficult to decipher
Group work	• Always on task and cooperating with others.	• Almost always on task and cooperating with others	• Needs reminders to stay focused	• Not focused on task

Researcher _____

DISCOVERING THE AMERICAS

TASK: **Identify** each explorer and find out **where** they went and **why** they went there.

EXPLORER NAME & COUNTRY of ORIGIN	**WHERE and WHEN**	**WHY**
Columbus, Spain	Traveled from Spain across the Atlantic to the West Indies in the Caribbean. 1490s	Columbus wanted to find a faster route to China in order to create a trade route for spices and silks. He also wanted to prove that it was possible to go across the Atlantic Ocean. Columbus thought that he had found a route to India and that is why he called the area "the West Indies." After Columbus, other explorers were not as afraid to travel across the Atlantic.

Researcher _____

DISCOVERING THE AMERICAS

TASK: Describe the **challenges and obstacles** each explorer faced on their journeys.

EXPLORER NAME & COUNTRY of ORIGIN	**OBSTACLES/CHALLENGES**
Columbus, Spain	• Had a hard time raising money to pay for his voyages. He asked other countries to help him before King Ferdinand and Queen Isabella agreed to pay for his voyage. • Crew almost staged a mutiny right before landing at the West Indies. • One of Columbus's ships was wrecked on the voyage back and the captain of one of the other ships decided to sail ahead of Columbus to beat him back.

Researcher _____

WESTERN HEMISPHERE: NORTH AMERICA

TASK: **Identify** each of the **geographical regions** of the continent (ex. desert, mountains, rainforest, tundra, flat plain, valley, etc), **related climate, plant and animal life**, and then describe **what life is like *because* of these land areas and climate**.

GEOGRAPHICAL REGION: The Southwest (Desert)

CLIMATE	PLANT LIFE	ANIMALS	LIFE IS …
Hot and dry. At night it can get very cold.	Cactus, palm trees, desert grass, anything that does not need water regularly	Reptiles, snakes, small mammals like gophers.	Dry and hot, with periods of rain and cold. Ancient peoples lived in caves or built houses out of rock and mud. People had to follow large mammals to hunt.

GEOGRAPHICAL REGION _____

CLIMATE	PLANT LIFE	ANIMALS	LIFE IS …

GEOGRAPHICAL REGION _____

CLIMATE	PLANT LIFE	ANIMALS	LIFE IS …

GEOGRAPHICAL REGION _____

CLIMATE	PLANT LIFE	ANIMALS	LIFE IS …

Researcher _____

WESTERN HEMISPHERE: SOUTH AMERICA

TASK: **Identify** each of the **geographical regions** of the continent (ex. desert, mountains, rainforest, tundra, flat plain, valley, etc), **related climate, plant and animal life**, and then describe **what life is like *because* of these land areas and climate**.

GEOGRAPHICAL REGION <u>The Pampas</u>

CLIMATE	PLANT LIFE	ANIMALS	LIFE IS …
Windy, humid and warm	Wheat fields; grassland	Many birds, Geoffroy's Cat, the Maned Wolf and the Guanaco	Because of its climate and rich, deep soil, most of the Pampas has been cultivated and turned into croplands.

GEOGRAPHICAL REGION _____

CLIMATE	PLANT LIFE	ANIMALS	LIFE IS …

GEOGRAPHICAL REGION _____

CLIMATE	PLANT LIFE	ANIMALS	LIFE IS …

GEOGRAPHICAL REGION _____

CLIMATE	PLANT LIFE	ANIMALS	LIFE IS …

Researcher _____

EARLY PEOPLES

TASK: Identify the **native groups that each explorer encountered** and describe the **experiences/relationships** they had with them.

EXPLORER: Jacques Cartier

NATIVE GROUP(S) & LOCATION	ENCOUNTERS (experiences/relationships)
Mikmaq, Gulf of St. Lawrence in what is now Canada.	Cartier's first encounter was in 1534. He was kind to the native peoples and traded. His second encounter, they surrounded his ship in their canoes. Cartier ordered his men to fire shots over their heads and the Mikmaq rowed away. He then kidnapped two natives to take back to France in order to teach them French so they could translate on other explorations.

EXPLORER _____

NATIVE GROUP(S) & LOCATION	ENCOUNTERS (experiences/relationships)

EXPLORER _____

NATIVE GROUP(S) & LOCATION	ENCOUNTERS (experiences/relationships)

Researcher _____

EARLY PEOPLES

TASK: Identify **each group** of Early Peoples and describe the **daily life/job of the men and women.**

GROUP Lenni Lenape LOCATION North America's east coast

MEN	WOMEN
Hunted, fished and cleared fields; made tools and weapons; served as sachems and council members; defended their villages	Farmed, gathered food and cooked meals; made clay pots and wove baskets

GROUP _____ LOCATION _____

MEN	WOMEN

GROUP _____ LOCATION _____

MEN	WOMEN

GROUP _____ LOCATION _____

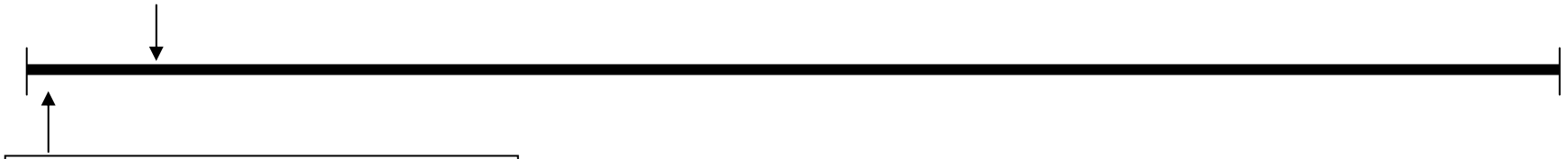
MEN	WOMEN

Researcher _____

TRACKING TIME THROUGH THE EARLY HISTORY OF THE DISCOVERY OF THE WESTERN HEMISPHERE

TASK: **Continue the timeline from the time of the Land Bridge through the various explorations to the encounters with Early Peoples.**

10,000 years ago?
The first Mayan civilizations began in Mexico.



<u>20,000 years ago or 18,000 BC</u>
Some people believe that at this time nomads from Asia came across a land bridge to North America. The land bridge was between what is now Alaska and Russia. The land bridge no longer exists because glaciers melted and water covered the land.

PUTTING IT ALL TOGETHER

As professionals we recognize that social studies education provides students with knowledge and skills that are necessary for participation as active and informed citizens of the United States and the world. Though we hope our students will see that the lessons learned in social studies have significance to them, and to contemporary society, we must go further and nurture these connections with intentionality. The understandings, insight, content and concepts acquired as the result of the lessons, discussions, activities and projects need to be understood within the framework of the classroom *and* the greater communities of which the student is a member.

In order for our students to be able to apply their knowledge and skills in the "real world," they must be able to make the connections between what they are learning in the classroom and life outside of school.

We can help foster these connections in many ways. We suggest that at the end of each unit students engage in thoughtful discourse and activities that seek to affirm meta-cognition and the relevance of what they have learned. Encourage students to ask the bigger questions and raise the important issues that push their in-school learning toward meaning and purpose in the real world.

The following activities could serve as a reflective summary for the unit, Growth and Expansion, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

The following activities could serve as a reflective summary for the unit, Geography and Early Peoples of the Western Hemisphere.

Geography
Have students think about the essential question in terms of the future. Explain that the unit explored the question, how did geography influence the development of the Western Hemisphere? Ask students, how will geography influence future development in the Western Hemisphere? This is an opportunity to raise environmental awareness about issues such as global warming and deforestation.

- What will happen to cities by the sea if sea levels rise?
- What will it mean for the future of the Western Hemisphere if the Amazon is cut down?
- How could we protect our environment to make sure the future is positive?

Exploration
What is the next frontier? More than 500 years ago explorers came to the New World seeking adventures. Where would you explore if given the opportunity? Compare and contrast your future exploration with that of European explorers.

Field Trips for Geography and Early Peoples of the Western Hemisphere

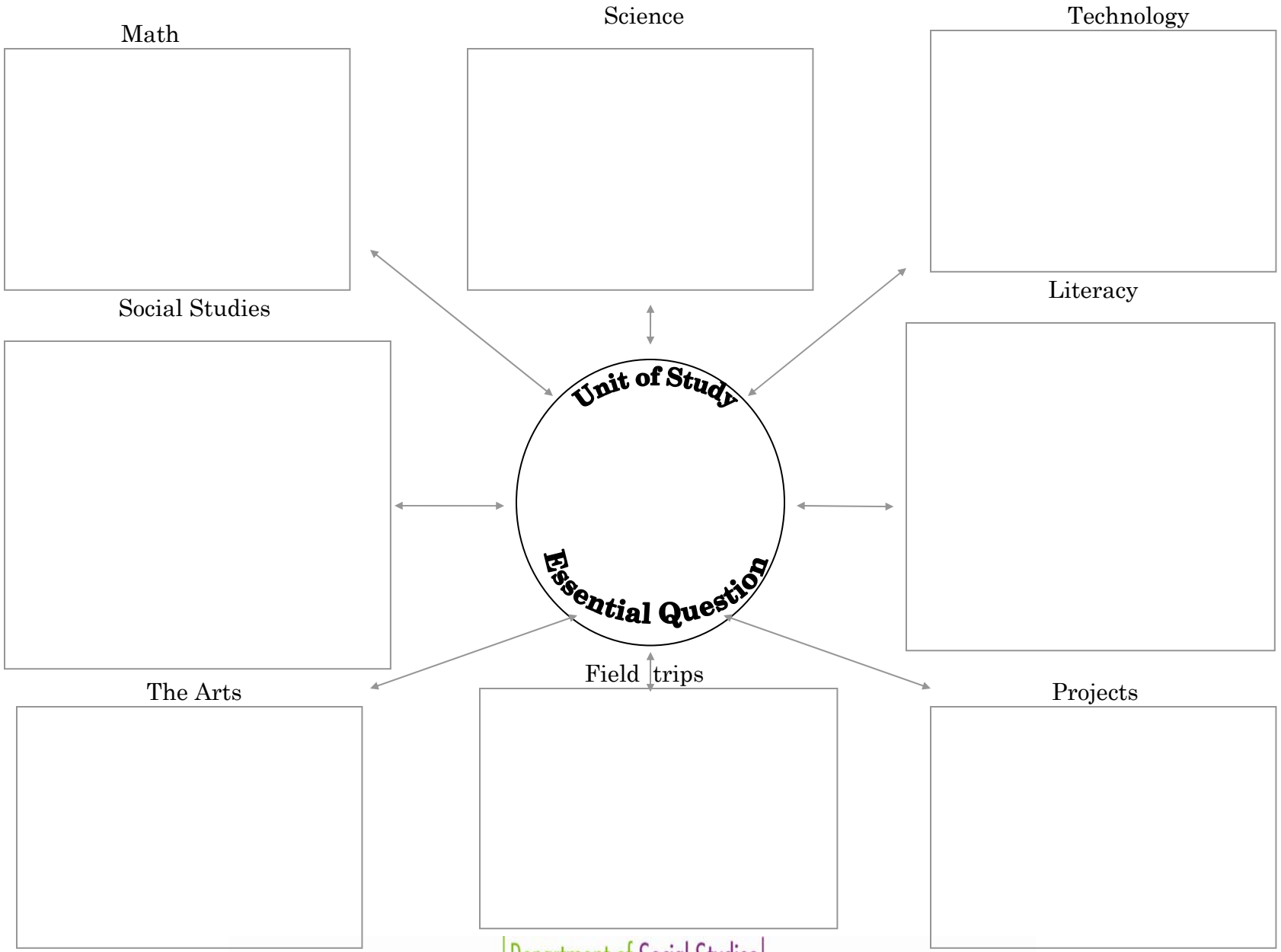
Location	Exhibits and Programs
American Museum of Natural History Central Park West at 79th Street, Manhattan 212-769-5200 www.amnh.org	Gottesman Hall of Planet Earth Cultural Halls of Mexican and Central America, Eastern Woodland Indians, Plains Indians, Northwest Coast Indians, and South American Peoples
Hudson River Museum 511 Warburton Avenue, Yonkers 914-963-4550 http://www.hrm.org/	
The National Museum of the American Indian 1 Bowling Green, Manhattan 212-514-3700 http://www.nmai.si.edu/index.cfm	
Prospect Park Audubon Center Prospect Park, Brooklyn 718-287-3400 http://www.prospectpark.org/education/teachers/school_programs_audubon	Discover History Walking Tour
The South Street Seaport Museum 12 Fulton Street, Manhattan 212-748-8786 http://www.southstreetseaportmuseum.org/index1.aspx?BD=9083	Underground History, Ship Models

V.

Additional Resources

Carved Mirror-back with hieroglyphs from Guatemala
The Library of Congress

BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION

Content/Academic Vocabulary (sample)

Focus Questions

Student Outcomes
Think about what you want the student to know and be able to do by the end of this unit.
Content, Process and Skills

INTERDISCIPLINARY PLANNING TEMPLATE

Focus Question					
Social Studies					
Reading connected to the Social Studies curriculum					
Writing Connected to the Social Studies Curriculum					
Math					
Technology					
Arts					
Science					

LESSON PLAN STRUCTURE

Unit of Study/Theme _____ **Date** _____

The Teaching Point: What concept/skill/strategy will you be teaching today?

Why/Purpose/Connection: How does this relate to earlier learning? What is the purpose for learning this?

Materials/Resources/Readings: What will you use to teach the concept/skill/strategy?

Model/Demonstration: The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?

Differentiation: How will you address student learning styles?

Guided Practice: This is when students practice the new learning with teacher guidance.

Independent Exploration: This is an opportunity for students to practice and apply the new learning independently.

Share/Closure: Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.

Assessment: How will you assess student learning? How does student response to this lesson/activity inform future instruction?

Next Steps: How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?

Other Notes/Comments:

TEXT SELECTION PLANNER

Text Title: _____ **Author**: _____
Text Genre: _____

Choose a text. Read text carefully and decide how the text can best be used with your students. [please circle your choice(s)]:

Read Aloud Shared Reading Independent Reading

Paired Reading Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a result of interacting with this text.

-
-
-

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected with this text?

-
-
-

ELA Outcomes: What are the specific ELA outcomes (e.g.,. main idea, cause/effect, visualizing)?

-
-
-

What will students do to interpret this text (read and discuss, highlight, take notes, complete graphic organizer, etc.)?

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text: _____

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.

THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

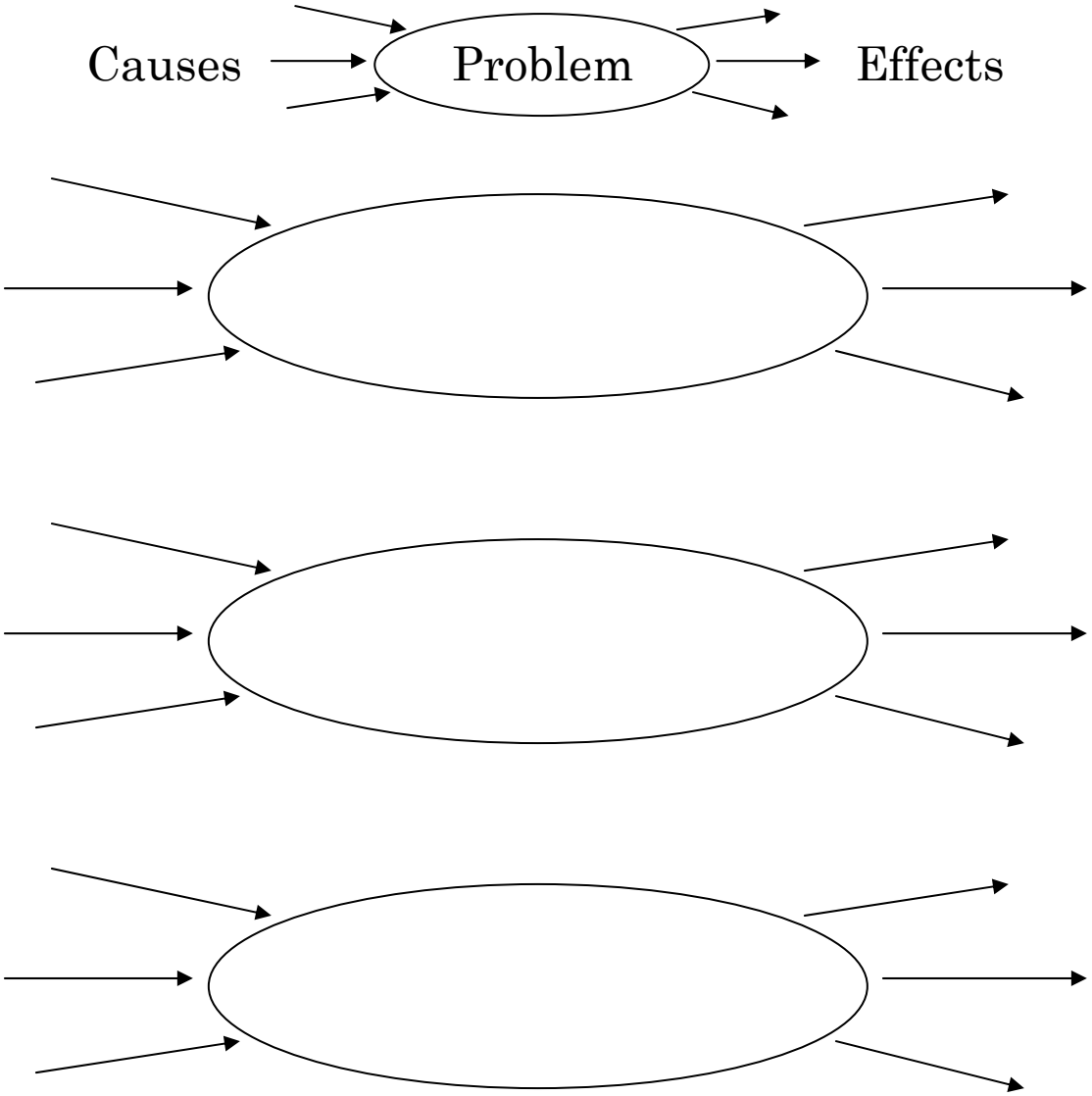
Name of image: _____

Look carefully at the picture and fill in the chart below.

What I See	What I Think	What I Wonder

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author

CAUSE-EFFECT TEMPLATE



NOTE-TAKING TEMPLATE

Chapter Title: _____

Big Idea:

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

-
-
-
-
-
-
-
-
-

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____ Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says "Words to Help Identify Main Idea."

2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have $2.00, and each word you use will cost you 10 cents. See if you can "sum it up" in twenty words!

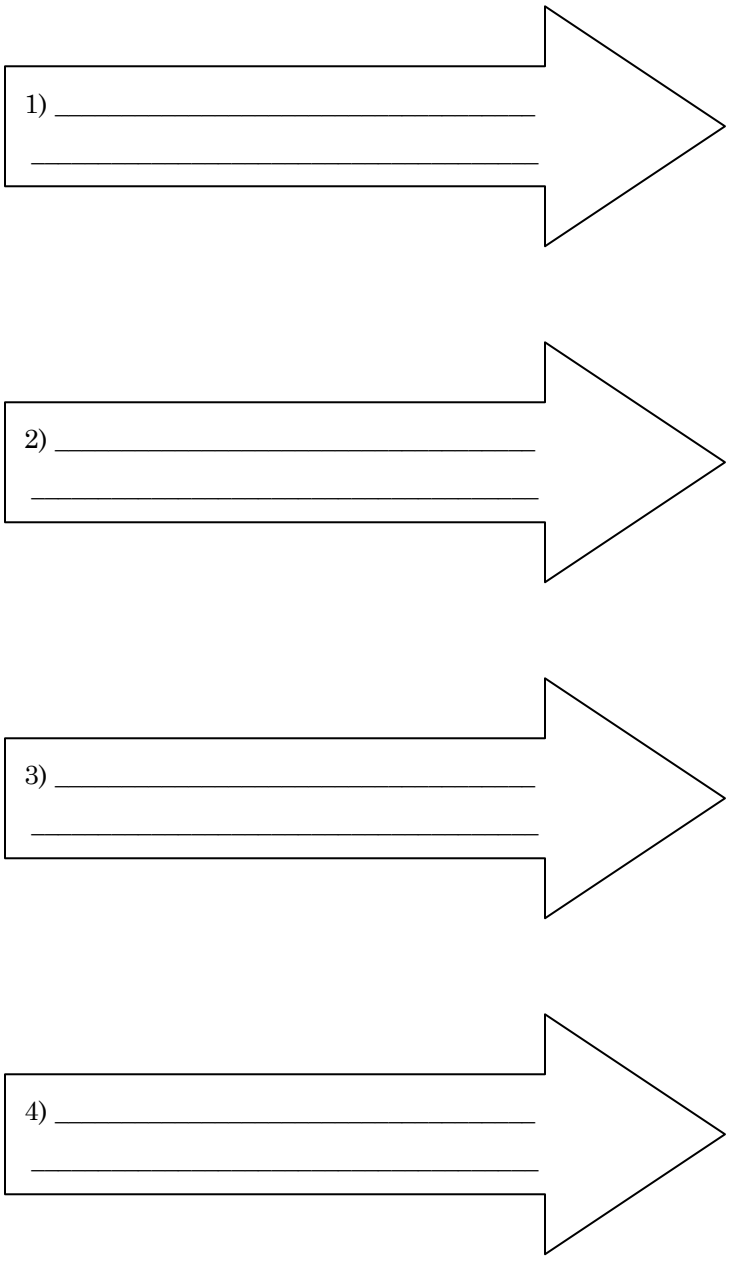
Words to help identify main idea:

Write the $2.00 sentence here:
_____
_____
_____

WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA

Name_____ Text _____

As I read, I note the following:



To sum up points 1-4, I think that this text is mostly about…

_____

_____

_____

_____

_____

_____

_____

PARAPHRASE ACTIVITY SHEET

Name _____ Date _____

Text _____

The Actual Text Reads…	In My Own Words…

OPINION/PROOF THINK SHEET

Name _____ Date _____

Text _____

What I think	Evidence
I think the author is stating that…	I know this because…

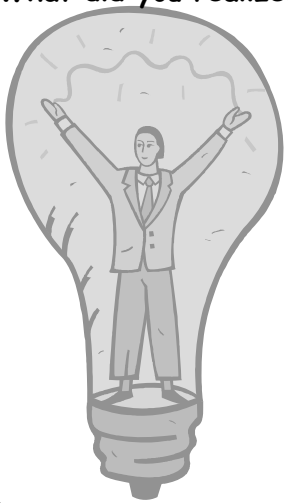
VIDEO VIEWING GUIDE

What did you hear?

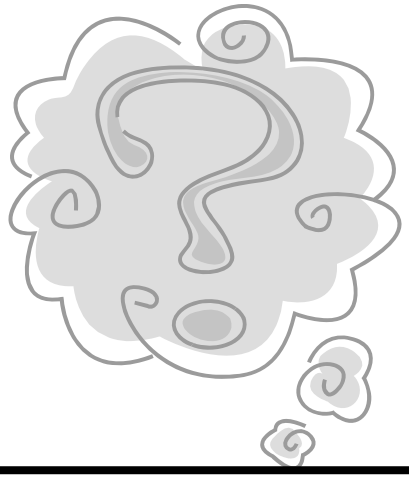
What did you see?

Source:

What did you realize?



What do you wonder?



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