

NYC Department of Education
Department of Social Studies
Unit of Study

Joel I. Klein
Chancellor

Santiago Taveras
*I.A. Deputy Chancellor for
Teaching and Learning*

Sabrina Hope King, Ed.D.
Chief Academic Officer
Office of Curriculum, Standards and Academic Engagement

Anna Commitante
Director of English Language Arts, Social Studies and Gifted & Talented

Norah Lovett
Instructional Specialist

Richard Steckmeister
Instructional Specialist

52 Chambers Street
New York, New York 10007
Tel • 212-374-5165

Department of Social Studies

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.

Lead Writer

Christine Sugrue
Department of Social Studies

Contributing Educators

Wendy Binkowitz
PS 59M

Kim Van Duzer
PS 29K

Francine Levine
PS 219K

Linda Mazza
PS 295K

Darlene Smith
PS 4R

Lila Teitelbaum
PS 59M

Cover design

Nenci Brkljaca
MS 443K

Editing and Formatting

Denise Jordan
Special Assistant to Director of ELA, SS and G/T

CANADA
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I.
The Planning Framework
Canada



Vancouver Olympics 2010 Logo

http://www.gamesbids.com/eng/other_news/1114313525.html

HOW THIS UNIT WAS DEVELOPED

- This unit is the fourth 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 **Canada** is “How do geography, economics, people, and key events connect to shape a continent?”
- 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 overarching goals for 5th grade social studies is to compare and contrast Western Hemisphere nations. Therefore, as part of an examination of the interdependence among Western Hemisphere nations, one focus question is, “What challenges does Canada face today?”
- 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, concept, or skill 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, concept, and skill 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 is included.
- A suggested culminating activity that validates and honors student learning and projects is described.

TEACHER BACKGROUND CANADA

“Canada is probably the most free country in the world where a man still has room to breathe, to spread out, to move forward, to move out, an open country with an open frontier.”

- Valentyn Moroz

Canada, our neighbor to the north, is the second largest country in the world by size. This vast North American country is diverse in its physical features, natural resources, and climate. The geography of Canada, and its proximity to the United States, often determine where most Canadians live and work. More than seventy-five percent of its over thirty million people live in urban centers located within 100 miles of the United States border. This leaves a vast majority of Canada’s land mass sparsely populated.

Canada’s geographic features include the world’s longest coast line that borders on the Atlantic, Arctic, and Pacific Oceans. The Far North includes terrain located in the Arctic and Taiga ecozones. The Arctic is characterized by treeless tundra and permafrost, with cold, harsh, long winters. The Taiga ecozone features spruce and fir forests and immense wetlands. The Far North region’s marine ecozones include the Arctic and the Arctic Archipelago (including Hudson and James Bays). The environment of this area is fragile and easy to disturb. In the past it has been overhunted for whales and seals, and today it is vulnerable to developers searching for oil and gas. The Far North is Canada’s most sparsely populated region and includes Nunavut, the Northwest Territories, the coastal part of the Yukon, and the northernmost parts of six provinces.

The Pacific and Western Mountains region is made up of four ecozones: coastal mountain, rain forest and fjord; and three cordilleran (system of parallel mountain ranges) zones. The Central Plains region consists of two ecozones: Prairies and the Boreal Plains. The Prairies span the Rocky Mountain foothills to Winnipeg. The Boreal Plains consist of boreal (northern temperate climate) forests and is twice the size of the Prairies. The southeastern Boreal Shield is the largest of Canada’s terrestrial ecozones. The region stretches from Saskatchewan to Newfoundland and Labrador. It represents almost 20 percent of Canada’s landmass but only about ten percent of its population. The Shield has myriad rivers and lakes and a rich supply of lumber.

The Great Lakes-St. Lawrence Basin area stretches from the western edge of Lake Superior to the Gulf of St. Lawrence. Its southern portion, the Mixedwood Plains, consists of Ontario’s peninsula and the narrow plains along the St. Lawrence River in Quebec. This area is fertile, has a mild climate, and has navigable waterways. Most of Canada’s population is located around the eastern Great Lakes and southeast lowland regions. The Atlantic Maritime area is Canada’s smallest ecozone. Woods, fertile lowlands, and a long shoreline are among its diverse features. Nova Scotia, New Brunswick, and Prince Edward Island are included in this area.

Canada has great water reserves with 25 percent of the world's wetlands, glaciers, lakes and rivers. There are over 30,000 lakes and exponentially more rivers, notably the Mackenzie, Yukon, Columbia, and St. Lawrence. Canada's freshwater lakes and rivers cover more than seven percent of the country. Its abundant water and interconnected waterways have spurred Canada's development since earliest times. Its waterways provided indigenous people and European explorers with their routes for exploration, trade, and settlement. Nowadays, the waterways are used for shipping, fishing, irrigation, and hydroelectric power.

Canada is rich in natural resources. timber, fish, wildlife, iron ore, nickel, zinc, copper, gold, lead, diamonds, silver, coal, petroleum, natural gas, and hydropower. Canada is comprised of ten provinces: Alberta, British Columbia, Manitoba, New Brunswick, Newfoundland and Labrador, Nova Scotia, Ontario, Prince Edward Island, Quebec, and Saskatchewan, and Ottawa. Ontario is the capital. The Northwest, Nunavut, and Yukon Territories complete the political map of Canada.

The name Canada comes from a misunderstanding by French explorer Jacques Cartier. He thought the word "Kanata" used by the First Nations people of the area in reference to their small village was their name for the broader area. The First Nations are the indigenous people who populated Canada for thousands of years before the arrival of the Europeans, and who live there today. The designation does not include the Arctic people known as Inuits. The term First Nations has been commonly used since the 1980s to replace the term Indian.

Indigenous culture and way of life was and remains greatly influenced by geographic factors and natural resources. For example, the inhabitants of Vancouver Island, the Nuu-chah-nulth, Kwakwaka'wakw, and Salish peoples, have traditionally whaled and fished for salmon. The Inuit migrated from present-day Alaska across the Arctic about 1,000 years ago to inhabit areas in the far north of Canada. They traditionally use seal-skin boats (kayaks) and dogsleds (gamutik) to traverse the frigid terrain. In the Central Plains the Cree and Blackfoot traditionally depended on bison herds for their food supply. The eastern woodlands are the traditional home of the Algonquin and Iroquois (Haudenosaunee) people, who traditionally make use of the abundant timber to make birch-bark canoes, toboggans and snowshoes, sapling longhouses (Iroquois) and birch-bark wigwams (Algonquin).

The first Europeans believed to have arrived in Canada were the Vikings (Leif Eriksson, circa 1000). In 1497 John Cabot claimed lands around Labrador and Newfoundland for England. The French (Jacques Cartier, Samuel de Champlain, La Salle, and Father Marquette) followed and made larger claims and settlements which they named New France (1604 – 1763). Though France's colonization existed on a much smaller scale compared to British colonization in the United States (thirteen original colonies), their territory was more extensive. Today, the Métis people are the descendants of the early unions between the First Nations and Europeans (predominantly French).

Conflict and competition between France and England for the highly profitable fur trade dominated Canada's history for several centuries. This culminated with the Seven Year's War in which France ceded most of its territory to Great Britain. During the war many French Acadians were forced to migrate and some relocated to Louisiana and introduced Cajun culture to the U.S.

When Britain took control of Canada they issued the Quebec Act of 1774 which guaranteed the right of French colonists to practice their Catholic faith and French civil law. Under British control, the French population, especially in Quebec Province, vastly increased, retaining its language and culture to this day.

Additional changes came with the end of the American Revolution when the lands south of the Great Lakes that had been part of Quebec were ceded to the United States. Lower Canada (Quebec) was largely French speaking and Upper Canada (Ontario), whose population greatly increased by 48,000 when colonial Loyalists resettled in Canada, was predominantly English speaking.

During the War of 1812 the United States tried unsuccessfully to invade Canada and expand Manifest Destiny northward. After the war, roads, canals, and railroads spurred the growth of cities like Quebec, Montreal, and York (Toronto). A movement for "responsible government" led to the Rebellion of 1837. Lower and Upper Canada united in 1841 as the Province of Canada. Like the United States, Canada expanded westward which led to conflict with the U.S. over the boundary of the Oregon Territory. In 1846 it was resolved with the establishment of the 49th parallel as the border between Canada and the United States. Many people of the First Nations were relocated to Indian Reservations, of which there are approximately 600 separate reserves today. Since then, both nations have, for the most part, peacefully coexisted between the world's longest undefended border.

Canadian leaders Georges Cartier and John A. Macdonald pushed for nationhood, and on July 1, 1867, the British Parliament approved the Dominion of Canada (Ontario, Quebec, New Brunswick, and Nova Scotia). Macdonald became the first Prime Minister of a parliamentary-style government. His efforts focused on building a transnational railway, increasing immigration, incorporating territories and provinces, and establishing tariffs to protect native industries.

Canada entered the twentieth century as a highly developed industrial and agricultural nation. As part of the British Commonwealth, Canada was instrumental in World War I and II as a formidable ally, contributing personnel and supplies. Post WWII times brought prosperity to Canada, and the United States became its largest trading partner. Prime Minister Pierre Elliot Trudeau (1968 – 1984), a charismatic leader, helped bring reform and restore national pride to its people. Canada today is well respected among the world community, for its innovation and activism in donating peace-keeping troops around the globe for the United Nations.

During the 1970s a separatist movement gained momentum in Quebec. In 1980 the people of Quebec voted not to become sovereign. The Canada Act of 1982 ended

Canada's legal dependence on the British parliament and the Canadian Charter of Rights and Freedoms was added to ensure civil rights.

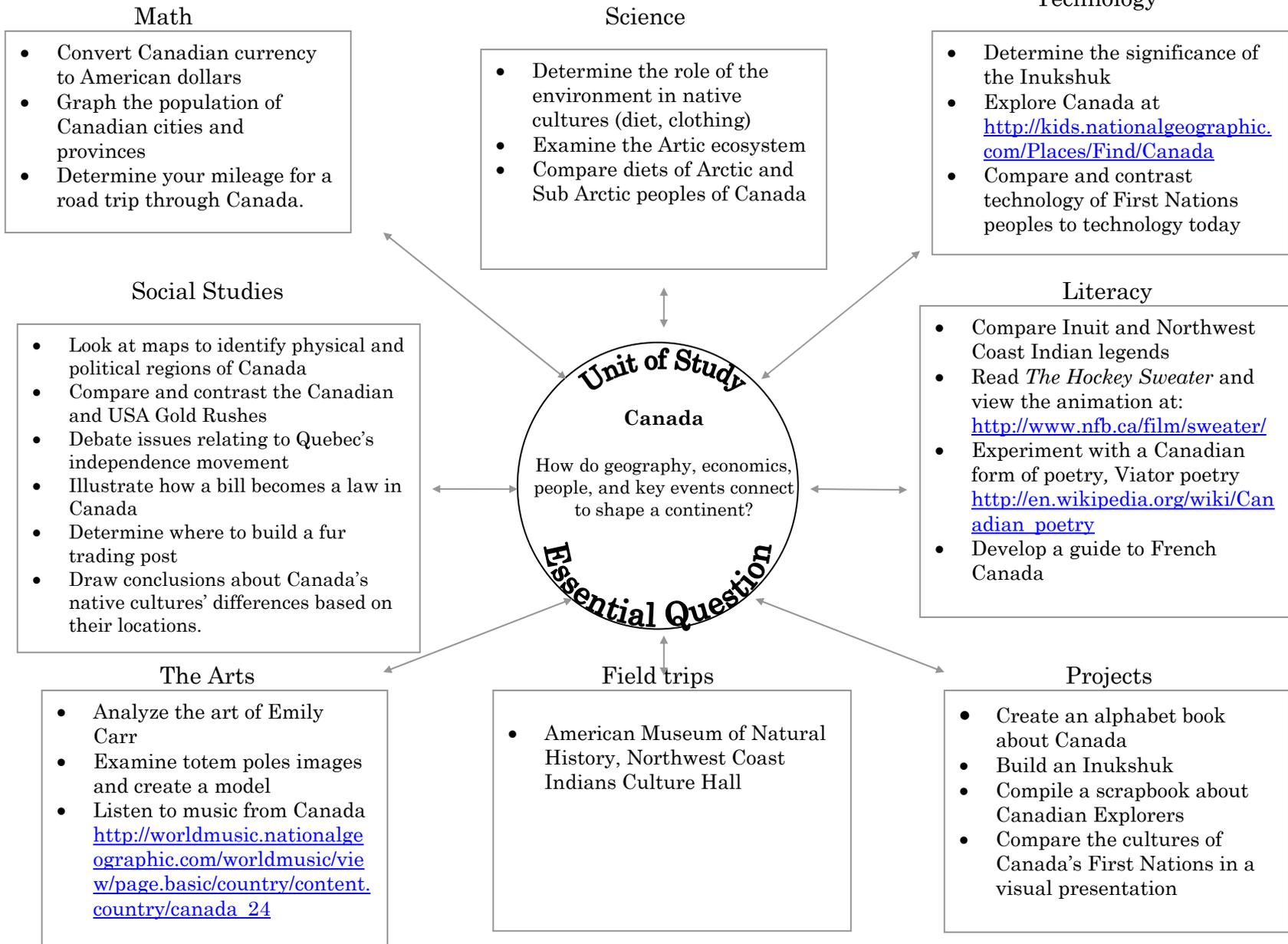
Canada's ethnic, racial, and religious diversity is rapidly increasing. Though the majority of Canadians speak English and French, rising immigration has brought a variety of new languages. Cities such as Montreal, Toronto and Vancouver are very diverse. The influences of Canada's indigenous people is visible in many words, games and inventions and have become important parts of Canadian cultural life such as toboggan, lacrosse, maple syrup, and barbecue.

Canada is fortunate to have a wealth of natural resources. Its work force is highly literate and skilled. Its economy is one of the wealthiest in the world, with a high per-capita income, and universal health care. It is a major exporter of oil, natural gas, and hydroelectricity. It is heavily involved with the automobile, aeronautic, paper, lumber, agricultural, and mining industries. Mexico, United States, and Canada are integral trade partners (NAFTA).

Challenges facing Canada are how best to use their vast resources wisely; how to plan for their rising immigrant population; how to deal with expanding cities; land claims of the First Nation's people; improving education; and finding their niche in the ever-changing global marketplace.

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



ESSENTIAL QUESTION

How do geography, people, and key events connect to shape a nation?

Content/Academic Vocabulary (sample)

aboriginal	First Nation	province	prairie	tundra	territory	commonwealth
parliament	prime minister	arctic	unification	toonie	inuksuk	Olympics

Focus Questions



- How has geography impacted the development of Canada?
- What were the characteristics of the native cultures of Canada? (Case Study)
- How did European nations play a role in the development of Canada?
- How did Canada grow and expand?
- What challenges does Canada face today?



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	
Identify the diverse geographical features of Canada	Identify facts and details that support main ideas
Describe native cultures of Canada	Learn to use multiple/varied resources to research the movement for Quebec's sovereignty
Understand the causes and effects of Canada's road to independence.	Use technology effectively for research, presentation, and application of content
Ask authentic questions about Canada's growth and expansion	Participate in discussions and listen well

SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How do geography, people, and key events connect to shape a nation?	Multiple content understandings addressed	<p><i>Launching the Unit</i></p> <ul style="list-style-type: none"> Determine the distance between NYC and the Canadian border Participate in a read aloud of <i>Loonies and Toonies</i> Complete a true or false anticipation guide <p>Academic Vocabulary</p> <ul style="list-style-type: none"> Use context clues to determine the meaning of province.
2.	How has geography impacted the development of Canada?	Geography of Canada (rivers, mountains, countries, tundra, forests, landforms)	<p><i>Canada: A Map Investigation</i> sample lesson</p> <ul style="list-style-type: none"> Participate in a collaborative annotation of a map of Canada <p>Consult <i>Q and A: Canada, Canada, Exploring Canada with the Five Themes of Geography</i> <i>The Kids Book of Canadian Geography</i> http://www.worldatlas.com/webimage/country/s/namerica/ca.htm</p>
3.	How has geography impacted the development of Canada?	Geography of Canada (rivers, mountains, countries, tundra, forests, landforms)	<p><i>Canada: Gathering Knowledge</i> sample lesson</p> <ul style="list-style-type: none"> Complete a knowledge chart on Canada Create a riddle about a particular place in Canada <p>Consult <i>Canada the Land, Spotlight on Canada, A Visit to Canada, Canada</i></p>
4.	How has geography impacted the development of Canada?	Geography of Canada (rivers, mountains, countries, tundra, forests, landforms)	<p><i>A Geographic Inquiry</i> sample lesson</p> <ul style="list-style-type: none"> Analyze an image of a geographic region in Canada Participate in a gallery walk of Canada's

			regions Consult <i>The Kids Book of Canadian Geography, Crazy about Canada, The Kids Book of Canada,</i> http://www.kidport.com/RefLib/WorldGeography/Canada/Canada.htm http://kids.nationalgeographic.com/Places/Find/Canada http://travel.nationalgeographic.com/places/countries/country_canada.html
5.	How has geography impacted the development of Canada?	Geography of Canada (rivers, mountains, countries, tundra, forests, landforms)	<i>A Geographic Inquiry</i> sample lesson continued <ul style="list-style-type: none"> Investigate a particular region in Canada Participate in a written conversation on your region
6.	What were the characteristics of the native cultures of Canada? (Case Study)	FOCUS: Case study of a native culture of Canada (Inuit, Canada's First Nations, People of the Sub Arctic) <ul style="list-style-type: none"> social class and organization growth of culture traditions, language, arts, architecture, literature, dance economic features religious practices and beliefs use/creation of new technology government systems contributions and achievements 	<i>Inquiry: Life as an Inuit</i> sample lesson (Adaptations for Northwest Coast Indians included in lesson) <ul style="list-style-type: none"> Skim and scan trade books to gather information about the Inuit Consult <i>A True Book, The Inuit, The Kids Book of The Far North, Life in the Far North, Arctic Peoples, The Inuit, Ivory Carvers of the Far North</i>
7.	What were the characteristics of the native cultures of Canada? (Case Study)	FOCUS: Case study of a native culture of Canada (Inuit, Canada's First Nations, People of the Sub Arctic) <ul style="list-style-type: none"> social class and organization growth of culture traditions, language, arts, architecture, literature, dance economic features 	<i>Inquiry: Life as an Inuit</i> sample lesson continued <ul style="list-style-type: none"> Research life as an Inuit Compare and contrast Inuit life to your own

		<ul style="list-style-type: none"> ▪ religious practices and beliefs ▪ use/creation of new technology ▪ government systems ▪ contributions and achievements 	
8.	What were the characteristics of the native cultures of Canada? (Case Study)	<p>FOCUS: Case study of a native culture of Canada (Inuit, Canada's First Nations, People of the Sub Arctic)</p> <ul style="list-style-type: none"> ▪ growth of culture ▪ traditions, language, arts, architecture, literature, dance ▪ economic features ▪ use/creation of new technology ▪ contributions and achievements 	<p><i>Inuit Innovations</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze Inuit innovations from the past and the present • Use the BAR key to create a new innovation <p>Consult <i>A True Book, The Inuit, Life in the Far North, Native Americans, Arctic Peoples First Reports, The Inuits, The Inuit Thought of It, Amazing Arctic Innovations</i></p>
9.	What were the characteristics of the native cultures of Canada? (Case Study)	<p>FOCUS: Case study of a native culture of Canada (Inuit, Canada's First Nations, People of the Sub Arctic)</p> <ul style="list-style-type: none"> ▪ social class and organization ▪ growth of culture ▪ traditions, language, arts, architecture, literature, dance ▪ economic features ▪ religious practices and beliefs ▪ use/creation of new technology ▪ government systems 	<p><i>The Inuit Point of View</i> sample lesson (Adaptations for Northwest Coast Indians included in lesson)</p> <ul style="list-style-type: none"> • Complete a point of view guide for the Inuit. • Use an image to create a dialogue between Inuit people <p>Consult <i>Native Americans, Arctic Peoples Life in the Far North, The Inuit, Ivory Carvers of the Far North</i></p>
10	What were the characteristics of the native cultures of Canada? (Case Study)	<p>FOCUS: Case study of a native culture of Canada (Inuit, Canada's First Nations, People of the Sub Arctic)</p> <ul style="list-style-type: none"> ▪ growth of culture ▪ traditions, language, arts, architecture, literature, dance ▪ religious practices and beliefs ▪ use/creation of new technology ▪ – contributions and achievements 	<p><i>What is an inuksuk?</i> Inuit sample lesson</p> <ul style="list-style-type: none"> • Analyze the logo for the Vancouver 2010 Olympics • Identify Inuksuit. • Create your own Inuksuk <p>Consult <i>The Inuksuk Book, The Inuit Thought of It, Amazing Arctic Innovations, Life in the Far North</i>, http://www.vancouver2010.com/</p>

11	What were the characteristics of the native cultures of Canada? (Case Study)	<p>FOCUS: Case study of a native culture of Canada (Inuit, Canada's First Nations, People of the Sub Arctic)</p> <ul style="list-style-type: none"> ▪ social class and organization ▪ growth of culture ▪ traditions, language, arts, architecture, literature, dance ▪ economic features ▪ religious practices and beliefs ▪ use/creation of new technology ▪ government systems ▪ contributions and achievements 	<p><i>Changes to the Inuit Culture</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze an image using a facts and questions ladder • Explore Inuit history using the graphic organizer, Writing to Learn • Draw conclusions about the outcome of Inuit contact with the outside world <p>Consult <i>The Kids Book of Canadian History</i>, <i>Life in the Far North</i>, <i>First Reports</i>, <i>The Inuit</i>, <i>A True Book</i>, <i>The Kids Book of Canada</i>, http://www.gov.nu.ca/english/about/NunavutFacts.pdf http://canadaonline.about.com/cs/nunavut/a/nunavut.htm</p>
12	What were the characteristics of the native cultures of Canada? (Case Study)	<p>FOCUS: Case study of a native culture of Canada (Inuit, Canada's First Nations, People of the Sub Arctic)</p> <ul style="list-style-type: none"> ▪ traditions, language, arts, architecture, literature, dance ▪ religious practices and beliefs ▪ contributions and achievements 	<p><i>What is a totem pole?</i> Northwest Coast Indians sample lesson</p> <ul style="list-style-type: none"> • Analyze images of totem poles • Investigate the process for creating a totem pole • Explain how to make a totem pole using a 'how to' writing frame. <p>Consult <i>Sea and Cedar</i>, <i>How the Northwest Coast Indians Lived</i>, <i>The Kids Book of Aboriginal Peoples in Canada</i>, <i>Native Americans</i>, <i>Northwest Coast Indians</i></p>
13	How did European nations play a role in the development of Canada?	<p>Colonization:</p> <ul style="list-style-type: none"> • European exploration and the native peoples • France establishes colonies • Colonies established for religious, political and economic reasons • Alliances and interactions between Native Canadians and the French 	<p><i>European and First Peoples: Encounters in Early Canada</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze images of encounters between First Nations and Europeans • Compare and contrast the experiences of the indigenous people of Canada and the United States <p>Consult <i>French Colonies in the Americas</i>, <i>Samuel de Champlain (Kline)</i>, <i>Samuel de Champlain (Sonneborn)</i>, <i>Henry Hudson:</i></p>

			<i>Seeking the Northwest Passage, Jacques Cartier, Samuel de Champlain: From New France to Cape Cod</i>
14	How did European nations play a role in the development of Canada?	<p>Colonization:</p> <ul style="list-style-type: none"> • European exploration and the native peoples • France establishes colonies • Colonies established for religious, political and economic reasons • Alliances and interactions between Native Canadians and the French 	<p><i>New France</i> sample lesson</p> <ul style="list-style-type: none"> • Make inferences about France's decision to colonize Canada • Add to Venn Diagram comparing and contrasting the United States and Canada's colonial experience. <p>Consult <i>Samuel de Champlain (Sonneborn), Radisson & des Groseilliers: Fur Traders of the North</i>, <i>The Dawn of Canada</i></p>
15	How did European nations play a role in the development of Canada?	<p>Colonization:</p> <ul style="list-style-type: none"> • Alliances and interactions between Native Canadians and the French • Results of colonial rule 	<p><i>Results of Colonization: A Meeting of Cultures</i> sample lesson</p> <ul style="list-style-type: none"> • Develop and support an opinion on the impact of colonization in Canada <p>Consult <i>The Kids Book of Canadian History, Canada the People, Canada, Canada the Culture, Spotlight on Canada</i></p>
16	How did European nations play a role in the development of Canada?	<p>Colonization:</p> <ul style="list-style-type: none"> • Alliances and interactions between Native Canadians and the French • Results of colonial rule 	<p><i>Results of Colonization: A Meeting of Cultures</i> sample lesson continued</p> <ul style="list-style-type: none"> • Examine your opinion using the Think, Rethink, Reread and Reexamine graphic organizer
17	How did European nations play a role in the development of Canada?	<p>Colonization:</p> <ul style="list-style-type: none"> • Alliances and interactions between Native Canadians and the French • Results of colonial rule <p>Independence:</p> <ul style="list-style-type: none"> • Key events and people in Canadian independence • Effects/outcome of independence • Successes and challenges of the new government 	<p><i>Why wasn't there a Canadian Revolution? Examining Canadian Confederation</i> sample lesson</p> <ul style="list-style-type: none"> • Examine Canada's road to independence in expert groups. • Determine an explanation for why Canada did not have a revolution. <p>Consult <i>The Kids Book of Canadian History, The Kids Book of Canada, Spotlight on Canada, That's Very Canadian!</i></p>

18	How did Canada grow and expand?	<p>Growth and Expansion:</p> <ul style="list-style-type: none"> • Canadian Provinces from 1867 through 1931 • The gold rush • Transportation development and settlement • Canada and the Commonwealth of Nations • Industrialization and the growth of factories 	<p><i>Growth and Expansion: An inquiry sample lesson</i></p> <ul style="list-style-type: none"> • Develop questions using images and text relating to Canada's growth and expansion <p>Consult <i>Canada, Spotlight on Canada, A Visit to Canada, Crazy about Canada, Coming to Canada, The Kids Book of Canadian History,</i> http://www.donnellys.com/mainpage.html http://www.edunetconnect.com/cat/candict/</p>
19	How did Canada grow and expand?	<p>Growth and Expansion:</p> <ul style="list-style-type: none"> • Canadian Provinces from 1867 through 1931 • The gold rush • Transportation development and settlement • Canada and the Commonwealth of Nations • Industrialization and the growth of factories • Canada's role in peacekeeping missions • Quebecois movement for independent nation status 	<p><i>Growth and Expansion: An inquiry sample lesson continued</i></p> <ul style="list-style-type: none"> • Use questions to guide research into Canada's growth and expansion
20	How did Canada grow and expand?	<p>Growth and Expansion:</p> <ul style="list-style-type: none"> • Canadian Provinces from 1867 through 1931 • The gold rush • Transportation development and settlement • Canada and the Commonwealth of Nations • Industrialization and the growth of factories 	<p><i>Growth and Expansion: An inquiry sample lesson continued</i></p> <ul style="list-style-type: none"> • Consider Canada's growth and expansion in a written conversation comparing and contrasting it to the experiences in the United States.

21	How did Canada grow and expand?	Growth and Expansion: <ul style="list-style-type: none"> • Canadian Provinces from 1867 through 1931 • The gold rush • Transportation development and settlement 	<i>The Indian Act of 1876 and the Residential School System</i> sample lesson <ul style="list-style-type: none"> • Explore the residential school system through a 5W's and an H graphic organizer. Consult <i>The Kids Book of Canadian History , Nations of the Northwest Coast , Canada: The People, Sea and Cedar: How the Northwest Coast Indians Lived, Northwest Coast Indians</i> http://www.afn.ca/residentialschools/history.html
22	What challenges does Canada face today?	Growth and Expansion: <ul style="list-style-type: none"> • Canadian Provinces from 1867 through 1931 • The gold rush • Transportation development and settlement 	<i>Healing the Past: The Canadian Government's Apology to Former Students of Indian Residential Schools</i> sample lesson <ul style="list-style-type: none"> • Evaluate the apology made by the Canadian government to former students • Write a letter expressing your thoughts and opinions on the matter. Consult <i>The Kids Book of Aboriginal Peoples in Canada, Canada: The People</i>
23	What challenges does Canada face today?	<ul style="list-style-type: none"> • Quebecois movement for independent nation status 	<i>Should I stay or should I go? The Movement for Quebec's Sovereignty</i> sample lesson <ul style="list-style-type: none"> • Participate in a collaborative annotation on an article on Quebec Consult <i>The Kids Book of Canadian History,</i> http://www.cnn.com/WORLD/9510/canada/10-27/index.html http://www.cnn.com/WORLD/9510/canada/index.html
24	What challenges does Canada face today?	<ul style="list-style-type: none"> • Quebecois movement for independent nation status 	<i>Should I stay or should I go? The Movement for Quebec's Sovereignty</i> sample lesson continued <ul style="list-style-type: none"> • Consider the options for Quebec with a Looking at our Options graphic organizer.

25	What challenges does Canada face today?	Multiple content understandings addressed	<p><i>Canada Today</i> sample lesson</p> <ul style="list-style-type: none"> Participate in a read aloud of <i>M is for Maple: A Canadian Alphabet Book</i> Plan and research for a Canadian Alphabet book addressing contemporary Canada. <p>Consult <i>The Kids Book of Canada, The Kids Book of Aboriginal Peoples in Canada, The Kids Book of Canadian History, Canada the People, Canada the Culture, Canada the Land</i> http://www.cbc.ca/ , http://www.canada.com/</p>
26	What challenges does Canada face today?	Multiple content understandings addressed	<p><i>Canada Today</i> sample lesson continued</p> <ul style="list-style-type: none"> Create a class Canadian Alphabet book.
27	How do geography, people, and key events connect to shape a nation?	Multiple content understandings addressed	<p><i>Unit Project: What do you know about your neighbor?</i> <i>Special connection to Vancouver Olympics</i></p> <ul style="list-style-type: none"> Consider what every American needs to know before traveling to Vancouver for the 2010 Olympics in a travel feature.
28	How do geography, people, and key events connect to shape a nation?	Multiple content understandings addressed	<p><i>Unit Project: Create your own Canada Trade Book</i></p> <ul style="list-style-type: none"> Explore topics and formats for your trade book.
29	How do geography, people, and key events connect to shape a nation?	Multiple content understandings addressed	<p><i>Unit Project: Create your own Canada Trade Book</i></p> <ul style="list-style-type: none"> Conduct research
30	How do geography, people, and key events connect to shape a nation?	Multiple content understandings addressed	<p><i>Unit Project: Create your own Canada Trade Book</i></p> <ul style="list-style-type: none"> Conduct research

31	How do geography, people, and key events connect to shape a nation?	Multiple content understandings addressed	<i>Unit Project: Create your own Canada Trade Book</i> <ul style="list-style-type: none"> • Draft template pages
32	How do geography, people, and key events connect to shape a nation?	Multiple content understandings addressed	<i>Unit Project: Create your own Canada Trade Book</i> <ul style="list-style-type: none"> • Draft template pages
33	How do geography, people, and key events connect to shape a nation?	Multiple content understandings addressed	<i>Unit Project: Create your own Canada Trade Book</i> <ul style="list-style-type: none"> • Publish your book.
34	How do geography, people, and key events connect to shape a nation?	Multiple content understandings addressed	<i>Putting it all together</i> <ul style="list-style-type: none"> • Compare and contrast the region to the United States. • Compare and contrast procedures for crossing the United States border into Canada and into Mexico. Account for the similarities and differences. • The United States and Canada share much more than a border. Examine why it is important to learn about the history and culture of Canada.

**LEARNING AND PERFORMANCE STANDARDS CORRELATED
TO: CANADA**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p>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 united by many values, practices, and traditions.</p> <p>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.</p> <p>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.</p> <p>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 organize the study of world cultures and civilizations.</p> <p>Key Idea 2.3: The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.</p>	<p>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.</p> <p>1.4a: Consider different interpretations of key events and/or issues in history and understand the differences in these accounts.</p> <p>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.</p> <p>2.1c: Study about different world cultures and civilizations focusing on their accomplishments, contributions, values, beliefs, and traditions.</p> <p>2.2a: Distinguish between past, present, and future time periods.</p> <p>2.2d: Compare important events and accomplishments from different time periods in world history.</p> <p>2.3b: Gather and present information about important developments from world history.</p>

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.

2.4b: 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.

3.1a: Study about how people live, work, and utilize natural resources.

3.1e: Investigate how people depend on and modify the physical environment.

3.2b: gather and organize geographic information from a variety of sources and display it in a number of ways

4.1a: Know some ways individuals and groups attempt to satisfy their basic needs and wants by utilizing scarce resources.

5.1d: Understand that social and political systems are based upon people's beliefs.

***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 <i>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</i>		
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



Vancouver Olympics 2010 Logo

http://www.gamesbids.com/eng/other_news/1114313525.html

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

<i>Compare</i> texts to judge different, perhaps divergent accounts of the same event or topic.	<i>Learn the “right answer.”</i>
Get <i>interested</i> in contradictions, ambiguity.	<i>Resolve or ignore contradictions, ambiguity.</i>
Check <i>sources</i> of document.	Read the <i>document</i> only.
Read like <i>witnesses to living, evolving events</i> .	Read like <i>seekers of solid facts</i> .
Read like <i>lawyers making a case</i> .	Read like <i>jurors listening to a case someone made</i> .
Acknowledge <i>uncertainty and complexity</i> in the reading with qualifiers and concessions.	Communicate “ <i>the truth</i> ” of the reading, sounding as certain as possible.
<p><i>Source:</i> 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, <i>American Educational Research Journal</i>, Fall 1991, pp. 495–519.</p>	

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

III.

Teaching Strategies



Vancouver Olympics 2010 Logo

http://www.gamesbids.com/eng/other_news/1114313525.html

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.

Unit 4 includes one case study focused on a native culture. Depending on your instructional goals, the whole class may participate in the same case study, such as closely examining the Inuit or you may wish to divide the class into groups and have various student groups investigate different native cultures or civilizations.

The simultaneous study of several native case studies promotes in-depth student examination and discussion focused on drawing conclusions about the uniqueness and commonalities of the native civilizations of this region. The sample lessons provided examine an aspect of a particular civilization but may be adapted for use when studying other civilizations. For example, the sample lesson on Inuit point of view can be easily adapted and used to analyze the point of view of the Northwest Coast Indians.

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
<p>Chronological Sequence: organizes events in time sequence.</p>	<p>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</p>	<ul style="list-style-type: none"> - What sequence of events is being described? - What are the major incidents that occur? - How is this text pattern revealed in the text?
<p>Comparison and Contrast: organizes information about two or more topics according to their similarities and differences.</p>	<p>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</p>	<ul style="list-style-type: none"> - 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?

<p>Concept/ Definition: organizes information about a generalized idea and then presents its characteristics or attributes.</p>	<p>for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually</p>	<ul style="list-style-type: none"> - 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?
<p>Description: organizes facts that describe the characteristics of a specific person, place, thing or event.</p>	<p>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</p>	<ul style="list-style-type: none"> - 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?
<p>Episode: organizes a large body of information about specific events.</p>	<p>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</p>	<ul style="list-style-type: none"> - 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?

<p>Generalization/ Principle: organizes information into general statements with supporting examples.</p>	<p>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</p>	<ul style="list-style-type: none"> - 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?
<p>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.</p>	<p>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</p>	<ul style="list-style-type: none"> - 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 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
<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> Recognize (identify) Recall (retrieve) 	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> Differentiate (discriminate, distinguish, focus, select) Organize (find coherence, integrate, outline, parse, structure) Attribute (deconstruct) 	Make judgments based on criteria and standards <ul style="list-style-type: none"> 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 <ul style="list-style-type: none"> 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



Vancouver Olympics 2010 Logo

http://www.gamesbids.com/eng/other_news/1114313525.html

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 students 15-20 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.

Getting Ready for the NYS Social Studies Exam

Throughout the sample lessons there are activities that support the development of important content and skills identified as necessary for success on the 5th and 8th Grade Social Studies Exam. Making students aware of the skills they are using will help them gain the confidence they need to succeed on the exam.

Many Social Studies lessons contain interdisciplinary components, supporting skills often emphasized in English Language Arts. In this way, teaching Social Studies prepares students for the exams and challenges they face in other disciplines.

The following suggestions offer further support to students in preparing for exams:

Objective or Multiple Choice:

- Have students design their own multiple choice questions and exchange them with a partner. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies5.html>)
- Discuss multiple-choice strategies such as process of elimination, reading all answer choices, using information found throughout the exam to assist in answering questions.
- Use sample questions used on past exams
- Analyze the way that these types of questions are presented/constructed.

Constructed Response Questions (CRQs):

- Have students create questions to accompany the various primary documents found throughout the unit. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies5.html>)
- Have students practice inferring and interpreting information from primary and secondary sources often.
- Provide sample documents used on past exams
- Analyze the types of questions asked when students are asked to view and interpret documents (example: comparing and contrasting 2 or more documents from the same period, etc.)

Document Based Questions (DBQs):

- Have students compile sources and create their own document based question. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies5.html>)
- Have students interpret and infer information from primary and secondary sources
- Have students write a historical background for a DBQ imitating the voice of the historical background provided in an actual DBQ.
- Instruct students on how to create an outline from the bullet points of a DBQ.
- Provide samples from past exams
 - Grade 5 Social Studies Exam
<http://www.nysedregents.org/testing/scostei/socstudies5.html>

ACADEMIC VOCABULARY

USING CONTEXT CLUES: INFERRING THE MEANING OF UNFAMILIAR WORDS

(Adapted from *Strategies that Work*, Stephanie Harvey and Anne Goudavis, 2007.)

Students do not always have the opportunity to refer to a dictionary when they come across an unfamiliar word. Even when a dictionary is available, it doesn't always help the student decipher the word meaning. Making inferences from context clues provides students with the opportunity to decipher meaning while reading. This activity on using context clues can be done at the beginning of the unit in order to model the strategy. Students can then follow the procedure throughout the unit when faced with unfamiliar words.

In this activity, the teacher demonstrates inferential thinking to determine the meaning of the word *province*, using a read aloud from *Loonies and Toonies: A Canadian Number Book*. Begin by reading aloud the page for 13. Then explain that students must figure out the meaning of the word *province*. Display the page and ask students to use clues from the image and from the reading to determine a possible meaning. Then ask the students to come up with a sentence for the word.

Think Sheet

Word	Inferred Meaning	Clues	Sentence
Province	A political territory in Canada	The reading talks about the number of provinces and the map shows borders of the provinces.	Quebec is the province where many Canadians speak French.

Provide students with an opportunity to read other segments from trade books identifying unfamiliar words and practicing using the think sheet. As students become familiar with the practice of inferring meaning, the think sheet will no longer be necessary and students will be able to think to themselves, instead of on paper.

ENGAGING THE STUDENT/ LAUNCHING THE UNIT

CANADA

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 Canada unit is to have students determine the distance from New York City to the Canadian border. Students can then note all of the states and physical features of the United States that border Canada.

Another way to launch the unit is with a read aloud of *Loonies and Toonies: A Canadian Number Book*. Students can note interesting facts and questions about Canada. The academic vocabulary activity can also be incorporated into the read aloud.

Still another way to launch the unit is to present students with a true or false quiz on Canada using unusual or interesting facts. After students complete the quiz, you may reveal that they are all true and have students list any questions they have about the facts to be explored throughout the unit.

- Canadians consume more macaroni and cheese than any other nation on earth.
- The national icon is the beaver.
- The national sport is hockey.
- Canada has the longest coastline in the world.
- Canada is the second largest country in the world.
- The British monarch is the head of Canada.

Finally, students can have the opportunity to explore Canada using the interactive website, CGKids Atlas online. Students can develop areas of interest that they would like to explore through the unit.

http://www.canadiangeographic.ca/cgkidsatlas/default_en.asp

LESSON PLANS
CANADA: A MAP INVESTIGATION

Unit of Study: Canada

Focus Question: How has geography impacted the development of Canada?

The Teaching Point:

- Students will practice map skills and develop questions to build background on Canada's geography.

Why/Purpose/Connection: This lesson demonstrates the diversity and variety of geographical features found throughout Canada.

Materials/Resources/Readings:

- Trade book titles
 - *Crazy about Canada*
 - *The Kids Book of Canada*
 - *Spotlight on Canada*
 - *Canada*
 - *Q and A: Canada*
 - *Canada*
 - *Canada*
 - *Exploring Canada with the Five Themes of Geography*
 - *The Kids' Book of Canadian Geography*
- Websites
 - <http://www.worldatlas.com/webimage/countrys/namerica/ca.htm>
- Map of Canada

Model/Demonstration:

- Motivation: Teacher provides student groups with an outline map of Canada pasted upside down on a large piece of paper. The map must be cut along the borders so that it does not show the United States. In addition place names should be deleted. The map should depict physical features and can contain other elements such as climate or resources. Teacher explains that students are going to use the landform to create their own country.
- Teacher models how to analyze the landform using a collaborative annotation. Each student (and the teacher) is assigned a marker of a specific color. Each group will make a key that includes their group members' names and the teacher. *Note: A collaborative annotation allows students to create an artifact containing their thoughts on a piece of text as they build their writing skills. (Content-Area Writing. Harvey Daniels, Steven Zemelman, Nancy Steineke. 2007).*
- Teacher begins the demonstration by starting a key on the class map with the teacher's color marker. Teacher instructs groups to create their key.
- Teacher explains that before students imagine their fictional country they may need more information about the landform. Teacher explains that students are

going to begin by asking questions in writing, using the space that is bordering the map. For example, teacher can add this comment to the class map, “Is this landform an island?”

Guided Practice:

- Teacher instructs students to begin their collaborative annotation with questions concerning the landform. Teacher circulates adding questions or comments to each group’s paper. Teacher then instructs students to turn their paper upside down. Teacher asks if anyone recognizes the landform, or teacher can have students match its shape to a country by using a world map.
- Teacher explains that since this landform is actually Canada, students are going to use maps of Canada to answer their questions about the landform.
- Teacher models answering the initial question from the model, “Is this landform an island?” Teacher points to the world map and says, “Canada borders the United States so it is not an island. Though it is not an island, the country has many islands and peninsulas.” Teacher uses a black marker to add to the class chart.
- Teacher asks groups to try to find one question they could answer using the world map. Teacher tells students to add their question and answer to the class chart.

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Provides
practice with
CRQ skills:
examining
maps, tables,
and graphs.

Independent Exploration:

- Teacher instructs student groups to explore maps of Canada (as well as images, tables and graphs) in order to answer as many of their questions as possible. Students should use a black marker to answer their questions so that the facts stand out. Students can work individually or in pairs to explore the books and add comments.

Differentiation:

- Teacher can assign students to maps based on the map’s level of difficulty.

Share/Closure:

- When students have finished, teacher asks students to review their collaborative annotation. Guiding questions include:
 - Are there any new specialized words that should be added to the social studies word wall? (tundra, aboriginal,)
 - Are there any questions that you didn’t answer that could be posted in the questions parking lot?
 - Did any of your discoveries lead to new questions?

Assessment:

- Teacher evaluates collaborative annotation.

Next Steps:

- Students further explore Canada’s geography.

Suggested text:

Title	Author	Pages	# of copies
<i>Crazy About Canada</i>	Vivien Bowers	68	1
<i>The Kids Book of Canada</i>	Barbara Greenwood	5	6
<i>Spotlight on Canada</i>	Bobbie Kalman	4, 7	3
<i>Canada</i>	David F. Marx	4	2
<i>Q and A: Canada</i>	Nathan Olson	5, 10, 14, 28	2
<i>Canada</i>	Michael Dahl	4	2
<i>Canada</i>	Shirley W. Gray	5	2
<i>Exploring Canada with the Five Themes of Geography</i>	Nancy Golden	7, 10, 21	3
<i>The Kids Book of Canadian Geography</i>	Briony Penn	4-5, 11, 18-19, 20, 24-25, 28-29, 32, 36, 40, 48, 52	3

CANADA: GATHERING KNOWLEDGE

Unit of Study: Canada

Focus Question: How has geography impacted the development of Canada?

The Teaching Point:

- Students will be able to build background knowledge on Canada using a knowledge chart.

Why/Purpose/Connection: This lesson continues to build background knowledge about Canada in order to prepare students for a more in depth study of the region.

Materials/Resources/Readings:

- Trade book titles
 - *Canada the Land*
 - *Spotlight on Canada*
 - *A Visit to Canada*
 - *(First Reports) Canada*
 - *Rookie Read-about Canada*
- Knowledge Chart
- Post notes

Model/Demonstration:

- Motivation: Teacher presents a riddle to the students to solve.

Riddle:

I am in the Western Hemisphere.

I am in the most northern area.

I have a lot of land.

I have areas where people speak French.

Who am I?

(Allow students to jot down their response)

CANADA

- Teacher explains that students are going to continue to add to their knowledge of Canada using a knowledge chart. *Note: A knowledge chart is an instructional tool that provides quick reference for what individual students know and what the class as a group knows in relation to a topic you are about to study. Also, it provides students with an opportunity to see how quickly they could build background knowledge for a topic prior to reading the text. (More Tools for Teaching Content Literacy. Janet Allen, 2008)*
- Teacher displays the knowledge chart and models adding a piece of information to the prior knowledge column. “I know from the riddle that Canada is in the Western Hemisphere.”
- Teacher asks students to think back to their collaborative annotation from the previous lesson and add at least 3 pieces of prior knowledge to their knowledge chart.

- Teacher asks students to turn and talk about how they gained their knowledge in the previous lesson, and how they can gain knowledge for their new column.
- Teacher displays the *Crazy about Canada!* book. Teacher models paging through the book and notices that there are many pictures, many different colors and various sized fonts.
- Teacher says, “I am going to read a piece in the side bar and see if it gives me some new, interesting information on Canada.” Teacher reads the question and answer on p. 12, “Are Moose Really Canadian?”
- Teacher adds to the New Knowledge column, “Canada is known for having a large number of moose.” Teacher adds a call out with, “Found using a question in the side bar.”

Guided Practice

- Teacher provides student groups with trade books. Teacher asks students groups to identify a piece of new knowledge and to identify the text feature they used to find it.
- Teacher asks student groups to add one piece of new knowledge to the class chart. (This can also be completed on a post-it note.)

Independent Practice:

- Students individually add at least 8 pieces of new information to their knowledge chart, as well as the text feature that helped them acquire it.
- Student groups write a short riddle about an aspect of Canada using both their prior knowledge and their new knowledge.

Differentiation:

- Extra support: Teacher could assign a student to focus on a particular text feature. For example, teacher can ask students to try to locate new knowledge through use of images.
- Teacher can assign a particular piece of text to be read.

Share/Closure

- Students share their riddles in their groups. Student groups choose one riddle to share with the whole class.

Assessment:

- Teacher evaluates student Knowledge Charts.

Next Steps: Students research Canada’s geographic features to learn how it affects the land and people.

Knowledge Chart - Canada

Add ten new pieces of information to what you already know about Canada

Prior Knowledge about Canada	New Knowledge about Canada
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.

A GEOGRAPHIC INQUIRY

Unit of Study: Canada
(This lesson requires 2 days)

Focus Question: How has geography impacted the development of Canada?

The Teaching Point:

- Students will use a double-entry journal to research Canada's geographic regions and understand the connections between the land and the people.

Why/Purpose/Connection: This lesson provides the students with an opportunity to determine how the geography of Canada influenced its development.

Materials/Resources/Readings:

- Trade book titles
 - *Canada the Land*
 - *Canada*
 - *Spotlight on Canada*
 - *The Kids Book of Canadian Geography*
 - *Crazy about Canada*
 - *The Kids Book of Canada*
- Websites:
 - <http://www.kidport.com/RefLib/WorldGeography/Canada/Canada.htm>
 - <http://kids.nationalgeographic.com/Places/Find/Canada>
 - http://travel.nationalgeographic.com/places/countries/country_canada.html

Model/Demonstration:

(Day 1)

- Motivation: Teacher begins class with an image analysis. Each group must analyze their assigned image using a four quadrants approach. Students view one quarter (1/4) of the image at a time and record their observations on a page divided into four quadrants. (Do not share the regional name that accompanies each page number below)
 - *Canada the Land* (x3), pages
 - 6: The Canadian Shield
 - 12: The Arctic
 - 14: Big Cities
 - *Canada* (Gray) (x2) pages
 - 7: The Appalachian Region
 - 12: The Great Plains
 - 14: The Mountain Cordillera
 - *Spotlight on Canada* (x3)
 - 8: The Lowlands
 - 31: Coastal Rain forests
- Upon finishing their analysis, teacher provides each group with the short description of their region from *Canada the Land* p. 6-7 and instructs students to work with the group to create a t-chart with a list of conclusions and questions about

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Provides
practice
interpreting
images.

their image and region on chart paper. Teacher instructs each group to title their t-chart with the name of the region that the image represents and to include the description of the region.

- Teacher explains that each student group will become the experts on one of the regions.
- Teacher asks students to take a gallery walk of the t-charts, images, and short descriptions. Students will then submit an index card with the top three places/regions they would like to study.
- While teacher organizes groups, students begin listing general questions they would like to answer about a geographical region.
- Teacher assigns students to groups.
- Teacher explains that students are going to read for information and take notes on the region they are researching using a double-entry journal.
- Teacher explains that students must identify selections in the trade books relevant to the region they are researching, read the selections and take notes. Teacher models this process using the Appalachian Region by reading “Dwindling Resources” on p. 21 of *Canada the Land*.

Regional Facts	Impact on Living Things
Cod used to be plentiful, but was over-fished, and population has declined.	Cod population has declined, Fisherman are out of work

- Teacher models a “think aloud” by pointing out that the passage did not mention the Appalachian region specifically, but based on the description of the region that we started with, he/she knew that Newfoundland was part of that region.

Guided Practice:

- Teacher monitors as each group identifies an appropriate selection and makes an entry into a double-entry journal.

Independent Exploration:

(Day 2)

- Students continue their research individually. If internet access is available students can also use websites.
- Student groups participate in a written conversation beginning with one of the statements provided. Teacher instructs students to choose a statement and begin writing. After a minute teacher asks students to pass their paper and respond to their classmates’ thoughts. This continues until each student receives their original paper. *Note: A written conversation engages all students in the discussion. All group members are on task at all times. (Content-Area Writing. Harvey Daniels, Steven Zemelman, Nancy Steineke. 2007.)*
 - Great place to visit, but I wouldn’t want to live there.
 - Great place to visit, an even better place to live.
 - Great place to visit? Are you crazy!!!

Share/Closure:

- Student groups vote on the statements and label their region’s t-chart (from the previous day) with their decision and notes about why the decision is appropriate.

Assessment:

- Teacher evaluates double-entry journal.

Next Steps:

- Students will identify the differences between provinces and territories and how the provinces and territories were divided in Canada

Suggested Text:

Title	Author		Pages	Copies
<i>Canada the Land</i>	Bobbie Kalman	All regions	6-7,8-13, 28-31	3
		Cities	14-17	
		The Great Plains	20	
		Appalachian Region	21	
<i>Canada</i>	Shirley W. Gray	The Great Plains and the Mountain Cordillera	12-14	2
		The Canadian Shield and Arctic	15-19	
<i>Spotlight on Canada</i>	Bobbie Kalman	All regions Cities	6-13 24-25	3
<i>The Kids' Book of Canadian Geography</i>	Briony Penn	All regions	18-19	3
		The Arctic	24-27	
		The Great Plains	28-31, 44-47	
		The Lowlands	32-35	
		Coastal Rain Forests	36-39	
		Mountain Cordillera	40-43	
<i>Crazy about Canada</i>	Vivien Bowers	The Arctic	76-77	1
		The Appalachian Region	54	
<i>The Kids Book of Canada</i>	Barbara Greenwood	All regions	Multiple selections	6

INQUIRY: LIFE AS AN INUIT

This lesson can be conducted as an exploration of the Northwest Coast Indians.
See note at end of lesson.

Unit of Study: Canada
(This lesson requires 2-3 days)

Focus question: What were/are the characteristics of the native cultures of Canada?
(Inuit Case Study)

The Teaching Point:

- Students will be able to develop topics and questions to research Inuit life.

Why/Purpose/Connection: This lesson will demonstrate how people's basic needs are universal no matter where they are living. The difference lies in how they address those needs. Students will have the opportunity to learn more about an area of interest within the topic of Inuit life and express their views in writing.

Materials/Resources/Readings:

- Titles from the Trade Book Set
 - *A True Book, The Inuit*
 - *The Kids Book of The Far North*
 - *Life in the Far North*
 - *Arctic Peoples*
 - *The Inuit, Ivory Carvers of the Far North*
 - *First Reports, The Inuit p.6 (Overhead of map of central and eastern Canada)*
 - *Native Americans, Inuit Indians*
 - *The Kids Book of Aboriginal Peoples in Canada*
- Triple-entry journal

Model/Demonstration:

(Day 1)

- Motivation: Teacher asks children to imagine that their family is thinking about moving to a new state, or possibly even a new country. Teacher asks students to turn and talk about one thing they would like to know about the new place.
- Teacher models his/her first category and his/her rationale for the choice. Teacher begins a t-chart entitled A New Place/Why I Need to Know. Teacher adds the word weather to the first column of the chart. Teacher thinks aloud while adding to the second column of the chart, "I am always thinking about the weather. I really like to be outside so I want to know how I will need to dress."
- Teacher asks students to complete the t-chart with their partner adding at least 3 more things to know about a place they were planning to move to and tell why the information is important.
- Teacher explains that students are going to use this t-chart as their guide for learning about a new place and its people, the Inuit.
- Teacher displays overhead map of central and eastern Canada (*First Reports, The Inuit p. 6*) to show class the homeland of the Inuit. Teacher asks students to make observations about what life would be like in this area based on the map. *Note:*

Some of the readings will address the Inuit who live in this area today while others will address the Inuit of the past. When taking notes students should address whether their comparison is to the Inuit of the past or the present.

- Teacher tells students to listen to see if any of their predictions based on the map are correct before teacher reads aloud *Native Americans, Inuit Indians* p. 6 -7. Teacher explains that students are listening to find out more about what life would be like with the Inuit.
- Teacher introduces the selection of trade books on the Inuit people. Teacher reminds the students that often when reading non-fiction, it is not necessary to read the entire book or chapter. Rather, we use the text features to help us find what we need. The teacher explains that we are scanning the various text features and placing post-it notes explaining the text feature used.
- Teacher models scanning, and placing post-it notes on pages that will provide reference for a particular topic. *Note: Scanning is accomplished by using the text features, such as table of contents, index, headings, and captions. It is not our intent for them to read all of the text.* “Let’s look at *Vanishing Cultures: Frozen Land.*” Teacher notices, “This book does not have an index or table of contents. It seems to be written as a non-fiction narrative, or a true story. But, the book does have many photographs.” Teacher places a post-it note on the first photograph on the introduction page and writes “The photo provides information about the weather.” Teacher then explains that the information gathered using the text feature, in this

Life with the Inuit	Facts	Questions
WEATHER	The land is frozen, but the people have broken through the ice.	What are they looking for? Are they fishing? How do they get food in such a cold climate?

case a photograph, should be entered into the triple entry journal.

- Teacher asks students what other text features could provide information and labels the chart paper with possible text features.

Guided Practice:

- Student pairs determine the topics they are exploring and list them in the first column.
- Teacher instructs student pairs to choose a trade book to skim and scan. Students should record the text feature they used and what they found by using the text feature (onto a post-it note).
- Teacher asks students to place their post-it note on the chart representing the text feature they used. *Note: Teacher briefly reviews post-it notes to assess student understanding while students begin independent exploration. Teacher may assist students who had difficulty identifying and using text features to skim and scan.*

Independent Exploration:

- Students skim and scan using text features to complete their triple-entry journal.

Model/Demonstration:

(Day 2)

- Motivation: Teacher displays the cover of *Vanishing Cultures: Frozen Land* and asks students to write one question for the dog or the child.
- Teacher begins with a read aloud/think aloud using the introduction to *Vanishing Cultures: Frozen Land*. (Model of the three-column chart from the previous day should be posted.) Teacher should note thoughts on post-it notes to be placed on the text. Teacher begins with the title, “Vanishing cultures, I wonder if people no longer want to live on a frozen land?” Teacher begins read aloud stopping intermittently sharing thoughts about the text. The teacher refers to the questions from the previous day’s model, and says, “I guess the Inuit used hunting as their main source of food. I don’t think they could farm in such a cold place.” The teacher continues reading and then notes, “I guess the culture is vanishing because of changes to the environment beginning with the Europeans’ arrival, not because of their choice. I wonder if global warming is impacting them too.” Finally, at the conclusion of the read aloud, teacher notices, “Yesterday we saw that while we were different than the Inuit we had many similarities too. The author notes that, saying we are part of the same ‘human family.’”
- Teacher explains that students are going to further explore one of their questions from the previous day using the categories, similar or different.
- Teacher uses the read aloud as a model. Teacher explains, “I chose the question, how do the Inuit get food? According to the initial read-aloud the answer would be different because the Inuit hunt for food and I go to the grocery store. BUT, I want to read more to make sure there are not other ways they obtain their food that are similar to ways that I acquire food.”
- Teacher instructs students to work with a partner to choose a topic or question to explore further. After choosing a question or topic, partners must decide whether they think they will find stronger similarities or differences.
- Teacher explains that student pairs must find at least 2 passages that provide information about their topic.
- Teacher explains that each student will read their passage and place post-it notes in the margins sharing their thoughts regarding whether they view the information as similarities or differences, as well as any other thoughts and questions. Teacher explains that student pairs will then exchange texts and add comments on the new text. Students will make comments to their partner’s notes as well.

**Gr. 5 ELA
Exam Alert**

Provides practice with comparing two pieces of text.

Guided Practice:

- Teacher circulates assisting and monitoring the choice of topics and text.

Independent Exploration:

- Students participate in the reading activity. After both pieces of text have been read, partners review their comments and determine the similarities and differences to their own experiences in a t-chart.
- Student groups are then reconfigured to reflect different topics. Students complete a Venn Diagram comparing and contrasting their lives to the lives of the Inuit.

Differentiation:

- Extra support: Teacher can highlight text features using post-it notes limiting the skim and scan activity to the use of a text feature.
- Extra support: Teacher can provide students with text selection, eliminating the need to find and determine if a selection is appropriate for their topic.

Share/Closure:

- Students share, in a whip conversation, one way they wished their life was more like the Inuit. *Note: In a whip conversation each student shares one thing as the conversation moves or whips from one student to the next.*

Assessment:

- Teacher evaluates post-it notes.
- Teacher evaluates written conversation.

Note: Ideas for adapting this lesson for a study of the Northwest Coast Indians

- Display map of the Northwest Coast (*Northwest Coast Indians*, pp. 5 and 6). Have students make predictions about life in this region.
- Read aloud *Frog Girl*. Have students make predictions about the Northwest Coast Indians based on the story.
- Use the text selections for the Northwest Coast Indians Case Study to adapt the lesson for an exploration of the Northwest Coast Indians.

Suggested text selections for Inuit Case Study: Questions listed reflect broad ideas that you can use to help guide your students to finding appropriate text selections for their topics and questions.

Title	Author	Topics/ Questions	Pages	Copies
<i>The Inuit Thought of It</i>	Alootook Ipellie and David MacDonald	What was the role of dogs in Inuit life?	12-13	4
		What did they use for transportation?	12-13 14-15 28-29	
		How did they stay warm?	16-17 18-19 28-29	
		What did they do for fun?	20-21 28-29	
		How did they find food?	24-25 28-29	
		How do Inuit maintain their traditional life?	28-29	
<i>Life in the Far North</i>	Bobbie Kalman and Rebecca Sjonger	What were the family roles?	6-11	5
		How did they travel?	16-17	
		How did they find food?	12-15	
		How did they stay warm?	18-23	
		What did they do for fun?	26-27	
		How do Inuit maintain their traditional life?	30-31	
<i>Inuit Indians</i>	Caryn Yakowitz	How did they find food?	8-11	4
		How did they stay warm?	12-15	
		What was the role of dogs in Inuit life?	16-17	
		What was their religion?	20-21	
		What did they do for fun?	22-23	
		How do Inuit maintain their traditional life?	26-30	
<i>The Inuit: Ivory Carvers of the Far North</i>	Rachel A. Koestler-Grack	How did they find food?	6-10	4
		What was their religion?	14-19	
		What did they do for fun?	16-19	
		How did they stay warm? (plus style/jewelry)	20-23	
		How do Inuit maintain their traditional life?	24-29	
<i>The Kids Book of the Far North</i>	Ann Love and Jane Drake	How do Inuit maintain their traditional life?	38-39 42-45	2
		Why did Inuit life change?	32-35	
		What was their religion?	30-31	
<i>The Inuit</i>	Andrew Santella	How did they find food?	18-27	4
		How did they stay warm?	30-34	
		Why did Inuit life change?	35-42	
		How do Inuit maintain their traditional life?	40-43	

Suggested text selections for Northwest Coast Indians Case Study: Questions listed reflect broad ideas that you can use to help guide your students to finding appropriate text selections for their topics and questions.

Title	Author	Topic/Questions	pages	Copies
<i>Sea and Cedar: How the Northwest Coast Indians Lived</i>	Louis McConkey	Where did they live?	10-11	3
		What did they wear?	16-17	
		What were their beliefs?	25	
<i>Northwest Coast Indians</i>	Ramim Mir Ansary	What did they eat?	8-9	6
		What were their homes like?	10-11	
		What are some of their customs?	16-17	
		What were totem poles used for?	18-19	
		What were their beliefs?	20-23	
		How have their lives changed?	24-29	
<i>The Northwest Indians: Daily Life in the 1700s</i>	Judy Monroe	What did people wear?	13	2
		What did they do for fun?	17-19	
<i>Nations of the Northwest Coast</i>	Kathryn Smithyman	What were families like?	6-7	6
		What resources did they have?	10-11	
		What did they use for transportation?	14-15	
		What was their economy like?	16-17	
		What was a potlatch ceremony?	18-19	
		What is their life like today?	26-31	
<i>If You Lived with the Indians of the Northwest Coast</i>	Anne Kamma	What was their home life like?	6-10	6
		What did they wear?	11-13	
		What did they eat?	14-18	
		What was life like for girls and boys?	20-23	
		What was their religion like?	26-29	
		Why did they carve totem poles?	41-44	
<i>Plank Houses</i>	Karen Bush Gibson	What is a plank house like?	5-15	2
		What were totem poles used for?	21	
<i>Tlingit Indians</i>	Suzanne Morgan Williams	What did they eat?	12-13	4
		What was family life like?	8-11	
		What did they do for entertainment?	16-19	
		What is life like today?	28-30	

Triple-Entry Journal

Life with the _____	Facts	Questions

INUIT INNOVATIONS

Unit of Study: Canada

Focus question: What were the characteristics of the native cultures of Canada?
(Inuit Case Study)

The Teaching Point:

- Through an analysis of images students will identify the ways the Inuit people adapted to their environment.

Why/Purpose/Connection: This lesson demonstrates how innovations play a role and make life easier for those with access to them. In addition, students will see some Inuit innovations that are still used today.

Materials/Resources/Readings:

- Trade book titles
 - *A True Book, The Inuit*
 - *Life in the Far North*
 - *Native Americans, Arctic Peoples*
 - *First Reports, The Inuits*
 - *The Inuit Thought of It: Amazing Arctic Innovations*
- Artifact Analysis Graphic Organizer

Model/Demonstration:

- Motivation: Teacher displays a picture of a telephone and asks students to describe in writing how the phone changed life when it was invented. How has the phone changed since its invention?
- Teacher writes the word INNOVATION on the board and asks the class if anyone knows the meaning of the word. After eliciting a few students' responses, the teacher can state that an innovation is something or process created to solve a problem or serve a particular need, like the telephone. "Sometimes innovations are entirely new; other times they are adaptations of previous methods or inventions. Today we will look at some innovations that are attributed to the Inuit people."
- Teacher explains that student partners will view three images of Inuit innovations and form a hypothesis on their use and the materials from which they are made. Then students will read the surrounding text to check their initial thoughts. (See suggested artifacts table)
- Teacher displays the image on p. 14 of *The Inuksuk Book*. Teacher models a think aloud, and states that the image looks like some sort of monument. "I think it is made of stone."

**Social Studies
Exam Alert**

Provides practice drawing conclusions from an analysis of a primary source image.

Guided Practice:

- Teacher explains that the next step involves reading text to confirm or deny initial assumptions. Teacher explains that students will listen to a short read aloud to determine if the teacher's initial assumption is correct. Teacher

reads aloud the first paragraph on p. 15. Teacher asks students to turn and talk about their new thoughts on the Inuksuk.

Independent Exploration:

- Student pairs analyze three artifacts in the same manner.
- As a continuation of the similar and different theme from the previous lessons, students will choose one of the artifacts and examine a contemporary version. Student pairs then complete a Venn diagram depicting similarities and differences between the artifacts.
- Lastly, students will use the BAR key to create a new innovation. *Note: The BAR key, an element of the Thinker's Key, promotes critical thinking by providing an opportunity for students to look at something from multiple angles. (http://www.tonyryan.com.au/blog/?page_id=435)* Students must choose one of the artifacts, either as it was created by the Inuit, or its contemporary adaptation and change it by:

Making it **B**igger

Adding something to it

Replacing something

Students can represent their BAR adaptation as a drawing or a written description.

Differentiation:

- BAR key provides opportunities for learners to use their personal strengths when considering a multitude of possibilities.

Share/Closure:

- Students participate in a gallery walk of their new innovations that resulted from using the BAR key.
- Students reflect on the inspiration that results in innovations.

Assessment:

- Teacher evaluates BAR key.

Next Steps: Students examine life from the point of view of the Inuit.

Suggested Artifacts:

Title	Author	Copies	Artifacts
<i>Arctic Memories</i>	Normee Ekoomiak	1	Kayak-10 Dog sled-11 Igloo -13 Snow goggles-15
<i>Inuit Indians</i>	Caryn Yacowitz	4	Parka-13 Snow goggles-12 Igloo-14 Dog sled-16
<i>Inuit Thought of It: Amazing Arctic Innovations</i>	Alootook Ipellie and David MacDonald	4	Dog sleds-12 Kayak-14 Igloo-16 Parka-18 Snow goggles-27
<i>The Inuit</i>	Natalie M. Rosinsky	1	Kayak-10
<i>The Inuit</i>	Andrew Santella	4	Blanket tossing-16 Dog sled-21
<i>The Inuit: Ivory Carvers of the Far North</i>	Rachel A. Koestler-Grack	4	Igloo-7 Parkas-21 Snow goggles-22
<i>Life in the Far North</i>	Bobbie Kalman	5	Amauti-10 Dog sled-16 Blanket tossing-26

Inuit Artifacts	Contemporary Uses
Igloo	<ul style="list-style-type: none"> • <i>Inuit Thought of It: Amazing Arctic Innovations</i> • Ice hotel: http://www.icehotel-canada.com/
Parkas	<ul style="list-style-type: none"> • <i>Inuit Thought of It: Amazing Arctic Innovations</i> • http://www.llbean.com/?nav=gn
Snow Goggles	<ul style="list-style-type: none"> • <i>Inuit Thought of It: Amazing Arctic Innovations</i> • https://www.burton.com/on/demandware.store/Sites-Burton_US-Site/default/Home-Show
Blanket Tossing	<ul style="list-style-type: none"> • <i>Inuit Thought of It: Amazing Arctic Innovations</i> • http://www.americaslibrary.gov/es/ak/es_ak_fur_1.html
Amauti	<ul style="list-style-type: none"> • <i>Inuit Thought of It: Amazing Arctic Innovations</i> • http://www.cottonbabies.com/product_info.php?cPath=35&products_id=725&gclid=CPHzvaLG254CFQ975Qodmy5YKQ
Kayak	<ul style="list-style-type: none"> • <i>Inuit Thought of It: Amazing Arctic Innovations</i> • http://www.kayakonline.com/

Artifact Analysis

Name and sketch the innovation/ Record the source of image		How is this object used?	What is this object made of?
	Before Reading		
	After Reading		
	Before Reading		
	After Reading		
	Before Reading		
	After Reading		

Inuit Iyaga Game



Materials needed: toilet roll, or other cardboard roll (about 4 inches long), art supplies to decorate your game, a sharpened pencil, string, wool or cord, (about 17 inches long) and an unsharpened pencil

<p>Materials needed for iyaga game</p>	<p>Step 1. Paint and decorate the cardboard roll.</p>	<p>Step 2. Pierce a hole in the roll using a sharp pencil.</p>	<p>Step 3. Thread the string through the hole and make a knot on the end, inside the roll. Tie the other end of the string around the unsharpened pencil and make a knot.</p>

You are now ready to play the game. With the roll over the end of the pencil, toss the roll in the air. Try to catch it on the pencil. Good luck and keep practicing!

Source: <http://www.collectionscanada.gc.ca/settlement/kids/021013-1810-e.html>

THE INUIT POINT OF VIEW

This lesson can be conducted as an exploration of the Northwest Coast Indians.
See note at end of lesson

Unit of Study: Canada

Focus question: What were the characteristics of the native cultures of Canada?
(Case Study)

The Teaching Point:

- Students will use point-of-view to empathize with the Inuit people and their desire to preserve their way of life.

Why/Purpose/Connection: This lesson builds on the prior knowledge gained through research about Inuit life and innovations. This lesson continues to demonstrate the challenges of life as an Inuit.

Materials/Resources/Readings:

- Trade book titles
 - *Native Americans, Arctic Peoples*
 - *Life in the Far North*
 - *The Inuit, Ivory Carvers of the Far North*
- Graphic Organizer, Point of View Guide

Model/Demonstration:

- Motivation: Teacher displays an image of a famous person, such as President Obama. Teacher asks each student to write (on a post-it note) what they think the president might be thinking and has students post these “thought bubbles” around the image.
- Teacher instructs students to turn and talk about how they drew their conclusions about what they thought the president was thinking.
- Teacher explains that the class is going to gain an understanding of the Inuit point of view by “walking in their shoes.”
- Teacher displays the photo from the book *Arctic Peoples* on p.12. Teacher explains that class will imagine taking a step into the picture. Students will think and respond as if they are the people in the photo. We “are walking in their shoes”. *Note: The Point Of View Guide helps students view an event, person, or situation from a different perspective. Students are given the opportunity to take on the role of a person, place, or even a thing through a series of structured interview questions. The student responses are to be written from the first-person point of view of the persona chosen or assigned. (Tools for Teaching Content Literacy. Janet Allen. 2004.)*
- Teacher models one of the responses. (Eyes: You are looking beyond your family. What do you see? *I think I see the men returning. I think they are carrying a caribou. I hope they were able to find food for us. There isn't much left in the area)*

Guided Practice:

- Teacher provides student groups with one component of the Point-of-View guide to complete.
- Teacher instructs each group to post and explain their response.
- Teacher asks groups to reconvene to create a thought bubble for one of the people in the image.
- Teacher explains that each group must choose an image. Then they must set the scene, complete a point-of view guide, and write thought bubbles.

Independent Exploration:

- Teacher explains what students need to do to set the scene. Before students begin their point of view guide they must set the scene of the image, or describe a possible scenario. Teacher displays picture on p. 27 of *Arctic Peoples*. Teacher shows a model scenario for this image.
- Student groups choose an image (that shows more than one person) from the trade books. Teacher reminds students to note if their image reflects people of the past or present when writing their scenario. Students then complete a group Point of View graphic organizer for at least two of the people displayed in the image.
- Using post-it notes, students add thought bubbles to at least two of the people in the image.

**Gr. 5 ELA
Exam Alert**

Provides practice with organizing details into a short written piece.

Differentiation:

- Extra support: Teacher can allow students to use the scenario in the provided model of the image on p. 27.
- Challenge: Students write a possible dialogue for people in the image.

Share/Closure:

- Students share one of their thought bubbles.

Assessment:

- Teacher evaluates thought bubbles.

Note: Ideas for adapting this lesson for a study of the Northwest Coast Indians

- Use image of women weaving baskets from *Tlingit Indians* p. 13 for the model. Ears: The woman is listening for the continued silence of the baby, hoping to complete the basket before the baby awakes.
- Use image on p. 14 of men carving a totem pole from the *Tlingit Indians* for the guided practice/differentiation. Sample included.

Guided Practice: Provide each group with one of the images to consider point of view from what the person is feeling, hearing, saying or doing.



Point of View Guide

Directions: Choose an image from the trade book text set. Describe the scenario in the center box. Include your thoughts on what is happening, and when and where it is taking place. You may refer to the text to help write your description.

Eyes: What do you see?

Head: What are you thinking about?

Ears: What do you hear?

Mouth: What will you say to the others?

Heart: What are you feeling?

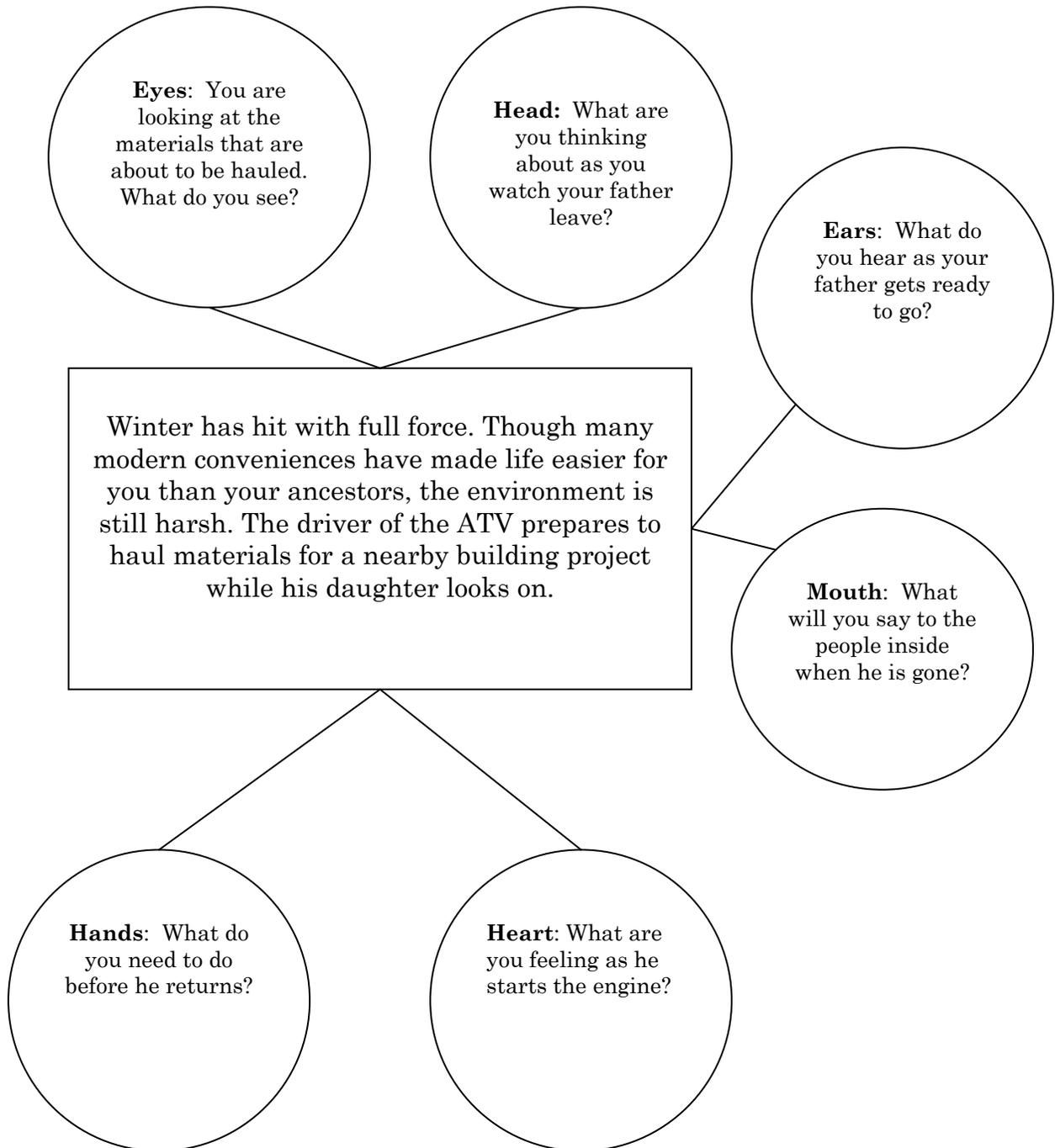
Hands: What do you need to do?

Scenario:

Point of View Guide: The Inuit

Model Scenario: Child's point of view

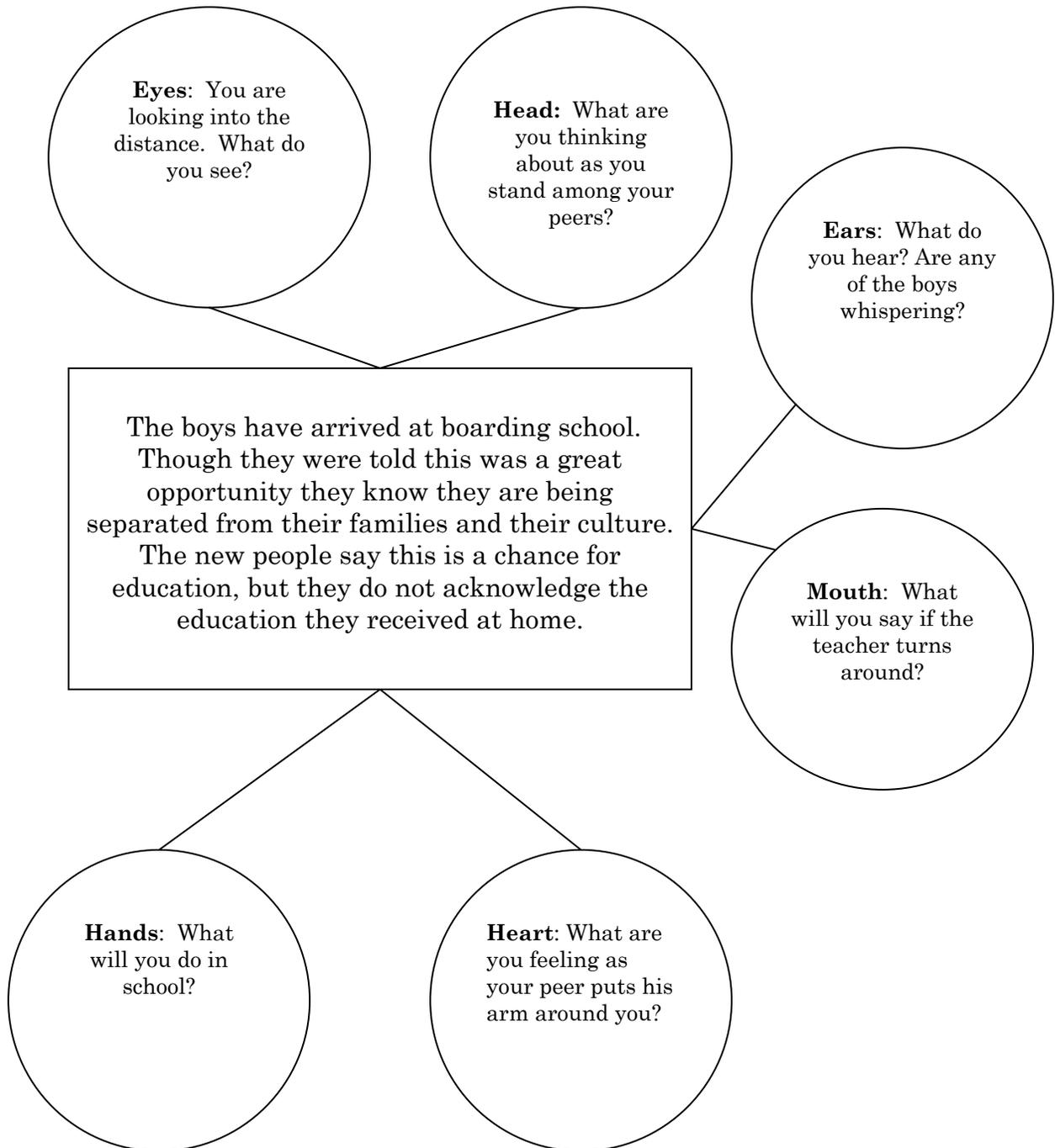
Directions: Use the image on p.27 of *Arctic Peoples* to complete the graphic organizer.



Point of View Guide: The Northwest Coast Indians

Model Scenario: Child's point of view

Directions: Use the image on p.23 of *The Tlingit Indians* to complete the graphic organizer.



WHAT IS AN INUKSUK?

Unit of Study: Canada

Focus question: What were the characteristics of the native cultures of Canada?
(Case Study)

The Teaching Point:

- The students will compare non-verbal communication of the Inuit along with other common non-verbal symbols of communication.
- The students will analyze illustrations and photos to determine the purpose of the images or structures.

Why/Purpose/Connection: This lesson will continue to show the creativity of the Inuit people. The Canadian arctic is generally covered by permafrost year round. This results in few natural landmarks, thus the creation of the inuksuk as a directional marker. This lesson will investigate additional purposes of the inuksuk.

Materials/Resources/Readings:

- Trade book titles
 - *The Inuksuk Book*
 - *The Kids Book of Aboriginal Peoples in Canada*
 - *The Inuit Thought of It, Amazing Arctic Innovations*
 - *Life in the Far North*
- Websites:
 - <http://www.vancouver2010.com/>

Model/Demonstration:

- Motivation: Teacher provides each table with the Olympic logo for Vancouver 2010 (found on page 61 of the guide) placed onto a large sheet of chart paper. (Making sure to provide a large border around the image for writing). Each student should have two colored pens or markers, one color representing facts and one color representing questions. Students should make a key noting which color represents facts and which represent questions. Students participate in a collaborative annotation. *Note: A collaborative annotation allows students to create an artifact containing their thoughts as they build their writing skills. (Content-Area Writing. Harvey Daniels, Steven Zemelman, Nancy Steineke. 2007)*
- Teacher creates a class t-chart and charts one fact and one question from each group.
- Teacher explains that symbols are often used as a method of non-verbal communication. While some students may have identified the inuksuk, most students will probably have recognized the Olympic rings. Teacher points out that in the logo, the Olympic rings, a contemporary symbol, has been paired with a traditional symbol of the Inuit, the Inuksuk.
- Teacher asks students to turn and talk about other non-verbal symbols they know and share how they are used. (Examples may be stop lights, the color red for danger, a circle with a line through it, a wheel chair.)

- Teacher explains, “When we looked at all of the Inuit adaptations, we realized how creative the Inuit are. We have also learned that the Arctic region is a very cold and barren land. To help the Inuit survive in this region, they continued to be creative and built the inuksuk as a message center.”
- Teacher posts the definition of an inuksuk and provides students with the guide, “How to identify an Inuksuk”
 - Inuksuk: A stone structure that can act in the place of human messengers. Here are some of the purposes of an inuksuk:
 1. to show directions
 2. to show where food is stored
 3. to show that something significant happened at this spot and that people need to be respectful at this spot
 4. to act as helpers for hunting or fishing

Guided Practice:

- Teacher refers students back to their collaborative annotation activity and instructs students to use their guide to try to determine what kind of inuksuk is represented in the logo. Teacher circulates adding questions and comments to the annotated collaboration.
- After a few minutes, teacher asks each student group to explain which type of Inuksuk they thought the Olympic logo contained. (Teacher could use this as an opportunity to assess which students need more help reading text and applying it to an analysis of an object.)
- Students then choose two images of inuksuit from the trade books. Using the description of each type of inuksuk from the guide, “How to identify an Inuksuk” and comparing it to the photo, the students will determine which type of inuksuk the photo is displaying and record the title and page number in the appropriate row.

Independent Exploration:

- Students review what the different types of inuksuit mean and decide which type they will create themselves. The students can use the photos and the directions sheet to create their own inuksuk. The project can be built out of rocks or modeling clay (to represent the rocks). The students label and explain what type of inuksuk they have built and for what purpose.

Share/Closure:

- Students take a gallery walk and view all of the inuksuit created by the class.
- Students complete a journal entry pondering the significance and necessity of non-verbal communication.

Assessment:

- Teacher evaluates the completed chart, How to Identify an Inuksuk.
- Teacher evaluates the inuksuit models.

Next Steps: Students explore the modern life of peoples of the far north.

Suggested Inuksuit Images

Title	Author	Pages	Copies
<i>The Kids Book of Aboriginal Peoples in Canada</i>	Diane Silvey	29	3
<i>The Kids Book of Canada</i>	Barbara Greenwood	58	6
<i>The Inukshuk Book</i>	Mary Wallace	Multiple images	1
<i>The Inuit Thought of it: Amazing Arctic Innovations</i>	Alootook Ipellie with David MacDonald	23	4
<i>The Kids Book of the Far North</i>	Ann Love and Jane Drake	28	2
<i>Frozen Land</i>	Jan Reynolds	11	2

How to Identify an Inuksuk

Type of Inuksuk	Description	Example (Title and page number)
Aulaqut	It is an inuksuk built to scare the caribou away. These inuksuit are usually built with two or three rocks high. Arctic heather was sometimes placed between the rocks to resemble human hair. This made the inuksuk appear to be alive.	
Inunnguaq	It is an inuksuk built to resemble a person. They are built to show someone's thanks for living in such a beautiful place. Others were built to show respect for someone who had died and was loved very much.	
Nakkatait	It is an inuksuk built to help fishermen locate fish during the winter. The distance from the shore indicates how far down the fish will be.	
Nikisuittuq	It is an inuksuk that points at the North Star. It is useful for navigation.	
Niugvaliruluit	This type of inuksuk was built with sighting holes so that travelers could look through it toward the next inuksuk. It provides a travel route.	
Pirujaqarvik	It is an inuksuk that was built to indicate where meat had been stored after a successful hunt. It was built on a high spot so that even if it snowed they would still be able to tell where they have hidden the extra meat.	
Tupjakangaut	It is an inuksuk that leads hunters towards a good place to find caribou. Caribou generally graze on mosses and lichens. With this in mind, the Inuit built these types of inuksuit in places where there were layers of mosses and lichens.	

Building an Inuksuk

The inuksuk is perhaps the most recognized symbol of the Inuit. They are called inuksuk when there is only one. If there are more than three, they are called inuksuit. The inuksuk delivers a message to anyone who sees it. Depending on the structure, the message is different. These strange rock formations are sometimes shaped like people. This type of inuksuk is called an inunnguaq. Use the description chart to help you decide which type of inuksuk, you plan to build.

Materials

1. Fifteen to twenty small (size of a quarter or fifty cent piece), **flat** stones. Remember, the bigger the stones, the bigger the Inuksuk (Clay can also be used to create the image of small rocks.)
2. Two or three oblong flat stones to serve as “arm” stones
3. Glue. “Tacky Glue” from a fabric store may be best. For your first experience you might wish to use a hot glue gun.
4. A small piece of cardboard or other material to protect student desk tops.



Inuksuk at the entrance to the Rocky Coast exhibit in the Rochester Zoo

Procedure

1. Begin by building each of the legs without glue until they are three or four stones high and you are satisfied with the look of your creation. Then take the stone piles apart, setting them in the order you wish to glue them. Apply the glue and restack the stones. You may have to do this slowly as the glue may take some time to “set”.
2. Once you have completed the legs to the height you wish, add one of the oblong stones to begin the “body” of your Inuksuk. This will be the stone to hold the legs together.
3. Build the body to the desired height and then add a longer oblong stone for the arms. After this you may wish to continue the body by adding another stone or two or simply add the piece for the head.
4. Once completed, the Inuksuit can be displayed for viewing. A descriptive card should be added to the display describing one or two reasons for their construction by the Inuit People. A map can be added to show the location of the Inuit in northern Canada.



The Inuksuk at the top of Whistler Mountain in British Columbia. One of the symbols of the 2010 Winter Olympics is an Inuksuk with each layer of stone done in one of the Olympic colors.

Adapted from Les Buell, Buell’s Educational Consultants, P.O. Box 303, East Williamson, New York, 14449 1-315-589-9776 email lesjaneb@aol.com. Please feel free to use any or all of this material. Acknowledgement is appreciated.

CHANGES TO THE INUIT CULTURE

Unit of Study: Canada

Focus question: What were the characteristics of the native cultures of Canada?
(Case Study)

The Teaching Point:

- The students will compare and contrast Inuit life.
- The students will evaluate the impact of European settlers and the Canadian government on Inuit lifestyle.

Why/Purpose/Connection: This lesson examines what happened to the Inuit as the result of European settlement.

Materials/Resources/Readings:

- Trade book titles:
 - *The Kids Book of Canadian History*
 - *Life in the Far North*
 - *First Reports, The Inuit*
 - *A True Book, The Inuit*
 - *The Kids Book of Canada,*
- Websites:
 - <http://www.gov.nu.ca/english/about/NunavutFacts.pdf>
 - <http://canadaonline.about.com/cs/nunavut/a/nunavut.htm>
 - <http://www.thecanadianencyclopedia.com/index.cfm?PgNm=TCE&Params=J1ARTJ0005849>
 - <http://www.timeanddate.com/holidays/canada/nunavut-day>
 - <http://www.gov.nu.ca/english/about/newvision%20Jan%2008.pdf>
- Facts and Questions ladder
- Writing to Learn graphic organizer

Model/Demonstration:

- Motivation: Teacher introduces the book, *Vanishing Cultures, Frozen Land*. Teacher instructs students to complete a facts and questions ladder using the cover of the book.
- Teacher reads aloud, *Vanishing Cultures: Frozen Land*. (If the introduction was already read in a previous lesson it is not necessary to reread.)
- Teacher asks students to turn and talk about when they think the story takes place. Teacher asks students to share, trying to elicit that the book begins in the present and then a narrator tells a story of the past.
- Teacher explains, “You are going to use the readings to make connections among the past and present experiences of the Inuit.”
- Teacher displays the *Writing to Learn* organizer and explains that students will use it to piece together the history of the Inuit.
- Teacher thinks aloud and models completing the first column based on information in the read aloud.

Title of Source #1: *Frozen Land*, by Jan Reynolds

3 Facts I Learned:

1. Girls learned to fish from their mothers.
2. Animals play an important role in their lives, providing food, shelter, and transportation.
3. The Inuit lived in structures made of ice called igloos.

My Response:

The Inuit had a hard life living on a frozen land but they seemed to enjoy their lives too. The brother and sister found time for laughing and fun.

- Teacher explains that students are going to complete three readings exploring the history of the Inuit, keeping in mind the changes that have occurred within Inuit culture. Readings will deal with the distant past, the point of contact with Europeans, and the present. Students should be encouraged to use different trade books for each piece. After completing a reading students will complete a column in the *Writing to Learn* graphic organizer. *Note: Writing to Learn offers students the opportunity to view an event from several angles, encouraging them to record information and respond to what they have learned by making connections and asking questions. (More Tools for Teaching Content Literacy. Janet Allen, 2008.)*

**Gr. 5 ELA
Exam Alert**

Provides opportunity for reading with the purpose of completing a graphic organizer.

Guided Practice:

- Students complete their first reading and fill in the first column of the *Writing to Learn* chart.
- Teacher instructs students to turn and talk about their first response. Teacher circulates monitoring for understanding prior to students proceeding to the second column.

Independent Exploration:

- Students complete their second and third reading, and complete their graphic organizer.
- Student pairs discuss life for the Inuit today, and determine if they are better or worse off after contact with cultures with the outside world.

Share/Closure:

- The students share their facts, responses and connections to each reading.
- The teacher facilitates a discussion about how Inuit life changed.
 - What influenced these changes?
 - Were these changes beneficial to the Inuit? Why or Why not?
- Students write a reflection about what they have learned about the way Inuit life changed and who or what influenced these changes. In addition, they will include what they think should happen next for the Inuit.

Assessment:

- Teacher evaluates the completed *Writing to Learn* graphic organizers.
- The teacher evaluates the students' reflections.

Next Steps:

- Students read news articles pertaining to current issues facing the Inuit.

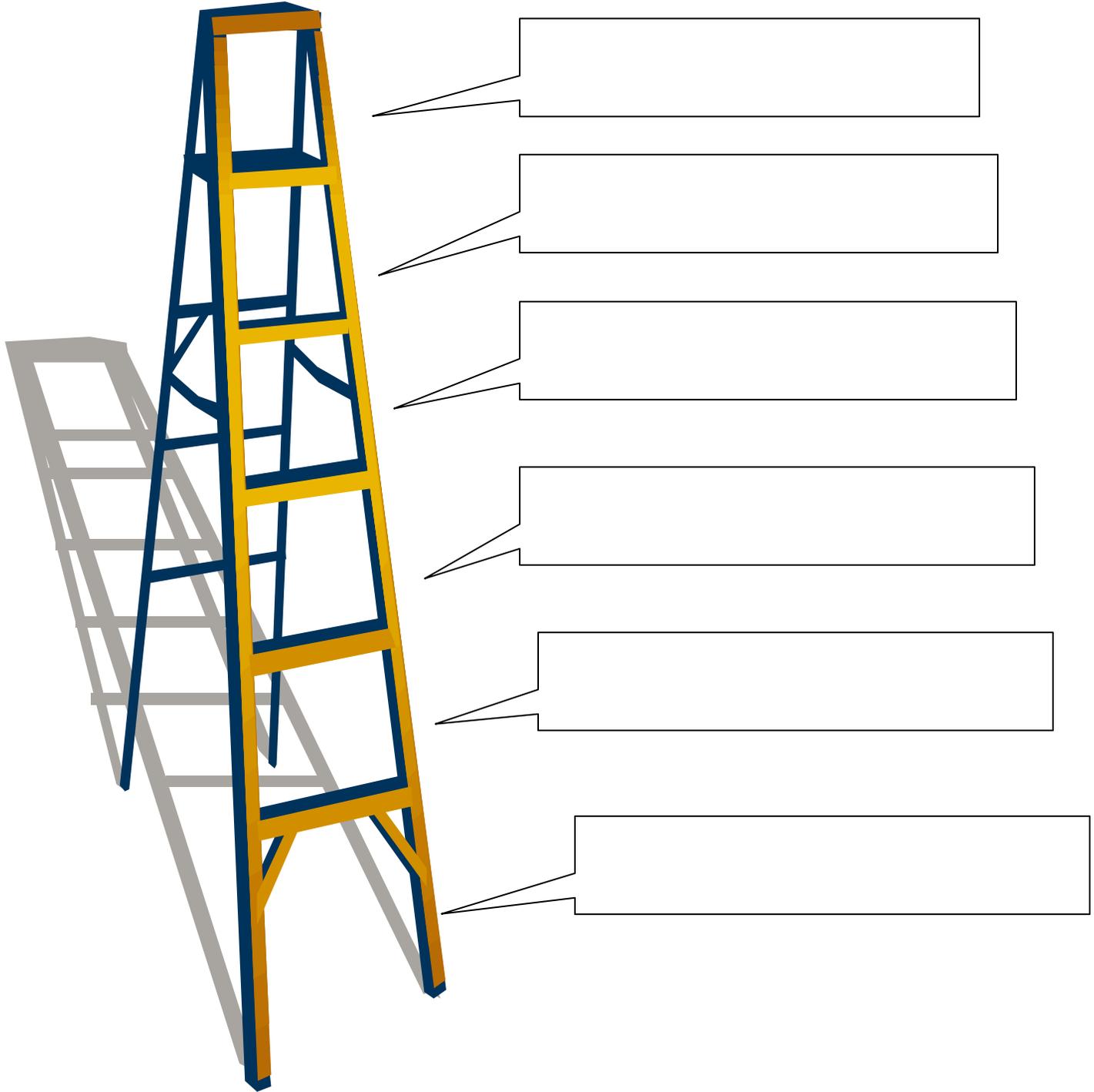
- <http://www.timeforkids.com/TFK/kids/wr/article/0,28391,56675,00.html>
- <http://www.cbc.ca/canada/story/2009/12/15/climate-chage-costs-inuit.html>
- <http://www.cbc.ca/health/story/2009/05/21/nunavut-rsv-study.html>

Suggested text selections:

Title	Author	Topics	Copies
<i>Inuit Indians</i>	Caryn Yacowitz	Past:6-7	4
		Point of Contact:24-27	
		Present:28-30	
<i>Inuit Thought of It: Amazing Arctic Innovations</i>	Alootook Ipellie and David MacDonald	Past:6-8	4
		Point of Contact:8	
		Present:28-29	
<i>The Inuit</i>	Natalie M.Rosinsky	Past: 4-8	1
		Point of Contact:24-32	
		Present:33-43	
<i>The Inuit</i>	Andrew Santella	Past:5-9	4
		Point of Contact:35-39	
		Present:40-42	
<i>Inuit, The: Ivory Carvers of the Far North</i>	Rachel A.Koestler-Grack,	Past:6-8	4
		Point of Contact: 24-26	
		Present:28	
<i>Arctic Peoples</i>	Mir Ramim Ansary,	Past:8-9	4
		Point of Contact:24-25	
		Present:26-30	
<i>Life in the Far North</i>	Bobbie Kalman	Past:6-7, 8-9,	5
		Point of Contact:28, 29	
		Present:30-31	
<i>Kids Book of the Far North</i>	Ann Love	Past:28-31	2
		Point of Contact:32-33	
		Present: 38-39, 42-43, 46-47	

Facts and Questions Ladder

Directions: Fill in each box with either a fact or a question regarding the image.



**Writing to Learn
Topic: The Inuit**

Title of Source #1	Title of Source #2	Title of Source #3
<hr/>	<hr/>	<hr/>
3 Facts I Learned:	3 Additional Facts I Learned:	3 Additional Facts I Learned:
<hr/>	<hr/>	<hr/>
My Response:	My Response:	My Response:
<hr/>	<hr/>	<hr/>
<hr/>	My Connections: What I wonder:	My Further Connections: Now that I know:
<hr/>	<hr/>	<hr/>

WHAT IS A TOTEM POLE?

Unit of Study: Canada

Focus question: What were the characteristics of the native cultures of Canada? (Case Study)

The Teaching Point:

- The students will examine the role of totem poles in Northwest Coast Indian culture.

Why/Purpose/Connection: This lesson provides students with an opportunity to deeply explore a particular aspect of culture of the Northwest Coast Indians.

Materials/Resources/Readings:

- Trade book titles:
 - *Sea and Cedar, How the Northwest Coast Indians Lived*
 - *The Kids Book of Aboriginal Peoples in Canada*
 - *Native Americans, Northwest Coast Indians*
 - *The Northwest Indians, Daily Life in the 1700s*
 - *If you lived with the Indians of the Northwest Coast*
 - *Plank House*
- Writing Frame: How to

Model/Demonstration:

- Motivation: Teacher instructs students to choose an image of a totem pole and describe the image in writing. Teacher then asks students to turn to a partner and compare and contrast their images using a Venn diagram.
- Teacher explains to students that they are going to make their own totem pole. In order to do this the students will need to gather information about how they were made and the significance of their symbols.
- Teacher asks students to create a K-W-L chart on totem poles. Teacher displays a model chart.
- Teacher asks students to complete the K column using any prior knowledge, as well as any new knowledge from their examination of the image of a totem pole. Teacher fills in the K column with “they were made of wood.”
- Teacher then reminds students that the purpose of this K-W-L is to learn how to build a totem pole, so that when completing the W column students’ questions should reflect this specific purpose. Teacher models filling in, “what type of wood was used?”
- Teacher asks students to share some of their questions.
- Teacher instructs students to use the trade books to complete the L column.
- Teacher explains that students are going to write directions on How To Build a Totem Pole.
- Teacher explains that students will review writing directions by back tracking and taking a look at directions for something simple.
- Teacher displays “How to make brownies.”
 - First, pre-heat the oven to 375 degrees.

**Social Studies
Exam Alert**

Provides practice with DBQ skills: examining a primary source and responding in writing.

- Then, melt the butter and four cubes of semi-sweet baker's chocolate in microwave for two minutes. Mix.
- Next, add 1 teaspoon of vanilla, and 2 cups of sugar. Mix.
- Then add 2 eggs. Mix.
- Then, gradually add 1 ½ cups of flour. Mix.
- Next, pour into a greased 9X9" pan.
- Then, bake for 25 minutes.
- Finally, cut and eat!
- Teacher provides students with two different colored post-it notes and asks them to use one color for comments and one for questions on the instructions.
- Teacher reviews comments and tells students to keep these suggestions in mind when writing their own directions.

Guided Practice:

- Teacher provides students with two copies of the writing frame. *Note: A writing frame provides students with scaffolding during the writing process, and can be adjusted according to the needs of different students. (More Tools for Teaching Content Literacy. Janet Allen, 2008.)*
- Teacher asks students to use the writing frame to explain something they already know how to do, (e.g., bake a cake, ride a skateboard, play a video game).
- Teacher asks students to read each others' How To... and write questions about anything that was unclear. Students should use these questions to help them think through how specific they need to be when writing the How To for a totem pole.
- Students review their practice "How To," and decide if they need any more information to write successful "How to Build a Totem Pole" directions.

**Gr. 5 ELA
Exam Alert**
Provides
practice
with
organizing
writing.

Independent Practice:

- Students write their "How to Build a Totem Pole" and create visual supports.

Differentiation:

- Writing Frame can be modified for the needs of individual students.
- Challenge: Students can focus on the details of a particular type of totem pole.

Share/Closure:

- Students use their knowledge of totem poles to try to think of comparable symbols in cultures they are familiar with to share in a whip discussion.

Assessment:

- Teacher evaluates writing frames.

Next Step: Students compare and contrast their lives with those of the Northwest Coast Indians.

Images of Totem Poles

Title	Author	Pages	Copies
<i>Northwest Coast Indians</i>	Mir Ramim Ansary	19, 28	6
<i>Northwest Indians, The: Daily Life in the 1700s</i>	Judy Monroe	20	2
<i>Nations of the Northwest Coast</i>	Kathryn Smithyman	8-9, 13,	6
<i>If You Lived With the Indians of the Northwest Coast</i>	Anne Kamma	5	6
<i>Plank Houses</i>	Karen Bush Gibson	4, 6, 20	2
<i>Tlingit Indians</i>	Suzanne Morgan Williams	14, 25	4
<i>Spotlight on Canada</i>	Bobbie Kalman	15, 31	3
<i>Canada the Culture</i>	Bobbie Kalman	24	2
<i>A Visit to Canada</i>	Mary Quigley	28	2

HOW TO: Writing Frame

Materials	Diagram
<p style="text-align: center;">Step by Step Instructions</p> <p>First,</p> <p>Then,</p> <p>Next,</p> <p>Then,</p> <p>And then,</p> <p>Finally</p>	

EUROPEAN AND FIRST PEOPLE: ENCOUNTERS IN EARLY CANADA

Unit of Study: Canada

Focus Question: How did European nations play a role in the development of Canada?

Teaching Point:

- Students will analyze the relationships that developed between French explorers/settlers and the Native Americans of Canada by evaluating multiple visual sources of information.

Why/Purpose/Connection: This lesson introduces the idea that European explorers encountered indigenous people upon arrival in Canada, and that the relationships that developed between settlers and indigenous peoples were complex and often based on individual, mutual and competing needs. It connects to earlier lessons about colonization of the United States.

Materials/Resources/Readings:

- Trade book titles:
 - *French Colonies in the Americas*: images on pp. 6-7 and 12
 - *Samuel de Champlain* (Kline): images on pp. 7, 8, 10
 - *Samuel de Champlain* (Sonneborn): images on pp. 29, 34-35, 36
 - *Henry Hudson: Seeking the Northwest Passage*: images on pp.13, 14-15
 - *Jacques Cartier*: images on pp. 14, 15, 16
 - *Samuel de Champlain: From New France to Cape Cod*: images on pp. 12, 16-17, 18, 23, 28-29
 - *The Dawn of Canada*: images on pp. 31, 33, 34, 40, 42, 43
 - *Radisson & des Groseilliers: Fur Traders of the North*: image on p. 9
- First Encounters graphic organizer

Model/Demonstration:

- Motivation: Teacher asks students to analyze the image on pages 6 and 7 of *French Colonies in the Americas*, covering the caption. Teacher asks students to write a possible caption for the image.
- Teacher asks students to share their captions, and their rationales for the words used in the caption.
- Teacher then reveals the caption and reads aloud p. 6. Teacher asks students to share whether or not they need to change their captions to fit the image more accurately.
- Using the same image, teacher begins a think aloud, focusing on p. 7, in order to demonstrate how to analyze the information presented in the painting. Teacher says, “I noticed that the four men in the front of the boat look like they’re French, and there’s one indigenous person also sitting in the front.” Teacher jots down his/her observation in the graphic organizer and debriefs by pointing out, “Did you notice how I first just looked at the image and jotted down what I saw?”
- Teacher continues to think aloud, saying, “This makes me think that these men are exploring the area and maybe the indigenous people are helping them find their way around.” Teacher fills in the section of the graphic organizer under “This makes me think...” Teacher continues to think aloud, saying, “I also noticed that the man sitting

down is wearing a hooded robe...” (jots observation under “What I see”) “...that looks like something a priest might wear. I know that the French were Christian, and I’m thinking maybe they brought him along to try to teach the indigenous about Christianity.” Teacher jots this idea under “This makes me think...” Finally the teacher fills in the “I wonder” segment with, “I wonder if the indigenous people maintained what appears to be a good relationship with the French?”

Guided Practice:

- Teacher asks students to look at the image again, focusing on p. 6, to make another observation: “Look at the image again. This time, try to notice another part of the image and consider what it makes you think.” Teacher has students share their new observations with a partner. Partners should discuss what the image makes them think, and what it makes them wonder about. Teacher circulates and selects a student response to share with the class and to add to the model graphic organizer.

Independent Exploration:

- Teacher gives students copies of the trade books listed above, with images marked by post-its, and the graphic organizer. Working in pairs, students analyze an image using the graphic organizer.
- Student pairs then try to answer their “I wonder” question using the text surrounding the picture in the trade book they are using.

Share/Closure:

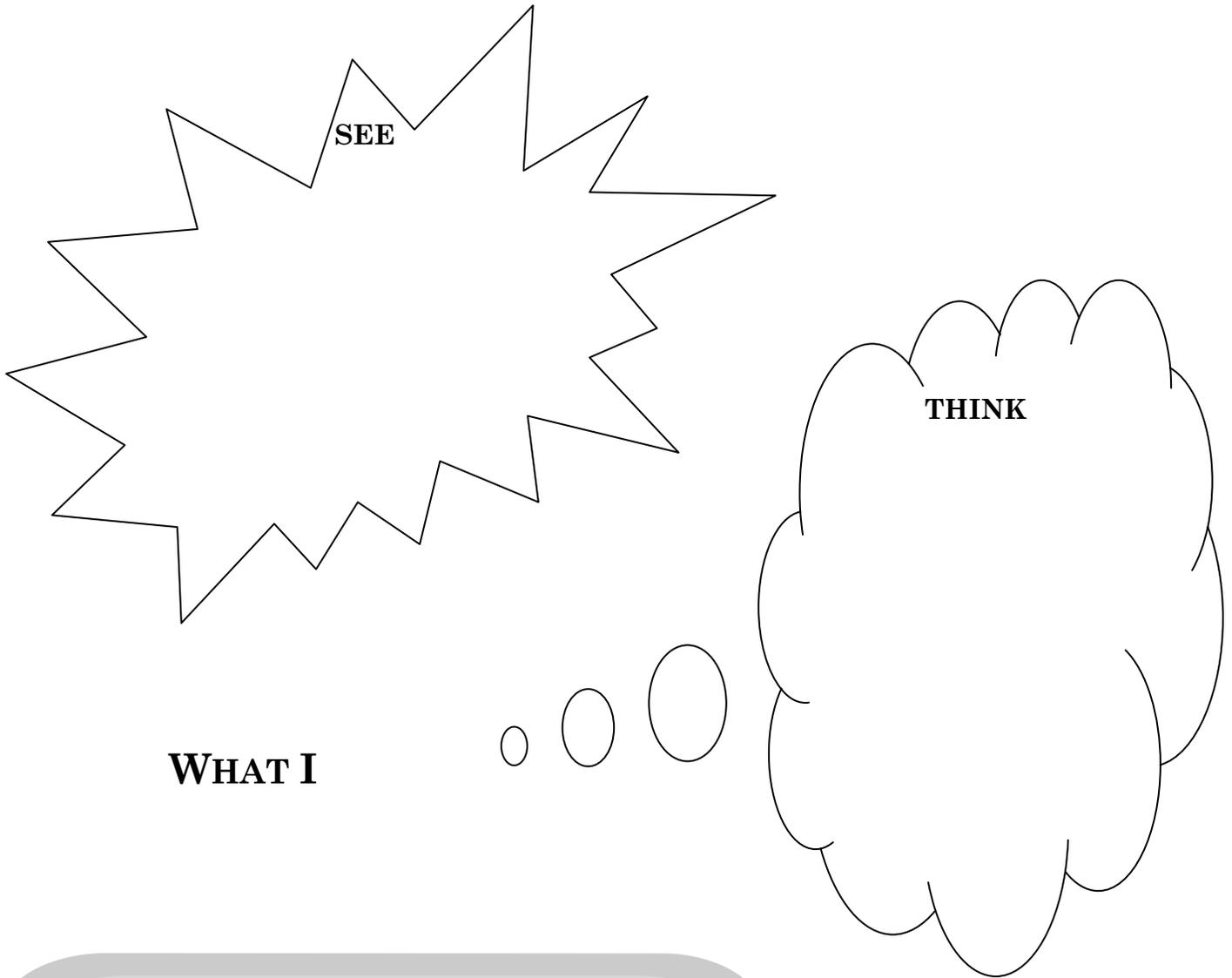
- Teacher asks students to post any lingering questions about the relationship between Native Americans and the Europeans.
- Teacher begins a class Venn diagram comparing and contrasting the United States and Canada. Teacher asks student pairs to add something to the class Venn diagram. This can be done using post-it notes.

Assessment:

- Teacher evaluates post-it notes on the class Venn diagram.
- Teacher evaluates graphic organizers.

Next Steps: Students explore the complex relationship between Native Americans and newly arrived Europeans.

First Encounters



NEW FRANCE

Unit of Study: Canada

Focus Question: How did European nations play a role in the development of Canada?

Teaching Point:

- Students will identify the characteristics of the colonies of New France by conducting researching and making inferences.

Why/Purpose/Connection: This lesson encourages students to make connections between the reasons the French wanted to create colonies in Canada and the reasons the British and Dutch sought to colonize other parts of North America. Students should begin to see the overarching idea that colonization occurs for political, economic and religious reasons.

Materials/Resources/Readings:

- Trade book titles:
 - *The Kids Book of Canadian History*
 - *Samuel de Champlain* (Kline)
 - *Samuel de Champlain: From New France to Cape Cod*
 - *Samuel de Champlain* (Sonneborn)
 - *French Colonies in the America*
 - *Radisson & des Groseilliers: Fur Traders of the North*
 - *The Dawn of Canada*
- Image, “The Purchase of Manhattan”
- Background Knowledge/Text Clues/Inference chart

Model/Demonstration:

- Motivation: Teacher activates students’ prior knowledge about colonization from 4th grade Social Studies learning and earlier in the school year with an image entitled, “The Purchase of Manhattan Island.” Teacher asks students to list observations based on the image.
- Teacher then says, “Remember when you studied the Dutch arrival in what they called the New World, and set up the colony of New Amsterdam, which later became New York City? Why did they do that? How was creating a colony in the New World good for the Dutch?” Partnerships turn and talk about this question.”
- Teacher gives a few students the opportunity to share their ideas. Students might point out that the Dutch made money off of the things they found and traded for in their colony, or that they were expanding the amount of land they controlled.
- Teacher tells students that they will read to find out why Samuel de Champlain, King Henry IV and others thought it was important for France to set up a colony in Canada.
- Teacher reminds students that when we read history, we often have to “read between the lines,” or infer, about what lies behind the facts. Teacher says, “When we make inferences, we take our background knowledge and put it together with the clues the text gives to form our own ideas or questions. If we were to write this ‘formula’ like a math equation, it could look something like this: BK + TC = I ... Background Knowledge + Text Clues = Inference.” *According to Harvey & Goudvis, “This little formula BK + TC = I seems to help kids remember to think about what they know and*

merge it with text clues to draw a conclusion and make an inference” (Strategies that Work, Stephanie Harvey and Anne Goudvis, 2007.)

- Teacher says, “Let me show you how I use my background knowledge and the clues in the text to make an inference about why France would want to set up a colony in Canada.” Teacher looks at page 16 of *Samuel de Champlain* (Sonneborn) and begins reading aloud, pausing to think aloud about own background knowledge and the text clues: “So here it says that French fishers continued to travel to the North American coast to fish, and later to trade for beaver furs. I remember that the Dutch did a lot of trading with Native Americans as they were starting up their colony.”
- On an enlarged version of the Background Knowledge/Text Clues/Inference chart, teacher fills in this background knowledge and the text clues, then models putting these two together to make an inference: “This makes me think that maybe France wanted to set up a colony to make money from the fish and furs they discovered in Canada.”

Guided Practice:

- Teacher says, “Now, I’m going to read aloud another section of the text and then try making an inference together.” Teacher reads aloud the section “Up the St. Lawrence” (bottom of p. 16 – top of p. 19 in *Samuel de Champlain*) and asks students to talk with a partner about their background knowledge, text clues, and the inference they can make by putting these two together.
- Teacher charts students’ responses.
- Teacher asks students to refer back to their lingering questions from the previous day, and to think of any new questions, to determine what aspects of New France they would like to explore. Possible questions include:
 - Why did the French come to Canada?
 - What was their life like here?
 - How did they affect the cultures that already existed?

**Gr. 5 ELA
Exam Alert**
Provides practice with making inferences from text.

Independent Exploration:

- Students read a selection from the suggested text list and complete the Background Knowledge/Text Clues/Inference chart to make inferences about New France. Students within the same group should read different selections.
- Students discuss the inferences they recorded on their charts in small groups and pool them to come up with a common list of characteristics. Students add to their Venn diagram comparing colonization of Canada and the United States.
- Students then grapple with the following scenario:
 - You are the king/queen of a powerful country. You hear there are resources available in a far away land with people you believe are living a primitive lifestyle. What things do you need to consider? What are the advantages? Disadvantages? What are the ethical considerations?

Differentiation:

- Students who need a challenge can delve deeper into the background information on reasons European countries began exploring the New World by reading pp. 6-7 of *Samuel de Champlain: From New France to Cape Cod* and writing a journal entry in response to the following prompt: Why did European countries begin exploring the New World in the first place? Do you think countries had the right to claim that they owned

the land these explorers found, even though other people (Native Americans) already lived there? Why or why not?

Share/Closure:

- Student groups share their conclusions and how their conclusions compare to the decisions made by the king of France at the time.
- Teacher asks students, “Think back to the other colonies you’ve studied. Are any of the reasons we just discussed similar to the reasons other countries created colonies in North America?” Teacher helps students make connections between the reasons France established colonies and the reasons the British and Dutch established colonies.

Assessment:

- Teacher evaluates Background Knowledge / Text Clues /Inference chart

Next Steps:

- Study the further exploration and trading that took place in the late 1600s and early 1700s by the French and British, and the conflict between France and Britain over North American land.



<http://static.howstuffworks.com/gif/nutmeg-new-netherland-1.jpg>

Suggested text selections:

Title	Author	Pages	Copies
<i>Radisson & des Groseilliers: Fur Traders of the North</i>	Katharine Bailey	6-7	1
<i>French Colonies in the America</i>	Lewis K. Parker	6-11	6
<i>Samuel de Champlain</i> (Sonneborn)	Liz Sonneborn	15-21	1
<i>Samuel de Champlain: From New France to Cape Cod</i>	Adrianna Morganelli	9-11 and 16	2
<i>Samuel de Champlain</i> (Kline)	Trish Kline	6-9	2
<i>The Kids Book of Canadian History</i>	Carlotta Hacker	13	3
<i>The Dawn of Canada</i>	Douglas Baldwin	27 & 35, 42-42	2
<i>The Kids Book of Aboriginal History</i>	Diane Silvey	49-50	3
<i>Canada (First Reports)</i>	Shirley W. Gray	24-29	2
<i>Canada the People</i>	Bobbie Kalman	10	2

Background Knowledge/Text Clues/Inference Chart

Directions: Record the title of the book you are reading in the “Source” section of the chart. As you read, think about the background knowledge you have on this topic. When you think the text is trying to tell you something, record the text clues and your background knowledge related to that section of the text. Then write down what inference you can make by putting your BK and TC together. Remember, BK + TC = I!

Source:		
Background Knowledge	Text Clues	Inference

RESULTS OF COLONIZATION: A MEETING OF CULTURES

Unit of Study: Canada
(This lesson requires 2 days)

Focus Question: How did European nations play a role in the development of Canada?

The Teaching Point:

- Students will analyze the results of European exploration and colonization of Canada.

Why/Purpose/Connection: In this lesson, students should draw on their understandings of the relationships that developed between Europeans and Native peoples, and of the motives driving European colonization of Canada, to consider how contact between European and Native peoples changed both groups' culture and lifestyles.

Materials/Resources/Readings:

- Trade Books Titles:
 - *The Kids Book of Canadian History*
 - *Canada the People*
 - *Canada*
 - *Canada the Culture*
 - *Spotlight on Canada*
 - *The Dawn of Canada* (Douglas Baldwin) pp. 42-43
- Think, Rethink, Reread and Reexamine Thinking worksheet

Model/Demonstration:

- Motivation: Teacher writes the following statement onto the board: "School should end at noon every day." Teacher asks students to talk with a partner about whether they agree or disagree with this statement, and to give reasons for their positions. After a brief discussion, teacher tells students she is going to share some new information about this idea: The chancellor is considering having school end at noon every day, but students will have to attend school all summer long, instead of having vacation in July and August. Teacher asks students, "Does this new information make you rethink your original position? Why or why not? What do you think now about the statement on the board?" Students share how the additional information affected their position.
- Teacher explains that when we study history, it is our job to look at the past and think carefully about how the events that took place affected different groups of people. When we do this, we sometimes need to think in more than one way about a historical event. We think, read or reread, discuss information with others, and then rethink our original position or conclusion.
- Teacher explains that the class will examine whether or not European exploration of North America was a positive experience for Europeans *and* for Native Americans. Teacher explains that students will decide what they believe about a statement they are given. Students will then have an opportunity to locate supporting information regarding the statement. Students will have a brief discussion with their classmates and a chance to rethink their positions. Finally, teacher will explain that the students will listen to a read aloud that may or may not change their minds, and then there will be one more opportunity to reexamine their positions. *Note: The purpose of the Think,*

Rethink, Reread and Reexamine Thinking tool is “to give ... students a way to record their initial responses after a reading or viewing experience, discuss those responses with others, reread the text, and reexamine and note their thinking after these experiences.”(More Tools for Teaching Content Literacy. Janet Allen, 2008.)

- Teacher displays the following statement, prepared in advance on chart paper: “European colonization resulted in more good than harm.” Teacher asks the students to think about everything they know about colonization, and to take an initial position in which they agree or disagree with the statement. Students circle their initial position at the top of the worksheet.

**Social Studies
Exam Alert**

Provides practice with supporting opinions with facts.

Guided Practice:

- Teacher explains that students will now look for evidence to support their initial opinion. Teacher explains that students will explore the trade books to acquire additional information to support or refute the statement. Teacher asks students to take a moment to think of the best way to organize their notes pertaining to the statement “European colonization resulted in more good than harm.”
- Teacher asks students to share any ideas for taking notes on the topic. Teacher then displays a possible template, a t-chart entitled Pros and Cons of European colonization of Canada. Teacher can allow students to use their own template or the model shown.

Independent Practice:

- Teacher provides students with selections from the trade book text set. Students should be given some time to peruse the books looking for evidence on both sides of the statement, and recording their notes.
- Teacher tells students to take a few minutes to write down all of the reasons they can think of to support their opinion, (which at this point may or may not be the same as their initial position) in the first box of the graphic organizer. Teacher circulates and confers with individual students, encouraging them to explain their list of reasons.

Share/Closure:

- Students complete an exit slip stating their opinion after the research and one reason for their opinion.
- YES, I agree that European colonization resulted in more good than harm.”
- NO, I disagree that European colonization resulted in more good than harm.” I think it resulted in more harm than good.”

Model/Demonstration:

Day 2:

- Teacher organizes students into groups representing multiple opinions. Teacher should use the exit slips from the previous day to have the groups prepare in advance.
- Teacher explains that students have used evidence to support their opinion but now students are going to reexamine their opinion by listening to another point of view.
- Teacher reviews with students how to respectfully disagree with someone’s opinion. Teacher tells the class that she thinks homework is an important aspect of learning. Teacher allows students to demonstrate agreement or disagreement respectfully.

- Teacher explains that student groups should take turns listening to each others' initial thoughts. Then, after everyone has shared, each student will have an opportunity to offer comments or alternative thoughts on their peers' opinions.

Independent Exploration:

- Student groups discuss their opinions.
- After the discussion, teacher tells students that they will take a few minutes to complete the next box on their worksheet – the “Rethink” box. Teacher asks, “Has your position changed at all now that you’ve heard the other side? Did your classmates’ thoughts raise any new ideas for you, either for or against your earlier thoughts? Write them down in the ‘Rethink’ box.”

Differentiation:

- Students who need extra support with listening comprehension can be given a graphic organizer for note-taking (designed by the teacher to meet the students’ specific needs) to help them organize information.
- Students who need a challenge or extension activity can be given copies of pages 40-41 from *The Dawn of Canada*, which tells the story of the Beothuks of Newfoundland, an Aboriginal group that disappeared in the 1820s as a result of the arrival of Europeans in Newfoundland.

Share/Closure:

- After students have completed the “Rethink” box, teacher gathers the class for a read aloud. Teacher explains, “I’m going to read you a section from this book, *The Dawn of Canada*, it is about the “meeting of cultures” that occurred when the Europeans arrived and colonized Canada. Listen carefully as I read, and think about how this new information might affect your position on the statement we discussed earlier.”
- Optional: Teacher may want to introduce key vocabulary terms that students will be exposed to in this section – ethnocentric, Aboriginal, alliances, Mi’kmaq – if s/he feels they will present a barrier to students’ understanding of the text selection.
- Teacher reads aloud pages 42 and 43 from *The Dawn of Canada*, pausing as necessary to give students the chance to talk with a partner about the reading.
- After the read aloud, teacher tells students that they will take a few minutes to complete the last box on their worksheet – the “Reexamine” box.
- Teacher asks students to share how their thinking changed over the course of the activity. Teacher highlights a few students whose thinking was affected by either the debate, the read aloud, or both, reinforcing the idea that historians look at the past over and over again to reevaluate their ideas based on new information.

**Gr. 5 ELA
Exam Alert**
Provides
practice
with
listening
with a
purpose.

Assessment:

- Teacher collects students’ Think, Rethink, Read and Reexamine graphic organizers noting students’ original positions and supports as well as whether or not their thinking changed after the discussion and the read aloud.

Think, Rethink, Read and Reexamine Thinking

Directions:

1. Read the statement below and circle your position.
2. Research and then write all of the reasons you can think of to support your position in the “Think” box.
3. After the discussion, complete the “Rethink” box with any new ideas that came up for you as a result of the discussion.
4. Finally, after the read aloud, complete the “Reexamine” box at the bottom of the page.

“European colonization of Canada did more good than harm.”

Circle your position: I agree / disagree with this statement.

Think

My reasons are ...

Rethink

My thoughts after discussion ...

Discuss
→

Reexamine

Now that I've heard the read aloud and reexamined my ideas, I think ...

Did your original position on the statement above change? Why or why not?

WHY WASN'T THERE A CANADIAN REVOLUTION? EXAMINING CANADIAN CONFEDERATION

Unit of Study: Canada

Focus Question: How did European nations play a role in the development of Canada?

The Teaching Point:

- Students will compare and contrast the American Revolution with the Canadian process of independence from Britain.

Why/Purpose/Connection: Students studied the American Revolution in Unit 2 as well as in 4th grade, so they should have a good understanding of this content. The purpose of this lesson is to help students draw connections between American history and Canadian history (for example, both started out as British colonies) while also analyzing the turning points that led to the two countries taking very different paths to independence.

Materials/Resources/Readings:

- Trade book titles:
 - *The Kids Book of Canadian History*
 - *The Kids Book of Canada*
 - *Canada: A Question and Answer Book*
 - *Spotlight on Canada*
 - *That's Very Canadian!*
- Index cards

Model/Demonstration:

- Motivation: Teacher asks students, “What’s an expert?” Teacher facilitates a brief discussion based on student responses, highlighting the idea that an expert is someone who holds a lot of knowledge about a particular topic, and that one becomes an expert in something by doing lots of research, and/or having a lot of experience with, that topic.
- Teacher asks, “Do we have any experts in the classroom right now?” and gives students the opportunity to briefly share topics in which they consider themselves experts (for example, sports, comic books, Harry Potter, etc.). Teacher explains that students are going to work in small groups to become experts on Canadian independence, and that the rest of the class will be looking to them for information about the topics on which they become experts. *Note: This activity is adapted from Janet Allen’s Expert Groups. The purpose of this activity is “to build community, increase students’ knowledge of the world, and help all students in the class develop the knowledge they need for deeper comprehension.”(More Tools for Teaching Content Area Literacy. Janet Allen, 2008.)*
- Teacher explains that, “As we study Canada’s road to independence we are going to compare it to America’s road to independence.” Teacher activates students’ prior knowledge about the American Revolution by asking, “Remember when we studied the Thirteen Colonies and the reasons the colonies wanted independence from Britain? Turn and talk about some things you remember about the American Revolution or road to independence.” Teacher circulates and listens in on student conversations, and records some key points on the board.
- Teacher tells students, “As we’ve learned, Canada also started out as a group of colonies ruled by France and later, Britain. These colonies never fought a war for independence

like the American colonies did. The American colonies declared independence in 1776, but Canada did not become its own nation until 1867, and even then it was not totally independent from Britain. Today we're going to try to find out why things were so different for the Canadians. We're going to try to answer this question: Why wasn't there a Canadian Revolution?"

- Teacher explains, "Before you break up into groups, I want to remind you of some strategies you already know for researching a topic." Teacher tells students that they will be given at least one, and possibly two or three, sources on their topic. Teacher reminds students that they should only read the sections of their sources that relate to their specific topic.
- Teacher demonstrates how to begin researching a topic by starting with the term "confederation." Teacher says, "Let's imagine that I'm in the expert group on confederation. Great! I'm ready to start researching. There's just one problem. I don't know what a confederation is! I need to find out the answer to the question, 'What is confederation?' So, I'm going to gather my sources and think about what I already know about reading books like these. I know that lots of nonfiction books have glossaries in which they define some of the important words used in the book. Maybe one of these books has 'confederation' in the glossary..." Teacher looks through the glossary of a few different trade books before locating the term in the glossary of *The Kids Book of Canada*. "Aha! Here it is..." Teacher reads the definition and thinks aloud about the definition, restating it in her own words, in order to model making sense of what she has just learned. "I think now that I know what confederation means, that should be the first thing I write down on my expert note card." Teacher models jotting own definition of confederation onto an index card.
- Teacher clarifies the demonstration for students by saying, "Did you see how I started researching by asking myself, 'What do I need to find out first to become an expert in this topic?' I realized I needed to find out the definition of confederation, so then I used what I already know about nonfiction texts (that lots of them have glossaries) to find the information I was looking for. When I learned something I thought was helping me to become an expert on confederation, I jotted down a note about it on my index card."

Guided Practice:

- Teacher breaks students up into expert groups on the following topics: confederation, the Loyalists, the Rebellions of 1837-38. *Note:* Teacher should preview the text selections that each group will work with, and student groupings and topic assignments should be made strategically with students' reading levels and depth of prior knowledge in mind.
- Teacher asks students to get together with their groups and ask themselves, "What do I need to find out *first* to begin becoming an expert on this topic?" Teacher circulates and listens in to group conversations, then has one group share out what they think they need to find out first.
- Teacher then asks students to talk with their groups about what they will do *first* to try to find the answers to their questions. Teacher circulates again and chooses one group to share their research strategy.

Independent Exploration:

- Students work in groups to research their topics and become experts. Each student takes notes on index cards, listing information as well as their own ideas, connections, and illustrations if necessary. Once groups have gathered enough information to feel like experts, they can discuss their research and to prepare a two-minute presentation. Preparation for the presentation can also involve the groups creating visual aids, when relevant to the content.
- During group research time, teacher circulates and guides groups toward taking notes that help them make sense of the information they are reading. Teacher stresses the importance of students making notes useful for themselves.

Differentiation:

- Students needing extra support should be assigned to the confederation group, which is the least complicated topic and has the greatest number of brief and easy-to-read sources.
- Students needing extra support with note taking can use a graphic organizer for note taking (designed by the teacher to meet the students' specific needs) to help them categorize and retain the information from the read aloud.
- Students in need of a challenge can be assigned to the group researching the Rebellions of 1837-8, a complex topic which requires strong reading skills. Students in this group can also take on the challenge of researching the Constitutional Act of 1791 (see *The Kids Book of Canadian History*, p. 27) to compare/contrast the type of government created for Canada with the type of government the U.S. Constitution created for America.

Share/Closure:

- When all groups have amassed enough research to feel like “experts” on their topics, teacher gathers the whole class and asks representatives from each group to present what they know about their topic. The following content should result from student presentations:
 - Confederation:
 - Canadian Confederation was the joining together of three British colonies (known as provinces) to create the nation of Canada (called at the time “the Dominion of Canada”). Confederation took place on July 1, 1867 with the signing of the British North America Act.
 - Loyalists:
 - The Loyalists were British people who had been living in the United States, and who moved to Canada after the British lost the American Revolution.
 - Rebellions of 1837-38:
 - In the 1820s and 30s, the only elected body in Upper Canada was the Legislative Assembly, which had very little power.
 - In Lower Canada, the British governor and his friends held the power, and the French Canadian Patriots were very poor and had little power.
 - In 1837, the Loyalists and the Patriots began fighting as the Patriots rebelled against the British government in Lower Canada. This sparked a similar rebellion in Upper Canada.

- The British government sent Lord Durham to Canada to find out what was causing the rebellions. He suggested that the French and British Canada be united, and he suggested a system of “responsible government” that would give power to the elected Assembly.
- After all the ‘expert groups’ have shared, teacher tells students, “Now that we’ve completed this research and we have so many experts in the classroom, let’s try to answer the question, ‘Why wasn’t there a Canadian revolution?’ Talk with your groups and see if you can come up with any conclusions based on what we’ve learned from our class experts.”
- Teacher facilitates a discussion on the question, helping students to recognize the following possible reasons:
 - The Canadian colonies were settled by Loyalists, so they were less likely to be rebellious against British rule.
 - The British government responded to the Rebellions of 1837-38 by giving the colonists more power with the system of “responsible government,” which prevented those rebellions from growing into a full revolution.
 - By the 1860s, Britain was no longer making much money off of trading with its colonies, but the colonies were costing Britain a lot, so the British were happy when people in the colonies wanted to form their own country.

As students discuss these reasons, teacher guides them toward comparing and contrasting these events with the events that led up to the American Revolution.

- Students write journal entries in response to the prompt: “How were the beginnings of Canada and the United States similar? How were they different?”

Assessment:

- Teacher collects and assesses journal entries.
- Teacher can also collect and assess students’ note cards to determine which students need further instruction in note taking skills.

Next Steps: Students investigate Canada’s government.

Title	Author	Pages	Copies
<i>The Kids Book of Canadian History</i>	Carlotta Hacker	26 (Loyalists) 34-37 (Rebellion of 1837-38) 42-43 (Confederation)	6
<i>The Kids Book of Canada</i>	Barbara Greenwood	6-7 (Rebellion of 1837-38)	6
<i>Canada: A Question and Answer Book</i>	Nathan Olson	6-7 (Independence)	2
<i>Spotlight on Canada</i>	Bobbie Kalman	17 (Loyalists) 18-19 (Confederation)	3
<i>That’s Very Canadian!</i>	Vivien Bowers	11 (Confederation)	1
<i>Loonies and Toonies</i>	Mike Ulmer	7 (Confederation)	1
<i>A is For Algonquin</i>	Lovenia Gorman	U (Loyalists, Confederation)	1

GROWTH AND EXPANSION: AN INQUIRY

Unit of Study: Canada
(This lesson requires 2-3 days)

Focus Question: How did Canada grow and expand?

The Teaching Point: Students will develop questions in order to explore the many factors that played a role in Canada's growth and expansion.

Why/Purpose/Connection: This lesson examines the causes and results of Canada's growth and expansion, providing students with a basis for comparison to United States growth & expansion.

Materials/Resources/Readings:

- Trade book titles:
 - *Canada*
 - *Spotlight on Canada*
 - *A Visit to Canada*
 - *Crazy about Canada*
 - *Coming to Canada*
 - *The Kids Book of Canadian History*
 - *Canada the People*
 - *M Is for Maple*
 - *A Is for Algonquin*
 - *C Is for Chinook*
 - *Loonies and Toonies*
 - *Building Canada*
- Websites:
 - <http://www.donnellys.com/mainpage.html>
 - <http://www.edunetconnect.com/cat/candict/>
 - http://epe.lac-bac.gc.ca/100/200/301/nlc-bnc/heroes_lore_yore_can_hero-ef/2001/h6-209-e.html
 - <http://www.collectionscanada.gc.ca/>
 - <http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,537734,00.html>
 - <http://www.nationalgeographic.com/railroad/kids.html>
 - <http://www.undergroundrailroadmuseum.com/>
 - <http://bcadventure.com/adventure/explore/north/trails/chilkoot.htm>

Model/Demonstration:

- Motivation: Teacher shows the students the cover of *The Cremation of Sam McGee* and, if necessary, explains the meaning of cremation.
- Teacher posts the following four statements in each corner of the classroom.
 - Sam McGee was a great Canadian leader.
 - Sam McGee was an American.

- Sam McGee was in search of gold.
- Sam McGee is a fictional character.
- Teacher instructs students to choose the corner they feel is most likely correct. Teacher records the number of students who chose each statement in a simple bar graph.
- Teacher reads the poem aloud and then asks students to look at the initial four statements and determine which were correct.
- Teacher explains that the content of the “Cremation of Sam McGee” was the Canadian Gold Rush, one of many factors that led to the growth and expansion of Canada.
- Teacher asks students to turn to a partner and use a post-it note to write one question that came to mind about Canada’s gold rush based on hearing the story..
- Teacher asks students to post the questions on chart paper, entitled Gold Rush. Teacher then shares a few of the questions with the class.
- Teacher explains to students that each group will be given a short text or image about one of the factors that influenced the growth and expansion of Canada. Then the students will develop questions about that aspect of Canada’s growth and expansion. Students will use the questions to guide their research.

Guided Practice:

- Teacher displays each of the following images and allows students to choose two (2) that they would like to explore further. Teacher then considers student choice to form the groups.
 - *The Cremation of Sam McGee*, back page, map of Yukon Territory (Gold Rush)
 - *Loonies and Toonies*, #13 (Acquisition of territories/provinces)
 - *A Is for Algonquin*, letter M (The first prime minister of Canada from coast to coast)
 - *M Is for Mountie*, letter L (Relationship between native peoples and settlers)
 - *Building Canada*, Heading West (The development of towns)
 - *M Is for Maple*, letter U (The influx of African Americans via the underground railroad)
 - *C Is for Chinook*, letter X (The Transcontinental Canadian Pacific Railroad)
 - *Coming to Canada*, pp. 62-63 (Immigration)
- Teacher instructs each group to examine the image and/or read the text.
- Teacher asks students to individually write three questions in their notebooks. Students then share individual questions with their groups and select a list of 5 questions to explore. Teacher reminds students that questions must relate to the theme: the growth and expansion of Canada.
- Teacher instructs student groups to categorize and think of a title for their list of questions., Their title should reflect the factor they believe relates to Canada’s growth and expansion

Independent Exploration:

Day 2

- Student groups investigate their questions using websites and the trade books. Groups can work together on each question or can divide the questions among pairs or individual students.

Day 3

- Students share their research, and then (individually) write a brief response discussing how their research relates to an aspect of Canada's growth and expansion.
- Student groups are reassembled with one representative from each initial group. Students briefly share the growth and expansion factor they explored.

Share/Closure:

- Students participate in a written conversation discussing whether Canada's growth and expansion was similar to or different from the United States. Each student responds to the question on a separate sheet of paper. After a minute of writing, teacher instructs students to pass their paper to the next person in their group. Students then respond to their classmates' thoughts. The papers circulate until each student is returned their initial paper. *Note: A written conversation provides a method to engage all students in a discussion while honing writing fluency revolving around a theme. (Content-Area Writing. Harvey Daniels, Steven Zemelman, Nancy Steineke, 2007.)*

Assessment:

- Teacher evaluates student question development and note taking.

Next steps:

- Students explore the impact of westward expansion on the native peoples.

Suggested resources:

Title	Author	# of copies
<i>Canada</i>	Shirley W. Gray	2
<i>Spotlight on Canada</i>	Bobbie Kalman	3
<i>A Visit to Canada</i>	Mary Quigley	2
<i>Crazy about Canada</i>	Vivien Bowers	1
<i>Coming to Canada</i>	Susan Hughes	1
<i>The Kids Book of Canadian History</i>	Carlotta Hacker	6
<i>The Kids Book of Canada</i>	Barbara Greenwood	6
<i>Canada the People</i>	Bobbie Kalman	2
<i>M Is for Maple</i>	Mike Ulmer	1
<i>A Is for Algonquin</i>	Lovenia Gorman	1
<i>C Is for Chinook</i>	Dan Welykochy	1
<i>Loonies and Toonies</i>	Mike Ulmer	1
<i>Building Canada</i>	Bonnie Schemie	1
Websites	Topics	
http://www.donnelys.com/mainpage.html	Immigration	
http://www.edunetconnect.com/cat/candict/	General history/reference	
http://epe.lac-bac.gc.ca/100/200/301/nlc-bnc/heroes_lore_yore_can_hero-ef/2001/h6-209-e.html	Biographies	
http://www.collectionscanada.gc.ca/2/2/index-e.html	Confederation	
http://www.timeforkids.com/TFK/teachers/aw/wr/article/0,28138,537734,00.html	Timeline	
http://www.nationalgeographic.com/raillroad/kids.html	The Underground Railroad	
http://www.undergroundrailroadmuseum.com/	The Underground Railroad	
http://bcadventure.com/adventure/explore/north/trails/chilkoot.htm	The Gold Rush/The Chilkoot Trail	
http://www.ghosttowns.com/	Canada's Western Ghost towns	
http://www.virtualmuseum.ca/Exhibitions/Klondike/English/main.html	The Gold Rush	
http://www.mta.ca/about_canada/native/index.htm#GOVERNMENT	First Peoples	

THE INDIAN ACT OF 1876 AND THE RESIDENTIAL SCHOOL SYSTEM

Unit of Study: Canada

Focus Question: How did Canada grow and expand?

Teaching Point:

- Students will research the Indian Act and residential school system.

Why/Purpose/Connection: This lesson introduces students to the Indian Act through which the Canadian government attempted to make Aboriginal peoples of Canada give up their traditional ways and assimilate with the non-Aboriginal population. It provides important context for future lessons on the contemporary issue of treatment of native peoples, and also ties in with the case study.

Materials/Resources/Readings:

- Trade book titles:
 - *The Kids Book of Aboriginal Peoples in Canada*
 - *The Kids Book of Canadian History*
 - *Nations of the Northwest Coast*
 - *Canada: The People*
 - *Sea and Cedar: How the Northwest Coast Indians Lived*
 - *Northwest Coast Indians*
- 5Ws and H graphic organizer

Model/Demonstration:

- Motivation: Teacher conducts a brief simulation by dividing students into two groups (one group should be smaller than the other to represent a minority). Teacher explains that from now on, the class will be broken up into these two groups for all class work. One group will use most of the classroom (include the best “resources” such as computers, art & writing supplies, books, etc. in the area designated for this group), and the other group will have to work in a smaller area (say, one table) with no access to the resources. Teacher asks students to turn and talk about how they feel about this new arrangement.
- Teacher explains that what happened during this simulation is similar to what happened to the Aboriginal people of Canada after the European settlers, who became Canadians, took more control of the Aboriginal lands as they moved westward.
- Teacher tells students, “Today you’re going to read about the Indian Act and the Residential School System, a set of policies created by the Canadian government to try to get the Aboriginal people to blend into the Canadian population and give up their traditional ways.” Teacher explains that students will use the information they gather to create *tableaux* that teach the class about how these policies affected the Aboriginal peoples of Canada. (A tableau is a depiction of a scene, usually presented to an audience by silent, statue-like participants.)
- Teacher reminds students that when they read nonfiction, it’s important to keep in mind the text features that help them understand and locate the information they’re looking for. Teacher quickly reviews the text features students will encounter in the text selection (subheadings, captions and text boxes) and their purposes.

- Teacher models reading *The Kids Book of Aboriginal Peoples in Canada*, p. 57, using the first paragraph of the subheading “Residential Schools” to find the answer to the first question on the graphic organizer, “Who was involved with or affected by residential schools?” Teacher records notes on the 5Ws and H graphic organizer. *The 5Ws and H graphic organizer is an investigative and research tool used to help students read portions of a text for specific, stated purposes (More Tools for Teaching Content Literacy. Janet Allen, 2008).*

Independent Exploration:

- Teacher makes sure each partnership has a selection to read or view online.
- Students work in partnerships, using the 5Ws and H graphic organizer to guide them through reading and taking notes.
- Once reading and note taking is complete, teacher moves students into groups of 4 or 5 and asks them to discuss their notes and think of an idea for a tableau. Students should work with their groups to choose information from the reading that they can develop into a “frozen scene.”
- Students plan and practice their tableaux in preparation for presenting it to the class. Students also prepare a short explanation of their tableaux, using the prompts, “Our tableau shows...” “We chose this because ...” and “This made us think...”

Differentiation:

- Teacher can pre-teach key vocabulary (Aboriginal, assimilate, self-government, ban) to students who need extra support or ELLs.
- Students who need a challenge can research the Aboriginal tradition of potlatch. (See *Sea and Cedar: How the Northwest Coast Indians Lived* and *Northwest Coast Indians*). After reading about potlatch, students can summarize the key features of potlatch and explain why they think the Canadian government banned this tradition.
- Students can view news clips and radio clips instead of or in addition to the readings.

Share/Closure:

- Student groups present their tableaux and explanations.
- Teacher facilitates a brief discussion during which s/he solicits students’ responses to the content by asking, “How would you have felt if you were an Aboriginal child forced to live in a residential school?”

Assessment:

- Teacher assesses students’ tableaux and presentations to determine depth of their content understanding.
- Teacher assesses students’ graphic organizers to determine which students need additional support in content-area reading and/or note taking skills.

Next Steps:

- Exploring the connections between the Canadian Indian Act and the Indian Removal Act of 1830 in the U.S., as well as other American government policies toward Native Americans

Suggested text:

Titles	Author	pages	# of copies
<i>The Kids Book of Aboriginal Peoples in Canada</i>	Diane Silvey	56-57	3
<i>The Kids Book of Canadian History</i>	Carlotta Hacker	54 & 58	6
<i>Nations of the Northwest Coast</i>	Kathryn Smithyman	29	6
<i>Canada: The People</i>	Bobbie Kalman	8	2

Using the 5Ws and H to Find Information

(Adapted from *More Tools for Teaching Content Literacy* by Janet Allen, 2008).

Directions: Read about the Canadian Residential Schools to answer the questions below.

 <h1>Who</h1>	<p>Who was involved with or affected by residential schools?</p> <p>Model: The Canadian government imposed the residential schools upon the aboriginal people of Canada. Therefore two groups were impacted, the Canadian government and the aboriginal or first peoples of Canada.</p>
<h1>What</h1>	<p>What was the purpose of residential schools?</p>
<h1>When</h1>	<p>When were residential schools first opened? When were they closed?</p>
<h1>Where</h1>	<p>Where can you find information about the ban on Aboriginal governments and customs?</p>
<h1>Why</h1>	<p>Why did the Canadian government put Aboriginal children into residential schools?</p>
<h1>How</h1>	<p>How did Canada's policies toward Aboriginal people change over the years?</p>

HEALING THE PAST: THE CANADIAN GOVERNMENT'S APOLOGY TO FORMER STUDENTS OF INDIAN RESIDENTIAL SCHOOLS

Unit of Study: Canada

Focus Question: What challenges does Canada face today?

Teaching Point:

- Students will learn about and evaluate the Canadian government's response to former students of Indian residential schools.

Why/Purpose/Connection: This lesson builds on a previous lesson about the Indian Act of 1876. Students will examine firsthand accounts from people or the children of individuals who attended the residential schools.

Materials/Resources/Readings:

- Trade book titles:
 - For background information on residential schools:
 - *The Kids Book of Aboriginal Peoples in Canada*, pp. 56-57 (one copy per student); also, pp. 58-61 for information on self-government and the future of First Nations (for differentiation)
 - *Canada: The People*, pp. 8-9 (one copy per student)

Model/Demonstration:

- Motivation: Teacher asks students to think of a time when they did something wrong or hurtful to another person/persons. How did they realize they were wrong? How did they respond to the individual they had wronged or hurt? Was there an apology? How did the other person react to the apology? Did the apology fix things? Why or why not? Students share their stories with a partner, and teacher chooses one or two students to share with the whole group.
- Teacher activates students' prior knowledge about the Indian Act and the residential school system by briefly referring to a previous lesson or by reading aloud from one of the selections about residential schools (see resource list). Teacher explains that on June 11, 2008, the prime minister of Canada stood in front of the House of Commons and issued the first formal apology from a Canadian prime minister for the residential schools program.
- Teacher asks students, "If you or your parents had attended a residential school, how do you think an apology from the government would make you feel?" Teacher allows students some time to talk with a partner about this question and share with the group.
- Teacher tells students, "Today we're going to read portions of the apology Prime Minister Stephen Harper issued, and we're also going to read the reactions from some of the survivors of the residential school system. The sources we'll be looking at are primary sources, because they are firsthand (or first person) accounts of this event."
- Teacher introduces the Examining Primary Sources graphic organizer and leads a discussion about what to look for when examining a primary source document (using the prompts on the graphic organizer as a guide).

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Provides practice with responding to a primary source.

Guided Practice:

- Teacher asks students to fill out the “Pre-reading” section of the graphic organizer, and gives a few students the chance to share their ideas.
- Teacher projects the excerpts of the speech and guides students through analyzing the purpose, audience and effectiveness of the speech.
- Students work in pairs to complete the remainder of the graphic organizer.

Independent Exploration:

- Individually or in partnerships, students read the stories from children of people who attended residential schools and record their observations.
- Students write letters to the government of Canada and share their opinions of the government’s formal apology. Students can also give their ideas on what actions the Canadian government should take toward Canada’s native peoples in order to continue to make amends for the past. Teacher assesses these letters to determine the depth of student understanding of content.

Differentiation:

- Students who need a challenge can research the Aboriginal movement for self-government using the trade books (both books mentioned in the resource list have information about this topic) and include these findings in their letters to the Canadian government.

Share/Closure:

- Teacher facilitates a discussion of students’ observations and ideas about the apology and the stories from survivors.
- Teacher posts the following questions. Students choose one question and write a reflection in a journal entry.
 - Do you think Harper’s apology “fixed” the situation that the residential school system created? Why or why not?
 - Is there any way to “fix” the mistakes of the past?
 - What can governments do to correct injustices they have caused in the past?
 - Another issue the Canadian government faces is, “What do you think the government should do about land that Aboriginal people claim was taken from them in the past?”
 - Do you think Aboriginal people have the right to self-government, or should they continue to be governed by the Canadian government? Why do you think that?

Assessment:

- Teacher evaluates graphic organizers to determine next steps for teaching students to analyze primary sources.
- Teacher evaluates letters.

Next Steps:

- Students can compare and contrast the Canadian government’s apology for residential schools with the American government’s contemporary treatment of and response to Native American issues.

Examining Primary Sources:**Reading Prime Minister Stephen Harper's Apology for Residential Schools****Step 1: Pre-reading**

What do you think you will read in this speech? List three ideas you might expect to see based on what you know about the issue.

Step 2: Reading (and re-reading)

List some words you think are important to Harper's message (or words you notice coming up again and again in his speech). What mood or tone do these words create in his speech?

What is the main message of Harper's speech?

List two things this speech tells you about life in Canada at the time it was made:

How do you think Harper wanted the audience to respond?

How does the speech make you feel?

Write a question to Prime Minister Harper that is left unanswered by his speech.

**Examining Primary Sources:
Reading Stories from Survivors of Residential Schools**

Read the stories from survivors of residential schools. Choose one that is meaningful to you and answer the questions below.

Author:

List three things the author said that you think are important:

Why do you think this person chose to share his/her story?

What evidence in the story helps you know why it was written? Quote from the story.

Write a question to the author that is left unanswered by his/her story.

Prime Minister Stephen Harper's statement of apology *Wednesday, June 11, 2008*
CBC News

Here are excerpts from the text of Prime Minister Stephen Harper's statement of apology.

Mr. Speaker, I stand before you today to offer an apology to former students of Indian residential schools. The treatment of children in Indian residential schools is a sad chapter in our history.

In the 1870s, the federal government, partly in order to meet its obligation to educate aboriginal children, began to play a role in the development and administration of these schools.

Two primary objectives of the residential schools system were to remove and isolate children from the influence of their homes, families, traditions and cultures, and to assimilate them into the dominant culture.

These objectives were based on the assumption aboriginal cultures and spiritual beliefs were inferior and unequal.

Indeed, some sought, as it was infamously said, "to kill the Indian in the child."

Today, we recognize that this policy of assimilation was wrong, has caused great harm, and has no place in our country.

[...]

The government of Canada built an educational system in which very young children were often forcibly removed from their homes, often taken far from their communities.

Many were inadequately fed, clothed and housed.

All were deprived of the care and nurturing of their parents, grandparents and communities.

First Nations, Inuit and Métis languages and cultural practices were prohibited in these schools.

Tragically, some of these children died while attending residential schools and others never returned home.

The government now recognizes that the consequences of the Indian residential schools policy were profoundly negative and that this policy has had a lasting and damaging impact on aboriginal culture, heritage and language.

[...] The government recognizes that the absence of an apology has been an impediment to healing and reconciliation.

Therefore, on behalf of the government of Canada and all Canadians, I stand before you, [...]to apologize to aboriginal peoples for Canada's role in the Indian residential schools system.

To the approximately 80,000 living former students, and all family members and communities, the government of Canada now recognizes that it was wrong to forcibly remove children from their homes and we apologize for having done this.

We now recognize that it was wrong to separate children from rich and vibrant cultures and traditions, that it created a void in many lives and communities, and we apologize for having done this.

[...]

The government of Canada sincerely apologizes and asks the forgiveness of the aboriginal peoples of this country for failing them so profoundly.

We are sorry.

[...]

It will be a positive step in forging a new relationship between aboriginal peoples and other Canadians, a relationship based on the knowledge of our shared history, a respect for each other and a desire to move forward together with a renewed understanding that strong families, strong communities and vibrant cultures and traditions will contribute to a stronger Canada for all of us.

Residential schools***Wednesday, June 11, 2008***

Selected stories shared by children whose parents attended residential schools

"My mother and father attended residential school in B.C. I also attended for two years on Vancouver Island, thousands of kilometers from home, I think this is one thing that is not mentioned enough, kids were sent far from home in some cases, in other cases some kids didn't go home for holidays. Others never went home again. I was one of six siblings sent at one time, this was enough to destroy our family, we never had much but we had love for one another, I was never able to go home again, we no longer had a home we could call our own." — *Barry, Lethbridge*

"My dad is a survivor of residential school. Today he is in Ottawa for the apology. The words "I'm Sorry" are so simple yet so powerful. With all my heart I pray that our warriors~ the ones who kept their spirits alive despite living through the residential school catastrophe~ will find peace and contentment." — *Cynthia*

"To this day, my mother chooses only to remember the good times she had with friends at that school - after all, they only had each other. Those few good memories and lifelong friendships are what she got - the things that the residential schools could not take from her. As the daughter of a residential school survivor, I know first hand that an apology does not right any wrongs. An apology is indeed long overdue, but will that revive dying languages, cultures, and lost childhoods?" — *Amy Wakegijig-Ward*

SHOULD I STAY OR SHOULD I GO? THE MOVEMENT FOR QUEBEC'S SOVEREIGNTY

Unit of Study: Canada

(This lesson requires 2 days)

Focus Question: What challenges does Canada face today?

Teaching Point:

- Students will evaluate the Quebec separatist movement by considering potential options and consequences.

Why/Purpose/Connection: This lesson introduces students to the movement for Quebec's sovereignty as a controversial and unresolved chapter of recent Canadian history. Students are asked to recognize the multiple perspectives involved in the debate as they imagine the possible consequences of separatism.

Materials/Resources/Readings:

- Trade Book Titles:
 - *The Kids Book of Canadian History*
- CNN.com articles on the 1995 referendum for Quebec's sovereignty (one copy per student or per partnership)
 - <http://www.cnn.com/WORLD/9510/canada/10-27/index.html>
 - <http://www.cnn.com/WORLD/9510/canada/index.html>
- Images related to the referendum:
 - http://www.cnn.com/WORLD/9510/canada/10-27/quebec_poll.jpg
 - <http://www.markville.ss.yrdsb.edu.on.ca/projects/classof2008/chong2/liang/nonoui.jpg>
- Looking at Our Options graphic organizer worksheet

Model/Demonstration:

(Day 1)

- Motivation: Teacher displays two images related to Quebec's independence movement (for the second image, teacher translates “non” [no] and “oui” [yes] for students). Teacher asks students to complete a Venn diagram comparing the two images. Guiding questions include,
 - What are these two images about? What do you notice?”
- Teacher explains, “Since the 1960s, there has existed a movement led by French Canadians for Quebec to secede from Canada and become an independent nation. Today I'm going to read to you some of the reasons Quebecers think they should secede, and then you'll read an article about a vote that took place on the issue of secession. As we read, we're going to think about the problem, the different options Canadians face when it comes to the issue of French-English relations in Canada, and finally the possible consequences.”
- Teacher reads from *The Kids Book of Canadian History*, page 61 “The Quiet Revolution” to “Quebec Nationalism.”
- During the read aloud, teacher pauses to think aloud about the problem being described (for example, after reading the section on p. 61 that starts, “More and more Quebecois thought of their province as a distinct country...” teacher can think aloud, “It seems like

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Studies
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Provides
practice
with
interpreting
data

the problem for the Quebecois was that they felt like they may want to secede or become a distinct country.”

- Teacher debriefs the read aloud, saying “I used the text to determine the problem. Now you are going to read the text in order to see what options were/are available. Then you are also going to weigh possible consequences of each option.

Guided Practice:

- Teacher tells students, “You’re going to participate in a collaborative annotation of an article about the referendum that took place in October of 1995, in which Quebecers voted on whether or not to secede from Canada and form their own country. As you read, continue to think about the problems Canadians are facing here and what their options might be to address the problem. Record these ideas in the margin around the article.” *Note: A collaborative annotation engages all students in the conversation revolving around a piece of text. It provides the teacher with an opportunity to assess student understanding while they are working, as well as an opportunity for the teacher to enter into a dialogue with students regarding the text. (Content Area Writing. Harvey Daniels, Steven Zemelman, and Nancy Steineke. 2007)*
- Students read an enlarged version of the first article with their group and take notes in the margin. Students should make a key reflecting which color pen/marker each student will be using. Teacher circulates and adds comments in the enlarged margin.
- Teacher pre-selects a student group while circulating to identify a possible option. Teacher asks all groups to identify possible consequences of the option. Teacher adds to the class chart.

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Studies
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Provides
practice with
CRQ skills:
reading text
and
responding in
a graphic
organizer.

Independent Exploration:

(Day 2)

- Teacher gives student groups copies of the second article, as well as text selections from the trade books. Teacher asks students to choose a text selection or the article. Students will continue to add to their collaborative annotation, focusing on possible options and consequences. Teacher points out that they will need to think on their own about what the possible consequences of the different options might be.
- After completing the reading and adding additional notes to the collaborative annotation, groups identify four options and their possible consequences in order to complete the graphic organizer, *Looking at our Options*. *Note: Looking at our options provides students an opportunity to consider the possibilities and map their options in an organized fashion. Students must consider their thoughts on the reading by drawing their own conclusions (Reading History, Janet Allen, 2005).* Some possible options that students might list on the graphic organizer include Quebec becomes its own country, Quebec stays part of Canada, Quebec gets more rights within Canada, Quebec becomes part of France, and more. Consequences will vary.

Differentiation:

- Teacher can pre-teach key vocabulary (secede/secession, referendum, Quebecers/Quebecois) to students who need extra support or for ELLs.
- Students who need a challenge can read “Student Essay on The Pros and Cons of the Quebec Separation Issue” (see link in resource list) and add their research from this essay to their graphic organizers.

Share/Closure:

- Teacher asks students to imagine they are residents of Quebec, and another referendum is taking place in which they are being asked to vote on Quebec separating from Canada. Teacher distributes half-sheets of paper and asks students to vote “oui” or “non” on their ballots. Teacher counts the ballots in front of students and announces whether or not the class believes that Quebec should secede from Canada.
- Students discuss the results of the class vote.
- Teacher highlights the following points:
 - Though Quebec separatists did not gain enough support to secede from Canada, the relationship between French-Canadians and the rest of Canada remains somewhat strained.
 - In any problem or situation that a country faces, there are always multiple options and consequences associated with each option. In democratic nations like Canada, the job of government and of a country’s people is to weigh these different options and attempt to choose the one that most people feel will be beneficial to the whole country.
 - Teacher can also help students make connections between this movement and the secession of Southern U.S. states leading up to the Civil War.

Assessment:

- Teacher collects and assesses students’ graphic organizer sheets, looking for students’ ability to evaluate the issues reflected in the Quebec separatist movement based on information from the readings.

Next Steps: Students explore life in Canada today.

Suggested text:

Title	Author	Pages	# of copies
<i>The Kids Book of Canadian History</i>	Carlotta Hacker	61: The Parti Quebecois 62: The October Crisis of 1970 66: The Search for Unity 67: Another Quebec Referendum	6
<i>The Kids Book of Canada</i>	Barbara Greenwood	31: 1900-today	6
<i>Canada the People</i>	Bobbie Kalman	23: French Language Schools 30: French and English relations	2
<i>M Is for Maple</i>	Mike Ulmer	Q is for Quebec	1



http://www.cnn.com/WORLD/9510/canada/10-27/quebec_poll.jpg



<http://www.markville.ss.yrdsb.edu.on.ca/projects/classof2008/chong2/liang/nonoui.jpg>

Template for Collaborative Annotation

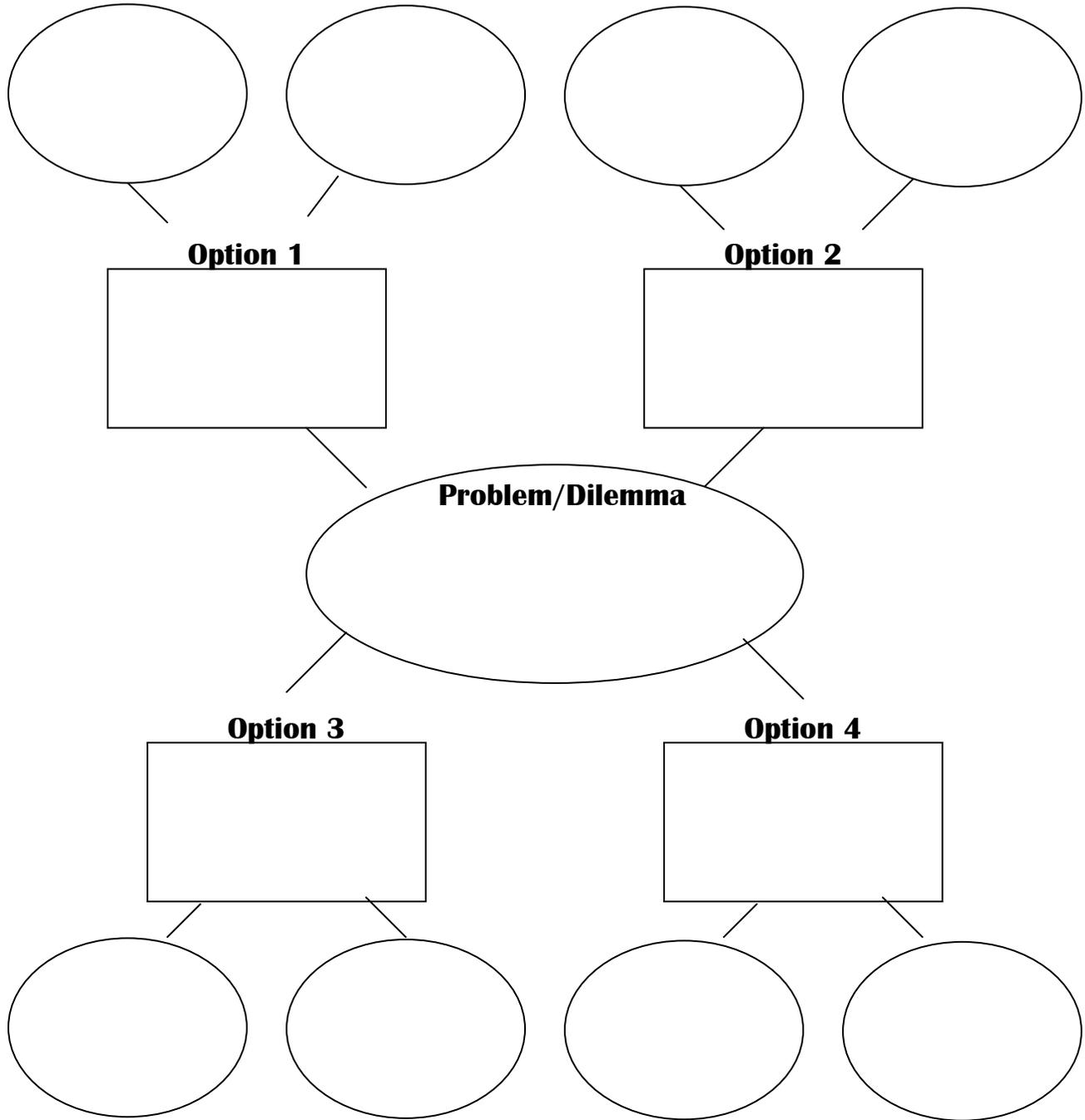
Students make second round of notes after reading an additional source. An alternative would be to have students use post-it notes to record notes from second reading and add those to the chart paper.

**Students make notes on article in this margin.
Each student should be represented by a different
color, and a key should be created.**

**Paste article in center or a
large piece of chart paper.**

Looking at Our Options:
The Movement for Quebec Sovereignty
(adapted from Janet Allen's Yellow Brick Roads. 2000)

Possible Consequences



Possible Consequences

CANADA TODAY

Unit of Study: Canada
(This lesson requires 2 days)

Focus Question: What challenges does Canada face today?

The Teaching Point: Students will explore Canada Today creating an ABC book or a number book of Canada today.

Why/Purpose/Connection: This lesson allows students to focus on life in contemporary Canada, gaining an understanding of the close relationship Canada has with the United States.

Materials/Resources/Readings:

- Trade book titles:
 - *The Kids Book of Canada*
 - *The Kids Book of Aboriginal Peoples in Canada*
 - *The Kids Book of Canadian History*
 - *Canada the People*
 - *Canada the Culture*
 - *Canada the Land*
- Websites:
 - <http://www.cbc.ca/>
 - <http://www.canada.com/>
 - <http://news.google.ca/>
 - <http://www.nationalpost.com/>

Model/Demonstration:

(Day 1)

- Motivation: Teacher challenges student partners to make an A-Z list of things related to Canada. Students have 2 minutes to list their responses.
- Teacher tells students to eliminate anything on their list that doesn't relate to Canada today, and to place a check next to anything that is similar to life in the United States.
- Teacher explains that students are going to make an ABC book about Contemporary Canada. Teacher displays *M Is for Maple, A Canadian Alphabet Book*. Teacher explains that this book has facts that relate to all aspects of Canada. Teacher tells students that they will listen to a read aloud from this book. Teacher asks students to listen for one example of something that could go into a book about contemporary Canada, one example that could NOT go into a book about contemporary Canada, and one example that could also fit in a book about the United States. Teacher reads aloud, *M Is for Maple*.
- Teacher creates a t-chart, contemporary examples and non-contemporary examples and has students post their examples. Teacher also notes similarities to the United States.

Guided Practice:

- Teacher provides students with text selections from current news articles as well as the trade books. Students record ideas in their A-Z template.
- Teacher compiles examples on a class A-Z list. Each letter can have more than one entry to allow for student choice when working with their group.

Independent Exploration

(Day 2)

- Student groups create pages for an A-Z book for the letters of the alphabet that they were assigned.

Share/Closure:

- Teacher compiles class book for display.
- Students make observations about similarities and differences between the United States and Canada.

Assessment:

- Teacher evaluates A-Z pages.

Suggested texts:

Title	Author	Pages	Copies
<i>The Kids Book of Canada</i>	Barbara Greenwood	Read the Today section for each province/territory	6
<i>The Kids Book of Aboriginal Peoples in Canada</i>	Diane Silvey	58-60	3
<i>The Kids Book of Canadian History</i>	Carlotta Hacker	66-69	6
<i>Canada the People</i>	Bobbie Kalman	30-31	2
<i>Canada the Culture</i>	Bobbie Kalman	20-21	3
<i>Canada the Land</i>	Bobbie Kalman	22-23	2
Websites:			
http://www.cbc.ca/			
http://www.canada.com/			
http://news.google.ca/			
http://www.nationalpost.com/			

PROJECT: 10 THINGS EVERY AMERICAN SHOULD KNOW ABOUT CANADA

What do you know about your neighbor?

You have been selected to complete a special segment for the travel section of your local newspaper. The Vancouver Olympics are rapidly approaching, and many Americans will be attending. In order to help Americans avoid any *faux pas*, French for false step but commonly used to refer to a social blunder, the paper has decided to publish a segment titled “10 Things Every American Should Know about Canada.”

Plan: Brainstorm things you think Americans should know about.

Investigate: Discover fun facts, common misconceptions, good etiquette, political leaders, current events, and how to fit in among Canadians. Collect images to support your piece.

Format/Style: Draft a piece for the travel section. What will it look like? A list, an article, a photo montage. What is the tone of the piece? Will it be serious with suggestions for topics for discussion, or comedic with mishaps to be avoided?

Edit/Revise: Students reflect on ways to improve their pieces.

Publish: Complete final drafts. Help Americans avoid social blunders or *faux pas* in Canada!

Rubric:

	4	3	2	1
Content	<ul style="list-style-type: none"> • Creative factual details about Canada. • Creative, thoughtful explanation 	<ul style="list-style-type: none"> • Factual details about Canada. • Thoughtful explanation 	<ul style="list-style-type: none"> • Some factual details about Canada • Explained in plain language 	<ul style="list-style-type: none"> • Evidence of little or no research. Lack of accuracy • Explanation shows little effort or thought
Style	<ul style="list-style-type: none"> • Creative, clear layout • Interesting visual(s) 	<ul style="list-style-type: none"> • Clear layout • Visual(s) included 	<ul style="list-style-type: none"> • Some thought to layout • Visual included 	<ul style="list-style-type: none"> • Little thought to layout • No visual
Mechanics	<ul style="list-style-type: none"> • Excellent spelling, grammar and punctuation 	<ul style="list-style-type: none"> • Few mistakes in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • Multiple mistakes in spelling, grammar and punctuation 	<ul style="list-style-type: none"> • Many mistakes in spelling, grammar and punctuation

**PROJECT: 10 THINGS EVERY AMERICAN SHOULD KNOW ABOUT CANADA
(FOR THE TEACHER)**

Canada and the United States share more than just a border. Canada and the United States are allies and important trading partners. This project allows students to further explore what it means to be a Canadian, recognizing that as neighbors it is important that we know about each other.

While students may not have enough experience to be aware of this yet, Canadians tend to know much more about Americans than Americans know about them. This project allows students to try to rectify this imbalance. Students can take this one step further and create a Canada Awareness campaign in their school or Canada trivia game to try to stump friends and family.

Ideas for implementing the project:

- **Plan:** The teacher begins the project by distributing the student guide. After students review the guidelines teacher may provide models of travel writing from travel sections of newspapers or travel guides. Allow students time to brainstorm. Students can even brainstorm first by thinking of things that they think someone should know before visiting New York or the United States, then move on to Canada.
- **Investigate:** After students have developed areas of interest, they can refer back to activities they have completed throughout the unit. Students should be given an opportunity to explore the trade books and websites relating to Canada and its culture.
- **Format/Style:** In order to prepare for the writing component, students could complete a RAFT graphic organizer. *Note: The RAFT strategy (Santa, 1988) offers students a creative outlet for demonstrating understanding. Students communicate information by taking an unusual point of view and writing for a specific audience.*
- **Edit/Revise:** Provide students with an opportunity to improve their pieces through the revision process.
- **Publish:** Students share their work!

Suggested Websites:

- <http://www.nytimes.com/2009/07/01/opinion/01canadaday.html>
- <http://www.travelforkids.com/Funtodo/Canada/canada.htm>
- <http://family.go.com/travel/things-to-do/canada/for-children/>
- <http://uscw.canada.travel/>
- <http://www.canada.worldweb.com/TravelArticles/Top10/>
- <http://travel.nytimes.com/>
- http://www.canadiangeographic.ca/cgKidsAtlas/default_en.asp

RAFT

Directions: Use the following template to plan your writing. First review the writing assignment. Next, answer the question for each section. Then write relevant ideas and notes in each section.

<p>R – Role What is your role as the writer?</p>	<p>A – Audience Who is your audience?</p>
<p>F – Format What format will the writing take?</p>	<p>T – Topic What topics are covered in the writing?</p>
<p>Writing Assignment:</p> <p>You have been picked to complete a special segment for the travel section of your local newspaper. The Vancouver Olympics are rapidly approaching, and many Americans will be attending. In order to help Americans avoid any <i>faux pas</i>, French for false step but commonly used to refer to a social blunder, the paper has decided to publish a segment entitled “10 Things Every American Should Know about Canada.”</p>	

PROJECT: CREATE YOUR OWN TRADE BOOK ABOUT CANADA

By Unit 4, students are ready to think critically about the books that are placed in front of them unit after unit. An approach to learning about Canada is to think about what books you *wished* had been in the text set, but were not included. This idea fits well with this unit because many of the books span multiple topics at once and might leave the reader wishing for books on specific topics. In the Aztec, Inca and Mayan unit, students could easily find information on one specific element of those cultures; in the Canada unit, it isn't as easy to find books with one clear focus.

Step 1: Preparing the students to think critically about the whole text set

As students explore the bins, they will need to consider what is missing from the collection of books. Classes studying the Northwest Coast Indians will find that there are not as many books about specific tribes as there are about general traits of the groups living in that region. Classes studying the Inuit may find that the books tend to speak more about the old ways of the Inuit in comparison to the Inuit in current times.



In order to engage students in the question of what's missing, reading with purpose should be taught early in the unit. Students can use post-its to mark places in books where they want to know more, or reflect at the end of every social studies lesson about questions they still have.

- Have students participate in a book pass, noting areas of interest and looking for areas of interest that they would like to see further explored.
- Have students participate in a collaborative brainstorm. Post each group's brainstorms for a class gallery walk

Step 2: Choosing the book topic/form

Book topics should be based on interest in particular parts of the unit (Canadian geography, French explorers, Inuit daily life, hunting, natural resources, etc.). Once students have narrowed down the area that they are passionate about, they can begin to think about the kind of book they want to add to the text set. These books can take many forms. Students may choose to write a narrative picture book about the daily life of an Inuit, a book of content area poems about Canadian geography, or an expository text about Inuit hunting clothes. Whatever the form, the class will need to do a few brainstorms about what kinds of books are in the world before they try to attempt writing one!

Choosing the topic shouldn't be too hard. For struggling students, their book can be structured in a similar way to one of the books in the bin to give them extra support. For higher-level readers and writers, the book should definitely not look like one of the books in the bin. If there is already a book on Inuit religion, the student should be asking what is missing from that book and how their book will add to the information in the text set.

- Have students decide on a topic and complete a K-W-L on their topic.
- Have students participate in a book sort focusing on the style of books rather than the content.



Step 3: Research

The decision of whether students should work in partners, groups or on their own is up to the teacher. No matter what structure for work is in place, everyone will need time to research their topic. It will be important that students have access to technology during this phase. Remember, they are supposed to write about a topic missing or underdeveloped in the existing text set! It is highly likely that some students will be synthesizing information from several different books and putting it back together again in a different form, but many students will want

and need access to the internet.

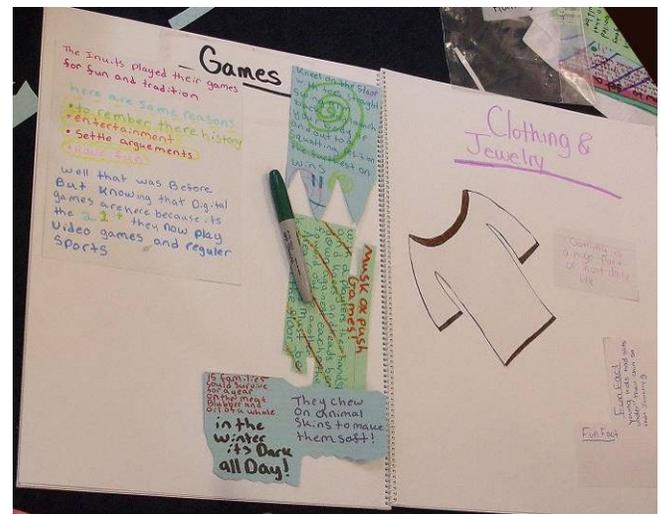
Students, by this time in 5th grade, should be well-versed at note taking; however, it is a great time to incorporate some plagiarism lessons, especially since the books will be added to the bins for next year's 5th graders and they shouldn't include plagiarized books.

- To avoid plagiarism use a double entry journal where students record notes word for word from their source in the first column, and then put it in their own words in the second column.
- Provide students with some reliable websites.
- Teach web evaluation for independent web searching.

Step 4: Creating the book

Books can be made from copy paper, or commercially made blank books can be ordered if the teacher wishes. (barebooks.com) Students need a template for each page depending on the kind of book they are writing. The templates will be used during the planning phase. Several templates follow and can be used as guides. If the class is working in groups, a page or two per student is a reasonable expectation.

- Use a graphic organizer such as RAFT to help students begin the writing process.
- Provide opportunities for revision, editing and peer evaluations before final publication.



PROJECT: WRITE A TRADE BOOK ABOUT CANADA

Throughout the unit, you have read, browsed, skimmed, and scanned many books about Canada. Was there anything you wanted to know that you didn't find out? Was there any format that you would have preferred but you didn't see? Now is your chance to correct that. You are going to write your own trade book to add to the collection!

Step 1: What should I write about? What do I wish I knew more about?

Step 2: How should I write it? What should my book look like? Will it be question-answer? Will I write short paragraphs? Will I include charts? Pictures? What should my book feel like?

Step 3: Finding my voice: How do I express my facts in a meaningful way? Will my tone be conversational? Will I sound like an expert? How will I make my writing interesting? Who is the audience for my book?

Step 4: Publication!

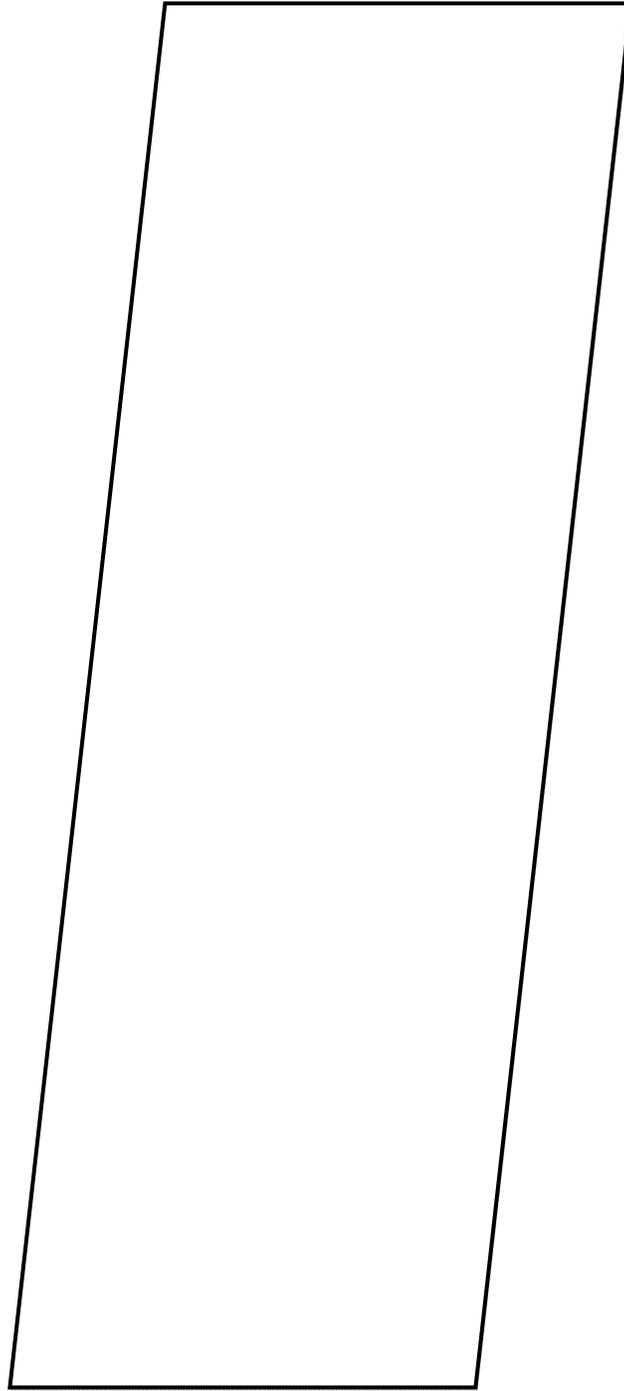
Rubric:

	4	3	2	1
Content	<ul style="list-style-type: none"> • Clear factual information 	<ul style="list-style-type: none"> • Factual information 	<ul style="list-style-type: none"> • Many factual mistakes 	<ul style="list-style-type: none"> • Lack of evidence of research
Style/Format	<ul style="list-style-type: none"> • Clearly and creatively expressed information • Clear, creative layout 	<ul style="list-style-type: none"> • Clearly expressed information • Clear layout 	<ul style="list-style-type: none"> • Presents some factual information • Some confusion in layout and organization 	<ul style="list-style-type: none"> • Presents little factual information • Unclear layout
Mechanics	<ul style="list-style-type: none"> • Correct spelling, grammar and punctuation 	<ul style="list-style-type: none"> • Mostly correct spelling, grammar, and punctuation 	<ul style="list-style-type: none"> • Some mistakes in spelling, grammar, and punctuation 	<ul style="list-style-type: none"> • Many mistakes in spelling, grammar, and punctuation
Group work (If applicable)	<ul style="list-style-type: none"> • Demonstrates excellent cooperation and team works 	<ul style="list-style-type: none"> • Demonstrates good cooperation and team work 	<ul style="list-style-type: none"> • Demonstrates some cooperation and team work 	<ul style="list-style-type: none"> • Demonstrates little cooperation and team work

Poetry Book Page Planner

Image ideas (sketch or describe with words)

Poem



Non-Fiction Book Planner

Fun Fact:

Main Text:

Image Ideas (sketch or describe with words)

Caption

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, **Canada**, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

Comparatively Speaking

During this unit, students explored various aspects of Canada. Students can use their newly acquired knowledge to compare and contrast the region to the United States. Students can explore the similarities and differences of a variety of topics; the geography, natural resources, culture, historical experiences, or life today.

Neighbors

Students can compare and contrast procedures for crossing the United States border into Canada with crossing into Mexico. Discuss the similarities and differences.

Looking North

<http://www.buyusa.gov/canada/en/traderelationsusacanada.html>

The United States and Canada share much more than a border. Why is it important to learn about the history and culture of Canada? How does examining Canada’s history offer insight into American history?

The Western Hemisphere

Having had the opportunity to explore the Western Hemisphere, what goals should the nations of the Western Hemisphere have as members of a global community? What goals should individual nations have with regard to relationships within this community?

Field Trips for Canada**Location**

The American Museum of Natural History
Central Park West at 79th Street
212-769-5100
www.amnh.org

Virtual Field Trip
Canadian Museum of Nature
http://nature.ca/explore/gmjx_e.cfm

Virtual Field Trip
Canadian Museum of Civilization
<http://www.civilization.ca/cmcc/exhibitions/online-exhibitions/online-exhibitions>

Exhibits and Programs

Hall of the Northwest Coast Indians

V.

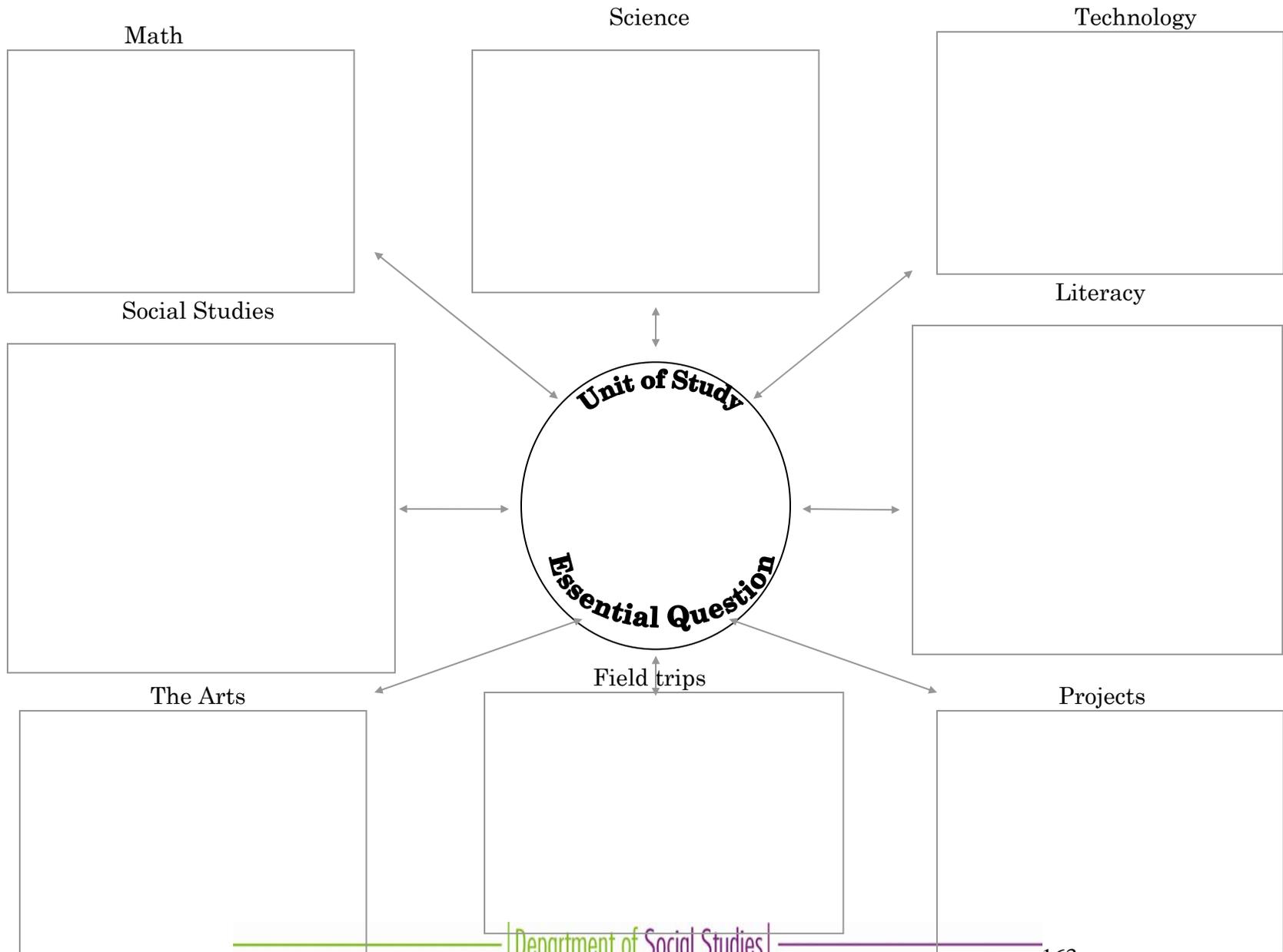
Additional Resources



Vancouver Olympics 2010 Logo

http://www.gamesbids.com/eng/other_news/1114313525.html

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** _____**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: _____

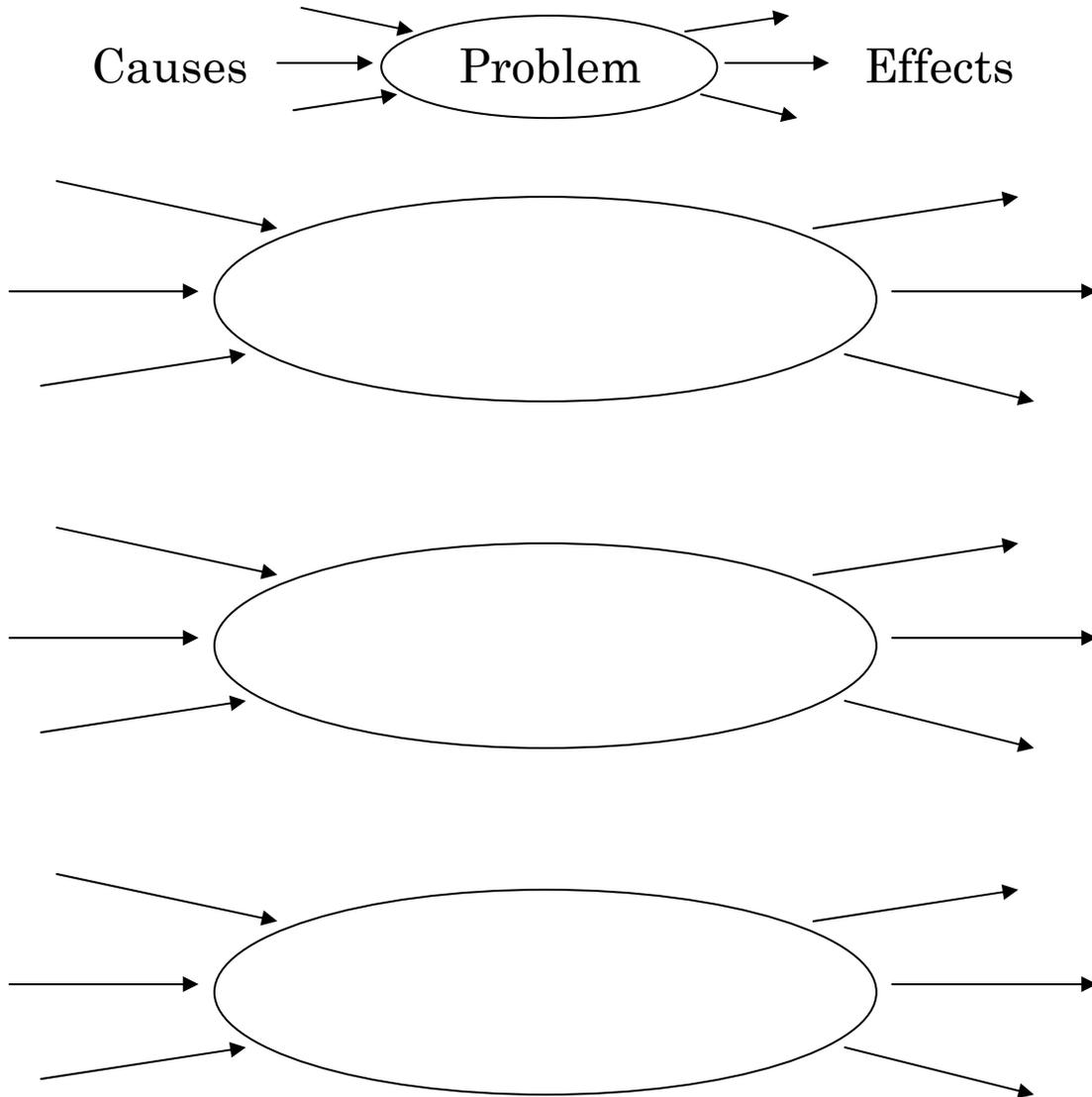
Name of image: _____

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:

1) _____

2) _____

3) _____

4) _____

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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