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Unit of Study

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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.

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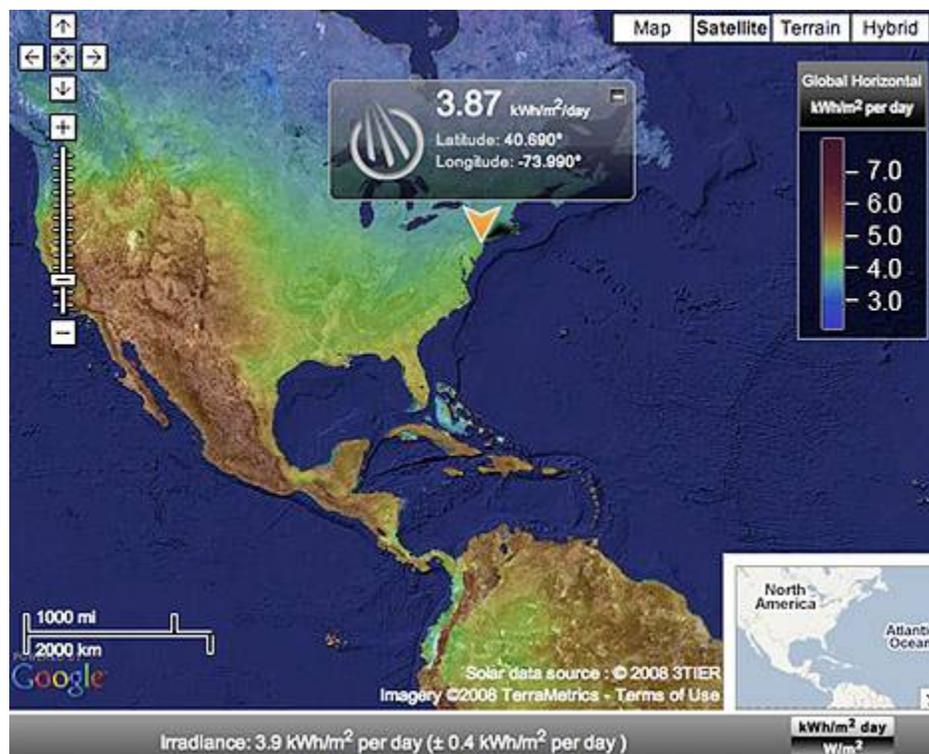
THE WESTERN HEMISPHERE TODAY
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I.

The Planning Framework

The Western Hemisphere Today



WESTERN HEMISPHERE SOLAR ENERGY POTENTIAL MAP

<http://www.treehugger.com/3tier-solar-potential-map.jpg>

HOW THIS UNIT WAS DEVELOPED

- This unit is the fifth 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 **The Western Hemisphere Today** is “*How do nations meet the challenges of modern living?*”
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals interconnectedness of nations. Therefore, one of the focus questions is, “What relationships exist between the nations of the Western Hemisphere?”
- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.
- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, 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
THE WESTERN HEMISPHERE TODAY

“We do not inherit the earth from our ancestors, we borrow it from our children.”
~Native American Proverb

Prior to the age of exploration, the cultures and civilizations of the Western Hemisphere were distinct, with their own histories. From the furthest reaches of South America to the Arctic north of Canada, great cultures and civilizations thrived, with little or no knowledge of the vastness and diversity of the hemisphere. As modern nations developed the Western Hemisphere became its own entity.

Most nations established governments with pledges to democracy, be that constitutional or parliamentary. For some Latin American countries the transition to democracy was not stable, and many fell to various forms of dictatorship. The nations as they exist today, whether they are democratic, socialist, or totalitarian resulted from rich, often tumultuous histories.

These nations now face many of the same 21st Century issues, and their approaches to these issues often impact each other. The age of globalization has arrived with countries ever more connected economically, culturally, and politically. Western Hemisphere nations face issues ranging from trade, to the environment, immigration, and security. While navigating the complexities of globalization, smaller nations seek to maintain their cultural traditions and identity while becoming part of the fast-paced 21st century economy. The future of the South American Rainforests provides an example of a complex challenge facing the Western Hemisphere as a whole.

Deforestation is clearing Earth’s forests on a massive scale. Forests still cover about 30 percent of the world’s land area, but areas comparable to the size of Panama are lost each year. The world’s rainforests could completely vanish in a hundred years at the current rate of deforestation.

The rainforests of South America contain indigenous cultures that rely on their environment for survival. The rainforests’ high level of biodiversity suggests a multitude of species yet to be discovered with benefits that may forever be unknown if the destruction of the forests continues. The destruction also eliminates the species that are already known for their healing properties with many used in multiple pharmaceuticals, especially cancer treatments.

The cross-border nature of the rainforests is not the only aspect that makes rainforest destruction an international issue. Rainforests play an important role in the global environment, regulating the global temperature, maintaining the Earth’s supply of fresh water, and acting as the Earth’s lungs, supplying oxygen to the world.

But the destruction of the rainforest is not only an environmental issue; the rainforests’ destruction also has implications in trade and politics. Increasing populations and an increasing demand for resources such as timber are some of the reasons for the destruction of the rain forests. Why would anyone destroy such an important natural resource? The answer is money. What took centuries to develop is quickly lost as developing nations with rainforests sell the land inexpensively to multi-national corporations from the developed

world. To make matters worse, the money from the sale does not often trickle down to the poor of the country.

The destruction of the rainforests is just one example of a challenge facing the Western Hemisphere today. The same interconnectedness can be explored by examining the loss of jobs in the developing world from free trade and the connection to immigration issues within the hemisphere.

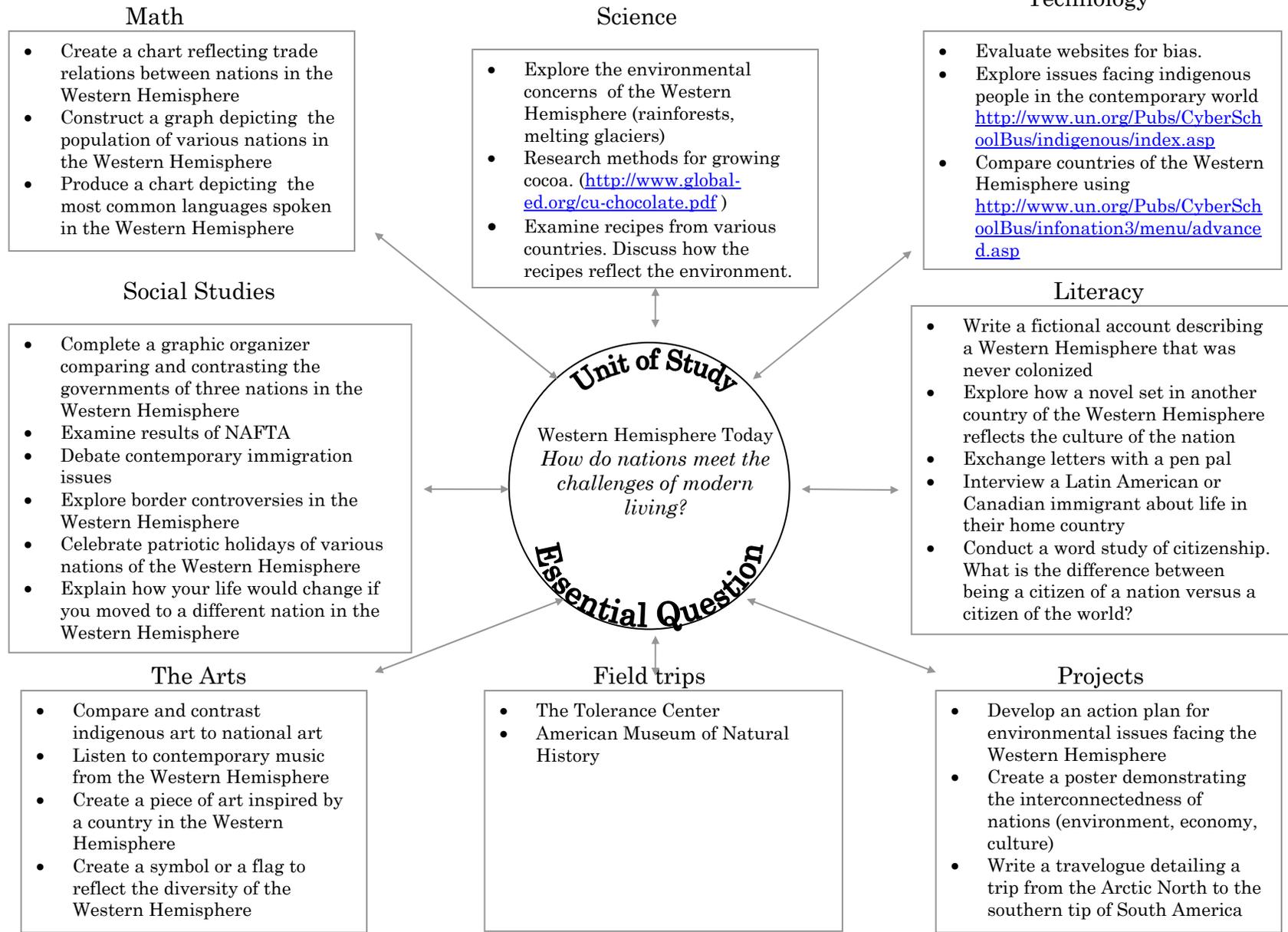
On a more positive note, globalization also works in the form of organizations and governments trying to help save the rainforests, and the people most impacted by its destruction. To survive and succeed in the future, Western Hemisphere nations need to recognize these issues and search for ways to work together toward solving them.

For more information on the globalization and rainforests see:

- http://www.globalization101.org/issue_main/index.html
- <http://www.nature.org/rainforests/explore/facts.html>

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 nations meet the challenges of modern living?

Content/Academic Vocabulary (sample)

constitutional democracy	parliamentary democracy	dictatorship	citizenship
NAFTA	interdependency	alternative energy	fossil fuels

Focus Questions



- What forms of government are found in the Western Hemisphere?
- What are the characteristics of Western Hemisphere governments?
- What relationships exist between the nations of the Western Hemisphere?
- What challenges are Western Hemisphere governments facing today and anticipating for the future?



Student Outcomes	
Think about what you want the student to know and be able to do by the end of this unit.	
Content, Process and Skills	
Understand the various forms of government that exist in the Western Hemisphere	Conduct an interview of an immigrant
Comprehend the causes and effects of environmental issues	Create, design, and execute a Public Service Announcement
Examine the impact of NAFTA on the Western Hemisphere	Identify themes that connect past and current events
Understand the changing relationship between nations of the Western Hemisphere	Cite all sources using correct bibliographic format

SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How do nations meet the challenges of modern living?	Multiple content understandings addressed	<p><i>Launching the Unit</i></p> <ul style="list-style-type: none"> • Participate in a read aloud of <i>Oil Spill</i> • Explore your rights and responsibilities • Make an A-Z list about the Western Hemisphere
2.	What forms of government are found in the Western Hemisphere?	<p>The Role of Government:</p> <ul style="list-style-type: none"> • Diversity of governments in the Western Hemisphere 	<p><i>What is a government?</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze historic quotes on government • Explore the role of government in a Write to Learn activity <p>Consult <i>How the U.S. Government Works, Democracy, Governments Around the World, What is Government?</i></p>
3.	What forms of government are found in the Western Hemisphere?	<p>The Role of Government:</p> <ul style="list-style-type: none"> • Diversity of governments in the Western Hemisphere 	<p><i>Democracy and other Types of Government</i> sample lesson</p> <ul style="list-style-type: none"> • Examine the meaning of democracy using a Words in Context graphic organizer • Examine another type of government using a Words in Context graphic organizer • Compare and contrast two types of government using an Alike but Different graphic organizer <p>Consult <i>Our Democracy, How the U.S. Government Works, The U.S. Constitution and You, Democracy, Governments Around the World, What Is Government?</i></p>

4.	What are the characteristics of Western Hemisphere governments?	<p>The Role of Government:</p> <ul style="list-style-type: none"> • Diversity of governments in the Western Hemisphere • Basic civic values in the constitutions and laws of the United States, Canada and nations of Latin America 	<p><i>Governments of the Western Hemisphere</i> sample lesson</p> <ul style="list-style-type: none"> • Draw conclusions about governments from a chart • Create a thematic map on governments in the Western Hemisphere • Compare three countries in the Western Hemisphere <p>Consult <i>What Is a Government?, Kids' Guide; Governments Around the World</i> https://www.cia.gov/library/publications/the-world-factbook/</p>
5.	What are the characteristics of Western Hemisphere governments?	<p>Principles of Constitutional Democracy:</p> <ul style="list-style-type: none"> • The Declaration of Independence • The United States Constitution • The British North America Act • The United States Bill of Rights • The Canadian Bill of Rights • Rights and responsibilities of citizens (protection, individual liberties, voting, taxes) • Awareness of patriotic celebrations 	<p><i>Citizenship: An Interview</i> sample lesson</p> <ul style="list-style-type: none"> • Conduct research to develop an understanding of the characteristics of citizenship <p>Consult <i>Your Right to Vote, Citizens Lead the Way, Our Nation Today, What Is a Government?, A New Life in America, Crossing Borders, The U.S. Constitution and You, How the U.S. Government Works</i></p>
6.	What are the characteristics of Western Hemisphere governments?	<p>Principles of Constitutional Democracy:</p> <ul style="list-style-type: none"> • The Declaration of Independence • The United States Constitution • The British North America Act • The United States Bill of Rights • The Canadian Bill of Rights • Rights and responsibilities of citizens (protection, individual liberties, voting, taxes) 	<p><i>Citizenship: An Interview</i> sample lesson continued</p> <ul style="list-style-type: none"> • Develop interview questions regarding citizenship

7.	What are the characteristics of Western Hemisphere governments?	Principles of Constitutional Democracy: <ul style="list-style-type: none"> • The Declaration of Independence • The United States Constitution • The British North America Act • The United States Bill of Rights • The Canadian Bill of Rights • Rights and responsibilities of citizens • Awareness of patriotic celebrations 	<i>Citizenship: An Interview</i> sample lesson plan <ul style="list-style-type: none"> • Determine good interview skills • Conduct an interview with a citizen of a nation within the Western Hemisphere • Create a product that reflects the information discovered in the interview.
8.	<p>What relationships exist between the nations of the Western Hemisphere</p> <p>What challenges are Western Hemisphere governments facing today and anticipating for the future?</p>	The Western Hemisphere Today <ul style="list-style-type: none"> • The creation of NAFTA • Interdependency among nations • Cooperation and Compromise 	<i>NAFTA</i> sample lesson <ul style="list-style-type: none"> • Examine the goals and possible consequences of NAFTA • Evaluate NAFTA using a PMI chart <p>Consult: <i>Our Economy</i> http://www.international.gc.ca/trade-agreements-accords-commerciaux/assets/pdfs/fast-facts-US-en.pdf http://www.citizenstrade.org/naftaexplained.php</p>
9.	What relationships exist between the nations of the Western Hemisphere?	The Western Hemisphere Today <ul style="list-style-type: none"> • Perspectives on contemporary issues (economy, immigration, environment) • Contemporary immigration 	<i>Immigration</i> sample lesson <ul style="list-style-type: none"> • Research experiences of immigrants to the United States. • Practice note taking using the Multiple Sources, Multiple Perspectives graphic organizer • Identify push-pull factors of immigration <p>Consult: <i>Immigrants Today, Crossing Borders: Stories of Immigrants, How People Immigrate, A New Life in America</i> http://teacher.scholastic.com/activities/immigration/index.htm</p>

10	What challenges are Western Hemisphere governments facing today and anticipating for the future?	<ul style="list-style-type: none"> • Perspectives on contemporary issues (economy, immigration, environment) • Interdependency among nations • Environmental issues (loss of rain forests, deforestation, limited resources) 	<p><i>Alternative Energy</i> sample lesson</p> <ul style="list-style-type: none"> • Analyze reliance on fossil fuels using a Looking at our Options graphic organizer <p>Consult <i>Energy Revolution: Life Beyond Fossil Fuels, Alternative Energy, What if We Run Out of Fossil Fuels?</i></p> <p>http://www.timeforkids.com/TFK/kids/wr/article/0,28391,89741,00.html</p> <p>http://www.timeforkids.com/TFK/kids/specials/articles/0,28285,1601933,00.html</p>
11	What challenges are Western Hemisphere governments facing today and anticipating for the future?	<ul style="list-style-type: none"> • Perspectives on contemporary issues (economy, immigration, environment) • Interdependency among nations • Environmental issues 	<p><i>Alternative Energy</i> sample lesson continued</p> <ul style="list-style-type: none"> • Explore solutions to a reliance on fossil fuels by inventing something using a BAR key.
12	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<p><i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> • Explore academic vocabulary using concept circles
13	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<p>UNIT PROJECT</p> <p><i>Organizing the Bins</i> sample lesson</p> <ul style="list-style-type: none"> • Browse trade books to build background knowledge on the main ideas of the unit • Organize books into groups with a common theme/topic
14	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<p><i>Concept Web</i> sample lesson</p> <ul style="list-style-type: none"> • Define the term concept • Skim trade books to identify main idea and details • Create a concept web identifying current challenges facing the Western Hemisphere

15	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<p><i>The Western Hemisphere: Revisiting text</i> sample lesson</p> <ul style="list-style-type: none"> • Research various governments in the Western Hemisphere. • Use the REAP strategy to organize notes. <p>Consult: http://upload.wikimedia.org/wikipedia/commons/5/5d/Lord_Dunmore%27s_Ethiopian_Regiment.jpg.</p>
16	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<p><i>Concept Ladder</i> sample lesson</p> <ul style="list-style-type: none"> • Research a current issue facing the Western Hemisphere • Generate questions while reading • Create a concept ladder <p>Consult <i>Caring for our Forests</i></p>
17	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<p><i>Generating a Research Question</i> sample lesson</p> <ul style="list-style-type: none"> • Participate in a thinkers key • Break down broad research topic into key concepts • Develop a research question on a current topic facing the Western Hemisphere
18	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<p><i>Double-Entry Journal</i> sample lesson</p> <ul style="list-style-type: none"> • Develop questions from text and pictures • Research and take notes about an issue facing the Western Hemisphere • Use critical thinking skills to analyze notes <p>Consult <i>Chocolate: Story of an Industry</i></p>

19	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<i>Double-Entry Journal</i> sample lesson continued <ul style="list-style-type: none"> Continue research using a double-entry journal.
20	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<i>Persuasive Writing</i> sample lesson <ul style="list-style-type: none"> Identify the components of a strong paragraph. Use the Modified Four Square Graphic Organizer to organize notes.
21	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<i>Persuasive Writing</i> sample lesson continued <ul style="list-style-type: none"> Complete persuasive writing piece.
22	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<i>Yo Editing Raps</i> sample lesson <ul style="list-style-type: none"> Determine the characteristics of persuasive essays Identify the elements of good writing Create raps about various components of persuasive essays.
23	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<i>Unit Project: Creating a Public Service Announcement</i> <ul style="list-style-type: none"> Explore slogans and determine the characteristics of an effective slogan Choose a concern facing the Western Hemisphere. Begin brainstorming

24	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<i>Unit Project: Creating a Public Service Announcement</i> continued <ul style="list-style-type: none"> With your group, develop and plan an idea for your PSA
25	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<i>Unit Project: Creating a Public Service Announcement</i> continued <ul style="list-style-type: none"> Create your PSA
26	What challenges are Western Hemisphere governments facing today and anticipating for the future?	Multiple content understandings addressed	<i>Putting It All Together</i> <ul style="list-style-type: none"> Discuss the Western Hemisphere in terms of the past, present and future Discuss the world as an ever-shrinking place with people linked in ways once unimaginable

**LEARNING AND PERFORMANCE STANDARDS CORRELATED
TO: THE WESTERN HEMISPHERE TODAY**

<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 unified by many values, practices, and traditions.</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>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</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>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>2.3a: understand the roles and contributions of individuals and groups to social, political, economic, cultural, scientific, technological, and religious practices and activities</p> <p>2.3c: understand how the terms social, political, economic, and cultural can be used to describe human activities or practices</p> <p>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.</p>

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.

Key Idea 5.4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.

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

4.1d: study how the availability and distribution of resources is important to a nation's economic growth

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

5.4f: propose an action plan to address the issue of how to solve the problem

***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.

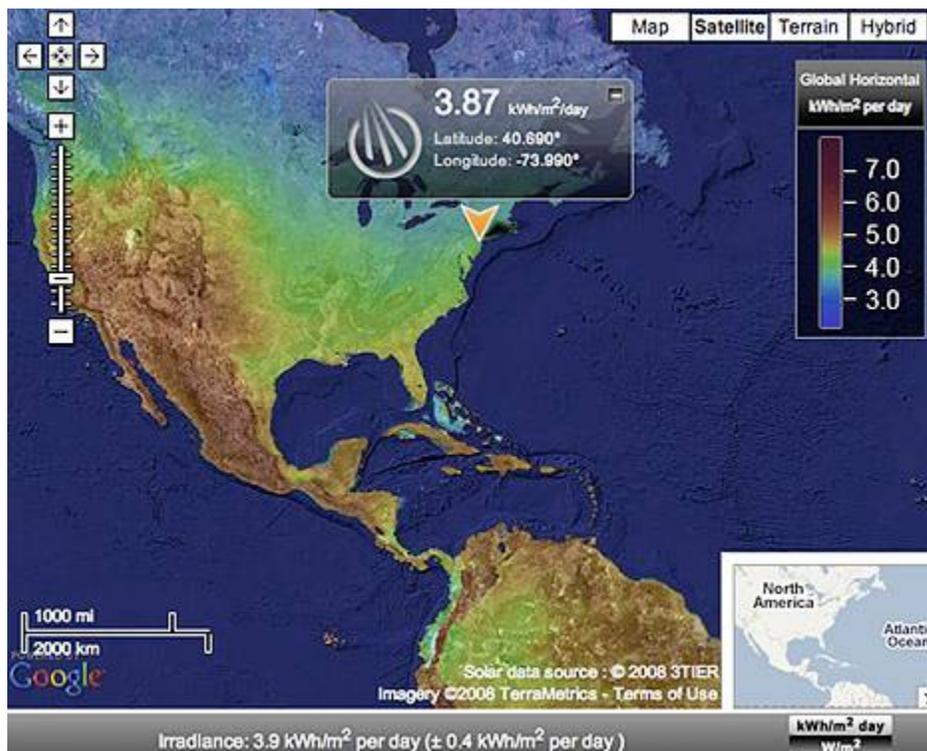
Add your own strategies:

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



WESTERN HEMISPHERE SOLAR ENERGY POTENTIAL MAP

<http://www.treehugger.com/3tier-solar-potential-map.jpg>

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.

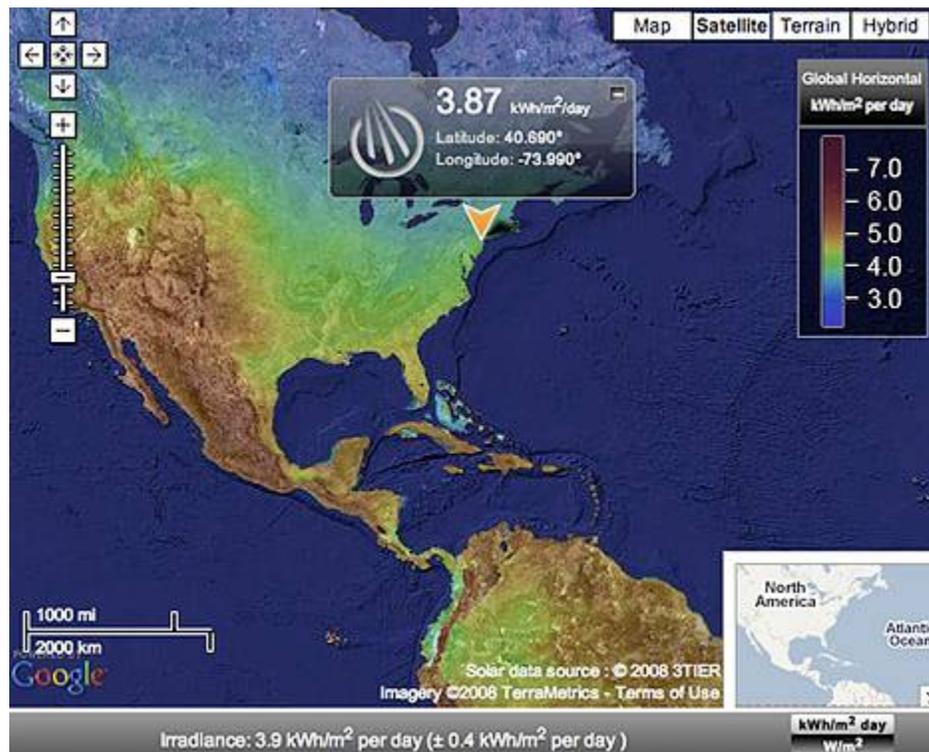
For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.

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



WESTERN HEMISPHERE SOLAR ENERGY POTENTIAL MAP

<http://www.treehugger.com/3tier-solar-potential-map.jpg>

SOCIAL STUDIES CASE STUDY

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

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

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

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

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

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

TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

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

Type of Organizational Pattern	Signal Words	Questions Suggested by the Pattern
<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
<p>A. Factual Knowledge</p> <p>B. Conceptual Knowledge</p> <p>C. Procedural Knowledge</p> <p>D. Metacognitive Knowledge</p>	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.

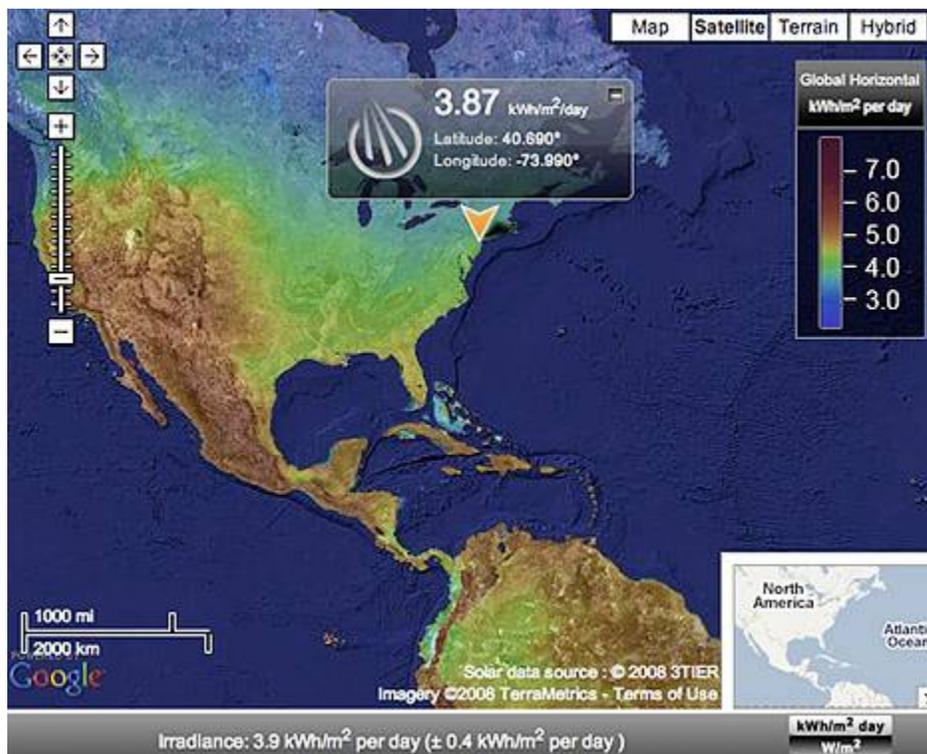
Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- 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



WESTERN HEMISPHERE SOLAR ENERGY POTENTIAL MAP
<http://www.treehugger.com/3tier-solar-potential-map.jpg>

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 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):

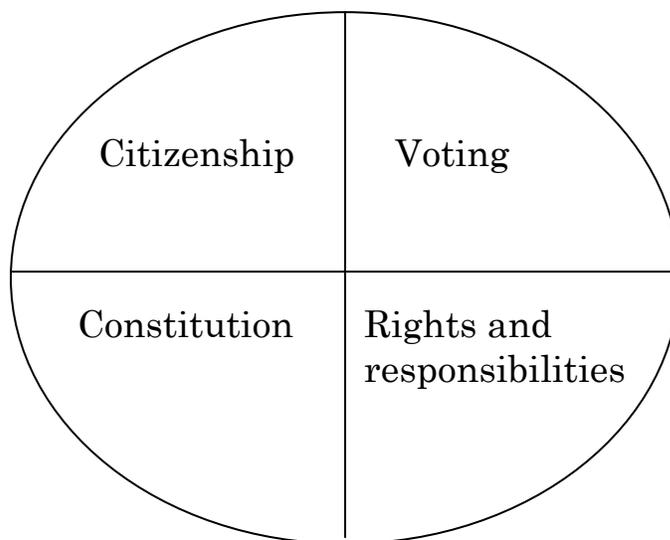
- Have students compile sources and create their own document based question. (See previous exams for examples: <http://www.nysedregents.org/testing/scostei/socstudies5.html>)
- Have students interpret and infer information from primary and secondary sources
- Have students write a historical background 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
CONCEPT CIRCLES

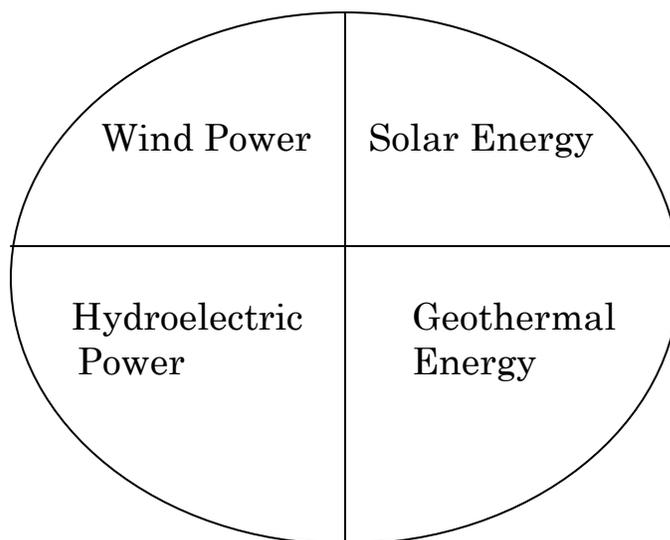
A concept circle provides students with an opportunity to make connections between academic words. Students can be provided with a concept circle that contains four words and identify the connection, or students can be provided with a theme and identify four relevant words. (*Words, Words, Words.* Janet Allen. 1999.)

Directions: You may use the examples below by providing students with either the concept circle or the topic.

TOPIC: Democracy



TOPIC: Alternative Energy



ENGAGING THE STUDENT/ LAUNCHING THE UNIT THE WESTERN HEMISPHERE TODAY

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 unit “The Western Hemisphere Today” is to read aloud *Oil Spill!* by Melvin Berger. Ask students to identify the issues from the picture book and explain their relevance today and for the future.

Another way to begin the unit is to introduce the concept of rights and responsibilities. Have students identify rights and responsibilities they have at home, in the school community, in the national community, and finally in the world community.

As an extension to the discussion on rights and responsibilities, have students take on the role of the government. Tell student groups to create their own country, with laws, rights, responsibilities, and any other aspects they think government may play a role in. Students could then refer back to their initial thoughts on government as they progress through the unit.

Lastly, explain to students that they have studied the various regions within the Western Hemisphere throughout the year. Challenge students to make an A-Z list on the Western Hemisphere. Students should be encouraged to include a variety of characteristics from countries and cities to cultural celebrations and foods. Students can begin working from memory and then be given trade books to help them finish the list. As a challenge, you can narrow the topic to a specific aspect of the Western Hemisphere such as languages, or animals. Students may also take this a step further and create an ABC book, or poster.

LESSON PLANS

WHAT IS A GOVERNMENT?

Unit of Study: Western Hemisphere Today

Focus Question: What forms of government are found in the Western Hemisphere?

The Teaching Point:

- Students will analyze various governments to gain an understanding of the role of government in daily life.

Why/Purpose/Connection: This lesson prepares students to examine the responsibility of governments to work together to solve global challenges.

Materials/Resources/Readings:

- Trade book titles
 - *How the U.S. Government Works*
 - *Democracy*
 - *Governments Around the World*
 - *What is Government?*
- Write to Learn graphic organizer

Model/Demonstration:

- Motivation: Teacher provides each group of students with a quote written onto a large piece of chart paper. Students are instructed to complete a collaborative annotation. *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)*
- Before adding their thoughts, students should create a key depicting which color each student is using. Students should then write their thoughts and questions. Students can also comment on their classmates' thoughts and questions. Possible quotes include:
 - Government, even in its best state, is but a necessary evil; in its worst state, an intolerable one.
Author: Thomas Paine, Pamphleteer 1736-1809
 - The worst thing in this world, next to anarchy, is government.
Author: Henry Ward Beecher, social reformer 1813-1887
 - That government is best which governs least, because its people discipline themselves.
Author: Thomas Jefferson, American President 1743-1826
 - "The first duty of a government is to give education to the people"
Author: Simon Bolivar, South American liberator, soldier, statesman 1783-1830
- Teacher asks students to post their chart paper and participate in a gallery walk of the quotes and students' comments.

[SS Exam Alert](#)

Provides practice with CRQ skills: analyzing a quote.

- Teacher facilitates a discussion on what the quotes say about government. Guiding questions include:
 - What role do these quotes suggest government should have?
 - What ideas or events (do you think) influenced the authors of these quotes?
- Teacher explains, “The final unit of the year explores the Western Hemisphere today, and one of the ways it does that is by looking at governments. Before examining types of governments and how they work in different countries, we will need to understand what government is and what role it plays.”
- Teacher explains that students are going to do this by reading three different texts, and recording their thoughts in a graphic organizer called, Writing to Learn. *Note: Writing to Learn provides students with an opportunity to stop and think about the reading and reflect in writing as they build on their knowledge. (More Tools for Teaching Content Literacy. Janet Allen. 2008.)* Teacher displays graphic organizer and provides each student with a copy. Teacher reads aloud, pp. 4-6 of *How the US Government Works* and models filling in the first column.

Source: *How the US Government Works*

Facts: The US was made up of states with separate rules.
 The US decided it was easier if everyone had the same rules.

Response: Was it easier for everyone, or just the people in power?
 The US had government, just many different ones.

Guided Practice:

- Teacher explains that student pairs are going to read two more sources relating to government. Possible sources:
 - *What is a Government?* pp. 4-9
 - *Governments around the World* pp. 4-7
 - *Government in Action*, pp. 4-5
 - Reading on government in a particular country in the Western Hemisphere. Refer to trade books from previous units.
- Teacher circulates as students fill in their second and third columns.
- Teacher creates a t-chart entitled Questions (I still have) and Answers (conclusions and thoughts from the readings) and asks students to share their thoughts.

Independent Exploration:

- Teacher instructs student groups to create a chart entitled, Characteristics of a Good Government. Teacher explains that students will post these charts and refer to them as they proceed through the unit to evaluate different governments and their decisions.

Share/Closure:

- Students complete an exit slip doing one of the following:

- Agree or disagree with one of the quotes from the beginning of the lesson.
- Create your own statement on government.

Assessment:

- Teacher assesses student graphic organizers.

Next Steps:

- Students explore types of government and evaluate them based on their chart “characteristics of good government.”

Write to Learn (Adapted from Dr. Janet Allen)

Source:	Source:	Source:
Facts	Facts	Facts
Response	Response Connection I wonder: I want to know:	Response Connection Now that I know: I'm interested in knowing

DEMOCRACY AND OTHER TYPES OF GOVERNMENT

Unit of Study: Western Hemisphere Today

Focus Question: What forms of government are found in the Western Hemisphere?

The Teaching Point:

- Students will deepen their understanding of democracy through a synthesis of several non-fiction texts.
- Students will compare and contrast the types of governments found in the Western Hemisphere.

Why/Purpose/Connection: This lesson explores the principles of constitutional democracy as it exists in the Western Hemisphere as well as other types of governments found in the world.

Materials/Resources/Readings:

- Trade book titles:
 - *Our Democracy*
 - *How the U.S. Government Works*
 - *The U.S. Constitution and You*
 - *Democracy*
 - *Governments Around the World*
 - *What Is Government?*
- Words in Context graphic organizer
- Alike but Different graphic organizer

Model/Demonstration:

- Motivation: Teacher asks students to draw a picture or give an example of what democracy means to them and to attach it to large web on the board or chart paper with the word democracy in the middle.
- Using the examples and responses provided by the students, teacher facilitates a discussion on the main components of democracy.
- Teacher explains that some places in the Western Hemisphere have democracy as their form of government but some places have other forms of government.

Guided Practice:

- Teacher displays the Words in Context Graphic Organizer with the word democracy written in the middle and explains that students will participate in a shared reading about the features of democracy. *Note: the Words in Context Graphic Organizer is used to introduce new vocabulary by providing new labels for words that are connected to a familiar concept. Students need to experience a word before they can connect with the concept. (Reading History by Janet Allen, 2005).*
- Teacher sets a purpose for listening and instructs students to listen for clues that define the word democracy.
- Teacher reads aloud *How the U.S. Government Works*, page 12.
- Teacher asks students to find examples from the reading to complete their graphic organizer. Possible students responses after reading page 12 might include:
 - Democracy is a government where people elect other people to make laws.

- Democracy is not being ruled by only one person.
- Teacher instructs students to use the trade books to find additional information to complete the graphic organizer.
- Once the graphic organizer is complete, students will synthesize the information to develop a definition of democracy.
- Teacher reintroduces the web from the beginning of class and asks students if any representations on the web need to be removed or if new ideas need to be added.

Independent Exploration:

- Teacher explains that each group is going to be given a 'Words in Context' graphic organizer with a different government system in the center.
- Student groups will use the trade books to complete the 'Words in Context' graphic organizer for their government system. Groups should refer to at least 2 readings.

**Gr. 5 ELA
Exam Alert**
Provides practice with determining meaning of new vocabulary.

Share/Closure:

- Student groups are reconfigured so that each group member represents a different type of government. Student groups complete an Alike but Different graphic organizer.

Assessment:

- Teacher notes and assesses student graphic organizers and responses during group discussion.

Next Steps:

- Students analyze democracy into its root words.

Suggested texts and possible governments:

Title	Author	Governments and pages	Copies
<i>Democracy</i>	Sue Hurwitz	Parliamentary Democracy: 38 Republics: 39 Confederations: 40	6
<i>What Is a Government?</i>		Parliamentary Democracy: 18 Republic: 19 Communist State: 20 Theocracy: 20 Monarchy: 21 Dictatorship 21: Military Government: 21	6
<i>Governments Around the World</i>	Ernestine Giesecke	Constitutional Government: 10 Monarchies: 12 Dictatorships: 14 Socialism: 16 Communism: 18 Empires and commonwealths: 22	6

Words in Context

(Adapted from Dr. Janet Allen)

Definition:

Is not

Is not

Is not

Is

Is

Is

Ex.

Ex.

Ex.

Democracy

Parts of word I recognize

Words in the family

Words in Context

(Adapted from Dr. Janet Allen)

Definition:

Is not

Is not

Is not

Is

Is

Is

Ex.

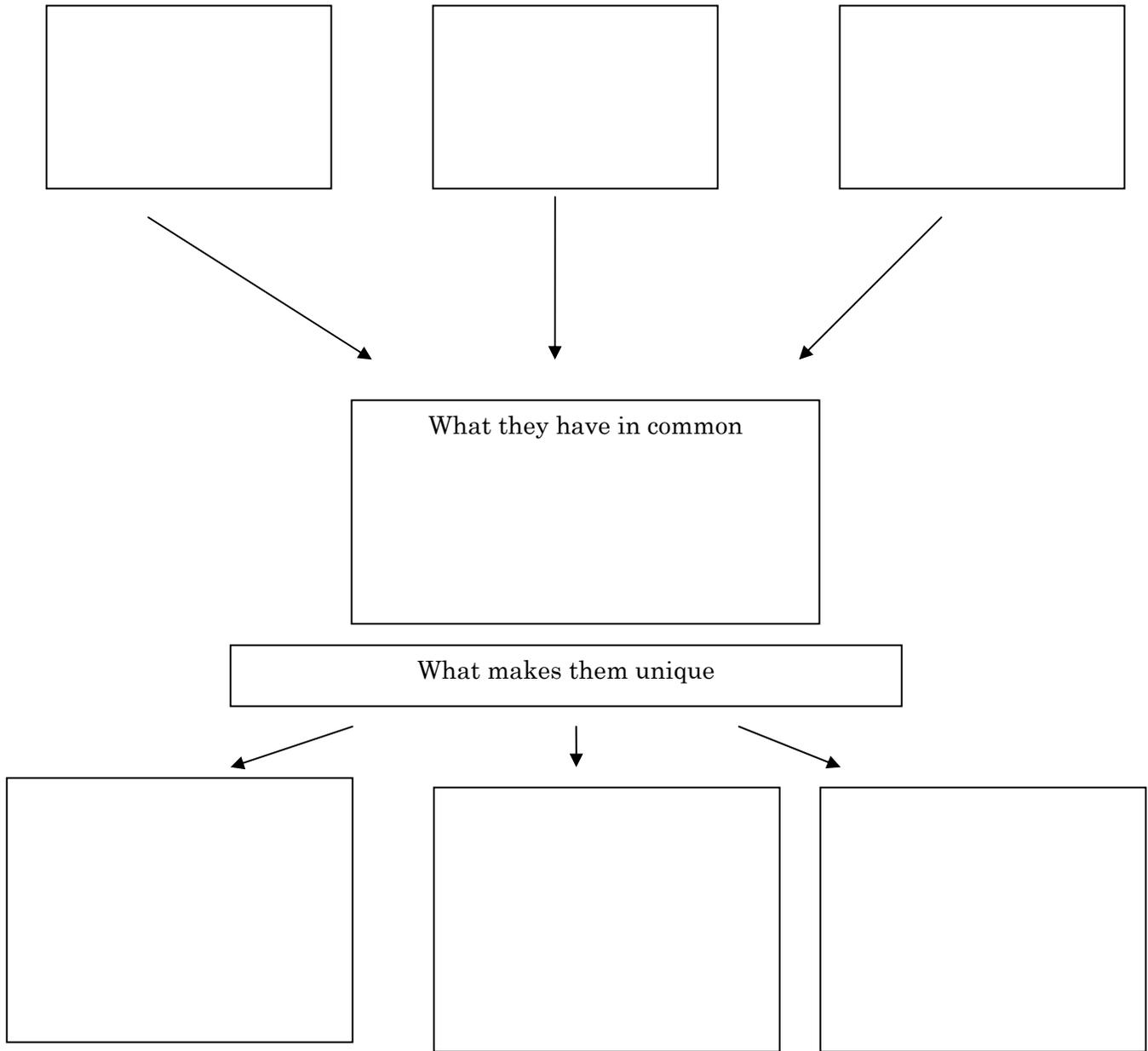
Ex.

Ex.

Parts of word I recognize

Words in the family

Alike *but* Different



Conclusions on government

GOVERNMENTS OF THE WESTERN HEMISPHERE

Unit of Study: Western Hemisphere Today

Focus Question: What are the characteristics of Western Hemisphere governments?

The Teaching Point:

- Students will identify the different types of governments around the world today and recognize which governments are found among the countries of the Western Hemisphere.

Why/Purpose/Connection: Categorizing, comparing, and contrasting characteristics of forms of government helps students develop an understanding of political ideologies. This will also prepare students for later lessons on the role of citizens in different countries.

Materials/Resources/Readings:

- Trade book titles:
 - *What Is a Government?*
 - *Kids' Guide; Governments Around the World*
- Websites:
 - <https://www.cia.gov/library/publications/the-world-factbook/>
- Outline maps of Western Hemisphere
- Colored pencils/crayons
- Three Column Government Comparison Chart
- Overhead Projector/ELMO/SmartBoard, or teacher reproduction of chart on pg. 16 of *What Is a Government?* and Government Comparison Chart

Model/Demonstration:

- Using an overhead or a reproduction of the chart on pg. 16 of *What Is a Government?*, the teacher models how to use the chart to connect specific countries with different government types along with a description of the specific government. The teacher says, "By using this chart, I can see that Libya is a dictatorship. This chart also tells me that a dictatorship is a country ruled by a leader with absolute, or total, power. That leads me to think that no one else has much say into what happens in this country. By looking at the chart can somebody give me an example of a country that has another type of government?" Students might respond, "I see that Iran is a theocracy." Teacher then reviews other information on the chart.
- Teacher explains that students are going create a map key by assigning a color to each of the types of government. Then students identify countries in the chart that are included in the Western Hemisphere. Students then label the name of the country on their outline map, and color it the appropriate color.
- Student groups or representatives of groups can access <https://www.cia.gov/library/publications/the-world-factbook/> to determine the types of governments for the rest of the countries in the Western Hemisphere. Students can then make observations about the types of governments found in the Western Hemisphere.
- Teacher explains that students are going to learn more about these types of governments by studying specific Western Hemisphere examples.

Guided Practice:

- Teacher displays the Three Column Government Comparison Chart.
- Teacher fills in the United States in the first column, and then chooses the book, *How the U.S. Government Works*. Teacher thinks aloud, “I think I know the answers but I am going to check my thinking. This book should help me complete the chart.” Teacher looks at the table of contents, and says, “The Congress and the President are some of our leaders; I am going to see if these sections tell me how they are chosen.” Teacher skims p. 12 and then says, “Here it is, every two years the government holds an election for members of Congress.”
- Teacher explains that students are going to use the trade books to fill in the rest of the column for the United States. Teacher acknowledges that though students may know the answers they should reference a trade book with specific information about the United States.

Independent Exploration:

- Teacher explains that student groups will choose two countries in the Western Hemisphere to compare to the United States (using the chart). The countries should have different types of governments. (*Note: Teacher may use books from previous units, as well as add supplemental current events articles and resources.*)
- Student groups determine the best features of each government or nation in order to create a description of the “perfect government,” or students may revise their earlier chart, “What makes a good government?”

Differentiation:

- Extra Support: Teacher can work with a group of students who are struggling to help them find information to complete the comparison chart. This may include a mini-lesson on using subheadings or captions if it appears that students don’t know how to use these features while researching.
- Challenge: Teacher can provide challenging current events articles that require students to use high level inference skills.

Share/Closure: Student groups share their descriptions of their “perfect government.”

Assessment:

- Teacher evaluates Government Comparison Chart.

Next Steps: Students can research the governments of other countries and think about citizens’ roles in different government models in preparation for the lesson on citizenship.

Government Comparison Chart

Country	United States		
Type of Government	constitutional democracy		
Who is in charge and how are they chosen?			
Civil Liberties (freedom of the press, religion, etc.)			
Pros			
Cons			
Interesting facts			

CITIZENSHIP: AN INTERVIEW

Unit of Study: Western Hemisphere Today

(This lesson requires 3-4 days)

Focus Question: What are the characteristics of Western Hemisphere governments?

The Teaching Point:

- Students will be able to identify the characteristics of citizenship.
- Students will learn to develop interview questions in order to gain an understanding of citizenship in nations in the Western Hemisphere.

Why/Purpose/Connection: This lesson allows students to focus on the experiences of individuals within nations to gain an understanding of how government impacts the people of a nation.

Materials/Resources/Readings:

- Trade book titles:
 - *Your Right to Vote*
 - *Citizens Lead the Way*
 - *Our Nation Today*
 - *What Is a Government?*
 - *A New Life in America*
 - *Crossing Borders*
 - *The U.S. Constitution and You*
 - *How the U.S. Government Works*

Model/Demonstration:

Day 1

- Motivation: Teacher displays the following words on chart paper, “A citizen is...” and asks each student to list three possible ideas that can complete this thought. Students share their ideas as teacher charts them.
- Teacher explains that students are going to explore citizenship in the Western Hemisphere, beginning with citizenship in the United States.
- Teacher explains that students need to gain a clear understanding of what it means to be a citizen. Teacher instructs students to define citizen (or citizenship) using the glossary of *Your Right to Vote*, *What Is a Government*, and/or *A New Life in America*.
- Teacher asks students to compare the glossary definition to the initial chart. Teacher also points out that citizenship has personal meanings beyond the definition (member of a country).
- Teacher explains that the class will develop a fuller, more complete picture of citizenship in a particular place. Students will use trade books and web resources to examine citizenship. Students will then develop questions about what citizenship is like in a particular place. Finally, students interview a citizen or former citizen of a country from the Western Hemisphere.
- Prior to the lesson the teacher should determine if there are candidates willing to be interviewed. Candidates may include colleagues, students, or family members of students. *Note: Interviews, or people research, provides students with an engaging way of finding*

authentic information while building questioning skills, as well as writing skills. (Content-Area Writing. Harvey Daniels, Steven Zemelman, and Nancy Steineke. 2007.)

- Teacher displays a double-entry journal labeled, Facts and Inferences.
- Teacher reads aloud pp. 2-3 of *Citizens Lead the Way* and models making a journal entry.

Facts	Thoughts/Inferences
Every citizen of the US has certain rights guaranteed in the Bill of Rights	Not all citizens of the world have the same rights.

Guided Practice:

- Teacher works with students to complete another fact and inference from the read aloud.

**Gr. 5 ELA
Exam Alert**
Provides practice with listening to a piece of text and responding in writing.

Independent Exploration:

- Students research citizenship to complete their double-entry journal using the trade book text set.

Share/Closure: Students complete an exit slip with one remaining question on citizenship.

Day 2

Model/Demonstration:

- Motivation: Teacher provides each group with an image and asks students to write down 10 ways their image relates to citizenship. (Teacher can provide each group with a trade book with a post-it note on a particular image. For example, *Citizens Lead the Way*, p. 14, *Your Right to Vote*, p. 30.)
- Teacher explains that though students have developed a better picture of citizenship from the trade books they must now use that information to develop questions so they can form a better picture of what citizenship means to ordinary people.
- Teacher refers back to the previous day's model, and says, "I noticed yesterday that U.S. citizens have certain rights guaranteed to them. I wonder about citizens of other nations. I can turn that into an interview question. What rights, if any, are you guaranteed in your country?" Teacher notes that the question is not a yes or no question.

Guided Practice:

- Teacher instructs students to create one interview question and then students share their question with their group. Each group then shares one question with the class. Teacher chart questions and uses this as an opportunity to assess interview questions.
- Teacher asks groups to evaluate some of the questions, identifying which questions are going to provide the most information,

Independent Practice:

- Teacher explains that each interview will begin with asking the interviewee basic information: Name, County of Citizenship, and Years of Citizenship.
- Student groups develop a list of 10 interview questions.

Share:

- Students complete exit slips stating one question or concern they have about the interview process.

Assessment:

- Teacher evaluates interview questions prior to interviews.

Day 3-4:

Model/Demonstration:

- Teacher asks each group to write one question they have about what it is like to be a teacher. Teacher charts questions.
- Teacher asks each group to send a representative to form a model group. The model group then conducts an interview of the teacher for the class to view and critique.
- After the mock interview, teacher creates a t-chart, Do's and Don'ts of an interview.
- Teacher asks students how the do's and don'ts will inform their planning for their interview.

Independent Practice:

- Student groups create a plan for their interview. The plan should include individual tasks as well as reminders for their group. Groups must have plan approved by the teacher.
- Note: At this point, students conduct their interviews. Possible approaches include:
 - Interviewees come to the classroom
 - Interviewees meet with student groups during the school day at a pre-determined time
 - Students arrange to interview a family member outside of school
- After interviews have been completed, student groups choose how they will share their information in a project entitled, *Citizenship in the Western Hemisphere*. Possible projects include:
 - A reflective essay on what it would be like to live in the country of their interviewee
 - A poem or song about the country
 - A collage depicting characteristics of citizenship in the country

**Gr. 5 SS
Exam Alert**

Provides practice with DBQ skills: developing a written response to a primary source.

Share/Closure:

- Students participate in a gallery walk of the various projects.
- Students share their feelings on the experience of preparing and conducting an interview.

Assessment:

- Teacher evaluates interview transcripts.
- Teacher evaluates final product.

Next Steps:

- Students explore the relationships between nations of the Western Hemisphere.

NAFTA

Unit of Study: Western Hemisphere Today

Focus Question: What relationships exist between the nations of the Western Hemisphere?

The Teaching Point:

- Students will identify and understand the pros and cons of an international free trade agreement by looking at the goals and possible consequences of NAFTA.

Why/Purpose/Connection: As world technology advances, and communication and travel between countries becomes faster and easier, the interdependence of individual national economies increases. This makes the economic growth of our border countries, Mexico and Canada, of great importance to the United States. The North American Free Trade Agreement (NAFTA) was established in 1994 between the U.S., Mexico, and Canada and continues to be a controversial topic. Understanding that most political issues have pros and cons, and using them to form opinions, is important toward fostering critical thinking skills.

Materials/Resources/Readings:

- Trade book titles:
 - *Our Economy*
 - *Our Nation Today*
- Websites
 - <http://www.citizenstrade.org/naftaexplained.php> (only third paragraph)
 - <http://www2.scholastic.com/browse/article.jsp?id=3749059> (Paragraph 6 & 7)
 - http://www.pbs.org/newshour/extra/features/jan-june04/outsource_3-10.html
 - http://topics.nytimes.com/top/reference/timestopics/subjects/n/north_american_free_trade_agreement/index.html?scp=1-spot&sq=nafta&st=cse
 - <http://www.time.com/time/covers/1101010611/fnafta.html>
 - <http://kids.yahoo.com/reference/encyclopedia/entry?id=NAmFrTrd>
- Interactive Sequential Flowchart (teacher will fill in flowchart as lesson is taught)
- PMI chart

Model/Demonstration:

- Motivation: Teacher begins the lesson by informing the students that the class is going to learn about two imaginary countries, Industria and Oileria. (Keep in mind that as the teacher is telling the story, s/he keeps referring to the flowchart which shows a visual representation of the events.) The teacher states that Industria has mastered auto making and makes the world's best cars, however it has very little oil which is what makes the cars run. Oileria is a very oil rich country and has more oil than it needs, but it has very few automobile factories and hasn't yet developed the technology to make a really good car. The teacher continues to tell the students that the countries border each other and have a good relationship. S/he can then ask the students what these countries can do to help each other with regard to the above scenario. More than likely the students are going to say that the countries can trade with each other, Oileria can sell Industria oil, and in turn Industria can sell Oileria the cars it manufactures (the teacher then inputs this solution onto the flowchart).

- Teacher continues and states that trade is exactly what they did and that this is called international trade because it is trade between two countries; however there was one other problem. When a country sells a product to another country that product is called an export. When a country buys a product from another country that product is called an import. Teacher continues explaining that when countries trade with each other they pay a tariff, which is like a fee paid to be able to trade outside their country. Sometimes these tariffs become expensive. Teacher continues explaining that both countries wanted to make trade easier and cheaper and asks the students what they could do to achieve this.
- After student input the teacher continues explaining that Industria and Oileria decided to end tariffs between their countries and that this made trade between them easier. The teacher points this out on the flowchart and informs the class that this is called free trade.
- Teacher continues by explaining that, since then, Oileria has learned how to manufacture better cars. The teacher reminds the student that since there is now free trade between the countries, Oileria can sell their cars to people who live in either country. This means that both countries now compete with each other to sell more cars. The teacher then asks the class to turn and talk to their partners about whether they think this competition is good. (If the students do not come up with it on their own, the teacher should point out that competition forces both countries to try to make a better product so that they can outsell the other.)
- Teacher points out that Oileria can sell cars at a cheaper price than Industria because their workers work for less money (again the teacher points this out on the flowchart). Because of this many people in Industria have begun to buy cars from Oileria. S/he explains that since Industria is then selling fewer cars they have to lay off many employees and a lot of people in Industria have lost their jobs. The teacher then asks the students to turn and talk to their partners about whether they feel that the free trade agreement between the two countries was worthwhile or not.

Guided Practice:

- Teacher introduces the PMI chart. *Note: A PMI chart provides students with a method for evaluation. It helps students organize their thoughts and develop an opinion. (Serious Creativity. Edward de Bono, 1992.)* Teacher explains that students are going to begin to fill out the graphic organizer based on the scenario of Industria and Oileria and that the topic is free trade (teacher writes this in the box).
- Teacher says, “Since neither country has to pay tariffs any more, trade is easier, and both countries can now make more money because they can sell their products to people in the two countries.” This is a pro and teacher writes it into the graphic organizer. Teacher then asks students for input on any other pros. (Students will probably point out the competition discussed earlier.) Teacher then inputs this into the graphic organizer.
- Teacher says, “Can you think of any cons connected to this free trade agreement?” (Students will probably point out that some people in Industria have lost their jobs.) Teacher then inputs this into the graphic organizer.
- Teacher says, “Even though Industria and Oileria are imaginary countries, a free trade agreement really does exist in North America between the countries of Canada, The United States, and Mexico. This agreement is called NAFTA (North American Free Trade Agreement) and it was made official in 1994. Just like we had different ideas about the

imaginary agreement, based on the pros and cons, people have different ideas about whether NAFTA is working or not.”

Independent Exploration:

- Teacher provides student groups with resources including *Our Economy* and *Our Nation Today*, as well as various websites and news articles to evaluate NAFTA using the PMI chart. *Note: Due to the nature of the topic, many of the materials are on elevated reading levels. Students may need a large degree of support in order to read articles.*
- Student groups determine one aspect of NAFTA that they think is beneficial and one aspect that they would like to add/eliminate to improve the agreement, and write their comments onto a post-it note.

Share/Closure:

- Student groups post their ideas on NAFTA.

Assessment:

- Teacher evaluates PMI chart.

Next Steps: Students can research major imports and exports of Canada, Mexico, and the U.S.

Free Trade Flowchart

Oileria

- oil rich
- substandard car production
- export oil
- import cars

Oil
>>>>>>>>

Cars
<<<<<<<<<

**Pay Trade
Tariff**

Industria

- no oil
- produces excellent cars
- export cars
- import oil

Oileria

entered into agreement with Industria to make trade easier

Oil
>>>>>>>>

Cars
<<<<<<<<<

Free Trade

Industria

entered into agreement with Oileria to make trade easier

Oileria

- began producing better cars
- cheaper labor so cars are cheaper
- begin exporting cars

Oil
>>>>>>>>

Cars
>>>>>>>>

Cars
<<<<<<<<<

Industria

- exporting fewer cars because Oileria is producing good cars that are cheaper
- less production = less jobs

Oileria

making even better cars because of competition from Industria

Oil
>>>>>>>>

Cars
>>>>>>>>

Cars
<<<<<<<<<

Industria

- making even better cars because of competition from Oileria
- still some job loss, but better

PMI

Directions: Please use your research to list pluses, minuses and interesting facts or thought of NAFTA on the chart below.

**NAFTA
North American Free Trade Agreement**

P +++++	M - - - - -	I- interesting

Has NAFTA done more good than harm? Reflect below.

What does NAFTA imply about the relationships between member nations?

IMMIGRATION TODAY

Unit of Study: The Western Hemisphere Today

Focus Question: What relationships exist between the nations of the Western Hemisphere?

The Teaching Point:

- Students will read about the experiences of recent immigrants and use a graphic organizer to take notes to identify the push-pull factors of immigration.

Why/Purpose/Connection: Students are familiar with note taking using a single source such as a non-fiction trade book or a website. This lesson builds on that and takes it further by emphasizing the importance of using a variety of sources to give validity to a researched topic. Students will use multiple sources to research contemporary immigration.

Materials/Resources/Readings:

- Trade book titles:
 - *Immigrants Today*
 - *Crossing Borders; Stories of Immigrants*
 - *How People Migrate*
 - *A New Life in America*
 - *Coming to Canada* (Unit 4) (2)
- Websites:
 - <http://teacher.scholastic.com/activities/immigration/index.htm>
- Multiple Sources: Multiple Perspectives Graphic Organizer

Model/Demonstration:

- Motivation: Teacher engages the class by asking for three volunteers to present an overview of a popular cartoon character or video game (for example, SpongeBob). While each of the volunteers is presenting, the other two will be asked to wait outside. After the second student presents, the teacher asks the class if this student presented any new or different information that the first did not. Teacher does the same after the third student. Teacher then informs the class that they have just seen that you can learn more about a topic when you get your information from more than one source. S/he will also state that this may help them think differently about the topic (provide an example of this from the presentations of the volunteers). Teacher explains that this is why it's important to use multiple sources when researching a topic.
- Teacher displays the graphic organizer and informs the class that they are going to take notes and research the topic of contemporary immigration, in particular the push-pull factors, using a graphic organizer called, Multiple Sources, Multiple Perspectives. *Note: The graphic organizer Multiple Sources: Multiple Perspectives allows students to see how one event could be viewed in multiple ways, helping them develop a deeper appreciation for point of view and perspective. (Reading History, Janet Allen. 2005.)*
- Teacher asks students to listen to a read aloud while thinking about how they can complete the graphic organizer. Teacher reads aloud p. 3, *Coming to America*. Teacher models by filling in the first row of the graphic organizer.

Guided Practice:

- Teacher asks students if they can think of any other facts from the read aloud and uses a fact to infer what a pull factor is.
- Teacher asks students to add their own question to the first row.
- Teacher explains that student pairs will continue completing the chart using three different sources. Teacher explains students will identify a passage in each trade book they use, naming a heading, or subtitle. Then students will read using the concept of push-pull factors, and any of their questions, as guides for their reading.

Independent Exploration:

- Teacher instructs students to complete the graphic organizer using readings from the trade books. Teacher challenges students to focus their readings on texts that deal with immigration within the Western Hemisphere, for example from Mexico to the United States.
- After student groups complete the graphic organizer they should discuss the role of immigration in the Western Hemisphere. Guiding questions include:
 - What role does government play in immigration?
 - How does immigration impact relationships between countries?
 - Why do countries have limits on immigration?

**Gr. 5 ELA
Exam Alert**
Provides
practice for
setting a
purpose for
reading.

Differentiation:

- Extra Support: Teacher can work with a group of students to help them find information to complete the “Multiple Sources: Multiple Perspectives” chart. This can include a mini-lesson on using subheadings or captions if it appears that students don’t know how to use these tools while researching.
- ELL: Use a series of maps and pictures in the selected texts to clarify the content. Also, the teacher can encourage ELL students to think about and share their own experiences as immigrants and use them as a valid source.

Share/Closure:

- Students identify push-pull factors on post-it notes and add them to a class t-chart.

Assessment:

- Teacher evaluates Multiple Sources: Multiple Perspectives
- Teacher evaluates push-pull post notes.

Next Steps: Students can research other aspects of other immigration using this multiple source method, use their own or their family’s experience as a source of research, or incorporate the Internet as an additional source.

Multiple Sources: Multiple Perspectives (adapted from Dr. Janet Allen)

Sources	Facts	Inferences	Questions
<i>Crossing Borders: Stories of Immigrants</i>	<ul style="list-style-type: none"> • Hundreds of thousands of immigrants come to the United States • Some escape bad treatment in other countries 	A push seems to be when someone has a reason to leave their country	What types of things are so bad that someone would leave their home?

ALTERNATIVE ENERGY

Unit of Study: Western Hemisphere Today
(This lesson requires 2 days)

Focus Question: What challenges are Western Hemisphere governments facing today and anticipating for the future?

The Teaching Point:

- Students will be able to identify options to our reliance on fossil fuels, and recognize different solutions by evaluating alternative energy sources.

Why/Purpose/Connection: Students should recognize that one of the most urgent and challenging problems facing the Western Hemisphere (and the entire world) is our reliance on fossil fuels. Students should understand that alternative sources of energy are viable options; however there are limitations and challenges associated with each of these. Students should be able to evaluate the pros and cons of various alternative energy sources and be able to identify which sources are good options for various regions in the Western Hemisphere with regards to geography, climate, and weather patterns.

Materials/Resources/Readings:

- Trade book titles:
 - *Energy Revolution: Life Beyond Fossil Fuels*
 - *Alternative Energy*
 - *What if We Run Out of Fossil Fuels?*
- Websites:
 - <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1607550,00.html>
 - <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1937931,00.html>
 - <http://www.timeforkids.com/TFK/kids/ns/article/0,28391,90777,00.html>
 - <http://www.timeforkids.com/TFK/kids/wr/article/0,28391,89741,00.html>
 - <http://www.timeforkids.com/TFK/kids/specials/articles/0,28285,1601933,00.html>
 - <http://www.timeforkids.com/TFK/kids/news/story/0,28277,1890235,00.html>
- Looking at Our Options Graphic Organizer
- BAR Key

Model/Demonstration:

- Teacher displays images of two boats, a motorboat and a sailboat and asks students to complete a Venn diagram comparing and contrasting the two.
- Teacher explains that this scenario is a good example of the difference between using energy from fossil fuels, like the oil used to power the motorboat, and using alternative sources of energy like the wind power used to power the sailboat. Teacher then asks students if they can think of any advantages and/or disadvantages to each energy source. Teacher explains that there are only a limited amount of fossil fuels (like oil) available in the world, and that once this supply runs out there won't be any more available.
- Teacher informs the class that they will be working in groups to research our options in regards to our depleting supplies of fossil fuels. Teacher displays the *Looking at our Options* graphic organizer and fills in an option, Wind Power.

Guided Practice:

- Teacher explains that students will consider possible consequences of using wind power. Teacher reads aloud pp. 15-17 in *Alternative Energy*. Teacher instructs students to note consequences on relying on wind power.

Independent Exploration:

- Teacher provides each group with trade books and other sources regarding energy. Teacher explains that student groups must use the sources to identify 3 additional options in regards to energy and possible consequences.

Share:

- Each student group adds one option with its possible consequences to a class chart.

Day 2

Model/Demonstration:

- Teacher provides each group with the article, “A Sneak Peak at the Smart Home” pasted onto a piece of chart paper (in order for students to complete a collaborative annotation). Teacher explains that students need to read the article and add comments on the advice the article offers on alternatives to fossil fuels.

[Gr. 5 ELA Exam Alert](#)
Provides practice with writing in response to a non-fiction text.

Guided Practice:

- Teacher displays the BAR key template. *Note: The BAR key is an opportunity for students to use the analytical skills used by designers as they consider their options and improve an existing object. (Thinkers Keys for Kids. Tony Ryan, 1990)*
- Teacher fills into the initial box a sketch of a two story house and explains that in the description this is the house s/he grew up in. Teacher then instructs groups to use the example of the ‘smart house’ to fill in the rest of the graphic organizer.
- Teacher explains that student groups are going to choose an ordinary object that uses fossil fuels and use the BAR key to eliminate or decrease its dependence on fossil fuels.

Independent Exploration:

- Student groups complete the BAR key.

Share/Closure:

- Students participate in a gallery walk of BAR key inventions.
- Students complete an exit slip with one way they could reduce their use of fossil fuels.

Assessment:

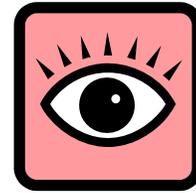
- Teacher evaluates Looking at Our Options graphic organizer
- Teacher evaluates BAR key.

Next Steps:

- Students select another alternative energy source on which to do further research.
- Students can select one thing they can do to conserve energy in their homes and try this for one week. They will then be required to present the consequences this change had on their family life - addressing both the pros and cons.



LOOKING AT OUR OPTIONS



Possible Consequences...

Possible Consequences...

↑
Option
Wind Power

↑
Option

PROBLEM/ DILEMMA
Fossil Fuels are running out

Option

Option

↓
Possible Consequences...

↓
Possible Consequences...

Template for collaborative annotation

Margin

ARTICLE

<http://www.timeforkids.com/TFK/kids/news/story/0,28277,1890235,00.html>

April 8, 2009

A Sneak Peek at the Smart Home

TFK Kid Reporter Sydney Turner visits an eco-friendly house in the backyard of the Museum of Science and Industry in Chicago, Illinois

BY TFK KID REPORTER SYDNEY TURNER What kind of house will you buy in the future? Would you like your plants to call your cell phone to tell you that they need to be watered? Or a house that helps you lower your energy bill by automatically turning off the lights when you leave a room? It may sound like science fiction, but it already exists! TFK Kid Reporter Sydney Turner visited the Smart Home at the Museum of Science and Industry in Chicago, Illinois.

The Smart Home uses green technology to keep track of the energy it uses, including electricity, water and gas. The house's energy dashboard keeps you informed of your energy use through your television and computer. The house greets you with updates when you walk in the door. It keeps track of when you enter and leave rooms, and can turn the lights, television and music off when you exit.

The Smart Home is made entirely of recyclable and renewable materials and painted with paint that has no toxins. The furnishings are made from used light bulbs, plastic bottles and other renewable materials, but you can't tell from looking at them. The kitchen countertops are made with recycled glass and the chandeliers are made from motorcycle hubcaps.

The entire three-story house is designed to regulate the consumption of energy. The roof of the Smart Home has a sustainable vegetable garden. Even the personal computer is green: it uses less power than a 60-watt light bulb. The house can raise and lower the window shades.

To learn more about the eco-friendly house, go to www.msichicago.org. And read on to hear Sydney's interview with Museum of Science and Industry coordinator Jeff Buonomo.

TFK:

What is the "Smart Home"?

Buonomo:

The Smart home is a prefabricated, modular green house that was brought to the museum and then assembled. It is the greenest house in the city of Chicago according to the Chicago Green Permits Program.

TFK:

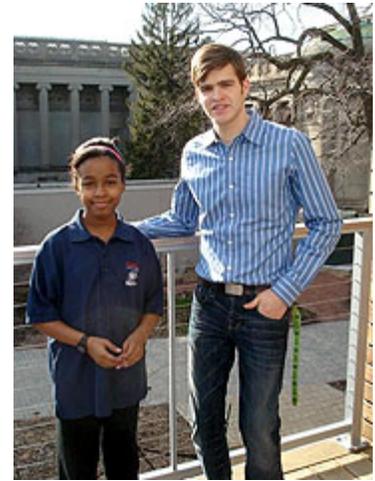
Why is it called the Smart Home?

Buonomo:

The real reason it is called the Smart Home is because it not only showcases how you can live in an eco-friendly lifestyle but it shows how you can live a green lifestyle by incorporating technology throughout the home that makes your life easier and simpler. It is a healthy home, a wired home and a green home.

TFK:

What materials were used to make the Smart Home?



COURTESY SYDNEY TURNER

TFK Kid Reporter Sydney Turner talks to Jeff Buonomo, who works at the Museum of Science and Industry in Chicago, Illinois.

Buonomo:

Many materials were used. A committee reviewed all the materials, from the drywall and the paint, down to the furniture and furnishings, to make sure everything was eco-friendly and green. We tried to make sure most of the materials were purchased locally. For example, we used bamboo in the house. Bamboo is a renewable resource, you can re-grow it.

TFK:

How does the Smart Home use the power of the sun?

Buonomo:

The house uses the sun in several different ways. First we collect it through our solar panels that provide and produce power for the home. We use the sunlight that comes through the windows to warm the house in the winter. We also use a solar sun oven to cook food – we have cooked pizza and chocolate chip cookies.

TFK:

How long did it take to build the Smart Home?

Buonomo:

The Smart Home took about five months to build. The modules were constructed for several months in the factory. Then it was brought to the museum. Then it took two months to finish the interior.

TFK:

If someone wanted to buy this home, when would it be available and how much would it cost?

Buonomo:

Everything that you see in the Smart Home is readily available in the consumer market. If you want to build the entire house, the current price would be \$400,000 to \$450,000. But we want to encourage people to find ways to live greener in any house.

TFK:

How much money would this home save the owner?

Buonomo:

You may have to spend a little more in the beginning, but in the long run the consumer should see savings. For example, it would cost money to put solar panels in but that should bring down your monthly energy usage. I think we will figure out what the savings will be as the home gets used throughout the year. That will allow us to estimate the amount of savings the consumer would see over time.

TFK:

What is your favorite part of the Smart Home?

Buonomo:

I think my favorite is the energy dashboard, because it shows how much energy you are using and how much energy you are consuming. That information helps you to find ways to save energy.

The BAR Key (adapted from Tony Ryan’s Thinkers Key)

Directions: Choose an object that uses fossil fuels and provide a description and sketch of the object. Apply the BAR key in order to eliminate or decrease its reliance on fossil fuels.

Description:

Original Product: Sketch

BIGGER



ADD



REPLACE



THE WESTERN HEMISPHERE TODAY: A PUBLIC SERVICE ANNOUNCEMENT

The following lessons build towards the unit project, the creation of a public service announcement focused on an issue facing the Western Hemisphere today. The lessons begin by helping students familiarize themselves with the books while building background knowledge on the topic. As the lessons proceed students add to their knowledge and narrow their focus while developing important reading and research skills. As the lessons conclude students apply their research in a persuasive writing piece, preparing them for the final project, the creation of a PSA.

Note: As you proceed through the unit, encourage students to explore topics that impact the Western Hemisphere in its entirety, or at minimum a larger region than one country.

ORGANIZING THE BINS

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

Focus Question: What challenges are governments facing today and anticipating for the future?

The Teaching Point:

- Students will learn to organize books into groups by identifying a common topic or theme.

Purpose/Connection: This lesson introduces the students to various topics/issues in the text set while building curiosity about how the topics are interrelated.

Materials/Resources/Readings:

- Multiple books from the trade book set
- Websites
 - <http://www.nytimes.com/interactive/2009/03/10/us/20090310-immigration-explorer.html>
 - <http://www.socialstudiesforkids.com/articles/economics/interdependence.htm>
 - <http://www.ustrek.org/odyssey/semester2/042101kids/042101jennaftakids.html>
 - <http://www.wd.gc.ca/eng/11107.asp> charts need to be enlarged.

Model/Demonstration:

- Teacher motivates the class by explaining that students will be given an opportunity to look through various trade books included the text set. *Note: The teacher should separate the text set so each group has an equal amount of books. Supplemental materials should be added to enhance topics with limited information.*
- Teacher explains that students will work in groups to identify common topics/themes in the trade books and organize the books accordingly.
- Teacher reminds the students that the trade books do not need to be read cover to cover. Trade books are resources that can be browsed to find common themes or topics. Teacher models looking by previewing *Good Neighbors*. Teacher thinks aloud, “if the title is *Good Neighbors*, this book must be about places that are next to each other. The image on the cover has a temple that looks like it could be from Mexico and Mounties that may be from Canada. But Canada and Mexico do not border each other. I am going to look at the table of contents. The last chapter says ‘Our Neighbors.’ I guess this book is from the perspective of the United States.”

Guided Practice:

- Teacher provides student groups with bins of books and asks each student group to preview a book and decide if they would categorize it with *Good Neighbors*.
- Teacher asks each group to explain why they would/would not place the book of their choice with *Good Neighbors*. This provides the teacher with an opportunity to assess whether students understand the sorting activity.

Independent Exploration:

- Teacher then asks each group to sort the trade books from the text set and supplemental materials.
- Students complete the book sort and create a label for each group of books.

Share/Closure:

- Students share how they categorized the materials and state the name provided to each group of trade books.
- Teacher asks students to ponder these questions:
 - What is the common thread between these groups of books?
 - Why would they all be selected as resources for the same unit?
- *Note: Teacher should use student categories to organize books into bins. Teacher should make sure each group is represented in at least one bin title. In the next lesson each group will deal with only one bin or category.*

Assessment:

- Teacher circulates and monitors students' collaboration within the group.
- Teacher evaluates group work and their organization of the trade books.

Next Steps:

- Students can take part in a book pass to become more familiar with the topics within the unit.

CONCEPT WEBS

Unit of Study: Western Hemisphere Today

Focus Question: What challenges are Western Hemisphere governments facing today and anticipating for the future?

The Teaching Point:

- Students will be able to research and take notes on a contemporary issue in the Western Hemisphere using concept webs and skimming strategies. They will identify the main ideas and big issues that make up a concept.

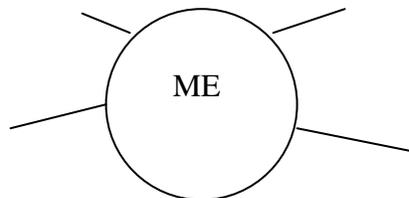
Why/Purpose/Connection: Students have categorized the books for this unit and used them to learn about the Western Hemisphere. This lesson will allow the students to think deeply about a concept and understand the various ideas that they encompass. Students will ready themselves for the formation of a research question and understand the importance of the big picture.

Materials/Resources/Readings:

- Trade book titles:
 - *Oil Spill*
 - *Multiple titles for book pass*
- Chart Paper
- Shapes for class concept map
- Organized Book Bins

Model/Demonstration:

- Motivation: Teacher asks the students, “what makes you, *you*?” Teacher instructs students to create a web with the word *me* in the middle and then to brainstorm four words.



- Teacher completes a concept web as well. S/he asks the students what are the big ideas or main ideas that s/he consists of (Appearance, Family, Work, Personality, Interests, etc.)
 - Teacher explains that a concept is defined as “an idea of something formed by mentally combining all its characteristics or particulars; a construct.” (dictionary.com) A concept can be broken down into characteristics or main ideas.
- Teacher then adds details to her main ideas (Example: Family can branch off into smaller detail bubbles detailing sister, brother, mother, father, which can also branch off into brother’s name, age, etc.)
- Teacher explains that today, students will break down large concepts into a concept web, looking for main ideas.

- Teacher explains to students that they will be working on a research project in the near future and in order to understand the big picture or concepts, they will need to break the concept down into characteristics or main ideas.

Guided Practice:

- Teacher asks students to think about their initial web and asks them to add to their web.
- Teacher explains to students that they will have to skim the books in order to create a concept web for a particular topic.
- Teacher displays the book, *Oil Spill*. Teacher explains that the concept is going to be an oil spill. Teacher asks students to listen for the characteristics of an oil spill to add to the web.
- Teacher previews the book, looking at the title, cover, and the pages to determine the main ideas of the book.
- Teacher reads aloud book and asks students to add to their web.
- Teacher then asks students to share their webs in their group and decide on one piece to add to the class web.
- Teacher leads class in organizing class concept map on oil spills.

Independent Exploration:

- Teacher places students in small groups, each group with one categorized bin.
- Students participate in a book pass in order to develop background on the theme of their bin.
- Each group must then identify a concept within their bin, or use the theme of the bin as the concept to create a concept map on chart paper. Students may refer back to the books in their bin.
- Teacher explains that the created concept web the students develop will be displayed in the classroom.

Share/Closure:

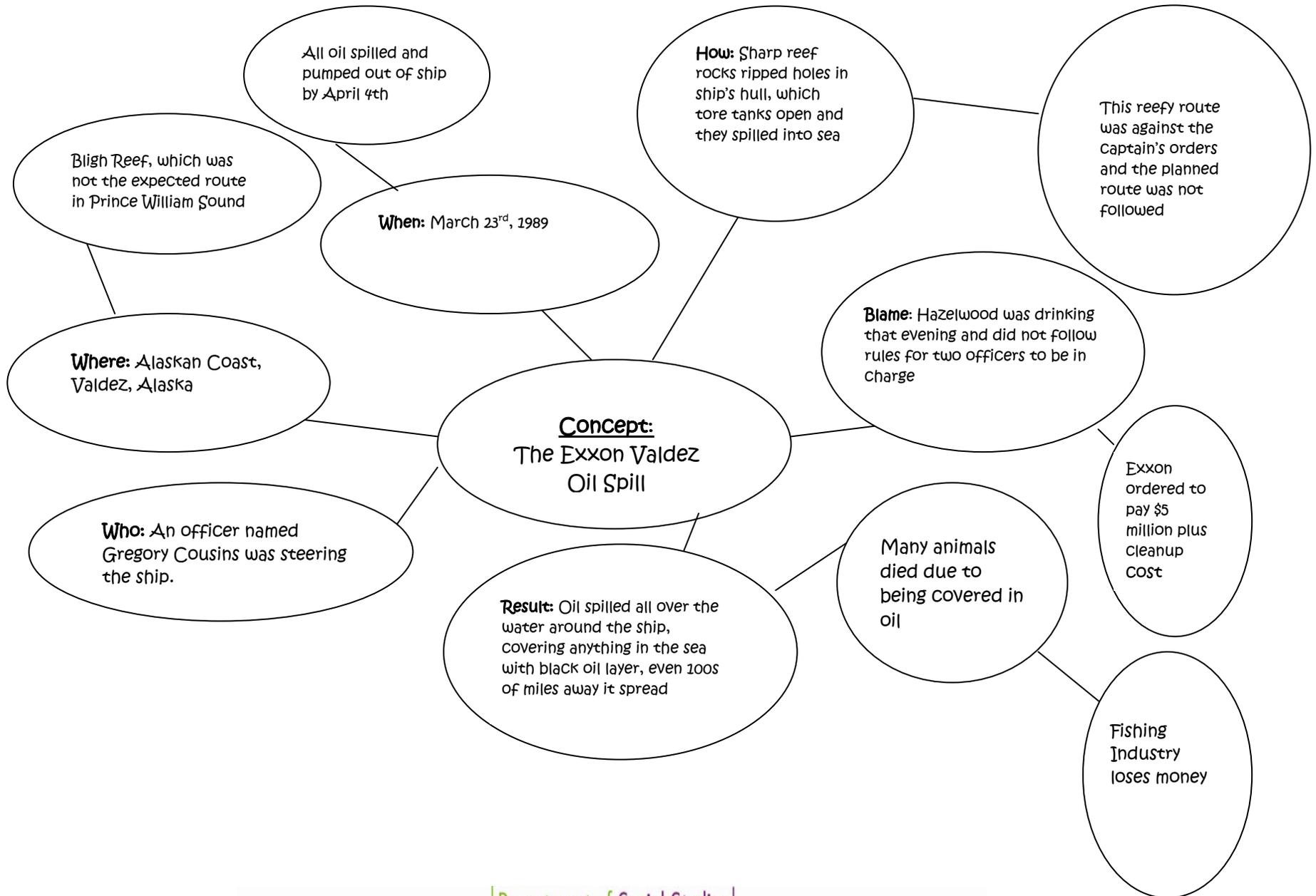
- Students participate in a gallery walk of the concept maps.
- Teacher instructs students to write a question they have about their concept onto a post-it note to place in the “parking lot.”

Assessment:

- The teacher will assess the exit slips to determine if students are grasping the concepts and asking relevant questions.

Next Steps:

- The teacher can utilize a concept ladder in the following lesson so that students can begin to create questions and areas of interest within a topic.



THE WESTERN HEMISPHERE TODAY: REVISITING TEXT

Unit of Study: Western Hemisphere Today.

Focus Question: What challenges are Western Hemisphere governments facing today and anticipating for the future?

The Teaching Point:

- Students will learn to use a reading strategy called REAP (Read, Encode, Annotate, Ponder) which helps readers read, understand a text and organize facts and ideas in note form.

Why/Purpose/Connection: This lesson gives students exposure to the different forms of government in the Western Hemisphere.

Materials/Resources/Readings:

- Trade book titles:
 - *Governments Around the World*
- REAP graphic organizer

Model/Demonstration:

- Motivation: Teacher motivates the class by challenging the students to remember as much as they can about an image in a short period of time. Teacher assigns each table an image from *Governments Around the World* (p. 12, 14, 17, 18, 21, 24). Teacher instructs students not to look at the image on the page until they are told to do so, and that they must close the book when the teacher calls “time.” Teacher instructs students to create a 3 column chart in their notebooks, labeled *after 10 seconds*, *after 20 seconds*, *after 30 seconds*.
- Teacher asks, “How observant do you think you are? I’m going to challenge you to notice as much as you can in a picture, but you can only look for 10 seconds at a time. Let’s see how much you notice.”
- Teacher instructs students to jot down what they notice in the first column, “after 10 seconds.” Teacher repeats this until students completed the third column.
- Teacher shows the same picture for a final 10 seconds. After the last 10 seconds, teacher removes the picture from view and charts what the class notices under the title “What We Noticed After 30 Seconds.”
- Teacher instructs groups to discuss what they noticed as they revisited the image.
- Teacher explains that when the class looked at the picture the first time, they noticed a few details and understood part of what was happening in the picture. As the class revisited the picture, the details they noticed and their understanding of the picture increased dramatically. This is similar to revisiting a book to increase your understanding of what you read.

Guided Practice:

- Teacher explains, “Understanding what you read is called comprehension. When you read, it is extraordinarily important to revisit the text to make sure you comprehend the text completely.”
- Teacher explains that the class will be using a reading strategy called REAP, that helps readers read and understand a text. *Note: The REAP strategy encourages readers to*

revisit the text they are reading to help them increase their comprehension. (Tools for Teaching Content Literacy. Janet Allen, 2004.)

- Teacher charts that REAP stands for:
 - R – read on your own
 - E – encode the text by putting the gist of what you read in your own words
 - A – annotate the text by writing down the main ideas (notes, significant words, quotes) and the author’s message
 - P – ponder what you read by thinking and talking with others in order to make personal connections, develop questions about the topic, and/or connect this reading to other reading you have done.
- Teacher projects the passage and reads aloud “The United Nations,” pp. 24-25 in *Governments Around the World*. Teacher models filling in the first three squares of the organizers, going back to the text for each box.
- Teacher explains that the final square is where students ponder the reading. In this case, students are reading to build background on possible issues facing the Western Hemisphere today. Teacher models, filling in “What types of problems does the UN address in the Western Hemisphere?”
- Teacher instructs students to keep the final project in mind while completing the final square. Teacher asks student groups to complete the ponder square together and to write one question for the class chart onto a post-it note.

Independent Exploration:

- Student pairs read a non-fiction text selection and practice the REAP reading strategy. Students are expected to revisit the text to fill in each box of the organizer.

Share/Closure:

- Selected students share the book they read and their responses on the REAP graphic organizer.
- Students explain how revisiting the text helped them increase their comprehension of what they read.

Assessment:

- Teacher evaluates student responses during Model/Demonstration and the Guided Practice.
- Teacher evaluates individual work on the REAP graphic organizer.

Next Steps:

- Students will use the REAP reading strategy to take notes on other books.
- Students will use their notes from the REAP graphic organizers to complete a research project.

Gr. 5 ELA Exam Alert

Provides practice with looking back at a reading to confirm comprehension.

Possible text selections

Title	Author	Pages	Copies
<i>Governments Around the World</i>	Ernestine Giesecke	Various chapters	6
<i>How the U.S. Government Works</i>	Syl Sobel	Your Job, p. 34	2
<i>Our Economy</i>	Patricia West	12-15	6
<i>Our Nation Today</i>		A Global Economy pp. 8-9 Growth and Environment pp. 10-11	6
<i>What Is a Government?</i>	Logan Everett and Simon Adams	What do governments do? Pp. 4-9	6

REAP**MODEL**

<p style="text-align: center;">R</p> <p style="text-align: center;"><i>Governments Around the World</i> Ernestine Giesecke</p> <p style="text-align: center;"><i>"The United Nations"</i></p>	<p style="text-align: center;">E</p> <p style="text-align: center;"><i>The United Nations is an organization of countries trying to make the world better.</i></p>
<p style="text-align: center;">A</p> <p style="text-align: center;"><i>The United Nations started after World War II.</i></p> <p style="text-align: center;"><i>It was an organization to promote peace.</i></p> <p style="text-align: center;"><i>Countries work together to help countries in need.</i></p>	<p style="text-align: center;">P</p> <p style="text-align: center;"><i>What types of problems does the UN address in the Western Hemisphere?</i></p>

R read on your own

E encode the text by putting the gist of what you read in your own words

A annotate the text by writing down the main ideas (notes, significant words, quotes) and the author's message

P ponder what you read by thinking and talking with others in order to make personal connections, develop questions about the topic, and/or connect this reading to other reading you have done.

REAP

R	E
A	P

- R** read on your own
- E** encode the text by putting the gist of what you read in your own words
- A** annotate the text by writing down the main ideas (notes, significant words, quotes) and the author's message
- P** ponder what you read by thinking and talking with others in order to make personal connections, develop questions about the topic, and/or connect this reading to other reading you have done.

CONCEPT LADDER

Unit of Study: The Western Hemisphere Today

Focus Questions: What challenges are Western Hemisphere governments facing today and anticipating for the future?

The Teaching Point:

- Students will learn how to think critically while reading and generate questions about what they've read.

Why/Purpose/Connection:

- Students have identified themes relating to the Western Hemisphere and created concept webs around those themes. This lesson will guide future student research while building background knowledge on a current challenge facing the Western Hemisphere.

Materials/Resources/Readings:

- Trade book titles:
 - *Caring for Our Forests*
 - Multiple titles and selections
- Concept Ladder

Model/Demonstration:

- Teacher motivates the class by reading aloud a new announcement s/he received from the administration: "Attention! Attention! Please share the following information with your students. Starting this week, the cafeteria will be changing its usual menu. The old tradition of serving pizza every Friday will no longer exist. The delicious and new Friday food will be liver. The Food and Drug Administration has informed New York City schools that this change to our menu will increase student productivity and creativity. A recent poll showed that 70% of students agree with this change in the menu and are excited for the new and improved Friday lunch!"
- Teacher distributes a copy of the announcement to the students and asks them to note any questions they have about the announcement. *Note: Teacher should remind students that yes/no questions are not permitted.* Possible student responses are:
 - Which students were asked to complete the poll?
 - Did they try out a variety of replacement foods?
 - How long will liver be served in the cafeteria?
- After a few minutes, students share questions they developed while teacher charts responses.
- Teacher points out that as a reader, it is important to think critically. Teacher explains that students will research a current issue facing the Western Hemisphere and develop questions about that topic for future research.

Guided Practice:

- Teacher displays the Concept Ladder and explains to students that they will participate in a shared reading about the importance of caring for our forests. Teacher sets a purpose for listening and instructs students to think about their understanding of this topic and to develop questions. *Note: Concept Ladders help establish a purpose for reading and provide students with an opportunity to think about a topic, organize their understandings,*

connect new information to their understandings, and generate questions to make their research more meaningful. (*Reading History*, Janet Allen, 2005).

- Teacher reads the book, *Caring for Our Forests*, and models how to think critically while reading and develop questions. Teacher stops after reading page 4 and thinks aloud, “While reading this page, I wonder ‘How do trees and plants keep the soil and air healthy?’” Teacher stops reading after page 7 and demonstrates how to develop a question using the chart in the text. Teacher adds the following question to the ladder “Can you plant a tree anywhere without permission from an environmental agency?” *Note: Teacher should remind students that yes/no questions are not permitted on the concept ladder. The questions in the ladder will be used for future research on this topic.*
- Teacher continues to read from *Caring for our Forests* and asks students to develop questions that should be added to the concept ladder.
- Teacher reminds students of the concept webs they previously created in class. Teacher explains that students will use the trade books to find additional information about a challenge faced by people of the Western Hemisphere that is of interest to them. They will create a concept ladder around that topic.
- Teacher explains that students have come across some of the issues facing the Western Hemisphere through organizing the book bins and creating a concept web. Teacher asks students to identify some issues they found. (Possible answers include environmental concerns such as oil spills or the importance of forests) Teacher explains that students will choose an issue from the table below that they will continue to explore to create a public service announcement. Teacher can share some public service announcements and then ask students if they can think of any PSAs that they have heard. (<http://www.adcouncil.org/default.aspx?id=15>)

Suggested topics and text:

Topic	Title	Author	Copies
Immigration	<i>Immigrants Today</i>	Ann M. Rossi	3
	<i>Crossing Borders: Stories</i>	Thomas Lang	6
	<i>A New Life in America</i>	Laura Shallop	6
Forests	<i>Vanishing Rain Forest</i>	Ted O'Hare	2
	<i>Save the Rain Forest</i>	Allan Fowler	2
	<i>The Great Outdoors</i>	Richard Spilsbury	6
	<i>Fading Forests</i>	August Greeley	2
	<i>Caring for our Forests</i>	Jim Aaron	3
Energy	<i>Disaster! The Exxon Valdez</i>	Tom Stressguth	3
	<i>What if We Run Out of Fossil Fuels?</i>	Kimberly M. Miller	2
	<i>Alternative Energy</i>	Christine Petersen	6
	<i>Energy Revolution: Life Beyond Fossil Fuels</i>	Joan Nichols	2
Citizenship	<i>Governments Around the World</i>	Ernestine Giesecke	6
	<i>America Is Voting</i>	Judy Dashman	2
	<i>Your Right to Vote</i>	Mark Sanders	2
	<i>Citizens Lead the Way</i>		6
Economics	<i>Our Nation Today (A Global Economy & Growth and Environment)</i>		6
	<i>Our Economy</i>	Patricia West	6
Global Warming	<i>What if the Polar Ice Caps Melted?</i>	Catherine Friedman	2
	<i>Our Nation Today (Growth and Environment)</i>		6

Independent Exploration:

- Students read a trade book or a selection from a trade book on their topic to complete a concept ladder. Students should keep in mind the REAP strategy as they complete their reading.

Share/Closure:

- Students who researched similar topics will share questions they developed with other students.

Assessment:

- Teacher rotates around the class during work time to evaluate student need for additional support and to evaluate how the students are managing their time.
- Teacher assesses student concept ladders.

Next Steps:

- Students read trade books to find answers to questions on concept ladder and look for further ideas of interest to research.

CONCEPT LADDER**Interesting Facts**

Topic: Caring for Our Forests

How much of the Western Hemisphere is covered with forests?

Can you plant a tree anywhere without permission from an environmental agency?

How old does a tree have to be before you can cut it down?

Why is it helpful for forest workers to set fires on purpose?

What organizations are working to help protect forests and care for trees?

When were laws first created prohibiting the destruction of certain areas or forests?

If the majority of forests are destroyed in the Western Hemisphere, what will be the lasting major effects on our environment?

CONCEPT LADDER

Topic:

**Interesting
Facts**

[Empty box for topic entry]

[Empty box for concept entry]

[Empty box for interesting facts]

GENERATING A RESEARCH QUESTION

Unit of Study: Western Hemisphere Today

Focus Questions: What challenges are Western Hemisphere governments facing today and anticipating for the future?

The Teaching Point: Students will learn how to develop a research question.

Why/Purpose/Connection: Students have acquired background knowledge on current issues facing the Western Hemisphere. This lesson will enable students to narrow their focus on a topic which will be used for their final project.

Materials/Resources/Readings:

- Various trade books from the text set
- Graphic organizer

Model/Demonstration:

- Teacher motivates the class by using ‘The Question Key,’ from the Thinker’s Key. (*Note: Tony Ryan introduced the Thinker’s Key concept which is an effective way to teach higher order thinking skills while placing an emphasis on the development of creative thinking.*) Teacher states that the answer to the question is **Global Warming**. Student groups develop 10 possible questions that could produce the answer global warming. Teacher charts students’ responses. *Note: If students struggle to come up with questions, teacher should remind students that there is no right or wrong questions. Questions can range from vague to specific. Some examples are:*
 - What causes temperatures to rise on both land and in the oceans?
 - Why are many species of marine life vanishing from the seas and oceans forever?
 - Why are polar bears going extinct?
 - Why shouldn’t I use aerosol containers?
- Teacher displays the list of questions developed by students and explains that while all of the questions may have global warming as a response, some questions could have very broad answers and it would be impossible to synthesize all the information about that topic. On the other hand, some questions are very simple and can be answered with one source or statement. Teacher has students look at the list of generated questions and students identify questions that are either too simple or too broad.
- Teacher explains that when developing a research question, it is essential to use guidelines to focus your topic.
 - Is the topic too broad or narrow?
 - Is the topic able to be researched?
 - What type of information will I find to answer the question?
 - What sources will help me research the answer?
- Teacher models how to develop a research question on her/his topic: Global Warming.
- Teacher displays a graphic organizer with her/his topic in the middle.
- Teacher writes down areas of interest that are related to her/his broad topic.
 - Cause of Global Warming.
 - Effect global warming has on the environment.
 - What can be done to lessen the effects of global warming?

- Teacher chooses one sub-area of her/his broad topic and thinks aloud as s/he develops a research question. Teacher chooses the sub-topic causes of global warming. Teacher explains that research cites many causes for global warming. Some of the causes are due to human interactions with the environment and other causes are beyond our control. Some possible research questions are:

- Is global warming a human related event or a naturally occurring event?

Note: Teacher should explain to students that a good research question addresses an issue, problem, or controversy that can not be answered by a single fact or source.

Independent Exploration:

- Students complete the graphic organizer to narrow their research topic.
- Students formulate a research topic for their final project.

Differentiation:

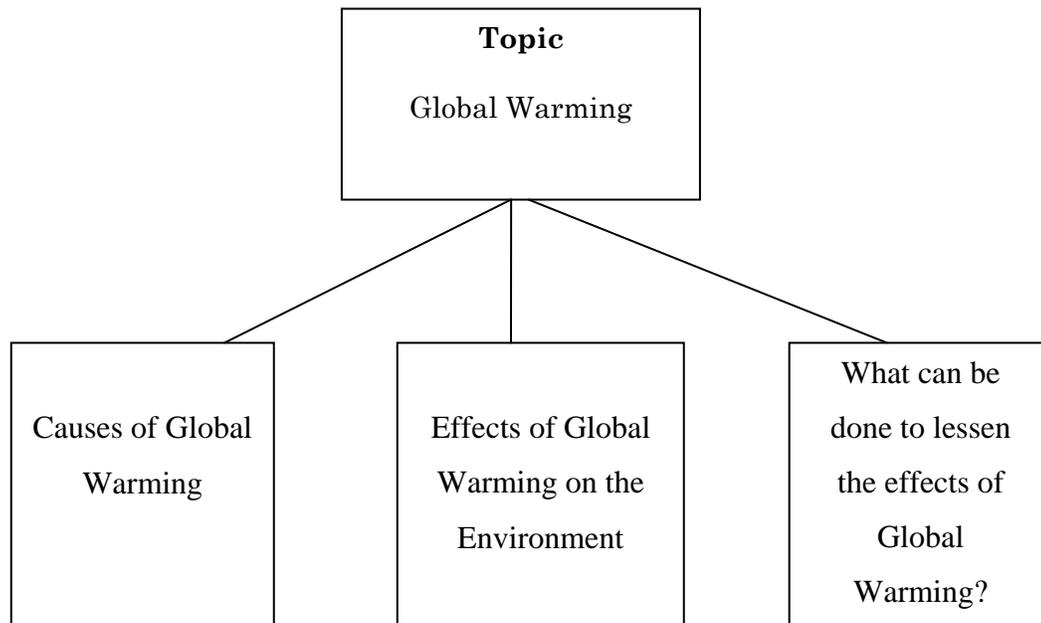
- Extra Support: Help students break down their topic into smaller interests. Provide guiding questions to help students develop a structured research question.

Share/Closure:

- Students share research questions in groups and provide feedback. Students should use the guidelines of formulating a research question when evaluating.

Assessment:

- Teacher rotates to evaluate student need for additional support.
- Teacher evaluates student graphic and development the development of a strong research question.



Generate a research question on the issue that interests you the most.

1. Is global warming a human related or naturally occurring event?
2. Are the effects of global warming solely harmful to the environment?

DOUBLE-ENTRY JOURNAL

Unit of Study: Western Hemisphere Today

Focus question: What challenges are Western Hemisphere governments facing today and anticipating for the future?

The Teaching Point:

- Students will use critical thinking skills (questioning, making connections, reflections) to take notes on their topic in a double-entry journal.

Why/Purpose/Connection: This lesson introduces students to a note-taking strategy while adding to students' growing understanding of current issues faced by the Western Hemisphere.

Materials/Resources/Readings:

- Trade book titles:
 - *Chocolate: The Story of an Industry*
 - Multiple titles

Model/Demonstration:

- Motivation: Teacher provides students with a variety of magazines and asks students to browse through them and cut out a picture that relates in some way to their topic. Students will label their picture. Students place those pictures in the center of their table.
- Teacher displays the cover of the book, *Chocolate: The Story of an Industry*. Teacher thinks aloud, "I am going to label this picture as forests."
- Teacher writes: Cacao must grow some place. I wonder if they cut down forests to grow it.
- Teacher then tells students to take an image and write questions and/or a reflection, keeping in mind the research topic they are exploring. *Note: Teacher should remind students that yes/no questions are not appropriate ways to respond to text/visuals. Teacher should model a variety of responses such as questions, reflections, connections, etc. which will encourage students to think critically about the picture/text and look beyond the basic ideas that are presented.*
- Teacher explains that students will use these same reflection strategies while analyzing various texts and images related to their research question.
- Teacher displays the *Double-Entry Journal* and explains that students will be using the graphic organizer to take notes and reflect on their research question. *Note: Double-Entry Journals allow students to identify text or visuals from their reading and then to connect, respond, or reflect on the material. Students should note the significant text in the first column and the second column should contain their response or reflection. The purpose of this entry is to invite students to read and think critically. (More Tools for Teaching Content Literacy by Janet Allen, 2008.)*
- Teacher presents the quote from page 9 of *Chocolate: the Story of an Industry* and models her/his response to the text.

Double Entry Journal MODEL

Significant to me ... (text, visuals, layout, features, etc.)	Made me wonder/think about... (questions, responses, reflections, connections to self/text/world, commentary, etc.)
<p>“Europeans loved chocolate so much that they needed more and more cacao seeds. It’s too cold in Europe to grow cacao trees. So France, England, and other European countries started growing cacao in warm, tropical parts of the world where they had colonies. They grew cacao on big farms called plantations.” (p. 9)</p>	<p>I never knew cacao seeds were a valuable trade item during the 1600s. I find it interesting that Spanish explorers came looking for gold, but left with cacao seeds. I wonder if cacao is still grown in these areas today.</p>
<p>The map that shows the Consumers and Producers of Cacao (p. 19)</p>	

Guided Practice:

- Teacher displays the map showing the ‘Consumers and Producers of Cacao’ on page 19 of *Chocolate* on SmartBoard or overhead and asks students to develop questions, responses, or reflections about the map.

Independent Exploration:

- Teacher instructs students to choose a book that relates to their research question and to use the book to begin taking notes in the double-entry journal.

Differentiation:

- Extra Support: Teacher helps students select material for the first column of the double-entry journal. Students can be provided with prompts to help guide their thinking about the material in the trade book.

Share/Closure:

- Teacher has students participate in a process share. Students will discuss the process of filling out the double-entry journal and the difficulties encountered during the assignment.
- Teacher has students get into groups researching the same topic to share one important fact and question that was developed through today’s research to be recorded on chart paper for future reference.

Assessment:

- Teacher circulates while students work independently to evaluate student need for additional support.
- Teacher assesses note-taking skills and evaluates student journals looking for valid responses and reflections.

Double Entry Journal

Research question: _____

Title: _____

Author: _____

Significant to me ... (text, visuals, layout, features, etc.)	Made me wonder/think about... (questions, responses, reflections, connections to self/text/world, commentary, etc.)

PERSUASIVE WRITING

Unit of Study: Western Hemisphere Today

(This lesson requires 2 days)

Focus Question: What challenges are Western Hemisphere governments facing today and anticipating for the future?

The Teaching Point:

- Students will learn to organize their notes in a format that they will use to write a persuasive writing piece.

Why/Purpose/Connection: This lesson will use the unit's prior research and notes to organize the students for writing a persuasive writing piece. The output of this lesson can be used for any of the final project ideas in which students will write two pieces of writing from different points of view.

Materials/Resources/Readings:

- Modified Four Square Writing Organizer
- Chart
- Markers

Model/Demonstration:

- Motivation: Teacher asks students if they've ever tried to persuade someone to do something. Students might have tried to persuade their parents or friends to go to a particular movie or play a particular game.
- Groups are instructed to write a short paragraph in which they persuade the class to agree that a pen or pencil is better than one or the other. Teacher informs the class that their persuasive paragraphs, or pitch, should be based on realistic points, not that their pencil has magical powers, for example.
- Teacher asks the students to share as the other groups rate the pitch from 1 to 4. A rating of 4 is a very well done persuasive pitch. After all students share, the teacher asks which group received the highest scores.
- Teacher asks which criteria achieved a higher score.
 - The higher scoring groups should be the groups with the most examples and arguments (that are valid and well-written).
- Teacher prompts students to see that well written pitches, with supporting details and strong evidence, help to "sell" a point of view.
- Teacher shows the students the *Modified Four Square Organizer*, and models how s/he would use it to list the pen or pencil arguments.
- Teacher explains that the student groups are going to develop a persuasive argument based on their research. Teacher explains that the students have gathered facts and that now they need to use them to form an argument.
- Prior to the class, teacher has prepped a student group to 'fish bowl' how research can be used as a persuasive argument. In class, the group should share their research question and some of their facts. Then, the group can share possible opinions surrounding their issue. (Possible scenario: Research question: Is global warming a human related or naturally occurring event? Facts: Pollution contributes to climate change as gases build up

in the atmosphere, causing rising temperatures. Rising temperatures mean rising oceans that endanger coastal areas. Opinion: Citizens and governments need to take a stand against climate change.)

Guided Practice:

- Student groups brainstorm opinions that can be formed from their research, focusing on an area that they feel they would like to persuade others.
- Student groups narrow their brainstorm by listing supporting facts for any of the topics they would like to explore further.
- Each group shares the opinion they have chosen to develop/support.

Day 2

Guided Practice:

- Teacher explains that writing a persuasive writing piece requires notes and documentation, which the students have.
- Teacher explains that before they begin using their research, they are going to practice with another example. Teacher gives the student groups the *Modified Four-Square* and asks them to fill in the Four Square to persuade students to attend school on Saturdays. *Note: This is meant to be challenging and make the students think outside of their comfort zone.*
 - Teacher should walk around supporting student ideas, and facilitating them to make solid arguments and use details.
 - Teacher should have a thesaurus on the desks and remind students of the elements of good writing, such as metaphors, not being redundant, etc.
 - Teacher explains that no arguments should be used more than once.
 - Sentences should vary and no words should be reused in the same paragraph
- Teacher asks students how they think they can turn one square of their organizer into a paragraph and list their responses in a chart, *Features of a Good Paragraph*
 - Teacher prompts students towards the use of a Main Idea with a straightforward statement.
 - The next few sentences prove the main idea by providing an example or detail, which is clear and informative.
 - The last sentence of the paragraph should have a closing statement.
 - Each paragraph should flow smoothly into the next with a transition statement.
 - The Introduction and Conclusion should be written last.
- Teacher asks each student group to create a paragraph using one of their squares while teacher circulates assessing student work.

Independent Exploration:

- Teacher instructs student pairs within each group to complete their own four square based on the opinion they decided to write about with their group. Student pairs should show teacher their four square graphic organizer before moving on to writing the essay.
- Student pairs use their four square to write the body of a persuasive essay.
- Teacher asks student pairs to share one of their paragraphs with the class.
- After several groups share, the teacher asks the class to think about the role of an introduction and conclusion in a persuasive writing piece. Teacher share the following characteristics:
 - State the main argument (School should be in session on Saturdays)

- Omit small details and make broader statements. Do not give away information that belongs in the body paragraphs (arguments can be listed in the order in which they appear in the essay)
- Be sure to invite the reader in, making the writing interesting and unique (questioning the audience, stating a rare fact, using a quote)
- Student pairs reconvene to write their introduction and conclusion.

Differentiation:

- Extra support: Teacher can modify four square by filling in reasons and asking student to find supporting facts.

Share/Closure:

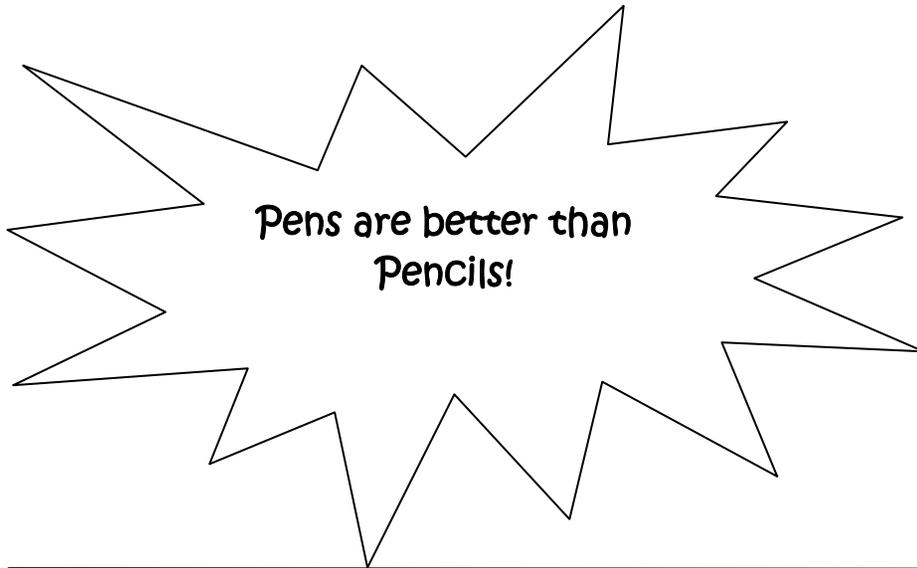
- Student pairs share either their introduction or conclusion with the class.

Assessment:

- Teacher informally assesses four square and drafts.

Next Steps: Students revise and edit their rough drafts.

**Example Four Square
Main Persuasive Statement**



Body Paragraph One-Reason One:

Pens last longer than pencils

- If you write something important on paper, no one can erase it
- You can have your writing for a longer time to show your friends, look at when you are older, or share with your future children.
- _____

Body Paragraph Two-Reason Two:

You can write on different things, other than paper

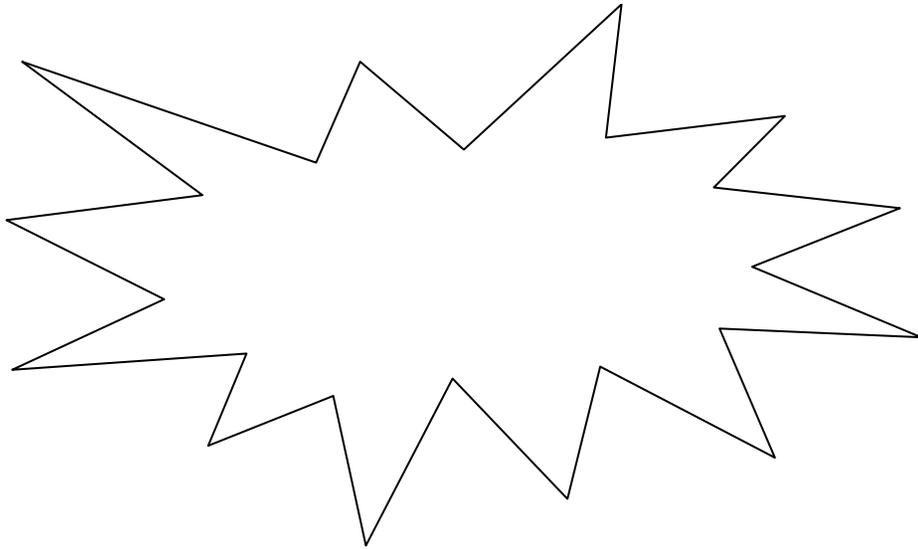
- If you have no paper with you, a pen allows you to write on your hand to jot something important down
- If you want to create a cool project on a piece of cloth or unusual surface, a pen allows you to do this more easily
- _____

Body Paragraph Three-Reason Three:

Pencils are for young kids, not for fifth graders

- Pencils are used in lower grades so students can erase since they are just learning to write and make many mistakes
- Fifth graders are the oldest in the school and should use a more "grown up" pen
- Fifth graders have more knowledge and know that it is not always good to erase mistakes, since they can help you. Sometimes, writing entries that you cross out can be used at a later date.

Main Persuasive Statement



Body Paragraph One-Reason One:

- _____

- _____

- _____

Body Paragraph Two-Reason Two:

- _____

- _____

- _____

Body Paragraph Three-Reason Three:

- _____

- _____

- _____

YO-“EDITING” RAPS!

Unit of Study: The Western Hemisphere Today

The Teaching Point:

- Students will use a rap to distinguish the characteristics of persuasive essays and learn how to utilize them for editing purposes.

Why/Purpose/Connection: This lesson helps students to edit and revise a persuasive essay. This lesson will help students remember the elements of good writing, and essay editing questions for use not only on this lesson, but in the future as writers.

Materials/Resources/Readings:

- Chart paper
- Sample Raps

Model/Demonstration:

- Motivation: Teacher reads the rap, “You’re Invited.”
- Teacher asks students what the rap states you need to look for in an introduction, and charts students’ responses. *Note: Classroom raps were designed by Flocabulary and more information can be found at Flocabulary.com. The basic structure is writing in a couplet rhyme, with the word concept being rapped about defined in the couplet. Example: “Jane was so narcissistic, she was so full of herself it was unrealistic.” The word narcissistic is defined in the couplet, put into context.”*

Guided Practice:

- Student pairs each receive a copy of a rap, either “Sell it” or “Check yo-self” to share.. Students rap to their classmate and then make a list of what to look for.
- Teacher asks the class to explain the characteristics of conclusions. Teacher asks students to create a short rap on writing a conclusion.

Independent Exploration:

- Teacher instructs students to use the characteristics from the raps to first revise and then edit their own work. Students should switch papers, and make suggestions for their editing partner using post-it notes.

Share/Closure:

- Teacher asks students to complete an exit slip explaining the most useful and most difficult aspect of the editing process.

Assessment:

- Students will be assessed informally during observation of group work and independent work.
- Teacher evaluates final drafts of persuasive writing.

Next Steps:

- Students can write raps about their research topics from different points of view. (For example, write a rap about immigration from the point of view of the President of the United States.)
- Distribute copies of the most effective raps for students to use and remember in order to edit well.
- Students can turn their raps into a checklist of things to remember when editing so that they can edit their writing and remember the skills they need. This list can be laminated for each student to use for future reference.
 - Use the attached editing checklist for this next step.

Persuasive Writing: “Sell It!”

Writing and trying to sell your point is Persuasive
Putting your words in 5 paragraphs is the way it is

Thinking of strong and valid points is needed
So you can influence your audience to read it!

If you want to sell your idea, be descriptive and on topic
It takes good writing and a whole lotta' logic!

Like a TV commercial you want to sell, sell, sell
So think, write, then edit and it will all go well!

Sample Introduction Rap-“You’re Invited!”

You want your reader to be hooked right away
Add a question, fun fact, or quote so they won't stray

It is important to state what your topic is, don't make 'em guess
Not staying on task will make your reader stress

Keep the information short and brief as can be
You don't want to give away what later they will see

Why read the essay at all if you give all in the intro?
For the information, to the body paragraphs they must go.

Last but not least, remember to be a formal
Don't use I, you, we, or our - the reader is not your pal

Elements of Good Writing-“Check Yo-self!”

As a good writer you know the word “good” has to go
Replace it with a thoughtful word that gives your writing a flow

Redundancy is a problem that makes your work boring
Repeating the same word will keep your baby bird from soaring

The sentences should not all start and end the same ways
Again, don't be redundant; you will put your reader in a boring daze

Blow your reader's mind with description and detail
Use metaphors, hyperbole, or alliteration, for example.

Hey, where are you going? Is the topic clear?
Will your reader understand your point at some point this year?

Stay on task and on topic; don't go off on a tangent
Your reader deserves much more than a small hint

It ain't a joke, yo, check your grammar and skill
Spell your words right, complete your sentences and be ill!

Introduction Checklist

- _____
- _____
- _____
- _____
- _____
- _____

Body Paragraph Checklist:

- _____
- _____
- _____
- _____
- _____
- _____

Conclusion Checklist:

- _____
- _____
- _____
- _____
- _____
- _____

Elements of Good Writing:

- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____
- _____

Characteristics of Superior Writing:

Introduction

- Should “hook” the reader, so begin with a quote, question, or fun fact. You can even use a metaphor or hyperbole here. Just keep it intriguing.
- Do not say “you” or “we” or anything that is informal. You do not know the reader.
- Be brief and to the point. Don’t give away too much detail, that is what the essay itself should develop and the reader should want to read on in order to learn.
- Stay on topic. If you are writing about dogs, that should be the focus of your intro.

Body Paragraphs

- Each paragraph should have a main topic sentence that alerts the reader to what that paragraph is going to be about.
- The sentences following the topic sentence should support the topic. Use examples and be descriptive in your examples.
- Each paragraph should have a last line that sums it all up. Again, avoid “you” and “we” or any pronouns, but close the paragraph.
- Always transition to the next paragraph. The first line of the following paragraph should be a smooth transition from the last line of the previous paragraph.

Conclusion

- Sum up all of your points into one (or a couple of) sentences that will leave the reader feeling as if they understand your point.
- Make sure you say what you want the reader to know after reading your body paragraphs. You can review your main points, in the same order they appeared in your essay, but be brief.
- End with a personal statement, but do not use “I.” (Example: “Dogs are really man’s best friend!” –Notice there was no need to say “I think that.”)

General Elements of Superior Writing

- Use a thesaurus and choose thoughtful words. Retire words that are overused, like “good” “bad” “happy” “sad” “nice”, etc.
- Avoid redundancy. Try not to repeat your ideas, words, or sentence structures. If you use the word “excellent,” the next time try to use the word “amazing.” If you begin a sentence with “The cats will” start the next sentence with “Cats are...” Keep it varied.
- Be brief and remember that less is more. A good writer can say a lot more using fewer words. Think about Lincoln’s Gettysburg Address - it took two minutes to read, but said so much.
- Grammar counts. When you edit, check spelling, punctuation, and make sure you use complete sentences.
- Good descriptions make writing interesting and unique. If you do not describe your thoughts, the reader will not fully understand your argument and thinking. Be clear!

UNIT CULMINATING PROJECT
WESTERN HEMISPHERE TODAY
A Public Service Announcement



As citizens of the Western Hemisphere it is important for students to be aware of the concerns facing the world around them. In this unit, students have developed and explored a research question relating to a problem facing the Western Hemisphere today. Students have already expressed their opinion on this topic in a persuasive writing piece. Students will now use this information to create a public service announcement **PSA** on their topic.

According to the Committee for Open Media, a **Public Service Announcement**, sometimes called a **PSA**, is *"a non-routine, non-billable message which 1) informs viewers and listeners about a service, program, or activity of community interest or 2) which provides a forum for individuals or groups to express their ideas, viewpoints, or opinions. Time signals, routine weather announcements and station promotional announcements are not PSAs."*

The project:

A **slogan**, according to Dictionary.com is *"a phrase expressing the aims or nature of an enterprise, organization, or candidate; a motto."*

- Teacher challenges students to think about any catchy jingles or slogans they have heard or read and asks them to find commonalities among them or features used in the familiar jingles or slogans.
 - ❖ Some Current Examples:
 - "Oh, thank heaven, for Seven Eleven" (7-11)
 - "I'm lovin' it" (McDonald's)
 - "Just do it!" (Nike)
 - "If you see something, say something" (NYC)
 - "Save your lungs, save your life" (anti-smoking)
 - More Examples of classic slogans can be found at <http://www.stickyslogans.com> or <http://www.adslogans.co.uk/hof/>
 - ❖ Common Slogan Features Include:
 - Alliteration
 - Rhyming
 - Puns
 - Simile/Metaphor
 - Personification
 - Hyperbole
- Teacher provides students with an opportunity to view examples of PSA's. <http://www.adcouncil.org/default.aspx?id=15>. Teacher then has students compare PSA's to advertisements for commercial products using a Venn diagram.
- Teacher helps students identify the characteristics of a PSA.
- Teacher then helps students create a list, 'Steps to Creating a PSA'

- Identify the issue
 - Identify supporting facts, images, data
 - Identify the audience
 - Brainstorm ideas for a slogan
 - Plan poster
 - Revise, edit, proofread
- Students work with their groups to develop their PSA while teacher circulates offering advice and support.

Enrichment Options:

- Students create a short script incorporating their editorial as their PSA commercial.
- Students create a poem or jingle to accompany their work.
- Students create a rap to accompany their work.
- Students can use Voicethread.com or create a Podcast in order to broadcast their work for sharing with a larger audience.
- Students can film their PSAs to develop a commercial for a larger audience to view.

Rubric: Persuasive Writing and PSA

	4	3	2	1
Research	Completed, detailed double entry journal	Completed double entry journal	Some notes in double entry journal	Few notes in double entry journal
Persuasive writing piece	<ul style="list-style-type: none"> • Clear opinion • Clear supporting facts • Clear and creative introduction and conclusion 	<ul style="list-style-type: none"> • Clear opinion • Supporting facts • Clear introduction and conclusion 	<ul style="list-style-type: none"> • Opinion • Few supporting facts • Missing either introduction and conclusion 	<ul style="list-style-type: none"> • Unclear opinion • Few supporting facts • Missing introduction and conclusion
Poster/Slogan	Well-planned out, neat, organized, creative, catchy slogan and poster	Somewhat organized and neat work, somewhat creative slogan	Disorganized work, decent slogan, little creativity shown	Disorganized work, no slogan, no creativity shown
Mechanics	Correct grammar, spelling and punctuation	Mostly correct grammar, spelling and punctuation	Some mistakes in spelling, grammar, and punctuation	Many mistakes in spelling, grammar, and punctuation

Sample project idea

Research Question: Can fossil fuel production and manufacturing be replaced with new technologies?

Thesis Statement: Fossil fuels should be replaced by new technologies.

Write Editorial:

- Develop modified four square organizer
 - Argument 1: Cars are being developed daily that use new technologies.
 - Vegetable Oil as fuel
 - Electric Energy as fuel
 - Argument 2: Homes are being heated using solar and hydroelectric energy.
 - Cleaner version of fuel
 - More jobs created in new industries
 - Counter-argument for last paragraph:
 - People say that we will always need fossil fuels to create plastics and run this world.
 - Many people will lose jobs if we close all fossil fuel plants
 - If we slowly transition from fossil fuel production, we can create a healthier planet and save the world
 - We may run out of fossil fuels before we are ready to

Create a Slogan/Jingle:

“Fossil fuels are fading; new technologies must light the future!”

STUDENT HANDOUT

**UNIT CULMINATING PROJECT
WESTERN HEMISPHERE TODAY
A Public Service Announcement**



As citizens of the Western Hemisphere it is important to be aware of the concerns facing the world around you. In this unit, you have developed and explored a research question relating to an issue facing the Western Hemisphere today. You have already expressed your opinion on this topic in a persuasive writing piece. Now you will use this information to create a public service announcement on your topic to inform the larger community about your concerns regarding this issue.

According to the Committee for Open Media, a **Public Service Announcement**, sometimes called a PSA, is "... message which 1) informs viewers and listeners about a service, program, or activity of community interest or 2) which provides a forum for individuals or groups to express their ideas, viewpoints, or opinions."

Use the guide below to help plan your PSA

- Issue to be explored:
- Supporting facts, images, data
 -
 -
 -
 -
 -
 -
 -
 -
- Brainstorm: PSA IDEAS

- GROUP PLAN:

Name	Responsibility

USE THE BACK OF THIS PAPER TO DRAFT YOUR POSTER.

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 can serve as a reflective summary for the unit, **The Western Hemisphere Today**, while providing students with a framework within which to see the continuity and consequence of present and future content to be studied.

Yesterday, Today, and Tomorrow

Students have examined the history of the regions within the Western Hemisphere and looked at the relationships among the regions today. Discuss the future of the Western Hemisphere. Guiding questions include:

- What do you envision for the future of individual nations in the Western Hemisphere?
- How do you foresee the future of the Western Hemisphere as a community of nations?
- What is the best case scenario and the worst case scenario for the Western Hemisphere?
- What can **you** do to facilitate fulfilling the best case scenario, and preventing the worst case scenario?

The Ever-Shrinking World

Discuss ways in which the world has gotten smaller by innovations in communication and transportation. Consider both the positive and negative impact of the interconnectedness of the modern world.

Field Trips for The Western Hemisphere Today**Location**

American Museum of Natural History
Central Park West at 79th Street
<http://www.amnh.org/>

Ellis Island Immigration Museum
Ellis Island
212-561-4500 x. 0
http://www.ellisland.org/genealogy/ellis_island_visiting.asp

New York Tolerance Center
226 East 42nd Street, Manhattan
212.697.1180
http://www.nytolerancecenter.com/site/c.lkIYLdMMJpE/b.5148415/k.9CA2/Whats_Happening_at_the_NYTC.htm

Virtual Field Trip
<http://kids.nationalgeographic.com/>

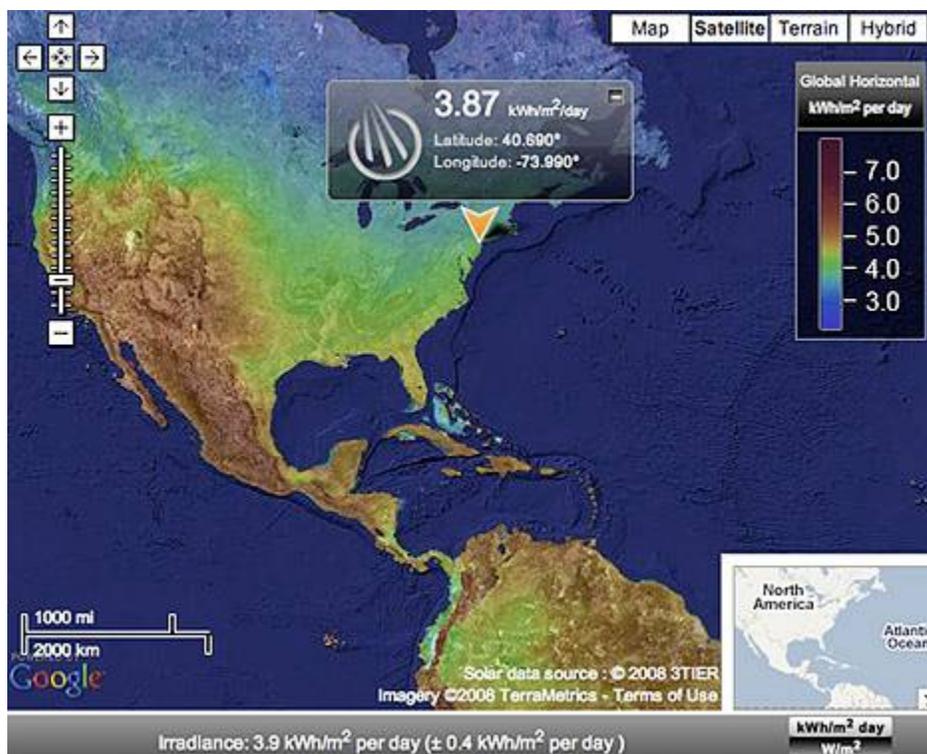
Exhibits and Programs

Hall of South American Peoples / Modern Amazonia
Hall of Biodiversity

Explore the Western Hemisphere using links from National Geographic Kids

V.

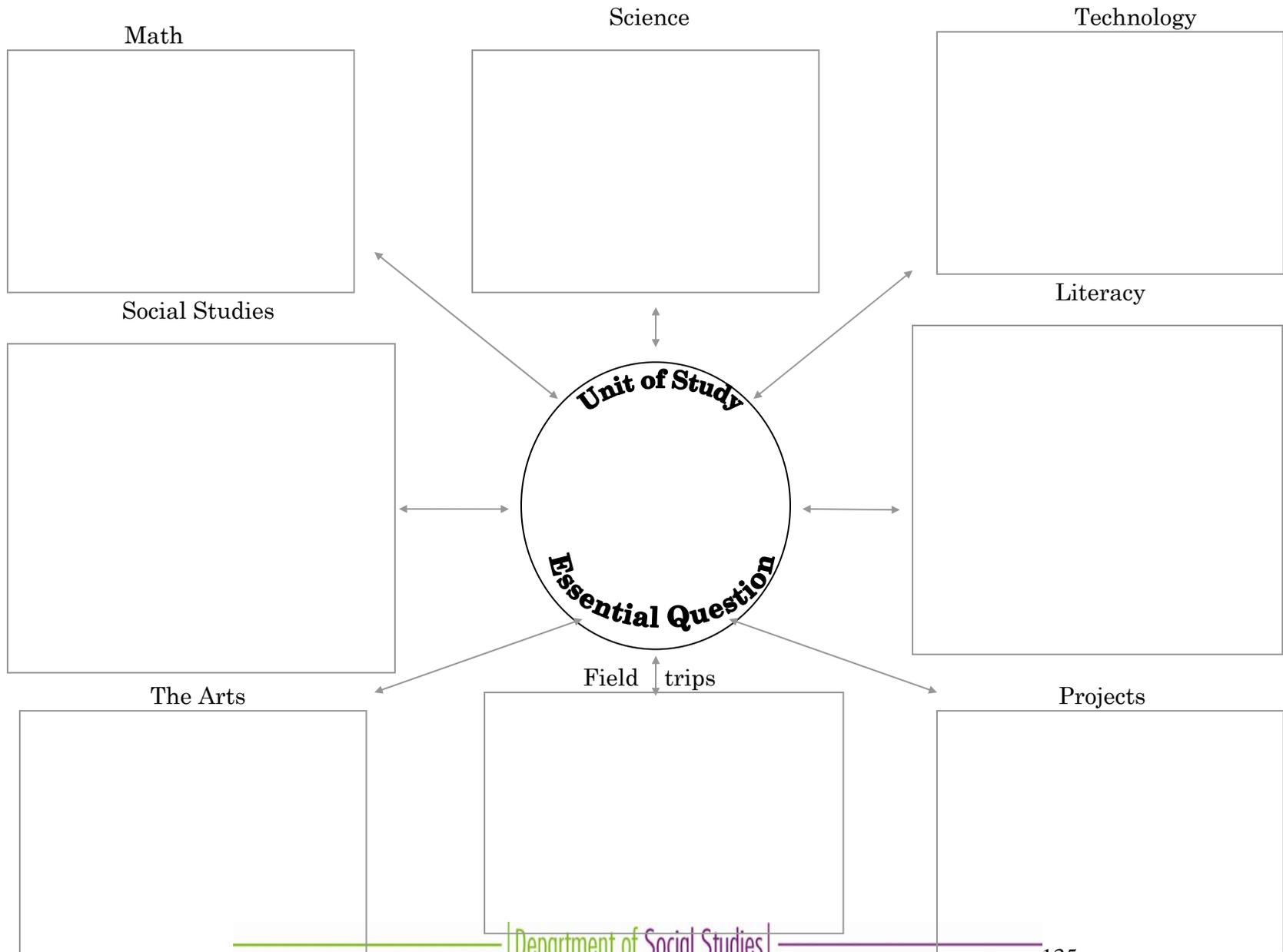
Additional Resources



WESTERN HEMISPHERE SOLAR ENERGY POTENTIAL MAP

<http://www.treehugger.com/3tier-solar-potential-map.jpg>

BRAINSTORM WEB TEMPLATE



ESSENTIAL QUESTION

[Empty box for Essential Question]

Content/Academic Vocabulary (sample)

[Empty box for Content/Academic Vocabulary]

Focus Questions



[Empty box for 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

[Large box for Student Outcomes, containing the text above]

INTERDISCIPLINARY PLANNING TEMPLATE

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

LESSON PLAN STRUCTURE**Unit of Study/Theme** _____**Date** _____**The Teaching Point:** What concept/skill/strategy will you be teaching today?**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?**Differentiation:** How will you address student learning styles?**Guided Practice:** This is when students practice the new learning with teacher guidance.**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?**Next Steps:** How will you follow up and connect today's learning to future learning? How might this lead to further student investigation?**Other Notes/Comments:**

TEXT SELECTION PLANNER**Text Title:** _____ **Author:** _____**Text Genre:** _____

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

Read Aloud

Shared Reading

Independent Reading

Paired Reading

Small Group Reading

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

-
-
-

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

-
-
-

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

-
-
-

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

-

THINKING ABOUT TEXT TEMPLATE

Your Name: _____

Name of text: _____

Read the text carefully and fill in the chart below.

What I Read	What I Think	What I Wonder

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

THINKING ABOUT IMAGES TEMPLATE

Your Name: _____

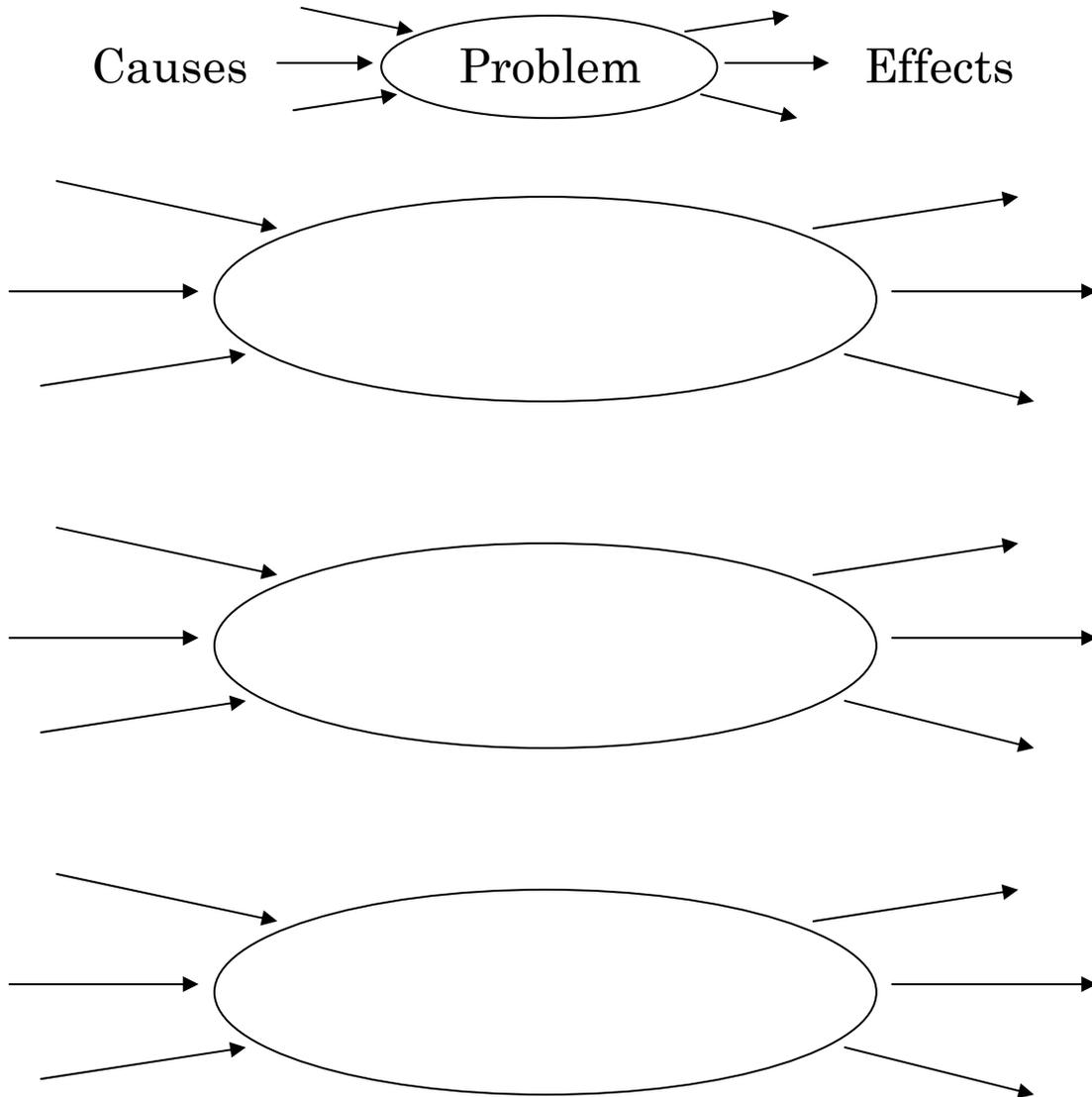
Name of image: _____

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

What I See	What I Think	What I Wonder

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

CAUSE-EFFECT TEMPLATE



NOTE-TAKING TEMPLATE

Chapter Title: _____

Big Idea:

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

What I Learned (Details):

-
-
-
-
-
-
-
-
-
-

WHAT DOES IT MEAN TO SUMMARIZE?

Name _____ Date _____

Text _____

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”
2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have \$2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the \$2.00 sentence here:

**WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA**

Name _____

Text _____

As I read, I note the following:

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 _____

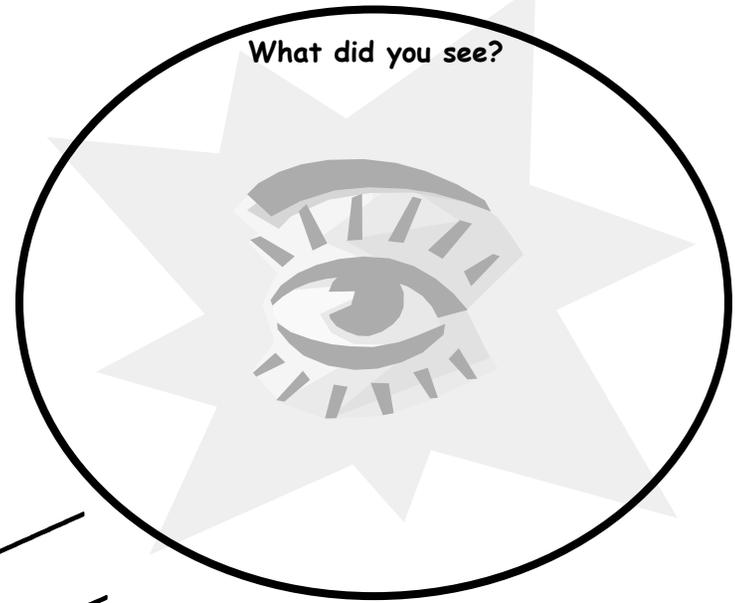
What I think	Evidence
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

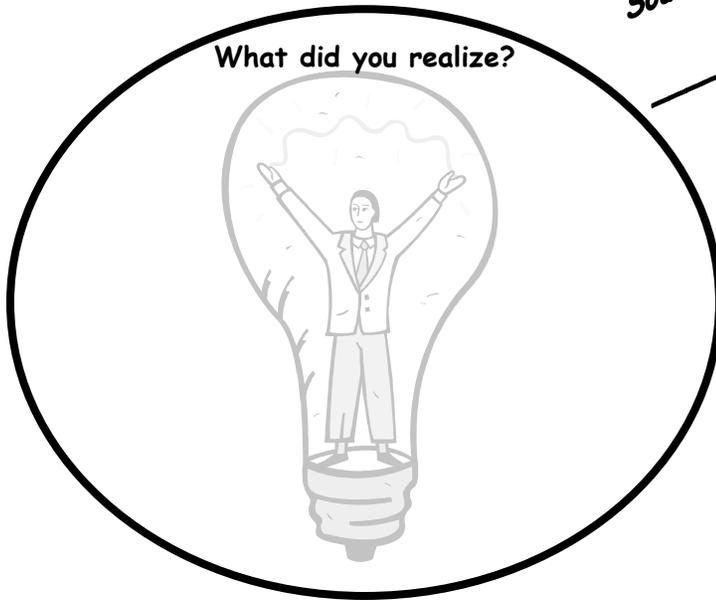


What did you see?

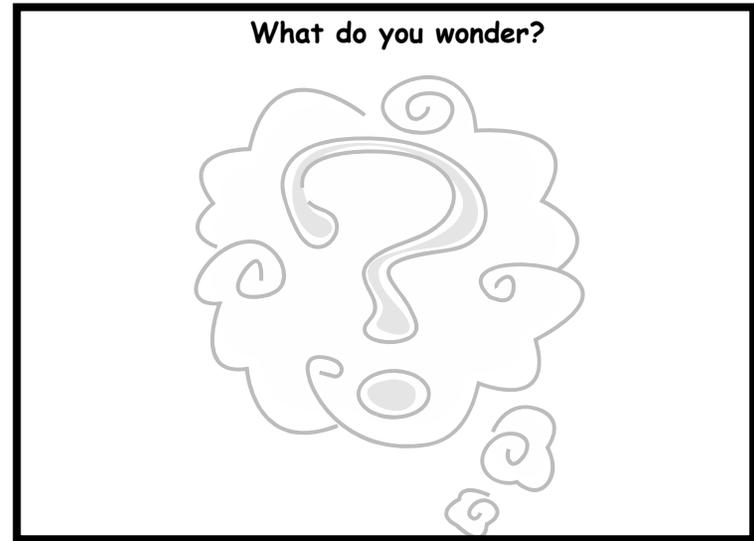


Source:

What did you realize?



What do you wonder?



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