



AMERICA LATIN AMERICA LATIN AMERICA LATIN AMERICA  
 AMERICA LATIN AMERICA LATIN AMERICA **Latin** AMERICA LATIN  
 AMERICA LATIN AMERICA LATIN AMERICA LATIN **America** AMERICA  
 LATIN AMERICA **Latin America** LATIN AMERICA LATIN AMERICA  
 AMERICA LATIN AMERICA LATIN AMERICA LATIN AMERICA  
 AMERICA LATIN AMERICA LATIN AMERICA  
**America**



# Latin America

**NYC Department of Education**  
**Department of Social Studies**  
**Unit of Study**

Joel I. Klein  
*Chancellor*

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

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

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

Norah Lovett  
Richard Steckmeister  
*Department of Social Studies Instructional Specialists*

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

## **Department of Social Studies**

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

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

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

### **Contributing Educators**

Robyn Adler  
PS 165Q

Wendy Binkowitz  
PS 59M

Wendy Kruger  
PS 290M

Christine Sugrue  
Department of Social Studies

Lila Teitelbaum  
PS 59M

### **Cover design**

Nenci Brkljaca  
MS 443K

### **Editing and Formatting**

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



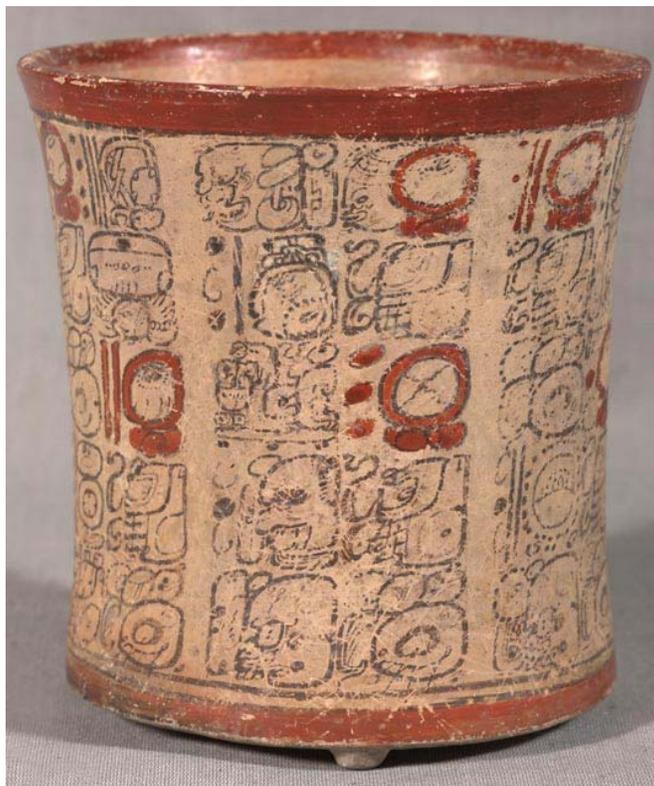
**LATIN AMERICA  
TABLE OF CONTENTS**

<b>I. <u>The Planning Framework</u></b>	<b>1</b>
How This Unit Was Developed	3
Teacher Background: Latin America	4
Brainstorm Web	6
Essential Question	7
Sample Daily Planner	8
Learning and Performance Standards	20
Social Studies Scope and Sequence	23
<b>II. <u>Principles Guiding Quality Social Studies Instruction</u></b>	<b>25</b>
Principles of Quality Social Studies Instruction	27
Preparing Children for Global Community	28
Inquiry in the Social Studies Classroom	30
Social Studies Skills	31
New Research on Content Literacy and Academic Vocabulary	32
Social Studies Content Area Reading Strategies	33
Diversity and Multiple Perspectives: An Essential Component	36
Reading As a Historian	38
How to Develop Concept Understanding	41
Interdisciplinary Models: Literacy and Social Studies as Natural Partners	43
<b>III. <u>Teaching Strategies</u></b>	<b>45</b>
Social Studies Case Study	47
Text Structures Found in Social Studies Texts	49
Encouraging Accountable Talk	52
Project-Based Learning	53
Successful Strategies for Implementing Document-Based Questions	54
Assessing Student Understanding	58
Multiple Intelligences	60
Bloom’s Taxonomy	61
Maximizing Field Trip Potential	62
<b>IV. <u>Sample Lessons, Materials and Resources</u></b>	<b>63</b>
Trade Book Text Sets	65
Getting Ready for the NYS Grade 5 Social Studies Exam	67
Engaging the Student/Launching the Unit	68
Lesson Plans	70
Academic Vocabulary	158
Putting It All Together	159
Field Trips for Latin America	160
<b>V. <u>Additional Resources</u></b>	<b>161</b>
Templates	163
Bibliography	177
Professional Resources	183



# I.

## The Planning Framework *Latin America*



Story on a vase: Maya Codex-style vase, A.D. 700-900  
<http://www.loc.gov/exhibits/kislak/kislak-exhibit.html>



### HOW THIS UNIT WAS DEVELOPED

- This unit is the third 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 **Latin America** is *“How do geography, economics, people, and key events connect to shape a region?”*
- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the impact of Spain on the development of Latin America. Therefore, one of the focus questions is, “How did colonization impact Latin America?”
- 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****LATIN AMERICA**

“The first duty of a government is to give education to the people.” Simon Bolivar

Geography, economics, people, and history have contributed to shape Latin America as an influential participant in the affairs of the Western Hemisphere and global community. Located directly south of the United States, Latin America includes Central America, the Caribbean, and South America. Today this region has a population of 570 million people who speak mainly Spanish, Portuguese in Brazil, a variety of indigenous and European and Asiatic languages.

Latin America’s geography ranges from coastlines surrounded by the Atlantic and Pacific Oceans, the Caribbean Sea and the Gulf of Mexico, to the longest mountain range in the world, the Andes. The Caribbean Islands are mainly formed by volcanoes, and Central America is characterized by hills, mountains and rain forests. South America’s Amazon rain forest is the largest in the world, while the Atacama Desert is the driest. The Pampas are the fertile grasslands and “breadbasket” to many South Americans, and the Amazon, Orinoco, and Parana-Paraguay-Plata rivers are important transportation links to the interior of the continent. At the southernmost tip, glaciers and fjords produce a cold and hostile environment that sharply contrasts with the tropical climate of the Caribbean. The extreme environment of Latin America has, in many ways, created natural boundaries which have historically limited interdependence between regions.

Before the arrival of Columbus, the area known today as Latin America was populated with indigenous people living in tribal villages, such as the **Tainos** and **Caribs** of the West Indies, as well as the Olmec, Maya and Aztecs of Meso-America. Indigenous tribes lived in complex societies and great cities that were comparable to the civilizations of the Eastern Hemisphere. These societies were highly advanced in mathematics (use of zero), astronomy (observatories), accurate calendars, architecture (pyramids), agriculture, engineering, education, trade (cocoa), and communication.

In South America the **Incas** built the largest empire of the Americas which extended from present-day Ecuador to Chile along the Andes. The Inca recorded their data on knotted strings called a quipu. They mastered terraced farming and were skilled engineers with the ability to develop huge structures in their capital, Cuzco and other cities. They engineered a massive road system (25,000 miles) and used the quipu to record trade and tribute. Ironically, these same roads made transportation easy for the Spaniards in their conquest of the Incas. Today millions of descendants of these early peoples are found throughout Central and South America.

With the arrival of Columbus in the Western Hemisphere in 1492, these great civilizations and other Native American communities forever changed. Spain and Portugal raced to stake their claim in the New World. As a result of the Treaty of Tordesillas, Portugal claimed and colonized what is known today as Brazil while Spain laid claim to most of the territory in Central and South America. Many of the indigenous people were forced into slavery or perished from diseases introduced by the Europeans.

At first the Spanish Conquistadors pillaged for gold and silver. Later they claimed vast areas and began the process of colonization. The Viceroyalties of New Spain and Peru were established to govern Spain’s growing territories and maintain a mercantilist system. To supply the demand for labor on the developing plantations and mines, enslaved Africans

were transported to Latin America to replace the declining native population. Soon a caste system was established with the Spanish born peninsulares as the ruling class. At the bottom were the Native Americans and Africans.

Spanish and Portuguese missionaries worked to convert many of the Native Americans and Africans to Roman Catholicism. The legacies of the caste system and Christianity continue to impact Latin America's people, history, culture, and politics.

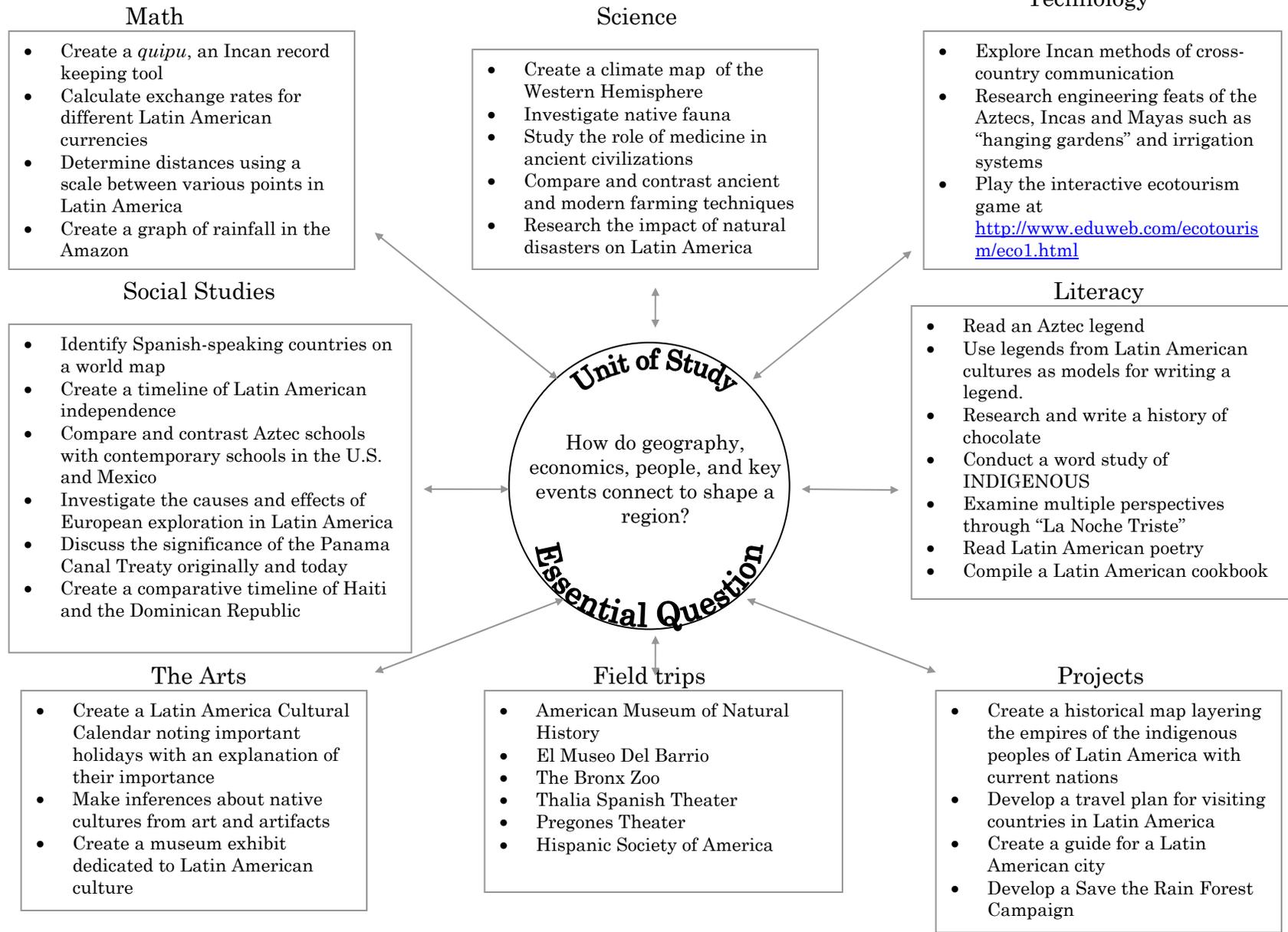
Eventually revolutionary movements led by people like Simon Bolivar, Jose de San Martin, Bernardo O'Higgins, Miguel Hidalgo, and others spread throughout Latin America. Though most countries achieved their independence by 1825, ideas of the Enlightenment were not a cornerstone of the new governments. Instead small privileged groups of Creole and Mestizos (mixed European and Indian ancestry) controlled the fragile political arena. Wealth was concentrated within a small group of elites, usually of the Creole class, which led to few or no economic opportunities for the other classes.

As Spain's economic and political influence diminished, Great Britain, France, and the United States (Monroe Doctrine) vied for Latin American markets and involvement in its political affairs. Toward the end of the Nineteenth century and well into the Twentieth, U.S. influence of its southern neighbors increased, with corporate investments, military involvement, and direct or indirect support of governments that were usually dictatorships. Events like the Mexican War, Spanish American War, U.S. support of Panama's break from Columbia for canal rights, Roosevelt Corollary, Dollar Diplomacy, Banana Wars, Good Neighbor policy, Bay of Pigs incident in Cuba, to the War on Drugs, have kept the histories of U.S. and Latin America intertwined.

Latin America is a region of richness and diversity evident in their music, dance, food, art, language, religion, literature, and sports. Their complex heritage, strongly influenced by its Pre-Columbian roots and European colonization, is seen in the multitude of languages spoken. While Spanish is the most prevalent, Portuguese is the primary language in Brazil, and indigenous languages are still spoken in many areas. With recent major population shifts to urban areas Latin America continues to play a major role in the Global Community through economic development, political and educational reform.

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

**BRAINSTORM WEB**



**ESSENTIAL QUESTION**

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

**Content/Academic Vocabulary (sample)**

civilization	isthmus	conquistador	colonies	revolution	independence	dictator
mestizos	hacienda	missionary	encomienda	cacao	ecotourism	conservation

**Focus Questions**



- How has geography impacted the development of Latin America?
- What were the characteristics of the native cultures of Latin America?
- What were the achievements of the native cultures of Latin America?
- How did colonization impact Latin America?
- How did Latin American nations achieve independence?
- What factors have impacted the development of Latin America?



**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 significance of the changes brought about by Spanish conquests	Research the daily life of an ancient Mayan, Incan, or Aztec
Comprehend the causes and effects of the rise and fall of ancient civilizations	Conduct an interview with an immigrant from Latin America
Examine the varied geography of Latin America	Create, design, and execute a guide to Latin America today
Compare and contrast Latin America and the United States	Form opinions from current events in Latin America
	Work collaboratively

## SAMPLE DAILY PLANNER

Day	Social Studies Focus Question	Content Understandings	What learning experiences will answer the focus question?
1.	How do geography, economics, people, and key events connect to shape a region?	Multiple content understandings addressed	<p><i>Launching the Unit</i></p> <ul style="list-style-type: none"> <li>• Write an ABC poem on Latin America</li> <li>• Play a True or False game using an anticipation guide</li> <li>• Play “Name that country”</li> <li>• Interpret Latin American Flags</li> </ul> <p><i>Academic Vocabulary</i></p> <ul style="list-style-type: none"> <li>• Complete Vocabulary Awareness Chart</li> </ul>
2.	How has geography impacted the development of Latin America?	<b>Geography of Latin America (rivers, mountains, countries, deserts, landforms)</b>	<p><i>Geography: An Investigation into Thematic Maps</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Examine maps of Latin America</li> <li>• Create a symbol reflecting new knowledge of Latin America</li> </ul> <p>Consult <i>South America (The Atlas of the Seven Continents)</i>, <i>South America (World Regions)</i></p>
3.	How has geography impacted the development of Latin America?	<b>Geography of Latin America (rivers, mountains, countries, deserts, landforms)</b>	<p><i>Natural Resources</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Label an outline map of Latin America</li> <li>• Create a thematic map of natural resources in Latin America</li> </ul> <p>Consult <i>South America (The Atlas of the Seven Continents)</i>, <i>South America (World Regions)</i></p>
4.	How has geography impacted the development of Latin America?	<b>Geography of Latin America (rivers, mountains, countries, deserts, landforms)</b>	<p><i>The Wonder of it All: Exploring the Geography of Latin America</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Research aspects of Latin America’s geography using an FQR think sheet</li> <li>• Create a t-chart of the advantages and</li> </ul>

			disadvantages of your region. Consult <i>South America (The Atlas of the Seven Continents)</i>
5.	How has geography impacted the development of Latin America?	<b>Geography of Latin America (rivers, mountains, countries, deserts, landforms)</b>	<i>Geography: An Inquiry</i> sample lesson <ul style="list-style-type: none"> <li>• Narrow a research topic</li> <li>• Conduct an inquiry into the environment of an area in Latin America</li> </ul> Consult <i>South America (The Atlas of the Seven Continents)</i> , <i>South America (World Regions)</i>
6.	How has geography impacted the development of Latin America?	<b>Geography of Latin America (rivers, mountains, countries, deserts, landforms)</b>	<i>Geography: An Inquiry</i> continued <ul style="list-style-type: none"> <li>• Present your research in a creative fashion</li> </ul>
7.	What were the characteristics of the native cultures of Latin America?	<b>FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.)</b> <ul style="list-style-type: none"> <li>– social class and organization</li> <li>– growth of culture</li> <li>– traditions, language, arts, architecture, literature, dance</li> <li>– economic features</li> <li>– religious practices and beliefs</li> <li>– use/creation of new technology</li> <li>– government systems</li> <li>– contributions and achievements</li> </ul>	<i>Aztec Religion</i> sample lesson (Incan or Mayan can be substituted for Aztec) <ul style="list-style-type: none"> <li>• Play two truths and a lie about the Aztecs</li> <li>• Read multiple sources to gain insight into the Aztec religion</li> <li>• Categorize questions that remain about Aztec religion</li> </ul> Consult <i>The Great Aztecs</i> , <i>The Aztecs</i> , <i>The Aztecs: History Open Windows</i> , <i>The Aztec: A True Book</i> , <i>The History and Activities of the Aztecs</i>
8.	What were the characteristics of the native cultures of Latin America?	<b>FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.)</b> <ul style="list-style-type: none"> <li>– social class and organization</li> <li>– growth of culture</li> <li>– traditions, language, arts, architecture, literature, dance</li> <li>– economic features</li> </ul>	<i>A Day in the Life of a Mayan</i> sample lesson (Aztec or Incan can be substituted for Mayan) <ul style="list-style-type: none"> <li>• Participate in a content pass to build background on the Mayans</li> </ul> Consult <i>Understanding People in the Past: The Maya</i> , <i>The Maya</i> , <i>The Maya</i> , <i>The Maya Civilization</i> , <i>Meet the Maya</i> , <i>The Mysterious Ancient Maya</i> , <i>Kids During the Time of the</i>

		<ul style="list-style-type: none"> <li>– religious practices and beliefs</li> <li>– use/creation of new technology</li> <li>– government systems</li> <li>– contributions and achievements</li> </ul>	<i>Maya, Ancient Maya, Ancient Civilizations, People of the Ancient World: The Ancient Maya</i>
9.	What were the characteristics of the native cultures of Latin America?	<p><b>FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.)</b></p> <ul style="list-style-type: none"> <li>– social class and organization</li> <li>– growth of culture</li> <li>– traditions, language, arts, architecture, literature, dance</li> <li>– economic features</li> <li>– religious practices and beliefs</li> <li>– use/creation of new technology</li> <li>– government systems</li> <li>– contributions and achievements</li> </ul>	<p><i>A Day in the Life of a Mayan</i> continued</p> <ul style="list-style-type: none"> <li>• Research your Mayan Role</li> </ul>
10	What were the characteristics of the native cultures of Latin America?	<p><b>FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.)</b></p> <ul style="list-style-type: none"> <li>– social class and organization</li> <li>– growth of culture</li> <li>– traditions, language, arts, architecture, literature, dance</li> <li>– economic features</li> <li>– religious practices and beliefs</li> <li>– use/creation of new technology</li> <li>– government systems</li> <li>– contributions and achievements</li> </ul>	<p><i>A Day in the Life of a Mayan</i> continued</p> <ul style="list-style-type: none"> <li>• Draft your Mayan monologue and determine your statue</li> </ul>
11	What were the characteristics of the native cultures of Latin America?	<p><b>FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.)</b></p> <ul style="list-style-type: none"> <li>– social class and organization</li> <li>– growth of culture</li> <li>– traditions, language, arts, architecture, literature, dance</li> </ul>	<p><i>A Day in the Life of a Mayan</i> continued</p> <ul style="list-style-type: none"> <li>• Present your Mayan monologue and statue and explore fellow classmates' presentations.</li> </ul>

		<ul style="list-style-type: none"> <li>– economic features</li> <li>– religious practices and beliefs</li> <li>– use/creation of new technology</li> <li>– government systems</li> <li>– contributions and achievements</li> </ul>	
12	What were the achievements of the native cultures of Latin America?	<p><b>FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.)</b></p> <ul style="list-style-type: none"> <li>– social class and organization</li> <li>– growth of culture</li> <li>– traditions, language, arts, architecture, literature, dance</li> <li>– economic features</li> <li>– religious practices and beliefs</li> <li>– use/creation of new technology</li> <li>– government systems</li> <li>– contributions and achievements</li> </ul>	<p><i>Archaeology: An Exploration of the Inca Empire</i> sample lesson (Aztec or Mayan can be substituted for Inca)</p> <ul style="list-style-type: none"> <li>• Conduct a mock excavation</li> <li>• Participate in a read aloud</li> <li>• Draw conclusions from an image</li> </ul> <p>Consult <i>Inca Civilization</i>, <i>The Inca Empire</i> (Bingham), <i>The Inca Empire</i> (Owens), <i>Inca Life</i>, <i>The Inca</i>, <i>The Incas</i> (Rees), <i>The Incas</i> (Shuter), <i>The Incas: Ancient Civilizations</i>, <i>Discover the Inca</i></p>
13	What were the achievements of the native cultures of Latin America?	<p><b>FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.)</b></p> <ul style="list-style-type: none"> <li>– social class and organization</li> <li>– growth of culture</li> <li>– traditions, language, arts, architecture, literature, dance</li> <li>– economic features</li> <li>– religious practices and beliefs</li> <li>– use/creation of new technology</li> <li>– government systems</li> <li>– contributions and achievements</li> </ul>	<p><i>Archaeology: An Exploration of the Inca Empire</i> continued</p> <ul style="list-style-type: none"> <li>• Check conclusions made during image analysis</li> <li>• Write an Archaeological summary report on your field experience</li> </ul>
14	What were the achievements of the native cultures of Latin America?	<p><b>FOCUS: Case study of a native culture of Latin America (Mayans, Aztecs, Incas, etc.)</b></p> <ul style="list-style-type: none"> <li>– social class and organization</li> <li>– growth of culture</li> <li>– traditions, language, arts, architecture,</li> </ul>	<p><i>A Time Capsule</i></p> <ul style="list-style-type: none"> <li>• Imagine you have discovered a time capsule from one of Latin America's native cultures. What would be in it? Why?</li> <li>• Create a mock time capsule from the</li> </ul>

		<p>literature, dance</p> <ul style="list-style-type: none"> <li>– economic features</li> <li>– religious practices and beliefs</li> <li>– use/creation of new technology</li> <li>– government systems</li> <li>– contributions and achievements</li> </ul>	<p>Aztecs, Incas or Mayans.</p> <ul style="list-style-type: none"> <li>• Exchange time capsules with other groups and compare choices that each groups made regarding what to include.</li> </ul>
15	How did colonization impact Latin America?	<p><b>Colonization:</b></p> <ul style="list-style-type: none"> <li>• European exploration and the native peoples</li> <li>• Spain and Portugal establish colonies</li> <li>• Colonies established for religious, political and economic reasons</li> <li>• The role of the Spanish colonies in the Triangular Trade</li> <li>• Impact of Roman Catholic missionaries</li> <li>• Life in colonial Latin America characterized by social classes</li> <li>• The role of Spanish and Portuguese colonies in establishing slavery in the Americas</li> <li>• Results of colonial rule</li> </ul>	<p><i>New Spain: Facts and Opinions</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Analyze a primary source quote</li> <li>• Complete a reasoning guide</li> </ul> <p>Consult <i>Spanish Colonies in the Americas</i> <i>The Dominican Republic: A Question and Answer Book</i>, <i>Spotlight on Mexico</i>, <i>Francisco Pizarro: The Exploration of Peru and the Conquest of the Inca</i></p>
16	How did colonization impact Latin America?	<p><b>Colonization:</b></p> <ul style="list-style-type: none"> <li>• European exploration and the native peoples</li> <li>• Spain and Portugal establish colonies</li> <li>• Colonies established for religious, political and economic reasons</li> <li>• The role of the Spanish colonies in the Triangular Trade</li> <li>• Impact of Roman Catholic missionaries</li> <li>• Life in colonial Latin America characterized by social classes</li> <li>• The role of Spanish and Portuguese colonies in establishing slavery in the Americas</li> </ul>	<p><i>The Characteristics of New Spain</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Visit resource centers to gather information on various aspects of New Spain</li> </ul> <p>Consult <i>Mexico: The Culture, Spanish Colonies in the Americas, From Spain to America, Mexico: The People</i>, <i>Spotlight on Mexico</i></p> <p><a href="http://www.pbs.org/opb/conquistadors/home.htm">http://www.pbs.org/opb/conquistadors/home.htm</a> <a href="http://memory.loc.gov/learn//community/cc_hispanic.php">http://memory.loc.gov/learn//community/cc_hispanic.php</a>, <a href="http://www.nps.gov/nr/twhp/wwwlps/lessons/2">http://www.nps.gov/nr/twhp/wwwlps/lessons/2</a></p>

		<ul style="list-style-type: none"> <li>• Results of colonial rule</li> </ul>	<a href="#">sanantonio/2sanantonio.htm</a> , <a href="http://www.ecai.org/na-missions/index.html">http://www.ecai.org/na-missions/index.html</a>
17	How did colonization impact Latin America?	<p><b>Colonization:</b></p> <ul style="list-style-type: none"> <li>• European exploration and the native peoples</li> <li>• Spain and Portugal establish colonies</li> <li>• Colonies established for religious, political and economic reasons</li> <li>• The role of the Spanish colonies in the Triangular Trade</li> <li>• Impact of Roman Catholic missionaries</li> <li>• Life in colonial Latin America characterized by social classes</li> <li>• The role of Spanish and Portuguese colonies in establishing slavery in the Americas</li> <li>• Results of colonial rule</li> <li>• Results of colonial rule</li> </ul>	<p><i>What if they never came?</i></p> <ul style="list-style-type: none"> <li>• Explore the counterfactual, What if the Spanish never came? List various possibilities for how Latin America may have developed. Use the trade books to identify specific areas of Spanish influences that you would need to imagine never happened.</li> </ul> <p>Consult <i>Mexico: The Culture, Spanish Colonies in the Americas, From Spain to America, Mexico: The People</i> , <i>Spotlight on Mexico</i></p> <p><a href="http://www.pbs.org/opb/conquistadors/home.htm">http://www.pbs.org/opb/conquistadors/home.htm</a>  <a href="http://memory.loc.gov/learn//community/cc_hispanic.php">http://memory.loc.gov/learn//community/cc_hispanic.php</a> ,  <a href="http://www.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2sanantonio.htm">http://www.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2sanantonio.htm</a> ,  <a href="http://www.ecai.org/na-missions/index.html">http://www.ecai.org/na-missions/index.html</a></p>
18	How did Latin American countries achieve independence?	<p><b>FOCUS: Case study of a Latin American nation and its road to independence</b></p> <ul style="list-style-type: none"> <li>– dissatisfaction with colonial rule</li> <li>– the road to revolution</li> <li>– key events and people in the struggle for independence</li> <li>– effects/outcome of conflict</li> <li>– successes and challenges of the new government</li> <li>– influences of the American and French Revolutions</li> </ul>	<p><i>Flowchart of Latin American Independence</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Begin a flowchart that will serve as a method of recording notes for the Independence case study.</li> </ul>

19	How did Latin American countries achieve independence?	<p><b>FOCUS: Case study of a Latin American nation and its road to independence</b></p> <ul style="list-style-type: none"> <li>– dissatisfaction with colonial rule</li> <li>– the road to revolution</li> <li>– key events and people in the struggle for independence</li> <li>– effects/outcome of conflict</li> <li>– successes and challenges of the new government</li> <li>– influences of the American and French Revolutions</li> </ul>	<p><i>Independence in Latin America</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Examine historical maps for both common and uncommon denominators</li> <li>• Skim and scan trade books for information relevant to the independence movement in the country you are exploring</li> <li>• Look for commonalities between independence movements</li> </ul> <p>Consult <i>Argentina the People, A to Z Dominican Republic, Argentina, Brazil, Cuba, Mexico, A True Book; Puerto Rico</i></p>
20	How did Latin American countries achieve independence?	<p><b>FOCUS: Case study of a Latin American nation and its road to independence</b></p> <ul style="list-style-type: none"> <li>– dissatisfaction with colonial rule</li> <li>– the road to revolution</li> <li>– key events and people in the struggle for independence</li> <li>– effects/outcome of conflict</li> <li>– successes and challenges of the new government</li> <li>– influences of the American and French Revolutions</li> </ul>	<p><i>Key Figures in Latin America's Independence</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Research a key figure in your country's independence movement</li> <li>• Determine if he/she should go on the wall of shame or the wall of fame.</li> </ul> <p>Consult <i>Argentina the People, A to Z Dominican Republic, Argentina, Brazil, Brazil, The Culture, Cuba, Cuba, The Culture, Dominican Republic, Mexico, The Culture, Mexico, A True Book; Puerto Rico, Puerto Rico, Puerto Rico, The People and Culture, Q&amp;A Cuba</i></p>
21	How did Latin American countries achieve independence?	<p><b>FOCUS: Case study of a Latin American nation and its road to independence</b></p> <ul style="list-style-type: none"> <li>– dissatisfaction with colonial rule</li> <li>– the road to revolution</li> <li>– key events and people in the struggle for independence</li> <li>– effects/outcome of conflict</li> <li>– successes and challenges of the new</li> </ul>	<p><i>The Struggle for Independence</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Identify words associated with the struggle for independence</li> <li>• Create a mural reflecting the commonalities in the road to independence in Latin America</li> </ul> <p>Consult <i>Argentina the People, A to Z Dominican Republic, Argentina, Brazil, Brazil, The Culture, Cuba, Cuba, The Culture,</i></p>

		government – influences of the American and French Revolutions	<i>Dominican Republic, Mexico, The Culture, Mexico, A True Book; Puerto Rico, Puerto Rico, Puerto Rico, The People and Culture, Q&amp;A Cuba</i>
22	How did Latin American countries achieve independence?	<b>FOCUS: Case study of a Latin American nation and its road to independence</b> – dissatisfaction with colonial rule – the road to revolution – key events and people in the struggle for independence – effects/outcome of conflict – successes and challenges of the new government – influences of the American and French Revolutions	<i>Independence Day</i> sample lesson • Research the road to independence of a Latin American nation. Consult <i>Argentina the People, A to Z Dominican Republic, Argentina, Brazil, Brazil, The Culture, Cuba, Cuba, The Culture, Dominican Republic, Mexico, The Culture, Mexico, A True Book; Puerto Rico, Puerto Rico, Puerto Rico, The People and Culture, Q&amp;A Cuba</i>
23	How did Latin American countries achieve independence?	<b>FOCUS: Case study of a Latin American nation and its road to independence</b> – dissatisfaction with colonial rule – the road to revolution – key events and people in the struggle for independence – effects/outcome of conflict – successes and challenges of the new government – influences of the American and French Revolutions	<i>Independence Day</i> continued • Research Independence Day in the nation you are studying
24	How did Latin American countries achieve independence?	<b>FOCUS: Case study of a Latin American nation and its road to independence</b> – dissatisfaction with colonial rule – the road to revolution – key events and people in the struggle for independence	<i>Independence Day</i> continued • Create something in celebration of the nation's Independence Day.

		<ul style="list-style-type: none"> <li>– effects/outcome of conflict</li> <li>– successes and challenges of the new government</li> <li>– influences of the American and French Revolutions</li> </ul>	
25	How did Latin American countries achieve independence?	<p><b>FOCUS: Case study of a Latin American nation and its road to independence</b></p> <ul style="list-style-type: none"> <li>– effects/outcome of conflict</li> <li>– successes and challenges of the new government</li> <li>– influences of the American and French Revolutions</li> </ul>	<p><i>Government in Latin America</i></p> <ul style="list-style-type: none"> <li>• Identify the types of government the country of your case study has had since achieving independence.</li> <li>• Create a graphic organizer to reflect the structures of the government since independence.</li> </ul> <p>Consult <i>Argentina the People, A to Z Dominican Republic, Argentina, Brazil, Brazil, The Culture, Cuba, Cuba, The Culture, Dominican Republic, Mexico, The Culture, Mexico, A True Book; Puerto Rico, Puerto Rico, Puerto Rico, The People and Culture, Q&amp;A Cuba</i></p>
26	How did Latin American countries achieve independence?	<p><b>FOCUS: Case study of a Latin American nation and its road to independence</b></p> <ul style="list-style-type: none"> <li>– effects/outcome of conflict</li> <li>– successes and challenges of the new government</li> <li>– influences of the American and French Revolutions</li> </ul>	<p><i>Looking at the Law</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Analyze laws from various Latin American countries</li> <li>• Compare and contrast two laws from Latin America to a comparable American law.</li> </ul> <p>Consult <i>Argentina the People, A to Z Dominican Republic, Argentina, Brazil, Brazil, The Culture, Cuba, Cuba, The Culture, Dominican Republic, Mexico, The Culture, Mexico, A True Book; Puerto Rico, Puerto Rico, Puerto Rico, The People and Culture, Q&amp;A Cuba</i></p>
27	What factors have impacted the development of Latin America?	<p><b>Growth and Expansion:</b></p> <ul style="list-style-type: none"> <li>• The Spanish-American War</li> </ul>	<p><i>The Spanish-American War</i></p> <ul style="list-style-type: none"> <li>• List the results of the Spanish-American War for some of the participants: Cuba,</li> </ul>

			<p>The United States, Spain, Puerto Rico</p> <ul style="list-style-type: none"> <li>• Categorize results as either positive or negative.</li> <li>• Discuss the following: Who gained the most? Who lost the most?</li> </ul> <p>Consult <i>Power Play: The Spanish-American War</i>, <i>The Spanish-American War</i>, <i>Battles of the Spanish-American War</i></p>
28	What factors have impacted the development of Latin America?	<p><b>Growth and Expansion:</b></p> <ul style="list-style-type: none"> <li>• Role of the Panama Canal</li> </ul>	<p><i>The Panama Canal</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Complete a predict-o-gram</li> <li>• Participate in a read aloud from, <i>The Panama Canal</i></li> </ul> <p>Consult <i>The Panama Canal</i></p>
29	What factors have impacted the development of Latin America?	<p><b>Growth and Expansion:</b></p> <ul style="list-style-type: none"> <li>• Political boundaries in Latin America</li> <li>• Creation of boundaries between Dominican Republic and Haiti</li> <li>• Economic resources</li> </ul>	<p><i>Reading Charts and Graphs</i> sample lesson plan (First lesson leading to unit project)</p> <ul style="list-style-type: none"> <li>• Explore charts and graphs from the trade book text set</li> <li>• Draw conclusions about Latin America today for the class “Parking Lot”</li> <li>• Begin a Guide to Charts and Graphs</li> </ul> <p>Consult <i>The Dominican Republic: A Question and Answer Book</i>, <i>Cuba: A Question and Answer Book</i>, <i>World Regions: South America</i></p>
30	What factors have impacted the development of Latin America?	<p><b>Growth and Expansion:</b></p> <ul style="list-style-type: none"> <li>• Political boundaries in Latin America</li> <li>• Creation of boundaries between Dominican Republic and Haiti</li> <li>• Economic resources</li> </ul>	<p><i>Reading Charts and Graphs</i> sample lesson plan continued</p> <ul style="list-style-type: none"> <li>• Collect data to create a chart or graph about Latin America.</li> <li>• Complete a Guide to Charts and Graphs</li> </ul>
31	What factors have impacted the development of Latin America?	<p><b>Growth and Expansion:</b></p> <ul style="list-style-type: none"> <li>• Political boundaries in Latin America</li> <li>• Creation of boundaries between Dominican Republic and Haiti</li> <li>• Economic resources</li> </ul>	<p><i>Latin America Today</i> sample lesson</p> <ul style="list-style-type: none"> <li>• Take a picture walk of Latin America to help determine a topic for the unit project</li> </ul> <p>Consult <i>South America (World Regions, South America (Atlas of the Seven Continents)</i></p> <p><a href="http://www.brooklynexpedition.org/latin/gate">http://www.brooklynexpedition.org/latin/gate</a></p>

			<a href="#">way2.html</a> <a href="http://www.amnh.org/education/resources/rfl.php?set=b&amp;topic_id=1&amp;intro=true">http://www.amnh.org/education/resources/rfl.php?set=b&amp;topic_id=1&amp;intro=true</a> <a href="http://travel.nationalgeographic.com/places/regions/index.html">http://travel.nationalgeographic.com/places/regions/index.html</a>
32	What factors have impacted the development of Latin America?	<b>Growth and Expansion:</b> <ul style="list-style-type: none"> <li>• Political boundaries in Latin America</li> <li>• Creation of boundaries between Dominican Republic and Haiti</li> <li>• Economic resources</li> </ul>	<i>An Inquiry into Latin America Today</i> sample lesson <ul style="list-style-type: none"> <li>• Create a research plan</li> <li>• Develop research questions</li> <li>• Determine an appropriate note-taking strategy</li> </ul> Consult <i>South America (World Regions, South America (Atlas of the Seven Continents))</i> <a href="http://www.brooklynexpedition.org/latin/gateway2.html">http://www.brooklynexpedition.org/latin/gateway2.html</a> <a href="http://www.amnh.org/education/resources/rfl.php?set=b&amp;topic_id=1&amp;intro=true">http://www.amnh.org/education/resources/rfl.php?set=b&amp;topic_id=1&amp;intro=true</a> <a href="http://travel.nationalgeographic.com/places/regions/index.html">http://travel.nationalgeographic.com/places/regions/index.html</a> <a href="http://www.lonelyplanet.com/south-america?openMap=true">http://www.lonelyplanet.com/south-america?openMap=true</a> <a href="http://portal.unesco.org/geography/en/ev.php-URL_ID=2316&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html">http://portal.unesco.org/geography/en/ev.php-URL_ID=2316&amp;URL_DO=DO_TOPIC&amp;URL_SECTION=201.html</a>
33	What factors have impacted the development of Latin America?	<b>Growth and Expansion:</b> <ul style="list-style-type: none"> <li>• Political boundaries in Latin America</li> <li>• Creation of boundaries between Dominican Republic and Haiti</li> <li>• Economic resources</li> </ul>	<i>An Inquiry into Latin America Today</i> continued <ul style="list-style-type: none"> <li>• Research Latin America today</li> </ul>
34	What factors have impacted the development of Latin America?	<b>Growth and Expansion:</b> <ul style="list-style-type: none"> <li>• Political boundaries in Latin America</li> <li>• Creation of boundaries between Dominican Republic and Haiti</li> <li>• Economic resources</li> </ul>	<i>A RAFT to creating an Informational Brochure</i> sample lesson <ul style="list-style-type: none"> <li>• Use RAFT graphic organizer to prepare a portion of the brochure</li> </ul>

35	What factors have impacted the development of Latin America?	<b>Growth and Expansion:</b> <ul style="list-style-type: none"> <li>• Political boundaries in Latin America</li> <li>• Creation of boundaries between Dominican Republic and Haiti</li> <li>• Economic resources</li> </ul>	<i>A RAFT to creating an Informational Brochure</i> continued <ul style="list-style-type: none"> <li>• Revise and edit brochure</li> <li>• Compile brochure</li> <li>• Share brochure with other groups</li> </ul>
36	How do geography, economics, people, and key events connect to shape a region?	Multiple Content Understandings addressed	<i>Academic Vocabulary</i> <ul style="list-style-type: none"> <li>• Create and Play \$25.000 Pyramid: Latin American Edition</li> </ul>
37	How do geography, economics, people, and key events connect to shape a region?	Multiple Content Understandings addressed	<i>Putting It all Together</i> <ul style="list-style-type: none"> <li>• Compare and contrast aspects of Latin America with the United States</li> <li>• Examine both the independence and interdependence of Latin American nations.</li> <li>• Discuss why we need to “Think Global”</li> </ul>

**LEARNING AND PERFORMANCE STANDARDS CORRELATED  
TO: LATIN AMERICA**

<i>New York State Social Studies Learning Standards and Key Ideas</i>	<i>Representative Social Studies Performance Indicators</i>
<p><b>History of the United States and New York State</b> 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>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</p> <p><b>World History</b> 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</p>	<p>1.1a: Know the roots of American culture, its development from many different traditions, and the ways many people from a variety of groups and backgrounds played a role in creating it.</p> <p>1.2b: Recognize how traditions and practices were passed from one generation to the next.</p> <p>2.1a: Read historical narratives, myths, legends, biographies, and autobiographies to learn how historical figures lived, their motivations, hopes, fears, strengths, and weaknesses.</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</p>

religious developments in world history involves learning about the important roles and contributions of individuals and groups.

Key Idea 2.4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

### **Geography**

Key Idea 3.1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

Key Idea 3.2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

### **Economics**

Key Idea 4.1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

### **Civics, Citizenship and Government**

Key Idea 5.1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.

groups to social, political, economic, cultural, scientific, technological, and religious practices and activities.

2.4a: Consider different interpretations of key events and developments in world history and understand the differences in these accounts

2.4b: Explore the lifestyles, beliefs, traditions, rules and laws, and social/cultural needs and wants of people during different periods in history and in different parts of the world.

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

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

3.2a: Ask geographic questions about where places are located; why they are located where they are; what is important about their locations; and how their locations are related to the location of other people and places.

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

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

***Sample list of strategies that Social Studies and ELA have in common.  
Check all that apply and add new strategies below***

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

**Add your own strategies:**

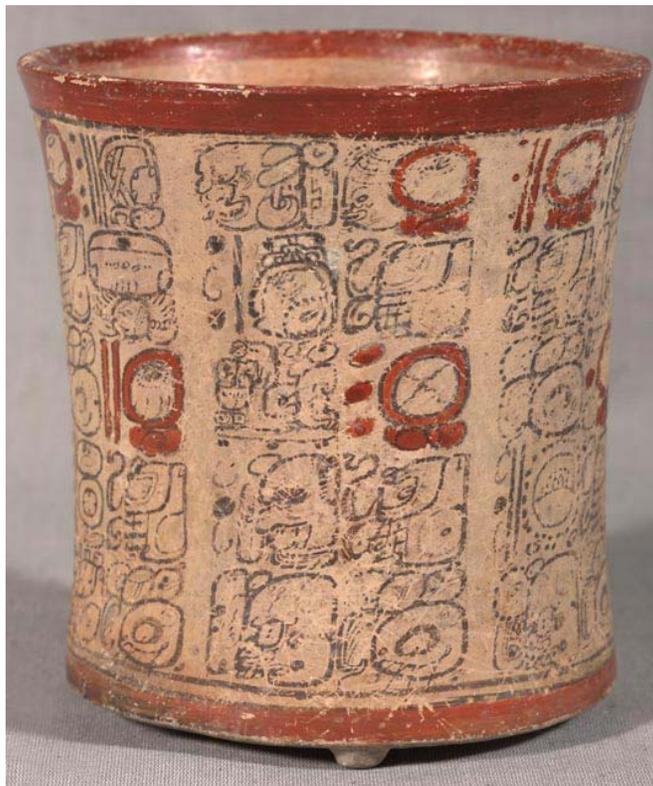
## NYCDOE SOCIAL STUDIES SCOPE AND SEQUENCE

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



## II.

# Principles Guiding the Development of this Unit



Story on a vase: Maya Codex-style vase, A.D. 700-900

<http://www.loc.gov/exhibits/kislak/kislak-exhibit.html>



## PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION

*Quality social studies instruction must:*

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

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

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

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

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

## PREPARING CHILDREN FOR A GLOBAL COMMUNITY

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

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

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

Student must understand that globally aware citizens are able to:

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

*Social Studies and the World, 2005*

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

A global perspective is attentive to the nature of change and interdependence and the connectedness of the human and natural environment.

NCSS has developed some key questions exploring global awareness, related to the ten thematic strands that form the basis of social studies standards.

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

### Resources

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

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

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

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

## INQUIRY IN THE SOCIAL STUDIES CLASSROOM

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

### **Teacher’s Role**

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

### **Scaffold the Learning**

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

### **Students’ Role**

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

### **Assessment**

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

## SOCIAL STUDIES SKILLS

### ***Comprehension Skills***

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

### ***Research and Writing Skills***

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

### ***Interpersonal and Group Relation Skills***

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

### ***Sequencing and Chronology Skills***

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

### ***Map and Globe Skills***

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

### ***Graph and Image***

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

### ***Analysis Skills***

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

## NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

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

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

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

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

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

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

For more information:

Alliance for Excellent Education     *Literacy Instruction in the Content Areas June 2007*

Vacca and Vacca     *Content Area Reading. Literacy and Learning Across the Curriculum*

Robert Marzano  
& Debra Pickering     *Building Academic Vocabulary*

## SOCIAL STUDIES CONTENT AREA READING STRATEGIES

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

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

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

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

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

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

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

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

### **During Reading**

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

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

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

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

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

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

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

### **Post-Reading Review**

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

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

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

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

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

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

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

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

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

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

*Adapted from* Reading Skills in the Social Studies, [www.learningenrichment.org/reading.html](http://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 and 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: <a href="http://home.earthlink.net/~judylightfoot/Wineburg.html">http://home.earthlink.net/~judylightfoot/Wineburg.html</a>. 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 &amp; 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 &amp; 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 &amp; 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



Story on a vase: Maya Codex-style vase, A.D. 700-900

<http://www.loc.gov/exhibits/kislak/kislak-exhibit.html>



## SOCIAL STUDIES CASE STUDY

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

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

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

Case studies are included within the larger units of study. Teachers have flexibility and choice when planning a case study. For example, a focused study of one specific country, such as Cuba, will lead to deeper contextual understanding of how Cuba developed from a colony of the Spanish Empire to an independent communist nation.

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

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

Unit 3 includes two case studies, one focused on a native culture and the second about a Latin American nation’s road to independence. Depending on your instructional goals, the whole class may participate in the same case study, such as closely examining the Aztec civilization or you may wish to divide the class into groups and have various student groups investigate different native cultures or civilizations.

The simultaneous study of several native case studies promotes in-depth student examination and discussion focused on drawing conclusions about the uniqueness and commonalities of the ancient civilizations of this region. The sample lessons provided

examine an aspect of a particular civilization but may be adapted for use when studying other civilizations. For example, the sample lesson on Aztec religions can be easily adapted and used to analyze the religion and beliefs of the Inca.

## 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:

<b>Type of Organizational Pattern</b>	<b>Signal Words</b>	<b>Questions Suggested by the Pattern</b>
<p><b>Chronological Sequence:</b> 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"> <li>- What sequence of events is being described?</li> <li>- What are the major incidents that occur?</li> <li>- How is this text pattern revealed in the text?</li> </ul>
<p><b>Comparison and Contrast:</b> 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"> <li>- What items are being compared?</li> <li>- What is it about the item that is being compared? What characteristics of the items form the basis of comparison?</li> <li>- What characteristics do they have in common; how are these items alike?</li> <li>- In what ways are these items different?</li> <li>- What conclusion does the author reach about the degree of similarity or difference between the items?</li> <li>- How did the author reveal this pattern?</li> </ul>

<p><b>Concept/ Definition:</b> 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"> <li>- What concept is being defined?</li> <li>- What are its attributes or characteristics?</li> <li>- How does it work, or what does it do?</li> <li>- What examples are given for each of the attributes or characteristics?</li> <li>- How is this pattern revealed in the text?</li> </ul>
<p><b>Description:</b> 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"> <li>- What specific person, place, thing, or event is being described?</li> <li>- What are its most important attributes or characteristics?</li> <li>- Would the description change if the order of the attributes were changed?</li> <li>- Why is this description important?</li> </ul>
<p><b>Episode:</b> 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"> <li>- What event is being described or explained?</li> <li>- What is the setting where the event occurs?</li> <li>- Who are the major figures or characters that play a part in this event?</li> <li>- What are the specific incidents or events that occur? In what order do they happen?</li> <li>- What caused this event?</li> <li>- What effects has this event had on the people involved?</li> <li>- What effects has this event had on society in general?</li> </ul>

<p><b>Generalization/ Principle:</b> 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"> <li>- What generalizations is the author making or what principle is being explained?</li> <li>- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?</li> <li>- Do these details appear in a logical order?</li> <li>- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/ principle?</li> </ul>
<p><b>Process/ Cause and Effect:</b> 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"> <li>- What process or subject is being explained?</li> <li>- What are the specific steps in the process, or what specific causal events occur?</li> <li>- What is the product or end result of the process; or what is outcome of the causal events?</li> </ul>

## 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 5<sup>th</sup> Grade and June of the 8<sup>th</sup> 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"> <li>• exit projects</li> <li>• student-made maps and models</li> <li>• student-made artifacts</li> <li>• mock debates</li> <li>• class museums and exhibitions</li> <li>• student peer evaluation</li> <li>• student-made books</li> <li>• I-movies; photo-essays</li> <li>• graphic timelines</li> <li>• creating songs and plays</li> <li>• writing historical fiction and/or diary entries</li> <li>• creating maps and dioramas</li> <li>• student-created walking tours</li> <li>• tables, charts and/or diagrams that represent data</li> <li>• student-made PowerPoints, webquests</li> <li>• monologues</li> </ul>	<ul style="list-style-type: none"> <li>• higher level analytical thinking activities</li> <li>• portfolios of student work</li> <li>• student criteria setting and self-evaluation</li> <li>• teacher observations</li> <li>• checklists and rubrics</li> <li>• conferences with individuals or groups</li> <li>• group discussions</li> <li>• anecdotal records</li> <li>• teacher-made tests</li> <li>• student presentations</li> <li>• role play and simulations</li> <li>• completed “trip sheets”</li> <li>• reflective journal entries</li> <li>• student writing (narrative procedures, etc.)</li> <li>• video and/or audio tapes of student work</li> <li>• student work</li> </ul>

## 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.

<b>Intelligence</b>	<b>Learning preferences</b>
<b>Verbal-Linguistic</b> “word smart”	Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading, listening.
<b>Logical- Mathematical</b> “number-smart”	Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.
<b>Body-Kinesthetic</b> “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.
<b>Visual-Spatial</b> “picture-smart”	Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.
<b>Naturalistic</b> “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.
<b>Musical-Rhythmic</b> “music-smart”	Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms, instruments and musical expression.
<b>Interpersonal</b> “people-smart”	Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.
<b>Intrapersonal</b> “self-smart”	Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.

*Adapted from Dr. Howard Gardner’s Theory of Multiple Intelligences*

## BLOOM'S TAXONOMY

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

THE KNOWLEDGE DIMENSION	THE COGNITIVE PROCESS DIMENSION					
	1. REMEMBER	2. UNDERSTAND	3. APPLY	4. ANALYZE	5. EVALUATE	6. CREATE
A. Factual Knowledge B. Conceptual Knowledge C. Procedural Knowledge D. Metacognitive Knowledge	Retrieve relevant knowledge from long-term memory <ul style="list-style-type: none"> <li>Recognize (identify)</li> <li>Recall (retrieve)</li> </ul>	Construct meaning from instructional messages, including oral, written, and graphic information <ul style="list-style-type: none"> <li>Interpret (clarify, paraphrase, represent, translate)</li> <li>Exemplify (illustrate, give examples)</li> <li>Classify (categorize, subsume)</li> <li>Summarize (abstract, generalize)</li> <li>Infer (conclude, extrapolate, interpolate, predict)</li> <li>Compare (contrast, map, match)</li> <li>Explain (construct models)</li> </ul>	Carry out or use a procedure in a given situation <ul style="list-style-type: none"> <li>Execute (carry out)</li> <li>Implement (use)</li> </ul>	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"> <li>Differentiate (discriminate, distinguish, focus, select)</li> <li>Organize (find coherence, integrate, outline, parse, structure)</li> <li>Attribute (deconstruct)</li> </ul>	Make judgments based on criteria and standards <ul style="list-style-type: none"> <li>Check (coordinate, detect, monitor, test)</li> <li>Critique (judge)</li> </ul>	Put elements together to form a coherent or functional whole; reorganize elements into a new pattern or structure <ul style="list-style-type: none"> <li>Generate (hypothesize)</li> <li>Plan (design)</li> <li>Produce (construct)</li> </ul>

## 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



Story on a vase: Maya Codex-style vase, A.D. 700-900

<http://www.loc.gov/exhibits/kislak/kislak-exhibit.html>



## TRADE BOOK TEXT SETS

### What are they?

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

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

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

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

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

### Introducing Text Sets to Students

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

**Scavenger Hunt:** Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they

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

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

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

### **Text Sets as the Core of Mini-lessons**

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

### **Formative Assessment**

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

### **Dynamic Collections**

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

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

## Getting Ready for the NYS Social Studies Exam

Throughout the sample lessons there are activities that support the development of important content and skills identified as necessary for success on the 5<sup>th</sup> and 8<sup>th</sup> 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>

## ENGAGING THE STUDENT/ LAUNCHING THE UNIT LATIN AMERICA

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 “Latin America” unit is to have students write an ABC poem about Latin America. This activity stimulates prior knowledge and supports creativity. With this style of poetry, the student uses the alphabet, A-Z, to create a line poem for a subject. For example, A-Argentina, B-Brazil, C-Chile, D-Dominican Republic, E-Ecuador, etc. Encourage students to use atlases, trade books, a dictionary, or a thesaurus for ideas.

Another way to launch this unit is with an anticipation guide. *Note: An anticipation guide is a pre-reading activity that activates background knowledge while setting a purpose for further reading. (Tools for Teaching Content Literacy, Janet Allen, 2004.)* Create 10 statements relating to Latin America for students to agree or disagree with. Students can revisit the guide upon the completion of the unit to see if their perceptions changed or remained the same.

Possible statements include:

The Spanish brought new and interesting ideas to Latin America, improving life for the indigenous people	Agree	Disagree
Latin American countries have more similarities than differences.	Agree	Disagree
Built 8,000 feet above ground in 1450 A.D Machu Picchu is an example of the innovation of ancient societies.	Agree	Disagree
The destruction of the Amazon Rain Forest has no impact on us.	Agree	Disagree
Latin American countries and the United States have little to do with each other, and have a basically insignificant relationship.	Agree	Disagree

“Name that Country”, is another fun activity you can use to launch the unit. Display a map of Latin America in front of the class. Read statements about different countries in Latin America and ask students to identify the country that the statement relates to. To make it interesting, try to use statements that are not limited to one country and have the students note how one statement can be true for multiple places.

For example:

- Spanish is spoken there.
- Soccer is a popular sport.
- Ruins from the Inca Empire can be found in the country. (p. 7 *Argentina the People*)
- It is in the southern portion of South America.
- It is famous for the dance called the tango.

The Answer is Argentina.

Finally, students can study the symbols in the flags of different Latin American nations to interpret and develop ideas about the country and its history. Allow each student group to explore a different Latin American nation’s flag and think about what the flag might represent and what can be understood about a country from interpreting the symbols on a flag. Students can check their initial ideas as they progress through the unit.

## LESSON PLANS

## GEOGRAPHY: AN INVESTIGATION INTO THEMATIC MAPS

**Unit of Study/Theme:** Latin America

**Focus Question:** What impact has geography had on the development of Latin America?

**The Teaching Point:**

- Students will understand how to read thematic maps.
- Students will use maps and text to develop a deeper understanding of the physical regions of Latin America.

**Why/ Purpose/ Connection:** This lesson reinforces many skills for map reading and interpretation. Students build on prior understanding of maps and geography to add to their understanding of Latin America.

**Materials/ Resources/ Readings:**

- Titles from the trade book sets:
  - *South America (The Atlas of the Seven Continents)*
  - *South America (World Regions)*
- Websites
  - <http://maps.howstuffworks.com/maps-of-caribbean.htm>
  - <http://www.worldatlas.com/webimage/countrys/camerica.htm>
- Overhead transparency of the map located on page 13 of *The Atlas of the Seven Continents, South America*.

**Model/ Demonstration:**

- Motivation: The teacher displays the map on page 13 from *The Atlas of the Seven Continents, South America* with the title covered and asks student pairs to try to list ten facts about South America based on the map.
- Teacher asks student pairs to use their list of facts to try to determine the main purpose or theme of the map, and then to create a title for the map.
- Teacher uncovers the title of the map “South America: Countries and Capital Cities” and asks students to compare the actual map title with their title.
- Teacher explains that there are many different types of maps called thematic maps and each one focuses on a theme or purpose. (*Note: Teacher may need to review map keys, legends, and symbols.*)
- Teacher asks students to identify the theme of “South America: Countries and Capital Cities.” Teacher points out that the title usually helps.
- Teacher explains that students will be looking at a region called Latin America. Teacher explains that students already know that South America is a continent. Teacher challenges the students to determine what characteristics unify the larger area known as Latin America while they are completing their map activity.

Gr. 5 SS  
Exam Alert

Provides  
practice  
with  
interpreting  
maps.

- Teacher creates a T-chart titled Latin American Map Exploration. One column is labeled Facts and the other, How I Discovered It.
- Teacher models filling in using an example (below).

Latin American Map Exploration	
Facts	How I discovered It
Bogota is the capital of Columbia	I used the map key

### Guided Practice

- Teacher asks students to select two of their facts to add to their t-chart.
- Teacher allows a few students to share their responses and charts them on the class t-chart.

### Independent Exploration:

- Teacher creates groups, assigning each group one of the following maps:
  - *South America (The Atlas of the Seven Continents)* (x3) pp. 9, 11, 15
  - *South America (World Regions)* (x6) pp. 50-51, 52-53, 60-61
- Each group should also view the following maps to gain a more complete understanding of Latin America.
  - *Spotlight on Mexico* (x2) p. 8
  - Central America: <http://www.worldatlas.com/webimage/countrys/camerica.htm>
  - Caribbean: <http://maps.howstuffworks.com/maps-of-caribbean.htm>
- Student groups use their assigned maps to draw five conclusions about Latin America. Each group should choose their most interesting fact to add to the class t-chart.
- Student groups create a short statement, symbol, or image that they feel reflects their new knowledge of Latin America.

### Differentiation:

- Extra Support: Students will use sentence prompts to support communication of their thinking such as, “I see..., This makes me think..., Because....” This can be crafted into a three-column graphic organizer to record thinking.
- Challenge: Students can create a new map key with symbols that they create to communicate their learning.
- Students needing a challenge should be assigned to groups analyzing maps contained in *World Regions: South America*.

### Share/ Closure

- Students participate in a “whip” discussion of Latin America sharing an observation from their map or a general conclusion they have drawn about Latin America. *Note: In a whip discussion students “whip” around the room with each student sharing an observation or thought.*
- Teacher asks students to share their thoughts on the characteristics that unify Latin America. (Teacher may refer a student to p. 32 in *Luis Munoz Marin: Father of Modern Puerto Rico* for an explanation of Latin America.)

**Assessment**

- Teacher evaluates t-charts.

**Next Steps**

- Students complete an outline map of Latin America. Students then create a thematic map on languages of Latin America.  
<http://www.worldatlas.com/webimage/countrys/namerica/latinout.htm>
- Students will use their understanding of geography to investigate specific geographic regions of Latin America.

### Central America



<http://www.worldatlas.com/webimage/countrys/camerica.htm>

## The Wonder of it All: Exploring the Geography of Latin America

**Unit of Study/Theme:** Latin America

**Focus Question:** What impact has geography had on the development of Latin America?

**The Teaching Point:**

- Students will investigate the geographic features of a specific region in Latin America to identify the advantages and disadvantages associated with different geographic regions.

**Why/ Purpose/ Connection:** Students will develop an understanding of the regions of Latin America and how these regions affected the development of civilization. They will use their skills to infer how these regions offered benefits and difficulties to those who traveled there as well as for those who were indigenous to the region. Students will build background knowledge.

**Materials/ Resources/ Readings:**

- Titles from the trade book text set:
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Q & A The Dominican Republic, a question and answer book.*
  - *Argentina*
  - *Brazil*
  - *Brazil, The Culture*
  - *Cuba*
  - *Cuba, The Culture*
  - *Dominican Republic*
  - *Mexico, The Culture*
  - *Mexico*
  - *A True Book: Puerto Rico*
  - *Puerto Rico*
  - *Puerto Rico, the People and Culture*
  - *Q&A Cuba*
  - *South America (World Regions)*
  - *South America (The Atlas of the Seven Continents)*
- Chart paper

**Model/ Demonstration:**

- Motivation: Teacher assigns students to groups and provides each group with an index card containing a picture of a region and its name. Groups must review the cards and write three reasons they think their assigned region fits its “name.” Students should also note how their image reflects an aspect of the study of geography.

- Teacher explains that student groups are going to explore their region with the purpose of determining what it is like as well as the advantages and disadvantages of the location.
- Teacher displays a sample of an FQR think sheet (Facts/Questions/Responses). *Note: The FQR chart helps students determine important facts, develop questions while reading, and have authentic responses to the text. (Strategies That Work, Stephanie Harvey and Anne Goudvis, 2007.)* Teacher instructs students to create the template in their notebooks.
- Teacher explains that students should keep the chart in mind while listening to a read aloud from *South America (The Atlas of the Seven Continents)* p. 10.
- Teacher models a possible response.

Fact	Question	Response
The Amazon Rain Forest, located in South America, is the largest tropical rain forest.	What environmental concerns are facing the Amazon today?	South America has a very diverse geography.

### Guided Practice

- The teacher says, “Now, I want you to try to fill something into your chart based on the read aloud.”
- Teacher asks students to share with their group and then allows each group to share one response.
- Teacher provides each group with a selection of books about their region.
- Teacher instructs students to choose one or two books to complete their chart. Students groups should use as many texts as possible in order to cover the largest amount of information. Students should also read with the purpose of answering the overarching question:
  - What are the advantages and disadvantages of the region?

### Gr. 5 ELA Exam Alert

Provides practice with listening to a passage with the purpose of recording notes.

### Independent Exploration

- Students conduct research on their region using the FQR think sheet.
- Student groups compose a t-chart on chart paper of the advantages and disadvantages of their region.

### Share/ Closure

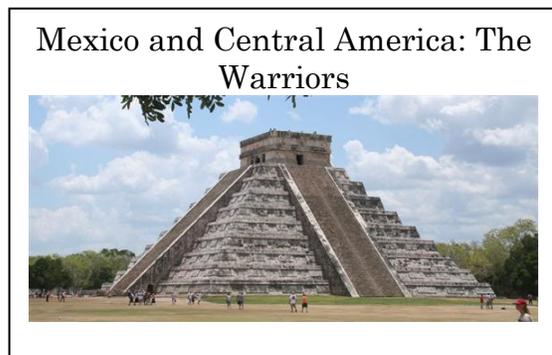
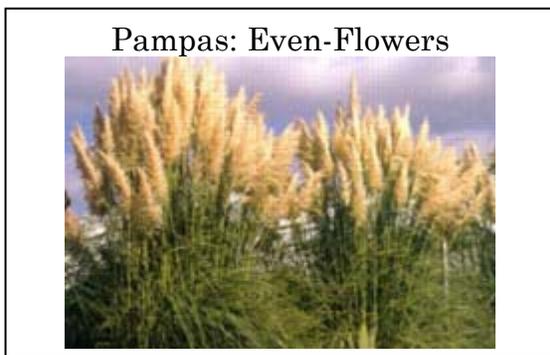
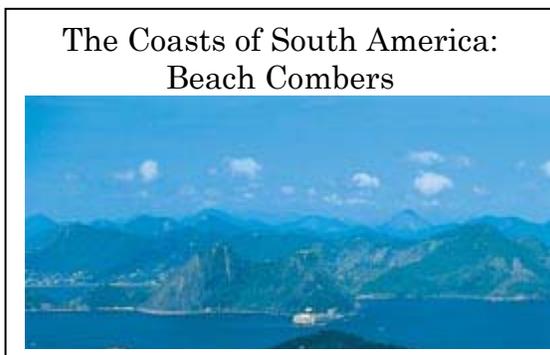
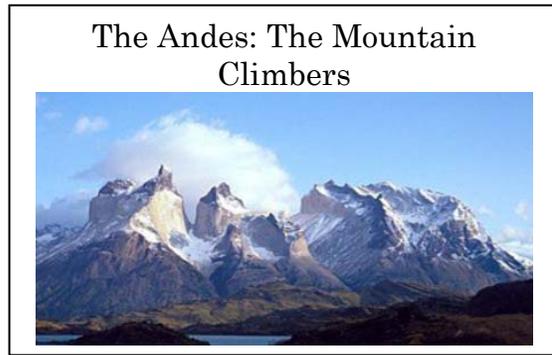
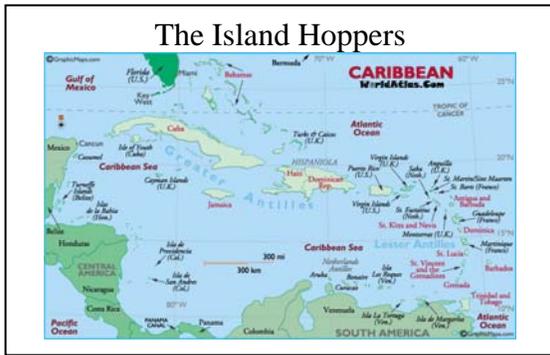
- Teacher posts t-charts around the room for students to view.
- Students choose the place they would most want to visit and tag the t-chart with a post-it note explaining why.

### Assessment:

- Teacher evaluates FQR think sheets.
- Teacher evaluates group t-charts.

**Next Step:** Students explore a particular aspect of their region.

Group Assignment Cards



**GEOGRAPHY: AN INQUIRY**

(This lesson requires 2 days)

**Unit of Study/Theme:** Latin America

**Focus Question:** What impact has geography had on the development of Latin America?

**The Teaching Point:**

- Students will further explore a region by narrowing their topic into a subtopic to research.
- Students will use maps and text to develop a deeper understanding of the physical regions of Latin America.

**Why/ Purpose/ Connection:** This lesson provides students with an opportunity to become an expert on a particular aspect of geography in Latin America.

**Materials/ Resources/ Readings:**

- Titles from the Trade book text set:
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Q & A The Dominican Republic, a question and answer book.*
  - *Argentina*
  - *Brazil*
  - *Brazil, The Culture*
  - *Cuba*
  - *Cuba, The Culture*
  - *Dominican Republic*
  - *Mexico, The Culture*
  - *Mexico*
  - *A True Book; Puerto Rico*
  - *Puerto Rico*
  - *Puerto Rico, The People and Culture*
  - *Q&A Cuba*
  - *South America (World Regions)*
  - *South America (The Atlas of the Seven Continents)*
- Websites:
  - <https://www.cia.gov/library/publications/the-world-factbook/index.html>
  - <http://leweb2.loc.gov/frd/cs/cshome.html>
  - <http://travel.nationalgeographic.com/places/regions/index.html>
  - <http://nces.ed.gov/nceskids/createAgraph/default.aspx>
  - [www.lonelyplanet.com](http://www.lonelyplanet.com)

**Model/ Demonstration:**

Day 1

- Motivation: Teacher conducts a “whip” discussion with students sharing one of their questions from the previous day’s FQR think sheets.

- Teacher explains that students have created many areas of interest through their initial research and that they will be given an opportunity to further explore their questions.
- Teacher explains that groups are going to look at their FQR and their advantages/disadvantages t-chart to choose an area to explore more deeply.
- Teacher chooses a group to model how to narrow a topic using a “fish bowl.”  
*Note: A fish bowl allows students to model an activity. The group should be pre-selected and have had an opportunity to review the procedure. Teacher notes the strategies the group uses to narrow their topic into something that can be researched.*
  - Possible strategies to narrow a topic.
    - Decide as a group on whether to focus on an advantage or a disadvantage. (and past or present)
    - Decide if any of the facts in a column can be turned into a question. If so jot it down.
    - Look at Q column of FQR. Categorize questions as either advantage or disadvantage. Have each group member share a possible question.
    - Review response column to identify any areas of particular interest.
    - Ask for any other ideas.
    - Allow each member to explain why they are interested in a particular topic.
    - If no decision can be reached, vote.

### Guided Practice

- Teacher directs students to use strategies modeled by the ‘fish bowl’ group.
- Teacher circulates helping groups decide on their narrower topic.
- Teacher directs students to create a brainstorm web of their narrower topic that includes any prior knowledge and information from the previous day’s research.
- Teacher helps students gather resources.
- Teacher explains that students will conduct more research in order to complete an activity.
- Students should record their notes in bullet form in their notebooks.

### Independent Exploration:

#### Day 2

- Student groups complete their research.
- Student groups determine how they would like to present their research.  
Some ideas include:
  - Create a poster: “Travelers Beware” or a Travel Advertisement
  - Environmental Impact Statement: Explanation of environmental status and necessary precautions for preservation.
  - First-person account in the voice of an indigenous person
  - Cookbook using locally grown food

**Share/ Closure**

- Students participate in a gallery walk of the various projects.

**Assessment**

- Teacher evaluates projects.

## AZTEC RELIGION

(Note: This lesson can be adapted for explorations of Incan or Mayan religion.)

**Unit of Study/Theme:** Latin America

**Focus Question:** What were the characteristics of the native cultures of Latin America?

**The Teaching Point:**

- Students will be able to make inferences about how religion influenced daily life in the Aztec culture.

**Why/Purpose/Connection:** This lesson provides students with the opportunity to explore the values of the Aztec community.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *The Great Aztecs*
  - *The Aztecs*
  - *The Aztecs: History Opens Windows*
  - *The Aztec: A True Book*
  - *The History and Activities of the Aztecs*
- Learning Through Inquiry Template
- Multi-colored post-it notes

**Model/Demonstration:**

- Visual Motivation: Teacher displays image from p. 32 in *The Great Aztecs*. Teacher asks students to brainstorm questions that they have about the actions they observe in the illustration. Teacher will chart student responses on chart paper.
- Teacher presents three facts to the class that describe the picture. Students turn to a partner to discuss which two facts they believe are actually true.
  - Each year, about 10,000 to 15,000 people were sacrificed to the gods.
  - 80,000 people were sacrificed during a four-day festival of the gods.
  - The Aztecs had a difficult time deciding whom to sacrifice.
- Teacher identifies one true fact at a time to increase student engagement.
- Teacher distributes the Learning through Inquiry template to the students. *Note: Learning through Inquiry is said to increase intellectual strength, intrinsic motivation, learning from discovery, and improve memory. (More Tools for Teaching Content Literacy, Janet Allen, 2008.)* Teacher discusses with the class why it's important to read a variety of sources, as well as to ask questions while reading. The Learning through Inquiry strategy allows students to gather facts and form questions to build a knowledge base about this topic.

**Gr. 5 SS  
Exam Alert**

Provides practice with drawing conclusions from images.

- The teacher reads aloud the text on p.32 of *The Great Aztecs*. Teacher models thinking by identifying an interesting and important fact while reading the text (see facts on Learning through Inquiry Chart)
- Teacher continues the think aloud process by providing a thought/question about the fact. (see model on Learning through Inquiry Chart)

**Guided Practice:**

- Teacher instructs students to turn to a partner to identify an additional important fact from the read aloud and what it makes them wonder.

**Independent Exploration:**

- Student pairs read selections from two books about the Aztecs to find information about religion. They record each source used for their inquiry onto their template. Students then record new facts learned in the next column. In the last column they record any questions or thoughts.
- Student pairs then discuss their thoughts and wonderings with their partner and record those in the final row.
- In order to get ready for the share activity, partners will use a 3-2-1 strategy. First they will discuss three of the most interesting facts, then two of the most important facts, and one question they still have about the Aztec religion. Each partnership will use three different color post-it notes to complete the strategy.
  - On the first post-it note, students will write the three most interesting facts that they learned about the Aztec religion.
  - On a different color post-it note, students will write the two most important facts that they learned about the Aztec religion.
  - On another color post-it note, students will write one question they still have about the Aztec religion.

**Gr. 5 ELA  
Exam Alert**

Provides practice with gathering facts from non-fiction text.

**Differentiation:**

- Extra support: Students can be assigned particular sections of the text to read. See Suggested Text table.
- Challenge: Partners can be encouraged to review their questions to decide which questions will become a possible research question during this study. Part of the reflection can include how they plan to further develop this question and locate the information to answer their question.

**Share/Closure:**

- Teacher displays a chart called Aztec Inquiry. Partners place their facts in a designated area for student viewing. Partners then place their question post-it note in one of three columns, For Discussion, For Further Research, or For Clarification.
- Teacher responds to partners who need clarification via written response on the post-it note, or with a conference.
- Teacher chooses one or two post-it notes in the For Discussion column to facilitate a discussion.
- Teacher leaves For Further Research displayed for students to explore during independent reading, homework, or later in the unit.

**Assessment:**

- Teacher circulates and monitors accountable talk.
- Teacher evaluates the Learning Through Inquiry chart.

**Next Steps:**

- Students research questions from the For Further Research column.

Suggested Text			
Title	Author	# of copies	Pages
<i>The Aztec Civilization</i>	Shirley Jordan	1	13-16
<i>Aztec Empire, The, Time Travel Guides</i>	Jane Bingham	1	22-23
<i>The Aztec News</i>	Philip Steele	2	18-19
<i>The Aztec</i>	Andrew Santella	4	21-28
<i>The Aztecs</i>	Rosemary Rees	6	18-19
<i>The Aztecs</i>	Jane Shuter	4	10-13
<i>Aztecs, The: Ancient Civilizations</i>	Anita Ganeri	4	15-16
<i>The Great Aztecs</i>	L. L. Owens	2	31-39
<i>The History and Activities of the Aztecs</i>	Lisa Klobuchar	1	8-9
<i>How to Be an Aztec Warrior</i>	Fiona MacDonald	1	20-21
<i>How Would You Survive as an Aztec?</i>	David Salariya	2	36-37
<i>Montezuma</i>	Struan Reid	1	18-19

**Learning through Inquiry**  
**How Religion Shaped the Aztec Community**

**Directions:** Explore two sources in order to complete the chart.

<b>Origin of Information</b>	<b>What Are the Facts?</b>	<b>This Makes Me Wonder/Think About...</b>
<b><i>The Great Aztecs,</i></b> <b>by L.L. Owens</b>	<p>Aztecs believed that all people would suffer unless a few of them were sacrificed.</p> <p>Some people volunteered to be sacrificed.</p> <p>The Aztecs also believed that the sun god needed blood every day so they killed people each day.</p>	<p>Why did the Aztecs believe that people needed to be sacrificed?</p> <p>I wonder why people would actually volunteer themselves to be sacrificed.</p>
<p><b>After examining multiple sources, I now think....</b></p>		

## A Day in the Life of a Mayan

(Note: This lesson can be adapted for explorations of Aztec or Incan life.)

(Suggested time: 4 days)

**Unit of Study/Theme:** Latin America

**Focus Question:** What were the characteristics of the native cultures of Latin America?

**The Teaching Point:**

- Using an inquiry process, students will learn how the various roles in Mayan society impacted daily life.

**Why/Purpose/Connection:** This lesson explores jobs and social classes in ancient civilizations.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Understanding People in the Past: The Maya*
  - *The Maya*
  - *The Maya*
  - *The Mayan Civilization*
  - *Meet the Maya*
  - *The Mysterious Ancient Maya*
  - *Kids During the Time of the Maya*
  - *Ancient Maya, Ancient Civilizations*
  - *People of the Ancient World: The Ancient Maya*
- Websites:
  - <http://www.mayankids.com/>
  - <http://www.pbs.org/wgbh/nova/maya/world.html>
  - <http://www.timewarptrio.com/adventures/maya/>
  - <http://videos.howstuffworks.com/search.php?terms=maya&media=video>
  - <http://www.nga.gov/kids/mayakids.pdf>
- Content Pass Template
- Exit Slip

Day 1: Content Pass

**Model/Demonstration:**

- Motivation: Teacher presents the focus of the lesson, which is to learn about the different roles of Mayan society. Teacher asks about the different roles people have today: e.g. Student, teacher, police officer, architects, etc.
- Teacher explains that students will use a content pass to discover possible roles in Mayan civilization which may or may not be the same as roles people have today. Each table will use multiple texts to get to know the different roles in the Mayan Society.
  - Sort books into 6 bins containing approximately 5 books in each bin
    - *Ancient Maya, Ancient Civilizations, The Maya* (Takacs), *Ancient Maya, Ancient Civilizations*

- *The Mayan Civilization* or *Meet the Maya*
- *Understanding People in the Past: The Maya, The Maya* (Press), *Kids During the Time of the Maya*, or *People of the Ancient World: The Ancient Maya*
- Teacher models previewing a book. Teacher looks at title, table of contents, and index. Teacher then turns through pages looking at titles and subtitles, pictures and captions. A think aloud might sound like, “*The Mysterious Ancient Maya*, this sounds like it should have something about what different Mayans did. Looking at the table of contents it seems they had cities so they must have had different specialized jobs since people living in the city usually have a trade.” Teacher continues to page through the book until p. 18. “Here’s a section called ‘The People.’ There are many different roles in Mayan society. I am going to try to find more information on one of them, Merchants. Since it is bold it may be in the glossary.” Keep turning until p. 24. “Here are some of the things merchants traded.” Teacher then models by completing a sample in the content pass chart.

**Guided Practice:**

- Teacher asks each student to choose one book from the bin. Teacher asks each student to fill-in the title and author of the book they selected. Teacher instructs class to begin scanning the book and to stop after they locate one fact about a possible role. Teacher then asks a few students to share what they found and why they think it may be a significant role.

**Independent practice:**

- Students complete the content pass.
- Students collaborate with their table to come up with a list of possible roles with one fact and one question regarding each role. Students complete this on chart paper and post.

**Share:**

- Students complete an exit slip with 3 possible roles they would like to investigate further and their reasons.

**Assessment:**

- Teacher evaluates exit slips for understanding of roles.

**Next Steps:** Students conduct an inquiry into a Mayan role.

**Content Pass**

	<b>Source 1</b>	<b>Source 2</b>	<b>Source 3</b>	<b>Source 4</b>
<b>Title</b>	<i>The Mysterious Ancient Maya</i>			
<b>Author</b>	L.L. Owens			
<b>Possible Role</b>	Rulers, nobility, priests, warriors, scribes, artists, merchants			
<b>Facts/Information</b>	Merchants sold goods like chili peppers, quartz, and amber			
<b>Questions</b>	What did they use for money?			

**EXIT SLIP**  
**My Top Three Inquiry Choices**

**Directions:** List the top three Mayan Roles that you would like to study for the next few days. Be sure to list the reasons why you would like to research each choice.

<b>Mayan Role I Would Like to Study</b>	<b>Reasons Why I Would Like to Study this Role</b>
<b>1)</b>	
<b>2)</b>	
<b>3)</b>	

## Day 2: Inquiry

**Model/Demonstration:**

*Prior to the lesson, the teacher should place the students in their Inquiry Groups based on one of their top three choices. Be sure that there are at least two students in each group.*

- Teacher creates a three column chart on the chart paper. Teacher explains that students will be conducting an inquiry into their assigned role. Teacher models using the role of architect. Teacher models looking back at a group chart and lists one of the questions for an architect in the first column.
- Teacher then reads aloud p. 6 of *Meet the Maya* and models filling in the chart. Teacher explains that students will start with a list of questions in the first column that they will try to answer in the second column. Students will record any additional questions that arise during their research in the third column. Students will try to answer these questions with a call out.

Questions	Facts	Questions
Why did the Mayans build pyramids?	- Pyramids were actually temples, and the center for Mayan religion	-Were the Mayans aware of the methods the Egyptians used to build their pyramids?

Probably not, because they were built in a different way. Mayan temples were terraced and had stairs.

**Guided Practice:**

- Teacher instructs student groups to fill in 5 questions in their first column. Students may refer to group charts from previous day as well as their content pass chart.
- Teacher circulates checking questions.

**Independent Exploration:**

- Students conduct their research. *Note: Students can also be provided with an opportunity to explore websites relating to the Mayans. Student can be given one class period to conduct research or as many as three.*
- Student groups choose two facts and create one lie to share with the class.

**Share/Closure:**

- Each group shares their two truths and a lie. Student groups guess which is the lie.

**Assessment:**

- Teacher evaluates students' notes.

**Next Step:** Students create a living statue of their role.

## Day 3: Living Statues and monologues

**Model/Demonstration:**

- Teacher begins the lesson by reading his/her own Living Statue monologue to the students. Teacher reminds the students that they will become a living statue so it's important to observe the language and content used in the teacher's demonstration (see sample below).
- The teacher may want to bring in simple props such as a chisel to act out the presentation. Remember to act as still as a statue until you begin your presentation. The statue will come to life once a student taps your hand and ignites the "talk button." They will follow this same procedure when they become a living statue.

*A Day in the Life of a Mayan Architect*

*(Wiping sweat from his brow) I don't have much time to talk since I am in the middle of supervising the construction of a temple. I am really nervous because I hope that the priest is impressed with my design since he will be living in it. Boy, am I exhausted after the tedious planning of this temple! I had to carefully design the temple and now I still have to supervise my workers to make sure they are doing everything correctly. Can you believe it takes about 1,000 men to carry huge rocks to build this temple? I prefer using limestone since it's one of the easiest materials to work with. I instruct my men to carry huge limestone, with their bare hands. Then they use stone chisels to decorate them with sculptured art. So far the temple design is remarkable. The outside walls of the temple are decorated with a polished or painted stone. I must get back to work, someone has to carve the hieroglyphics!*

**Gr. 5 ELA  
Exam Alert**

Provides practice with organizing details into a short written response.

**Guided Practice:**

- Teacher continues the lesson by asking the students what they observed during the monologue. Some important concepts to point out are the point of view, language used, specific details, and feelings.
- Teacher instructs student groups to review their notes and to highlight the facts they would like to incorporate into their monologue. Teacher circulates as students review their research.
- Teacher instructs each group member to come up with an opening sentence. Groups share their opening sentence and determine which one has the 'voice' they are aiming for. Teacher reviews each group's opener.

**Independent Exploration:**

- Student groups create their statue. The statue could contain multiple members of the group.
- Student groups write a monologue for the statue.
  - Groups should revise and edit the monologue.
  - Groups should practice their monologues and as statues.

**Differentiation:**

- Extra support: Provide students needing extra support a template for their writing.

<p>Support for Writers</p> <p>Opening Statement: Explain one interesting thing you do.</p>  <p>Body: Write 3 factual statements regarding your daily life.</p> <p>1.</p> <p>2.</p> <p>3.</p> <p>Closing: Explain why you must get back to work</p>
--

**Share/Closure:**

- Students write a short journal entry on whether or not they would like to have been their assigned role in the time of the Mayans.

**Assessment:**

- Teacher monitors student writing and rehearsal offering suggestions.

**Next Step:** Students present living statues and monologues.

Day 4

**Presentation Options:**

- Students groups each take a turn presenting their monologue to the class.
- Student groups stand in various places around the room while another class has the opportunity to take a gallery walk viewing 'statues' and listening to group monologues.

**ARCHAEOLOGY: AN EXPLORATION OF THE INCA EMPIRE**

(Note: This lesson can be adapted for explorations of Aztec or Mayan life.)

(Suggested time: 2 days)

**Unit of Study/Theme:** Latin America

**Focus Question:** What were the achievements of the native cultures of Latin America?

**The Teaching Point:**

- Students will identify and apply techniques used in archaeology to study the Incan Empire.
- Students will distinguish between primary and secondary sources.

**Why/Purpose/Connection:** This lesson explores how we know what we know about ancient cultures by focusing on archaeological explorations of the Incas.

**Materials/Resources/Readings:**

- Titles from the trade book text set
  - *Inca Civilization*
  - *The Inca Empire* (Bingham)
  - *The Inca Empire* (Owens)
  - *Inca Life*
  - *The Inca*
  - *The Incas* (Rees)
  - *The Incas* (Shuter)
  - *The Incas: Ancient Civilizations*
  - *Discover the Inca*
- chocolate chip cookies, 1 per student
- Toothpicks, 2 per student
- Archaeological Record Keeping chart
- colored pens

**Model/Demonstration:**

- Motivation: The Chip Excavation. Teacher provides each student with a chocolate chip cookie and 2 toothpicks. Teacher instructs students to remove a chocolate chip from the cookie.
- Teacher instructs students to list observations regarding the *excavation*. Guiding questions include: Were you able to extract the whole chip? Was the chip damaged? Might there be other chips that aren't exposed? How did you find your chip? What does the chip look like upon excavation? (At this point students may eat the cookies.)
- Teacher says, "Archaeologists excavate artifacts, or items, to learn about the past."
- Teacher instructs students to listen to a read aloud from pp. 6-7 in *The Incas: Understanding Peoples of the Past* to determine the meaning of the words in the statement.

- Teacher elicits responses from students.
- Teacher explains that students will act like archaeologists, and try to decode items from the past. Teacher explains that students will not physically *excavate* items, but they will need to ‘dig’ the artifacts out of the trade books.
- Teacher explains that students will have to choose images in the trade books that are primary sources, actual images of artifacts from Incan times.
- Teacher explains, “Before we begin our journey we need to make sure everyone knows where they are going.”
- Teacher provides student pairs with one of the trade books and instructs them to turn to the assigned page to look at a map of the Inca Empire.
- Teacher instructs student pairs to list as much information as they can about the location of the Inca Empire.
- Teacher asks: Why is information about the geography of an area important background information for an archaeologist?
- Teacher charts geographical conclusions about the Inca Empire.

### Maps

Title	Author	#of copies	pages
<i>Inca Civilization</i>	Jordan, Shirley	1	9
<i>The Inca Empire</i>	Bingham, Jane	3	4-5,
<i>Inca Life</i>	Drew, David	1	3, 25
<i>The Inca</i>	Tackas, Stephanie	4	4,
<i>The Incas</i>	Rees, Rosemary	3	5, 9, 47
<i>The Incas</i>	Shuter, Jane	6	4, 8
<i>Discover the Inca</i>	Shepard, Daniel	6	3

### Guided Practice:

- Teacher displays image on p. 11 of *The Incas*. Teacher explains that students will view an image and draw conclusions (like they did with the maps). The image that they will look at is a primary source.
- Teacher instructs students to look at the image and volunteer possible answers for the Archaeological Record Keeping chart. Teacher reminds students not to look at captions or surrounding text this time.
- Teacher models by completing the first row.

[Gr. 5 SS  
Exam Alert](#)

Provides  
practice  
identifying  
primary  
and  
secondary  
sources.

### Independent Exploration:

- Student pairs choose a book to conduct their “excavation.”
- Student pairs choose at least 3 artifacts to review. Students must choose items that would be considered primary sources.
- Student pairs meet with another pair and share their discoveries.

**Share/Closure:** Students complete a journal entry from the perspective of an archaeologist documenting discoveries, theories, unanswered questions, challenges, and hopes for the future of the excavation.

### Assessment:

- Teacher evaluates Archaeological Record Keeping charts.

**Next Steps:** Students check their Archaeological Record Keeping chart against secondary sources in the trade book text set.

Selected Text

Title	Author	#of copies
<i>Inca Civilization</i>	Shirley Jordan	1
<i>The Inca Empire</i>	Jane Bingham	3
<i>The Inca Empire</i>	L.L. Owens	1
<i>Inca Life</i>	David Drew	1
<i>The Inca</i>	Stephanie Tackas	4
<i>The Incas</i>	Rosemary Rees	3
<i>The Incas</i>	Jane Shuter	6
<i>Discover the Inca</i>	Daniel Shepard	6

### Archaeological Record Keeping

Artifact Name (Include trade book and page #.)	Sketch/Description	Conclusions	Question/Possible connections to other artifacts
<i>The Incas: Understanding People in the Past</i> p. 11	The image shows writing in an unfamiliar language. A person with long hair is holding a rope with many strings dangling from it. There is a grid in the corner with different numbers of dots.	The Incas had a written language People wore sandals	Is the rope a tool of some sort?  Do the dots in the squares represent numbers or an accounting system?

**Model/Demonstration:**

## Day 2

- Motivation: Teacher provides each group with a primary source image from the previous lesson cut into puzzle pieces.
- After students reassemble the image they should see the image that began the previous lesson.
- Teacher asks students, “How is archaeology like a puzzle?” A possible response includes, “You need multiple pieces to figure out the full picture.”
- Teacher asks students to listen to a read aloud from pp. 8-11 of *The Incas: Understanding People of the Past*. Teacher explains that students should listen for examples of the pieces that archaeologists use to put the puzzle together. Teacher explains that the read aloud will also help us begin to check our conclusions from the previous day.
- After the read aloud, teacher asks where archaeologists found information regarding the Incas. Answers include: letters, reports, and histories of the Spanish.
- Teacher then explains that the read aloud provides information to check conclusions from the previous day. Teacher models filling in the new or corrected information.

**Archaeological Record Keeping**

Artifact Name (Include trade book and page #.)	Sketch/ Description	Conclusions	Question/Possible connections to other artifacts
<i>The Incas: Understanding People in the Past</i> p. 11  A QUIPU	The image shows writing in an unfamiliar language. A person with long hair is holding a rope with many strings dangling from it. There is a grid in the corner with different numbers of dots.  <b>The rope is a quipu, being held by a Quipucamayoc</b>	<del>The Incas had a written language</del> <b>The writing reflects that this image was made after the arrival of the Spanish. The Inca did not have a written language.</b>  People wore sandals. <b>YES</b>	Is the rope a tool of some sort? <b>YES - was used for counting</b>  Do the dots in the squares represent numbers or an accounting system? <b>YES</b>

**Guided Practice:**

- Teacher explains that since we do not have access to all of the puzzle pieces that an archaeologist would have, students will use secondary sources, the text of the trade books, to check the accuracy of their archaeological log and add to it.
- Teacher explains that students can go back and use the captions and words around the image as a starting point.
- Teacher asks class what key word can be identified in the model that can be used to find more information: QUIPU

**Independent Exploration:**

- Student pairs research the information from the previous day’s excavation and make amendments in their log using a different colored pen.
- Students write a summary report with their findings on the Inca. Report should include:
  - Location of excavation
  - Sources consulted

- Date of Excavation
- Initial Conclusions
- Final Conclusions

**Differentiation:**

- Extra support: Teacher can help students create specific questions to answer using their Archaeological Record Keeping template.

**Share/Closure:**

- Teacher facilitates a discussion on the challenges faced by archaeologists. Guiding questions include:
  - How many of your conclusions were inaccurate? What evidence would have helped you draw more accurate conclusions?
  - How do you think your experience was similar to that of an archaeologist? How was it different?

**Assessment:**

- Teacher reevaluates Archaeological Record Keeping charts.

**Next Steps:** Students examine the ancient city of Machu Picchu.

CUT INTO PUZZLE PIECES FOR EACH GROUP



## NEW SPAIN: FACTS AND OPINIONS

**Unit of Study/Theme:** Latin America

**Focus Question:** How did colonization impact Latin America?

**The Teaching Point:** Students will be able to distinguish fact from opinion as they explore the impact of Spanish colonization on Latin America.

**Why/Purpose/Connection:** This lesson explores the role of Spain in the development of Latin America.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Spanish Colonies in the Americas*
  - *The Dominican Republic: A Question and Answer Book*
  - *Spotlight on Mexico*
  - *Francisco Pizarro: The Exploration of Peru and the Conquest of the Inca*
- Websites:
  - <http://www.nps.gov/history/nr/twhp/wwwlps/lessons/60sanjuan/60getting.htm>
- Post-it notes
- Reasoning Guide: New Spain

**Model/Demonstration:**

- Motivation: Teacher displays the quote, “The Spaniards did more harm in four years than the Incas did in four hundred.” –Spanish Official in Peru from *Francisco Pizarro: The Exploration of Peru and the Conquest of the Incas*.
- Teacher asks students to write 1 question that the quote inspires onto a post-it note.
- Teacher posts the following categories at the front of the room: *Questions for clarification, Questions for accuracy, Questions for more information.*
- Teacher asks students to place their post-it notes in the category they feel best represents their question.
- Teacher explains that to fully understand the statement, students will need more background information.
- Teacher explains that the quote is the opinion of a Spanish official. Teacher points out opinion also needs to be supported by facts.

**Gr. 5 SS Exam  
Alert**

Provides  
strategies for  
distinguishing  
fact from  
opinion.

**Guided Practice:**

- Teacher provides students with a Reasoning Guide on New Spain. *Note: A Reasoning Guide provides students with an opportunity to think critically about content as they analyze big ideas. (More Tools for Teaching Content Literacy, Janet Allen, 2008.)*
- Teacher instructs students to read each statement and determine if each statement is a Fact or an Opinion. Students then must write their reaction to the statement.
- Teacher reviews Reasoning Guide for understanding of difference between Facts and Opinions.
- Teacher asks students to develop a list of criteria for distinguishing facts from opinions. Criteria may include: facts could be proven; opinions are statements of beliefs; opinions

often contain words that end in –est, or refer to things as the best or worst (superlatives); facts could usually be verified using a variety of sources.

**Independent Exploration:**

- Student pairs create a New Spain, Facts and Opinions t-chart based on an exploration of the segments of the trade books listed below. (Opinions may be those found in the text or a reaction to a fact.)

**Differentiation:**

- Extra Support: Students needing extra support can be provided with a modified version of the Reasoning Guide. Teacher can pre-select statements in the trade books and mark them with post-it notes.

**Share/Closure:**

- Teacher facilitates a discussion on whether students can support the opinion in the initial quote with facts based on their exploration of New Spain.
- Students complete an exit slip with an example of a fact or an opinion with an explanation of why they designated it that way.

**Assessment:**

- Teacher evaluates exit slips.

**Next Steps:**

- Students examine short-term and long-term consequences of colonization.

**Suggested Text**

<b>Title</b>	<b>Author</b>	<b>Copies</b>	<b>Pages</b>
<i>Spanish Colonies in the Americas</i>	Lewis K. Parker	6	
<i>The Dominican Republic: A Question and Answer Book</i>	Kremena Spengler	2	6-7
<i>Spotlight on Mexico</i>	Bobbie Kalman and Nicki Walker	2	20-21
<i>Puerto Rico</i>	Elaine Landau	2	12-17
<i>Mexico: The Culture</i>	Bobbie Kalman	2	10-11
<i>Mexico: The People</i>	Bobbie Kalman	2	16-17
<i>Puerto Rico: The People and Culture</i>	Erin Banting	2	6-8
<i>Argentina: The People</i>	Bobbie Kalman	2	9,
<i>Hernando De Soto</i>	Peggy Pancella	1	28-29
<i>Francisco Pizarro: The Exploration of Peru and the Conquest of the Inca</i>	Fred Ramen	1	90-97

### Reasoning Guide: New Spain

Determine whether the statements below are facts or opinions.

Write a short reaction to the statement.

FACT	OPINION	UNSURE	STATEMENT
			Francisco Pizarro rose from obscurity to rule one of the mightiest empires on the face of the earth. ( <i>Francisco Pizarro: The Exploration of Peru and the Conquest of the Inca</i> , p.97) <b>Reaction:</b>
			They forced the Taíno to work in the mines and on plantations as slaves. ( <i>Puerto Rico: the People and Culture</i> , p. 7) <b>Reaction:</b>
			Today some native languages are still spoken in rural areas, but Spanish is the national language of Mexico. ( <i>Mexico: the Culture</i> , p. 10) <b>Reaction:</b>
			The Spanish altered the Mexican way of life. ( <i>Mexico: the People</i> , p. 6) <b>Reaction:</b>

## CHARACTERISTICS OF NEW SPAIN

**Unit of Study/Theme:** Latin America

**Focus Question:** What impact did colonization have on Latin America?

**The Teaching Point:** Students will practice taking notes while researching how and why Spain established colonies in New Spain.

**Why/Purpose/Connection:** This lesson provides students with an overview of life in the Spanish colonies in the New World through an exploration of learning centers.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Mexico: The Culture*
  - *Spanish Colonies in the Americas*
  - *From Spain to America*
  - *Mexico: The People*
  - *Spotlight on Mexico*
- Websites:
  - [http://memory.loc.gov/learn//community/cc\\_hispanic.php](http://memory.loc.gov/learn//community/cc_hispanic.php)
  - <http://www.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2sanantonio.htm>
  - <http://www.ecai.org/na-missions/index.html>
  - <http://www.pbs.org/opb/conquistadors/home.htm>
  - <http://www.loc.gov/teachers/classroommaterials/connections/parallel-histories-spain/history2.html>
  - <http://www.loc.gov/exhibits/1492/eurocla.html>
  - <http://www.loc.gov/exhibits/kislak/kislak-exhibit.html>
  - <http://www.encyclopedia.com/doc/1O48-NewSpain.html>
  - <http://www.encyclopedia.com/doc/1G2-3406400647.html>
- Internet access
- Characteristics of New Spain Chart

**Model/Demonstration:**

- Motivation: Teacher tells students the answer is ‘God, Gold, and Glory’ and asks students to think of and list 3 possible questions.
- Teacher explains that ‘God, Gold, and Glory’ were the motivations for Spain’s exploration and colonization of the New World.
- Teacher explains that students are going to explore how and why Spain established colonies in the New World. They will also determine if they were successful in achieving any of their goals.
- Teacher reads aloud p. 9 of *Ponce de Leon: Exploring Florida and Puerto Rico*. Teacher then models filling in the chart for ‘Encomienda’ with ‘control of land was given to the rich.’

**Guided Practice:**

- Teacher explains that each center will contain the chart from the model, each with a different feature of life in New Spain. Student pairs must visit each center, review the

materials, and fill in one item on the chart. Students should also look at the entries of their fellow students.

- Teacher explains that students must also write a description of each characteristic in their notebook. Teacher asks students for ideas on how they could set up their notebook for this task. Possible sample for notes:

Features of New Spain
<ul style="list-style-type: none"> <li>• Encomienda</li> <li>• Missions</li> <li>• Government</li> <li>• Conquistadors</li> <li>• Conclusions about New Spain</li> </ul>

- Teacher sets ground rules for moving around the room, number of students permitted at a center, handling of materials, etc. (Note: Ground rules will vary from classroom to classroom. Some teachers may wish to set up a separate computer center where students could view online resources; other teachers need resources printed out. Teacher may have a waiting center where students can work on a Spanish themed mural or view primary sources resources on New Spain, such as those found at [http://memory.loc.gov/learn//community/cc\\_hispanic.php](http://memory.loc.gov/learn//community/cc_hispanic.php). Teacher may also choose for resources to move to the students instead of students moving to the resources.)
- Teacher asks students to go to their first center and visits with each center to monitor understanding of ground rules and the activity.

**Gr. 5 ELA  
Exam Alert**  
Provides  
practice with  
note-taking  
skills

### Independent Exploration:

- Students explore centers, fill-in the group chart and write a description of each characteristic in their notebook.
- Students revisit centers to view completed charts and add to their description in their notebooks.
- Students write a conclusion about what life was like in New Spain.

### Share/Closure:

- Teacher facilitates a discussion: Did the Spanish find God, gold, or glory?

### Assessment:

- Teacher evaluates student notebooks.

### Next Steps:

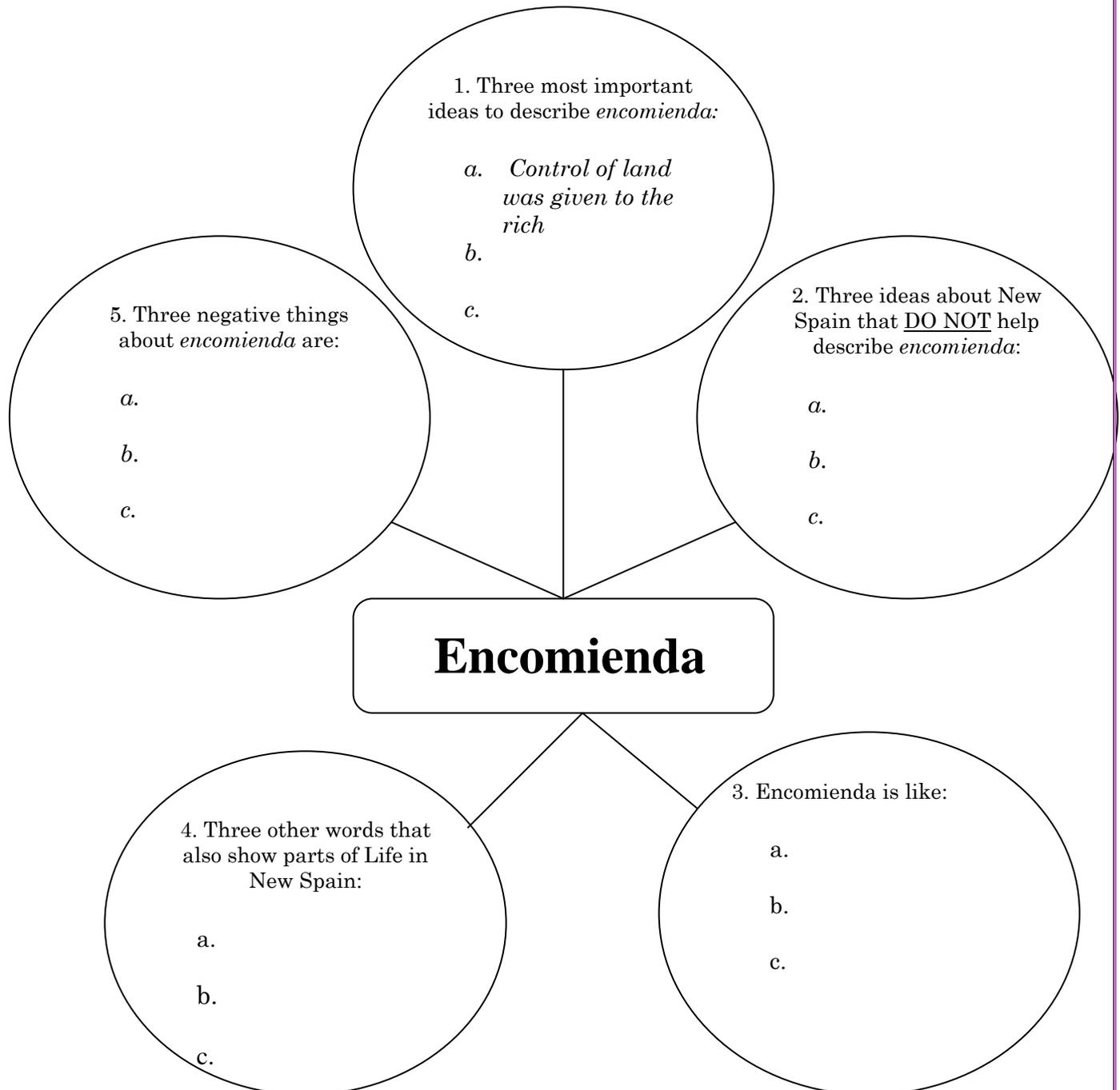
- Students explore contributions of the Spanish to the Americas.

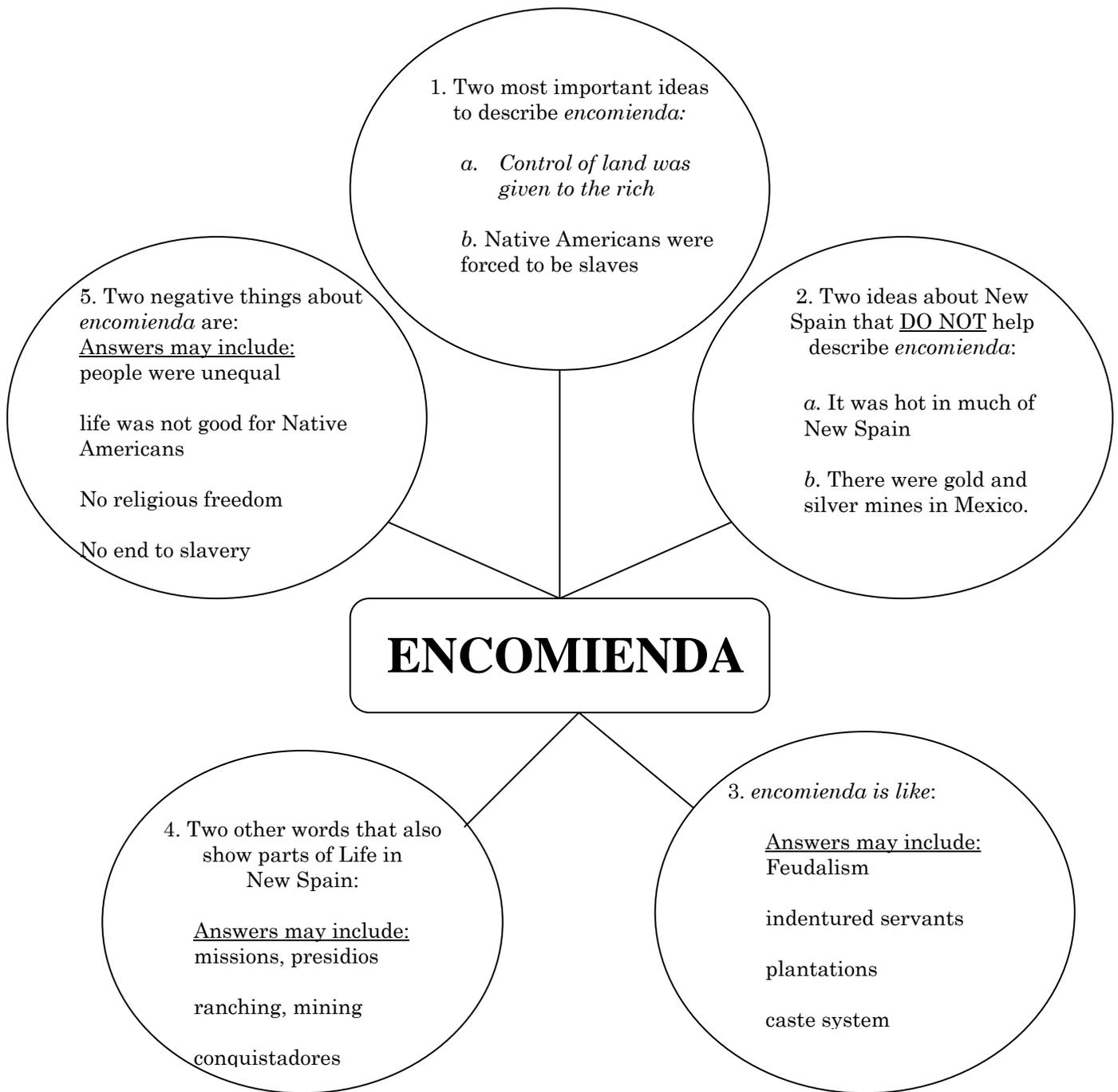
CENTERS	Title	Author	Copies	Pages
<i>Missions</i>	<i>Spanish Colonies in the Americas</i>	Lewis K. Parker	6	12-17
	<i>Spotlight on Mexico</i>	Bobbie Kalman and Nicki Walker	2	21
	<i>From Spain to America</i>	Ellen B. Cutler	6	8-9
	<i>Mexico: The Culture</i>	Bobbie Kalman	2	11
	<i>Mexico: The People</i>	Bobbie Kalman	2	16
	Websites: <a href="http://www.ecai.org/na-missions/index.html">http://www.ecai.org/na-missions/index.html</a> Map of French and Spanish Missions <a href="http://www.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2visual1.htm">http://www.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2visual1.htm</a> Images of Mission San Jose <a href="http://www.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2facts1.htm">http://www.nps.gov/nr/twhp/wwwlps/lessons/2sanantonio/2facts1.htm</a> REading about San Jose Mission <a href="http://www.loc.gov/exhibits/treasures/trm153.html">http://www.loc.gov/exhibits/treasures/trm153.html</a> Primary source image			
<i>Encomienda</i>	<i>Mexico: The People</i>	Bobbie Kalman	2	6
	<i>Ponce de Leon: Exploring Florida and Puerto Rico</i>	Rachel Eagen	1	9, 29
	<i>Francisco Pizarro: The Exploration of Peru and the Conquest of the Inca</i>	Fred Ramen	1	29-30
	Websites: <a href="http://www.loc.gov/teachers/classroommaterials/connections/parallel-histories-spain/history2.html">http://www.loc.gov/teachers/classroommaterials/connections/parallel-histories-spain/history2.html</a> Treatment of Indians			
<i>Conquistadors</i>	<i>DeSoto: Hernando de Soto Explores the Southeast</i>	Ann Heinrich	1	9-10
	<i>From Spain to America</i>	Ellen B. Cutler	6	8-9
	<i>Life in Ancient South America</i>	Hazel Richardson	3	28-29
	Websites: <a href="http://www.pbs.org/opb/conquistadors/home.htm">http://www.pbs.org/opb/conquistadors/home.htm</a> Conquistadors online learning adventure <a href="http://www.nps.gov/history/nr/twhp/wwwlps/lessons/60sanjuan/60facts1.htm">http://www.nps.gov/history/nr/twhp/wwwlps/lessons/60sanjuan/60facts1.htm</a> The Discovery and colonization of Puerto Rico <a href="http://www.nps.gov/history/nr/twhp/wwwlps/lessons/60sanjuan/60sanjuan.htm">http://www.nps.gov/history/nr/twhp/wwwlps/lessons/60sanjuan/60sanjuan.htm</a> image of fort at Old San Juan			
<i>Government</i>	<a href="http://www.encyclopedia.com/doc/1O48-NewSpain.html">http://www.encyclopedia.com/doc/1O48-NewSpain.html</a> Encyclopedic account <a href="http://www.loc.gov/exhibits/1492/eurocla.html">http://www.loc.gov/exhibits/1492/eurocla.html</a> Middle America: Creating New Spain <a href="http://www.loc.gov/exhibits/kislak/kislak-exhibit.html">http://www.loc.gov/exhibits/kislak/kislak-exhibit.html</a> Indian rights <a href="http://www.encyclopedia.com/doc/1G2-3406400647.html">http://www.encyclopedia.com/doc/1G2-3406400647.html</a> DIFFICULT			

### Features of New Spain

**Directions:**

Complete the following chart to better understand the establishment of New Spain. Fill in the circles in the order in which they are numbered.





**GOVERNMENT**  
**MIDDLE AMERICA – CREATING NEW SPAIN**  
<http://www.loc.gov/exhibits/1492/eurocla.html>

After having organized the expedition in Cuba, Hernando Cortés led the conquest of the Mexica (Aztec) empire from 1519-1521. Tenochtitlán, the capital city, was razed and rebuilt as Mexico, the capital of the viceroyalty of New Spain.

Within thirty years, it had the first printing press in the Americas, a cathedral, and a university. Indian residents far outnumbered the 8,000 or so Spaniards, and the perhaps 5,000 Africans of diverse origins living there by 1550. From the capital, the Spanish spread out to adjoining areas and eventually into today's New Mexico and Guatemala.

Silver mining assured that the economy would flourish. Spaniards used Indian laborers to establish their farms, ranches, and towns, and religious orders mounted intensive missionary campaigns. Despite a great reduction in population, native cultures and communities nonetheless survived, adapting to the new circumstances of Spanish rule.

**Indian Rights**  
<http://www.loc.gov/exhibits/kislak/kislak-exhibit.html>

Dominican Priest Bartolomé de Las Casas was a passionate champion of the rights of the indigenous people of the Americas. Las Casas sailed from Spain to Santo Domingo in 1502. There, he was given a royal land grant including labor of the Indian inhabitants as a reward for his participation in various expeditions. Horrified by the Conquistadors' treatment of the Indians, he returned to Spain in 1510 to take holy orders, determined to devote his life to mission work in the Americas. In 1544 Las Casas was named Bishop of Chiapas, Mexico, where he worked to alleviate the burdens of colonialism on the Indians.

**New Spain**  
<http://www.encyclopedia.com/doc/1O48-NewSpain.html>

A Dictionary of World History | 2000 | [Copyright](#)

**New Spain** Spain's colonial empire in north and Central America ([SPANISH EMPIRE](#)). The formation of the viceroyalty of New Spain began in 1518 with [CORTÉS's](#) attack on the [AZTEC](#) empire in central Mexico. Following his destruction of Aztec power, Cortés erected a new capital at Mexico City and was named governor and captain-general of New Spain (1522). He and his lieutenants extended Spanish authority south into Salvador, Guatemala, and Honduras, and north into the Mexican hinterland. New Spain grew to encompass California, the American south-west, and Florida, although Spanish settlement in many areas was very limited. In the 18th century Spain's involvement in European wars had affected its colonial possessions. In 1763 it ceded Florida to Britain and received Louisiana from France, regaining Florida in 1783, but being forced to return Louisiana to France in 1800.



## New Spain, Viceroyalty of

Gale Encyclopedia of U.S. Economic History | 2000 |

<http://www.encyclopedia.com/doc/1G2-3406400647.html>

New Spain refers to Spanish possessions in the New World during the colonial period. At its height New Spain included what are today the southwestern United States, all of Mexico, Central America to the Isthmus of Panama, Florida, much of the West Indies (islands in the Caribbean), as well as the Philippines in the Pacific Ocean. The viceroyalty (a province governed by a representative of the monarch) of New Spain was governed from the capital at Mexico City beginning in 1535.

The era of Spanish colonization began with the radical de-population of portions of the Western Hemisphere caused by the slaughter of the indigenous people by the Conquistadores and the mass deaths caused by epidemic disease, mostly measles and small pox. This traumatic de-population produced mortality rates as high as 90 percent. It was a catastrophe which disorganized the culture in ways which may only compare to the trauma of Middle Passage voyage below decks for the newly enslaved Africans.

More than anything, the Spanish conquerors were intent on locating and removing precious metals—gold and silver—from the Aztec and Inca empires that they encountered. The mining of silver was accomplished by the enslaving of the native people, later supplemented by importing African slaves. The mines at Potosí (in modern Bolivia) yielded great quantities of silver.

This lust for gold and silver resulted in a ruinous inflation in Spain as the imported bullion suffused throughout the Spanish economy. The initial impact of the inflation was to raise the price of Spanish exports. This helped to destroy Spain's economy, especially its textile industry. Over several decades during the sixteenth century this inflation spread out to the rest of Europe. Since the economies of Europe were mostly experiencing healthy expansion, this somewhat milder wave of inflation did not have the same destructive impact on the rest of Europe as it did in Spain.

Since the Spanish did not bring women with them they intermarried with the native peoples. The resulting mixture of parentage, plus the missionary efforts of the Catholic Church, produced a complex caste system and a creolized culture further complicated by the addition of African slaves to the population. The leaders of the Spanish forces of occupation sometimes installed themselves in almost feudal splendor based on the *encomienda* system of tribute (in precious metal) levied on the local villages.

In 1821 a Mexican rebellion ended Spanish rule there and the colonial empire of New Spain was dissolved. By 1898 Spain had relinquished all its possessions in North America. Its last holdings were the islands of Cuba, Puerto Rico, Guam, and the Philippines, which were ceded to the United States after Spain lost the Spanish-American War (1898).

During the colonial period Spain claimed other territories in the New World—in northern and western South America. Most of these holdings fell under the viceroyalty of Peru, which was administered separately from the viceroyalty of New Spain. Spain lost these possessions as well by the end of the 1800s.

**FLOWCHART OF LATIN AMERICAN INDEPENDENCE**

**Unit of Study/Theme:** Latin America

**Focus Questions:** How did Latin America achieve independence?

**The Teaching Points:**

- Students will recognize cause and effect while researching a Latin American country's road to independence. Students will understand how historical events can be recorded in a dynamic flowchart (representing causes and effects in a graphic manner).

**Why/Purpose/Connection:** This lesson is part of a case study of one nation's experiences as they sought independence from colonial rule.

**Materials/Resources/Readings:**

- Multiple titles from trade book set including:
  - *Mexico: the People* p. 6 "The Spanish"
  - *Mexico: the Culture* p. 10 the first paragraph
- Rulers
- Colored pencils
- Student notebooks
- "The Story of Independence" flowchart (for model and for struggling students)

**Model/Demonstration:**

- Teacher introduces the lesson by saying, "Today we are going to construct a flowchart exploring the process of gaining independence in a Latin America country. We will add this information to our case study on Latin America. This is your chance to create something visual and useful in your notebooks. A flow chart is a note taking strategy that organizes causes and effects using graphic representation. It is important to understand that one event doesn't just result in another event; there can be many different outcomes from one event. I am going to show you the beginning of my flowchart but yours need not look the same. In fact, you should try your best to utilize symbols, drawings, and shapes that represent your understanding of the events leading to independence and their relationships to each other."
- Teacher motivates the class by instructing them to create a sample flowchart in their notebooks of something they know a lot about. Examples include: a musician's rise to fame, their favorite sports teams' best/worst season, their own best/worst day, how they solved a problem (all of the different routes it can take)...
- Students create a practice flowchart in their notebooks and need not worry about its appearance. Teacher informs the students that when they create their Independence flowcharts, they will pay attention to detail by using rulers and colored pencils. They may also use drawings to represent specific areas of the flowchart.
- Teacher calls on a few students to share and talk through their flowcharts.
- Teacher conducts a shared reading of short sections of two books about Mexico to emphasize the importance of using a variety of sources. These books include:
  - *Mexico: the People* p. 6 'The Spanish'
  - *Mexico: the Culture* p. 10, the first paragraph

**Gr. 5 ELA  
Exam Alert**

Provides practice with note-taking skills.

- Teacher thinks aloud, “After reading these three pages, there are many ways that I can begin my flowchart. I want to show some of the more indirect causes of the independence movements so I think I am going to start with the idea that Spain invaded and conquered indigenous people in the area that is known today as Mexico. Teacher creates the first box of his/her flowchart in front of the class (on an overhead projector or SMARTBoard). Teacher reminds students of the importance of citing their sources and models noting the book title and page number.
- Teacher continues to think aloud, “As I was reading, I discovered that the Spanish found silver and gold mines and they forced the indigenous people to work in them.
- Teacher continues to think aloud, “Then I read that as a result of the Spanish invasion many of the indigenous people were killed. Those who were not killed were forced to watch the destruction of their cities and their way of life.”

**Guided Practice:**

- Students attempt this note taking strategy by trying to add a detail onto one of the boxes in the sample (The Story of Independence).
- Students share out their different representations. Answers will vary but could include Hernán Cortés led the invasion; small pox was the disease that resulted. Teacher may want to chart the different symbols used by the students, providing others with a guide.

**Independent Exploration:**

- Teacher assigns students specific Latin American countries. (Note: The teacher may choose Latin American countries best represented in the trade books or the teacher may compile resources to allow for exploration of other Latin American countries.)
- Students begin their flowcharts of Independence based on their previous studies of Latin America. They will need rulers and colored pencils for their representations.
- Teacher reminds students that this is an ongoing activity and they are not expected to complete the assignment in one day. They may need to set aside 3-4 pages in their notebooks so that they have enough room for the entire chart.

**Differentiation:**

- Students in need of extra support may use the template of a flowchart (provided with this lesson). This could also be used for all students as practice as well as a guide for struggling students.
- Teacher may provide students with the names of key events of a country’s independence movement so that students need only fill in their corresponding causes and effects.

**Share/Closure:**

- Students turn and talk to their partner about their flowcharts. Students share their varying methods of representation and then, as a partnership, decide the best one to share with the class.
- Teacher gathers the class back together and selected partnerships share out their best representations as teacher charts their responses (adding to the chart from the Guided Practice).

**Assessment:**

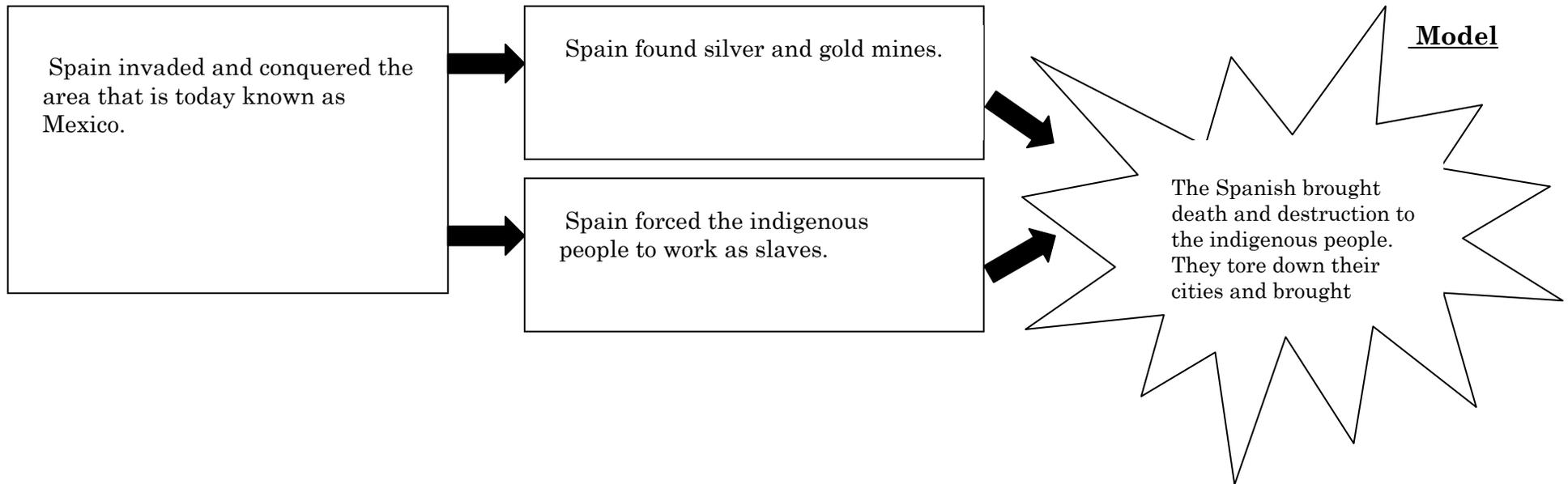
- Teacher circulates during the independent exploration, making sure that students understand the content as well as the note taking strategy.

- Teacher collects notebooks and reviews the beginnings of students' flowcharts for skill and content understanding before allowing them to continue their representations.

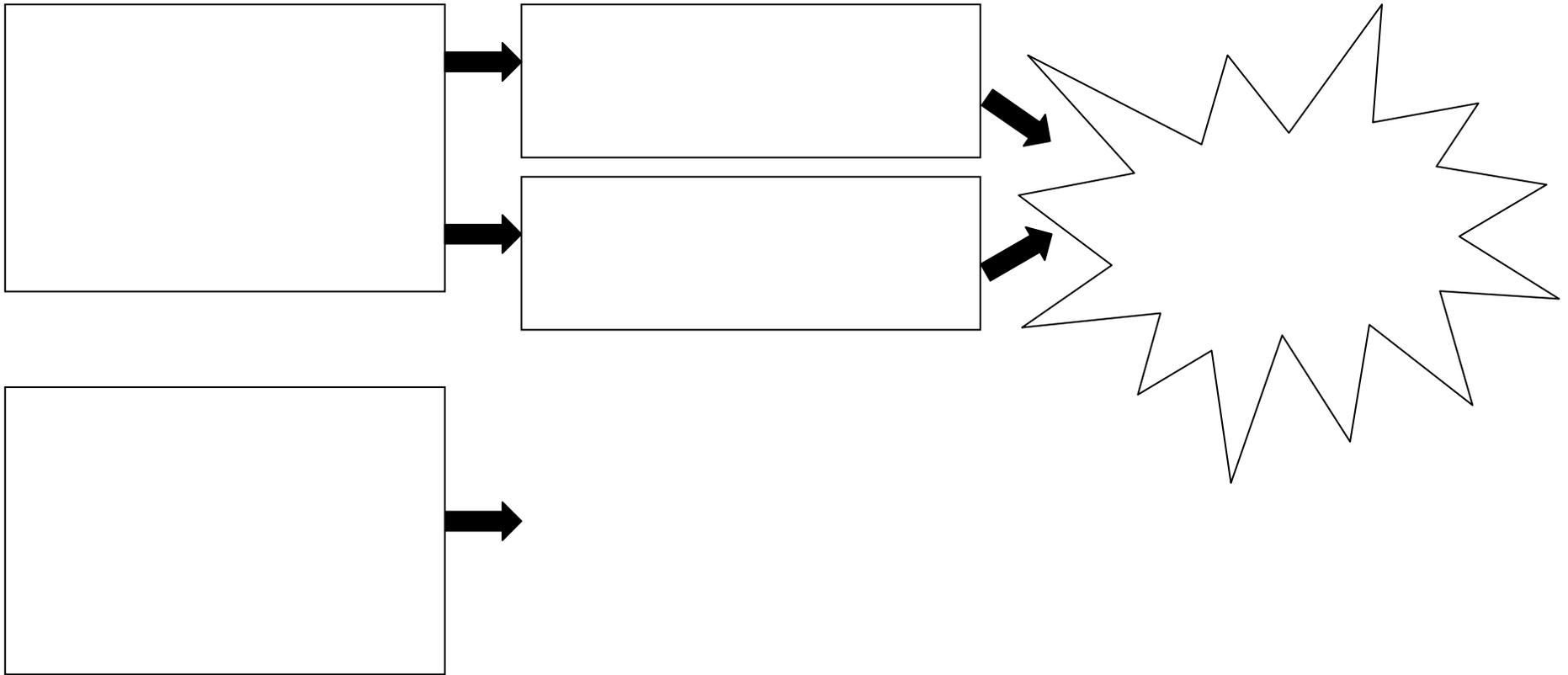
**Next Steps:**

- Students continue their case study of Latin American Independence movements, adding something to their flowcharts during each lesson. This could take place at the end of every class or as part of their ongoing homework.

# The Story of Independence



# The Story of Independence



## Independence in Latin America

**Unit of Study/Theme:** Latin America

**Focus Question:** How did Latin American nations achieve independence?

**The Teaching Point:**

- Students will identify the factors that contributed to the struggle for independence through skimming and scanning trade books.

**Why/ Purpose/ Connection:** This lesson supports the case study of a Latin American nation's struggle for independence.

**Materials/ Resources/ Readings:**

- Titles from the trade book sets
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Argentina*
  - *Brazil*
  - *Cuba*
  - *Mexico*
  - *A True Book; Puerto Rico*
- Websites:
  - <http://lcweb2.loc.gov/frd/cs/profiles.html>
  - [http://www.lib.utexas.edu/maps/historical/ward\\_1912/spanish\\_portuguese\\_settlements\\_america.jpg](http://www.lib.utexas.edu/maps/historical/ward_1912/spanish_portuguese_settlements_america.jpg)
- Maps of Latin America
- Skimming and Scanning Organizer

**Model/ Demonstration:**

- Motivation: Teacher displays map of Latin America with inset map from [http://www.lib.utexas.edu/maps/historical/ward\\_1912/spanish\\_portuguese\\_settlements\\_america.jpg](http://www.lib.utexas.edu/maps/historical/ward_1912/spanish_portuguese_settlements_america.jpg) and instructs students to list as many similarities and differences as possible in a t-chart. *Note: The common and uncommon denominator activity focuses students on closely analyzing an image or text by giving them a purpose for their observations. (More Tools for Teaching Content Literacy. Janet Allen, 2008.)*
- Teacher then asks students to examine the maps for any clues that maps provide about Latin America's road to independence. (At this point teacher should instruct students to look at a contemporary political map of Latin America which students and/or teacher should have from earlier geography lessons.) Answers may include: The number of countries making up Latin America has increased over time. Initially it was controlled by Portugal and Spain, now there are many independent nations. The inset map refers to wars for independence, so the transfer of power was not peaceful.
- Teacher explains that students are going to skim and scan trade books for factors that led to the change in political boundaries of Latin America.

Gr. 5 SS  
[Exam Alert](#)

Provides practice with comparing and contrasting documents.

- The teacher says, “I am going to skim and scan *A True Book, Puerto Rico*. Let me check the table of contents. ‘History’ looks like a good place to start.”
- The teacher then says, “I am going to skim through pages 12-16 and while I am skimming and scanning I am looking for details, words and ideas that apply to the question, ‘Why did the people of that country want their independence from Spain or Portugal?’”
- The teacher begins to model what skimming and scanning looks like. “Columbus, island, defend, killed. Killed! That sounds like what I am looking for.”
- The teacher then says, “On page 13 it says that ‘Many Indians were killed in unsuccessful revolts.’ That relates to independence.”

**Guided Practice:**

- Teacher distributes the Skimming and Scanning organizer. *Note: Skimming and scanning is an important reading strategy that provides students with an opportunity to build background and get information from a larger number of sources. (Tools for Teaching Content Literacy. Janet Allen, 2004.)* Teacher may instruct students to create a three column chart in their notebook instead of using a handout. Teacher asks students what they would fill in from the read aloud. Teacher fills in on the class chart.
- Teacher points out the two additional boxes on the hand-out, Key Words, Key People. Teacher explains that students will use these boxes to “bank” words and people that may be important to their investigation.
- Teacher distributes books to groups based on the country each group is investigating.
- Teacher instructs each group to skim and scan one book together and record one item in each column of their chart. Teacher monitors for understanding of the activity.

**Independent Exploration:**

- Students work in partnerships skimming and scanning for the factors that led to a country’s desire for independence.
- Students record any events leading to independence in their flowchart..

**Differentiation:**

- Extra Support: Teacher tags pages in the trade books that will focus students to specific and appropriate selections.

**Share/ Closure**

- Students meet in expert groups and try to identify common elements among Latin American countries in their quests for independence.

**Assessment**

- Teacher circulates during independent exploration
- Teacher evaluates student’s charted results.

**Next Steps**

- Students investigate a key figure in the struggle for independence in their country.

**Skimming and Scanning**  
(Adapted from Janet Allen)

<b>First Impressions</b>	<b>Fast Facts</b>	<b>Final Thoughts</b>

**Key People**

**Key Words**



[http://www.lib.utexas.edu/maps/historical/ward\\_1912/spanish\\_portuguese\\_settlements\\_america.jpg](http://www.lib.utexas.edu/maps/historical/ward_1912/spanish_portuguese_settlements_america.jpg)

**KEY FIGURES IN LATIN AMERICA'S INDEPENDENCE**

**Unit of Study/Theme:** Latin America

**Focus Question:** How did Latin American nations achieve independence?

**The Teaching Point:**

- Students will be able to develop research questions to create a resume of a key figure in a Latin American independence movement.
- Students will be able to evaluate whether the key figure's contributions were positive or negative.

**Why/Purpose/Connection:** This lesson allows students to focus on an important person in the Latin American country they have been studying in order to analyze the role of an individual in history.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Argentina*
  - *Brazil*
  - *Brazil, The Culture*
  - *Cuba*
  - *Cuba, The Culture*
  - *Dominican Republic*
  - *Mexico, The Culture*
  - *Mexico*
  - *A True Book; Puerto Rico*
  - *Puerto Rico*
  - *Puerto Rico, The People and Culture*
  - *Q&A Cuba*
- Model Resume

**Model/Demonstration:**

- Motivation: Teacher tells students to imagine they are applying for a job. Teacher explains that when you are applying for a job you usually submit a resume, a written document of your qualifications. Teacher instructs students to make a resume.
- Teacher asks students what types of information they included in their resumes and charts.
- Teacher provides students with a sample resume and asks students to compare it to their initial resume. At this point students can make adjustments to what they put in their resumes.
- Teacher explains that students are going to choose a key figure from their nation's independence movement and create a resume for that leader. Teacher explains that some of the leaders may have been positive influences while some may have been negative.
- Teacher instructs students to review their skimming and scanning notes and their flow charts from the previous lessons in order to choose a figure to investigate.

**Guided Practice:**

- Teacher instructs student pairs to create a template for the type of information they would like to include on a resume for their chosen figure.
- Teacher asks students to share their ideas and creates a possible format for the resume. (Students may choose to use the class format or their own individual format.)

**Independent Exploration:**

- Students individually research a key figure of the independence movement and add facts to their template.
- Students revise and edit the resume.
- Students can add to their flowcharts.

**Share/Closure:**

- Students post their resumes on either the Wall of Shame or the Wall of Fame and explain their choice.

**Assessment:**

- Teacher evaluates resumes.

**Next Steps:**

- Students continue their exploration of their Latin American nation.

## Mock Resume

**Super Grover**  
**1 Sesame Street**  
**New York, New York**  
**212 555 5555**  
[sgrover@yahoo.com](mailto:sgrover@yahoo.com)

### Experience:

#### Superhero

- Rescuing kittens from trees, helping children in need, and generally being of service. Currently

#### Mr. Hooper's Grocery Store

- Responsibilities included stocking shelves, and helping customers. 9/07-09

### Education:

**PS 1 - New York, NY**  
Sesame Street Preschool

6/07

### Interests:

Flying  
Basketball  
Community Service



## CELEBRATE INDEPENDENCE

(This lesson requires 3 days)

**Unit of Study/Theme:** Latin America

**Focus Question:** How did Latin American nations achieve independence?

**The Teaching Point:** Students will present a particular Latin American nation's independence movement experiences through the creation of country exhibits.

**Why/Purpose/Connection:** Students have been studying a particular Latin American country's road to independence. This lesson provides students with a forum for sharing their inquiries with their classmates.

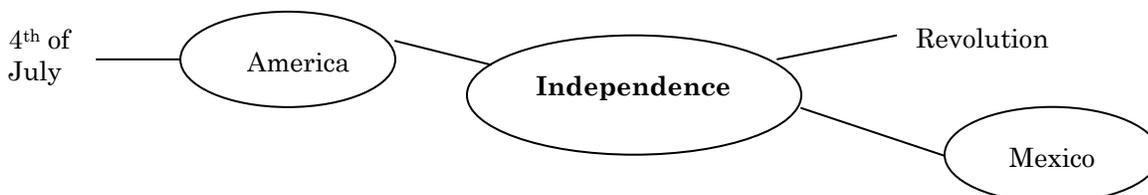
**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Argentina*
  - *Brazil*
  - *Brazil, The Culture*
  - *Cuba*
  - *Cuba, The Culture*
  - *Dominican Republic*
  - *Mexico, The Culture*
  - *Mexico*
  - *A True Book; Puerto Rico*
  - *Puerto Rico*
  - *Puerto Rico, The People and Culture*
  - *Q&A Cuba*
- Websites:
  - [http://www.brooklynexpedition.org/latin/gateway2\\_2.html](http://www.brooklynexpedition.org/latin/gateway2_2.html)
  - <http://lcweb2.loc.gov/frd/cs/cshome.html>

**Model/Demonstration:**

(Day 1)

- Motivation: Teacher posts “Independence Day” and asks students to create a web of ideas related to independence.
- Teacher charts students’ ideas and begins to organize the ideas with sections for notes/thoughts.



- Teacher explains that students are going to use their prior knowledge as well as some new knowledge to host an independence celebration for the nation they have been studying.

**Guided Practice:**

- Teacher distributes two copies of the research guide per group. Teacher explains that the last row is for any miscellaneous information discovered during further research of their particular country.
- Teacher points out to students that they already know a lot of information regarding independence in their particular country. Teacher explains that they need to figure out what additional information they need to get a clearer picture of Independence Day and its celebrations.
- Teacher models completing the first row with 'date' and explains that it would be important to know the actual date of each country's independence.
- Teacher instructs groups to come up with five other categories.
- Teacher instructs each group to quickly complete one item in each row of the guide using America as an example. For the source students write 'prior knowledge'. Teacher asks each group to share one row and completes the class chart.
- Teacher asks class to analyze the America chart. Guiding questions include:
  - Are the categories appropriate to get a picture of America's Independence Day?
  - Will the categories be applicable to another country?

**Independent Exploration:**

- Teacher instructs student groups to begin by adding any prior knowledge. Students should use previous class notes to help them complete the chart.

(Day 2)

- Student groups then continue their research. Groups can divide research by topic with each member of the group researching a particular row, or source, with each member filling in as much as possible from the source. Students can add to their flowcharts when appropriate.
- Upon completion of research, groups must determine the best way to share an independence celebration with the class. Possible ideas include:
  - museum exhibit
  - poems or songs
  - a collage

**Differentiation:**

- Extra support: Teacher can provide specific students with a research guide that includes teacher-selected categories.
- Student choice for independent exploration and culminating product allows for all students to apply their individual strengths and interests.

**Share/Closure:**

(Day 3)

- Teacher holds an Independence Day celebration featuring various nations of Latin America.

**Assessment:**

- Teacher evaluates research guides.
- Teacher evaluates final products.

**Next Steps:**

- Students explore Latin America today, including the colonial legacies.

INDEPENDENCE DAY in \_\_\_\_\_

Topics	Source	Facts	Thoughts/Questions
Date			
Important People			
Traditions			
Reasons to Celebrate			
In memoriam			
Challenges			
Miscellaneous			

INDEPENDENCE DAY in \_\_\_\_\_

Topics	Source	Facts	Thoughts/Questions
Date			
Miscellaneous			

## The Struggle for Independence

**Unit of Study/Theme:** Latin America

**Focus Question:** How did Latin American nations achieve independence?

**The Teaching Point:**

- Students will develop understanding (through a role play) of the struggles that new governments face once independence is achieved.

**Why/Purpose/Connection:** The students have become aware of the importance of independence for a country or group of people. This lesson develops an understanding of the complexity involved and obstacles that are faced when establishing a new government.

**Materials/ Resources/ Readings:**

- Titles from the trade book sets
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Argentina*
  - *Brazil*
  - *Brazil, The Culture*
  - *Cuba*
  - *Cuba, The Culture*
  - *Dominican Republic*
  - *Mexico, The Culture*
  - *Mexico*
  - *A True Book; Puerto Rico*
  - *Puerto Rico*
  - *Puerto Rico, The People and Culture*
  - *Q&A Cuba*
- Chart paper
- Markers/Art supplies
- Graphic Organizer for concept development around key terms in text
- Exit Slip

**Model/ Demonstration:**

- Motivation: Teacher presents the class with the following scenario:
  - You've spent your entire life living under Spanish rule in Latin America. Then, inspired by the revolutions in America and France you fought for and achieved independence. Now what?
- Teacher directs student pairs to establish a plan that a country must have after achieving their independence.
- Teacher facilitates a discussion on the steps that would need to be taken. Guiding questions include:
  - Who are the leader(s)? How were they chosen?
  - What are the laws? Who decides them?
  - What will be done about preexisting problems? How will they be handled?

- Teacher then asks the class to list some of the challenges they encountered when trying to establish their government. Teacher records ideas on chart paper.
- Teacher says, “Today we are going to look at the struggle that Argentina faced in establishing a new government. While I am reading this passage I want you to listen for words/ vocabulary that help you understand the struggle that countries face when establishing new governments.”
- Teacher then reads aloud a section from *Argentina: The People* page 10, section war and peace.
- Teacher says, “While I was reading I noticed that the passage was titled ‘War and Peace’. These are two powerful words that help me think about Argentina and its struggles to establish government. War tells me that people were fighting and didn’t agree with each other. Peace tells me that there were times that things must have gone smoothly.”
- Teacher models completing the graphic organizer recording his/ her ideas.

### Guided Practice

- Teacher reads aloud selection, ‘War and Peace’ and asks students to choose one term to add to class graphic organizer on Argentina.
- Teacher then elicits any other ideas or words from the read aloud. (victory, central, independent, battled, dictator)

### Independent Exploration:

- Student groups read a selection on a particular nation using a trade book with the goal of uncovering key terms to add to the graphic organizer.
- Student groups are established so that each group represents a different Latin American country.
- Student groups create a mural or collage reflecting common struggles in Latin America’s road to independence. Students may use the trade books for further reference and ideas.

### Differentiation:

- Extra support: Students needing extra support can be provided with key terms to further investigate.
- Challenge: Students can draft a proposal either in favor or opposition to the government that was established after independence.

### Share/ Closure

- Teacher displays murals and collages. The drawings can be displayed together to create a class mural of the struggles that Latin American countries faced developing their new governments.
- Teacher facilitates a student discussion comparing and contrasting the struggles that each country faced.
- Students complete exit slips.

### Assessment

- Teacher evaluates exit slips.
- Teacher evaluates graphic organizers

### Next Steps

- Students investigate the rights of citizens and the laws that protect them in newly established Latin American governments.

**Exit Slip**

<b>If I were to establish a government, the first thing I would do is...</b>	<b>The reason I would do this is...</b>	<b>It is a struggle to set up a new government because...</b>

**Forming a New Government: ARGENTINA**

<b>Key Words</b>	<b>My Ideas: This makes me think, I imagine this to be, If I was there, and I envision.</b>
War	War tells me that people were fighting and didn't agree with each other. I imagine battlefields and weapons. People getting hurt or killed.
Peace	Peace tells me that there were times that things must have gone smoothly. I envision people smiling, laughing and hanging around.

## LOOKING AT THE LAW

**Focus Question:** How did Latin American nations achieve independence?

**The Teaching Point:**

- Students will examine the laws that various Latin American nations established to protect the citizens of their nations.

**Why/ Purpose/ Connection:** The students are aware of the importance of independence and the challenges associated with the establishment of a new nation. This lesson explores some of the laws created by governments post-independence.

**Materials/ Resources/ Readings:**

- Titles from the trade book sets
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Argentina*
  - *Brazil*
  - *Brazil, The Culture*
  - *Cuba*
  - *Cuba, The Culture*
  - *Dominican Republic*
  - *Mexico, The Culture*
  - *Mexico*
  - *A True Book; Puerto Rico*
  - *Puerto Rico*
  - *Puerto Rico, The People and Culture*
  - *Q&A Cuba*
- Graphic Organizer: Law Analysis
- Graphic Organizer: Venn diagram
- Copies of the first five amendments to the Bill of Rights for motivational activity.
- Post-it notes

**Model/ Demonstration:**

- Motivation: The teacher provides each table with one of the first five amendments from the United States of America's Bill of Rights and a dictionary. Teacher instructs each group to explain what the amendment means and why they believe that law exists.
- Teacher says, "You will examine the first five laws that were established to protect us as citizens of the United States."
- Teacher asks each group to infer one thing about the United States based on the amendment they were given
- Teacher tells students that most governments create laws designed to protect their citizens, build trust and provide for the betterment of the nation.
- Teacher says, "Today we are going to examine a variety of laws from Latin American countries. We are going to think about who the law affects directly, how it affects the nation and its people and why the law exists."
- Teacher then says, "I have located two different laws from the trade books for us to examine together."

- The teacher will display the transparency or charted copy of the text for class discussion. The teacher reads aloud the first law which says, “Dominicans must vote if they are eighteen (18) years or older or if they are married.”
- The teacher displays the graphic organizer and works through his/ her own thinking regarding the question prompts.
  - Whom does the law directly affect? Everyone married or over the age of 18.
  - How is the nation affected? Everyone is allowed to vote as long as they are 18 and/or married. Married people are treated like adults.
  - Why was the law created? I think it was so that all people would have to be responsible for the government and its actions.
  - Why are married people specifically referenced? Perhaps they believe that if you are old enough to be married you should be old enough to vote?

Gr. 5 SS  
[Exam Alert](#)

Provides  
practice  
analyzing  
primary  
sources.

**Guided Practice:**

- The teacher then displays the second line and elicits student responses and ideas, prompting where necessary.
- The teacher records the student’s reflections in the graphic organizer.

**Independent Exploration:**

- Student pairs work to find 2 examples of laws from Latin America in the trade books and then analyze each law using the graphic organizer.

**Differentiation:**

- Students needing extra support could be provided with the passages from the texts to analyze..

**Share/ Closure**

- Student pairs complete the Venn diagram comparing two Latin American laws to an American law. Each student pair places one of their ideas on a post-it note and contributes it to a class Venn Diagram

**Assessment**

- Teacher circulates during independent exploration
- Teacher evaluates graphic organizers

**Next Steps**

- Students examine the current government of a selected Latin American country.

*(cut into strips to distribute to each group)*

**Motivation Activity: United States of America's Bill of Rights – Amendments I – V**

**Amendment I**

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

**Amendment II**

A well regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms, shall not be infringed.

**Amendment III**

No soldier shall, in time of peace be quartered in any house, without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

**Amendment IV**

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no warrants shall issue, but upon probable cause, supported by oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

**Amendment V**

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia, when in actual service in time of war or public danger; nor shall any person be subject for the same offense to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

<http://www.billofrightsinstitute.org/Teach/freeResources/FoundingDocuments/Docs/TheBillofRights.asp>

<b>Excerpts from Trade Books: Laws and Rules of Latin America</b>
“Dominicans must vote if they are eighteen (18) years or older or if they are married.”
<i>Q&amp;A The Dominican Republic; A Question and Answer Book</i>
“Police and people in the armed forces cannot vote.”
<i>Q&amp;A The Dominican Republic; A Question and Answer Book</i>
“Dominican children must go to elementary school for six (6) years. They start school at age seven (7).”
<i>Q&amp;A The Dominican Republic; A Question and Answer Book</i>
“Mexican law says that children must go to school between the ages of six (6) and sixteen (16).”
<i>Mexico</i>
“Public schools are free and run by the government.”
<i>Mexico</i>
“People who speak out against the government may be arrested and jailed.”
<i>Mexico</i>
“Puerto Ricans are U.S. citizens and can travel to or live in the United States at any time.”
<i>A True Book; Puerto Rico</i>
“The Bill of Rights makes sure everyone is treated fairly, no matter what their race, religion or gender, or national origin might be.”
<i>Luis Munoz Marin, Father of Modern Puerto Rico.</i>
“In Puerto Rico, there are three separate branches of government.”
<i>Luis Munoz Marin, Father of Modern Puerto Rico.</i>
“The government of Mexico is a federal republic. In a federal republic, the citizens of the country elect, or choose, their leader.”
<i>Spotlight on Mexico</i>
“The people of Mexico elect a new president every six (6) years.”
<i>Spotlight on Mexico</i>
“Before 1958, women could not vote in presidential elections. Until recently, Mexican women could not hold important positions in government and business.”
<i>Mexico, the people</i>

### Law Analysis

Who does the law directly impact?  
Everyone married or over the age of 18

The law says:  
Dominicans must vote if they are eighteen (18) years or older or if they are married

What is the impact on the nation?  
Everyone is allowed to vote as long as they are 18 and married people are treated like adults.

Why was the law created? I think it was so that all people would have to be responsible for the government and its actions.

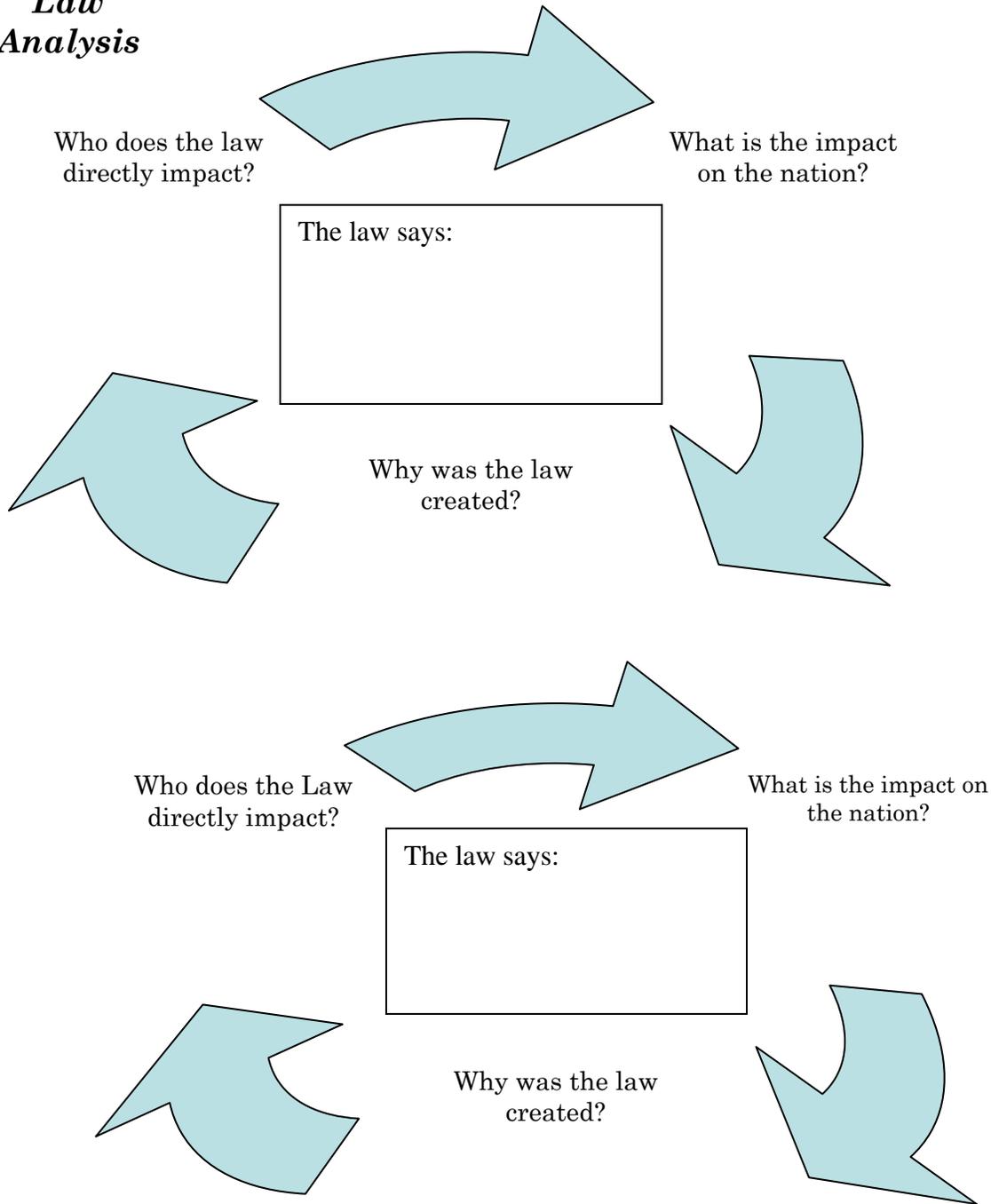
Who does the Law directly impact? Police and people in the military, like the army.

The law says: "Police and people in the armed forces cannot vote."

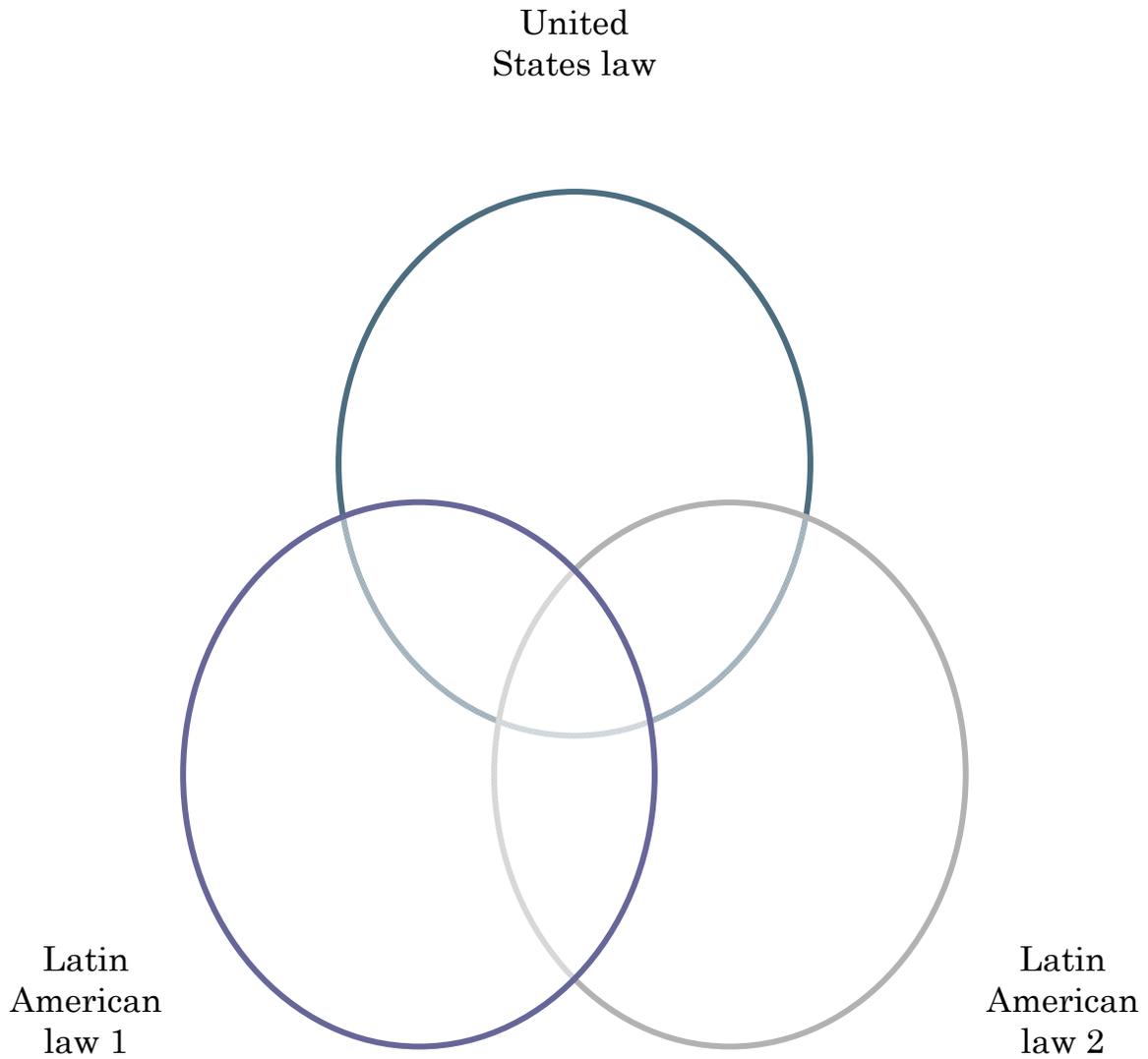
What is the impact on the nation?  
The people that protect them are not allowed a say in elections.

Why was the law created? Maybe the army had too much power or the government is afraid they'd get power.

**Law  
Analysis**



### Venn diagram: Comparing and Contrasting Laws



## THE PANAMA CANAL

**Unit of Study/Theme:** Latin America

**Focus Question:** What factors contributed to the development of Latin America?

**The Teaching Point:**

- Students will participate in a read aloud to gain insight into the impact of the construction of the Panama Canal.

**Why/Purpose/Connection:** This lesson explores the influences of foreign powers on Latin America.

**Materials/Resources/Readings:**

- Titles from the trade book text set:
  - *The Panama Canal*
- Predict-o-Gram

**Model/Demonstration:**

- Motivation: Teacher provides students with a predict-o-gram to complete. *Note: A Predict-o-gram helps set a purpose for reading by helping students make predictions. (Tools for Teaching Content Literacy. Janet Allen, 2004.)*
- Teacher explains that students will listen to a read aloud about the building of the Panama Canal. Teacher explains that this is an example both of a foreign power becoming involved in Latin America, and of development.
- Teacher explains that during the read aloud students will take notes in a PMI chart, (Pluses, Misuses, Interesting) of the Panama Canal.

**Guided Practice:**

- Teacher reads aloud the first two pages, stopping to ask students to complete one item in each column. Teacher explains that students will continue in the same fashion throughout the read aloud. Teacher points out that students need not record every detail; they are looking to get an overall picture of what happened with the building of the Panama Canal.

**Independent Exploration:**

- Teacher continues to read aloud *The Panama Canal* up to p. 42 while students take notes in their PMI chart.
- Teacher directs students to turn and talk to a partner using the following guiding questions:
  - Who benefited from the canal?
  - Who faced hardships as a result of the canal?
  - Did the benefits of the canal outweigh the negative results?

**Differentiation:**

- Teacher provides students needing extra support with a copy of the book in order to follow along and refer back to.

[Gr. 5 ELA Exam Alert](#)

Provides practice with listening to a passage with the purpose of recording notes.

**Share/Closure:**

- Teacher reads aloud final page of text.
- Teacher asks students to complete the exit slip with their thoughts on the Panama Canal at the bottom of the Predict-o-gram.

**Assessment:**

- Teacher evaluates PMI charts.
- Teacher evaluates exit slips.

**Next Steps:**

- Students analyze the primary sources within the picture book *The Panama Canal*.
- Students explore the Canal Zone today.

**Predict-o-gram**  
(Adapted from Dr. Janet Allen)

***The Panama Canal***  
***The story of how a jungle was conquered and the world made smaller***

defeat	isthmus	tragedy	impossible	explorers
jungle	mountainous	disease	Roosevelt	
Colombia	revolution	mosquitoes	Sanitary Department	
tropical rain	excavation	dynamite	engineering	

Using as many of the words above as you can, write a prediction for events that will occur in the picture book, *The Panama Canal*.

---

---

---

---

---

---

---

---

---

---

<b>EXIT SLIP</b>
The Panama Canal is _____ because
_____
_____

## READING CHARTS AND GRAPHS

(This lesson covers two days and serves as the introductory lessons to an inquiry based unit project)

**Unit of Study/Theme:** Latin America

**Focus Question:** What factors have had an impact on the development of Latin America?

### The Teaching Point:

- Students will be able to read and draw conclusions from charts and graphs regarding Latin America.
- Students will be able to gather data and create charts and graphs regarding Latin America.

**Why/Purpose/Connection:** This lesson allows students to explore contemporary issues facing Latin America.

### Materials/Resources/Readings:

- Titles from the trade book text set:
  - *The Dominican Republic: A Question and Answer Book*
  - *Cuba: A Question and Answer Book*
  - *World Regions: South America*
- Websites:
  - <https://www.cia.gov/library/publications/the-world-factbook/index.html>
  - <http://lcweb2.loc.gov/frd/cs/cshome.html>
  - <http://travel.nationalgeographic.com/places/regions/index.html>
  - <http://nces.ed.gov/nceskids/createAgraph/default.aspx>
- Post-it notes

### Model/Demonstration:

Day 1:

- Motivation: Teacher displays the grid for a graph with the x axis labeled with the months of the year and the y axis labeled with the number of students in increments of 5, measured according to the size of the post-it notes. Teacher asks students to write their name on a post note and place it in the appropriate area of the graph.
- Teacher then asks student pairs to create a title for the graph and to write three observations about the graph.
- Teacher explains that students will be looking at graphs and charts and then creating graphs and charts relating to Latin America. Teacher tells the class that they are going to gather information regarding different types of charts and graphs, types of information that could be depicted in charts and graphs, and how to use them. (*Since this is a multi-day project that is related to Latin America teacher should start a Latin America parking lot where students could post facts about Latin America for the class to see. Students could also have a Parking Lot in their notebook to store ideas that may be useful later in the project.*) Using the class chart, teacher begins a K-W-L chart, instructing students to draw the K-W-L in their notebooks and make a list of things they know about graphs and charts in the K column. (*Note: A K-*

Gr. 5 SS  
Exam Alert

Provides practice with drawing conclusions from charts and graphs.

*W-L chart helps students activate prior knowledge, then prepare questions for reading, and finally assess the new knowledge they have gained.* Donna Ogle, 1986)

**Guided Practice:**

- Teacher displays the chart on p. 43 of *World Regions: South America*. Students may view the chart in small groups from the trade book.
- Teacher instructs student groups to write the title of the chart in their notebooks, then to create a t-chart with columns for information gathered and how it is represented.
- Teacher creates a class t-chart and charts student responses. Some things teacher should elicit from the students: that it is a pie chart, that it uses colors and symbols.)
- Teacher instructs students to fill in any questions that they may have about creating charts and graphs in the W column. Students may add any new information from the guided practice to the L column.
- Students should choose one observation for the class parking lot.

**Independent Exploration:**

- Teacher instructs students to view at least 3 charts and graphs from the trade books. (See table, **Possible Graphs and Charts**)
- Students should record any new ideas on charts and graphs in the L column. Students must note at least one conclusion about Latin America in their class parking lot and their personal parking lot.
- Student groups begin creating a guide to reading charts and graphs using one of their samples as their model. Some ideas for guides could include: a *Do's and Don'ts chart*, *Things to Remember list*, *Step by Step: Instructions for reading a chart or graph*. Students should be reminded that the next page of their guide will relate to creating a chart or graph (so that they save space).

**Model/Demonstration:**

## Day 2

- Motivation: Teacher posts the following: Ice Cream: Chocolate, Vanilla, Strawberry, None of the above and polls the class.
- Teacher tells student pairs they have 5 minutes to represent the data in a chart or graph.
- Teacher creates a model graph to share.
- Teacher asks students to share their choices of representing the data. Teacher points out that there are multiple options for representing the same data visually. (Pie chart, bar graph)
- Teacher explains that class is going to represent data regarding Latin America in a graph or chart.

**Guided Practice:**

- Teacher displays p. 27 of *Mexico the People* in order to conduct a shared reading.
- Teacher explains that students should be listening for ways that the information could be represented visually.
- Teacher reads aloud 'Living in the City', and underlines facts that may be useful such as "80 percent of Mexico's population live in big cities."
- Teacher asks student pairs to identify other pieces of data that might be represented visually and underlines it.

- Teacher asks students how the data could be represented and what additional information might be helpful.
- Teacher demonstrates creating a pie chart of Urban versus Rural using <http://nces.ed.gov/nceskids/createAgraph/default.aspx> or manually using instructions at <http://www.wikihow.com/Make-a-Pie-Chart>.

**Independent Practice:**

- Student groups use data from the trade books to create a chart reflecting an aspect of Latin America.
- Students use their chart or graph to complete their Guide to Charts and Graphs.

**Differentiation:**

- Extra support: Students needing extra support could be assigned a particular graph to analyze with guiding questions. Example: What is the title? What type of graph is it? Are there axis? Is so, what are they labeled? Are there any symbols? Are there any numbers?
- Extra support: Students needing extra support could be supplied with a table of data in order to create their chart or graph. (For example: Mexico's population: 30% Indian, 60% Mestizo, 10% European descent. *Mexico*, Joanne Mattern, p. 30)

**Share/Closure:**

- Students post any post-it notes on Latin America in the Parking Lot. Teacher asks students to identify information in the parking lot that might be researched and developed into a graph or chart.
- Student groups exchange guides.

**Assessment:**

- Teacher evaluates K-W-L.
- Teacher evaluates Guide to Charts and Graphs.

**Next Steps:**

- Students collect data to create a chart or a graph about a place or topic relating to South America.

**Possible Graphs and Charts from the trade book text set**

<b>Title</b>	<b>Author</b>	<b>Copies</b>	<b>Topic</b>	<b>Graphs/Charts, Pages</b>
<i>The Dominican Republic: A Question and Answer Book</i>	Kremena Spengler	2	Ethnicity	Ethnic Backgrounds, p. 26
			Economy	Imports/Exports p. 14
			Population	Where do People in the Dominican Republic live? P. 10
<i>Cuba: A Question and Answer Book</i>	Muriel L. Dubois	2	Population	Where do People in Cuba live? P. 10
			Ethnicity	Ethnic Backgrounds, p. 26
			Economy	Imports/Exports p. 14
<i>World Regions: South America</i>	Carl Proujan	6	Economy	Argentina's Exports 2000 p. 43
			Environment	Average Global Temperatures, 1900-1999 p. 35
			Environment	Global Plant Pharmacy p. 30
			Environment	Layers of the rainforest, p. 29
			Environment	Hot to Cold Climates p. 18

**Gathering Data: Creating Graphs**

<b>Title</b>	<b>Author</b>	<b>Copies</b>	<b>Topic</b>	<b>Data</b>
<i>Mexico the Culture</i>	Bobbie Kalman	2	Languages	English Words p. 18
<i>Mexico</i>	Joanne Mattern	2	Fact File	pp. 4-6
			Population	pp. 30-31
<i>Battles of the Spanish-American War</i>	Diane Smolinski	1	Spanish American War	After Action Reports pp. 14, 16, 17, 19, 27
<i>World Regions: South America</i>	Carl Proujan	6	Environment	The Amazon Rain Forest p. 24
<i>The Dominican Republic: A Question and Answer Book</i>	Kremena Spengler	2	Government	Government outline pp. 8-9
<i>South America</i>	Wendy Vierow	3	Economy	Making a Living in South America p. 18

## Latin America Today

**Unit of Study/Theme:** Latin America

**Focus Question:** What factors have had an impact on the development of Latin America?

**The Teaching Point:**

- Students will be able to analyze images and captions to locate big ideas about the life in different Latin American countries today.

**Why/ Purpose/ Connection:** Students have been engaged in a study of Latin America, from its geography to its independence. This lesson allows students to build background on Latin America today in order to decide on an inquiry topic for their unit project.

**Materials/ Resources/ Readings:**

- Titles from the trade book sets
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Q & A The Dominican Republic, a question and answer book.*
  - *Argentina*
  - *Brazil*
  - *Brazil, The Culture*
  - *Cuba*
  - *Cuba, The Culture*
  - *Dominican Republic*
  - *Mexico, The Culture*
  - *Mexico*
  - *A True Book; Puerto Rico*
  - *Puerto Rico*
  - *Puerto Rico, The People and Culture*
  - *Q&A Cuba*
- Websites
  - <http://www.brooklynexpedition.org/latin/gateway2.html>
  - [http://www.amnh.org/education/resources/rfl.php?set=b&topic\\_id=1&intro=true](http://www.amnh.org/education/resources/rfl.php?set=b&topic_id=1&intro=true)
  - <http://travel.nationalgeographic.com/places/regions/index.html>
  - <http://www.lonelyplanet.com/south-america?openMap=true>
  - [http://portal.unesco.org/geography/en/ev.php-URL\\_ID=2316&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/geography/en/ev.php-URL_ID=2316&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- What I See, What I Think, What I Wonder (Students may create graphic organizers in their notebooks)

**Model/ Demonstration**

- Motivation: Teacher displays parking lot statements on Latin America from previous day and asks students to categorize information. (For example facts on geography, facts on politics, specific country information.)
- Teacher explains that students are going to choose a particular aspect of Latin America to explore further. Students will create a brochure on their particular topic. The brochure

must contain at least two visual representations of data in the form of charts and/or graphs.

- Teacher explains that students are going “to visit” Latin America to get more ideas for their exploration.
- Teacher displays the picture on p. 32 of *World Regions: South America* and models filling in the graphic organizer.

What I See	What I think	What I Wonder
Trees on the outskirts, construction materials, hoses	This area was once forest that was cleared for economic gain but environmental ruin.	What does this mean for the people of Latin America?

- Teacher explains that students will take a picture walk through the trade books. Teacher explains that the questions in the ‘I Wonder’ column can lead students’ investigation to a more complete understanding of life in their country today.

### Guided Practice

- Teacher instructs student pairs to choose their first picture and complete the first row.
- Teacher charts some of the ideas from the I Wonder column and asks if they could lead to a topic for inquiry or a chart.
- Teacher instructs students to continue their picture walk keeping in mind their final project.

### Independent Exploration:

- Student groups brainstorm brochure topics. Ideas include but are not limited to Travel (A country or a region), Environmental Awareness, The Economy, Sports.

### Share/ Closure

- Students submit their top 3 choices for their investigation.

### Assessment

- Teacher circulates monitoring accountable talk.

### Next Steps:

- Students begin their inquiry.

**AN INQUIRY INTO LATIN AMERICA TODAY**

(This lesson requires 2 days)

**Unit of Study/Theme:** Latin America

**Focus Question:** What factors have impacted the development of Latin America?

**The Teaching Point:**

- Students will conduct research into an aspect of Latin America by developing research questions and using note taking strategies.

**Why/Purpose/Connection:** Students have been building background knowledge on Latin America today and have been honing skills for taking notes and for representing data. This lesson provides students with an opportunity to apply the acquired skills and knowledge.

**Materials/Resources/Readings:**

- Titles from the trade book sets
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Q & A The Dominican Republic, a question and answer book.*
  - *Argentina*
  - *Brazil*
  - *Brazil, The Culture*
  - *Cuba*
  - *Cuba, The Culture*
  - *Dominican Republic*
  - *Mexico, The Culture*
  - *Mexico*
  - *A True Book; Puerto Rico*
  - *Puerto Rico*
  - *Puerto Rico, The People and Culture*
  - *Q&A Cuba*
- Websites
  - <http://www.brooklynexpedition.org/latin/gateway2.html>
  - [http://www.amnh.org/education/resources/rfl.php?set=b&topic\\_id=1&intro=true](http://www.amnh.org/education/resources/rfl.php?set=b&topic_id=1&intro=true)
  - <http://travel.nationalgeographic.com/places/regions/index.html>
  - <http://www.lonelyplanet.com/south-america?openMap=true>
  - [http://portal.unesco.org/geography/en/ev.php-URL\\_ID=2316&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/geography/en/ev.php-URL_ID=2316&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- Sample brochures

**Model/Demonstration:**

Day 1:

- Motivation: Teacher groups students based on their top three choices. Teacher provides groups with sample informational brochures to critique in a t-chart labeled 'like' and 'dislike'.
- Teacher explains that students are going to develop an informational brochure relating to Latin America using criteria provided. Teacher says, "At this point, you have a general

idea of your topic, now you need a plan for how to develop your topic. In order to make your plan you need to know what is expected.”

- Teacher distributes and displays the template and rubric for student groups to review.
- Teacher models creating a t-chart labeled ‘What I know’ and ‘What I need to know’ for the topic, The Amazon Rain Forest. Teacher reads aloud, p. 22 of *World Regions: South America*, so that students could assist in the t-chart.

What I know	What I need to know
<ul style="list-style-type: none"> <li>○ More living things live there than any other place on earth.</li> <li>○ It is the largest tropical rain forest.</li> </ul>	<ul style="list-style-type: none"> <li>○ Countries and their leader(s)</li> <li>○ Data that could be represented graphically                             <ul style="list-style-type: none"> <li>▪ Percentages of destruction</li> <li>▪ Number of living things being killed</li> </ul> </li> <li>○ Facts for the purpose of the brochure</li> </ul>

**Guided Practice:**

- Students complete their t-charts.
- Teacher asks students to divide their research into sections. (Students do not need to determine who will do the research yet.)
- Teacher refers back to the t-chart from the model and asks student pairs to determine the best note-taking format for finding the names of countries and their leaders. Teacher asks students to share.
- Teacher instructs student groups to assign at least one note taking strategy to each segment that needs to be researched. If students feel more than one would be appropriate they can list two.

What I know	What I need to know
<ul style="list-style-type: none"> <li>○ More living things live there than any other place on earth.</li> <li>○ It is the largest tropical rain forest.</li> </ul>	<ul style="list-style-type: none"> <li>○ Countries and their leader(s)</li> <li>○ Data that could be represented graphically                             <ul style="list-style-type: none"> <li>▪ Percentages of destruction</li> <li>▪ Number of living things being killed</li> </ul> </li> <li>○ Facts for the purpose of the brochure</li> </ul>

Note taking: list

Note taking: T-chart

- Teacher circulates evaluating note taking strategies.

**Independent Exploration:**

(Continued on Day 2)

- Students groups divide up the research.
- Students conduct their research using an appropriate note-taking strategy.

**Differentiation:**

- Extra support: Students needing extra support could be supplied with a template for note taking.

**Share/Closure:**

- Teacher conducts a whip with each student sharing an opinion about Latin America.

**Gr. 5 ELA Exam Alert**  
Provides practice with identifying and applying note-taking strategies.

**Assessment:**

- Teacher evaluates research questions.
- Teacher evaluates note taking strategies.

**Next Steps:** Students prepare their research for their brochure.

## A RAFT TO CREATING A BROCHURE

(This lesson requires 2 days)

**Unit of Study/Theme:** Latin America

**Focus Question:** What factors have impacted the development of Latin America?

**The Teaching Point:**

- Students will be able to demonstrate the relevance of their research in an informational brochure.

**Why/Purpose/Connection:** This lesson helps students organize their research into writing. Students are provided a framework for organizing their notes.

**Materials/Resources/Readings:**

- Titles from the trade book sets
  - *Argentina the People*
  - *A to Z Dominican Republic*
  - *Q & A The Dominican Republic, a question and answer book.*
  - *Argentina*
  - *Brazil*
  - *Brazil, The Culture*
  - *Cuba*
  - *Cuba, The Culture*
  - *Dominican Republic*
  - *Mexico, the Culture*
  - *Mexico*
  - *A True Book: Puerto Rico*
  - *Puerto Rico*
  - *Puerto Rico, The People and Culture*
  - *Q&A Cuba*
- Websites
  - <http://www.brooklynexpedition.org/latin/gateway2.html>
  - [http://www.amnh.org/education/resources/rfl.php?set=b&topic\\_id=1&intro=true](http://www.amnh.org/education/resources/rfl.php?set=b&topic_id=1&intro=true)
  - <http://travel.nationalgeographic.com/places/regions/index.html>
  - <http://www.lonelyplanet.com/south-america?openMap=true>
  - [http://portal.unesco.org/geography/en/ev.php-URL\\_ID=2316&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/geography/en/ev.php-URL_ID=2316&URL_DO=DO_TOPIC&URL_SECTION=201.html)

**Model/Demonstration:**

Day 1

- Motivation: Teacher displays two websites or, if available, has student pairs view two websites with instructions to determine their purpose.
  - <http://www.lonelyplanet.com/south-america>
  - <http://www.brooklynexpedition.org/latin/gateway2.html>
- Teacher displays RAFT graphic organizer and explains that the brochures the students will create should each have a purpose, that most writers have a purpose. *Note: The RAFT graphic organizers offers students support in organizing their writing by providing a focus. (Content-Area Writing, Harvey Daniels, 2007.)*

- Teacher models completing the RAFT organizer for a brochure on the Amazon.

**Guided Practice:**

- Student groups fill in a RAFT graphic organizer with different possibilities that could be used in the brochure. Remind students that there is a segment of the brochure that is entirely up to them.
- Teacher meets with each group to review their options.

**Independent Exploration:**

- Student pairs within each student group complete portions of their brochure.

## Day 2

- Student groups revise and edit their writing and/or charts/graphs.
- Student groups prepare their final brochure.

**Differentiation:**

- Extra support: Teacher provides students with possible roles to choose from.

**Share/Closure:**

- Student groups view each other's brochures.
- Student complete the statement, Latin America today is... on an exit slip.

**Assessment:**

- Teacher evaluates brochures.

**Next Steps:** Students compare Latin America today to the United States.

<p style="text-align: center;"><b>Role</b> (of the writer)</p> <p>An environmentalist trying to convince people to help save the rain forests</p>	<p style="text-align: center;"><b>Audience</b> (for the writing)</p> <p>Possible tourists, average person</p>
<p style="text-align: center;"><b>Format</b> (for the writing)</p> <ul style="list-style-type: none"><li>• Graph</li><li>• Persuasive explanation of problems in the Amazon</li><li>• Request for donations</li></ul>	<p style="text-align: center;"><b>Topic</b> (covered in the writing)</p> <p>The Amazon Rain Forest</p>

**LATIN AMERICA UNIT PROJECT**  
**An Informational Brochure**  
(For the teacher)

Students must research and develop a brochure relating to a topic, issue, or characteristic of contemporary Latin America. As a precursor to the project students have explored reading and creating charts and graphs. Students have also had an opportunity to develop sufficient background knowledge to begin an inquiry into their area of exploration. The project is meant to develop research skills and awareness of Latin America, as well as familiarity with using and reading charts and graphs.

Because the project deals with contemporary issues, the availability of the internet will greatly increase the success of this project. Websites containing relevant data are listed below.

- <http://www.brooklynexpedition.org/latin/gateway2.html>
- [http://www.amnh.org/education/resources/rfl.php?set=b&topic\\_id=1&intro=true](http://www.amnh.org/education/resources/rfl.php?set=b&topic_id=1&intro=true)
- <http://travel.nationalgeographic.com/places/regions/index.html>
- <http://www.lonelyplanet.com/south-america?openMap=true>
- [http://portal.unesco.org/geography/en/ev.php-URL\\_ID=2316&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/geography/en/ev.php-URL_ID=2316&URL_DO=DO_TOPIC&URL_SECTION=201.html)
- <https://www.cia.gov/library/publications/the-world-factbook/index.html>
- <http://lcweb2.loc.gov/frd/cs/cshome.html>

If there is enough computer availability for each group to be assigned a laptop you may opt for students to create their brochures using a word processing program. Students may need instruction on changing fonts, copying and pasting, and moving text or images.

### Informational Brochure Latin America

Conduct an inquiry into a specific topic related to Latin America.  
Present your information in a brochure. Be creative!

#### Rubric

	4	3	2	1
Content	<ul style="list-style-type: none"> <li>Contains accurate and clearly explained factual information</li> </ul>	<ul style="list-style-type: none"> <li>Contains accurate, factual information.</li> </ul>	<ul style="list-style-type: none"> <li>Contains mostly accurate information.</li> </ul>	<ul style="list-style-type: none"> <li>Contains many inaccuracies</li> </ul>
Chart/ Graph	<ul style="list-style-type: none"> <li>Contains a clear title</li> <li>Clearly labeled axis or symbols</li> <li>Represents data relevant to the brochure</li> <li>Neat and creative display</li> </ul>	<ul style="list-style-type: none"> <li>Contains a title</li> <li>All necessary parts are labeled</li> <li>Represents relevant data</li> </ul>	<ul style="list-style-type: none"> <li>Missing labels or titles</li> <li>Data has some relevance to the brochure</li> </ul>	<ul style="list-style-type: none"> <li>Missing labels or titles</li> <li>Data has little relevance to the brochure</li> </ul>
Mechanics	<ul style="list-style-type: none"> <li>Correct spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Mostly correct spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Some mistakes in spelling and grammar</li> </ul>	<ul style="list-style-type: none"> <li>Many mistakes in spelling and grammar.</li> </ul>
Presentation	<ul style="list-style-type: none"> <li>Neat, creative, enticing display</li> </ul>	<ul style="list-style-type: none"> <li>Neat display</li> </ul>	<ul style="list-style-type: none"> <li>Sloppily compiled</li> </ul>	<ul style="list-style-type: none"> <li>Sloppily compiled with missing components.</li> </ul>

#### Checklist:

- Research
- RAFT
- Writing
- Graphs and charts
- Images
- Plan layout
- Edit and Revise
- Publish

**INSIDE**

Written explanation of the brochure topic.

Things to keep in mind:

- Who is writing it? (A Government agency, a travel agent, an environmentalist)
- What is the purpose of the brochure? (To entice someone to visit, to raise awareness, to explain the necessity of something)

**INSIDE**

Graphs and/or charts

**INSIDE**

Group choice.

**INSIDE FLAP**

Students' names and tasks completed during project.

**BACK PAGE****FAST FACTS**

Must include:

- Any countries relevant to the brochure
- Their current leader (s)
- Type of government
- Any other relevant facts that you would like to include

**COVER**

Must include:

- Title
- Image

**Hall of Aztec - Hall of Mexican Life Project**  
*(Mayans and Incas can be substituted)*

The project possibilities for this unit are vast. Students will probably be familiar with the Hall of Biology or Hall of Human Evolution at the American Museum of Natural History. Explain to the students that they will be creating similar “halls” in their classroom or in the school hallway. Depending on your students and their interests, you may wish to allow them to decide if they want to focus their project on the past, the present or both. However, comparing and contrasting both eras will allow the students to connect the past to the present and to grapple with the big ideas at the core of this unit. (Some students may not realize that the Aztecs no longer inhabit Mexico until they examine the perspectives of past and present)

**Creating the Hall of Aztec and Mexican Life**

Students should choose their top two interest areas. After these decisions are made, then student work groups should be formed according to topic. The groups should be formed after students have spent a considerable amount of time reading, learning and taking notes. If they have not had the chance to experience many topics, it will be much harder for them to become experts in one.

Once groups are formed, explain that each group will be assigned a section of the wall (in the classroom or hallway) to complete. Tell the students that it is their responsibility to work as hard as they can to help the rest of the school understand what Aztec society and Mexican life is all about by what is placed on this wall.

Once the Aztec wall is prepared, students can continue with their wall to show what happened to Mexico. Students can add their Mexico displays on the same wall by creating a dividing line where the Aztec displays end, or they can use a whole new area of the hallway or classroom for Mexico. The goal for the wall is the same as the Aztec Hall, but the focus changes. It might be helpful to let the students print out photos of Mexico using the internet.

The wall can include student created artifacts of their study that include:

- essential vocabulary (illustrated is best)
- illustrations/drawings
- fun facts
- charts, data
- artifacts
- descriptions
- quizzes or challenges

The end result should allow all those reading the wall to understand the big ideas students encountered during their studies. While specific assignments can be divided among group members, the wall is a collaborative effort. Once students let their imaginations take over the project will be amazing!

The following charts can help students decide on the kinds of sub-topics that can be addressed in their “Halls.”

**Expert Groups – Aztecs**

- Warriors
- Religion
- Society and Daily Life
- Government (make sure to include Tenochtitlan in this group- a description and a map to show how amazing the lake city's layout was)
- Arts, Crafts, Entertainment and Games

**Expert Groups –Mexico**

- Religion
- Government
- Society and Daily Life
- Economy (jobs)
- Mexico in the 21<sup>st</sup> Century (problems, challenges, contributions)
- Geography (optional... there aren't too many books available on this topic. Check resources.)

## ACADEMIC VOCABULARY

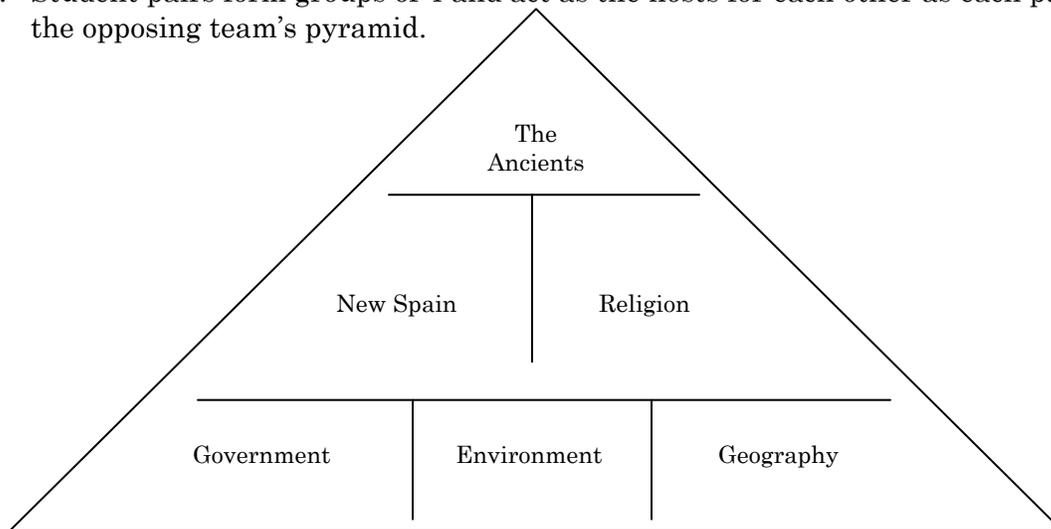
Academic vocabulary is key to reading comprehension, and therefore essential to content area learning. The following activity combines a number of strategies that help students acquire new vocabulary: repeated exposure, oral practice, and word games. Students have been exposed to the following words throughout the unit through wide reading. Students now will have the opportunity to discuss the words as they sort them and think of new words that could be associated with them. Students will then create a game modeled after the game show \$25,000 Pyramid. (*Word Wise and Content Rich: Five Essential Steps to Teaching Academic Vocabulary*, Douglas Fisher and Nancy Frey,

(This is a suggested list; it can be shortened to allow more student choice. It may also be adapted to include words specific to your ancient civilization case study.)

conquistador	islands	dictator
independence	coast	democracy
revolution	pampas	monarchy
hacienda	social class	natural
missionary	conservation	resources
colonies	civilization	environments

### Directions:

1. Student pairs categorize words into 6 groups according to their meaning. Create a title for each category. Students can add one additional word that they feel is relevant per category.
2. Student pairs assign a category to each section of the pyramid.
3. Student pairs form groups of 4 and act as the hosts for each other as each pair plays the opposing team's pyramid.



### Possible Extension:

Introduce the word list at the beginning of the chapter in a Vocabulary Self-Awareness chart. Have students self-assess their knowledge of the vocabulary throughout the unit, concluding with the above suggested activity.

## PUTTING IT ALL TOGETHER

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

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

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

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

### **Comparatively Speaking**

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

### **A Regional Perspective**

Latin America is primarily a cultural region comprised of independent nations. In what ways are the nations interdependent? In what ways are they independent? Use current events to explore the relationships between nations. This exploration can be extended to explore the relationship between Latin American nations and the United States.

### **A Global Outlook**

Examine reasons why we should know about other nations in the world, specifically those in Latin America. Discuss how communication and transportation have made the world a smaller place.

**Field Trips for Latin America****Location**

American Museum of Natural History  
Central Park West at 79th Street, Manhattan  
(212) 769-5200  
[www.amnh.org](http://www.amnh.org)

The Bronx Zoo  
Fordham road and the Bronx River Parkway  
718-367-1010  
<http://www.bronxzoo.com>

El Museo del Barrio  
1230 5<sup>th</sup> Avenue, Manhattan  
212.831.7272  
<http://www.elmuseo.org/>

Hispanic Society of America  
613 West 155<sup>th</sup> Street, Manhattan  
(212) 926-2234  
<http://www.hispanicsociety.org/>

Pregones Spanish Theater  
571-575 Walton Avenue, the Bronx  
718-585-1202  
<http://www.pregones.org/index.html>

Thalia Spanish Theater  
41-17 Greenpoint Avenue, Queens  
718-729-3880  
<http://www.thaliatheatre.org/pages/home.cfm>

**Exhibits and Programs**

Hall of Mexico and Central America  
Hall of South American Peoples

The Monkey House  
Russell B. Aitken Sea Bird Colony and  
Aquatic Birds

## V.

# Additional Resources

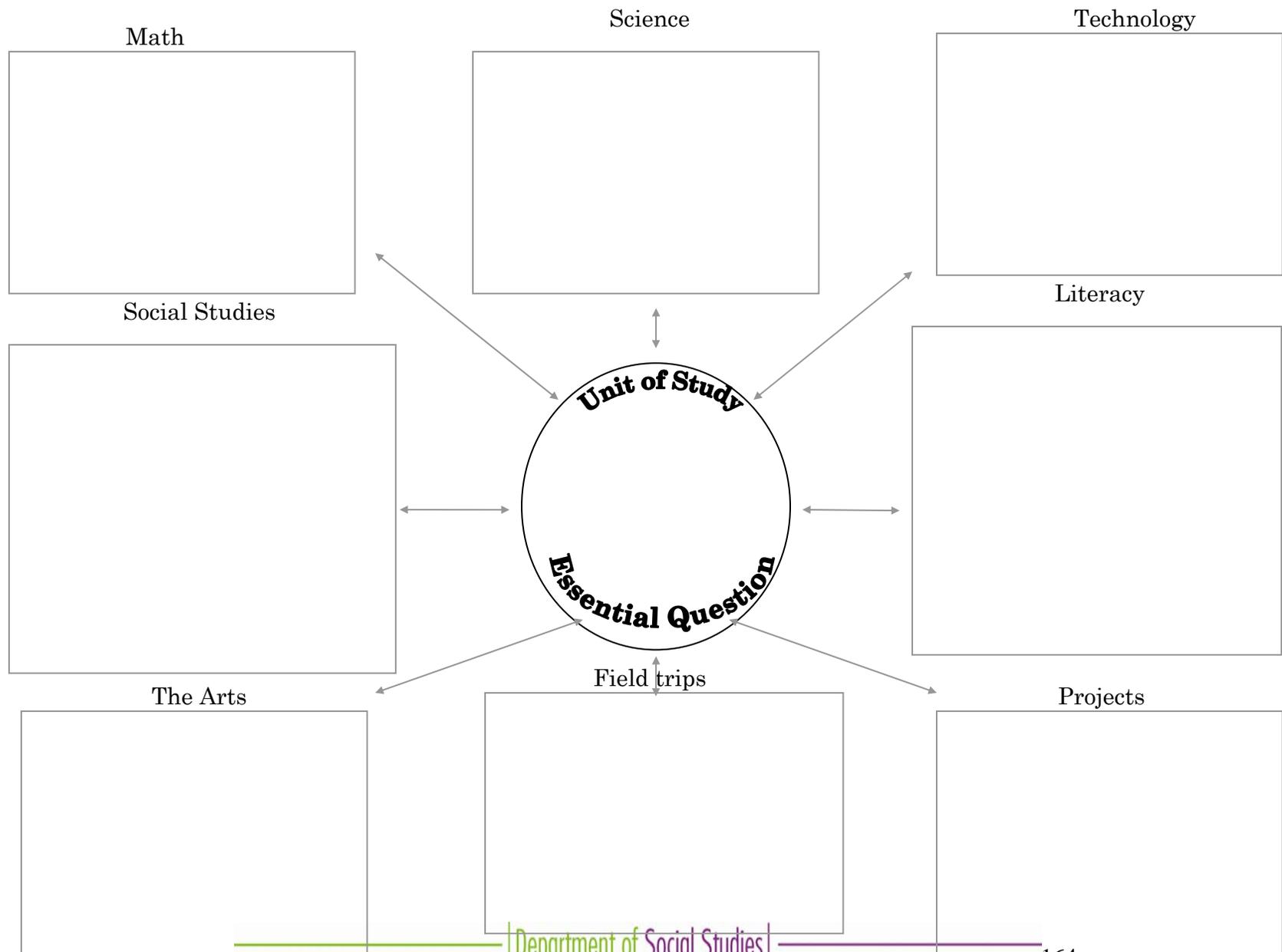


Story on a vase: Maya Codex-style vase, A.D. 700-900

<http://www.loc.gov/exhibits/kislak/kislak-exhibit.html>



### BRAINSTORM WEB TEMPLATE



**ESSENTIAL QUESTION**

Content/Academic Vocabulary (sample)

Focus Questions



**Student Outcomes**

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

Content, Process and Skills

**INTERDISCIPLINARY PLANNING TEMPLATE**

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

**LESSON PLAN STRUCTURE****Unit of Study/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, high-light, 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: \_\_\_\_\_

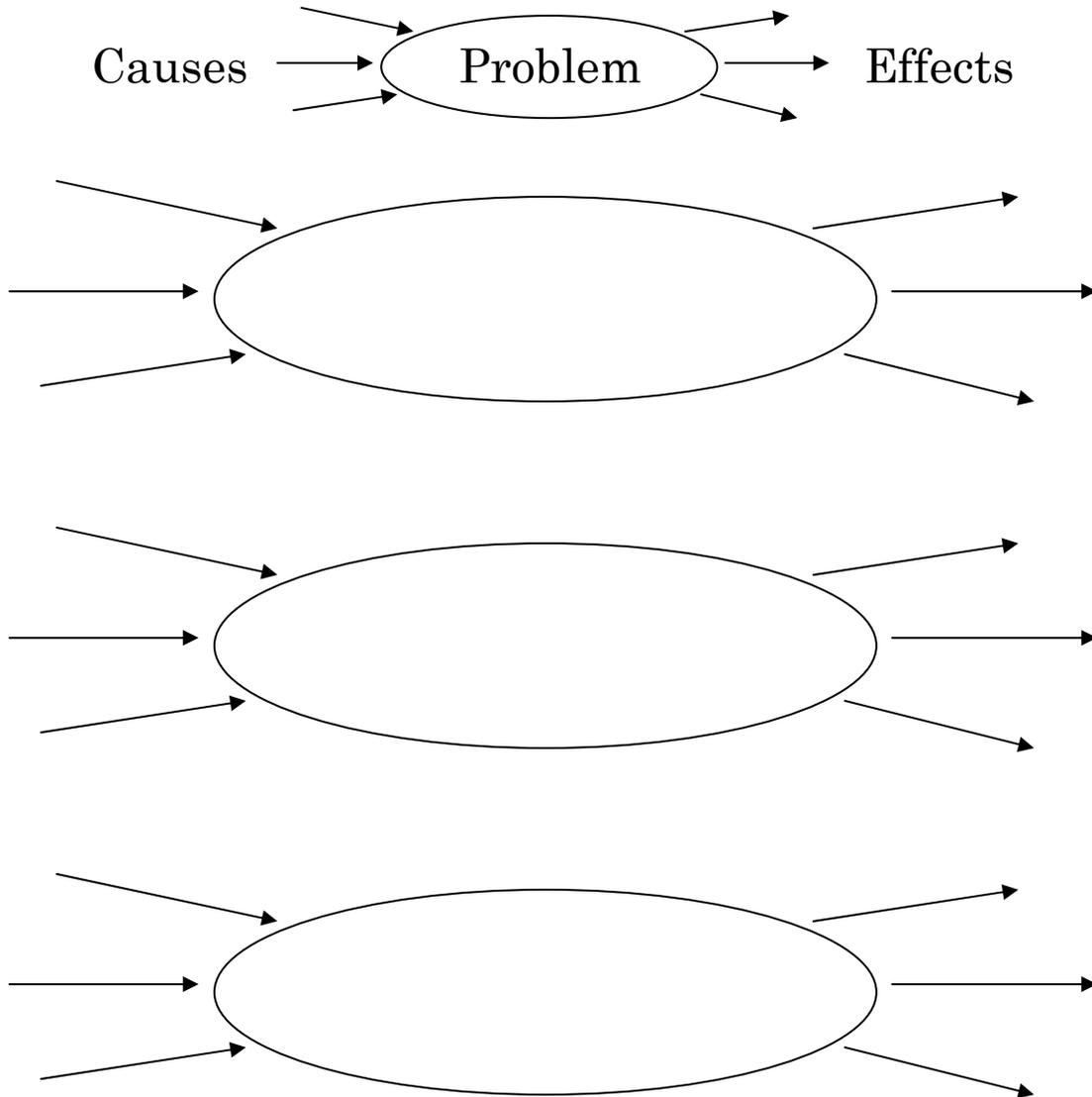
Name of image: \_\_\_\_\_

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 \_\_\_\_\_

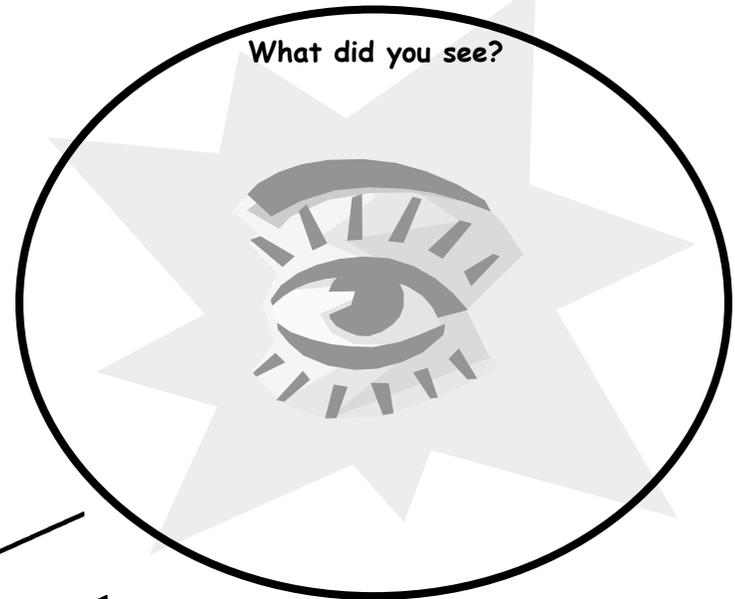
<b>What I think</b>	<b>Evidence</b>
I think the author is stating that...	I know this because...

VIDEO VIEWING GUIDE

What did you hear?

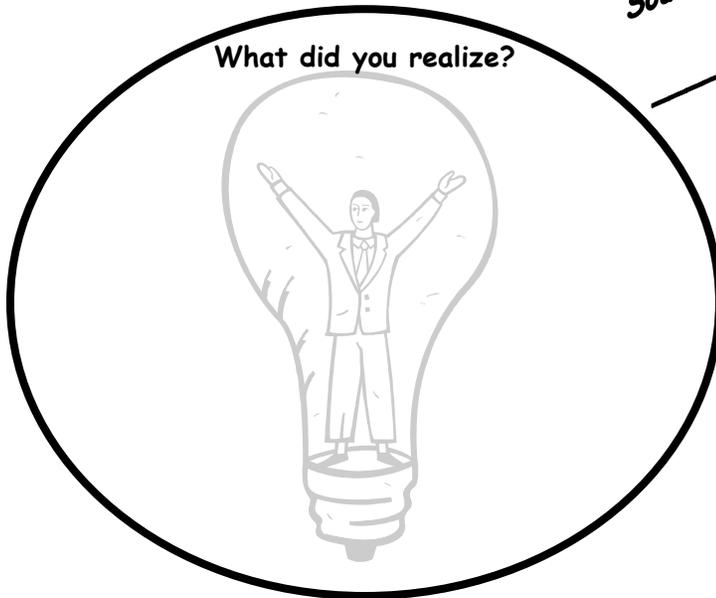


What did you see?

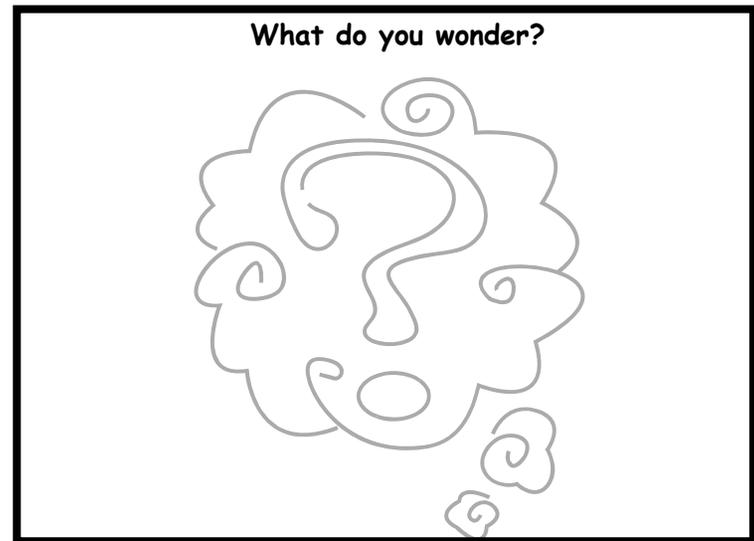


Source:

What did you realize?



What do you wonder?



**BIBLIOGRAPHY**  
**LATIN AMERICA**

- Almada, Patricia. *The Crying Mountain*. Crystal Lake: Rigby, 1997.
- Banting, Erinn. *Puerto Rico: The People and Culture (Lands, Peoples, and Cultures)*. Boston: Crabtree Company, 2003.
- Bingham, Jane. *The Aztec Empire (Time Travel Guides)*. Austin: Raintree, 2007.
- Bingham, Jane. *The Inca Empire*. Chicago: Raintree, 2008.
- "BRI." *Bill of Rights Institute*. Web. 13 Nov. 2009.  
<<http://www.billofrights.org/Teach/freeResources/FoundingDocuments/Docs/TheBillofRights.asp>>.
- Burgan, Michael. *Argentina*. New York: Children's Press, 1999.
- "Central America Map - Map of Central America Countries, Landforms, Rivers, and Information Pages - Worldatlas.com." *World Atlas of Maps Flags and Geography Facts and Figures - Maps*. Web. 13 Nov. 2009.  
<<http://www.worldatlas.com/webimage/countrys/camerica.htm>>.
- "CIA - The World Factbook." *Welcome to the CIA Web Site Central Intelligence Agency*. Web. 13 Nov. 2009. <<https://www.cia.gov/library/publications/the-world-factbook/index.html>>.
- "The Conquistadors - Start the Adventure." *PBS*. Web. 13 Nov. 2009.  
<<http://www.pbs.org/opb/conquistadors/home.htm>>.
- "Country Studies - Federal Research Division, Library of Congress." *American Memory from the Library of Congress - Home Page*. Web. 13 Nov. 2009.  
<<http://lcweb2.loc.gov/frd/cs/cshome.html>>.
- "Create A Graph." *National Center for Education Statistics (NCES) Home Page, a part of the U.S. Department of Education*. Web. 13 Nov. 2009.  
<<http://nces.ed.gov/nceskids/createAgraph/default.aspx>>.
- Cutler, Ellen B. *From Spain to America*. New York: Pearson.
- Doak, Robin S. *Coronado Francisco Vazquez De Coronado Explores the Southwest (Exploring the World)*. New York: Compass Point Books, 2001.
- Drew, David. *Inca Life*. Great Britain: Saddleback, Inc, 2006.
- Dubois, Muriel L. *Cuba A Question and Answer Book*. New York: Capstone, 2005.

- Eagen, Rachel. *Ponce de Leon: Exploring Florida and Puerto Rico*. New York: Crabtree, 2006.
- "The Forts of Old San Juan--Getting Started." *U.S. National Park Service - Experience Your America*. Web. 13 Nov. 2009.  
<<http://www.nps.gov/history/nr/twhp/wwwlps/lessons/60sanjuan/60getting.htm>>.
- Ganeri, Anita. *Ancient Maya (Ancient Civilizations)*. New York: Compass Point Books, 2006.
- Ganeri, Anita. *The Aztecs*. Minneapolis, MN: Compass Point Books, 2005.
- Ganeri, Anita. *The Incas*. Minneapolis, MN: Compass Point Books, 2007.
- George, Linda and Charles. *Luis Munoz Marin: Father of Modern Puerto Rico*. New York: Children's Press, 1999.
- Graves, Kerry A. *The Spanish-American War (America Goes to War)*. New York: Capstone, 2000.
- Heinrichs, Ann. *Jamaica (True Books)*. New York: Children's Press (CT), 2003.
- Heinrichs, Ann. *Ponce De Leon Juan: Ponce De Leon Searches for the Fountain of Youth (Exploring the World)*. New York: Compass Point Books, 2002.
- Heinrichs, Ann R. *De Soto, Hernando: De Soto Explores the Southeast (Exploring the World)*. New York: Compass Point Books, 2002.
- Heuston, Kimberly. *Power Play: The Spanish-American War*. Orlando, FL: SteckVaughn, 2007.
- Hollander, Malika. *Brazil: The Culture (Lands, Peoples, and Cultures)*. Boston: Crabtree Company, 2003.
- Hollander, Malika. *Brazil: The People (Lands, Peoples, and Cultures)*. Boston: Crabtree Company, 2003.
- "HowStuffWorks "Maps of Caribbean"" *HowStuffWorks "Maps"* Web. 13 Nov. 2009.  
<<http://maps.howstuffworks.com/maps-of-caribbean.htm>>.
- Hughes, Susan, and April Fast. *Cuba - The Culture (Lands, Peoples, and Cultures)*. Boston: Crabtree Company, 2004.
- Hughes, Susan, and April Fast. *Cuba The People (Lands, Peoples, and Cultures)*. Boston: Crabtree Company, 2004.
- Jordan, Shirley. *The Aztec Civilization*. Logan, IA: Perfection Learning, 2001.

- Jordan, Shirley. *The Inca Civilization*. Logan, IA: Perfection Learning, 2001.
- Jordan, Shirley. *The Mayan Civilization Moments in History (Cover-To-Cover Books)*. Belmont: Perfection Learning, 2001.
- Kalman, Bobbie, and Niki Walker. *Spotlight on Mexico (Spotlight on My Country)*. Boston: Crabtree Company, 2008.
- Kalman, Bobbie. *Mexico: The People*. New York: Crabtree, 2002.
- Kirkpatrick, Naida. *The Maya (Understanding People in the Past)*. Chicago: Heinemann, 2002.
- Kline, Trish. *Ponce De Leon (Discover the Life of An Explorer)*. Grand Rapids: Rourke, 2003.
- Klobuchar, Lisa. *The History and Activities of the Aztecs*. Chicago: Heinemann Library, 2007.
- Lacey, Minna. *Christopher Columbus (Usborne Famous Lives)*. New York: Usborne Books, 2005.
- Landau, Elaine. *Dominican Republic (True Books)*. New York: Children's Press (CT), 2000.
- Landau, Elaine. *Puerto Rico (True Books-Geography: Countries)*. New York: Children's Press (CT), 2000.
- "Latin America." *Brooklyn Expedition*. Web. 13 Nov. 2009.  
<<http://www.brooklynexpedition.org/latin/gateway2.html>>.
- "Latin America and the Caribbean | Worldwide | .ORG." *UNESCO*. Web. 13 Nov. 2009.  
<[http://portal.unesco.org/geography/en/ev.php-URL\\_ID=2316&URL\\_DO=DO\\_TOPIC&URL\\_SECTION=201.html](http://portal.unesco.org/geography/en/ev.php-URL_ID=2316&URL_DO=DO_TOPIC&URL_SECTION=201.html)>.
- Levchuck, Caroline M. *Kids during the time of the Maya*. New York: PowerKids, 1999.
- Lonely Planet Travel Guides and Travel Information*. Web. 13 Nov. 2009.  
<<http://www.lonelyplanet.com>>.
- Macdonald, Fiona. *How to be an Aztec warrior*. Washington, D.C: National Geographic, 2005.
- Mann, Elizabeth. *The Panama Canal: The story of how a jungle was conquered and the world made smaller (Wonders of the World Book)*. New York: Mikaya, 2006.
- Mattern, Joanne. *Mexico (Reading essentials in social studies)*. Belmont: Perfection Learning, 2003.
- McClellan, Adam. *Meet the Maya*. New York: Pearson.

- "New Spain - History of New Spain | Encyclopedia.com: Dictionary of World History." *Encyclopedia - Online Dictionary | Encyclopedia.com: Get facts, articles, pictures, video*. Web. 13 Nov. 2009. <<http://www.encyclopedia.com/doc/1O48-NewSpain.html>>.
- "North American Missions ECAI ePublication Home Page." *ECAI - Electronic Cultural Atlas Initiative*. Web. 13 Nov. 2009. <<http://www.ecai.org/na-missions/index.html>>.
- "NOVA Online | Lost King of the Maya | Map of the Maya World." *PBS*. Web. 13 Nov. 2009. <<http://www.pbs.org/wgbh/nova/maya/world.html>>.
- Owens, L.L. *The Great Aztecs*. Logan, IA: Perfection Learning, 2002.
- Owens, L.L. *The Inca Empire*. Logan, IA: Perfection Learning, 2002.
- Owens, L.L. *The Mysterious Ancient Maya*. Logan, IA: Perfection Learning, 2002.
- Pancella, Peggy. *Christopher Columbus*. Chicago: Heinemann Library, 2004.
- Pancella, Peggy. *Hernando De Soto*. Chicago: Heinemann Library, 2004.
- "Parallel Histories: Spain, United States and the American Frontier - For Teachers (Library of Congress)." *Library of Congress Home*. Web. 13 Nov. 2009. <<http://www.loc.gov/teachers/classroommaterials/connections/parallel-histories-spain/history2.html>>.
- Parker, Lewis K. *Portuguese Colonies in the Americas*. Barrington, IL: Rigby, 2002.
- Parker, Lewis K. *Spanish Colonies in the Americas*. Barrington, IL: Rigby, 2002.
- Peppas, Lynn. *Life In Ancient Mesoamerica (Peoples of the Ancient World)*. Boston: Crabtree Company, 2004.
- Perl, Lila. *The Ancient Maya (People of the Ancient World)*. New York: Franklin Watts, 2005.
- Philip Steele. *The Aztec News: Invaders Flee City!* Cambridge: Candlewick, 1997.
- Press, Petra. *The Maya (First Reports-Native Americans)*. New York: Compass Point Books, 2001.
- Proujan, Carl. *South America*. Washington, D.C: National Geographic Society, 2003.
- Rees, Rosemary. *The Aztecs (Understanding People in the Past/2nd Edition)*. Chicago: Heinemann, 2006.
- Rees, Rosemary. *The Incas (Understanding People in the Past)*. Chicago: Heinemann, 2001.

- "Regions facts, Regions travel videos, flags, photos - National Geographic." *Travel & Cultures - Facts, Travel Videos, Flags, Photos - National Geographic*. Web. 13 Nov. 2009. <<http://travel.nationalgeographic.com/places/regions/index.html>>.
- "Regions facts, Regions travel videos, flags, photos - National Geographic." *Travel & Cultures - Facts, Travel Videos, Flags, Photos - National Geographic*. Web. 13 Nov. 2009. <<http://travel.nationalgeographic.com/places/regions/index.html>>.
- Reid, Struan. *Montezuma (Historical Biographies)*. Chicago: Heinemann, 2002.
- "Resources-for-Learning." *American Museum of Natural History*. Web. 13 Nov. 2009. <[http://www.amnh.org/education/resources/rfl.php?set=b&topic\\_id=1&intro=true](http://www.amnh.org/education/resources/rfl.php?set=b&topic_id=1&intro=true)>.
- Richardson, Hazel. *Life in Ancient South America*. New York: Crabtree, 2005.
- Salariya, David. *How Would You Survive as an Aztec*. New York: Franklin Watts, 1995.
- Santella, Andrew. *The Aztec (True Books: American Indians)*. New York: Children's (CT), 2003.
- Shepard, Daniel. *Discover the Inca*. Merrimack, NH: Options Publishing, 2004.
- Shuter, Jane. *The Aztecs*. Chicago: Heinemann Library, 2002.
- Shuter, Jane. *The Incas (History Opens Windows)*. Chicago: Heinemann, 2002.
- Smolinski, Diane. *Battles of the Spanish-American War*. Chicago: Heinemann Library, 2003.
- "South America - New World Encyclopedia." *Info:Main Page - New World Encyclopedia*. Web. 13 Nov. 2009. <[http://www.newworldencyclopedia.org/entry/South\\_America](http://www.newworldencyclopedia.org/entry/South_America)>.
- Spengler, Kremena. *Dominican Republic a question and answer book*. Mankato, MN: Capstone, 2006.
- Takacs, Stefanie. *The Inca (True Books)*. New York: Children's Press (CT), 2004.
- Takacs, Stefanie. *The Maya (True Books)*. New York: Children's Press (CT), 2004.
- "Time Warp Trio: Me Oh Maya." *Time Warp Trio home*. Web. 13 Nov. 2009. <<http://www.timewarptrio.com/adventures/maya/>>.
- Vierow, Wendy. *South America*. New York: PowerKids, 2004.
- Waldman, Stuart. *We Asked for Nothing: The Remarkable Journey of Cabeza de Vaca*. New York: Mikaya, 2003.

*Welcome to Mayan Kids*. Web. 13 Nov. 2009. <<http://www.mayankids.com/>>.

Wilson, Amber. *Jamaica the Culture (Lands, Peoples, and Cultures)*. Boston: Crabtree Company, 2004.

Wilson, Amber. *Jamaica the People (Lands, Peoples, and Cultures)*. Boston: Crabtree Company, 2004.

Yolen, Jane. *Encounter (Voyager Books)*. New York: Voyager Books, 1996.

Zronik, John Paul. *Francisco Pizarro Journeys Through Peru and South America (In the Footsteps of Explorers)*. Boston: Crabtree Company, 2005.

Zronik, John Paul. *Hernando Cortes Spanish Invader of Mexico (In the Footsteps of Explorers)*. Boston: Crabtree Company, 2006.

**PROFESSIONAL RESOURCES**

- Ackerman, David B. "Intellectual and Practical Criteria for Successful Curriculum Integration," In H.H. Jacobs (Ed.), *Interdisciplinary Curriculum: Design and Implementation* (25-37). Alexandria: ASCD, 1989.
- Allen, Janet. *More Tools for Teaching Content Literacy*. Portland: Stenhouse, 2008.
- Allen, Janet. *On the Same Page: Shared Reading Beyond the Primary Grades*. Portland: Stenhouse, 2002.
- Allen, Janet. *Reading History*. New York: Oxford University Press, 2002.
- Allington, Richard, and Patricia Cunningham. *Schools That Work: Where All Children Read and Write*, Boston: Allyn & Bacon, 2001.
- Allington, Richard. *Big Brother and the National Reading Curriculum*, New York: Heinemann, 2002.
- Allington, Richard. *What Really Matters for Struggling Readers: Designing Research-Based Programs*, Hempstead, TX: Sagebrush, 2003.
- Anderson, Carl. *How's It Going? A Practical Guide to Conferencing with Student Writers*, New York: Heinemann, 2000.
- Anderson, L.W., & Krathwohl (Eds.). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*, Boston: Longman, 2001.
- Angelillo, Janet. *A Fresh Approach to Teaching Punctuation*, New York: Scholastic, 2002.
- Atwell, Nancie. *Side By Side: Essays on Teaching to Learn*, New York: Heinemann, 1991.
- Atwell, Nancie. *In the Middle: New Understanding About Writing, Reading, and Learning*, Portsmouth: Boynton/Cook, 1998.
- Barton, Bob and David Booth. *Stories in the Classroom*, New York: Heinemann, 1990.
- Beecher, Margaret. *Developing the Gifts & Talents of All Students In the Regular Classroom: An Innovative Curricular Design Based On The Enrichment Triad Model*, Mansfield Center, CT: Creative Learning Press, 1995.
- Beers, Kylene. *When Kids Can't Read: What Teachers Can Do: A Guide for Teachers 6-12*. New York: Heinemann, 2002.
- Boomer, Randy. *Time for Meaning: Crafting Literate Lives in Middle & High*. New York: Heinemann, 1995.

- Boomer, Randy and Katherine Boomer. *For a Better World: Reading & Writing for Social Action*. New York: Heinemann, 2001.
- Bosma, Betty and Nancy Devries Guth (Eds.) *Children's Literature in an Integrated Curriculum: The Authentic Voice*. New York: Teacher's College Press, 1995.
- Burke, Jim. *Reading Reminders: Tools, Tips, and Techniques*, Portsmouth: Boynton/Cook, 2000.
- Burns, Susan, Peg. Griffin, and Catherine Snow (Eds). *Starting Out Right: A Guide to Promoting Reading Success*. Washington, DC.: National Academies Press, 1999.
- Calkins, Lucy and Lydia Bellino. *Raising Lifelong Learners: A Parents Guide*. Jackson, TN: Perseus Books Group, 1998.
- Calkins, Lucy and Teachers College Reading and Writing Project. *Field Guides to Classroom Libraries*. New York: Heinemann, 2002.
- Calkins, Lucy, Kate Montgomery, Beverly Falk, and Donna Santman. *Teachers Guide to Standardized Reading Tests: Knowledge is Power*. New York: Heinemann, 1998.
- Calkins, Lucy. *The Art of Teaching Reading*. Boston: Allyn & Bacon, 2000.
- Calkins, Lucy. *The Art of Teaching Writing*. New York: Heinemann, 1986.
- Clay, Marie. *Becoming Literate: The Construction of Inner Control*. New York: Heinemann, 1991.
- Cunningham, Patricia. *Phonics They Use: Words for Reading and Writing*. Boston: Allyn & Bacon, 1999.
- Daniels, Harvey. *Literature Circles: Voice and Choice in Book Clubs and Reading Groups*. Portland: Stenhouse Publishers, 2001.
- Daniels, Harvey and Marilyn Bizar. *Methods that Matter: Six Structures for Best Practice Classrooms*. Portland: Stenhouse Publishers, 1998.
- Daniels, Harvey and Steven Zemelman. *Subjects Matter: Every Teacher's Guide to Content Area Reading*. New York: Heinemann, 2004.
- Edinger, Monica. *Seeking History: Teaching with Primary Sources*. New York: Heinemann, 2000.
- Edwin Burrows and Mike Wallace, *Gotham*. New York: Oxford University Press, 1998.
- Ehrenworth, Mary. *Looking to Write: Students Writing Through the Arts*. New York: Heinemann, 2003.
- Falk, Beverly. *The Heart of the Matter: Using Standards and Assessment to Learn*. New

- York: Heinemann, 2000.
- Fisher, Douglas and Nancy Frey. *Word Wise & Content Rich*. New York: Heinemann, 2008.
- Fletcher, Ralph and JoAnn Portalupi. *Writing Workshop: The Essential Guid.*, New York: Heinemann, 2001.
- Fletcher, Ralph. *What a Writer Needs*. New York: Heinemann, 1992.
- Fogarty, Robin. *Best Practices for the Learner-Centered Classroom: A Collection of Articles*. Illinois: Skylight Publishing, 1995.
- Fogarty, Robin. *How to Integrate Curricula: The Mindful School*. Palatine, IL: Skylight, 1991.
- Fogarty, Robin. (Ed) *Integrating the Curricula: A Collection*. Palatine, IL: Skylight Training & Publishing, 1993.
- Fogarty, Robin. *Integrating Curricula with Multiple Intelligences: Teams, Themes, and Threads*. Palatine, IL: Skylight Training & Publishing, 1995.
- Fox, Mem. *Reading Magic: Why Reading Aloud to Our Children Will Change Their Lives Forever*. Fort Washington, PA: Harvest Books, 2001.
- Garan, Elaine. *Resisting Reading Mandates: How to Triumph with the Truth*. New York: Heinemann, 2002.
- Graves, Donald. *A Fresh Look at Writing*. New York: Heinemann, 1994.
- Graves, Donald. *Bring Life Into Learning: Creating a Lasting Literacy*. New York: Heinemann, 1999.
- Graves, Donald. *Testing Is Not Teaching: What Should Count in Education*. New York: Heinemann, 2002.
- Glover, Mary Kenner. *Making School by Hand: Developing a Meaning-Centered Curriculum from Everyday Life*. NCTE, 1997.
- Graves, Donald. *The Energy to Teach*. New York: Heinemann, 2001.
- Harvey, Stephanie. *Nonfiction Matters. Reading, Writing and Research in Grades 3-8*. Portland: Stenhouse Publishers, 1998.
- Harvey, Stephanie and Anne Goudvis. *Strategies That Work*. Portland: Stenhouse, 2007.
- Heard, Georgia. *Awakening the Heart: Exploring Poetry in the Elementary and Middle School*. New York: Heinemann, 1998.

- Heard, Georgia. *For the Good of the Earth and the Sun: Teaching Poetry*. New York: Heinemann, 1989.
- Heller, Rafael and Cynthia L. Greenleaf. *Literacy Instruction in the Content Areas: Getting to the core of Middle and High School Improvement*. Alliance for Excellent Education, 2007.
- Instructional Guide: Literacy, Grades 6-8*, New York City Department of Education, 2000-2001.
- Interdisciplinary Curriculum Planning:  
<http://volcano.und.nodak.edu/vwdocs/msh/lc/is/icp.html>
- Jacobs, Heidi Hayes. *Interdisciplinary Curriculum: Design & Implementation*. Alexandria: ASCD, 1989.
- Jacobs, Heidi Hayes. *Mapping the Big Picture: Integrating Curriculum & Assessment K-12*. Alexandria: ASCD, 1997.
- Johnston, Peter. *Knowing Literacy: Constructive Literacy Assessment*. Portland: Stenhouse, 1997.
- Keene, Ellin. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. New York: Heinemann, 1997.
- Kristo, Janice V. and Rosemary A. Bamford. *Nonfiction in Focus*. New York: Scholastic, 2004.
- Lane, Barry. *After "The End": Teaching and Learning Creative Revision*. New York: Heinemann, 1992.
- Lane, Barry. *The Reviser's Toolbox*. Shoreham, VT: Discover Writing Press, 1999.
- Lattimer, Heather. *Thinking Through Genre: Units of Study in Reading & Writing Workshops 4-12*. Portland: Stenhouse, 2003.
- Levstik, Linda S. and Keith C. Barton. *Doing History: Investigating with Children in Elementary and Middle Schools*. Philadelphia: Lawrence Erlbaum Associates, 1997.
- Lindquist, Tarry and Douglas Selwyn. *Social Studies at the Center: Integrating Kids Content and Literacy*. New York: Heinemann, 2000.
- Marzano, Robert and Debra Pickering. *Building Academic Vocabulary*. Alexandria: Association for Supervision & Curriculum Development, 2005.
- Miller, Debbie. *Reading with Meaning: Teaching Comprehension in the Primary Grades*. Portland: Stenhouse, 2002.

- Murray, Donald. *A Writer Teaches Writing*. Florence, KY: Wadsworth Publishing, 2003.
- New York: A Documentary Film. (Rick Burns, director)  
<<http://www.pbs.org/wnet/newyork/>>.
- Pappas, Christine, Barbara Kiefer, and Linda Levstik. *An Integrated Language Perspective in the Elementary School. An Action Approach*. Boston: Allyn & Bacon, 1998.
- Parkes, Brenda. *Read It Again! Revisiting Shared Reading*. Portland, Stenhouse, 2000.
- Perkins, " N. *Knowledge as Design*. Philadelphia: Erlbaum, 1986.
- Pressley, Michael. *Reading Instruction That Works: The Case for Balanced Teaching*. New York: The Guilford Press, 2002.
- Purcell, Jeanne and Joseph Renzulli. *Total Talent Portfolio*. Mansfield Center, CT: Creative Learning Press, 1998.
- Ray, Katie Wood and Lester Laminack. *The Writing Workshop: Working Through the Hard Parts (And They're All Hard Parts)*. NCTE, 2001.
- Ray, Katie Wood. *What You Know by Heart: How to Develop Curriculum for Your Writing Workshop*. New York: Heinemann, 2002.
- Reading Skills in the Social Studies. 4 June 2008.  
<<http://www.learningenrichment.org/reading.html>>.
- Renzulli, Joseph and Sally Reis. *The School wide Enrichment Model. A How-to Guide for Educational Excellence*. Mansfield Center, CT: Creative Learning Press, 1997.
- Renzulli, Joseph. *Schools for Talent Development. A Practical Plan for Total School Improvement*. Mansfield Center, CT: Creative Learning Press, 1994.
- Renzulli, Joseph. *The Enrichment Triad Model*. Mansfield Center, CT: Creative Learning Press, 1977.
- Robb, Laura. *Nonfiction Writing: From the Inside Out*. New York: Teaching Resources, 2004.
- Routman, Regie. *Invitations: Changing as Teachers and Learners K-12*. New York: Heinemann, 1994.
- Smith, Frank. *Reading Without Nonsense*. New York: Teachers College Press, 1996.
- Smith, Frank. *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning to Read*. Philadelphia: Lawrence Erlbaum Associates, 2004.
- Snowball, Diane and Faye Bolton. *Spelling K-8, Planning and Teaching*. Portland:

- Stenhouse, 1999.
- Snowball, Diane and Faye Bolton. *Teaching Spelling: A Practical Resource*. New York: Heinemann, 1993.
- Stix, Andie. *Social Studies Strategies for Active Learning*. Huntington Beach, CA: Teacher Created Materials, 2004.
- Tomlinson, Carol Ann and Jay McTighe. *Integrating Differentiated Instruction & Understanding by Design*. Alexandria: ASCD, 2006.
- Tovani, Cris. *I Read It, but I Don't Get It: Comprehension Strategies for Adolescent Readers*. Portland: Stenhouse, 2000.
- Trelease, Jim. *The Read-Aloud Handbook*. New York: Penguin, 2001.
- Vacca, Richard T. and Jo Anne L. Vacca. *Content Area Reading. Literacy and Learning Across the Curriculum*. Boston: Allyn & Bacon, 2004.
- What are the roots of interdisciplinary learning and how has it evolved over time?  
<[http://www.thirteen.org/edonline/concept2class/interdisciplinary/index\\_sub1.html](http://www.thirteen.org/edonline/concept2class/interdisciplinary/index_sub1.html)>.
- Wiggins, Grant and Jay McTighe. *Understanding by Design*, Alexandria: Association for Supervision & Curriculum Development, 1998.
- Wilhelm, Jeffrey. *Improving Comprehension with Think Aloud Strategies*, New York: Scholastic, 2001.
- Zarnowski, Myra. *Making Sense of History: Using High-Quality Literature and Hands-on Experiences to Build Knowledge*. New York: Theory and Practice, 2006.
- Zimmermann, Susan and Ellin Oliver Keene. *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop*. New York: Heinemann, 1997.
- Zinsser, William. *On Writing Well: The Classic Guide to Writing Non-fiction*. New York: Harper Resource, 1998.
- Zwiers, Jeff. *Building Academic Language*. Hoboken: Jossey-Bass, 2008.