Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History

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Acknowledgements

5th Grade Instructional Guide

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The printed versus online version of the guide

This instructional guide for Social Studies is highly dependent on utilization of the Internet. Although you have been provided with a printed copy we strongly recommend you also use the online version at:
http://www.dps.k12.oh.us/academic/secsoc/americanhistory/teaching_01.htm
Going on-line will allow you the ability to click and connect to the Web site lessons in the guide without typing them into your Web browser.

Frequently Asked Questions about use of the on-line guide:

- **How do I search the Instructional Guides and Lesson Plans?**

  Put your search term in the white box at the upper right hand corner of the screen and click GO.

- **I typed in a sentence in the search box and too many results returned.**

  Only type in key words for the most accurate searches.

- **When I click on a Unit, it does not open.**

  The files are in Adobe Acrobat format. Make sure you have that program on your Computer.

  Contact the help desk 937-542-3184 if you experience problems with Adobe Acrobat.

- **How do I print documents in Adobe Format?**

  Click the print icon in the Adobe toolbar. Do not use the print function under Windows.

- **Is the pagination in the Instructional Guides book the same as the online Guides?**

  Yes.

- **What if the Web site indicated is no longer available or I get an error message or encounter issues or difficulties?**

  Call the help desk at Dayton Public Schools 937-542-3184.
The lesson planning and instruction process

1. Read the lesson and reflect on its significance to you and your students.

2. Review the standards, benchmarks and indicators that are addressed in the lesson for the grade level you teach so the objectives are clearly in your mind.

3. Review examples of formal assessments used in the past so that your work with students reflects future expectations of performance. Note: the questions may take different forms, and performance on multiple-choice questions alone is usually not sufficient to pass.

4. Check Interdisciplinary Connections activities to see if other subjects can be included in a team approach.

5. Design a lesson that makes use of the best resources and will motivate your students to attain the benchmarks and indicators.

6. Check Differentiated Learning to consider adaptations to the lesson.

7. Prepare informal assessments. Many times, these are included in the Web-based lesson.

8. Record any reflections you might have about future use of the same lesson.
# How to Use This Guide

## The guide sections

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<tr>
<td>15. Landforms and How They Change</td>
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</tbody>
</table>

### Reflections/Notes on the Unit

This space is supplied for you to record reactions to the lessons and ideas you might have for using the lessons.

### Lesson title

Icons to identify the Web site as resource, an activity or full lesson, and if it requires a computer for student use.

### Vocabulary

Vocabulary listed here is used in the lesson.

### Language Arts Alignment

These are the standards, benchmarks, and indicators addressed in the lesson.
How to Use This Guide

Differentiated Learning:

Enrichment Activity:
- Provide students with a map of climates of the US. Using this map, have students create a chart showing how the climate affects their lifestyle. Consider how you eat, dress, where you live, the types of jobs in your area.

Additional Instruction:
- Provide students with a climate map of our region. Ask them to describe the type of climate we have. Then, ask them to identify the kinds of severe weather we have.

Now, provide students with different climate maps of the United States. Talk about the different types of weather these parts of the US have.
- Ask students to compare the different maps. Ask them to notice the difference in climate, and have them hypothesize why the difference. Explain to the students why there are different types of climates.

Listed here are activities for students who need additional instruction or who are ready for enrichment activities, on who need additional instruction.

Additional Resources

Web Sites:
- White House History - [http://www.whitehousehistory.org](http://www.whitehousehistory.org)
- The American President - [http://www.americanpresident.org](http://www.americanpresident.org)
- The White House - [http://www.whitehouse.gov](http://www.whitehouse.gov)

Community Connections
- Students could possibly visit and read their writing aloud at a local civic organization.

If there are Additional Resources or activities that offer Community Connections, they are found here.

Informal Assessment

Clearly-marked assessment.

If a lesson includes informal assessment items, they are noted here. For assessment items, please use the link to the Ohio Department of Education practice tests in the online version of the guide.
Get to the Source: What are Primary and Secondary Sources?
Julieanne Phillips, Ph D.

History and culture are best understood through the eyes, ears, ideas and creations of those people whose experiences we can examine. Primary resources are the window through which we explore this heritage.

Phyllis DiBianco
American Memory Fellow 2001
Library of Congress

Historians use a wide variety of sources to answer questions about the past. In their research, history scholars use both primary sources and secondary sources. Primary sources are actual records that have survived from the past, such as letters, photographs, and articles of clothing. Secondary sources are accounts of the past created by people writing about events some time after they happened.

WHAT ARE PRIMARY SOURCES?
Primary sources enable the researcher to get as close as possible to what actually happened during an historical event or time period. A primary source reflects the individual viewpoint of a participant or observer. Primary sources may include some of the types of materials listed below:

- **Diaries, journals, speeches, interviews, letters, memos, manuscripts and other papers** in which individuals describe events in which they were participants or observers.
- **Memoirs and autobiographies.** These may be less reliable than diaries or letters since they are usually written long after events occurred and may be distorted by bias, dimming memory or the revised perspective that may come with hindsight. On the other hand, they are sometimes the only source for certain information.
- **Records of, or information collected by Government agencies.** Many kinds of records (births, deaths, marriages; permits and licenses issued; census data; etc.) document conditions in society.
- **Records of organizations.** The minutes, reports, correspondence, etc. of an organization or agency serve as an ongoing record of the activity and thinking of that organization or agency.
- **Published materials** (books, magazine and journal articles, newspaper articles) written at the time about a particular event. While these are sometimes accounts by participants, in most cases they are written by journalists or other observers. The important thing is to distinguish between material written at the time of an event as a report, and material written much later, as historical analysis.
- **Photographs, audio recordings and moving pictures or video recordings,**
documenting what happened.

- **Materials that document the attitudes and popular thought of a historical time period.** If you are attempting to find evidence documenting the mentality or psychology of a time, or of a group (evidence of a world view, a set of attitudes, or the popular understanding of an event or condition), the most obvious source is **public opinion polls** taken at the time. Since these are generally very limited in availability and in what they reveal, however, it is also possible to make use of ideas and images conveyed in the mass media, and even in **literature, film, popular fiction, textbooks**, etc. Again, the point is to use these sources, written or produced at the time, as evidence of how people were thinking.

- **Research data** such as anthropological field notes, the results of scientific experiments, and other scholarly activity of the time.

- **Artifacts of all kinds:** physical objects, buildings, furniture, tools, appliances and household items, clothing, toys.

**WHAT ARE SECONDARY SOURCES?**

A secondary source is a work that interprets or analyzes an historical event or phenomenon. It is generally at least one step removed from the event. A recent article that evaluates and analyzes the relationship between the feminist movement and the labor movement in turn-of-the-century England is an example of a secondary source; if you were to look at the bibliography of this article you would see that the author's research was based on both primary sources such as labor union documents, speeches and personal letters as well as other secondary sources. Textbooks and encyclopedias are also examples of secondary sources.

**WHY ARE THEY IMPORTANT?**

Dayton Public Schools adopted the Ohio Academic Content Standards for Social Studies as its Social Studies curriculum. This content is covered by the Ohio Graduation Test (OGT) which encompasses world studies from 1750 to the present, and United States studies from 1877 to the present. Many test items will present primary source data and information such as text, tables, charts, graphs, maps and illustrations. Students should be able to apply this data and information when answering questions posed in the test items. Students need to integrate their content knowledge with their analysis of primary and secondary sources and reach conclusions based on this information for test answers.

**Sources**


### Unit 1: Social Studies Skills and Methods

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<td>12. A History Day Program</td>
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INTRODUCTORY LESSON
History Firsthand: Primary Source
Research in Elementary School (2 Weeks)

<table>
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<tr>
<td>Social Studies Skills and Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>Core Activity</td>
<td>primary source</td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary:**
A:1  F:8

**Reading Process:**
A:1  C:7

**Communication:**
A:1

**Core Activity**
Designed to provide elementary children with experiences which enable them to begin understanding primary sources.

**Interdisciplinary Connections**
Language Arts

**Differentiated Learning**

**Enrichment Activity:**
- The Library of Congress Learning Page, [http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/pshome.html](http://lcweb2.loc.gov/ammem/ndlpedu/lessons/psources/pshome.html), contains a unit which introduces students to primary sources - what they are, their great variety and how they can be analyzed. The lesson begins with an activity that helps students understand the historical record. Students then learn techniques for analyzing primary sources. Finally, students apply these techniques to analyze documents about slavery in the United States.
- Students can also find primary source material about immigrant life at the Lower East Side Tenement Museum Web site - [http://www.thirteen.org/tenement/info.html](http://www.thirteen.org/tenement/info.html)

**Additional Instruction:**
- Students will look at different Web sites provided at the following site [http://xroads.virginia.edu/~HYPER/hypertext.html](http://xroads.virginia.edu/~HYPER/hypertext.html). Here they will choose two primary sources to look at. As the students are looking at the sources, ask them to write down how they recognize that these are primary sources. What would the difference be if someone told students about these people’s lives?
Additional Resources

Web Sites:


- Early Motion Pictures, 1897-1916 - http://lcweb2.loc.gov/cgi-bin/query/S?ammem/collections:@field(FLD003+@band(origf+Motion+Picture)):heading=Original+Format%3a+Motion+Pictures

### That Was the Year That Was! (1-Day)

<table>
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<tr>
<td><strong>History:</strong></td>
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<tr>
<td>A. Construct timelines to demonstrate an understanding of units of time and chronological order:</td>
<td>Core Activity</td>
<td>event timeline</td>
</tr>
<tr>
<td>1. Create timelines and identify possible relationships between events.</td>
<td>Find the timeline of the year you were born. Look for an event on your birthday!</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire resource on the Web site: <a href="http://timelines.ws/20thcent/TWENTIETHCENT.HTML">http://timelines.ws/20thcent/TWENTIETHCENT.HTML</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1

### Core Activity

**Interdisciplinary Connections**

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**
- Create a timeline of your school, or family. Find important events, and see how each relates. (You could have student’s interview family members or teachers to find this information.)

**Additional Instruction:**
- Make a timeline of your life. For each year you were born, annotate an event that happened that year. Try to connect the events in your life. (For example, you began dancing when you were five, now at age ten you performed at a dance competition and won first place.)
Family Timeline (5-8 Days)

<table>
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<th>Standard: Benchmark: Indicator</th>
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<tr>
<td><strong>History:</strong></td>
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<tr>
<td>A. Construct timelines to demonstrate an understanding of units of time and chronological order:</td>
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<td></td>
</tr>
<tr>
<td>1. Create timelines and identify possible relationships between events.</td>
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</tbody>
</table>

**Core Activity**

In this activity, children will interview family members to learn about important events that have happened in their families. Then they will use that information to create a timeline showing changes and growth in their families.


**LANGUAGE ARTS ALIGNMENT**

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<th>Writing Process:</th>
<th>Research:</th>
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<td>E:6</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

Language Arts

Genealogy

**Differentiated Learning**

*Enrichment Activity:*

- Have students think of something they have made or built. Make a timeline to show the sequence of events.

*Additional Instruction:*

- Ask students to record what they do to get ready in the morning for the day, from when they get out of bed to arriving at school. Help the students put their morning events on a timeline. Point out to the students that timelines are made from the earliest time to the latest, and that they have the same amount of time between events. Help the students pick an interval of time (15 or 30 minutes). You could try to do this as a group on the board, in pairs, or individually.

- Ask students to make a timeline of their typical school day.
Creating and Analyzing Timelines (3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</thead>
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<tr>
<td>History:</td>
<td>Core Activity</td>
<td>timeline,</td>
</tr>
<tr>
<td>A. Construct timelines to demonstrate an understanding of units of time and chronological order:</td>
<td>In this lesson, students will learn to create timelines and identify possible relationships between events, using a variety of resources. The students examine several timelines and learn about the possible relationships between events listed on the timelines, including of cause and effect.</td>
<td>decade,</td>
</tr>
<tr>
<td>1. Create timelines and identify possible relationships between events.</td>
<td>Find the entire lesson on the Web site: <a href="http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/H5A1_Creating_and_Analyzing_Timelines.doc.pdf">http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/H5A1_Creating_and_Analyzing_Timelines.doc.pdf</a></td>
<td>century,</td>
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<td></td>
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<td>interval,</td>
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<td></td>
<td></td>
<td>relationship,</td>
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<td></td>
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<td>cause, effect,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>chronological</td>
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</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Applications:
B:2

Communication:
D:8a

**Core Activity**

In this lesson, students will learn to create timelines and identify possible relationships between events, using a variety of resources. The students examine several timelines and learn about the possible relationships between events listed on the timelines, including of cause and effect.

Find the entire lesson on the Web site: http://ims.ode.state.oh.us/ODE/IMS/Lessons/Content/H5A1_Creating_and_Analyzing_Timelines.doc.pdf

**Interdisciplinary Connections**

Language Arts

Math

**Differentiated Learning**

**Enrichment Activity:**

- Have students create a variety of timelines based on various relationships using timeline software technology.

**Additional Instruction:**

- Have students create puzzle pieces that fit together with the cause on one piece and the effect on the other.

- Have students read a biography and create a timeline based on that person's life.

- Help students who are having difficulty with cause and effect find examples in their daily lives.

**Informal Assessment**

Clearly marked assessment in the lesson.
### Terms of History – Primary Source Documents (2 Days)

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<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>Core Activity</td>
<td>primary sources, secondary sources</td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
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</table>

### LANGUAGE ARTS ALIGNMENT

- **Acquisition of Vocabulary**
  - F:8
- **Reading Process:**
  - A:1,6

### Core Activity

Primary source documents give a first-hand view of the events of the past. Looking at these documents gives an understanding of key phrases or terms of history.

Find the entire lesson on the Web site: [http://www.ohiohistoryteachers.org/06/toh.pdf](http://www.ohiohistoryteachers.org/06/toh.pdf)

### Interdisciplinary Connections

- Language Arts

### Differentiated Learning

#### Enrichment Activity:

- Have students make a diary entry for that school day. What has happened so far? What have they done; who have they talked to? Now, tell students a story (about anything you would like, it can be notes, or just something that happened). Have students create a second diary entry for this story from what they can remember you said. Ask volunteers to read these entries. See how all students’ accounts are different. Explain again to them that this is a secondary source, and why.

#### Additional Instruction:

- Help students understand the difference between primary and secondary sources by asking them what kind of a source is a textbook and what source is a diary. Have students give you examples of primary and secondary source is, and begin making a list on the board.

### Informal Assessment

Clearly marked assessment in the lesson.
# Introduction to Primary and Secondary Sources (1-2 Days)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td><strong>Social Studies Skills and Methods</strong></td>
<td><strong>Core Activity</strong></td>
<td><strong>primary source, secondary source</strong></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>Know the Difference between primary and secondary sources!</td>
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**LANGUAGE ARTS ALIGNMENT**

<table>
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<tbody>
<tr>
<td>A:1 B:5</td>
<td>Language Arts</td>
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</table>

### Differentiated Learning

**Enrichment Activity:**

- Choose one era of American history. Use the Internet to find a primary source from that era. Write a short summary of the source. Then make a list of how you can tell that this is a primary source.

**Additional Instruction:**

- Have students bring in five sources (examples are birth certificates, identification cards, photographs) that they could use to write a short biography of their life. Next, have students evaluate them to see if they are primary or secondary sources.

### Informal Assessment

Clearly marked assessment in the lesson.
Using Primary Source Documents in the Classroom (2-3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<tr>
<td>Social Studies Skills and Methods</td>
<td>Core Activity</td>
<td>Differentiate, primary source</td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>Use as an introduction for teachers and students using primary source documents for the first time.</td>
<td>Find the entire activity on the Web site: <a href="http://www.ohiohistory.org/resource/teachers/primary.html">http://www.ohiohistory.org/resource/teachers/primary.html</a></td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
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**LANGUAGE ARTS ALIGNMENT**

- **Reading Process:**
  - A:1
- **Research:**
  - B:2
  - E:6
- **Communication:**
  - A:1,2

**Differentiated Learning**

*Enrichment Activity:*

- Suggest to students that they have primary source documents at home (driver's license, birth certificate, report card, yearbook, letter, diary). Ask students to bring in a document that they would be willing to share with the class and analyze the documents.

**Additional Instruction:**

- Have students get in groups or pairs. Provide students with a variety of secondary and primary sources. Have the group make a list of which item goes in which group. After all groups have finished, go over the items with the students.

**Additional Resources**

- **Web Sites:**
  - African American Experience in Ohio 1850-1920
    [http://dbs.ohiohistory.org/africanam/](http://dbs.ohiohistory.org/africanam/)
  - Civil War
  - Fundamental Documents
• Military Rosters
  http://www.ohiohistory.org/resource/database/rosters.html

• Ohio Memory
  http://www.ohiomemory.org/

• Ohio Pix
  http://www.ohiohistory.org/etcetera/exhibits/ohiopix/
### Using Primary Sources in the Classroom (2-3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td>Core Activity</td>
<td>primary source, statistics, text, bias</td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td>This is an activity using primary sources of: Objects, Images, Audio, Statistics, Text, The Community, and Physical Surroundings. Find the entire activity on the Web site: <a href="http://memory.loc.gov/ammem/ndlpedu/lessons/primary.html">http://memory.loc.gov/ammem/ndlpedu/lessons/primary.html</a></td>
<td></td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1

**Research:**
- B:2
- E:6

**Communication:**
- A:1,2

### Differentiated Learning

**Enrichment Activity:**
- Have partners use media reports to track news of a local or national event as it unfolds. Tell them to make notes regarding significant details that are discussed. After a week, have partners evaluate their notes to determine which details were authentic and reliable and which were not. Use their findings for a class discussion.

**Additional Instruction:**
- Give students the following steps for reading primary and secondary sources: 1.) Study the material carefully; 2.) Consider the audience; 3.) Check for bias; 4.) When possible, compare sources. Discuss with students these steps and their meanings. Have students answer the following questions: 1.) What distinguishes secondary sources from primary? 2.) What advantages do secondary sources have over primary?; 3.) Why should you consider the original audience of a historical source?

Have students identify which category the following sources are in: old and new newspapers, private journal, biography, editorial cartoon, snapshot of family vacation, magazine article about the history of the West, autobiography.
# Using Visual Materials as Historical Sources (1 Week)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td></td>
<td>Visual sources</td>
</tr>
<tr>
<td>B. Use of variety of sources to organize information and draw references.</td>
<td>Core Activity</td>
<td></td>
</tr>
</tbody>
</table>

## LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1
- B:5
- C:7

**Communication:**
- A:1,2

## Interdisciplinary Connections

**Language Arts**

## Differentiated Learning

**Enrichment Activity:**
- Work with students in small groups and go step by step through the Questioning Model – Figure 1 of the activity.

## Community Connections

- Montgomery County Historical Society

- Carillon Historic Park field trips
# Human Population (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Skills and Methods</strong></td>
<td></td>
<td>fundamentals, migration</td>
</tr>
<tr>
<td>C. Communicate social studies information using graphs or tables.</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td><strong>People in Societies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td>Interdisciplinary Connections</td>
<td>Mathematics</td>
</tr>
<tr>
<td>4. Describe the waves of immigration to North American and the areas from which people came in each wave.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:1  
B:5  
C:7

Reading Applications:
A:5

Communication:
A:2

**Differentiated Learning**

**Enrichment Activity:**
- Research the demographics of Dayton, Ohio and place the information in a circle graph. Complete a bar graph with the surrounding cities and the population of each.

**Additional Instruction:**
- Discuss with the class the causes and effects of movement from one area to another.

# Decision Making (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies Skills and Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Use problem-solving skills to make decisions individually and in groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Use a problem-solving/decision-making process which includes:</td>
<td><strong>Core Activity</strong></td>
<td>Consequence, choices</td>
</tr>
<tr>
<td>a. Identifying a problem;</td>
<td>This lesson encourages students to think of different ways in which they may solve their problems. Students will identify the problem, the choices and the consequences, both positive and negative, and work to make a group decision.</td>
<td></td>
</tr>
<tr>
<td>c. Listening and considering options;</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>d. Considering advantages and disadvantages of options;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>e. Choosing and implementing a solution;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Developing criteria for judging its effectiveness;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Evaluating the effectiveness of the solution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1
- B:5

## Differentiated Learning

**Enrichment Activity:**
- Have students solve various problems in the classroom and school using the decision making and problem solving process described in the lesson.

**Additional Instruction:**
- As a class, take one problem and go through the process step by step.

## Informal Assessment

Teachers can create their own assessments based on the lesson content.
# A History Day Program (Varies)

For Elementary Students

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North American today as a result of exploration, colonization and conflict.</td>
<td><strong>Core Activity</strong> Students will extend knowledge of specific eras, issues, and events in history through the use of print, music, and electronic sources. Students will locate on a map where events happened and where groups of people have colonized. Students will also understand the impact of events in history on early colonists through modern times. Finally, students will demonstrate this knowledge to peers, parents, and teachers through a History Day performance.</td>
<td>primary sources</td>
</tr>
<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core Activity

Students will extend knowledge of specific eras, issues, and events in history through the use of print, music, and electronic sources. Students will locate on a map where events happened and where groups of people have colonized. Students will also understand the impact of events in history on early colonists through modern times. Finally, students will demonstrate this knowledge to peers, parents, and teachers through a History Day performance.


### Interdisciplinary Connections

- Language Arts
- Art
- Drama

### Differentiated Learning

**Enrichment Activity:**

- Students can perform history skits, plays, dances.

**Additional Instruction:**

- Students can sing history songs.

### Additional Resources

**Video:**

- Borrow video from DPS Media Services “A History Day Program at Loos” By Maggie Bunkmann

**Web Sites:**

- National History Day [www.nationalhistoryday.org](http://www.nationalhistoryday.org)

### Informal Assessment

Teachers can create their own assessments based on the lesson content.
Unit 2: Geography

Unit Table of Contents

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<th>Duration</th>
<th>Page</th>
</tr>
</thead>
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<td>Flexible</td>
<td>24</td>
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<tr>
<td>Global Geography</td>
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<td></td>
</tr>
<tr>
<td>2. Where in the World? – A Lesson in Latitude and Longitude</td>
<td>1-2 Days</td>
<td>26</td>
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<td>3. Latitude and Longitude</td>
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<td>27</td>
</tr>
<tr>
<td>4. Where in the World Are We Vacationing</td>
<td>1-2 Days</td>
<td>28</td>
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<td>5. North American Maps</td>
<td>1-2 Days</td>
<td>29</td>
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<td>6. Absolute Location</td>
<td>6-8 Days</td>
<td>30</td>
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<td>7. USA Map/Quiz Printout</td>
<td>1 Day</td>
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<td>8. Wearing Your Geography</td>
<td>3-5 Days</td>
<td>34</td>
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<td>9. T-Shirt Passport</td>
<td>5 Days</td>
<td>36</td>
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<td>10. Mental Mapping</td>
<td>3-6 Days</td>
<td>38</td>
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<tr>
<td>11. Made in the U.S.A.</td>
<td>2-3 Days</td>
<td>39</td>
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<td>12. Great Lodges</td>
<td>Flexible</td>
<td>41</td>
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<tr>
<td>13. The Sun and the Earth</td>
<td>2-3 Days</td>
<td>43</td>
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<td>14. Understanding Weather</td>
<td>3 Days</td>
<td>45</td>
</tr>
<tr>
<td>15. Landforms and How They Change</td>
<td>1-2 Days</td>
<td>47</td>
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<tr>
<td>Regional Geography</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16. Regional Diary</td>
<td>4 Days</td>
<td>48</td>
</tr>
<tr>
<td>17. Climate and Crops</td>
<td>1-2 Days</td>
<td>50</td>
</tr>
<tr>
<td>18. Farming Regions and Product Specialization</td>
<td>4 Days</td>
<td>51</td>
</tr>
<tr>
<td>19. Regional Guidebook</td>
<td>2 Days</td>
<td>53</td>
</tr>
<tr>
<td>20. Why We Need Trees</td>
<td>Flexible</td>
<td>55</td>
</tr>
<tr>
<td>21. Mapping U.S. Resources</td>
<td>2-3 Days</td>
<td>57</td>
</tr>
<tr>
<td>22. Coal Areas in the United States</td>
<td>1 Day</td>
<td>58</td>
</tr>
<tr>
<td>23. All the Water in the World</td>
<td>2 Days</td>
<td>59</td>
</tr>
<tr>
<td>24. The Formation and Value of Temperate Grasslands</td>
<td>2-4 Days</td>
<td>60</td>
</tr>
<tr>
<td>25. Oceania Pacific Palaces</td>
<td>5-8 Days</td>
<td>62</td>
</tr>
<tr>
<td>26. Create a Great Lakes Fantasy Trip</td>
<td>2-3 Days</td>
<td>63</td>
</tr>
<tr>
<td>27. Irrigation Systems</td>
<td>1 Day</td>
<td>64</td>
</tr>
<tr>
<td>28. People and Endangered Species</td>
<td>3-4 Days</td>
<td>65</td>
</tr>
<tr>
<td>Standard: Benchmark: Indicator</td>
<td>Suggested Strategies/Lessons</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------</td>
<td>------------</td>
</tr>
<tr>
<td>Geography:</td>
<td></td>
<td>location, place, environment interaction, movement, regions</td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Explain how climate is influenced by:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Earth-sun relationships.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Explain how the characteristics of different physical environments affect human activities in North America.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE ARTS ALIGNMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Acquisition of Vocabulary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Applications:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B:5</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Research:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B:2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E:8</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core Activity**

Looking for activities to teach the five themes of geography? We’ve got them for you – 25 of them.


**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- This Web site contains numerous activities, many of which are appropriate for enrichment activities for advanced students.
**Additional Instruction:**

- This Web site contains numerous activities, many of which are appropriate for students requiring additional instruction. Some adaptations are simple to see. For example, “the Lorax” reading activity or creating larger puzzle pieces for the “Map Puzzle” exercise are easily adaptable.
Where in the World—A Lesson in Latitude and Longitude (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America.</td>
<td>The students will be able to locate points on a map grid using latitude and longitude.</td>
<td>Equator, Latitude, Longitude, Prime Meridian</td>
</tr>
<tr>
<td>I. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.geocities.com/sumuptheweather/teacherpage_fall1.html">http://www.geocities.com/sumuptheweather/teacherpage_fall1.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Communication: A:1

**Differentiated Learning**

_Enrichment Activity:_

- Have students draw pictures of themselves at the different latitudes in the United States mentioned in the student assessment (above). The pictures should show them wearing clothing and doing activities that they think would be appropriate for the weather in these places. You may want to tape or tack their pictures to appropriate locations on a large United States wall map. http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/longlat.html

_Additional Instruction:_

- This lesson introduces students to latitude and longitude. They will look at lines of latitude and longitude on a United States map and discuss the reasons why these lines are helpful. Students will also discuss the ways that temperatures vary with latitude and will explain the clothes they might wear at specific latitudes. http://www.nationalgeographic.com/xpeditions/lessons/01/gk2/longlat.html

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
# Latitude and Longitude (3-5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td>degree, equator, grid Latitude, Longitude, Minute, Prime Meridian</td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America.</td>
<td>Core Activity</td>
<td>Students will locate places on a map using a grid.</td>
</tr>
<tr>
<td>1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.teachnet-lab.org/miami/2001/claytonj/lesson_2.htm">http://www.teachnet-lab.org/miami/2001/claytonj/lesson_2.htm</a></td>
<td>LANGUAGE ARTS ALIGNMENT</td>
</tr>
<tr>
<td><strong>Communication:</strong></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>A:1</td>
<td></td>
<td>Mathematics</td>
</tr>
</tbody>
</table>

## Differentiated Learning

### Enrichment Activity:

- **Map Your City:**
  - Student will write the address of his school, local attraction, home and a friend who lives elsewhere.
  - Log onto the Internet.
  - Have student click on Maps.
  - Type the address of the school in space provided and click on Get Map.
  - Zoom in on map to see various views. Locate other locations on map such as roads, highways, rivers, train tracks. Locate areas that are north, south, east and west of school.
  - On this page click on Driving Directions. To this location and From this location.
  - Click on Map New Location, then Get Map.

### Additional Instruction:

- Review with students the definitions of latitude and longitude. Do a couple of practice runs with finding different cities together as a class. Now, have students give you different cities, come up with ten together. Have students find the absolute location of these cities. (You will need maps with these cities on them!)

## Informal Assessment

Clearly marked assessment in lesson.
### Where in the World Are We Vacationing? (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>coordinates, latitude, longitude</td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America.</td>
<td>Students apply their knowledge of latitude and longitude to identify some favorite vacation destinations.</td>
<td></td>
</tr>
<tr>
<td>Language Arts Alignment</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Communication:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**
- As a supplementary activity, students might list some of their summer vacation destinations; then the groups can use atlases to pinpoint the longitude and latitude coordinates for each of those locations.

**Additional Instruction:**
- Planning a Road Trip - This lesson reviews latitude and longitude and asks students to figure out the latitude and longitude for several United States cities. Students will create "road trip quizzes" to test their classmates' ability to figure out locations based on their latitude and longitude. [http://www.nationalgeographic.com/xpeditions/lessons/01/g35/roadtrip.html](http://www.nationalgeographic.com/xpeditions/lessons/01/g35/roadtrip.html)

### Informal Assessment

Clearly marked assessment in lesson.
**North American Maps (1-2 Days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America.</td>
<td>Core Activity&lt;br&gt;One is detailed and the other blank for students to fill in.</td>
<td>coordinates, elements</td>
</tr>
<tr>
<td>2. Use maps to identify the location of:</td>
<td>Find the detailed map at: <a href="http://www.lib.utexas.edu/maps/americas/north_america_ref01.jpg">http://www.lib.utexas.edu/maps/americas/north_america_ref01.jpg</a></td>
<td></td>
</tr>
<tr>
<td>a. The three largest countries of North America;</td>
<td>Find the blank map at: <a href="http://geography.about.com/library/blank/blxnamerica.htm">http://geography.about.com/library/blank/blxnamerica.htm</a></td>
<td></td>
</tr>
<tr>
<td>b. The 50 states of the United States;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>c. The Rocky and Appalachian mountain systems;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>d. The Mississippi, Rio Grande, and St. Lawrence rivers;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The Great Lakes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Applications:**
A:5

**Differentiated Learning**

**Enrichment Activity:**
- Ask students to describe the location of their state to someone from another country. Have them use the map to write a brief description of where their state is located in the US. In their descriptions they may name neighboring states, bodies of water that are nearby, or describe how far they are from the borders of Mexico or Canada.

**Additional Instruction:**
- Bingo - Invite students to create their own bingo cards. They should label each column on the bingo card with a region of the United States. (Use whichever region arrangement appears in your students' text or your local curriculum; if there are more than five regions, students' select five regions to use on their cards.) Invite students to draw in each square in the column the outline of a different state in that region. The teacher will draw the name of a state from a bag full of paper slips labeled with each state's name. Who gets bingo first? (Instead of regions, do this with states and bodies of water, and borders!)
**Absolute Location (6-8 Days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td>Core Activity</td>
<td>absolute location, latitude, longitude, parallels, degrees, equator, hemispheres, meridians, North Pole, South Pole, Prime Meridian</td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America:</td>
<td>Everything on the Earth has its own location. In order for students to be able to understand absolute location, they will experience a variety of activities using latitude and longitude. Using maps, books, and other classroom resources, students will discover how to locate the coordinates of a point.</td>
<td></td>
</tr>
<tr>
<td>1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/B/Absolute_Location.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/B/Absolute_Location.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Writing Applications: 5

Research: E:6

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

*Enrichment Activity:*

- Provide students moving beyond this indicator with the opportunity for independent study. Have students investigate questions and present their findings to the teacher or whole class as a report or on a poster.

  Some examples could be:
  a. Who created the grid system?
  b. When was the grid system developed and implemented?
  c. What do the degrees mean in relation to the equator and Prime Meridian?
  d. What is the International Date Line?
  e. How many minutes are in each degree?
  f. What do you notice about the distance between lines of latitude and lines of longitude? (Lines of latitude are constant but lines of longitude converge at the poles.)

- Have students create a game using coordinates. The game may include ways we can use coordinates, plot points on a map, and use strategies to travel across the world or United States. Emphasize to the students that the game they create has to be original.

- Have students create picture books with stories related to coordinates.
Additional Instruction:

- Have students who are able to locate points in North America use a map and find locations all over the world (e.g., “World Coordinates Scavenger Hunt”).

- Students who are having difficulty should practice using latitude and longitude separately before trying to use both together to locate points.

Informal Assessment

Clearly marked assessment in the lesson.
### USA Map/Quiz Printout (1 Day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America.</td>
<td><strong>Core Activity</strong>&lt;br&gt;Students read a map of United States geography, then answer questions.</td>
<td></td>
</tr>
<tr>
<td>2. Use maps to identify the location of:</td>
<td><strong>Find the map and questions on the Web site:</strong>&lt;br&gt;<a href="http://www.enchantedlearning.com/usa/statesbw/usa.shtml">http://www.enchantedlearning.com/usa/statesbw/usa.shtml</a></td>
<td></td>
</tr>
<tr>
<td>a. The three largest countries of North America;</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>b. The 50 states of the United States;</td>
<td><strong>Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>c. The Rocky and Appalachian mountain systems;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. The Mississippi, Rio Grande, and St. Lawrence rivers;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. The Great Lakes.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
A:1<br>C:7

**Reading Applications:**
A:5

**Communication:**
A:1

### Differentiated Learning

**Enrichment Activity:**
- Create an atlas. Assign each student the name of a state. Provide the student with a large sheet of drawing paper. The student creates a map of the state showing major cities, natural features, and landmarks. A fact box on each map might provide standard information about state size, population, etc. Put together all the students' maps to create a class atlas.

**Additional Activity:**
- Map puzzles – Collect state and regional maps from around the United States. Cut selected pieces from those maps. (The size of the "piece" might vary depending on the grade you teach. In the middle elementary grades, the pieces might be about two inches square.)
• Students can use place names, natural features (lakes, rivers), and other clues on the map pieces to try to figure out which state each map piece is from. Students might do this activity in small groups. Each group might have copies of the same five map pieces. Which group can un-puzzle the map pieces first?
### Standard: Benchmark: Indicator

**Geography:**

A. Use map elements or coordinates to locate physical and human features of North America.

2. Use maps to identify the location of:
   - a. The three largest countries of North America;
   - b. The 50 states of the United States;
   - c. The Rocky and Appalachian mountain systems;
   - d. The Mississippi, Rio Grande, and St. Lawrence rivers;
   - e. The Great Lakes.

### Suggested Strategies/Lessons

**Core Activity**

Based on a geographic location depicted on a commonly worn T-shirt, the lesson will include an exploration of a specific location to illustrate the principles of the five themes of geography.


### Vocabulary

depicted, exploration

### Interdisciplinary Connections

**Language Arts**

**Language Arts Alignment**

**Writing Processes:**
- G:16

**Writing Applications:**
- B:5

**Research:**
- B:2
  - E:6

**Communication:**
- A:1,2
  - E:8

### Differentiated Learning

**Enrichment Activity:**

- Have students draw a map of the United States. Based on the different places they have been, students will use what they can remember to pencil in 10 states, the Mississippi River, and Lake Erie.
Additional Instruction:

- Stateside Challenge – Student teams master information about state geography and use it to challenge fellow classmates in a geography game. [http://www.eduplace.com/activity/state.html]

Additional Resources

Web Sites:

  
  T-Shirt Day Worksheet - [http://www.mwsc.edu/~hist465/shirtwksheet.htm]

Informal Assessment

Clearly marked assessment with rubric.
### T-Shirt Passport (5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography: A. Use map elements or coordinates to locate physical and human features of North America.</td>
<td>Core Activity&lt;br&gt;Students will wear place/name t-shirts and plot the location on a world map as well as in a passport. Data will be collected for distances “traveled,” and locations visited.</td>
<td>passport, plot (verb)</td>
</tr>
<tr>
<td>2. Use maps to identify the location of:&lt;br&gt;a. The three largest countries of North America;&lt;br&gt;b. The 50 states of the United States;&lt;br&gt;c. The Rocky and Appalachian mountain systems;&lt;br&gt;d. The Mississippi, Rio Grande, and St. Lawrence rivers;&lt;br&gt;e. The Great Lakes.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.hawaii.edu/hqa/GAW97/tshirt.html">http://www.hawaii.edu/hqa/GAW97/tshirt.html</a></td>
<td>Interdisciplinary Connections&lt;br&gt;Language Arts</td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Applications:**
A:5

### Differentiated Learning

**Enrichment Activity:**
- Use Claris Works or Microsoft Excel software to graph data.
- Use the Internet to explore locations
- Passport application and process

**Additional Instruction:**
- **TAKE THE CHALLENGE:** Students will identify states and learn important information about each one by creating their own map game of the United States. http://www.eduplace.com/activity/challenc.html

**Web sites**
- Book a Trip Around the World! Check this site for a list of books and travel to the different continents. -- http://pages.ripco.net/~esme/7continents.html -- Summer 2000.
- maps.com – http://www.maps.com
Informal Assessment

Clearly marked assessment in the lesson.
**Mental Mapping (3-5 Days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>migration, climates</td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>The way people view different regions can help students understand and predict how the land may be used and, among other uses, what patterns of migration may be expected. This lesson uses mental maps to explore student perceptions of different regions of the United States.</td>
<td></td>
</tr>
<tr>
<td>3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.nationalgeographic.com/education/lesson_plans/58mental.html">http://www.nationalgeographic.com/education/lesson_plans/58mental.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

<table>
<thead>
<tr>
<th>Communication:</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:1 Core Activity</td>
<td>Biology</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- The Web site suggests extensions.

**Additional Instruction:**
- Bring the lesson to a sphere of reference that is appropriate for the child’s understanding. For example, students might be able to understand what led to choices of their parent(s). They can ask their parents why they live here, why they did not move. Work with them to establish that decisions are made about locations based on perceptions about job possibilities, climates, etc.

**Informal Assessment**

Clearly marked assessment in the lesson.
Made in the U.S.A. (2-3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>Core Activity</td>
<td>culture, diffusion, foreign, ethnocentrism</td>
</tr>
<tr>
<td>Economics:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>4. Explain how regions in North American become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Application:**
A:5

**Communication:**
A:1

**Differentiated Learning**

**Enrichment Activity:**
- Ask students to list three possible reactions to newly diffused ideas, customs, and inventions. (They can be accepted, rejected, or adapted and modified to suit the needs of the receiving culture.) Ask students for examples of cultural diffusion taking place in the world today. Point out some barriers to cultural diffusion, such as distance, social customs, and governmental policies that prohibit mixing with outsiders. But also point out that with advanced communications, cultural diffusion can take place more rapidly than ever.

**Additional Instruction:**
- Younger students may enjoy drawing or cutting out pictures of the items mentioned in the handout and placing them on a large world map at their points of origin. When completed, ask students if they can see which regions might be considered centers of cultural invention.
- Write the word “foreign” on the chalkboard or on an overhead transparency. Ask students to name some words they associate with the word. List these on the chalkboard as students respond. If student responses are somewhat negative, explain that people and societies sometimes view things that are foreign to them with suspicion and fear.

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td>canyon, glacier</td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>Core Activity</td>
<td>Included are four interdisciplinary teaching units on Canyons, Glaciers, Grand Canyon National Parks. Find the entire lesson on the Web site: <a href="http://www.pbs.org/opb/greatlodges/teachers.htm">http://www.pbs.org/opb/greatlodges/teachers.htm</a></td>
</tr>
<tr>
<td>3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

**History:**

| B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict | | |
| 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways. | | |

**LANGUAGE ARTS ALIGNMENT**

**Research:**

A:1, B:2, C:4, E:6

**Communication:**

F: 2, 8

**Reading Process:**

A:6

**Differentiated Learning**

**Enrichment Activity:**

- Students try their hand at glacial erosion by freezing a mixture of pebbles and sand in a cup of water. After the water freezes, it is removed from the cup and rubbed against a piece of wood to observe the "erosion" of the wood by the ice mixture.
- Research if there is any glacial evidence in your area. If so, take a field trip to see it.
- Research the location of major glaciers around the world, and draw their outlines on a map. Continue research by finding out what effects global warming will have on the Polar Regions and, in turn, coastlines around the world.
- Research the geologic history of the Grand Canyon and make a chart to scale that explains the stratigraphy of the canyon. See PBS's *Lost in the Grand Canyon.*

**Additional Instruction:**

- How was the Grand Canyon Formed? In this lesson, students will learn about how the Grand Canyon was formed, focusing on how the process of erosion enabled its rock layers to be deposited. They will examine the canyon's layers to see what the area probably looked like when the layers were created. Students will conclude by creating posters illustrating and describing what the Grand Canyon looks like today and what it looked like when one of its layers was formed.

**Informal Assessment**

Clearly marked assessment in the lesson.
The Sun and the Earth (2-3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>climate,</td>
</tr>
<tr>
<td>B. Identify the physical and</td>
<td>Students will understand the</td>
<td>phenomena</td>
</tr>
<tr>
<td>human characteristics</td>
<td>relationship between the</td>
<td></td>
</tr>
<tr>
<td>of places and regions in</td>
<td>Earth and the Sun and how</td>
<td></td>
</tr>
<tr>
<td>North America.</td>
<td>this relationship affects</td>
<td></td>
</tr>
<tr>
<td>4. Explain how climate is</td>
<td>observable phenomena on</td>
<td></td>
</tr>
<tr>
<td>influenced by:</td>
<td>Earth, such as the</td>
<td></td>
</tr>
<tr>
<td>a. Earth-sun relationships</td>
<td>seasons.</td>
<td></td>
</tr>
<tr>
<td>b. Land-forms</td>
<td>Find the entire lesson on</td>
<td></td>
</tr>
<tr>
<td>c. Vegetation</td>
<td>the Web site:</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1
- B:2

**Writing Applications:**
- B:5

**Research:**
- B:2

**Communication:**
- A:1,2

**Differentiated Learning**

**Enrichment Activity:**
- Ask students what they think the weather is like near the Equator. They will probably say that it's always warm, which is true. Ask them if they think there are any seasons at all in equatorial regions. They might say no, but point out that these regions generally have a wet and a dry season. Have them research monsoons and write paragraphs explaining where and why the monsoons occur and what the students think it would be like to live in a region subject to monsoon seasons.

**Additional Activity:**
- A Reason for Seasons: Your Mission: Become a season sleuth. Learn the long and short of the changing of the seasons, then test your knowledge with our cosmic map.

http://www.nationalgeographic.com/xpeditions/activities/07/season.html
Additional Resources

Web Sites:


Informal Assessment

Clearly marked assessment of the lesson.
### Understanding Weather (3 Days)

**Standard: Benchmark: Indicator**

**Geography:**

B. Identify the physical and human characteristics of places and regions in North America.

4. Explain how climate is influenced by:
   a. Earth-sun relationships
   b. Land-forms
   c. Vegetation

**Social Studies Skills and Methods:**

C. Communicate social studies information using graphs or tables:

8. Communicate research findings using line graphs and tables.

### Core Activity


### Vocabulary

global, greenhouse barometer, global warming, high pressure system, coronal mass ejection, low pressure, supercell, thunderstorm, vortex, convection, current

### Interdisciplinary Connections

Environmental Science

### LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**

A:1

**Reading Process:**

A:1

### Differentiated Learning

**Enrichment Activity:**

- Weather Folklore: Share with your students some examples of weather-related folklore, such as “Ring around the moon, ‘twill rain soon” and “Red sky at night, sailors’ delight; red sky at morning, sailors take warning,” and invite students to contribute additional examples. Have each student select and research one such saying with an eye toward investigating its accuracy in predicting the weather. Students should use the library and the Internet to research the origins and accuracy of their sayings and explain in writing what they have learned. (You might also ask students to perform simple observation experiments to test their sayings for accuracy.)
Tornadoes with a Twist: Tornadoes are formed in part when warm air gets trapped beneath cold air. When this warm air finds an opening, it spirals up like an inverted bathtub drain, or vortex. Such movement of warm air through cold air is called convection current. Because air behaves like a fluid, students can observe convection currents firsthand through an experiment involving water. Provide students with a beaker of hot water and a small amount of colored cold water. Make sure that the temperature difference between the two samples is as great as possible, but be sure to emphasize safety when students are handling very hot water. Have students slowly and carefully add cold water to the hot water using an eyedropper and record their observations. Ask them to write conclusions based on their observations. You may want to explain the following:

1. Cold water sinks to the bottom because it is denser than warmer water.
2. Two air masses of different temperatures interact in a similar way.

Additional Instruction:
- Divide the class into eight groups and assign each group to locate information about a climate type listed in the legend of a South America map. Direct the groups to illustrate their findings in the form of a chart. When the groups have finished, have them put their charts on a bulletin board and describe their findings.

Additional Resources

Supplemental Texts:
- Christian, Spencer and Antonia Felix. Can It Really Rain Frogs? The World's Strangest Weather Events. John Wiley and Sons, 1997. Everything you ever wanted to know about weather, but from a humorous slant, is contained in this book. Read about raining frogs, hurricane names, historic hailstorms, or the weather-forecasting ghosts of Mt. Nebo, or try some of the weather experiments detailed in its pages.

Web Sites:
  Geared to students and teachers, this site includes curriculum activities, quizzes, weather resources and songs
- National Climatic Data Center - [http://www.ncdc.noaa.gov/oa/ncdc.html](http://www.ncdc.noaa.gov/oa/ncdc.html)
  Access to recent and past worldwide temperature, precipitation, droughts, hurricanes are available at this interactive site
  Complete weather information for the United States and the world with good teacher resources available on topics such as heat index and wind chill.

Informal Assessment

Clearly marked assessment in lesson.
### Landforms and How They Change (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>Core Activity</td>
<td>weathering</td>
</tr>
<tr>
<td>4. Explain how climate is influenced by:</td>
<td>Find the entire activity on the Web site: <a href="http://www.lessonplanspage.com/LandformsAndWeathering.htm">http://www.lessonplanspage.com/LandformsAndWeathering.htm</a></td>
<td>Geology</td>
</tr>
<tr>
<td>a. Earth-sun relationships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Land-forms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Vegetation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Differentiated Learning:

**Enrichment Activity:**
- Provide students with a map of climates of the US. Using this map, have students create a chart showing how the climate affects their lifestyle. Consider how you eat, dress, where you live, the types of jobs in your area.

**Additional Instruction:**
- Provide students with a climate map of our region. Ask them to describe the type of climate we have. Then, ask them to identify the kinds of severe weather we have.
- Now, provide students with different climate maps of the United States. Talk about the different types of weather these parts of the US have.
- Ask students to compare the different maps. Ask them to notice the difference in climates, and have them hypothesize why the difference. Explain to the students why there are different types of climates.
**Regional Diary (4 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America:</td>
<td>This lesson focuses on regions of the United States. Students will create a driving tour of one region in the United States and create a regional diary detailing the trip. Each student will &quot;travel&quot; through a region and describe landforms, climate, population, culture, and economic characteristics found in the regions. Then, they will pair with a student who researched another region and compare features using a graphic organizer.</td>
<td>region, landforms, cultural characteristics, economic characteristics, physical characteristics, human characteristics</td>
</tr>
<tr>
<td>3. Describe and compare landforms, climates, population, culture and economic characteristics of places and regions in North America.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Writing Applications:
- D:4
- No Benchmark:5

Research:
- B:2
- C:3

Find the entire lesson on the Web site:
http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setD/G5B3_Regional_Diary.pdf

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

*Enrichment Activity:*
- Have students create a regional coin (similar to the 50 state quarters). Choose a picture to represent an item of cultural significance from a state in a particular region of a state.
- Divide students into small groups. Give them five state quarters from the same region. Have them examine the choices that states have made and draw conclusions about similarities and differences.
- Challenge students to regroup the regions based on different criteria (products, natural resources, population, climate, etc.).
- Have students research Route 66, The National Road or other popular or historic roadways and create a presentation for the class.
Additional Instruction:

- Assign Alaska or Hawaii in place of an entire region.
- Allow students to use computer mapping software or play computer simulation games to boost map skills.
- Provide graphic organizers for key information.

Informal Assessment

Clearly marked assessment in lesson.
Climate and Crops (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>elements</td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>Recognize the important elements needed to grow crops and the different types of climates within the US.</td>
<td></td>
</tr>
<tr>
<td>4. Explain how climate is influenced by:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.lessonplanspage.com/SSUSClimateAndCrops24.htm">http://www.lessonplanspage.com/SSUSClimateAndCrops24.htm</a></td>
<td></td>
</tr>
<tr>
<td>a. Earth-sun relationships</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>b. Land-forms</td>
<td>Environmental Science</td>
<td></td>
</tr>
<tr>
<td>c. Vegetation</td>
<td></td>
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</tr>
</tbody>
</table>

LANGUAGE ARTS ALIGNMENT

Writing Applications:
B:5

Differentiated Learning

Enrichment Activity:
- Tell the students that they can bring in a favorite fruit or vegetable that was not on the list and tell us where it is from.

List of Materials:
1. Maps of United States
2. Cutouts of foods
3. Overhead climate map
4. Paper and pencil

Additional Instruction:
- Describe the climate in which you live. Describe the types of food you eat. Now, tell whether the food you eat is grown in the climate you live, or if it is grown in a different climate.

Additional Resources

Web site:
- Clip art for first activity/guided practice from – http://www.barrysclipart.com

Informal Assessment

Clearly marked assessment in lesson.
### Farming Regions and Product Specialization (4 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics:</td>
<td>Core Activity</td>
<td>imports, exports, tariffs, market, specialization, interdependent, trade, goods, service, wants, needs, capital goods, Canada, Mexico, North America</td>
</tr>
<tr>
<td>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade:</td>
<td>The focus of this lesson is on agricultural products of North America. Students will be actively involved in thinking about the major farming regions in the United States and the goods produced in each region. Students will understand how trading among regions increases the amount and variety of goods available.</td>
<td></td>
</tr>
<tr>
<td>4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Farming_Regions_and_Product_Specialization.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_setB/Farming_Regions_and_Product_Specialization.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:6

**Reading Applications**
- A:5

**Research:**
- C:3
- E:6

**Communication:**
- D:8

**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**
- Have those students who are ready for a deeper understanding of trade and specialization investigate the other types of products that the United States imports and exports, such as automobiles, parts and accessories of vehicles, crude oil, natural gas, video games or anything that is interesting to individual students. Ask the students to present the information to the rest of the class or to you individually.
- Give students the opportunity to label the different farming regions on a blank United States map to further understanding.
- Have the students use the Internet to research distribution companies of canned goods.
- Arrange a field trip to your local grocery store to allow the students a hands-on look at the amount and variety of goods available.
Additional Instruction:

- Assign work as a whole group, small groups and as individuals, to make sure the students are receiving variety of work situations that will allow more time to assist those needing individual attention.

- Display information gathered throughout the unit in the room and students will be able to examine, reflect and respond in the final post-assessment using these resources along with their own notes.

Informal Assessment

Clearly marked assessment in lesson.
### Regional Guidebook (2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.</td>
<td>Core Activity</td>
<td>thematic, unique</td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Read and interpret pictographs, bar graphs and charts.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Core Activity

In this lesson, students will be asked to consider the unique physical and human characteristics of their home region and to create guidebooks that describe these features to visitors to the region. In the process, they will gain an awareness of the human and environmental factors that make places unique.


#### Interdisciplinary Connections

**Language Arts**

#### LANGUAGE ARTS ALIGNMENT

<table>
<thead>
<tr>
<th>Communication:</th>
<th>A:1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Applications:</td>
<td>A:1</td>
</tr>
<tr>
<td>Writing Applications:</td>
<td>B:5</td>
</tr>
<tr>
<td>Research:</td>
<td>B:2,3,6</td>
</tr>
<tr>
<td>Communication:</td>
<td>D:8</td>
</tr>
</tbody>
</table>

#### Differentiated Learning

**Enrichment Activity:**

- Ask students to share their guidebooks with the class and compare what they have produced. Discuss the features of the region that students have left out of the guidebooks. Are there some things about their region that students omitted intentionally? Or did students tend to include the less-than wonderful things along with the great things? What features did students think visitors should not know about? Discuss the reasons why they might have omitted certain things and their feelings about the imperfections of their region.
Additional Instruction:

- Make a culture, population, or land use map for the area in which you live. Provide students with this information in order to get them started.

- Explain to students what a story map is, and that it is also a type of thematic map. Have students create a story map of the school, classroom or area in which they live.

Additional Resources

Web Sites:


Informal Assessment

Clearly marked assessment in lesson.
**Why We Need Trees (Flexible)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>This unit makes students aware of forest products, types of trees, the value of forests, the damage that forest fires cause, and how the forests can help the earth.</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE ARTS ALIGNMENT</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>Reading Process: A:1 C:7</td>
<td>Topography</td>
<td></td>
</tr>
<tr>
<td>Communication: A:1</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Students can identify and research local forest issues—in particular, threats to forests, such as fires and insect infestation. What programs are in place to prevent such threats?

- Familiarize students with the Smokey the Bear advertising campaign. Share how it began and developed, as well as its present goals - [http://www.smokeybear.com/](http://www.smokeybear.com/)

- Conduct an Arbor Day celebration. Find out what types of tree-planting programs are in place in your community. Participate in one of them or develop your own and lobby the local government for sponsorship - [http://www.arborday.org/](http://www.arborday.org/)
Additional Instruction:

- If a Tree Falls in the Forest: Forests cover nearly one-third of the Earth's land and provide us with wood, food, medicines, paper, and many other products that we use every day. Forests also oxygenate the air, modify climate, and contribute to our recreational and personal needs. In this lesson, students will explore the role that forests play in their own lives by listing everyday products made from trees, then researching and categorizing less common products that may be less familiar to students.

http://www.nationalgeographic.com/xpeditions/lessons/15/g35/treefalls.html

Informal Assessment

Clearly marked assessment in lesson
## Geography:

B. Identify the physical and human characteristics of places and regions in North America.

6. Use distribution maps to describe the patterns of renewable, nonrenewable, and flow resources in North America including:
   - c. Oil
   - d. Coal

## Core Activity

Students will read and report on the United States of America as the world’s largest energy producer, consumer, and net importer. It also ranks twelfth worldwide in reserves of oil, sixth in natural gas, and first in coal. Click on Ohio to find local resources.

Find the entire resource on the Web site: [http://www.eia.doe.gov/emeu/cabs/usa.html](http://www.eia.doe.gov/emeu/cabs/usa.html)

## Interdisciplinary Connections

### Language Arts

- **Reading Process:** A:1
- **Reading Applications:** A:1,5
- **Communication:** A:1,2

### Differentiated Learning

**Enrichment Activity:**

- Have students explore the expedition’s activity, The Quest for Gold, and ask them to think about why gold is considered such a valuable resource. [http://www.nationalgeographic.com/xpeditions/activities/16/questgold.html](http://www.nationalgeographic.com/xpeditions/activities/16/questgold.html)
- Ask students to explore the change in the use of a resource over time. Was there greater demand for it in the past? Is the demand for the resource increasing now? What can explain the change in need? Speculate on the availability of different resources in the future. Encourage a discussion about the thoughtful use of both renewable and nonrenewable resources.

**Additional Instruction:**

- Everything Comes for Something: Students and their families use a multitude of products that are manufactured in part or entirely from natural resources. In this lesson students will learn about renewable and nonrenewable resources and trace resources’ points of origin by constructing and analyzing a product map. [http://www.nationalgeographic.com/xpeditions/lessons/16/gk2/everything.html](http://www.nationalgeographic.com/xpeditions/lessons/16/gk2/everything.html)
Coal Areas in the United States (1 Day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>chart, coal</td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>Students will demonstrate knowledge of where coal is located by reading a chart.</td>
<td></td>
</tr>
<tr>
<td>d. Coal</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Applications:**

- A:5

**Communication:**

- A:1,2

**Differentiated Learning**

**Enrichment Activity:**

- Ask students to write a paper, develop a skit, or create a song or poem entitled "What If They Had This Resource Then?" They should select a resource, time period, event, and group of people and develop a situation for the selected resource. For example, students might wonder how World War II might have been different if Japan had plenty of petroleum and iron ore prior to the war. Or what would the distribution of cities look like in the United States if the U.S. had a large inland sea (much larger, that is, than the Great Lakes or the Great Salt Lake)?

**Additional Instruction:**

- [http://www.nationalgeographic.com/xpeditions/standards/16/index.html](http://www.nationalgeographic.com/xpeditions/standards/16/index.html) Students read from this site about renewable and nonrenewable resources. Have students create true and false questions to a partner. You could also create a twenty questions game from the reading, and make it into a game for the students.
### All the Water in the World (2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td>supply</td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>Recognize that there is a lot of water in the world, but that not very much of it can be used for our drinking water and other water supply needs.</td>
<td></td>
</tr>
<tr>
<td>6. Use distribution maps to describe the patterns of renewable, nonrenewable, and flow resources in North America including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.epa.gov/region01/students/pdfs/w_water_intro.pdf">http://www.epa.gov/region01/students/pdfs/w_water_intro.pdf</a></td>
<td></td>
</tr>
<tr>
<td>e. Running water</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Science</td>
<td></td>
</tr>
<tr>
<td>C. Communicate social studies information using graphs or tables:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>8. Communicate research findings using line graphs and tables.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
A:1

**Reading Applications:**
A:5

### Differentiated Learning

**Enrichment Activity:**
- There are supplemental activities on the lesson Web site.

**Additional Instruction:**
- Have students create a line graph or chart for areas (regions) of the U.S. The graph is to represent where water is and isn’t in the U.S. After the students have created this, you may want to have them create these in pairs or groups. Discuss with the class what this means for the U.S.

### Informal Assessment

Teachers can create their own assessments based on the lesson content.
### The Formation and Value of Temperate Grasslands (2-4 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>The activities presented here are designed to give students an overview of the climate and organisms of the North American Prairie.</td>
<td>organisms, prairie biome</td>
</tr>
<tr>
<td>b. Environmental Issues</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Communicate social studies information using graphs or tables:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Communicate research findings using line graphs and tables.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Differentiated Learning

**Enrichment Activity:**

- **The Living Edens - Canyonlands: Tonight our guest is** - [http://www.pbs.org/edens/canyonlands/tonight.htm](http://www.pbs.org/edens/canyonlands/tonight.htm)

These two activities are designed to teach about adaptations of prairie organisms.

- From the maps in Activity three, try to predict what biome you live in (see the biomes Web site-[http://www.runet.edu%7Eswoodwar/CLASSES/GEOG235/biomes/main.html](http://www.runet.edu%7Eswoodwar/CLASSES/GEOG235/biomes/main.html) - for more biome maps if you don’t live in one of the regions show. Then have students plot data from your area (typing “average monthly precipitate” and your state name on a Web browser to find local data) and the compare it to the three biomes show. Does it appear to be similar to one, or does it appear to be a different biome?
Additional Instruction:


Additional Resources

Web Sites:

- National Science Education Standards
  http://www.books.nap.edu/html/nses

Informal Assessment

Clearly marked assessment in lesson.
Core Activity

Oceania consists of thousands of islands with many different physical characteristics. Students research the islands to learn ways in which the physical characteristics affect human activities and how the people affect the islands. They will tell how these characteristics affect humans there and how humans have adapted.

Find the entire lesson on the Web site: http://www2.una.edu/geography/state/lessons/pacific/Oceania_Pacific_Palaces.html

Interdisciplinary Connections

Language Arts

Differentiated Learning

Enrichment Activity:

- Students will pretend they are explorers of Oceania. Have students write a daily log of what they would find as they explore Oceania. (Do this for the unit of Oceania.) Students should write their recordings based on what they learned for the day about Oceania.

Additional Instruction:

- The Web site shares ideas for additional Instruction.

Informal Assessment

Clearly marked assessment in the lesson.
### Create a Great Lakes Fantasy Trip (2-3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Analyze the positive and negative consequences of human changes to the physical environment including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Great lakes navigation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Decide where you would like to go on a trip on the Great Lakes.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Find the entire activity on the Web site: <a href="http://www.michigan.gov/hal/0,1607,7-160-15481,19268,20778-52527--,00.html">http://www.michigan.gov/hal/0,1607,7-160-15481,19268,20778-52527--,00.html</a></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Applications**

A:5

### Differentiated Learning

**Enrichment Activity:**

- Students will pick one of the Great Lakes and decide how that lake had an impact on the state it is next to. Students can use the Internet to do this report. Students should present their findings in a poster board display.

**Additional Instruction:**

- Students research the Great Lakes and make a travel brochure trying to get people to visit them. You can put students in groups and have each group do one lake. Have the students be sure to include information on navigation of the lakes, and positive aspects of their lake, compared to the negative aspects of other students’ lakes.

### Additional Resources

**Web sites:**

# Irrigation Systems (1 Day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</td>
<td>This lesson provides learner awareness and experience with a variety of irrigation processes.</td>
<td>Processes, dryland farming, row irrigation, irrigation systems, aerial irrigation, food irrigation, drip irrigation</td>
</tr>
<tr>
<td>9. Analyze the positive and negative consequences of human changes to the physical environment including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.crwcd.gov/teacher/irrigation.html">http://www.crwcd.gov/teacher/irrigation.html</a></td>
<td></td>
</tr>
<tr>
<td>c. Irrigation;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Geology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Agriculture</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Art</td>
<td></td>
</tr>
</tbody>
</table>

## LANGUAGE ARTS ALIGNMENT

**Communication**
A: 1, 2

## Differentiated Learning

**Enrichment Activity:**
- Encourage the students to research how much water it takes to produce different types of food. Have them share their findings with the other students by chart and discussion.

**Additional Instruction:**
- Discuss with students the meaning of irrigation. See if students can give you examples of how irrigation affects their life, or examples of irrigation used in Ohio or the community they live in. (Erie Canal used to flow through this area.) Discuss with students the Hoover Dam, why it was built and how this represents an example of irrigation.

## Informal Assessment

Teachers can create their own assessments based on the lesson content.
People and Endangered Species (3-4 Days)

**Standard: Benchmark: Indicator**

**Geography:**

C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.

9. Analyze the positive and negative consequences of human changes to the physical environment including:
   e. Introduction of new species.

**Suggested Strategies/Lessons**

**Core Activity**

This lesson provides students with an overview of some endangered species and of the ways that human activities contribute to species endangerment.

Find the entire lesson on the Web site: [http://www.nationalgeographic.com/xpeditions/lessons/08/g35/endangered.html](http://www.nationalgeographic.com/xpeditions/lessons/08/g35/endangered.html)

**Interdisciplinary Connections**

**Biology**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**

- Have students research Internet or print resources to find out about things that kids are already doing to help save endangered species. Which of these activities are similar to the ones your students devised? Which activities do they think would be the most effective in helping the animals they have learned about?

- Have students use the Internet, print resources, or a local conservation organization to find out about an endangered species near their home. Ask them to research the animal's range, habitat, and food sources and to find out about the human activities that are contributing to its endangerment. Have them write editorials for their local newspaper in which they describe this animal's situation and explain how people can modify their activities to help the animal.
Additional Instruction:

- Preserving Biodiversity: Create a map that shows where some endangered species live in the world. [http://www.nationalgeographic.com/xpeditions/activities/08/biodiversity.html](http://www.nationalgeographic.com/xpeditions/activities/08/biodiversity.html)

Additional Resources

Web Sites:

- Environmental Protection Agency - [http://www.epa.gov/](http://www.epa.gov/)

Informal Assessment

Clearly marked assessment in lesson.
### Unit 3: Native Americans

#### Unit Table of Contents

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<tr>
<th>Lesson Title</th>
<th>Duration</th>
<th>Page</th>
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</thead>
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<td>1. Introductory Lesson: Not &quot;Indians,&quot; Many Tribes: Native American Diversity</td>
<td>5 Days</td>
<td>68</td>
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<td>2. Indians of the Pacific Northwest</td>
<td>3-5 Days</td>
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<td>3. The Plains Indians</td>
<td>Flexible</td>
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<td>4. Tracking the Buffalo</td>
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<td>74</td>
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<td>5. Sioux Tipi Art</td>
<td>3-5 Days</td>
<td>76</td>
</tr>
<tr>
<td>6. The First Americans Today</td>
<td>3-5 Days</td>
<td>77</td>
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<tr>
<td>7. Famous Ohio Native Americans</td>
<td>Flexible</td>
<td>78</td>
</tr>
<tr>
<td>8. Native Americans at SunWatch Village in Dayton</td>
<td>4 days</td>
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<td>9. Eastern Woodland Indians</td>
<td>1-2 Days</td>
<td>82</td>
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<tr>
<td>10. Southwest Culture</td>
<td>1-2 Days</td>
<td>84</td>
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<tr>
<td>11. Sacagawea</td>
<td>3-5 Days</td>
<td>85</td>
</tr>
<tr>
<td>12. Trail of Tears</td>
<td>4 Days</td>
<td>87</td>
</tr>
<tr>
<td>13. Indian Policy</td>
<td>1-2 Days</td>
<td>89</td>
</tr>
</tbody>
</table>
INTRODUCTORY LESSON
Not “Indians,” Many Tribes:
Native American Diversity (5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>Abenaki, Hopi, Kwakiutl</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</td>
<td>In this unit, students will heighten their awareness of Native American diversity as they learn about three vastly different Native groups in a game-like activity using archival documents such as vintage photographs, traditional stories, photos of artifacts, and recipes. Help your students study the interaction between environment and culture.</td>
<td></td>
</tr>
<tr>
<td>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</td>
<td>Find the entire lesson on the Web site: <a href="http://edsitement.neh.gov/view_lesson_plan.asp?id=324">http://edsitement.neh.gov/view_lesson_plan.asp?id=324</a></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Skills &amp; Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**

A:1  
B:3  
C:7

**Informational, Technical, and Persuasive Text:**

C:3

**Differentiated Learning**

**Enrichment Activity:**

- Try some recipes from the Native Way Cookbook, [http://www.wisdomkeepers.org/nativeway/](http://www.wisdomkeepers.org/nativeway/) which features recipes from many tribes indexed by tribe, type of dish, and traditional or contemporary recipes. Examples include *Mikodissimin Opinabo*, a traditional Abenaki bean/pea soup, and *Pueblo Bread, Santa Ana*, a simple, contemporary recipe. There are many others available on [http://www.nativeweb.org/](http://www.nativeweb.org/).
Additional Instruction:

- Because many of the items to discuss are Native American stories, the understanding level is easy. Items can be read as oral traditions.

Additional Resources

Supplemental Texts:


Informal Assessment

- Assessments can be found after each lesson as discussion questions. These prompts can be used for written or spoken response.
**Indians of the Pacific Northwest (3-5 Days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>The purpose of this lesson is to introduce students to Native Americans living in ocean and river environments in the Pacific Northwest and to elicit comparisons with other native cultures.</td>
<td>elicit, colonization, Pacific Northwest</td>
</tr>
<tr>
<td>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</td>
<td>Find the entire lesson on the Web site: <a href="http://www2.hawaii.edu/hga/Lessons/PNW/indiansPNW.html">http://www2.hawaii.edu/hga/Lessons/PNW/indiansPNW.html</a></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>2. Locate information in a variety of sources using key words, related articles and cross-references</td>
<td>Art</td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and products of North American cultural groups:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America including:</td>
<td></td>
<td></td>
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<tr>
<td>d. Food.</td>
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<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
A:1,6
B:5

**Research:**
B:2
C:3,4
E:6
D:8

**DPS SS Grade 5 Native Americans**

70
Differentiated Learning

Enrichment Activity:

- If the class has sufficient access to technology, students can research other Native groups appropriate to their course of study. Begin by gathering data about the Native group's location. Then use the sites listed in the Resource Links - http://edsitement.neh.gov/SELECTED - section, most of which offer a search function.

  Students can research how European presence altered the environment (e.g., near extinction of the buffalo, removal of tribes to distant locations) and thus the lifestyle of particular Native groups.

  The Cherokee tribe is a fruitful subject here. The Cherokee environment was changed by the U.S. government—after living primarily in southeast Georgia, the Cherokee people were removed to Indian Territory in the 1830s, a significant change in climate and terrain. How did this move affect the Cherokee lifestyle? Students should look at changes in food, shelter, clothing, hunting, celebration and other practices. An introduction to this incident may be found in America's Library of the Library of Congress, http://www.americaslibrary.gov/jb/nation/jb_nation_tears_1.html a link from the EDSITEment resource American Memory.

- Conduct research on Native Americans in contemporary society and the movement to preserve traditions. An intriguing starting point for such research might be the controversial Makah Indian whale hunt conducted in May 1999. The EDSITEment resource NativeWeb provides information on this subject.

Additional Instruction:

- Ask students to take the role of an Indian traveling across North America in 1491. Have each student create a journal entry of the Native Americans they might meet. Encourage students to write in first person and include details of daily life of the Indian groups they encounter.

Additional Resources

Textbook:

Supplemental Texts:


Informal Assessment

Teachers can create their own assessments based on the lesson content.
**The Plains Indians**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td><strong>Core Activity</strong></td>
<td>region, archaic, Shawnee, Miami, Wyandot, Ottawa</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>The Paleoindian, Archaic, Woodland, and Hopewell Indians were the earliest people to live in the region we know today as Ohio. These were among the later tribes to live here. Have students compare and contrast the different tribes using the information on the Web site. Find information on these tribes from these Web sites:</td>
<td></td>
</tr>
<tr>
<td>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</td>
<td><strong>Shawnee</strong></td>
<td><a href="http://www.ohiohistorycentral.org/ohc/history/hindian/tribes/shawnee.shtml">http://www.ohiohistorycentral.org/ohc/history/hindian/tribes/shawnee.shtml</a></td>
</tr>
<tr>
<td><strong>People in Societies:</strong></td>
<td><strong>Miami</strong></td>
<td><a href="http://www.ohiohistorycentral.org/ohc/history/hindian/tribes/miami.shtml">http://www.ohiohistorycentral.org/ohc/history/hindian/tribes/miami.shtml</a></td>
</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America including:</td>
<td><strong>Ottawa</strong></td>
<td><a href="http://www.ohiohistorycentral.org/ohc/history/hindian/tribes/ottawa.shtml">http://www.ohiohistorycentral.org/ohc/history/hindian/tribes/ottawa.shtml</a></td>
</tr>
<tr>
<td>a. Artistic expressions;</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>b. Religion;</td>
<td>Anthropology</td>
<td></td>
</tr>
<tr>
<td>c. Language;</td>
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<td></td>
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<tr>
<td>d. Food;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Clothing;</td>
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<tr>
<td>f. Shelter.</td>
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</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:1  
B:3  

Informational, Technical, and Persuasive Text:
C:3

**Differentiated Learning**

*Enrichment Activity:*

- Divide the class into groups and assign each group one native American culture. Without revealing its identity, each group should present a pantomime or dialogue to illustrate an activity of its people. For example, the Shawnee could act fierce, and act out a battle or take on the role of Tecumseh. Have other groups identify the people portrayed. As a class, discuss the interaction of people with their environment.
Additional Instruction:

- Make a chart and include all the Indian groups listed above with the students. Put the Indian groups at the side of the chart. Now, across the top of the chart, list food, clothing shelter, religion, language, artistic expressions. You should put this chart on the board. Either go back through the Internet resources, or look through your text. Fill in the chart. You may either do this as a class, or you may have the students do this on their own first, and then the class goes over it together.

Informal Assessment

Clearly marked assessment on the Web site.
### Track the Buffalo (3-5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>plains,</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Explore the role of the buffalo in the lives of the American Indians of the northern plains.</td>
<td>buffalo</td>
</tr>
<tr>
<td>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</td>
<td>Find the entire activity on the Web site: <a href="http://americanhistory.si.edu/hohr/buffalo/index.html">http://americanhistory.si.edu/hohr/buffalo/index.html</a></td>
<td></td>
</tr>
</tbody>
</table>

### Social Studies Skills and Methods:

<table>
<thead>
<tr>
<th>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
<td></td>
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</tbody>
</table>

### People in Societies:

<table>
<thead>
<tr>
<th>A. Compare practices and products of North American cultural groups:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America including:</td>
<td></td>
</tr>
<tr>
<td>d. Food.</td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

- Biology
- Environmental Science

### LANGUAGE ARTS ALIGNMENT

Research:
C:4

### Differentiated Learning

**Enrichment Activity:**

- Create a buffalo hide painting:
  - Print and copy "Make your own hide painting" for individual students at the Web site [http://americanhistory.si.edu/hohr/buffalo/mypainting_frmset.html](http://americanhistory.si.edu/hohr/buffalo/mypainting_frmset.html). Or, cut a large, hide-shaped piece of brown paper for the entire class. Students may wish to follow one of the styles in "More about buffalo hide painting" at [http://americanhistory.si.edu/hohr/buffalo/abouthides_frmset.html](http://americanhistory.si.edu/hohr/buffalo/abouthides_frmset.html).
• Research creation stories:
  Print and copy Origin stories of Plains Indians at http://americanhistory.si.edu/nohr/buffalo/origin.html. Students compare and contrast these creation stories. Students research the creation stories of other American Indians. Students relate one of the stories using pictures.

• Use buffalo hunt scenes from Dances with Wolves as a secondary source:
  This 1990 Hollywood film depicts a buffalo hunt by Sioux Indians of the northern plains, including pre-hunt rituals and post-hunt practices. Compare the film with the information about hunting, using, and honoring the buffalo gathered in "You Be the Historian." How are they the same or different? How are non-Indian buffalo hunters depicted?

Additional Instruction:

• Students re-read the resources from the lesson website. Have students create a crossword puzzle with the readings. Make sure they are using key words or phrases about the importance of the buffalo.

Additional Resources

Video:

• Dances with Wolves, DVD, directed by Kevin Costner (Burbank CA: Orion Pictures, 1990).
# Sioux Tipi Art (3-5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td>tipi</td>
</tr>
</tbody>
</table>
| B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict. | Draw your own picture story on a blank tipi.  
Find the entire activity on the Web site: [http://education.boisestate.edu/compass/Idahohistory/Chapter%203/Mod2Ch3kids.htm](http://education.boisestate.edu/compass/Idahohistory/Chapter%203/Mod2Ch3kids.htm) |           |
| 2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways. | Interdisciplinary Connections | Art        |
| **People in Societies:**     |                              |            |
| A. Compare practices and products of North American cultural groups: | Language Arts Alignment |            |
| 1. Compare the cultural practices and products of diverse groups in North America including: | Informational Technical and Persuasive Text |            |
| f. Shelter.                  | A:5                          |            |

**Differentiated Learning**

*Enrichment Activity:*

- You have been assigned to create a poster promoting an exhibit on different styles of Native American dwellings. Use the information in this chapter to create an original poster that will make people want to attend the exhibit. (Types of dwellings: Long house, tepee, pueblo.)

*Additional Instruction:*

- Play a class game in which answers are provided, but students must give the correct questions. Choose several students to state facts about the Native Americans and their shelter.
### The First Americans Today (3-5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People in Societies</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and products of North American cultural groups:</td>
<td></td>
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</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America including:</td>
<td></td>
<td></td>
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<tr>
<td>b. Religion.</td>
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<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
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</tr>
<tr>
<td>2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.</td>
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</tbody>
</table>

#### Core Activity

The goal is to begin the process of helping students visualize the Native American culture as a very important part of their everyday existence.


#### Interdisciplinary Connections

**Language Arts**

#### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1

**Communication:**
- A:1,2

#### Differentiated Learning

**Enrichment Activity:**
- The teacher will assign students to read books from the above list (materials section) and make entries in their literature logs. Also, the students can create a book or a diorama on the subject, "A Day In the Life of..." Another activity would be to take the students on a field trip to the Dayton Art Institute to view Native American art and culture". Or a tour to Sun Watch Village in Dayton.

**Additional Instruction:**
- Watch a video on Native Americans and learn about the values and beliefs, celebrations, daily activities, and other things the Native Americans did. Then have the students write one paragraph about what they learned from the video.

#### Informal Assessment

Clearly-marked assessment in the lesson.
Famous Ohio Native Americans (Flexible)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Core Activity Biographical information on: Blue Jacket, Chief Pontiac, Cornstalk, Little Turtle, Logan, Tarhe, Tecumseh, The Prophet, found at Ohio Indian Learning Links. Have students play the game and compare and contrast the Ohio Native Americans. Find the information on the Web site: <a href="http://new.oplin.org/famousohioans/indians/puzzler.html">http://new.oplin.org/famousohioans/indians/puzzler.html</a></td>
<td>biographical, The Prophet, Little Turtle, Blue Jacket, Cornstalk, Logan, Pontiac, Tarhe, Tecumseh</td>
</tr>
<tr>
<td>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and products of North American cultural groups:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America including:</td>
<td></td>
<td></td>
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<tr>
<td>a. Artistic expressions;</td>
<td></td>
<td></td>
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<tr>
<td>b. Religion;</td>
<td></td>
<td></td>
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<tr>
<td>c. Language;</td>
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<tr>
<td>d. Food;</td>
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<tr>
<td>e. Clothing;</td>
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<tr>
<td>f. Shelter.</td>
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</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
- A:1
- C:7

**Differentiated Learning**

*Enrichment Activity:*
- Organize the class into small groups and assign each group one of the Native American peoples. Have groups research the types of clothing their assigned people wore and the materials and method used to make them. Groups should also research how the environment affected their food, clothing and shelter. Have the groups present this in the form of illustrations.

*Additional Instruction:*
- Have students match each Indian with the tribe they are in. You can list on the board, do it orally with the class, or have it on paper for the students to do individually. Next, have the students write two-three sentences about each Famous Native American listed above. Share these with the class when finished.
# Native Americans (4 days)

At Sun Watch Village in Dayton

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td>Squanto, Sun Watch Village</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict:</td>
<td>This lesson culminates with a field trip to Sun Watch Village in Dayton. The students will be able to:</td>
<td></td>
</tr>
<tr>
<td>2. Explain how American Indians settled the continent and why different nations of Indians interacted with the environment in different ways.</td>
<td>1. Describe the following housing, food sources, clothing, language, religion, and traditions</td>
<td></td>
</tr>
<tr>
<td><strong>People in Societies:</strong></td>
<td>2. Explain and accurately record details</td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and products of North American cultural groups:</td>
<td>3. Observe differences in primary and secondary source information</td>
<td></td>
</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America including:</td>
<td>4. Complete accurate comparison and contrast writing samples</td>
<td></td>
</tr>
<tr>
<td>a. Artistic expressions;</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>c. Language;</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>d. Food;</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>e. Clothing;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Shelter</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of place and regions in North America:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Analyze reasons for conflict and cooperation among regions of North America including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Trade;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Environmental issues;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Immigration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Economics:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Explain the opportunity costs involved in the allocation of scarce productive resources:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DPS SS Grade 5  Native Americans  79
2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.

C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade:

Social Studies Skills and Methods:

B. Use a variety of sources to organize information and draw inferences:

3. Differentiate among primary and secondary sources.

LANGUAGE ARTS ALIGNMENT

Writing Application:

D:4

Research:

A:1
B: 2,3,4

Writing Process:

A:1

Reading Applications: Informational
C:3

Differentiated Learning

Enrichment Activity:

- Students can research the similarities of Sunwatch to other Native American Villages and answer questions regarding the affect of weather, natural resources available, how location has effected occupation. Additional/extension available through the teacher guide for Sunwatch.

Additional Instruction:

- Have students describe their neighborhood and identify entities that appear. Then have them find those same items in Sunwatch. Since this is a group activity, students needing additional instruction can receive help from their groups as well.

Additional Resources

Video:

- Squanto, DVD, directed by Xavier Koller (Disneyland, CA: Walt Disney Productions, 1994).
Web Sites:

- Website for Sun Watch Village
  http://www.sunwatch.org

Community Connections

- Field trip to Sun Watch Village

Informal Assessment

Clearly marked assessment in lesson.
## Eastern Woodland Indians (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Students will study Iroquois, Cherokee and Mound Builders.</td>
<td>Mound builders, Cherokee, Tuscarora</td>
</tr>
<tr>
<td>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</td>
<td>Find the entire resource on the Web site: <a href="http://www.germantown.k12.il.us/indians/woodland2.html">http://www.germantown.k12.il.us/indians/woodland2.html</a></td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and products of North American cultural groups:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Artistic expressions;</td>
<td></td>
<td></td>
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<tr>
<td>b. Religion;</td>
<td></td>
<td></td>
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<tr>
<td>c. Language;</td>
<td></td>
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<tr>
<td>d. Food;</td>
<td></td>
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<tr>
<td>e. Clothing;</td>
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<td></td>
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<tr>
<td>f. Shelter.</td>
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</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
A:1

### Differentiated Learning

**Enrichment Activity:**

- Students should research the Tuscarora to discover how the League of Nations became the League of Six Nations. (In 1712, Europeans drove the Tuscarora, an Iroquois people, out of North Carolina. When the Tuscarora came north looking for a new home, the Iroquois welcomed them, saying "They were one of us and went from us long ago." The Great League gave them land and a council seat. Thus, the League of Five Nations, became the League of Six Nations).
Additional Instruction:

- Students will come up with twenty facts they find from the reading. With these facts they will make a true/false game they will play with their partners. Each partner should switch “games” so that the other person can take their quiz. When all groups are finished, collect the games from all students and begin going over the facts the students recorded.
Southwest Culture (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td>interact,</td>
</tr>
<tr>
<td>B. Describe the cultural</td>
<td>Anasazi, Pueblo, and Hopi</td>
<td>Anasizi,</td>
</tr>
<tr>
<td>patterns that are evident in</td>
<td>Indians are featured on</td>
<td>Pueblo,</td>
</tr>
<tr>
<td>North America today as a</td>
<td>this site to research and</td>
<td>Hopi,</td>
</tr>
<tr>
<td>result of exploration,</td>
<td>compared with Indians from</td>
<td>“kachina”</td>
</tr>
<tr>
<td>colonization, and conflict.</td>
<td>other regions.</td>
<td></td>
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<tr>
<td>2. Explain how American</td>
<td>Find the entire resource on</td>
<td></td>
</tr>
<tr>
<td>Indians settled the</td>
<td>the Web site: <a href="http://www">http://www</a>.</td>
<td></td>
</tr>
<tr>
<td>continent and why different</td>
<td>germantown.k12.il.us/indians/</td>
<td></td>
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<tr>
<td>nations of Indians interacted</td>
<td>southwest.html</td>
<td></td>
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<tr>
<td>with their environment in</td>
<td></td>
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<tr>
<td>different ways.</td>
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</tr>
<tr>
<td>People in Societies:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and</td>
<td>Architecture</td>
<td></td>
</tr>
<tr>
<td>products of North American</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>cultural groups:</td>
<td></td>
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<tr>
<td>1. Compare the cultural</td>
<td></td>
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<tr>
<td>practices and products of</td>
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<tr>
<td>diverse groups in North</td>
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<tr>
<td>America including:</td>
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</tr>
<tr>
<td>a. Artistic expressions;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Religion;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Language;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Food;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Clothing;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Shelter.</td>
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</tr>
</tbody>
</table>

LANGUAGE ARTS ALIGNMENT

Reading Process:
A:1

Differentiated Learning

Enrichment Activity:
- Point out that the Hopi are a Pueblo group. The Hopi hold kachina ceremonies for different purposes at various times of year. Have groups research various Hopi ceremonies such as the winter solstice ceremony, The Bean Dance, or the Home Dance. Tell students to research and illustrate the kachinas related to the ceremony they are researching. Groups should present an oral report that identifies the ceremony, its purpose, and the time of year it is held. The kachina illustrations should be shown to aid in explaining the symbols and designs used.

Additional Instruction:
- Students should make a chart to compare and contrast the Hopi, the Pueblo, and the Anasazi.
**Sacagawea (3-5 Days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td>overlook, invaluable, misrepresented, Sacagawea, Lewis &amp; Clark</td>
</tr>
<tr>
<td>B. Describe the cultural</td>
<td></td>
<td></td>
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<tr>
<td>patterns that are</td>
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<tr>
<td>evident in North America</td>
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<td></td>
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<tr>
<td>today as a result of</td>
<td></td>
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<tr>
<td>exploration, colonization,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and conflict.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain how American</td>
<td></td>
<td></td>
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<tr>
<td>Indians settled the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>continent and why different</td>
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<td></td>
</tr>
<tr>
<td>nations of Indians</td>
<td></td>
<td></td>
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<tr>
<td>interacted with their</td>
<td></td>
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<tr>
<td>environment in different</td>
<td></td>
<td></td>
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<tr>
<td>ways.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain how new</td>
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<tr>
<td>developments led to the</td>
<td></td>
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<tr>
<td>growth of the United States</td>
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<tr>
<td>6. Explain the impact of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>settlement, industrialization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>and transportation on the</td>
<td></td>
<td></td>
</tr>
<tr>
<td>expansion of the United</td>
<td></td>
<td></td>
</tr>
<tr>
<td>States.</td>
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</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

- **Reading Process:**
  - A:2
  - C:7

- **Writing Applications:**
  - A:1
  - B:5

- **Research:**
  - B:2
  - C:3,4
  - E:6

- **Communication:**
  - A:1,2
  - D:8

**Interdisciplinary Connections**

- Language Arts
- Environmental Science
- Art

**Differentiated Learning**

**Enrichment Activity:**

- There is controversy over Sacagawea’s death. Some sources say she died young and others say she lived to be nearly 100 years old. The truth is unknown. Have students research this. Students can become news reporters and take their own stand explaining the “truth” about Sacagawea’s death.

- Research and develop an “expedition” through your town or state. Where are you going to encounter dangers? Where will you get your supplies? Who will be your “friends”, who help you through your journey, and who will be your “enemies?” Who will try to stop you from success? Draw maps and create journals to document your journey.
• Students will read other books about Native Americans by Ken Thomasma. They will report information about Native American cultures both written and orally. Sources for books can be found at the Ken Thomasma Web Site. http://www.horsefeathersranch.com/childbook.htm

Additional Instruction:
• Students will travel on the expedition of Lewis and Clark to see for themselves how Sacagawea helped the two travel West. http://www.nationalgeographic.com/features/97/west/main.html

Additional Resources
Supplemental Texts:
• Thomasma, Ken. The Truth About Sacajawea.

Video:
• PBS, Ken Burns Series Lewis & Clark: The Journey of the Corps of Discovery: A Documentary Film, Part 1, 2, 3. 1997

Web Sites:
• Lewis and Clark Expedition
  http://www.nationalgeographic.com/features/97/west/main.html
• Horse Feathers Ranch
  http://www.horsefeathersranch.com/childbook.htm

Community Connections
• Contact a local Native American tribe and arrange for someone to come speak to the class about the Native American culture.
• Research the Native American tribe near your region. What tribe is it? How long have they been there? Was this before or after Sacagawea's time? Does the tribe have any connection to Sacagawea's tribe?
• Contact a local Native American museum. Arrange for a visit to discuss Native American traditions and ways of life. (Sun Watch Village in Dayton)

Informal Assessment
Teachers can create their own assessments based on the lesson content.
**Trail of Tears (4 Days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</td>
<td>This country was formed on the premise “that all men are created equal....,” however one of the most brutal stories in history took place in this country.</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods</td>
<td>Find the entire activity on the Web site: <a href="http://www.lessonplanspage.com/SSLAM">http://www.lessonplanspage.com/SSLAM</a> DTrailOfTearsUnitIdeas68.htm</td>
<td></td>
</tr>
<tr>
<td>B. Use a variety of sources organize information and draw inferences:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>5. Compare points of agreement and disagreement among sources.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1
- C:7

**Writing Applications:**
- A:1
- B:2,5

**Research:**
- B:2
- E:6

**Communication:**
- A:1
- D:8

**Differentiated Learning**

**Enrichment Activity:**
- Compare and contrast the experience of settlers who moved west with the experience of Native Americans after the Indian Removal Act.
- Have students research some of the contributions made by the Cherokees. Students may respond that the Cherokee built New Echota, they started schools and businesses, and the Cherokee leader, Sequoyah, created a Cherokee writing system. They also started a newspaper that was printed in both English and Cherokee.
Additional Instruction:

- Work with students to help them fill in a chain of events that led to the Trail of Tears: American settlers desire for farmland → Indian Removal Act → native American Resistance → Trail of Tears.

  Show students a map of the Trail of Tears and help them estimate the length of it. (1000 miles) a rate of eight miles a day, how many days would it have taken the Cherokee to make their journey?

  Ask students if this could happen today.

Additional Resources

Web Sites:

- The Trail of Tears  
  [http://ngeorgia.com/history/nghistt.html](http://ngeorgia.com/history/nghistt.html)

- All Things Cherokee  
  [http://www.allthingscherokee.com/Articles/hist_050101_trailoftears.html](http://www.allthingscherokee.com/Articles/hist_050101_trailoftears.html)

- The Cherokee Nation  

- Samuel Clouds memory of the Trail of Tears  
  [http://cherokeehistory.com/samuel.html](http://cherokeehistory.com/samuel.html)
## Indian Policy (1-2 Days)

<table>
<thead>
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<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies</td>
<td></td>
<td>Dawes Plan</td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.</td>
<td>Primary Source documents demonstrate the feelings of White Americans about Indians and the goal of the Dawes Plan.</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
<td></td>
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</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1
- C:7

### Differentiated Learning

**Enrichment Activity:**
- Have students work in pairs and investigate the life of American Indians on Reservations. They can draw illustrations or present it in their own words. If you would like, you could have them compare life on the reservations of the late 1800s to reservations today.

**Additional Instruction:**
- Students will take on the role of a Native American when the Dawes Act was being enforced. Have students write journal entries either a couple at a time or over the course two to three days. In their journal, they will write in first person what they are going through, how they are feeling, etc.
# Unit 4: Exploration

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<td>3-5 Days</td>
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<td>4. Explorer Project: Spice Up Your Life!</td>
<td>3-5 Days</td>
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<td>5. Widening Your Horizons</td>
<td>Flexible</td>
<td>98</td>
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**Reflections/Notes on the Unit**
# INTRODUCTORY LESSON

**Follow an Explorer (5-8 Days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Core Activity</td>
<td>exploits, adventures, explorer</td>
</tr>
</tbody>
</table>

## LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1

**Information, Technical, and Persuasive Text:**
- A:5
- C:3

**Writing Applications:**
- A:1

**Research:**
- B:2
- C:3
- E:6

**Communication:**
- D:8

### Differentiated Learning

**Enrichment Activity:**
- You are a sailor on Vasco de Gama’s voyage of 1497. Write two different diary entries that express your hopes and fears about the voyage. Ask questions such as: How did you decide to go on this voyage? What did you hope to see or do? Did you have second thoughts when your ship lost sight of land? Why?

**Additional Instruction:**
- Have students draw this diagram in the center of a sheet of a sheet of paper.

```
<;<;<;<;<---------------------- The Americas
|                             |
|                             |
>;<;<;<;<------------------- Europe
```

Above the top (left facing arrow) have them record names, dates, and other facts they think should remember about early European explorers with the Americas. Beneath the bottom arrow (right facing) have students record key details about the effects of that contact on Europeans. Invite students to compare and comment upon one another’s lists.
### Social Studies Skills and Methods:

A. Obtain information from a variety of primary and secondary sources using the component parts of the source.

1. Obtain information from a variety of print and electronic sources and analyze its reliability including:
   a. accuracy of facts;
   b. credentials of the source.

### History:

B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:

3. Explain why European countries explored and colonized North America.

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1
- C:7

**Informational, Technical, and Persuasive Text:**
- A:1,5

**Writing Applications:**
- B:5

**Research:**
- B:2
- E:6

**Communication:**
- A:1,2

### Core Activity

Students explore some of our country's "founding myths" and legends. Is the story true or false?

Find the entire lesson on the Web site: [http://www.pbs.org/wnet/newyork/laic/lessons/e1_t5-lp.html](http://www.pbs.org/wnet/newyork/laic/lessons/e1_t5-lp.html)

**NOTE:** To find the Web pages for Episode 1 that the lesson refers to, follow these steps from the lesson plan Web site:

1. Click on the link to the homepage (it's at the top left corner where it says "Learning Adventures in Citizenship").
2. From the homepage click on "Exploring the Learning Adventures."
3. Use either the link in the picture that says "Episode 1 1609-1825" or the link under the pictures that says "Episode 1."
4. Click on topic 5 (it's the top book shelf or the link at the bottom that says "Topic 5").

### Interdisciplinary Connections

**Literature**

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- Have students work in small groups to create a bulletin board display of the Columbian Exchange. One group might prepare an outline map of Europe and the Americas, showing the path of exchanges. Some
groups can research and illustrate specific exchanges of plants, animals, medicines, clothing, and languages. Other groups can prepare a balance sheet that evaluates which groups benefit most from exchangers in particular areas overall.

Additional Instruction:

- Ask students to brainstorm about what they would want to know before setting off on a trip to a place they had never visited before. Ask what feelings they might have about such a trip and what risks might be involved. Then discuss what information they think Columbus had before setting out on his journey, how he might have felt, and what risks he faced.

- Have students write a letter to Ferdinand and Isabella explaining why Columbus wants to sail west from Europe, what he hopes to find, and why he feels he is qualified to make the journey. Have volunteers read their letters to the class.

Additional Resources

Supplemental Texts:


Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Explorer Trading Cards (3-5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td>discoveries</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Explorers, YOU have been selected to help design the newest line of trading cards. Your job is to create the first ever Explorer Trading Cards. These cards will look similar to baseball cards, but instead of having batting averages, the cards will have facts about the major discoveries of the explorers. Using the information that is provided below and the other additional sources, you will select the information that will be printed on the cards for everyone to see. Good luck!</td>
<td></td>
</tr>
</tbody>
</table>

### Social Studies Skills and Methods:

| B. Use a variety of sources to organize information and draw inferences: |  |
| 6. Draw inferences from relevant information. |  |

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1,6
- C:7

**Informational, Technical, and Persuasive Text:**
- C:3
- F:4

**Research:**
- A:1
- B:2
- C:3

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**
- Have students examine the identity of Native Americans in the 16th century and record in their journals the effects of Spanish conquests on their way of life and the actions they took to survive. Ask volunteers to share their entries.

**Additional Instruction:**
- Explain the significance of Leif Ericson, Ferdinand and Isabella, Christopher Columbus, Vasco Nunez de Balboa, Ferdinand Magellan
- Describe two effects of Columbus’s voyage
• Identify two European influences on the Americas.

Additional Resources

Supplemental Texts:

• See the following Web site for a list of books about explorers:
  http://curry.edschool.virginia.edu/go/edis771/fall98webquests/student/skristinsmith/books.htm

Informal Assessment

Clearly marked assessment in the lesson.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td>venture, outlining, spices, logo, brochure, product</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Interested parties will need to present to their Royal Highnesses a convincing proposal outlining their venture in the New World.</td>
<td></td>
</tr>
<tr>
<td>3. Explain why European countries explored and colonized North America.</td>
<td>Find the entire activity on the Web site: <a href="http://wwwgen.bham.wednet.edu/exhome.htm">http://wwwgen.bham.wednet.edu/exhome.htm</a></td>
<td></td>
</tr>
<tr>
<td>Economics:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>A. Explain the opportunity costs involved in the allocation of scarce productive resources:</td>
<td></td>
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</tr>
<tr>
<td>2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.</td>
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</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:1,6

Writing Processes:
A:1,3  
C:5  
F:15  
H:17

Writing Applications:
B:5  
C:3  
D:4  
E

Research:
B:2  
C:3,4  
E:6

Communication:
A:1
Differentiated Learning

Enrichment Activity:

- An Adventure to the New World – [http://score.rims.k12.ca.us/activity/newworld](http://score.rims.k12.ca.us/activity/newworld) Instructions from the King and Queen

You, as an agent for the King and Queen, are hereby authorized to make a journey to the New World on behalf of our kingdom. All of our rivals are competing for land, trade and wealth. Whoever wins will be the strongest kingdom in Europe. It is imperative that you succeed.

Your mission is to claim all land for the monarchy, locate a new trading route across the ocean, look for the Northwest Passage, and bring back gold, silver, metals, spices, new plants, and any items deemed valuable. You will be provided with a ship, crew, and all the necessary provisions for an extensive journey to the New World. Certain precise requirements must be met if you expect to be rewarded for your achievements. In order to fulfill your contract you will make an Explorer’s Notebook consisting of the attached items. Good luck on your journey and Godspeed.

Additional Instruction:

- Become a Spice Trader – [http://www.learner.org/exhibits/renaissance/spicetrade/](http://www.learner.org/exhibits/renaissance/spicetrade/) You are the owner of a large sailing ship. You sail around the world and trade goods with other countries.

Additional Resources

Web Sites:

- An Adventure to the New World – [http://score.rims.k12.ca.us/activity/newworld](http://score.rims.k12.ca.us/activity/newworld)
- The Influence of the Spice Trade on the Age of Discovery - [http://muweb.millersville.edu/~columbus/papers/strass-1.html](http://muweb.millersville.edu/~columbus/papers/strass-1.html)
- The Age of Exploration (from the Mariners Museum) - [http://www.mariner.org/age/menu.html](http://www.mariner.org/age/menu.html)
**Widening Your Horizons (Flexible)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td>alien, motivation, biography, feudal system, <em>encomienda</em> system, conquistadors</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Students investigate the difficulties of exploration and some of the motivations for exploration through a simulation of aliens encountering new lands (Lesson 1) and actual explorers of our past (Lesson 2). Find the lessons at the Web site: <a href="http://teacher.scholastic.com/grade/grade35/jan_unitplan.htm">http://teacher.scholastic.com/grade/grade35/jan_unitplan.htm</a></td>
<td></td>
</tr>
<tr>
<td>3. Explain why European countries explored and colonized North America.</td>
<td>Interdisciplinary Connections Language Arts</td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
A1

**Informational, Technical, and Persuasive Text:**
C:3

**Writing Applications:**
B:5

**Research:**
C:3

**Communication:**
A:1,2

**Differentiated Learning**

**Enrichment Activity:**
- Ask volunteers to describe what they believe the *encomienda* system is. Have students research and compare the *encomienda* system with feudalism (you may need to review this)
- There are also extension lessons within each lesson on this site.
Additional Instruction:

- Ask students what reasons Spanish explorers and conquistadors had for coming to the Americas. List the reasons on the board as the class discusses them.

- Write “Gold, Glory and God” on the board. Then have volunteers explain what impact each had on the Spanish Explorers and Native Americans in the Americas.

Informal Assessment

Clearly marked assessment with rubric in the lesson.
## Unit 5: Colonization

### Unit Table of Contents

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<td>2. Our Heritage</td>
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<td>103</td>
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<tr>
<td>3. English Society in the New World</td>
<td>1-2 Days</td>
<td>105</td>
</tr>
<tr>
<td>4. Aspects of Colonial American Life</td>
<td>4 Days</td>
<td>107</td>
</tr>
<tr>
<td>5. Settling the Plymouth Colony</td>
<td>5-8 Day</td>
<td>109</td>
</tr>
<tr>
<td>6. Taking a Stand in History, 1607-1865-Comparing the House of Burgesses to</td>
<td>2 Days</td>
<td>111</td>
</tr>
<tr>
<td>the Mayflower Compact</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. You are the Historian: Investigating the First Thanksgiving</td>
<td>2-4 Days</td>
<td>113</td>
</tr>
<tr>
<td>8. The English Settle America</td>
<td>2 Days</td>
<td>115</td>
</tr>
<tr>
<td>9. Amistad</td>
<td>3-5 Days</td>
<td>117</td>
</tr>
<tr>
<td>10. Slavery and Runaway Slaves in Colonial America</td>
<td>2 Days</td>
<td>119</td>
</tr>
<tr>
<td>11. African-American Slavery</td>
<td>5 Days</td>
<td>121</td>
</tr>
<tr>
<td>12. Salem Witch Trials</td>
<td>3-5 Days</td>
<td>123</td>
</tr>
<tr>
<td>13. Asian Loan Words</td>
<td>1-2 Days</td>
<td>125</td>
</tr>
<tr>
<td>14. Eighteenth Century Sources</td>
<td>Flexible</td>
<td>126</td>
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<tr>
<td>15. The British Empire and the Royal Navy</td>
<td>Flexible</td>
<td>127</td>
</tr>
</tbody>
</table>
INTRODUCTORY LESSON
The First American Colonies (1Day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>Core Activity</td>
<td>New England, Mid-Atlantic, Southern States</td>
</tr>
<tr>
<td>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</td>
<td>Students will be introduced to the early colonial settlements of America by observing a map, filling in a map themselves, and then researching information on their own.</td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.glc.k12.ga.us/BuilderV03/Tools/Shared/lpdisplay.asp?SessionStamp=&amp;LPID=41031">http://www.glc.k12.ga.us/BuilderV03/Tools/Shared/lpdisplay.asp?SessionStamp=&amp;LPID=41031</a></td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

LANGUAGE ARTS ALIGNMENT

Reading Process:
A:1,6
B:5
C:7

Informational, Technical, and Persuasive Text:
A:5

Communication:
A:1,2

Differentiated Learning

Enrichment Activity:
- Have students choose one of the first thirteen colonies and allow them to use resources in the media center or on the Internet to write a report about the colony.

Additional Instruction:
- Make a T chart. Have the chart compare: reasons for wanting to settle the first English colony, and the realities once they got here. After this chart is complete, a second chart can be started. Here, compare problems of Jamestown, and problems the colonists solved.
Additional Resources

Web Sites:


Informal Assessment

Clearly marked assessment in the lesson.
Our Heritage (4 Days)

**Standard: Benchmark: Indicator**

<table>
<thead>
<tr>
<th>History:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</td>
</tr>
<tr>
<td>4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.</td>
</tr>
</tbody>
</table>

**Suggested Strategies/Lessons**

<table>
<thead>
<tr>
<th>Core Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this lesson, students will learn about the lasting effects of Spanish, French, and English colonization as they read about, and explain their discoveries through a newspaper assignment. Various Web sites will be used to discover information. Students will collaborate to create a newspaper that describes lasting cultural effects mentioned in the indicator.</td>
</tr>
</tbody>
</table>

**Vocabulary**

effects, colonization, cultural patterns, architecture, tradition, historical traditions

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:6
Reading Applications:
B:4
C:3
Writing Process:
C:5
H:17
Research:
B:2
C:3
E:6
Communication:
D:8

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Allow students to play charades with word cards listing historical architecture, foods, language and traditions of the French, Spanish and English colonization.
- Create travel brochures that offer visitors information about what they will see, hear and taste when visiting each historical site, with a focus on Spanish, French or English heritage.
- Offer students the opportunity to create poems or songs to explain the traditions, foods, language or architecture they’ve discovered.
- Display newspapers in the hallway for other students to view, or copy and distribute to other fifth grade classrooms for reading.

**Additional Instruction:**

- Pair or group students to collaborate on the collection, organization, and presentation of information about their topics of interest.
• Allow students to choose from a variety of presentation modes to share information with the class on their topics.

• Pre-select resources for students who may have difficulty locating information.

• Challenge students to explore Spanish, French and/or English origins by interviewing persons and/or visiting cultural locations and sharing with the class.

**Informal Assessment**

Clearly marked assessment in the lesson.
### History:

**B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.**

**3. Explain why European countries explored and colonized North America.**

### Social Studies Skills and Methods:

**A. Obtain information from a variety of primary and secondary sources using the component parts of the source:**

**3. Differentiate between primary and secondary sources.**

### Core Activity

This exercise will graphically demonstrate to the student the recruitment and selection of colonists based upon the goals of the Virginia Company and the scarcity of essential labor for colonization.


The First Virginia Charter can be found at the Web site: [http://www.law.ou.edu/hist/vchart1.html](http://www.law.ou.edu/hist/vchart1.html)

### Interdisciplinary Connections

Language Arts

Economics

### Differentiated Learning

**Enrichment Activity:**

- Have students pretend they are the King and rationalize how they chose who would come to the colony and their importance.

- Have students role play different people who were trying to convince the King that they should have a spot on the boat and should come to the colony. Explain why their trade is important, and what they could bring to the colony that is important.
• Students can make a chart or diagram illustrating how many people would come to The Virginia Colony.

Additional Instruction:

• Have students make a list of important things he/she would need to live if they went to a place where they were alone.

Additional Resources

Supplemental Texts:


Community Connections

• Students could make a timeline and find the relation between the time when the Virginia Colony (1607) was founded to the time when Ohio was founded (1803).

Informal Assessment

Teachers can create their own assessments based on the lesson content.
Aspects of Colonial American Life (4 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
</tbody>
</table>
| B. Describe the cultural patterns that are evident in North American today as a result of exploration, colonization and conflict:  
  4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture. | Use research methods to learn about colonial life in America and understand the influence of all of the different cultures on the architecture, clothing, toys, food, and tools.  
| People in Societies:          |                           |            |
| A. Compare practices and products of North American cultural groups:  
  1. Compare the cultural practices and products of diverse groups North America including:  
      d. Food;  
      e. Clothing;  
      f. Shelter. |                           |            |
| Social Studies Skills and Methods: |                           |            |
| A. Obtain information from a variety of primary and secondary sources using the component parts of the source:  
  1. Obtain information from a variety of print and electronic sources and analyze its reliability including:  
      a. Accuracy of facts;  
      b. Credentials of the source.  
  2. Locate information in a variety of sources using key words, related articles and cross-references. |                           |            |

**LANGUAGE ARTS ALIGNMENT**

**Research Standard**
A:1  
B:2,3  
C:3  
E:6  
D:5

**Interdisciplinary Connections**
Language Arts  
Art
Differentiated Learning

Enrichment Activity:

- The Lesson has such a wide variety of topics that enrichment activities can be found to add breadth so in-depth researches are quite easy to find.

Additional Instruction:

- Students requiring additional instruction may be assigned to groups with greater support. Care should be taken to give them a role that brings success.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Core Activity</td>
<td>self-government, religious freedom, Wampanoag, Mayflower, Pilgrim, Compact</td>
</tr>
<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>2. Explain the essential characteristics of American democracy including:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>c. The government is run directly by the people or through elected representatives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain the significance of the rights that are protected by the First Amendment including:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Acquisition of Vocabulary:
A:1
B:4
F:8

Reading Process:
A:1,6
B:3
C:7
Differentiated Learning

Enrichment Activity:
- Students can make a chart or diagram illustrating how many people came to The Plymouth Colony.
- Have students compare and contrast the governments of Jamestown and Plymouth, considering how the goals of each group may have affected the governments chosen.

Additional Instruction:
- You are an investor in the Virginia Company. In order to make a profit, you must encourage people to leave England and move to Jamestown. Create an advertisement describing advantages of living in Virginia. If possible, provide an illustration.
- You are a Pilgrim wanting to travel to the New World, and establish a colony. However, you need “Strangers” (Non-Pilgrims) to accompany you so you will have a wide variety of skills, occupations & laborers to make your colony successful. What type of skills and occupations of workers will you need? Explain why.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Construct time lines to demonstrate an understanding of units of time and chronological order: 1. Create time lines and identify possible relationships between events.</td>
<td>Both groups took a stand toward a beginning democracy that would lay the foundation of our nation. In this lesson students will: understand why the Jamestown settlement established its own laws; understand why the Pilgrims wanted to establish their own laws; and compare the House of Burgesses with the Mayflower Compact.</td>
<td>House of Burgesses, Jamestown, Mayflower Compact</td>
</tr>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other: 4. Describe the waves of immigration to North American and the areas from which people came in each wave. 5. Compare the reasons for immigration to North America with the reality immigrants experienced upon arrival.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.dps.k12.oh.us/academic/secsoc/americahistory/images/burgess_5.pdf">http://www.dps.k12.oh.us/academic/secsoc/americahistory/images/burgess_5.pdf</a></td>
<td></td>
</tr>
<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary: 2. Explain the essential characteristics of American democracy including: a. The people are the source of the government’s authority; d. The powers of government are limited by law.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences: 4. Read information critically in order to identify: b. The author’s perspective; c. The purpose. 6. Draw inferences from relevant information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DPS SS Grade 5 Colonization
D. Use problem-solving skills to make decisions individually and in groups:

9. Use a problem-solving/decision-making process which includes:
   
   b. Gathering information;
   
   c. Listing and considering options;
   
   d. Considering advantages and disadvantages of options;
   
   e. Choosing and implementing a solution.

Reading Process: Contents of Print
B: 3,
D: 8

Reading Applications: Informational, Technical and Persuasive Text.
A: 1,
A: 5,
E: 3

Differentiated Learning

Enrichment Activity:

- Students who already know the similarities and differences between two documents might explore the purpose of rules in organizing/guiding a group of people in general. Does the purpose of the group affect the rules they make? Do all rules need to have punishments or rewards attached to them?

Additional Instruction:

- Have students explore what rules they have at home and at school and find differences and similarities. Then work with students to digest the documents, to master the vocabulary, and search for similarities and differences.

Informal Assessment

Clearly marked assessment in the lesson.
### Core Activity

Over the last several years, experts at Plimouth Plantation have done a lot of research and thinking about the event that is commonly called "The First Thanksgiving." We were surprised at what we learned! You will be too, as you investigate the REAL First Thanksgiving.

Find the entire activity on the Web site: [http://www.plimoth.org/OLC/index_js2.html](http://www.plimoth.org/OLC/index_js2.html)

### Interdisciplinary Connections

**Language Arts**

**Differentiated Learning**

* Enrichment Activity: Students can write fictional narratives told in the first person about their life as a pilgrim.
- Students can do a simple family tree of their family. They can talk with their family members about their history and make posters.

Additional Instruction:

- This site does an excellent job of providing extra help options for students to take along on their journey.

- Have students free-write a list of images for the first Thanksgiving. Then, use the Internet to find accounts of the Pilgrim's harvest celebration of 1621. Explain two things that surprised you.

Additional Resources

Supplemental Texts:

The English Settle America (2 Days)

<table>
<thead>
<tr>
<th>History:</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Explain how new developments led to the growth of the United States.</td>
<td>Core Activity</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</td>
<td>Students investigate the factors that led to the founding of the colonies including escape from religious persecution, economic opportunity, release from prison, and military adventure.</td>
<td>Religious persecution, economic opportunity, immigrate</td>
</tr>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

**Language Arts**

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:1,6
B:3,5
C:7

Informational, Technical, and Persuasive Text:
A:5

Writing Applications:
B:5

Research:
C:3,4

Communication:
A:1

**Differentiated Learning**

Enrichment Activity:
- Students can do an oral interview with a family member, to be audio or videotaped.
- Students can write a letter to an ancestor explaining their life today and asking about their ancestor’s life.
- Students can do a compare and contrast essay about the world the settlers left and the world they came to.
• Compare and contrast life of Puritans and life of Pilgrims.

Additional Instruction:

• Create a “Then and Now” chart: Pick one topic such as transportation. Have students present an example of then and now.
  - Then – walking and boats
  - Now – cars, busses and planes

• Draw a web chart on the board with “Pilgrims come to America” as the center. Ask for volunteers to complete the web by offering reasons people left England and came to America.

• Draw a second web on the board. This time write “Puritans Come to America.” Do the same thing with this chart. Now, compare and contrast the reasons these two groups came.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
**Amistad (3-5 Days)**

<table>
<thead>
<tr>
<th>People in Societies:</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td>Core Activity&lt;br&gt;Understand the predicament of the slaves on the <em>Amistad</em> and the conditions that led them to revolt against their captors.</td>
<td>predicament, revolt, captors</td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections&lt;br&gt;Language Arts&lt;br&gt;Drama&lt;br&gt;Film Study</td>
<td></td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Organize key ideas by taking notes that paraphrase or summarize.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary:**
A:1, 8

**Reading Process:**
A:1, 6<br>B:5<br>C:7

**Informational, Technical, and Persuasive Text:**
A:5

**Writing Applications:**
B:2, 5<br>D:4

**Writing Conventions**
A:1,2,3<br>B:4,5<br>C:6,7,8,9,10,11

**Research:**
B:2<br>C:3,4<br>E:6

**Communication:**
A:1,2
Differentiated Learning

Enrichment Activity:

- Distribute the informational sheet entitled "What Was It Like on the Amistad?" (the worksheet is included with this lesson plan - http://www.adprima.com/amistadwork2.htm). Call upon students to read passages aloud from the sheet. Then, for homework, have the students research a different slave ship, such as the Lord Ligonier (the ship on which Kunta Kinte traveled) or the Teçora, and have them write a brief essay about what it was like to travel on the ship as a slave. The essay should focus both on natural, weather-related hazards and on the cruel conditions imposed by the slave owners.

Additional Instruction:

- Show scenes from Roots and Amistad to get the students to understand (Do not show the whole movie). Pick clips you think would be good for students to understand what it was like on slave ships and the experiences they underwent to come to America. After viewing these clips, stop for explanations, and even have students answer one or two questions with each scene.

Additional Resources

Video:

- Amistad, DVD, directed by Steven Spielberg (Dreamworks SKG: 1997)

Informal Assessment

Clearly marked assessment in the lesson.
### Slavery and Runaway Slaves in Colonial America (2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td>brutality, interactions</td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>3. Describe the experiences of African-Americans under the institution of slavery.</td>
<td>With careful analysis of the runaway slave ads that accompany this lesson, students will learn about the brutality of slavery.</td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>3. Differentiated between primary and secondary sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### LANGUAGE ARTS ALIGNMENT

- **Reading Process:**
  - A:1
  - B:2,3,4,5
  - C::7

- **Writing Applications:**
  - A:1
  - C:7

- **Writing Applications:**
  - A:1
  - B:2,5
  - D:4

- **Research:**
  - C:4
  - E:6

- **Communication:**
  - A:1,2

#### Differentiated Learning

**Enrichment Activity:**
- Have students make posters advertising a meeting of an abolitionist society.
• Show students other documents historians use to demonstrate what slavery was like. These might include photos, diary entries, letters, and lyrics from black spirituals dating from slavery times. Have students explain what the documents tell about the lives of slaves.

Additional Instruction:

• Have students make posters in response to the question "What was slavery like?"

• Students can write a fictional, first person account about life as a slave. The story can also record a slave's attempt at escape and what happened when he or she tried to "run to freedom."

Additional Resources

Supplemental Texts:


• "Eighteenth Century Slaves as Advertised by Their Masters," *Journal of Negro History* 1, (163-216) April 1916.


Informal Assessment

Clearly marked assessment in the lesson.
# African-American Slavery (5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other:</td>
<td><strong>Core Activity</strong>&lt;br&gt;In this lesson, students will learn about the experiences of African-Americans under the institution of slavery by exploring and reporting on Library of Congress material, including information from primary and secondary sources. They will share the information gathered with classmates and present information about individual slaves by creating a pamphlet written in the first person, describing a life in slavery.</td>
<td>slavery, narrative, active resistance, passive resistance, pamphlet, abolition/abolitionist</td>
</tr>
<tr>
<td>3. Describe the experiences of African-Americans under the institution of slavery.</td>
<td><strong>Interdisciplinary Connection</strong>&lt;br&gt;Language Arts</td>
<td>![Image](<a href="http://www.ode.state.oh.us/academic">http://www.ode.state.oh.us/academic</a> content standards/socialstudiesboe/pdf set B/African American Slavery.pdf)</td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary:**
- F:8

**Reading Process:**
- B:4

**Reading Applications:**
- C:3

**Writing Process:**
- C:5
- D:9
- H:17

**Writing Applications:**
- A:1

**Research:**
- C:3

**Communication:**
- F:9

## Differentiated Learning

**Enrichment Activity:**

- Have students write and perform dramatizations of the plight of African-American slaves.
- Have students research and share information about famous African-Americans who began their lives as slaves, such as Frederick Douglass, Phillis Wheatley or Harriet Tubman.
- Have students read biographies and autobiographies about famous African-American slaves, former slaves and abolitionists.
- Have students create multimedia slide shows to present facts contained in slave narratives.
Additional Instruction:

- Have some students read slave narratives aloud.
- Have those students who are able translate the language found in the slave narratives into standard English for others who may need more help with the language.
- Create a list of the nonstandard words found in the narratives with standard English translations and/or pictorial representations.

Community Connections

- Take students to visit The National Underground Railroad Freedom Center in Cincinnati, Ohio.

Informal Assessment

Clearly marked assessment in the lesson.
### Salem Witch Trials (3-5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td>acquaint, trial, Salem, Massachusetts, Puritans, trial</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>This exercise acquaints students with the facts of the trials.</td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Locate information in a variety of sources using key words, related articles and cross-references.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use a variety of sources to organize key information and draw inferences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Organize key ideas by taking notes that paraphrase or summarize.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1
- B:3
- C:7

**Informational, Technical, and Persuasive Text:**
- A:1,5

**Writing Applications:**
- B:5
- D:4
- E

**Research:**
- C:3,4
- E:6

**Communication:**
- A:1,2
- D:8
Differentiated Learning

Enrichment Activity:

- When students create their maps they can be in different map formats (topographic, relief)
- *Macbeth* is referenced and this is a good place for more advanced readers to be exposed to higher level classic literature.
- Students can take the given piece of prose by Shakespeare and “translate” it into modern English
- Students can compare and contrast the modern concept of a witch with the concept of a witch as defined in colonial times
- Think of other incidents such as the expulsion of Roger Williams and Anne Hutchinson and similar moments in the past and present, in which hysteria or intolerance drove people to behave in an inhumane way. Can investigating events such as these help us to come to a better understanding and acceptance of differences?

Additional Instruction:

- Students can write about what it is like to be falsely accused of something.
- Students can discuss cause and effect of different behaviors.

Additional Resources

**Web Sites:**

- Witchcraft in Salem Village with Maps - [http://etext.virginia.edu/salem/witchcraft/](http://etext.virginia.edu/salem/witchcraft/)

Informal Assessment

Clearly marked assessment with rubric in the lesson.
### Asian Loan Words (1-2 Days)

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
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<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization, and conflict.</td>
<td>Core Activity</td>
<td>Spice Islands, merchant sailors</td>
</tr>
<tr>
<td>4. Describe the lasting effects of Spanish, French, and English colonization in North America including cultural patterns evident today such as language, food, traditions, and architecture.</td>
<td>One of the chief characteristics of English is its teeming vocabulary, an estimated 80% of which has come from other languages!</td>
<td></td>
</tr>
</tbody>
</table>

| **People in Societies:** |                             |            |
| 1. Compare the cultural practices and products of diverse groups in North America including: | Interdisciplinary Connections |  |
| c. Language. | Language Arts |  |

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary:**
- A:1
- F:8

**Differentiated Learning**

**Enrichment Activity:**
- Point out that the English language of the Pilgrim's time is not identical to English today. You may need to explain quotations that could be in the text for this section. For example, you may need to explain such expressions as "clapped up in prison," "civil body politics". Discuss with students the idioms of "growing up" "bound to obey" and "banded together." Have students think of some of their own, or research parallel terms of other languages.

**Additional Instruction:**
- Help students search through their text on the section of English colonization. Come up with a list of ten to twenty words that came from other languages. Define the words and discuss their origin. Then, have students make sentences out of them.
**Eighteenth Century Sources (Flexible)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
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</thead>
<tbody>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td><strong>Core Activity</strong></td>
<td>impact, summarize</td>
</tr>
<tr>
<td>B. Use of variety of sources to organize information and draw references.</td>
<td>This is a massive collection of primary sources regarding slavery in America for students to read and summarize.</td>
<td></td>
</tr>
<tr>
<td>6. Organize key ideas by taking notes that paraphrase or summarize.</td>
<td>Find the entire resource on the Web site: <a href="http://www.pbs.org/wgbh/aia/rb_index_hd.html">http://www.pbs.org/wgbh/aia/rb_index_hd.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1

**Informational, Technical, and Persuasive Text:**
- A:1

**Interdisciplinary Connections**
- Language Arts

**Differentiated Learning**

**Enrichment Activity:**
- Have students read through a variety of Web sites from the lesson Web site and create a timeline of what they are reading. However, tell the students to only record key events on their timeline. It may be helpful to make the timeline somewhat annotated. After the students have finished the timeline, have them summarize their findings by making a relation to each event that occurred with the next event.

**Additional Instruction:**
- Tell students to take three of the sources from the above lesson Web site. Have the students write down all the “key” information they find at each site. Next, have the students organize their notes by having them put similar ideas next to each and try to organize them into categories also (coming to America, slave life in America, etc). Now, have students write a summary of each category they have for their notes. (Anywhere from two to four sentences is fine).
The British Empire and the Royal Navy (Flexible)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td>colonies, resources</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America as a result of exploration, colonization, and conflict.</td>
<td>Core Activity Emphasizes the contrast between Great Britain, with all of its resources, and the resources of the American colonies.</td>
<td></td>
</tr>
<tr>
<td>5. Explain how the United States became independent from Great Britain.</td>
<td>Find the entire resource on the Web site: <a href="http://www.hmsrichmond.org/lesson1.htm">http://www.hmsrichmond.org/lesson1.htm</a></td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Use or construct maps of colonization and exploration to explain European influence in North America.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Communication:
A:1,2

**Differentiated Learning**

*Enrichment Activity:*
- You are a customs agent sent to the colonies to enforce the Navigation Acts. Write a report to Parliament outlining why England should regulate colonial trade.

*Additional Instruction:*
- List advantages merchants had when trading with England or the West Indies or West Africa. List the disadvantages. How will the Navigation Acts affect future relationships with Great Britain?

**Informal Assessment**

Clearly marked assessment in the lesson.
## Unit 6: American Revolution

### Unit Table of Contents

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**Reflections/Notes on the Unit**

DPS SS Grade 5  
American Revolution  
128
**INTRODUCTORY LESSON**  
*The American Revolution (3 Days)*

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</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>debate, biographies</td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America as a result of exploration, colonization, and conflict.</td>
<td>Interviews, Discussions/Debates, Role-Playing, and Biographies.</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences:</td>
<td></td>
<td>Drama</td>
</tr>
<tr>
<td>6. Draw inferences from relevant information;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Organize key ideas by taking notes that paraphrase or summarize.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**  
A:1  

**Writing Process:**  
A:1  
B:2,5  
D:4  

**Research:**  
B: 2  
C:3,4  
E:6  

**Communication:**  
A:1  
D:8  

**Differentiated Learning**

**Enrichment Activity:**

- After the Proclamation of 1763, Daniel Boone defied the British and continued to settle west. Have students research Daniel Boone and what he had to do to survive. How does this event relate to the relationship the colonies were having with Great Britain at the time?
Additional Instruction:

- On the board, draw a chart with three columns entitled: “Act” “Purpose” “Effect.” Call on volunteers to complete different acts the British imposed on the colonists. You may want to get them started with an example.

Additional Resources

Supplemental Texts:


Informal Assessment

Clearly marked assessment in the lesson.
### Standard: Benchmark: Indicator | Suggested Activity/Lesson | Vocabulary
--- | --- | ---

**History:**

A. Construct time lines to demonstrate an understanding of units of time and chronological order.

1. Create time lines and identify possible relationships between events.

B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict.

1. Explain how the United States became independent from Great Britain.

**Core Activity**

Students will use The Learning Company's PBS series, *Liberty's Kids*, along with the Internet to explore the Quartering Act and other provisions of the Coercive, or Intolerable Acts, and see how they were a result of the Boston Tea Party. The lesson will culminate in students producing their own newspaper page about the Intolerable Acts.


**NOTE:** To obtain a copy of the video used in this lesson visit the DPS Media Center

**LANGUAGE ARTS ALIGNMENT**

Reading Process:

A:1,6
B:3,4
C:7

Informational, Technical, and Persuasive Text:

C:3

Writing Process:

B:2,5
D:4

Research:

B:2
C:3,4
E:6

Communication:

A:1,2

**Differentiated Learning**

*Enrichment Activity:*

- Ask students to list five reasons the colonists were angry with the British. With their lists, have the students create protest songs against the British treatment.

- Pretend the students are movie directors. Have students create dramatic scenes for the Boston Massacre and perform them for the class.
Additional Instruction:

- Have students review the taxes the British imposed on the Thirteen colonies in the 1760s and 1770s. Then, have each student create a Taxation Time Line showing the British tax acts. Students should illustrate their timelines with drawings of their own or cut outs from books and magazines.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### One if By Land, Two if By Sea (3-5 Days)

<table>
<thead>
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<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</td>
<td>Core Activity</td>
<td>Paul Revere</td>
</tr>
<tr>
<td>10. Use or construct maps of Colonization and exploration to explain European influence in North America.</td>
<td>Through “Paul Revere’s Ride,” this lesson introduces various places and an event associated with the American Revolutionary War. Find the entire lesson on the Web site: <a href="http://www.nationalgeographic.com/xpeditions/lessons/17/g35/landsea.html">http://www.nationalgeographic.com/xpeditions/lessons/17/g35/landsea.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>5. Explain how the United States became independent from Great Britain.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Explain how the characteristics of different physical environments affect human activities in North America.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1
- C:7

**Informational, Technical, and Persuasive Text:**
- A:5

**Writing Process:**
- B:5

**Communication:**
- A:1,2
Differentiated Learning

Enrichment Activity:

- Have students, in pairs or small groups, create a map of a colonial village. What businesses or occupations should be represented? What religious denominations may be represented? Students may want to add geographic features such as rivers, harbors, or green areas (e.g., Boston Common, Lexington Green).

Teaching Note: Longfellow's poem has Revere riding the entire trip to Concord. In reality, Revere was one of three riders who rode portions of the route. William Dawes rode through Cambridge to Lexington, where he met Revere. Samuel Prescott continued the ride to Concord after Revere and Dawes were stopped by British troops.

In contrast to Dawes's route around Back Bay, a driver today making the same trip could save considerable time by taking Commonwealth Avenue from Boston Common to the bridge to Cambridge. Map it using http://www.mapquest.com

Additional Instruction:

- Imagine you are a reporter for the Lexington Review. Write a short account of the events of the Battle of Lexington and Concord, starting with "Paul Revere's Midnight Ride."

Additional Resources

Web Sites:

- HyperHistory Online - http://www.hyperhistory.com/online_n2/History_n2/a.html
- The Paul Revere House - http://www.paulreverehouse.org/

Informal Assessment

Clearly marked assessment in the lesson.
### Social Studies Skills and Methods:

A. Obtain information from a variety of primary and secondary sources using the component parts of the source:

3. Differentiate between primary and secondary sources.

B. Use of variety of sources to organize information and draw references.

5. Compare points of agreement and disagreement among sources.

### History:

B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:

5. Explain how the United States became independent from Great Britain.

### Core Activity

Conflicting eyewitness accounts of the Battle of Lexington on April 19, 1775.


### Interdisciplinary Connections

Language Arts

### LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**

A:1  
F:8

**Reading Process:**

A:1,6  
B:3  
C:7

**Informational, Technical, and Persuasive Text:**

A:1,5

**Writing Process:**

A:1  
B:2,5  
D:4

**Research:**

C:3,4  
E:6

**Communication:**

A:1,2
Differentiated Learning

*Enrichment Activity:*

- Show clips from the movie *April Mourning*, so students can see how the Battle of Lexington played out. Have questions that go with the scenes.

- For further enrichment activities study Web site.

*Additional Instruction:*

- Show *Shot Heard Round the World* is on the video *School House Rock: America Rock* (Scholastic Rock, 1995)

*Additional Resources*

*Web Sites:*

- See lesson Web site for multiple web links

*Informal Assessment*

Clearly marked assessment with rubric in the lesson.
### Declare the Causes: The Declaration of Independence (1-2 Days)

<table>
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<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Government:</strong></td>
<td>Core Activity</td>
<td>foster, motivate, structure, Founding Fathers</td>
</tr>
<tr>
<td>A. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy.</td>
<td>Discuss with students that you have overheard them, at times; make various complaints about the treatment of young people-complaints not unlike those that motivated the Founding Fathers at the time of the American Revolution to write the Declaration of Independence.</td>
<td></td>
</tr>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Describe the cultural patterns that are evident in North America today as a result of exploration, colonization and conflict:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Explain how the United States became independent from Great Britain.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary:**
- A:1
- F:8

**Reading Process:**
- A:1,6
- B:3
- C:7

**Writing Process:**
- B:5

**Research:**
- B:2
- C:4
- E:6

**Communication:**
- A:1

**Differentiated Learning**

**Enrichment Activity:**
- Have students conduct research into the historical events that led to the colonists' complaints and dissatisfaction with British rule. What were some of the specific complaints? After reviewing the complaints, the students look for specific events related to the grievances listed. They can use their own textbooks and other sources available at school.
The historical events students choose could also be added to the bulletin board by connecting an excerpt of a particular complaint to a brief, dated summary of an event. The complaints relate to actual events, but the precise events were not discussed in the Declaration. Why do the students think the framers decided to do that? (Someone might notice that, in the fragment of the early draft discussed below, the complaint referred to a specific event.) Would the student declarations also be more effective without specific events tied to the complaints?

- This unit can serve as a model for studying any of our nation's important historical documents. A study of the Constitution could begin with a role-play in which students imagine themselves marooned on a desert island, with little hope of rescue. Working in groups, students should come up with the 10 most important concepts for ensuring harmonious living in the new community and write on a list.

After the initial round of listing, ask some "what if," "what about" and "what would happen" questions to help cover their omissions. Then post the revised lists on the classroom bulletin board or, if you have a computer in your classroom, post them electronically. At this point, you could introduce students to the Constitution, relating the concepts the students have come up with on their own to articles in the Constitution and talking about why a particular tenet is as important now as it was then. You could then compare your "living classroom constitution(s)" with the U.S. Constitution (especially the Bill of Rights) and selections from the Magna Carta, the Mayflower Compact, etc, depending on the age and sophistication of your students.

- The Avalon Project's The American Constitution - A Documentary Record contains many relevant documents for this type of study - http://www.yale.edu/lawweb/avalon/constpap.htm

- Students can now look at the American Declaration as a precedent of documents that came after it. A fruitful comparison could be made with the French Declaration of the Rights of Man 1789, available through the Avalon Project. This declaration is also known as the French Declaration of Independence. http://www.yale.edu/lawweb/avalon/rightsof.htm

- Students could attempt to conduct a Declaration Convention in which they use the small group declarations as the basis of a single document representing the entire class.

- Volunteers could stage a dramatic reading of the entire Declaration.

- Students may be interested in seeing an image of the original Declaration, now exhibited in the Rotunda of the National Archives Building in Washington, D.C. Unfortunately, this version has faded badly. http://www.archives.gov/exhibit_hall/charters_of_freedom/images/us_declaration_preview.jpg

The most frequently reproduced version of the Declaration is taken from the engraving made by printer William J. Stone in 1823. This image also is available online and has not faded as much as the original Declaration. http://www.archives.gov/national_archives_experience/charters/declaration.html

Additional Instruction:

- Organize the students into three groups. Students in each group can play the role of reporters interviewing delegates from the Continental Congress on one of the following topics: how and why the Declaration of Independence was written; the origin and meaning of "natural rights" and how this concept is applied in the Declaration; the contents of the Declaration of Independence

Additional Resources

See lesson Web site for additional resources.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Core Activity

Benjamin Franklin believed in the independence of America from British rule. He took a stand for democracy. In this lesson, students will: examine Benjamin Franklin's influence on the founding of our country; understand the contribution Franklin made to the founding of the U.S. (member of First Continental Congress, Articles of Confederation, Declaration of Independence, ambassador to France, delegate to Constitutional Convention); explain the purpose of the Preamble of the Constitution.


### Interdisciplinary Connections

**Language Arts**

- sage
- Continental Congress
- Articles of Confederation
- delegate
- Declaration of Independence
- Constitutional Convention
- preamble
B. Use a variety of sources to organize information and draw inferences:

5. Compare points of agreement and disagreement among sources.

6. Draw inferences from relevant information.

C. Communicate social studies information using graphs or tables:

8. Communicate research findings using line graphs and tables.

D. Use problem-solving skills to make decisions individually and in groups:

9. Use a problem-solving/decision-making process.

LANGUAGE ARTS ALIGNMENT

Writing Applications:
B: 5

Reading Applications: Informational, Technical, and Persuasive Text.
A: 1, F: 4

Reading Process: Concepts of Print.
B: 4

Differentiated Learning

Enrichment Activity:

- Students can be asked to research another aspect of Ben Franklin, for example, address Ben the author of “Poor Richards Almanac”. What did Franklin have to do with education? This can be research that can be shared as a presentation or paper. They may also find their favorite of Franklin’s many maxims and develop a presentation for the class.

Additional Instruction:

- Additional instruction is most valuable to their understanding of the Preamble to the constitution. The phrase “we the people” and others in the Preamble can be explored by magazine searches for pictures of who the people are, and make in a poster for all to share. They will see and share in class presentations and make their own contribution to the displays.

Informal Assessment

Clearly marked assessment in the lesson.
## Unit 7: Government and Citizenship

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<td>3. How a Bill Becomes a Law</td>
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<td>4. The Perfect President</td>
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<td>5. Here Comes the Judge!</td>
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<td>6. Power to the People</td>
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<td>5 Days</td>
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<td>Benchmark</td>
<td>Indicator</td>
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<td>----------</td>
<td>-----------</td>
<td>-----------</td>
</tr>
<tr>
<td>Government</td>
<td>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.</td>
<td>Core Activity</td>
</tr>
<tr>
<td>2. Explain the essential characteristics of American democracy including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. the government is run directly by the people or through elected representatives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:** A:1

**Differentiated Learning**

**Enrichment Activity:**
- Role play: organize students into three groups. Assign each group the role of one of the three branches. Have each group decide which role each member will play in its branch. Ask each group to take turns appearing before the class and demonstrating the role its branch plays in the governing structure.

**Additional Instruction:**
- Create a flow chart to show the jobs in each of the three branches of government. The first row should be the branches. “Flow” down to the second row and who the main person in charge of the branch. The third row should be what tasks are completed in the branch. Then have the students write a few sentences explaining how they keep each other in “check.”

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
Core Activity
This multiple-day lesson is divided into two parts. The first part focuses on the significance of the Declaration of Independence. The second part focuses on the significance of the U.S. Constitution. Many graphic organizers will be used to help students understand the significance of these two documents.

Find the entire lesson on the Web site: http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/V5B3_Declaration_of_Independence_and_the_Constitution.pdf

Interdisciplinary Connections
Language Arts
Art

Differentiated Learning

Enrichment Activity:
- Have students write editorials on the Declaration of Independence.
- Have students write a class constitution.
- Have students write declarations of independence declaring independence from authority.
Have students read biographies of significant people of this time such as Thomas Jefferson, George Washington, James Madison, Benjamin Franklin and Alexander Hamilton.

Have students write interviews with the signers of the Declaration of Independence.

Additional Instruction:

- Read to any student who cannot independently read the summary of the Declaration of Independence.
- For the post-assessment, provide statements of the different parts of the Declaration of Independence. Have the students draw a picture illustrating the statements. Then, have the student dictate to the teacher the significance of the Declaration of Independence.
- Provide the summary for the parts of the U.S. Constitution (Attachment H) and have the students write the name of each part.
- Have students research the points of view of the Federalists and the Anti-Federalists. Have students identify key figures from both sides. Conduct a debate on why there should or should not be a Bill of Rights added to the U.S. Constitution.
- In place of writing a new constitution, have students explain orally the purpose of the U.S. Constitution.
- Have students create a political cartoon about the Declaration of Independence.
- Have students work in groups to complete the post-assessment.

Informal Assessment

Clearly-marked assessment in the lesson.
**How a Bill Becomes A Law (Flexible)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government:</td>
<td>Core Activity</td>
<td>Enacted,</td>
</tr>
<tr>
<td>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.</td>
<td>Ask “What is a Law?” After various answers, define the word for students. Ask students to give examples of some current laws. Then ask students to respond to the following questions on paper, written on the board prior to class: “What law would you like to see enacted? Could you be arrested if you violated this law? Could you go to jail if you violated this law? Why do you think that law is needed?” Share with the class.</td>
<td>violated</td>
</tr>
<tr>
<td>1. Explain the responsibilities of each of the three branches of the United States government.</td>
<td>Note: There is not a Web site for this Activity.</td>
<td></td>
</tr>
<tr>
<td>a. the legislative branch, headed by Congress, passes the laws</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE ARTS ALIGNMENT</td>
<td></td>
<td>Language Arts</td>
</tr>
<tr>
<td>Reading Process:</td>
<td></td>
<td>Music</td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**
- Remind students that every state has its own legislature. Have students research the structure of their own state legislature and instruct them to write a report that includes details such as the number of districts as well as the location of each district.
- Have students identify who their state representatives are and how long they have been in office.

**Additional Instruction:**
- Organize the class into small groups. Have each group write a song summarizing the main functions of the legislative Branch. Allow groups to sing in class for everyone.

**Video:**
- Show “I’m Just a Bill,” Schoolhouse Rock!, America Rock (Kid Rhino, 1997). (Available from DPS Media Services)
The Perfect President (4-6 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.</td>
<td>After researching about the U.S. president's duties, students will brainstorm criteria for the &quot;perfect president.&quot; The information will then be used to create a job description and newspaper article to advertise the presidency.</td>
<td></td>
</tr>
<tr>
<td>1. Explain the responsibilities of each of the three branches of the United States government.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.pbs.org/democracy/kids/educators/perfectpresident.html">http://www.pbs.org/democracy/kids/educators/perfectpresident.html</a></td>
<td></td>
</tr>
<tr>
<td>b. the executive branch, headed by the president, carries out and enforces the laws made by congress.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Obtain information from a variety of print and electronic sources and analyze its reliability including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Accuracy of facts;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Credentials of the source.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:1

Informational, Technical, and Persuasive Text:
C:3

Writing Applications:
B:5

Research:
B:2
C:4
E:6

Communication:
A:1
Differentiated Learning

Enrichment Activity:
- Once someone decides they want to be president, how does he or she get there? It's not as simple as interviewing for another job. Visit the following Web site and discuss the steps of a presidential election with students. Students will then briefly outline, or number the steps in sequence of how the president is elected: "How A President Gets Elected" at http://www.infoplease.com/political/election1.html.
- Have students think about the president's job in 100 years and determine if and how the job description will change.
- Older students could work in groups as small newspaper teams. The entire newspaper could be about the "perfect president." One member could be the Editor in Chief, another a proofreader, one member could be an illustrator, and still another could be the political humorist. Students could publish a newspaper dedicated to providing information about the president's job, lifestyle, personality traits, legal requirements, etc. Political cartoons and lifestyle could be sections of the newspaper. Each member of the team would have responsibilities. Working together they would complete and share this newspaper of presidential facts and opinions with the other students.

Additional Instruction:
- Make sure students understand the process of the Electoral College.
- Ask students what the Electoral College is (most probably they think it is a place where people take classes)
- Explain that in the 2000 Presidential Election, George Bush Jr. won by electoral votes, but lost to Al Gore by about 500,000 popular votes. The most popular president isn't always who is elected.
- Inform students that the states electoral votes are determined by adding the total of its senators and representatives together. Have the class determine the number of electoral votes Ohio has.
- Review the process for selecting the President. Then have students make a flow chart illustrating this process.

Additional Resources

Web Sites:
- White House History - http://www.whitehousehistory.org
- The American President - http://www.americanpresident.org
- The White House - http://www.whitehouse.gov

Community Connections
- Students could possibly visit and read their writing aloud at a local civic organization meeting.

Informal Assessment
Clearly marked assessment in the lesson.
Here Comes the Judge! (1-4 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Identify the responsibilities if the branches of the United States government and explain why they are necessary.</td>
<td>Looking at primary source documents, explain what is meant by judicial review and discuss why <em>Marbury vs. Madison</em> is considered such an important Supreme Court case.</td>
<td>primary source, judicial review</td>
</tr>
<tr>
<td>1. Explain the responsibilities of each of the three branches of the United States government.</td>
<td>Find the entire activity on the Web site: <a href="http://www.landmarkcases.org/marbury/outcome.html">http://www.landmarkcases.org/marbury/outcome.html</a></td>
<td></td>
</tr>
<tr>
<td>c. the judicial branch, headed by the Supreme Court, interprets and applies the law.</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
- A:1
- C:7

**Differentiated Learning**

*Enrichment Activity:*

- The Supreme Court as described in Article 3 of the Constitution was not very well defined and therefore, it was the weakest of the government branches during the first few years. However, this all changed in the early 1800s. Under Chief Justice John Marshall, the Supreme Court established its power to interpret the Constitution. This has proved to be one of the Supreme Court’s most important roles over the years. Have student research current events in which the Supreme Court has had to determine the constitutionality of a law or action. Students may write a short report on the case they choose and present it to the class (students may do this in groups).

*Additional Instruction:*

- Explain that the Supreme Court is composed of nine justices who are appointed by the President to lifetime terms and confirmed by the Senate. Ask the students why the Supreme Court justices are appointed to lifetime terms: (Lifetime terms enable the justices to concentrate on hearing and deciding cases without worrying about political pressures.)
- Discuss with students the roles of the Supreme Court and how it can keep the other branches in check.

**Additional Resources**

*Web Site:*

- The Lewis and Clark Journey of Discovery: [http://www.nps.gov/jeff/LewisClark2/circa1804/headlinersupremecourt.htm](http://www.nps.gov/jeff/LewisClark2/circa1804/headlinersupremecourt.htm)
Community Connections

- Students could visit the courthouse in Dayton and could also invite a judge or lawyer into the classroom to speak about the subject matter.

- This lesson would be a good opportunity for students to watch the local and national news and report about the court reports that they see.
### Power to the People (1 Day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government:</strong></td>
<td></td>
<td>authority, democracy</td>
</tr>
<tr>
<td>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>2. Explain the essential characteristics of American democracy including:</td>
<td>Play the song, <em>Power to the People</em> by Public Enemy.</td>
<td></td>
</tr>
<tr>
<td>a. The people are the source of the government's authority.</td>
<td>Lyrics at this Web site: <a href="http://www.lyricsdepot.com/public%C2%ADenemy/power-to-the-people.html">http://www.lyricsdepot.com/public­enemy/power-to-the-people.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences:</td>
<td>Play the song, <em>Power to the People</em> by John Lennon.</td>
<td></td>
</tr>
<tr>
<td>4. Read information critically in order to identify:</td>
<td>Lyrics at this Web site: [<a href="http://www.songlyrics4u.com/john%C2%ADlennon/power-to-the-people">http://www.songlyrics4u.com/john­lennon/power-to-the-people</a> .html](<a href="http://www.songlyrics4u.com/john%C2%ADlennon/power-to-the-people">http://www.songlyrics4u.com/john­lennon/power-to-the-people</a> .html)</td>
<td></td>
</tr>
<tr>
<td>a. The author;</td>
<td>Examine the words to the song and brainstorm why people should be the authority in our country. What powers do people have? What's the alternative? Which system is better? Why?</td>
<td></td>
</tr>
<tr>
<td>b. The author's perspective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The purpose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Draw inferences from relevant information.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**

A:1
C:7

**Differentiated Learning**

*Enrichment Activity:*

- Students can write lyrics and poems of their own on the same concepts of power and freedom.
- This would be a good time to emphasize the impact that music and rhythm have on poetry and lyrics. The lyrics themselves don't have much meaning without the artists' music and rhythms.
Additional Instruction:

- Have students define and name examples of what they think would be unconstitutional actions. (Examples include denying someone the right to vote or the right to a fair trial)

- Write US CONSTITUTION at the center of a work web. Draw lines to six smaller circles; at each, call on volunteers to write one of the Constitution’s goals.

- Discuss with the students how the people keep all the branches in check.

Community Connections

- The concept of power and freedom ties in with the 5th grade curriculum taught by Daybreak. Daybreak youth center has a program that is taught in some of the Dayton Public Schools.
## Character and Citizenship Education: A Class Citizenship Tree (9 Weeks)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td></td>
<td>social health, civic, “service to others”</td>
</tr>
<tr>
<td>A. Explain how the citizen takes part in civic life in order to promote the common good.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain the obligations of upholding the U.S. Constitution including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Obeying laws.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Writing Applications:**

- **B:5**

**Core Activity**

The purpose of this lesson plan is to present to elementary students the characteristics that define a socially healthy citizen. There are two objectives for learners: Each student will identify two or three specific actions he or she can accomplish to practice citizenship. Each student will verbally contract to accomplish one social health action before the end of the 9-week period.

Find the entire lesson on the Web site: [http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Civics/CIV0014.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Civics/CIV0014.html)

### Interdisciplinary Connections

**Language Arts**

### Differentiated Learning

**Enrichment Activity:**

- With a partner, prepare a questionnaire titled “Are you a Responsible Citizen?” Questions may cover responsibility to oneself, to one’s family, to one’s community and to the nation. Include seven to ten questions.

**Additional Instruction:**

- List two responsibilities of citizenship.
- Review with students the main idea of citizenship and responsibility. Instruct students to write a paragraph on how rights and responsibilities help define our identity as Americans.

### Informal Assessment

Clearly marked assessment in the lesson.
# U.S. Citizenship (Flexible)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>citizenship, civic, naturalization, patriotic</td>
</tr>
<tr>
<td>A. Explain how the citizen takes part in civic life in order to promote the common good.</td>
<td>Read and explain to students the information on the two sites listed below which describe U.S. citizenship by birth in the United States and naturalization of a U.S. citizen. Have students compare and contrast the two ways to acquire U.S. citizenship.</td>
<td></td>
</tr>
<tr>
<td>1. Explain how an individual acquires United States citizenship</td>
<td>Find the information on the Web site:</td>
<td></td>
</tr>
<tr>
<td>a. Birth;</td>
<td>Citizenship by Birth</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Naturalization</td>
<td></td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences:</td>
<td><a href="http://www.archives.gov/research_room/genealogy/research_topics/naturalization_records.html">http://www.archives.gov/research_room/genealogy/research_topics/naturalization_records.html</a></td>
<td></td>
</tr>
<tr>
<td>6. Draw inferences from relevant information.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>7. Organize key ideas by taking notes that paraphrase or summarize.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:

**Core Activity**

- Read and explain to students the information on the two sites listed below which describe U.S. citizenship by birth in the United States and naturalization of a U.S. citizen. Have students compare and contrast the two ways to acquire U.S. citizenship.

**Interdisciplinary Connections**

- Language Arts

**Differentiated Learning**

**Enrichment Activity:**

- Give students a citizenship test. See if students can pass it. The citizenship test includes about a dozen questions selected from a master list of one hundred. What questions, aside from those you were asked, do you think would be important to ask a future citizen? Make a list at least of five questions, and provide the answers. (http://www.rallye-pointe.com/Opinion/citizenship.htm questions for test)

**Additional Instruction:**

- Write the word “patriotic” on the board. Have the class create a work web that records words and images that they associate with being patriotic in today’s society.

- Remind students that some Americans consider citizenship responsibilities a nuisance (voting, staying informed, serving on a jury). Discuss with students the problems of this. Bring in the definition of citizen and naturalization. Why do so many immigrants want to come here?

# U.S. Citizenship Test (1 Day)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and ...</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Explain how the citizen ...</td>
<td>INS examiners select ...</td>
<td>aspiring, INS, interviewee, alien</td>
</tr>
<tr>
<td>1. Explain how an individual ...</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Birth;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Naturalization.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>LANGUAGE ARTS ALIGNMENT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A:1</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Differentiated Learning

**Enrichment Activity:**

- You are a resident alien who has decided to apply for citizenship. Write a letter to a family member in your native country explaining why you reached that decision.

**Additional Instruction:**

- Have students summarize the steps of the naturalization process. Compare and contrast the two ways of being citizens in the US.

## Additional Resources

**Web Sites:**

- Citizenship Eligibility and Testing - [http://www.immigration.gov/graphics/services/natz/require.htm](http://www.immigration.gov/graphics/services/natz/require.htm)
How to Become an American (4 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>oath, allegiance, alien, national, naturalization, green card, immigrant, citizen</td>
</tr>
<tr>
<td>A. Explain how citizens take part in civic life in order to promote the common good:</td>
<td>In this lesson students learn about the acquisition of U.S. citizenship, both by birth and by naturalization. Students examine the U.S. Government document &quot;A Guide to Naturalization&quot; and analyze scenarios concerning fictional prospective citizens. Find the entire lesson on the Web site: <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/C5A1_How_to_Become_an_American.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/C5A1_How_to_Become_an_American.pdf</a></td>
<td></td>
</tr>
<tr>
<td>1. Explain how an individual acquires U.S. citizenship:</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Acquisition of Vocabulary
F:8

**Interdisciplinary Connections**

Language Arts

**Differentiated Learning**

*Enrichment Activity:*  
- Invite a naturalized citizen to speak with the class about their experiences as an immigrant and why they sought citizenship.  
- Have students create a picture book representing the requirements for, and the steps to, becoming a naturalized citizen.

*Additional Instruction:*  
- Divide the class into heterogeneous groups to support the needs of all students.  
- Have students make flashcards or graphic representation of key words and concepts.  
- Challenge students to research famous people who became U.S. citizens through the naturalization process.

**Informal Assessment**

Clearly marked assessment in the lesson.
### Inside the Voting Booth (Flexible)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.</td>
<td>Core Activity: If you are a citizen of the United States when you turn eighteen, you will have the right to vote in local, state, and national elections. Voting may not be new to you, though—if you have helped to choose officers for a club or school government, you have already exercised your right to vote!</td>
<td>officers</td>
</tr>
<tr>
<td>2. Explain the essential characteristics of American democracy including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. all citizens have the right and responsibility to vote and influence the decisions of the government.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1
- C:7

**Communication:**
- A:1

**Interdisciplinary Connections**

**Differentiated Learning**

**Enrichment Activity:**
- Have students run campaigns for a school-wide issue or for class officials. This activity might include speeches, campaign materials, debates on issues, voter registration and vote collection. Each student can have a roll in the process and, with teacher guidance, see the role each person makes. Also students will see the impact that their vote makes.
- Students can also participate in the Kids Voting activities.

**Additional Instruction:**
- Set up a vote for something your class can vote on: What games to play for review, what nights to have homework, what snacks to have. Create a voting booth in which the students can vote in. Have a real ballot, and before they vote have them check in with you, so they can sign in as they do in real polls. Try to make this voting simulation as real as possible, and then explain all parts you did with them, as they would be doing this for a real vote. This way, the students understand what it is like to vote! (Maybe your class has a president, vice president, etc. Try to run an election with your voting, where they give speeches and run for office with banners and buttons, etc)

**Community Connections**
- Invite a local official to come into the class and discuss how the election process works and describe how they were elected to office.

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
# How Can Citizens Participate? (2-3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td>Core Activity</td>
<td>uphold, selective service, alien, citizen</td>
</tr>
<tr>
<td>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</td>
<td>In this lesson you will learn about one of the most important rights of citizenship. This is the right to participate in governing our nation. The lesson will discuss the different ways you may participate. It will also suggest those things you should think about in deciding whether or not you should participate.</td>
<td></td>
</tr>
<tr>
<td>2. Explain the obligations of upholding the U.S. Constitution including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.civiced.org/wtp_ms28_sb.html">http://www.civiced.org/wtp_ms28_sb.html</a></td>
<td></td>
</tr>
<tr>
<td>a. Obeying laws;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Paying taxes;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Serving on juries;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Registering for selective service.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Language Arts Alignment**

**Reading Process:**
- A:1
- C:7

**Communication:**
- A:1

**Differentiated Learning**

**Enrichment Activity:**
- Divide the class into small groups. Have each group write a skit about a conflict between citizens who fulfill their responsibilities and those who do not. Conclude with a discussion about the meaning of citizenship.
- Have students write a short story about what might happen if people had no political rights. Students might set the story in an imaginary place or in the United State in the future.

**Additional Instruction:**
- Have a mock trial or simulation of what it is like to serve on a jury. Go through the whole process with the students. Actually send them a letter telling them they are called to be on a jury. Go through the selection process, and if you have time, hold a trial where the jury will choose guilty or not guilty!

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td>duties, qualities, civics</td>
</tr>
<tr>
<td>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain the obligations of upholding the U.S. Constitution including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Obeying laws;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Paying taxes;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Serving on juries;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Registering for selective service.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify responsibilities of the branches of the U.S. government and explain why they are necessary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain the essential characteristics of American democracy including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. The people are the source of the government's authority;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. All citizens have the right and responsibility to vote and influence the decisions of the government;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The government is run directly by the people or through elected representatives.</td>
<td></td>
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</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary:**
A:1
F:8

**Reading Process:**
A:1
C:7

**Informational, Technical, and Persuasive Text:**
C:3

Core Activity

In this lesson, students will identify some of the qualities, duties, and responsibilities of a good citizen.


**Interdisciplinary Connections**

Language Arts
Differentiated Learning

Enrichment Activity:

- Direct students to exercise their rights and responsibilities by writing to representatives in Congress about national issues. The students should select issues on which they have opinions.

Additional Instruction:

- Have students write newspaper editorials on voting rights and responsibilities.

Informal Assessment

Clearly marked assessment in the lesson.
## Electing the President (Flexible)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government:</td>
<td>Core Activity</td>
<td>elections, brochure</td>
</tr>
<tr>
<td>A. Identify the responsibilities of the branches of the United States government and explain why they are necessary.</td>
<td>Brainstorm with students what they already know about elections and ask them to generate questions that they would like to have developed about the topic. Record them on chart paper. Examples of student questions might be: How do you vote? Why can't kids vote? Why do we need a president? Use their questions as focal points for class research, activities, and discussions.</td>
<td></td>
</tr>
<tr>
<td>2. Explain the essential characteristics of American democracy including:</td>
<td>Find the entire activity on the Web site: <a href="http://www.mcps.k12.md.us/curriculum/socialstd/Elect_Act1.html">http://www.mcps.k12.md.us/curriculum/socialstd/Elect_Act1.html</a></td>
<td></td>
</tr>
<tr>
<td>c. the government is run directly by the people or through elected representatives</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Writing Applications:**
- B:5

**Research:**
- B:2
- C:3,4
- E:6

**Communication:**
- A:1

### Differentiated Learning

**Enrichment Activity:**
- Develop a campaign brochure, poster, button, bumper sticker, radio or television advertisement for presidential and/or vice presidential candidates.
- For one evening or a day, record when and where television ads for the presidential candidates appear. Discuss the audience each is trying to reach.
- Interview parents or other relatives and compile a list of the presidents during their lifetimes. Note years elected and party affiliation. Ask which presidents they voted for and why.

**Additional Instruction:**
- Examine Article II of the United States Constitution to determine the duties and responsibilities of the president and vice president. Then write a "Help Wanted" ad for each job.
- Have a discussion with students and ask them to give you examples of how the government is run by the people, since there is a president in office who runs the country. (Explain since we vote the president in, we have the power to choose who we want with our ideas.)

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**Graphically Speaking (6 Days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Communicate social studies information using graphs or tables.</td>
<td>Core Activity</td>
<td>representation</td>
</tr>
<tr>
<td>8. Communicate research findings using line graphs and tables.</td>
<td>Students will explore the relationship between state population and federal congressional representation and graph state population, state size, and number of congressional representatives.</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1,6
- B:3
- C:7

**Informational, Technical, and Persuasive Text:**
- A:5

**Writing Applications:**
- B:5

**Research:**
- B:2
- C:3,4
- E:6

**Differentiated Learning**

**Enrichment Activity:**
- For younger grades, teachers may want to choose two or three states (the home state, two bordering states, or a state that the child would like to visit). For older students, the teacher might pick a demographic area (South, Midwest, Mid-Atlantic, etc.) and find the information for those states.
- Read about Congress in the U.S. Constitution (available online at [http://www.house.gov/Constitution/Constitution.html](http://www.house.gov/Constitution/Constitution.html)) to learn more about why Congress was established with two houses of different sizes. Why did the Founding Fathers do this? What parts of the plan would citizens of Rhode Island like? How about citizens of California?
- Teachers may want to compare colonial populations to present day figures using Info Please.com's Kids Almanac at [http://www.kids.infoplease.lycos.com/spot/censuskids.html](http://www.kids.infoplease.lycos.com/spot/censuskids.html). Students should also try to find out how many members of Congress there were at that time.

---

**Mathematics**

**Government**
Students should research how their state legislative body is chosen. Compare and contrast this to the federal model.

Additional Instruction:

- Have students review this site for more information and understanding on the electoral process. http://capwiz.com/congressorg/dbg/officials

Additional Resources

Web Sites:


Informal Assessment

Clearly marked assessment with rubric in the lesson.
# The Bill of Rights is for Us Today (5-8 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
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<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain the significance of the rights that are protected by the First Amendment including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Freedom of religion;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Freedom of speech;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Freedom of the press;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Right of petition and assembly;</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core Activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The purpose of this activity is to acquaint the students with the guaranteed rights of the Bill of Rights, and assist them in seeing the application of these rights in their daily lives.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find the entire lesson on the Web site: <a href="http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Civics/CIV0003.html">http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/Civics/CIV0003.html</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## LANGUAGE ARTS ALIGNMENT

**Reading Process:**
A:1  
B:5  
C:7

**Informational, Technical, and Persuasive Text:**
C:3

**Writing Applications:**  
Research: E:6  
B:5

## Differentiated Learning

**Enrichment Activity:**
- With your classmates or by yourself, think of an amendment you would like to see added to the Constitution. Write a letter to one of your state representatives explaining your idea and telling why you think it would benefit citizens.

**Additional Instruction:**
- Have students read through the text, or provide them with notes on the Bill of Rights. Then, have students answer these questions:
  1. Why was the Bill of Rights important in getting the Constitution approved?
  2. Why are the Constitution and the Bill of Rights still important to citizens?
  3. When was the Bill of Rights added to the Constitution? (1791)
  4. What does the Bill of Rights guarantee?

## Informal Assessment

Teacher can create their own assessments based on the lesson content.
# First Amendment Rights (5 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Citizenship Rights and Responsibilities:</td>
<td><strong>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>3. Explain the significance of the rights that are protected by the First Amendment including:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Freedom of religion;</td>
<td></td>
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<tr>
<td></td>
<td>b. Freedom of speech;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Freedom of the press;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Right of petition and assembly.</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>D. Use problem-solving skills to make decision individually and in groups:</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>9. Use a problem-solving/decision-making process which includes:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>a. Identifying a problem;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>b. Gathering information;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>c. Listing and considering options;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>d. Considering advantages and disadvantages of options;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>e. Choosing and implementing a solution;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Developing criteria for judging its effectiveness;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>g. Evaluating the effectiveness of the solution.</td>
<td></td>
</tr>
</tbody>
</table>

### Core Activity

This is a multiple-day lesson in which students will use a problem-solving/decision-making process and knowledge of First Amendment rights to analyze and implement a solution for a school-related issue. The first part of the lesson addresses scenarios familiar to students and encourages them to view these using their knowledge of the First Amendment through a journaling and discussion process. In the second part of this lesson, students identify a school issue or problem, gather information, list and consider options, choose and implement a solution, then judge the effectiveness of the solution using student-generated criteria.

Find the entire lesson on the Web site: [http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/AC5B3-S5D9%20First%20Amendment%20Rights.pdf](http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/AC5B3-S5D9%20First%20Amendment%20Rights.pdf)

### Interdisciplinary Connections

**Language Arts**

### LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**  
A:1  
F:8  

**Reading Applications:**  
F:4  

**Writing Applications:**  
No Benchmark: 5  

**Research:**  
A:1  
C:3  

**Communication:**  
F:9
Differentiated Learning

Enrichment Activity:

- Guest speakers such as judges, lawyers or paralegals can provide additional insight into First Amendment rights.

- Students who were proficient on pretest materials may extend knowledge by investigating the court cases related to the First Amendment rights as they are presented in class.

- Have students do journal writing: Reflect on your First Amendment rights. Which First Amendment right would you never want to give up or lose? Explain why the right you have chosen is the most important.

- Students working beyond the indicator may extend their understanding to investigating court cases that relate to First Amendment rights and present their findings in class.

Additional Instruction:

- Read the First Amendment of the Constitution together.

- It is recommended that the teacher read the pre-assessment aloud to the students. Parts of the post-assessment may also be read aloud.

Informal Assessment

Clearly marked assessment in the lesson.
Unit 8: 1850-1930 Issues

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<td>Flexible</td>
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<td>2. The National Road (US Route 40) – Westward Ho!</td>
<td>2 Days</td>
<td>169</td>
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<tr>
<td>3. Frederick Douglass: Slave to Free</td>
<td>3-5 Days</td>
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<td>4. Not So Civil War</td>
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<td>5. Taking a Stand in History – The Generals at Gettysburg</td>
<td>3 Days</td>
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<td>6. Klondike Fever</td>
<td>1 Day</td>
<td>176</td>
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<td>7. Transcontinental Railroad</td>
<td>3 Days</td>
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<td>8. From Boomtown to Ghost Town</td>
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<td>10. Dust Bowl History</td>
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<td>11. The &quot;Great Migration&quot; of African Americans from the Rural South to the</td>
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<td>Urban North</td>
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<tr>
<td>12. Never Underestimate the Power of a Woman</td>
<td>1-2 Days</td>
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<td>13. Alaska</td>
<td>3 Days</td>
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<td>14. Journalizing Dayton’s History and Life in the 1820s, 1910s, and 1930s</td>
<td>4-5 Days</td>
<td>193</td>
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<tr>
<td>15. Moving Along</td>
<td>2 Days</td>
<td>195</td>
</tr>
<tr>
<td>16. So Many Inventions, So Little Time</td>
<td>2 Days</td>
<td>196</td>
</tr>
<tr>
<td>17. Americans On the Move</td>
<td>3 Days</td>
<td>197</td>
</tr>
</tbody>
</table>
### Introducory Resource

**Rise of Industrial America, 1876-1900 (Flexible)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td>Industrial Revolution</td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**People in Societies**

A. Compare practices and products of North American cultural groups:

1. Compare the cultural practices and products of diverse groups in North American including:
   - a. Artistic expressions;
   - b. Religion;
   - c. Language;
   - d. Food;
   - e. Clothing;
   - f. Shelter.

**Social Studies Skills & Methods:**

A. Obtain information from a variety of primary and secondary sources using the component parts of the source:

3. Differentiate between primary and secondary sources.

**Language Arts Alignment**

**Reading Process:**

A:1

**Informal, Technical, and Persuasive Text:**

A:1

**Differentiated Learning**

**Enrichment Activity:**

- Have students Research the Erie Canal.

DPS SS Grade 5 1850-1930 Issues 167
• Emphasize that factory work was something brand new. Before the Industrial Revolution, many people worked from home. To help students appreciate this fundamental change in working conditions, organize the class into two groups. One group should cooperate to write a one page description of a typical day on a farm in the 1820s. The other group should write about a typical day in a factory. After the groups have finished with their descriptions, guide the class in comparing and contrasting these two very different lifestyles.

Additional Instruction:

• Guide students within cooperative groups to develop illustrated timelines showing information about the major changes during the Industrial Revolution. Have them include a paragraph explaining the results of the change: steamboats, railroads, canals, spinning mills, mass production.

• Ask students to discuss why a revolution in transportation was important to the industrial revolution. They should include in their discussion how improvements in transportation promoted the rise of industry.
The National Road (US Route 40)
Westward Ho! (2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History: C. Explain how new developments led to the growth of the United States:</td>
<td>Core Activity&lt;br&gt;Students will recognize the stand the national, state, and local governments took toward western expansion, the importance of the National Road and how it influenced the western expansion of the U.S. from 1749 to present. Students will compare reasons for building the early National Road with Interstate roads today.</td>
<td>National Road, surveyor, pioneer, frontiersman, politicians, western expansion</td>
</tr>
<tr>
<td>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography: C. Identify and explain ways people have affected the physical environment of North American and analyze the positive and negative consequences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Explain how the characteristics of different physical environments affect human activities in North America.</td>
<td></td>
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<tr>
<td>9. Analyze the positive and negative consequences of human changes to physical environment including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Highway systems.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Analyze ways that transportation and communication relate to patterns of settlement and economic activity.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Use or construct maps of colonization and exploration to explain European influence in North America.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods: A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Obtain information from a variety of print and electronic sources and analyze its reliability including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Accuracy of facts;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Credentials of the source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Locate information in a variety of sources using key words, related articles and cross-references.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>


Interdisciplinary Connections

Language Art
Arts
Math
3. Differentiate between primary and secondary sources.

B. Use a variety of sources to organize information and draw inferences:

6. Draw inferences from relevant information.

7. Organize key ideas by taking notes that paraphrase or summarize.

Differentiated Learning

Enrichment Activity:

- Students will apply cause/effect skills to determine the reasons for building the Old national Road.
- Students will apply math skills to measure the distances between specific classrooms.

Additional Instruction:

- Students will apply math and artistic skills to make mile markers. The students' mile markers will be placed throughout the school as markers for distances between different classrooms.

Informal Assessment

Clearly marked assessment in the lesson.
<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>narrative, Frederick Douglass</td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td>After listening to or reading the autobiography of Frederick Douglass, students will work in groups to create a picture book of his life that they will share with a younger student.</td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences:</td>
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<td></td>
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<tr>
<td>6. Draw inferences from relevant information.</td>
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</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
A:1,6

**Writing Application:**
B:5

**Writing Conventions:**
A:1,2,3
B:4,5
C:6,7,8,9,10,11

**Research:**
C:3,4
E:6

**Communication:**
A:1

**Differentiated Learning**

**Enrichment Activity:**
- Locate recordings of some early African American songs, such as spirituals. Have students listen carefully and identify the subjects of the songs. Students should discuss why these subjects would be important to enslaved persons.
• Organize the class into groups. Ask each group to choose a school issue they think needs reform. Using abolition as a model, have them plan strategies.

• Have students research other abolitionists such as James Forten, and Harriet Tubman.

Additional Instruction:

• Write a paragraph about reform using abolitionists and The Underground railroad as examples.

• Have a discussion for understanding on the above. How did people work against slavery?

• Why did most of the routes on the Underground Railroad lead to the North?

Community Connections

• Take students to visit the Boonshoft Museum in Dayton and view the “Follow the Drinking Gourd” program in the Planetarium. A curriculum guide is provided by museum staff.

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Not So Civil War (2 Weeks)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Geography:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td><strong>Core Activity</strong>&lt;br&gt;Based on the <em>Build Our Nation</em> textbook, students will develop an awareness of the effects that individuals have on society and regional differences.</td>
<td>analyze, awareness, immigration Anaconda Plan</td>
</tr>
<tr>
<td>7. Analyze reasons for conflict and cooperation among regions of North America including:</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td>Language Arts</td>
</tr>
<tr>
<td>a. Trade;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Environmental Issues;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Immigration.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**
F:8

**Reading Process:**
A:1,6  
C:7

**Informational, Technical, and Persuasive Text:**
C:3,4

**Communication:**
A:1

### Differentiated Learning

#### Enrichment Activity:
- Have students create "strategy maps" of the Unions battle strategy. They should illustrate on their maps the products that the North wanted to keep from going in and out of the South, such as cotton, and the ways by which the Union reached this goal. For example, they could include pictures of ships in areas that were blockaded. Encourage students to use reference sources for more information. (Point out to students that the Anaconda Plan from the North – cutting off trading and shipping to and from the South – was devastating economically to the region.)

#### Additional Instruction:
- Explore the importance of Southern cotton to markets in Britain and France. Have students analyze why the South needed to continue to trade in order to fight the war.
- Suppose you are a soldier fighting for the North. Write a letter home to your family telling them why you agree with what you are doing. Make references to trade, slavery, and the conditions in the South.
Additional Resources

Supplemental Texts:

- See lesson website for additional reading resources

Informal Assessment

Clearly marked assessment in the lesson.
**Taking a Stand in History – The Generals at Gettysburg (3 Days)**

### Standard: Benchmark: Indicator

**Social Studies Skills and Methods:**

| A. Obtain information from a variety of primary and secondary sources using the component parts of the source. |
| 2. Locate information using various parts of a source including: |
| d. Keyword searches. |

**B. Use a variety of sources to organize information and draw inferences:**

| 6. Draw inferences from relevant information. |

**Core Activity**

Students will identify the causes of the Civil War; become familiar with key personalities associated with the Battle of Gettysburg; use resources to research information; and compile information to create a book on the Battle of Gettysburg.


### Interdisciplinary Connections

**Language Arts**

**Math**

**Vocabulary**

cavalry, infantry, sharpshooter, Confederate, Union, Little Round Top Gettysburg

### LANGUAGE ARTS ALIGNMENT

**Differentiated Learning**

**Enrichment Activity:**

- Both Lee and Meade were classmates at West Point Military Academy. Explore through a paper to be included in the finished book how you might feel when your classmate has differences on political ideas.

**Additional Instruction:**

- Assign students the cover creation for the book on the Battle of Gettysburg. Have them investigate the important things about it. (Where? Who are the generals? What took place there?) Students copy items from books, print them from the Web, or draw them depending on their capabilities and interest.

**Informal Assessment**

Clearly marked assessment in the lesson.
### Social Studies Skills and Methods:

A. Obtain information from a variety of primary and secondary sources using the component parts of the source.

2. Locate information in a variety of sources using key words, related articles and cross-references.

### Geography:

B. Identify the physical and human characteristics of places and regions in North America:

3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions.

### Core Activity

**Encyclopedias approach overall topics.** Breaking them down into keywords and subtopics and cross-referencing other articles in the encyclopedia as well as other sources for further reading make this a valuable lesson.


### Interdisciplinary Connections

**Language Arts**

**Science**

### Differentiated Learning

**Enrichment Activity:**

- **Trading in Gold Today.** Today gold is traded on the commodities market. Invite a local stock or commodities broker to your class to talk about the role of gold in today's economy. Students should be prepared to ask questions.

- **To Leave a Family... for Gold.** Have students write a story or an article about leaving their families for a year to search for a fortune in gold. Alternatively, they may write from the point of view of a family member left behind.

**Additional Instruction:**

- Have students create a cause and effect chart on finding gold in the West. Students should address traveling west and the soaring population in the West with more states being added to the Union.
• Have students answer this question: what role did mining have on the settlement of the West?
• Discuss with students the meaning of: “By 1850, the U.S. stretched from sea to sea.”

Additional Resources

Supplemental Texts:


Websites:

• American Experience: gold fever
  http://www.pbs.org/wgbh/amex/gold/American

• Klondike gold rush, Yukon Territory
  http://www.questconnect.org/ak.klondike.htm

• Klondike gold rush
  http://www.explorenorth.com/library/ya/blzzy.htm

Informal Assessment

Clearly marked assessment in the lesson.
### Transcontinental Railroad (3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Activity/Lesson</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td>Homestead Act, Pacific Railway Act, transcontinental</td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States</td>
<td>This lesson helps illustrate the importance of the railroad in the settlement of the West, and the development of the American West following the Civil War.</td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>A. Use map elements or coordinates to locate physical and human features of North America:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>2. Use map to identify the location of:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. The Rocky and Appalachian mountain systems; d. The Mississippi, Rio Grande and St. Lawrence rivers.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1,6
- C:7

**Informational, Technical, and Persuasive Text:**
- A:5

**Writing Application:**
- B:5

**Research:**
- C:3,4
- E:6

**Communication:**
- A:1

### Differentiated Learning

**Enrichment Activity:**
Additional Instruction:

- Ask the students how the transcontinental railroad linked east and west.
- Discuss with students the benefits of the transcontinental railroad. Lead students to mention the decreased cost of goods, the increased speed of trade, the increased productivity in marginal areas, and social benefits such as migration.

Additional Resources

Web Sites:

- The Northwest Ordinance http://www.law.ou.edu/hist/ordinanc.html
- American Indian Nation Territories http://www.lib.utexas.edu/maps/united_states/early_indian_west.jpg
- US 1870 http://www.lib.utexas.edu/maps/united_states/us_terr_1870.jpg

Informal Assessment

Clearly marked assessment with rubric in the lesson.
### From Boomtown to Ghost Town (2-3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences.</td>
<td>Students learn about the ways that resource extraction affects the physical and human landscape.</td>
<td>extraction, landscape, homesteader</td>
</tr>
<tr>
<td>9. Analyze the positive and negative consequences of human changes to the physical environment including:</td>
<td>Find the entire lesson on the Web site: <a href="http://www.nationalgeographic.com/xpeditions/lessons/16/g35/boomtown.html">http://www.nationalgeographic.com/xpeditions/lessons/16/g35/boomtown.html</a></td>
<td></td>
</tr>
<tr>
<td>a. Great Lakes navigation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Highway systems;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Irrigation;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Mining;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Introduction of new species.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

- **Geology**
- **Language Arts**

### LANGUAGE ARTS ALIGNMENT

- **Reading Process:**
  - A:1
  - C:7

- **Writing Process:**
  - B:5

- **Research:**
  - C:3,4

- **Communication:**
  - A:1

### Differentiated Learning

**Enrichment Activity:**

- Have students use the Internet or an encyclopedia to research a modern-day town that is heavily based on one industry, such as coal mining or the poultry industry. Have them report on this town's businesses and write paragraphs describing how the town might benefit from getting some other industries to move in.

- Create a boomtown. Illustrate a large map of the town showing the different kinds of buildings, roads and so on. Include a population chart. Add symbols and a legend.
Additional Instruction:

- Ask students to write paragraphs answering the question "Why do some towns become ghost towns?"

- Imagine that it is 1870 and that you are going to move out west to become a homesteader. Write a list of questions that you would want to ask a homesteader or cattle rancher that will make your journey easier and help you live in an unfamiliar land. (After the students have finished this part, take the questions and answer some of them for the class.)

Additional Resources

Web Sites:

- Bodie Photo Album
  http://gocalifornia.about.com/cs/photos1/a/ca_bodie.htm

- California Gold Rush History
  http://www.ncgold.com/History/california-gold-rush.html

- California National Historical Trail
  http://www.nationalparks.com/california_national_historic_trail.htm

- Ghost Towns of Arizona
  http://www.swlink.net/∼picat/ghost.html

- Historic Ghost Towns (Colorado) –
  http://www.vilnet.com/14ernet/history/ghosttown.htm

- National Geographic: Xpeditions Activity—The Quest for Gold -
  http://www.nationalgeographic.com/xpeditions/activities/16/questgold.html

Informal Assessment

Cleary marked assessment in the lesson.
Child Labor in America (2-3 Weeks)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States</td>
<td>Discover the work of reformer/photographer Lewis Hine, whose photographs give the issue of child labor a dramatic personal relevance.</td>
<td>relevance, reformer</td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1
- C:7

**Writing Application:**
- B:5

**Research:**
- C:3,4

**Communication:**
- A:1,2

**Differentiated Learning**

**Enrichment Activity:**
- Children continue to work in our own country and around the world and modern-day social reformers are still concerned. Use the Web to research and respond to the current issue of child labor.
  - Using the Modern Memo - [http://memory.loc.gov/ammem/ndlpedu/lessons/98/labor/modmemo.html](http://memory.loc.gov/ammem/ndlpedu/lessons/98/labor/modmemo.html) - prompt, create a newspaper activity which deals with the issue in today's world, mirroring the activity presented above.
  - On a map of the world, label areas where children are working and describe the working conditions.
  - Write a letter to a policy maker or editor expressing your opinions, based on your research.
- Search for and select a photograph that you find especially moving from either the American Memory Collection: [http://memory.loc.gov/ammem/amhome.html](http://memory.loc.gov/ammem/amhome.html) - or the NAIL Database - [http://www.archives.gov/research_room/arc/index.html](http://www.archives.gov/research_room/arc/index.html). Write a poem expressing the feelings of the child/children in the photograph.
- Consider a field trip to a museum which focuses on the work of children: e.g. Lackawanna Coal Mine, or Lowell Textile Mill - [http://www.nvds.com/coalmine.html](http://www.nvds.com/coalmine.html).
- Write a letter from the perspective of a working child. Imagine yourself writing to a friend. Describe a typical day working at a mill, factory, cannery, a mine or a farm.
- Read a work of fiction to get a greater understanding of the life of a child during the Industrial Revolution (e.g. Katherine Paterson's *Lyddie* or Dicken's *Oliver Twist* or *Hard Times*).
- Compare a photograph of children working from the early 20th century with a photograph of children working toward the end of the 21st century.

- Create a simulation of a town meeting in which the issue of child labor is discussed. Participants may play the roles of: parents, employers, children, mayor, social reformers, journalists.

**Additional Instruction:**

- Child labor in factories [http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/childlabor.html](http://nhs.needham.k12.ma.us/cur/Baker_00/2002_p7/ak_p7/childlabor.html) Have students search through this site for more information. If you would like, you could print it and distribute it to the students. Have a discussion with the students about what is going on in the pictures on this site (ask them: What kind of work are they doing? How are the people dressed? Are the working conditions harmful or healthful-explain? If young people work and don’t go to school what might happen?

**Additional Resources**

**Web Sites:**

- Child labor in American 1906-1912
  [http://www.historyplace.com/unitedstates/childlabor/about.htm](http://www.historyplace.com/unitedstates/childlabor/about.htm)

- No rest for the weary: Children in the coal mines
  [http://historymatters.gmu.edu/d/5571](http://historymatters.gmu.edu/d/5571)

**Informal Assessment**

Clearly marked assessment in the lesson.
### Dust Bowl History (5-7 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td><strong>Core Activity</strong></td>
<td>accompanying, inferences</td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td>This unit helps students gain an understanding of Dust Bowl history through the eyes of a child drawing on inferences from accompanying photographs.</td>
<td></td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
<td><strong>Interdisciplinary Connections</strong></td>
<td></td>
</tr>
<tr>
<td>B. Use of variety of sources to organize information and draw references.</td>
<td>Photography</td>
<td></td>
</tr>
<tr>
<td>6. Draw inferences from relevant information.</td>
<td>Language Arts</td>
<td></td>
</tr>
</tbody>
</table>

#### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1  
- C:7

**Writing Application:**
- B:5

**Research:**
- C:3,4
- E:6

**Communication:**
- A:1,2
- D:8

#### Differentiated Learning

**Enrichment Activity:**
- Students use "Voices from the Dust Bowl: the Charles L. Todd and Robert Sonkin Migrant Worker Collection, 1940-1941" - [http://memory.loc.gov/ammem/aftshtml/tshome.html](http://memory.loc.gov/ammem/aftshtml/tshome.html) - to look for songs that Billy Jo may have played on her piano or that Mad Dog Craddock and the Black Mesa Boys may have sung. (2-3 days)
- Students use American Life Histories: Manuscripts from the Federal Writers Project, 1936-1940 - [http://memory.loc.gov/ammem/wpaintro/wpahome.html](http://memory.loc.gov/ammem/wpaintro/wpahome.html) - to compare the experiences of Billy Jo and her family to those in other parts of the nation during the Great Depression (2-3 days).
This lesson lends itself for use with other works of historical fiction teamed with other collections within American Memory.

Classes could also read Christopher Paul Curtis' *Bud, Not Buddy* to learn a Michigan child's perspective on the Great Depression and compare it to *Out of the Dust*.

**Additional Instruction:**

- Help students locate the dust bowl region on the map. Discuss with students the effects that the severe drought had on farmers and the economy.
- Ask students to imagine they lived in the dust bowl during the droughts in the 1930s. Have students write descriptions of how their home and fields looked the morning after a huge dust storm. Ask students to read to the class their descriptions.

**Additional Resources**

**Supplemental Texts:**


**Web Sites:**

- *America From the Great Depression to World War II: Black-and-White Photographs From the FSA and OWI* – http://memory.loc.gov/ammem/fsahtml/fahome.html
- http://www.pbs.org/wgbh/amex/dustbowl/
  *The American Experience: Surviving the Dust Bowl*

**Informal Assessment**

Clearly marked assessment in the lesson.
**The “Great Migration” of African Americans from the Rural South to the Urban North** (Flexible)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geography:</td>
<td></td>
<td>documents, Great Migration, impact, interpreting</td>
</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
<td>Core Activity Appreciate the impact of the “Great Migration” on the lives of ordinary people by interpreting documents and taking on the role of a person in history.</td>
<td></td>
</tr>
<tr>
<td>c. Immigration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections</td>
<td>Language Arts</td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use of variety of sources to organize information and draw references.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Draw inferences from relevant information.</td>
<td></td>
<td></td>
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</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

<table>
<thead>
<tr>
<th>Reading Process:</th>
<th>Writing Process:</th>
<th>Research:</th>
<th>Communication:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:1 C:7</td>
<td>B:5</td>
<td>E:6</td>
<td>A:1 D:8</td>
</tr>
</tbody>
</table>

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Differentiated Learning

Enrichment Activity:

- **Role-Playing:** Role-playing can be an effective way of learning history. It enables the student to feel the joys and sorrows that made people think and behave as they did in history. Empathy is important because it generates student interest in history that memorizing names and dates cannot. Empathy also promotes tolerance and understanding. If a student takes on a historical role, it is less likely that he/she will dismiss the historical character as quaint or silly.

- Have your students write and perform mini-plays on the Great Migration. To create the plays, they can consult Spencer Crew's *Field to Factory: Afro-American Migration, 1915-1940*, Dorothy and Thomas Hoobler's *The African American Album*, Malaika Adero's *Up South: Stories, Studies and Letters of this Century's African-American Migrations*, Joe Trotter and Earl Lewis' *African Americans in the Industrial Age: A Documentary History, 1915-1945*, and Nicholas Lemann's *The Promised Land*. Students can cast themselves as a variety of different characters and use the plays as a way to explore many facets of migration experiences.

- **Talk Show Format:** Using a format familiar to students is a way to invite them to learn history. Many people disdain talk shows. However, because these shows are popular, students will be able to get into this format without much instruction. The talk show also invites audience participation. How often have you wished for constructive participation by your students?

  The talk show format can be used to teach most eras of history and can be used to facilitate the understanding of controversial issues with diverse views and opinions. They can also give voice to people often left out in traditional history texts and lectures, such as poor people, women, children, blacks and other minorities.

  The setup is easy. Begin with a brief lecture or reading assignment on the period you are going to cover. Next, select three to six figures from that era for the panel. The makeup of this panel will determine what direction your lesson will take. Then select students to play the roles of panelists and have them research the backgrounds of their characters. You can ask students to turn in their research so that you can amend weak areas if any exist. At the same time, give the rest of the class brief background information on all of the panelists and have them prepare questions for the talk show, which they should turn in before the show begins.

  You will be the host (Montel or Oprah) for the talk show. Begin by introducing the panelists one by one, giving brief backgrounds as they walk to the front of the class. After all of the panelists are seated, have each panelist give a one to two-minute presentation of his/her position or views. Next, have panelists talk among themselves for three to five minutes. By this time, the other students (the audience) are eager to join in. Take your "microphone" (a ruler works well) into the audience and start the exchange between the audience and the panelists. After the talk show, have a discussion on what the students learned. You could also give a written assignment relating to the talk show, depending on how enthusiastic they are at the end of the class period.

  For the era of the Great Migration, you might cast students as: a Northern African-American leader; a person who recently migrated north and is working in a factory; a famous blues singer whose music deals with migration; a person in the South who is considering leaving.

**Additional Instruction:**

- Have students do a written format for a talk show to discuss this era in history.

- The students must get some primary sources such as journals, diaries, or pictures to aid in the discussion.

- Have students consider whether many African Americans would have moved North if they had better opportunities open to them in the South.
Remind students that the main reason that African Americans moved North was that they were unable to make a living in the South. Discuss with students why they were more economic opportunities for African Americans in the North. Remind them that the South was still recovering from the Civil War. (Ask: why did African Americans think the move to the North was a good economic choice?)

Help all learners understand the Great Migration by having them find Boston, Chicago, Cleveland, Detroit, New York, Pittsburgh, and St. Louis on a map. Explain that thousands of African Americans moved to each of these cities. Have students put self stick notes on the map showing the percentage of African Americans in the north and south before and after the Civil War.

Additional Resources

Supplemental Texts:

- "Using Rock 'n' Roll to Teach the History of Post World War II America." The History Teacher, 29 (February 1996): 179-93.

Informal Assessment

Teacher can create their own assessments based on the lesson content.
## Never Underestimate the Power of a Woman (1-2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Government:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify the responsibilities of the branches of the U.S. government and explain why they are necessary:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain the essential characteristics of American democracy including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. All citizens have the right and responsibility to vote and influence the decisions of the government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Give examples of documents that specify the structure of state and national governments in the United States and explain how these documents foster self-government in a democracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain the significance of the Declaration of Independence and the U.S. Constitution.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Citizenship Rights and Responsibilities:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Identify rights and responsibilities of citizenship in the United States that are important for preserving democratic government.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Explain the significance of the rights that are protected by the First Amendment including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Freedom of speech;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Right of petition and assembly.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Obtain information from a variety of print and electronic sources and analyze its reliability including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Accuracy of facts;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Credentials of the source.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Differentiate between primary and secondary sources.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Core Activity:**

Students will extend their knowledge about the struggle for women's suffrage in the United States and gaining the right to vote with the 19th Amendment, through lecture, primary source documents, film and music.

Find the entire lesson on the Web site: [http://www.dps.k12.oh.us/academic/secso c/americanhistory/images/5women.pdf](http://www.dps.k12.oh.us/academic/secso c/americanhistory/images/5women.pdf)

**Interdisciplinary Connections**

Language Arts

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B. Use a variety of sources to organize information and draw inferences:

4. Read information critically in order to identify:
   a. The author;
   b. The author's perspective;
   c. The purpose.

LANGUAGE ARTS ALIGNMENT

A:1
C:7

Writing Process:
B:5

Research:
B:2
C:3,4

Communication:
A:1

Differentiated Learning

Enrichment Activity:
- Interview women who you believe to be strong women and stand up for the right things. Ask them if they voted in the last presidential election. Why or why not?
- Compile information into a classroom book.
- Research the Seneca Falls convention.
- Research women featured in the video *Iron Jawed Angels*, i.e. - Alice Paul, Carrie Chapman Catt

Additional Instruction:
- How to conduct an interview.
- Asking the right questions.
- Review primary resources.
- Create a timeline that shows the events of the women's movement. Discuss with students how each event played off one another to lead to the next event.

Informal Assessment

Clearly marked assessment in the lesson.
### Alaska (3 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>navigation, irrigation, mining, species</td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>Analysis of the purchasing of Alaska.</td>
<td></td>
</tr>
</tbody>
</table>

**Social Studies Skills and Methods:**

A. Obtain information from a variety of primary and secondary sources using the component parts of the source:

1. Obtain information from a variety of print and electronic sources and analyze its reliability including:
   - a. Accuracy of facts;
   - b. Credentials of the source.

3. Differentiate between primary and secondary sources.

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**

A: 1, 6
C: 7

Informal, Technical and Persuasive Text:

C: 3

Writing Application:

B: 5

Research:

B: 2
C: 3, 4
E: 6

Communication:

A: 1
D: 8

DPS SS Grade 5 1850-1930 Issues 191
Differentiated Learning

Enrichment Activity:

- Alaska’s Air Power: Use appropriate maps and globes to have students explain the importance of Alaska for air travel. Students should be able to demonstrate why the polar route remains advantageous. Ask them to identify other parts of the world that share this strategic advantage.

- Army Corps of Engineer: Have students look into and report on other projects—past or present—by the Army Corps of Engineers, the task force that built the Alaska Highway. In parts of the country where the Corps is active, you may be able to have students invite a speaker to address them and to answer questions.

Additional Instruction:

- Describe with the students the purchase of Alaska.

- List the advantages of buying Alaska

- Discuss with students how adding territory to a country can increase its power, and gain more resources.

Additional Resources

Supplemental Texts:


Web Sites:

- A Brief History of Alaska Statehood (1867-1959) - http://xroads.virginia.edu/~CAP/BARTLETT/49state.html. Although focusing primarily on Alaskan statehood, this site offers information and photographs of the building of the Alaska Highway.

Informal Assessment

Clearly marked assessment on a Web site.
### Journalizing Dayton's History and Life in the 1820s, 1910s, and 1930s (4-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>Students explore the settlement of the Dayton, Ohio area through journal writing and research. After researching life in the Dayton area in the 1800s and 1900s, students will write journal accounts of families in the area during those times.</td>
<td>cholera, reflection, journals</td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td>Language Arts</td>
<td></td>
</tr>
<tr>
<td>2. Locate information in a variety of sources using key words, related articles and cross-references.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Writing Process:**
- A:1
- D:8
- G:16
- H:17

**Writing Applications:**
- A:1

**Writing Conventions:**
- B:4, 5

**Research:**
- B:2
- C:3

### Differentiated Learning

**Enrichment Activity:**
- Have students research how others have done similar work through journaling, i.e. primary source data accounts in history and answer in essay form. What is different in what they have done v. those done by real participants? Or, have several students share their journal orally. You may also request support from writing or special education aid.
Additional Instruction:

- Students may have difficulty with the extensive writing required. They may find sufficient work in search for the items under discussion. You may wish to schedule an individual conference to let students share their journal orally. You may also request support from writing or special education aid.

Community Connections

- Have students take a field trip to some of the neighborhoods cited in the census reports.

Informal Assessment

Clearly marked assessment with rubric in the lesson.
## Moving Along (2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td>minister,</td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>With the development of their first practical powered aircraft, the Wright Brothers introduced a new mode of transportation. In this lesson, students are asked to brainstorm different forms of transportation, the merits and limitations of each, and how different forms of transportation aided in the expansion and development of the United States.</td>
<td>bishop,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>delight,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>business,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>printers,</td>
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<tr>
<td></td>
<td></td>
<td>problem,</td>
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<tr>
<td></td>
<td></td>
<td>achievement,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>pasture,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>prairie,</td>
</tr>
<tr>
<td></td>
<td></td>
<td>aviation</td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
- A:1
- B:7

**Research:**
- B:2

**Communication:**
- A:1, A:2

### Interdisciplinary Connections
- Art
- Math
- Language Arts
- Science

### Differentiated Learning

**Enrichment Activity:**
- Included on the Web site as extensions.

**Additional Instruction:**
- Students requiring additional instruction may be assigned groups with greater support and care should be made to give them a role that brings success.

### Additional Resources

**Video:**
- NOVA: "Wright Brother's Flying Machine"
- PBS: "Kitty Hawk: the Wright Brothers"

### Informal Assessment

Clearly marked assessment in the lesson.
### So Many Inventions, So Little Time (2 Days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Construct time lines to demonstrate an understanding of units of time and chronological order:</td>
<td><strong>Core Activity</strong>&lt;br&gt;Using time lines, students examine the period 1875-1925 when scientists and inventors made many significant advances in science and technology.</td>
<td>minister, bishop, educational, delight, business, printers, problem, achievement, pasture, prairie, aviation</td>
</tr>
<tr>
<td>1. Create time lines and identify possible relationships between events.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Communication:**
F: 8

**Writing Applications:**
C: 3,5

**Interdisciplinary Connections**
Art
Language Arts

---

### Differentiated Learning

**Enrichment Activity:**
- The Web Site lesson includes numerous collaboration activities that can act as enrichment activities.

**Additional Instruction:**
- Students requiring additional instruction may be assigned groups with greater support, and care should be taken to give them a role that brings success.

**Informal Assessment**
Clearly marked assessment with rubric in the lesson.
### Americans On the Move

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>History:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</td>
<td>Core Activity</td>
<td>minister, bishop, educational, delight, business, printers, problem, achievement, pasture, prairie, aviation</td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

<table>
<thead>
<tr>
<th>Reading Process:</th>
<th>Research:</th>
<th>Communication:</th>
<th>Writing Applications:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A: 1</td>
<td>B: 2</td>
<td>A: 1, A: 2</td>
<td>D: 4</td>
</tr>
</tbody>
</table>

**Interdisciplinary Connections**

- Art
- Math
- Language Arts
- Science

**Differentiated Learning**

**Enrichment Activity:**
- The Web site lesson includes numerous collaboration activities that can act as enrichment activities.

**Additional Instruction:**
- Students requiring additional instruction may be assigned groups with greater support and care should be made to give them a role that brings success.

**Community Connections**

- Carillon Historical Park online

**Informal Assessment**

Clearly marked assessment in the lesson.
# Unit 9: Modern Issues

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<td>2. They Came to America</td>
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<td>9. Old Toys, New Market</td>
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<td>10. The Life and Times of a No. 2 Pencil</td>
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<td>11. The Circular Flow of a Market Economy</td>
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<td>12. Ka-Ching! Supply, Demand and Market Price</td>
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<td>13. For Want of a Fruit Drink</td>
<td>3 days</td>
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<tr>
<td>14. High Flying Factors of Production</td>
<td>5-8 days</td>
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<td>15. Competition in the Market Place</td>
<td>3-5 days</td>
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</tr>
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<td>16. A Nation of Many Cultures</td>
<td>2 days</td>
<td>224</td>
</tr>
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<td>17. The Mississippi: River of Song</td>
<td>Flexible</td>
<td>225</td>
</tr>
<tr>
<td>18. Food History Lesson Plans</td>
<td>Flexible</td>
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<td>19. African American Feats Yield Advances in Science, Technology</td>
<td>1-2 days</td>
<td>228</td>
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<td>20. Diversity of Cultures in America</td>
<td>Flexible</td>
<td>230</td>
</tr>
<tr>
<td>21. Exploring Cultural Practices and Products</td>
<td>5-6 days</td>
<td>232</td>
</tr>
<tr>
<td>22. Immigration</td>
<td>3 weeks</td>
<td>234</td>
</tr>
<tr>
<td>23. Coming to America</td>
<td>1 day</td>
<td>236</td>
</tr>
</tbody>
</table>
INTRODUCTORY LESSON
American Cultural History: The 20th Century (Flexible)

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td><strong>History:</strong></td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>This site displays a series of Web guides on the decades of the twentieth century focusing on all aspects of American life.</td>
<td>cultural</td>
</tr>
</tbody>
</table>

**People in Societies**

A. Compare practices and products of North American cultural groups:

1. Compare the cultural practices and products of diverse groups in North American including:
   a. Artistic expressions;
   b. Religion;
   c. Language;
   d. Food;
   e. Clothing;
   f. Shelter.

**Social Studies Skills & Methods:**

A. Obtain information from a variety of primary and secondary sources using the component parts of the source:

3. Differentiate between primary and secondary sources.

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A: 1

Informational, Technical, and Persuasive Text:
A: 1, 5

**Differentiated Learning**

*Enrichment Activity:*

- Students will create a "Back to the Future" travel guide. Students (individual or in groups or pairs) will chose a decade and create a travel guide brochure for going back in time. Students will present these to the class.
Additional Instruction:

- Have students create a compare and contrast chart in which the students will pick two of the decades at least thirty years apart and compare and contrast life in America concerning religion, language, food, shelter, clothing, artistic expressions.
**They Came to America (8-10 days)**

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td>reality, experienced immigrants</td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td>Why did immigrants come to America?</td>
<td></td>
</tr>
<tr>
<td>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.</td>
<td>Find the entire lesson on the Web site: <a href="http://score.rims.k12.ca.us/activity/theycame/student_page.html">http://score.rims.k12.ca.us/activity/theycame/student_page.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
- A:1,6
- B:4
- C:7

**Informational, Technical, and Persuasive Text:**
- F:4

**Writing Application:**
- B:5
- D:4

**Research:**
- B:2
- C:3,4
- E:6

**Communication:**
- A:1
- D:8

**Differentiated Learning**

**Enrichment Activity:**
- Selected decennial census data on the foreign-born population of the United States from 1850 for students to chart and graph. Find the entire lesson on the Web site: [http://www.census.gov/population/www/documentation/twps0029/twps0029.html](http://www.census.gov/population/www/documentation/twps0029/twps0029.html)

- Heritage Fair Day: Make and display family trees of class members. Create mini-museums for samples of family treasures. Have a multicultural lunch with foods from many countries. Decorate class with flags of different nations represented.
• Memorize poem "The Great Colossus", by Sylvia Plath

• Write biography of an immigrant after they were processed at Ellis Island. What happened to them? Where did they settle? Did they get a job? Have they been accepted in America?

Additional Instruction:

• Create a T chart with comparisons of reasons immigrants traveled to the U.S. and the realities they faced once they arrived.

Additional Resources

Web Sites:

• Harvard Immigration Project
  http://www.gse.harvard.edu/~hip/ImmigrationResources.html

• U.S. Immigration into the United States
  http://www.familytreemaker.com/00000389.html

Informal Assessment

Clearly marked assessment in the lesson.
## Destination: Mars (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Explain opportunity costs involved in the allocation of scarce productive resources.</td>
<td><strong>Core Activity</strong>&lt;br&gt;Through critical thinking and economic reasoning, scarcity, choices, opportunity costs, and money/resources concepts are targeted.</td>
<td>allocation, lottery, methods, rationing, scarce</td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Use problem-solving skills to make decisions individually and in groups:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Use a problem-solving/decision-making process which includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identifying a problem;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Gathering information;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Listing and considering options;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Considering advantages and disadvantages of options;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Choosing and implementing a solution;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Developing criteria for judging its effectiveness;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Evaluating the effectiveness of the solution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

- **Acquisition of Vocabulary:**
  - A:1
- **Reading Process:**
  - A:1
  - C:7
- **Writing Applications:**
  - B:5
- **Communication:**
  - A:1
Differentiated Learning

Enrichment Activity:

- Use the "NASA for Kids" site - http://kids.msfc.nasa.gov/Pioneers/ site to explore becoming an astronaut and what it takes to live in space.

- Use the "I Can Touch the Stars" site - http://www.econedlink.org/lessons/em392/icantouchthestars.doc page to explore further two special astronauts: Dr. Sally Ride and Senator John Glenn.

- Use the Astronauts in Outer Space site - http://www.worldalmanacforkids.com/explore/inspace to create a timeline of space flight that will include six of the most important events in space flight.


Additional Instruction:

- WHAT WOULD YOU WORK HARD FOR: Young children should begin to learn about the concept of value and why some items are considered more valuable than others. These concepts relate to a geographical understanding of natural resources and the reasons why people work very hard to extract resources, such as during the California gold rush - http://www.nationalgeographic.com/xpeditions/activities/16/questgold.html. This lesson has students go through a simulation to learn about value, abundance, and scarcity and asks them to consider the things that they would be willing to work very hard for.
## The Little Red Hen (Flexible)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics:</strong></td>
<td>Core Activity</td>
<td>allocation, lottery, methods, rationing, scarce, production, resources, recipe</td>
</tr>
<tr>
<td>A. Explain opportunity costs involved in the allocation of scarce productive resources.</td>
<td>Have you ever worked hard on a project and found that no one would help you? Then when you got it all done, suddenly everyone wanted to participate, or use your creation? You have something in common with the Little Red Hen.</td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**
- A:1

**Reading Process:**
- A:1,6
- C:7

**Informational, Technical, and Persuasive Text:**
- A:1,5

**Writing Applications:**
- B:5

**Research:**
- C:3,4

**Communication:**
- A:1

### Interdisciplinary Connections

- Language Arts
- Mathematics

### Differentiated Learning

**Enrichment Activity:**
- Place students in groups and have them build a business. They have to come up with a summation on how group members will be paid according to their productivity.
Additional Instruction:

- Read *Tops and Bottoms* available on the Web at
  www.eduplace.com/view/pages/t/tops_and_BOTTOMS_Janet_Stevens.html
  Discuss how the Rabbit Family was fair to Mr. Bear. Discuss the effectiveness of contracts.

**Informal Assessment**

Clearly marked assessment in the lesson.
### Economics:

A. Explain opportunity costs involved in the allocation of scarce productive sources.

1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.

### Geography:

B. Identify the physical and human characteristics of places and regions in North America:

7. Analyze reasons for conflict and cooperation among regions of North America including:
   a. Trade.

### Core Activity

In this lesson you will find out why it makes sense to trade with other countries.


### Interdisciplinary Connections

Language Arts

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:1  
C:7

Informational, Technical, and Persuasive Text:
A:1

Writing Applications:
B:5

Communications:
A:1

### Differentiated Learning

**Enrichment Activity:**

- Write an explanation about why Chile exports fruits and vegetables to the United States. Use these words: specialize, exports, and imports in the explanation. You should list the fruits and vegetables that are exported to the United States from Chile, tell how the fruits and vegetables get to the United States, and tell why the geography and climate of Chile make it a perfect place to grow those fruits and vegetables.
To find the information for your explanation go to “Go on a Chilean Fruit Adventure” -
http://www.dole5aday.com/ReferenceCenter/Encyclopedia/ChileanFruits/index.jsp?topmenu=1. If you
click on the words 'Growing Regions' under the 'Background' section you will find out about the
geography and climate of Chile.

Additional Instruction:

- Unions and Alliances: Upper elementary school students should be able to identify and describe different
territorial units, including regional and international alliances -
http://www.nationalgeographic.com/xpeditions/activities/13/eurunion.html between countries. This
lesson has students focus on the United Nations, learning about this organization's functions and
purposes and the broad geographical range of its members. It then asks students to apply the concepts
behind the UN's mission to their own school, creating an alliance of students or school groups.

Informal Assessment

Clearly marked assessment in the lesson.
### Those Golden Jeans (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Explain the opportunity costs involved in the allocation of scarce productive resources.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Core Activity

This lesson is designed to review the three types of productive resources—natural resources, human resources, and capital resources—needed to produce a variety of goods and services.


### LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**
- A:1

**Reading Process:**
- A:1,6
- C:7

**Informational, Technical, and Persuasive Text:**
- A:1,5

**Research:**
- C:3

**Communication:**
- A:1

### Interdisciplinary Connections

Language Arts

### Differentiated Learning

**Enrichment Activity:**

- With a partner, write a plan for a new business. Describe the goods or services you plan to market, explain who your customers would be, and list what you would need to get started.

- Create a comic strip for Free Enterprise Publishers showing the steps an ambitious young American would take to start and run a new business. Be sure to include a panel showing how the “hero” would respond to competition from other businesses.

**Additional Instruction:**

- On the board write “Goods are things that people buy and sell.” Ask students to suggest examples of goods. Record students’ responses on the board.
- Have students work in small groups. Tell them to identify the kinds of stores/establishments in which they would find these goods listed on the board.
- Ask students who decides what goods and stores are made?
- Explain to students the three basic economic questions: what to produce, how to produce, and who to produce for.

**Additional Resources**

**Web Sites:**

- The Smithsonian Magazine
  - [http://www.smithsonianmag.si.edu/smithsonian/issues97/jun97/pizza.html](http://www.smithsonianmag.si.edu/smithsonian/issues97/jun97/pizza.html)

**Informal Assessment**

Clearly marked assessment in the lesson.
### Allocation Methods (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics:</strong></td>
<td>Core Activity</td>
<td>allocation, scarcity, first-come-first-served, rationing, lottery</td>
</tr>
<tr>
<td>A. Explain the opportunity costs involved in the allocation of scarce productive resources:</td>
<td>Using economic reasoning skills, students will be able to compare different allocation methods for goods and services. Students will experience each of the allocation methods listed in the indicator. They will learn why allocation methods are needed when there are scarce goods or services. Given a scenario, students will list options, consider advantages and disadvantages, and choose and implement an allocation method.</td>
<td></td>
</tr>
<tr>
<td>1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>D. Use problem-solving skills to make decisions individually and in groups:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Use a problem-solving/decision-making process which includes:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Identifying a problem;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>b. Gathering information;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Listing and considering options;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Considering advantages and disadvantages of options;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e. Choosing and implementing a solution;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>f. Developing criteria for judging its effectiveness;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>g. Evaluating the effectiveness of the solution.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Interdisciplinary Connections

**Language Arts**

**Communications:**

F:9

**Differentiated Learning**

**Enrichment Activity:**

- Take pictures of signs in the community or cut out newspaper ads that display one or more of the allocation methods. For example: "While Supplies Last" at a local fast food restaurant is an example of first-come-first-served.
• Students may survey the class on the best “indoor game” for rainy days. Set up a tournament using the game. Finally, use different allocation methods each day to determine who will get to play the game.

Additional Instruction:

• Have students work in small teams to provide support and give them more opportunities and time to respond.

• Create a rap song with the allocation methods to help someone remember them.

• Create a poem of one or more of the allocation methods.

• Create pantomimes demonstrating the allocation methods and allow other students the chance to guess the method being shown.

Informal Assessment

Clearly marked assessment in the lesson.
**Old Business, New Business** (3-5 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark : Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics:</td>
<td></td>
<td>occupations, business</td>
</tr>
<tr>
<td>B. Explain why entrepreneurship, capital goods, technology, specialization, and division of labor are important in the production of goods and services.</td>
<td>Core Activity In this lesson students are introduced to several businesses from the past. They see that, while the names for these businesses are different, many of the elements of people's jobs are common to occupations.</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

Reading Process:
A:1,6
C:7

Informational, Technical, and Persuasive Text:
A:1,5

Writing Applications:
B:5

Research:
B:2
C:3,4
E:6

Communication:
A:1

**Interdisciplinary Connections**

Language Arts

Art

**Differentiated Learning**

*Enrichment Activity:*

- Research a business that was started in the early 1900s and follow its growth through today and make a timeline of changes.

- Ask students to survey their neighborhoods for stories about family names. Organize this information for a booklet describing surnames that originated from occupations, from locations, from re-spellings of foreign names, etc.
• On the computer or by hand, design business stationery or small business cards for:
  - Local businesses
  - Family members
  - School faculty /staff
  - Sports teams
  - Authors of favorite books

Additional Instruction:

• Make a timeline of the changes in television. Give students cards that can be put in order from when the television was invented to present day.

Additional Resources

Web Sites:

• Business Then and Now
  http://www.factmonster.com/ipka/A0768830.html

• Business
  http://www.factmonster.com/ipka/A0768796.html
### Old Toys, New Market (1-2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics:</strong></td>
<td>Core Activity</td>
<td>facilitate, interdependent, specialize, markets</td>
</tr>
<tr>
<td>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</td>
<td>In this lesson, you will demonstrate how new markets can be developed for old products and explore how a product sold in different countries can be affected by cultural and social differences in each country.</td>
<td></td>
</tr>
<tr>
<td>4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM387">http://www.econedlink.org/lessons/index.cfm?lesson=EM387</a></td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Reading Process:**
A: 1  
C: 7

**Informational, Technical, and Persuasive Text:**
A: 1, 5

**Writing Applications:**
B: 5

**Research:**
B: 2  
C: 3

### Differentiated Learning

**Enrichment Activity:**
- Do research to see if there are different versions of popular board games like Monopoly in other countries.
- Are they the same in other countries?
- Suppose a new LEGOLAND is built in Japan. Why would this represent a new market for the company? [Currently there are no LEGOLANDS in Asia, so the company would be reaching many new Asian consumers not previously reached.]
You have been asked to develop a restaurant for a new park in Japan. Create a menu, complete with the name of the restaurant and some dishes that you think would be popular with Japanese and Asian park visitors as well as with European and American visitors.

Additional Instruction:
- Create a new game and explain why it would be popular in another country

Additional Resources

Web Sites:
- Certain sections of the official LEGO Company Web site, http://www.lego.com, will be used in the Process section of the lesson. These sections include http://www.lego.com/eng/info/default.asp?page=timeline7 about the history of the company about the rides available at LEGOLAND.
  - LEGOLAND California (United States) http://www.lego.com/legoland/california/default.asp?locale=2057
  - LEGOLAND Deutschland! (Germany) http://www.lego.com/legoland/deutschland/default.asp?locale=2057
- The fun facts about Monopoly will be used in the Process section from: http://www.monopoly.com/pl/page.funfacts/dn/default.cfm

Informal Assessment

Clearly marked assessment in the lesson.
The Life and Times of a No. 2 Pencil (5-8 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics:</td>
<td>Core Activity</td>
<td>alternative, classify, global, factors of production, interdependence</td>
</tr>
<tr>
<td>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</td>
<td>Students identify resources used in its production, classify those resources by the factors of production and discuss alternative ways to produce a pencil. Discussion can also focus on how the resources are selected, the decisions that are involved in production, and how the production is an example of global interdependence.</td>
<td></td>
</tr>
<tr>
<td>4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.producingohio.org/teachers/Lesson1.pdf">http://www.producingohio.org/teachers/Lesson1.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary:**
A:1  
F:8  

**Reading Process:**
A:1  
C:7

**Informational, Technical, and Persuasive Text:**
A:5

**Writing Applications:**
A:1  
B:2,5

**Research:**
B:2

**Differentiated Learning**

**Enrichment Activity:**
- Write about the birth of a house and everything that goes into making a house.
- See lesson Web site for further enrichment resources

Interdisciplinary Connections

Language Arts
Additional Instruction:

- Look at the production of another classroom item or supply such as paper.
- See this Web site for a re-teach lesson plan...it also has enrichment ideas:

Additional Resources

Web Sites:

- Welcome to the Pencil Pages
  http://www.pencilpages.com/
- The Pencil Pages
  http://www.pencils.com/
- Faber-Castell
  http://www.faber-castell.com/

Informal Assessment

Clearly marked assessment in the lesson.
The Circular Flow of a Market Economy (5-8 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics:</td>
<td>Core Activity</td>
<td>market, sector, consumer, goods and services, producer</td>
</tr>
<tr>
<td>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</td>
<td>This lesson introduces the graphic organizer and illustrates the relationships of a market economy's sectors and markets.</td>
<td></td>
</tr>
<tr>
<td>5. Explain the general relationship between supply, demand and price in a competitive market.</td>
<td>Find the entire lesson on the Web site: <a href="http://www.producingohio.org/teachers/Lesson2.pdf">http://www.producingohio.org/teachers/Lesson2.pdf</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary:**
- A:1
- F:8

**Reading Process:**
- A:1
- C:7

**Informational, Technical, and Persuasive Text:**
- A:5

**Interdisciplinary Connections**

**Language Arts**

**Differentiated Learning**

**Enrichment Activity:**
- Use the newspaper to find items that are on sale. Compare stores and their prices on the same items. Do they have other things on sale that would cause you to shop at their store more readily than other stores?

**Additional Instruction:**
- Complete a graphic organizer that will show the circular flow model of a Market Economy so students can "see" how the market works.
- Use this website for additional understanding of Circular Flow - [http://www.producingohio.org/action/circular/index.html](http://www.producingohio.org/action/circular/index.html)

**Informal Assessment**

Clearly marked assessment in the lesson.
### Standard: Benchmark: Indicator

**Economics:**

C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.

5. Explain the general relationship between supply, demand and price in a competitive market.

### Suggested Strategies/Lessons

**Core Activity**

In this lesson, students respond to scenarios about events or changes in consumer or producer behaviors. As an assessment activity, students create similar scenarios about an agricultural product they regularly consume to determine the predictable effects of events or changes in behaviors on the supply or demand for that product and its market price.


### Vocabulary

complementary goods, cost, cost of production, demand, factors of production, market price, price, substitutes, supply, tastes, preferences

### LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**

A:1
F:8

**Reading Process:**

A:1
C:7

**Informational, Technical, and Persuasive Text:**

A:5

### Differentiated Learning

**Enrichment Activity:**

- See lesson Web site for enrichment activities.

**Additional Instruction:**

- Create a simulation. Suggest to the students that they all want to buy a certain candy. (Provide this candy for them to buy with fake money.) Now have the students, row by row, start coming up to buy the candy. As the candy begins running out, start raising the price as the last rows begin coming up. Explain to them the meaning of this. You can also have a candy that nobody wants, and now since there is so much of it, lower the price.

### Additional Resources

**Web Sites:**

- See lesson Web site for Web links.

### Informal Assessment

Teacher can create their own assessments based on the lesson content.
# For Want of a Fruit Drink (1-2 days)

<table>
<thead>
<tr>
<th><strong>Standard: Benchmark: Indicator</strong></th>
<th><strong>Suggested Strategies/Lessons</strong></th>
<th><strong>Vocabulary</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Economics:</strong></td>
<td><strong>Core Activity</strong></td>
<td>factor, product, variety, income, usefulness, supply and demand</td>
</tr>
<tr>
<td>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</td>
<td>How much of a particular product that all people or any individual will want to purchase at any particular price is dependent on a variety of factors: income, usefulness, supply and demand.</td>
<td></td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**

- A:1
- F:8

**Reading Process:**

- A:1
- C:7

**Informational, Technical, and Persuasive Text:**

- A:5

### Differentiated Learning

**Enrichment Activity:**

- Students can conduct a survey, determine a demand schedule and plot the quantities from the schedule onto a demand graph. Students can then report on the factors they think affect the demand for the other products.

**Additional Instruction:**

- Students can check out this site to better understand supply and demand (Economics in Action) http://www.producingohio.org/action/supply/index.html

### Additional Resources

**Web Sites:**

- See lesson Web site for link.

### Informal Assessment

Clearly marked assessment in the lesson.
# High Flying Factors of Production (5-8 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economics:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</td>
<td>In this simulation, groups will make decisions about how to organize and how to use resources for the production of paper airplanes. The student groups will compete to be the best—the most efficient—airplane producers.</td>
<td></td>
</tr>
</tbody>
</table>

## LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**
- A:1
- F:8

**Reading Process:**
- A:1
- C:7

**Communication:**
- A:1

## Differentiated Learning

**Enrichment Activity:**
- Students are to check prices of a DVD player and find the best one for the least amount of money.

**Additional Instruction:**
- Given a budget, students are to see who the best shopper is. Using the Sunday paper, go shopping to see how many items they can buy and have some money left over. They will be given a list of items to buy. Discuss reasons for purchases and if they would have purchased "higher" price items if they had more money.

## Additional Resources

**Web Sites:**
- See lesson Web site for links

## Informal Assessment

Clearly marked assessment in the lesson.
Competition in the Marketplace (3-5 days)

Standard: Benchmark : Indicator  Suggested Strategies/Lessons  Vocabulary

Economics:
C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.

7. Explain why competition among consumers/buyers results in higher product prices.

Core Activity
The primary determinant of the level of competition in a market is the number of competing business firms and the ease of entry and exit of firms into and out of that market. This lesson identifies the potential barriers to competition in various markets and suggests how those factors will affect the market prices of the goods or services discussed.


LANGUAGE ARTS ALIGNMENT
Acquisition of Vocabulary:
A:1  
F:8

Reading Process:
A:1  
C:7

Writing Applications:
B:5

Communication:
A:1

Differentiated Learning

Enrichment Activity:
• Group students into business groups to design and sell bracelets. They are to write advertisements and drum up business for the sale. The group that sells the most bracelets will become super producers.

Additional Instruction:
• Here is an additional lesson that can help the students understand determinants and markets: http://www.producingohio.org/teachers/Lesson8.pdf

Additional Resources

Web Sites:
• See lesson website for additional links

Informal Assessment
Clearly marked assessment in the lesson.
### A Nation of Many Cultures (2 days)

<table>
<thead>
<tr>
<th>Standard: Benchmark</th>
<th>Indicator</th>
<th>Suggested Strategies/Lessons</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>A. Compare practices and products of North American cultural groups.</td>
<td>Core Activity</td>
</tr>
<tr>
<td></td>
<td>1. Compare the cultural practices and products of diverse groups in North America, including:</td>
<td>Students create a visual representation of themselves to include their family, heritage, and interests, to compare and contrast similarities and differences of America’s peoples.</td>
</tr>
<tr>
<td></td>
<td>a. Artistic expressions;</td>
<td>Find the entire lesson on the Web site: <a href="http://www.pbs.org/americaresponds/americanoffrums.html">http://www.pbs.org/americaresponds/americanoffrums.html</a></td>
</tr>
<tr>
<td></td>
<td>b. Religion;</td>
<td>Interdisciplinary Connections</td>
</tr>
<tr>
<td></td>
<td>c. Language;</td>
<td>Art</td>
</tr>
<tr>
<td></td>
<td>d. Food;</td>
<td>Language Arts</td>
</tr>
<tr>
<td></td>
<td>e. Clothing;</td>
<td></td>
</tr>
<tr>
<td></td>
<td>f. Shelter.</td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Reading Process:**
A:6

**Informational, Technical, and Persuasive Text:**
A:5

**Writing Applications:**
B:5

### Differentiated Learning

**Enrichment Activity:**
- Make a collage or poem relating to all the different cultures we learned.
- Research a holiday. Why was it started?

**Additional Instruction:**
- Discuss artistic expressions, religion, language, food, clothing and shelter. Have students provide different examples they can think of and list them on the board. See if any of these characteristics of different cultural groups relate to one another. How are they different?

**Informal Assessment**
Clearly marked assessment in the lesson.
### The Mississippi: River of Song (Flexible)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>People in Societies:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and products of North American cultural groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America, including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies Skills and Methods:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Draw inferences from relevant information.</td>
<td></td>
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</tbody>
</table>

#### Core Activity

This PBS unit presents opportunities to experience the wide variety of types of music and musical contexts that run through our nation.


#### Interdisciplinary Connections

**Music**

**Language Arts**

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#### LANGUAGE ARTS ALIGNMENT

**Acquisition of Vocabulary:**
- A:1

**Reading Process:**
- A:1
- C:7

**Informational, Technical, and Persuasive Text:**
- A:5

**Communication:**
- A:1

---

#### Differentiated Learning

**Enrichment Activity:**

- Create a song about one of the major bodies of water in Ohio. Find any songs that are about towns in Ohio or about the State of Ohio.
• Explain the importance of the major rivers of our country.
• See the lesson’s Web site for more extension activities.

Additional Instruction:
• Finding Your Spot in the World - http://www.lessonplanspage.com/ssGeography2.htm. Students will be able to understand how movement of people brings ideas and changes into a country or neighborhood. Students will become familiar with their local surrounding areas and the countries of their ancestors. They will be able to use a local and world map.
**Food History Lesson Plans (Flexible)**

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and products of North American cultural groups.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America, including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>d. Food.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Core Activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ever wonder what the Vikings ate when they set off to explore the new world? How Thomas Jefferson made his ice cream? What the pioneers cooked along the Oregon Trail? This Web site offers numerous lessons on Food History.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find the resource lesson at:</td>
<td><a href="http://www.foodtimeline.org/food2a.html">http://www.foodtimeline.org/food2a.html</a></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

<table>
<thead>
<tr>
<th>Reading Process:</th>
<th>Interdisciplinary Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>A:1</td>
<td>Language Arts</td>
</tr>
<tr>
<td>Research:</td>
<td></td>
</tr>
<tr>
<td>B:2</td>
<td></td>
</tr>
</tbody>
</table>

**Differentiated Learning**

**Enrichment Activity:**

- Why do certain cultures or religions have rules or taboos regarding food? Choose several examples of food laws and customs and research their origins. Write a report on your findings.

- Feeding Minds, Fighting Hunger: an international classroom for exploring the problems of hunger, malnutrition and food insecurity. You will find sample materials and lessons, and an interactive forum for exchanging ideas and experiences around the world. [http://www.feedingminds.org/](http://www.feedingminds.org/)

**Additional Instruction:**

**African American Feats Yield Advances in Science, Technology**

(1-2 days)

<table>
<thead>
<tr>
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<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and products of North American cultural groups.</td>
<td>Contributions of African Americans in Science &amp; Technology.</td>
<td>advances, yield</td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

**Acquisition of Vocabulary:**
A:1

**Reading Process:**
A:1
C:7

**Writing Applications:**
B:5

**Research:**
B:2
C:3,4
E:6

**Interdisciplinary Connections**

Language Arts
Science

**Differentiated Learning**

**Enrichment Activity:**
- Report orally on an invention by an African American
- Students can look through American history textbooks to see whether or not the person they profiled is included. If not, they can write letters to the editors arguing for the inclusion of the African Americans they chose to research.
- Students can do research on one of the inventions or research projects mentioned in the article and write essays or create oral presentations that explain the invention/research.

**Additional Instruction:**
- Students can create index cards with the name of an African American inventor, scientist, researcher, activist, entertainer, etc., on one side and this person's contributions or creations on the other side. Allow students time to share their information with each other. Then collect the cards, divide the students into teams, and use the cards to quiz them on names and contributions to society.
• Students can write essays about ways in which inventions of prominent African Americans have affected their everyday lives

Additional Resources

Web Sites:
• For whom 'The Bell Curve' tolls
  http://www.skeptic.com/03.2.miele-murray-interview.html
• A review of 'The Bell Curve': Bad science makes for bad conclusions -

Informal Assessment

Clearly marked assessment in the lesson.
### Diversity of Cultures in America (Flexible)

<table>
<thead>
<tr>
<th>Standard: Benchmark: Indicator</th>
<th>Suggested Strategies/Lessons</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>People in Societies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Compare practices and products of North American cultural groups.</td>
<td>Core Activity: Is America a “melting pot?” Recognize America’s diversity.</td>
<td>diversity, conflict, regions, “melting pot” immigration</td>
</tr>
<tr>
<td>1. Compare the cultural practices and products of diverse groups in North America, including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>a. Artistic expressions;</td>
<td></td>
<td></td>
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<tr>
<td>b. Religion;</td>
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<td></td>
</tr>
<tr>
<td>c. Language;</td>
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<tr>
<td>d. Food;</td>
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<tr>
<td>e. Clothing;</td>
<td></td>
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<tr>
<td>f. Shelter.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
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</tr>
<tr>
<td>B. Identify the physical and human characteristics of places and regions in North America.</td>
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</tr>
<tr>
<td>7. Analyze reasons for conflict and cooperation among regions of North America including:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>c. Immigration</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**LANGUAGE ARTS ALIGNMENT**

- **Acquisition of Vocabulary:** F:8
- **Reading Process:** A:1,6
- **Informational, Technical, and Persuasive Text:** A:5
- **Writing Applications:** B:5
- **Communication:** A:

**Differentiated Learning**

**Enrichment Activity:**
- Have an immigrant speak to the class. Afterward the students can do a study on the immigrant’s country.

Find the entire lesson on the Web site: [http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0008.html](http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0008.html)
Or invite a representative of the local immigration department to talk about what a person has to do to become an American citizen; the speaker also might touch on other challenges new immigrants face. Have students develop questions beforehand, based on their newspaper reading.

Additional Instruction:

- This lesson will use photographs to visually describe the transition from Old World to New World experienced by immigrants to the United States. Students will gain an understanding of the new life of immigrants in this country, and will learn how the medium of photography can record and recount history. They will also gain historical perspective by comparing and contrasting images of the past and the present. [http://artsedge.kennedy-center.org/content/2315/](http://artsedge.kennedy-center.org/content/2315/)

Additional Resources

Web Sites:

- The American Immigration Project

Informal Assessment

Teachers can create their own assessments based on the lesson content.
### Exploring Cultural Practices and Projects (5-6 days)

<table>
<thead>
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<tr>
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<td></td>
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<tr>
<td>f. Shelter</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies Skills and Methods:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</td>
<td></td>
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<tr>
<td>2. Locate information in a variety of sources using key words, related articles and cross-references.</td>
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</tbody>
</table>

### Core Activity

This lesson teaches students about cultural practices and products of North American cultural groups. Students are guided to obtain information from primary and secondary sources. This lesson may also be used when studying cultural groups of a particular North American region such as Canada (e.g., French Canadians or Inuits) or Mexico (e.g., Huichols, Yucatan Maya, Zapotecs).


### Interdisciplinary Connections

Language Arts

### Differentiated Learning

**Enrichment Activity:**

- Extend the lesson to include multiple forms of artistic expression in the areas of music, dance and visual arts.
- Extend the lesson to include traditional celebrations that represent different North American cultural groups. This can be an effective means of integrating several of the indicator subparts into a comprehensive study of cultural practices and products.
• Have a cultural group organization send guest speakers to the classroom to inform students about their cultural group’s practices and products.

*Additional Instruction:*

• Pair students to select pictures and analyze cultural practices and products.
• Use graphic organizers for students to categorize information from pictures.
• Allow students to participate in the “hands-on” nature of the project according to their abilities.
• Challenge students to pursue research into their own genealogy and cultural heritage and present information in a multimedia format.

*Informal Assessment*

Clearly marked assessment in the lesson.
# Immigration (3 weeks)

<table>
<thead>
<tr>
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<th>Suggested Strategies/Lessons</th>
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</tr>
</thead>
<tbody>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td>Core Activity&lt;br&gt;Using literature, drama, arts, computer and map skills, students learn from where and why immigrants came, including the major waves of immigration.</td>
<td>drama, timelines, immigration, &quot;waves of immigrants&quot;</td>
</tr>
</tbody>
</table>

### LANGUAGE ARTS ALIGNMENT

**Communication:**

- A: 1, 2
- F: 8d

### Interdisciplinary Connections

- Drama
- Computer Science

### Differentiated Learning

**Enrichment Activity:**

- Read *Watch the Stars Come Out*, by Riki Levinson. This story describes an immigrant's journey by boat to America. Ask the children to describe the reasons people might take such a long journey. Some of the children may be recent immigrants or the sons/daughters of recent immigrants. If it is appropriate, ask these children to describe the reasons for their immigration to America. All of these reasons should be listed for future reference.

- Read sections of *Ellis Island: New Hope in a New Land*, by William Jay Jacobs. This is a historical account of Ellis Island and includes specific information about a variety of immigrants who landed there in 1907. Additional reasons for immigration may be listed at this time. Another book about Ellis Island is *If Your Name Was Changed at Ellis Island*, by Ellen Levin.

- A very different story about the immigrant experience is found in *Grandfather's Journey*, by Allen Say. This book relates both the happy and sad experiences of an immigrant from Japan.
Additional Instruction:

- Discuss with the students why people say, "This is a land of opportunity", and what makes people want to try to come live here. How could it be better than their old life?

Additional Resources

Supplemental Texts:

- Levine, Ellen If Your Name Was Changed at Ellis Island. New York Scholastic Inc 1993 ISBN 0-590-43829-8
- Stevens, Carla Lily and Miss Liberty New York Scholastic Inc. 1992 ISBN 0-590-44920-6

Informal Assessment

Clearly marked assessment in the lesson.
## Coming to America (1 day)

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>History:</td>
<td>Core Activity</td>
<td></td>
</tr>
<tr>
<td>C. Explain how new developments led to the growth of the United States:</td>
<td>Through lecture, primary source documents, media, and a simulation of the process at Ellis Island, students examine the feelings of exhilaration and fear faced by immigrants upon their arrival at Ellis Island.</td>
<td>immigration, Ellis Island</td>
</tr>
<tr>
<td>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>People in Societies:</td>
<td>Find the entire lesson on the Web site:</td>
<td></td>
</tr>
<tr>
<td>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</td>
<td><a href="http://www.dps.k12.oh.us/academic/secsec/americahistory/images/5/lessonplan.pdf">http://www.dps.k12.oh.us/academic/secsec/americahistory/images/5/lessonplan.pdf</a></td>
<td></td>
</tr>
<tr>
<td>4. Describe the waves of immigration to North America and the areas from which people came in each wave.</td>
<td>Interdisciplinary Connections</td>
<td></td>
</tr>
<tr>
<td>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Geography:</td>
<td>Language Arts</td>
<td></td>
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<tr>
<td>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Analyze reasons for conflict and cooperation among regions of North America including:</td>
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<tr>
<td>Social Studies Skills and Methods:</td>
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<td></td>
</tr>
<tr>
<td>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</td>
<td></td>
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</tr>
<tr>
<td>B. Use a variety of sources to organize information and draw inferences.</td>
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<tr>
<td>7. Organize key ideas by taking notes that paraphrase or summarize.</td>
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<tr>
<td>D. Use problem-solving skills to make decisions individually and in groups.</td>
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</tbody>
</table>
9. Use a problem-solving/decision-making process which includes:
   a. Identifying a problem;
   b. Gathering information;
   c. Listing and considering options;
   d. Considering advantages and disadvantages of options;
   e. Choosing and implementing a solution;
   f. Developing criteria for judging its effectiveness;
   g. Evaluating the effectiveness of the solution.

**LANGUAGE ARTS ALIGNMENT**

**Differentiated Learning**

*Enrichment Activity:*
- The Web site lesson includes good ideas in the extension and assessment sections.

*Additional Instruction:*
- Students requiring additional instruction may be assigned groups to complete the work. Papers can become oral presentations.

**Additional Resources**

*Web Sites:*
- Ellis Island
  [http://www.ellisisland.org](http://www.ellisisland.org)
- The American Immigration home page
- Modern History Sourcebook: Us Immigration

*Informal Assessment*
- Clearly marked assessment in the lesson.