

*HISTORY AND SOCIAL SCIENCE STANDARDS OF LEARNING  
ENHANCED SCOPE AND SEQUENCE*



**Grade Three**

Commonwealth of Virginia  
Department of Education  
2010

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by the

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P.O. Box 2120  
Richmond, Virginia 23218-2120  
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*The CTE Resource Center is a Virginia Department of Education grant project administered by the Henrico County Public Schools.*

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## Acknowledgments

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Jeannine Dearmon (2004)  
Chesterfield County Public Schools

Steven Fairchild, Ph.D. (2004)  
James Madison University

Rebecca Hayes, Ph.D. (2004)  
University of Mary Washington College

Jackie Livesay (2004)  
Henrico County Public Schools

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# Table of Contents

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Introduction .....	1
Locating and Interpreting Geographic Information.....	2
Session 1: Introduction to the Seven Continents and Five Oceans .....	5
Session 2: Location of Continents and Oceans Activity .....	7
Session 3: Globe to Go.....	9
Session 4: Identification of Hemispheres .....	12
Session 5: Identification of the Parts of a Map.....	14
Session 6: Using a Grid Map.....	16
Session 7: Assessment.....	19
Attachment A: Label the World .....	21
Attachment B: Sample Assessment Items .....	22
Ancient Greece: Contributions and Physical and Human Characteristics.....	23
Session 1: Geography and Physical Characteristics .....	26
Session 2: Human Characteristics and Adaptations to Environment .....	28
Session 3: Government.....	30
Session 4: Architecture and the Arts .....	32
Session 5: Sports.....	34
Session 6: Review and Test.....	36
Attachment A: Map of Ancient Greece.....	38
Attachment B: The Parthenon .....	39
Attachment D: Answer Key for Mix and Match Activity .....	41
Attachment E: Sample Assessment Items .....	42
Ancient Rome: Contributions and Physical and Human Characteristics .....	44
Session 1: Geography and Physical Characteristics .....	47
Session 2: Human Characteristics and Adaptations to Environment .....	49
Session 3: Architecture and the Arts .....	51
Session 4: Government.....	53
Session 5: Sports.....	55
Session 6 Review and Test.....	57
Attachment A: Map of Ancient Rome.....	59
Attachment B: Map of Rome (today).....	60
Attachment C: Venn Diagram Template .....	61
Attachment D: The Colosseum .....	62
Attachment E: Mix and Match Activity .....	63
Attachment F: Answer Key for Mix and Match Activity.....	64
Attachment G: Sample Assessment Items .....	65
The Early West African Empire of Mali: Trade, Rulers, Education, and Physical and Human Characteristics .....	66
Session 1: Geography and Physical Characteristics .....	69
Session 2: Human Characteristics and Adaptations to Environment .....	72
Session 3: Government and Trade in the West African Empire of Mali.....	74
Session 4: Oral Tradition and Architecture .....	76
Session 5: Review and Test.....	78
Attachment A: Map of Mali .....	80
Attachment B: My Journal Fact Sheet.....	81
Attachment C: Mix and Match Activity .....	82
Attachment D: Answer Key for Mix and Match Activity .....	83
Attachment E: Sample Assessment Items .....	84

Exploration of the Americas.....	85
Session 1: Understanding What Makes a Good Explorer .....	88
Session 2: Explorer Research .....	90
Session 3: Christopher Columbus.....	92
Session 4: Ponce de León—A Fountain of Information.....	94
Session 5: Jacques Cartier—A “St. Lawrence River of Knowledge” .....	96
Session 6: Christopher Newport.....	98
Session 7 and 8: Explorers Made Life-sized! .....	100
Session 9: Native Inhabitants of the Land—The Powhatan .....	102
Session 10: Impact of Exploration on Native Inhabitants of the Land.....	104
Session 11: Assessment.....	106
Attachment A: Explorer Research.....	108
Attachment B: Explorer Knowledge Chart .....	109
Attachment C: Answer Sheet for Explorer Knowledge Chart.....	110
Attachment D: Treasure Hunt about Jacques Cartier .....	111
Attachment E: Answer Sheet for Treasure Hunt about Jacques Cartier.....	112
Attachment F: American Indian Culture Before and After European Exploration .....	113
Attachment G: European Exploration and the Impact on American Indians .....	114
Attachment H: Sample Assessment Items.....	115
Production and Specialization in Ancient Greece, Rome, and the West African Empire of Mali.....	116
Session 1: Understanding the Difference Between Goods and Services.....	119
Session 2: Newspaper Ads Include Goods and Services.....	121
Session 3: Goods and Services of the Past and the Present.....	123
Session 4: Learning About Economic Resources at School.....	125
Session 5: The Influence of Resources Around the World.....	127
Session 6: Resources of Long Ago.....	129
Session 7: Understanding Specialization.....	131
Attachment A: Resources Chart .....	134
Attachment B: Internet Scavenger Hunt.....	135
Attachment C: Answer Key to Internet Scavenger Hunt.....	137
Making Economic Choices and Opportunity Cost.....	138
Session 1: Scarcity in the Classroom.....	140
Session 2: What is Your Opportunity Cost?.....	142
Session 3: Making Classroom Economic Decisions .....	144
Attachment A: Review .....	147
The Importance of Government in the Community, Virginia, and the United States .....	148
Session 1: The Importance of Rules .....	150
Session 2: Our Rights and Responsibilities .....	152
Session 3: The Purpose of Laws.....	154
Session 4: Government of the United States .....	156
Session 5: Review.....	158
Session 6: Assessment.....	159
Attachment A: Cause and Effect .....	161
Attachment B: Study Sheet .....	162
Attachment C: Answer Sheet for Study Sheet.....	163
Attachment D: Sample Assessment Items.....	164
Basic Principles Held by American Citizens.....	165
Session 1: Basic American Principles .....	168

Session 2: Serving the Community, State, and Nation.....	170
Session 3: Immigrants Come to America.....	173
Session 4: Appreciating Differences.....	175
Session 5: Family Traditions.....	177
Session 6: Patchwork Quilt of Principles That Unite Americans.....	179
Session 7: Review.....	181
Attachment A: Basic Principles.....	183
Attachment B: Basic Principles of the Republican Form of Government.....	184
Attachment C: Classroom Volunteer Ideas.....	185
 Contributions of Citizens Who Defended American Principles.....	 186
Session 1: Understanding the Basic Principles of a Republican Form of Government.....	190
Session 2: Contributions of George Washington.....	192
Session 3: Contributions of Thomas Jefferson.....	195
Session 4: Contributions of Abraham Lincoln.....	197
Session 5: Contributions of Rosa Parks.....	199
Session 6: Contributions of Thurgood Marshall.....	201
Session 7: Contributions of Dr. Martin Luther King, Jr.....	203
Session 8: Contributions of Cesar Chavez.....	205
Session 9: Review the Contributions of Famous Americans.....	207
Session 10: Days to Remember: Veterans Day.....	209
Session 11: Days to Remember: Memorial Day.....	211
Session 12: Assessment.....	213
Attachment A: Study Guide/Notes.....	215
Attachment B: Sample Assessment Items.....	217
Attachment C: Choice Menu.....	218

## Organizing Topics

## Related Standards of Learning

Locating and Interpreting Geographic Information.....	3.5a, b, e; 3.6
Ancient Greece: Contributions and Physical and Human Characteristics.....	3.1, 3.4a, b, c
Ancient Rome: Contributions and Physical and Human Characteristics.....	3.1, 3.4a, b, c
The Early West African Empire of Mali: Trade, Rulers, Education, and Physical and Human Characteristics.....	3.2, 3.4a, b, c
Exploration of the Americas.....	3.3a, b; 3.5 c, d
Production and Specialization in Ancient Greece, Rome, and the West African Empire of Mali.....	3.7, 3.8
Making Economic Choices and Opportunity Cost.....	3.9
The Importance of Government in the Community, Virginia, and the United States.....	3.10a, b, c
Basic Principles Held by American Citizens.....	3.11a, d; 3.12
Contributions of Citizens Who Defended American Principles.....	3.11b, c, d

# Introduction

The *History and Social Science Standards of Learning Enhanced Scope and Sequence* is a resource intended to help teachers align their classroom instruction with the History and Social Science Standards of Learning that were adopted by the Board of Education in January 2008. The History and Social Science Enhanced Scope and Sequence is organized by topics from the original Scope and Sequence document and includes the content of the Standards of Learning and the essential knowledge and skills from the Curriculum Framework. In addition, the Enhanced Scope and Sequence provides teachers with sample lesson plans that are aligned with the essential knowledge and skills in the Curriculum Framework.

School divisions and teachers can use the Enhanced Scope and Sequence as a resource for developing sound curricular and instructional programs. These materials are intended as examples of how the knowledge and skills might be presented to students in a sequence of lessons that has been aligned with the Standards of Learning. Teachers who use the Enhanced Scope and Sequence should correlate the essential knowledge and skills with available instructional resources as noted in the materials and determine the pacing of instruction as appropriate. This resource is not a complete curriculum and is neither required nor prescriptive, but it can be a useful instructional tool.

The Enhanced Scope and Sequence contains the following components:

- Units organized by topics from the History and Social Science Scope and Sequence
- Essential understandings, knowledge, and skills from the History and Social Science Standards of Learning Curriculum Framework
- Related Standards of Learning
- Sample lesson plans containing
  - Instructional activities
  - Sample assessment items
  - Additional activities, where noted
  - Sample resources

Organizing Topic

# Locating and Interpreting Geographic Information

## Standard(s) of Learning \_\_\_\_\_

- 3.5 The student will develop map skills by
  - a) positioning and labeling the seven continents and five oceans to create a world map
  - b) using the equator and prime meridian to identify the Northern, Southern, Eastern, and Western Hemispheres:
  - e) locating specific places, using a simple letter-number grid system.
- 3.6 The student will read and construct maps, tables, graphs, and/or charts.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

Locate places on a grid system. \_\_\_\_\_

Identify and locate continents, oceans, and major features on maps and globes. \_\_\_\_\_

Draw maps of familiar areas. \_\_\_\_\_

Make and explain bar and pie graphs. \_\_\_\_\_

Draw maps of familiar objects or areas. \_\_\_\_\_

Construct and explain simple charts. \_\_\_\_\_

### Content

Know that there are seven continents and five oceans located in the world. \_\_\_\_\_

Know that the equator and the prime meridian divide the globe into four hemispheres. \_\_\_\_\_

Know that the four hemispheres are Northern, Southern, Eastern, and Western. \_\_\_\_\_

Know the following terms:

- Hemisphere: half of a sphere (globe) created by the prime meridian or the equator \_\_\_\_\_
- Equator: an imaginary line around the middle of the Earth that divides the globe into the Northern and Southern hemispheres \_\_\_\_\_
- Prime meridian: an imaginary line that divides the globe into the Eastern and Western hemispheres \_\_\_\_\_
- Regions: places that have common characteristics \_\_\_\_\_

Position and label the physical shapes of the continents (North America, South America, Europe, Asia, Africa, Australia, Antarctica) and the positions of the five oceans (Arctic, Atlantic, Indian, Pacific, and Southern) on a world map. \_\_\_\_\_

Know that the equator and the prime meridian are used to create the Northern, Southern, Eastern, and Western hemispheres. \_\_\_\_\_

Know that a simple letter-number grid system on maps is used to locate places. \_\_\_\_\_

Know that the letter (left) and number (bottom) coordinates of a grid system identify the approximate location of a place.

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Know that maps, tables, graphs, charts, and pictures are visual aids used to gather and display geographic information.

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Use maps, tables, graphs, charts, and pictures to classify information.

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Know that the parts of a map include the map title, map legend, and compass rose.

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Know that maps may include a compass rose with intermediate directions of northeast, southeast, northwest, and southwest.

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## Sample Resources

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Below is an annotated list of Internet resources recommended for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Enchanted Learning*. < <http://www.enchantedlearning.com/Home.html> >. This site contains numerous classroom resources, including the following sites for teaching map skills:

- “Where I Live in the U.S.A.” <<http://www.enchantedlearning.com/usa/label/whereilive/>>
- “Little Explorers Picture Dictionary.” <<http://www.enchantedlearning.com/Dictionary.html>>
- “District of Columbia (Washington, D.C.) Facts, Maps, and Symbols.” <<http://www.enchantedlearning.com/usa/states/dc/>>
- “Virginia: Facts, Maps, and State Symbols.” <<http://www.enchantedlearning.com/usa/states/virginia/>>
- “Compass Rose.” <<http://www.enchantedlearning.com/geography/printouts/compassrose.shtml>>
- “The Continents.” <<http://www.enchantedlearning.com/geography/continents/>>
- “All about Oceans and Seas.” <<http://www.enchantedlearning.com/subjects/ocean/>>

“Infoplease Atlas.” Fact Monster. <<http://www.factmonster.com/atlas/index.html>>. This site offers many geographical resources, including a link to its Map Library that contains printable U.S. maps and maps of other countries.

“Mapping Our Worlds.” *EDSITEment*. National Endowment for the Humanities. <[http://edsitement.neh.gov/view\\_lesson\\_plan.asp?id=329](http://edsitement.neh.gov/view_lesson_plan.asp?id=329)>. This site contains lessons for map making.

“Maps and Geography.” *National Geographic*. <<http://www.nationalgeographic.com/xpeditions/atlas/>>. This site provides geographical information and copies of maps. Click on Printer-Friendly Maps for blank and/or outline maps of continents and countries.

“Map Adventures” Teacher Packet. <<http://egsc.usgs.gov/isb/pubs/teachers-packets/mapadventures/mapadven.htmlMaps.com>>. This document has undergone official review and approval for publications established by the National Mapping Division, U.S. Geological Survey.

“Our Nation.” *Ben’s Guide to U.S. Government for Kids*. <<http://bensguide.gpo.gov/k-2/nation/index.html>>. This site shows the location of North America on a globe. Click on arrows to navigate the site.

“Outline Maps.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/ss/maps/index.html>>. This site includes outline maps for the United States and the world.

Virginia Geographic Alliance. < <http://www.geography.vt.edu/vga/index.html> >. This Virginia-oriented site offers links to Teaching Resources and an atlas of Virginia.

“Welcome to MapMachine.” *National Geographic*. <<http://plasma.nationalgeographic.com/mapmachine/>>. This online atlas allows visitors to locate places all over the world, and to view locations by population, climate, and other characteristics.

## Session 1: Introduction to the Seven Continents and Five Oceans

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to know the difference between land and water represented on a map or globe.
- Students are expected to be able to recognize and identify basic features of a map or a globe, including bodies of water, continents, and islands.
- Students are expected to know the names of the seven continents and five oceans.
- Students are expected to understand cardinal directions.

### *Materials*

- World map or globe

### *Instructional Activities*

1. Introduce the world by using either a world map or a globe. Ask questions about observable characteristics of the map (e.g., colors, shapes).
2. Locate the seven continents and five oceans on a map or globe and point out important information (e.g., where North America is located in relation to other continents, that South America is located below North America, that Europe is located across the Atlantic Ocean, that Australia is an island, and that Antarctica is the most southern continent). Identify and locate the five oceans (e.g., the Atlantic Ocean between the eastern coast of North America and Europe, the Pacific Ocean between the western coast of North America and Asia, the Indian Ocean close to the eastern shore of Africa and Australia, the Arctic Ocean close to the North Pole, and the Southern Ocean, from the coast of Antarctica north to 60 degrees south latitude).
3. Use the *Enchanted Learning* Web site listed below to review the shapes of the continents:  
<<http://www.EnchantedLearning.com/geography/label/labelcontinents.shtml>>.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use a textured map or globe to complete their activities.
- Have students use presentation software to create slides that represent the characteristics of a map or globe. The student may select a continent or ocean and listen to audio of its spoken name. Pictures or video clips may also be included.
- Have students use an inflated globe.
- Have students locate and use maps online (e.g., [www.maps.com](http://www.maps.com), <http://maps.google.com>) to view various maps of the continents and oceans.
- Download and use Google Earth© to demonstrate various views of the globe.

#### Multisensory

- Direct students to paste continents and oceans on a map or globe.
- Direct students to color-code the continents and oceans on an individual map.
- Direct students to use puff paint to outline the borders of the continents and label the oceans.
- Direct students to learn a song about the seven continents and five oceans and add movements to the song.
- Organize a “Human Globe.” Place signs indicating N, E, S and W on the walls of the classroom. Create 8½ x 11 inch sheets of paper with the names of the continents and oceans. Distribute the labels to students, and direct the students to position themselves in the correct locations around the room.

#### Community Connections

- Invite a cartographer to discuss his/her career and how to create maps.
- Arrange for the class to visit a local history museum to view different maps or globes.

### Small Group Learning

- Divide students into small groups to use presentation software to display the seven continents and five oceans.
- Divide students into small groups to assemble or create puzzles of a map containing the five oceans and seven continents.
- Divide students into small groups to create riddles that will lead others to the location of each continent or ocean. Have the groups share their riddles with the other groups.
- Divide students into small groups to write and design a newspaper article describing the five oceans and seven continents.

### Vocabulary

- Have students participate in activities that allow them to use and understand the following vocabulary: *world, map, globe, continent, ocean, Australia, Asia, Antarctica, North America, South America, Europe, Africa, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean*.
- Instruct students to use the class word wall to review the vocabulary.
- Have students create a picture dictionary, with each page divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Have students use graphics-editing software to create images for each vocabulary word and create a booklet of the words and their pictures.
- Instruct students to create concept maps, models and/or vocabulary flash cards (with the word on one side of the card and the student's illustration on the other side).

### Student Organization of Content

- Have students complete a graphic organizer (paper or electronic) as they study maps and globes.
- Provide students with a study guide at the beginning of the organizing topic to highlight important information that will be presented.

## Session 2: Location of Continents and Oceans Activity

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to know the difference between land and water represented on a map or globe.
- Students are expected to be able to recognize and identify basic features of a map or a globe, including oceans, continents, and islands.
- Students are expected to know the names of the seven continents and five oceans.

### *Materials*

- Black line world map titled “Label the World” for each child (Attachment A)
- Pencils and crayons
- World map or globe

### *Instructional Activities*

1. Review the seven continents and five oceans using the world map or globe from the previous session.
2. Explain that water is represented on a map with the color blue. Have students locate bodies of water on the class map or globe.
3. Distribute a black line world map to each student (Attachment A). Give students the following directions:
  - Label each continent and ocean on the world map.
  - Color each continent a different color.
  - Color all oceans blue.

NOTE: Make sure that students write their labels dark enough for the words to be seen when the maps have been colored.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use an enlarged version of Attachment A.
- Instruct students to use multimedia software to create presentations that demonstrate characteristics of a map or globe.
- Have students select a continent or ocean and listen to audio of its spoken name.
- Have students use preprinted labels to identify the continents and oceans.
- Direct students to use software to add color/shading to the oceans and continents (teachers might use the digital version of Attachment A).
- Have students use transparency pieces or pre-cut construction paper pieces to represent the continents. They should glue pieces to an enlarged map or globe.

#### Multisensory

- Have students use a mnemonic to learn the names of the continents and oceans.
- Have students color-code the continents and oceans on an individual map.
- Have students use puff paint to outline the borders of the continents and label the oceans.
- Have students learn a song about the seven continents and five oceans and add movements to the song.
- Have students make their maps tactile by gluing sand onto the continents to cover the land forms.
- Have students demonstrate their knowledge of the continents and oceans by completing a puzzle of the seven continents and five oceans.
- Direct students to use an interactive whiteboard to label the elements of a globe, using the vocabulary in this and previous sessions.

### Community Connections

- Invite a cartographer to discuss his/her career and how to create maps.
- Arrange for the class to visit a local history museum to view maps or globes created at different points in history.

### Small Group Learning

- Have small groups of students use presentation software to display and discuss an assigned selection of the seven continents and five oceans.
- Have groups of students assemble or create puzzles of a map containing the five oceans and seven continents.
- Have small groups of students create their own songs or poems about the five oceans and seven continents.
- Have groups of students complete Attachment A.

### Vocabulary

- Have students participate in activities that allow them to use and understand the following vocabulary: *world, map, globe, continent, ocean, Australia, Asia, Antarctica, North America, South America, Europe, Africa, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, and Southern Ocean.*
- Instruct students to use the class word wall to review the vocabulary.
- Have students create a picture dictionary, with each page divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Have students use a software program to create images for each vocabulary word and produce a booklet of the words and their pictures.
- Instruct students to create concept maps, models and/or vocabulary flash cards (word on one side of the card and a student's illustration on the other side).
- Have students play "Vocabulary Bingo" to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.

### Student Organization of Content

- Have students use a graphic organizer to record information they receive as they study maps and globes.
- Provide students with a study guide at the beginning of the organizing topic to highlight important information that will be presented.
- Have students gather in small groups. Provide the groups with colored markers and a large piece of bulletin board paper, and have them record what they learn about maps and globes. At the end of the sessions, have all groups share what they learned. Display the results for the entire school to view.

## Session 3: Globe to Go

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to identify a map and a globe.
- Students are expected to know the names of the seven continents and five oceans.
- Students are expected to know that the United States is located in North America.
- Students are expected to know the cardinal directions.
- Students are expected to know the difference between a continent and a country.

### *Materials*

- 10" ball, or larger, lunch-size brown paper bag for each student
- Colored markers or paint (enough colors to have blue for water and seven different colors for continents)
- Paint brushes
- Glue and scissors
- Newspapers
- Activity sheets or pattern pieces of the seven continents (optional)
- String
- World map to cut up

### *Instructional Activities*

1. Using a 10" ball or blow up a lunch bag, have students draw the equator around the center and label it. Discuss facts about the equator (e.g., it is an imaginary line around the center of the earth, like a belt. It divides the Earth into two hemispheres, north and south). Locate the north and south poles.
2. Have students make the seven continents. Either create activity sheets of the seven continents, provide a map that students can use to trace the continents, or make map pattern pieces for them to trace. Students can make all the continents first, and on the final day glue them to the ball/bag. Or they can proceed as indicated below. NOTE: Cover desks or tables with newspaper while students are using glue, scissors, and paint or markers.

- *Make Antarctica first.*

Show students the shape of Antarctica on a globe and then show its shape on maps. Discuss why the shapes are different. Have students make Antarctica. Discuss the climate of Antarctica and explain that this continent is not divided into countries, that this continent has no native people living there, and that most people there are scientists and researchers studying the climate and animal life. Encourage students to keep this continent white to represent its snow-covered land. Discuss the terms *southern hemisphere* and *South Pole*. Have students attach Antarctica to the bottom of the ball/bag, using craft glue.

As a resource on Antarctica, see the Web site at

<<http://www.EnchantedLearning.com/geography/antarctica/outlinemap/>>.

- *Make North and South America.*

Using the suggested method in step 2, have students make both continents. Remind students that the United States is located in North America, along with Canada and Mexico. Have students make South America. Discuss that this continent is divided into many countries. Have students glue these continents to the ball/bag using craft glue. The students should use the equator and Antarctica as a point of reference for gluing South America and then North America.

As resources on North America and South America, see the Web sites at

<<http://www.EnchantedLearning.com/subjects/continents/Northam/label/label.shtml>> and

<<http://www.EnchantedLearning.com/subjects/continents/Southam/label/labelsa.shtml>>.

- *Make the continent of Australia.*  
Using the suggested method in step 2, have students make Australia. Explain that Australia is the name of the continent and the country located there. Explain that the area including New Zealand and the other islands near Australia is also called Oceania. Have students glue Australia to the ball/bag using craft glue. The students should use the equator, Antarctica, and South America as reference points.

As a resource on Australia, see the Web site at

<<http://www.EnchantedLearning.com/subjects/continents/Australia/label/labelaus.shtml>>.

- *Make the continent of Africa.*  
Using the suggested method in step 2, have students make Africa. Explain that Africa is divided into many countries. Show students where Egypt is located, and have them label it on the continent. Have students glue Africa to the ball/bag using craft glue.

As a resource on Africa, see the Web site at

<<http://www.enchantedlearning.com/subjects/continents/Africa/labelcountries/label.shtml>>.

- *Make the continents of Europe and Asia.*  
Using the suggested method in step 2, have students make Europe and Asia. Show students where China is located, and have them label it on their continent. Have students glue these continents to the ball/bag using craft glue.

As a resource on Europe and Asia, see the Web site at

<<http://www.EnchantedLearning.com/subjects/continents/Europe/label/label.shtml>>.

- *Label the oceans.*  
Have students write in the names of the oceans on their ball/bag. Encourage them to use directional words to explain where each ocean is located. Ask questions to check students' understanding:
  - Which ocean is between North America and Europe?
  - Which ocean is the largest ocean and is between North America and Asia?
  - Which ocean is located directly opposite Antarctica?
  - Where is the Indian Ocean?
  - Where is the Southern Ocean?

3. Hang the student “globes” around the room with string.
4. Use the free software located at <<http://www.yourchildlearns.com/dirmpcon.htm>> to allow the students to play an interactive world puzzle game.
5. Have students visit the *National Geographic* Web site at <<http://www.nationalgeographic.com/geospy>> to practice identifying continents.
6. Optional: As an additional assignment, have students research a continent and write a report about it to share orally with the class.



### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use preprinted labels to identify the continents and oceans on a globe.
- Have students watch and discuss an online video about the parts of a globe.
- Have students use software or the Internet to acquire images of the globe, or use pre-cut construction paper pieces that represent the continents and oceans to either project the images or glue the pieces to a globe.
- Have students use online programs (e.g., Google Earth©) to share a variety of views of the globe.

#### Multisensory

- Have students use a mnemonic and a globe to learn the names of the continents and oceans.
- Have students color-code the continents and oceans on a globe.
- Have students use puff paint to outline the borders of the continents and label the oceans on a globe.
- Have students make their globes tactile by gluing sand to the continents to cover the landforms.
- Have students demonstrate their knowledge of the continents and oceans by correctly completing a puzzle of the seven continents and five oceans.

#### Community Connections

- Invite a cartographer to visit the class to share his/her career and how to create globes.
- Arrange for the class to visit a local history museum to view globes from different points in history.

#### Small Group Learning

- Have small groups use presentation software to display an assigned selection of the seven continents and five oceans on a globe.
- Have students work together to assemble or create puzzles of a globe containing the five oceans and seven continents.
- Have students cut up a small map to paste on a paper-bag globe.
- Divide students into small groups to create a large, three-dimensional globe. Have students create, color, and paste large-sized pieces of the continents and oceans.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *world, globe, continent, ocean, characteristics, Australia, Asia, Antarctica, North America, South America, Europe, Africa, Pacific Ocean, Atlantic Ocean, Indian Ocean, Arctic Ocean, Southern Ocean, hemisphere, South Pole, countries, Oceania, New Zealand, China.*
- Direct students to use the class word wall to review the vocabulary.
- Have students create a picture dictionary, with each page divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Instruct students to use a software program to create images for each vocabulary word and produce a booklet of the words and their pictures.
- Have students create vocabulary flashcards, with a word on one side of the card and a student-generated illustration on the other side.
- Have students play “Vocabulary Bingo” to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.

#### Student Organization of Content

- Instruct students to use a graphic organizer program to record what they learn about the continents and oceans.
- Provide students with a study guide at the beginning of the organizing topic to highlight important information that will be presented about globes.

## Session 4: Identification of Hemispheres

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to know that continents, countries, and oceans are located on Earth.
- Students are expected to know the cardinal directions north, south, east, and west.

### *Materials*

- Orange, grapefruit, or apple
- Small kitchen-knife to cut the fruit
- World map with hemispheres to label and place in notebooks (one per student)
- Large world map

### *Instructional Activities*

1. Define the term *sphere*, and explain that a sphere is the shape of the Earth.
2. Have the students identify an orange, grapefruit, and/or an apple as a sphere.
3. Use a knife to cut a fruit sphere in half. Identify the cut as the equator. Point out that the equator runs east and west.
4. Identify the halves of the fruit sphere as the northern and southern hemispheres.
5. Locate the equator on a world map. Identify the Northern, Southern, Eastern, and Western hemispheres and the continents that are located in those hemispheres.
6. Put the hemispheres of the fruit back together and cut in half the opposite direction. Identify this cut as the prime meridian, which runs north and south. Explain that the two parts are called the eastern and western hemispheres.
7. Locate the prime meridian on a world map. Identify the northern and southern hemispheres and the continents located in each of these hemispheres.
8. Distribute copies of a world map to each student. Have students label the equator, the prime meridian, and the four hemispheres. Check students' maps for accuracy, then ask them to place their map in their notebook for future reference.

### NOTE:

Be cautious to ensure that the small kitchen-knife used in this activity is used only by the teacher. Students should not be permitted to use the knife.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use an enlarged version of the world map with preprinted labels.
- Direct students to use different colored markers to label the equator and prime meridian on the world map.
- Have students view video clips that reinforce the concept of the equator and prime meridian.

#### Multisensory

- Have students use a mnemonic to learn the continents located in each hemisphere.
- Provide students with spheres, and have them identify the equator and prime meridian.

- Have students use puff paint or toothpicks to identify the location of the equator and prime meridian on a world map.
- Direct students to make their maps tactile by gluing sand onto the continents to cover the landforms, equator, and prime meridian.
- Demonstrate the creation of an “Orange Globe” using the directions found at <http://octopus.gma.org/space1/orange.html>.

Community Connections

- Arrange for students to visit a local museum to see an enlarged version of a globe/map.
- Direct students to list spherical objects they find in various community locations (e.g., stores, parks, offices).

Small Group Learning

- Divide students into small groups, and have the groups use presentation software to display the continents, equator, and prime meridian.
- Have students work together to assemble their world maps.
- Divide students into small groups to create an enlarged world map labeled with the equator, prime meridian, and the names of the continents.
- Divide students into small groups to create a song, poem, or mnemonic for the continents in each hemisphere.

Vocabulary

- Have students use the following vocabulary when completing their activities: *world, globe, sphere, equator, east, west, northern, southern, prime meridian, north, south, eastern, western, hemisphere*.
- Instruct students to use the class word wall to review the vocabulary.
- Have students create a picture dictionary, with each page divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Direct students to use software to create images for each vocabulary word and produce a booklet of the words and their images.
- Have students create vocabulary flashcards with a word on one side of the card and a student-generated illustration on the other side.
- Have students play “Vocabulary Bingo” to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.
- Have students play a class quiz game to review the vocabulary.

Student Organization of Content

- Direct students to record information in the following table.

Continent	Hemisphere	Picture

## Session 5: Identification of the Parts of a Map

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to know the difference between a map and a globe.
- Students are expected to be familiar with the space shuttle.
- Students are expected to be able to use descriptive words.
- Students are expected to know cardinal directions.

### *Materials*

- World map that contains a title, legend, and compass rose
- Sample maps that contain a title, legend, compass rose, and intermediate directions
- Aerial/satellite photographs of the state, country, and/or continents of the world
- Flat maps of the same areas shown in the aerial/satellite photographs

### *Instructional Activities*

1. Define and locate the following parts of a map:
  - Title—The name or kind of map
  - Map legend—A list of shapes and symbols used on a map, with an explanation of each
  - Compass rose—A symbol that shows direction (north, east, south, and west) on a map
  - Intermediate directions—northeast, southeast, northwest, and southwest
2. Explain to students that a map is a drawing that shows what places look like from above and where they are located.
3. Ask students to close their eyes and pretend they are in a space shuttle. With their eyes still closed, ask them to imagine looking down on the Earth from the sky. Have them describe what the Earth looks like from the shuttle. What details can they see (e.g., oceans, land, continents)? Using an overhead or computer projection, show students aerial/satellite photographs of a state, country, and/or continent of the world. Have them compare an aerial/satellite image to a flat map of the same area. Ask them to locate places (e.g., cities, bodies of water, mountains) on both the aerial/satellite image and the map. Ask them what the differences are between a satellite image of a place and a flat map of the same place (e.g., no title, legend, compass, visible borders, labels, or symbols on a satellite map). Discuss briefly the uses of satellite maps of Earth (e.g., weather forecasts, environmental studies, land planning, surveillance).

Web sites with aerial/satellite images include the following:

- U.S. Geological Survey. <<http://edcsns17.cr.usgs.gov/EarthExplorer/>>
  - “Maps and Globes.” National Geographic. <[http://www.nationalgeographic.com/education/teacher\\_store/product\\_lines/grade\\_pdfs/GR3.SE-p8-11.pdf](http://www.nationalgeographic.com/education/teacher_store/product_lines/grade_pdfs/GR3.SE-p8-11.pdf)>.
  - GESource World Guide. <<http://www.gesource.ac.uk/worldguide/>>.
4. Use available classroom maps to review the parts of a map. Discuss why the title, map legend, and compass rose are important to the person reading a map. Ask what problems the map reader could have if there were no title, no map legend, or no compass rose.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students view images, video clips, or video podcasts from popular movies or Web sites such as NASA ([www.nasa.gov](http://www.nasa.gov)) to support their understanding of aerial views of Earth .
- Have students use the aerial/satellite images suggested in the lesson.

- Have students color-code the parts of a map (e.g., title, map legend, compass rose).
- Using the Internet or a software program, have students complete matching activity in which they cut and paste parts of a map to put the entire map together.

#### Multisensory

- Hide a “treasure” in the classroom, and indicate its location with an “x” on the classroom map. Have students use the map to find the treasure. As an extension, expand this activity to larger areas of the school.
- Have students use a textured map, creating tactile features with glued sand or puff paint.
- Instruct students to use rubber stamps to label different parts of a map.
- Have students place pieces of maps made from fabric (with hook and loop tape on the back of each piece) on tempo display fabric to create a map.

#### Community Connections

- Collect postcards from teachers’ or students’ travel adventures. Post them on a large, centrally located world map.
- Arrange for students to visit a travel agency to discover a variety of maps used by the travel agent.
- Invite a travel agent to discuss his/her work and share a variety of maps with students.

#### Small Group Learning

- Divide students into small groups to label the features of maps.
- Have students work together to assemble different puzzles created by cutting maps into many pieces.
- Direct students to use clay or flour dough to create a map, labeling it with a compass rose, a legend, and a title.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *title, map legend, compass rose, space shuttle, aerial, satellite, earth, state, country, continent, border, label, symbol*.
- Direct students to use the class word wall to review the vocabulary.
- Have students create a picture dictionary, with each page divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Instruct students to use a software program to create images for each vocabulary word and produce a booklet of the words and their images.
- Have students create vocabulary flashcards, with a word on one side of the card and a student-generated illustration on the other side.
- Have students play “Vocabulary Bingo” to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.
- Have students play a class quiz game to review the vocabulary.

#### Student Organization of Content

- Have students create a Venn diagram to compare a flat map with its aerial/satellite image.
- Have students create maps of their classroom, school, or bedrooms, and include title, compass rose, and legend.

## Session 6: Using a Grid Map \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand that maps help to locate places.
- Students are expected to understand vertical and horizontal positions.

### *Materials*

- Grid map of the world
- Several other grid maps (U.S. map, Virginia map, city or county map)

### *Instructional Activities*

1. Define the term *grid map* (e.g., horizontal and vertical lines all across a map, forming an extended tic-tac-toe pattern, to help people locate specific places on the map).
2. Have students arrange their desks in a grid pattern, such as the one below:

<b>G</b>							
<b>F</b>							
<b>E</b>							
<b>D</b>							
<b>C</b>							
<b>B</b>							
<b>A</b>							
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>

Have students develop questions to ask each other related to the location of students' desk using the desk grid map (e.g., Who is sitting at desk D6?, Who is sitting behind G4?).

3. Display grid maps of Virginia, the United States, and the world. Give students the coordinates (e.g., F8, L20) of towns, cities, countries, bodies of water, and/or mountains, and ask them to find the corresponding location on the map. Then point to places on the map and have students identify the coordinates of that place.

Ask students to give examples of how grid maps could be useful to them or their family (e.g., to find the location of a store or other building in a city, to locate a town or vacation spot they have never visited before, to locate an unfamiliar city or other place mentioned in the news).

4. Have students divide into two teams to identify locations and coordinates. Have students develop questions to ask each other related to the location of places on a grid map.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use grid maps with horizontal lines in one color and vertical lines in another color.
- Have students review copies of the maps used in the session.
- Direct students to use a software program to create a grid map or extended tic-tac-toe pattern.
- Have students use grid map applets online (e.g., National Library of Virtual Manipulatives at [www.nlvm.usu.edu](http://www.nlvm.usu.edu)).

#### Multisensory

- Have students use a textured grid map with the horizontal lines, vertical lines, and coordinates highlighted with glue, sand, puff paint, toothpicks, string, yarn, or other substances.
- Direct students to use colored blocks or cubes to create a grid pattern.
- Have students use grid maps of Virginia and the United States to mark (with a tactile point) the corresponding locations for given coordinates on the map.
- Have students use an enlarged grid on the playground to review locating coordinates. Direct individual students to stand at different locations on the grid map while the class guesses the coordinates.
- Have students draw grid lines with frosting on a large sheet cake. Place different candies on the cake and have students determine the coordinates of each piece of candy.

#### Community Connections

- Arrange for the students to visit a local high school to watch a marching band practicing a formation using the grid concept.
- Invite a military veteran to discuss how he/she used a grid map in the military.

#### Small Group Learning

- Divide students into small groups to create a class grid map (as described in Instructional Activity #2). Give each group scanned pictures of the students in the class, with the pictures glued onto a piece of construction paper to create the grid map. Have each group create riddles with coordinates for different students on the grid, then exchange riddles with another group. Groups should then attempt to solve the riddles.
- Divide students into small groups and direct them to play a grid-coordinate game involving ships in battle.
- Divide students into small groups to label the coordinates on a grid map provided to them. With colored sticky notes placed at different locations on the map, have each group write the coordinates on the sticky notes.
- Play “Find the treasure.” Use a grid labeled A–H on the vertical axis and 1–8 on the horizontal axis. Provide a grid to each player, and one to the leader of the game. The leader can mark from 10 to 15 squares on their grid. These can be called whatever the students wish (e.g., cars, presents, treasure). Each player takes a turn guessing the coordinates of where the treasure might be (e.g., 2E). All players should mark all guesses on grid so that they do not repeat the guess. If the guess is correct, that players mark the square with a star. The object is to collect the most treasure before running out of guesses.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *grid map, pattern, coordinates, horizontal, vertical, location, line*.
- Have students use a class word wall to review the vocabulary.
- Direct students to create a picture dictionary, with each page divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.

- Instruct students to use a software program to create images for each vocabulary word and produce a booklet of the words and their images.
- Have students play a class quiz game to review the vocabulary.

#### Student Organization of Content

- Have students create, or provide them with, their own grid maps of the desks activity (see table under Instructional Activity #2).
- Have students complete a graphic organizer describing the differences between a grid map, a flat map, and an aerial/satellite map.

## Session 7: Assessment

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### *Materials*

- Assessment (Sample assessment items are contained in Attachment B.)

### *Instructional Activities*

1. Administer assessment.

## Additional Activities

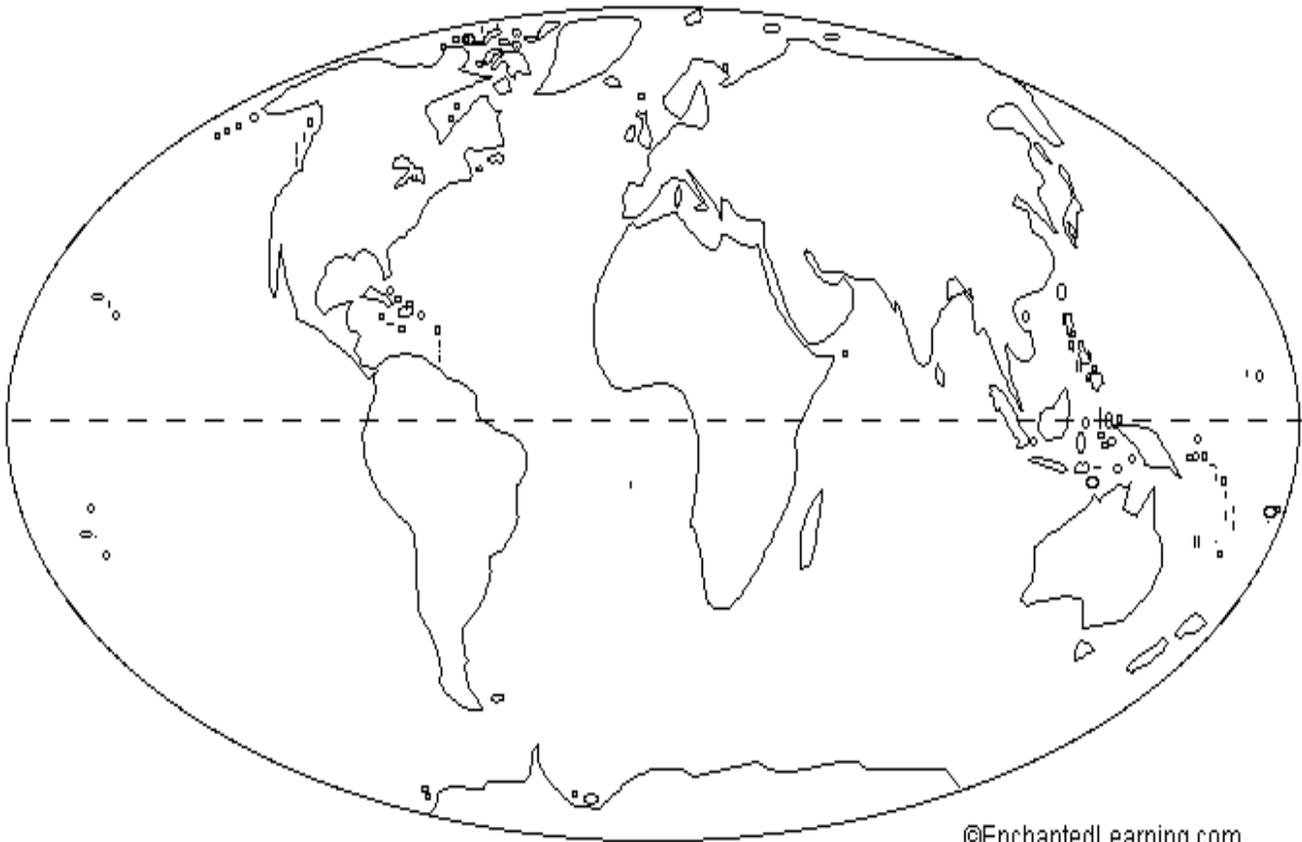
- Read selected books about the seven continents, five oceans, equator, and the prime meridian.
- Cut into pieces a world map with continents and oceans labeled. Have students glue the pieces back together to form the world map.
- Have students construct a world map, with seven continents, five oceans, equator, and prime meridian. The map should also include a title, map legend, symbols, compass rose, and intermediate directions.
- Make a map skills notebook and include a world map with seven continents and five oceans labeled; definitions of terms such as *legend/key*, *title*, *scale*, *hemisphere*, *equator*, and *prime meridian*; a grid map designed by students; a world map with the equator, prime meridian, and hemispheres labeled; and maps of the United States and Virginia with the map parts labeled.
- Discuss fractional parts of  $\frac{1}{2}$  and  $\frac{1}{4}$  when dividing the world into hemispheres.
- On the world grid, locate and plot locations of places in the news.
- Read brief stories or biographical pieces set in other lands, or show photographs of people from different countries. Have students locate and plot locations of places mentioned in the stories or photographs.
- Write poems about the continents and oceans.

### Attachment A: Label the World

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Directions: On the map below, label the equator, the seven continents, and the five oceans by using the word bank provided.

## The World



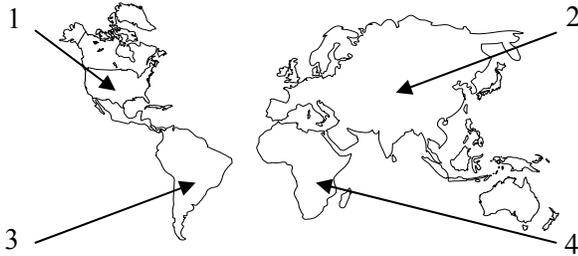
### Word Bank

- Africa
- Antarctica
- Arctic Ocean
- Asia
- Atlantic Ocean
- Australia
- Equator
- Europe
- Indian Ocean
- North America
- Pacific Ocean
- South America
- Southern Ocean

## Attachment B: Sample Assessment Items

1. Which term is used to describe half of a sphere by the Prime Meridian or the Equator?
  - A Atmosphere
  - B Ocean
  - C Hemisphere \*
  - D Region
2. Which term is used to describe an imaginary line around the middle of the Earth that divides the globe into northern and southern hemispheres?
  - A Equator \*
  - B Map Title
  - C Symbol
  - D Continent
3. What term is used to describe an imaginary line that divides the globe into the eastern and western hemispheres?
  - A Atmosphere
  - B Map Legend
  - C Continent
  - D Prime Meridian \*

Use this map for items 4 —6.



4. What continent is located at number 1?
  - A Asia
  - B North America \*
  - C Africa
  - D South America

5. What continent is located at number 4?
  - A North America
  - B South America
  - C Asia
  - D Africa \*
6. What continent is located at number 2?
  - A Asia \*
  - B Australia
  - C Europe
  - D South America
7. Have students complete Attachment A.

Organizing Topic

# Ancient Greece: Contributions and Physical and Human Characteristics

## Standard(s) of Learning \_\_\_\_\_

- 3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
- 3.4 The student will develop map skills by
  - a) locating Greece, Rome, and West Africa;
  - b) describing the physical and human characteristics of Greece, Rome, and West Africa;
  - c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

### **Skills** *(to be incorporated into instruction throughout the academic year)*

Locate and use information from print and non-print sources.

\_\_\_\_\_

Use resource materials.

\_\_\_\_\_

Gather, classify, and interpret information.

\_\_\_\_\_

Collect and record information.

\_\_\_\_\_

Identify and locate features on a map and globe.

\_\_\_\_\_

Locate and use information from print and non-print sources.

\_\_\_\_\_

### **Content**

Understand that the ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.

\_\_\_\_\_

Understand that the ancient Greeks and Romans have influenced the lives of people today.

\_\_\_\_\_

Know the following terms:

- Contribution: the act of giving or doing something
- Direct democracy: a government in which people vote to make their own rules and laws
- Representative democracy: a government in which people vote for (elect) a smaller group of citizens to make their rules and laws for everyone

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain the contributions of ancient Greece and Rome using the following information from the Curriculum Framework:

**Architecture**

The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today:

- Greece—The Parthenon (columns)
- Rome—The Colosseum and aqueducts (arches)

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**The Arts**

Mosaics, sculpture, and paintings are displayed on buildings.

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**The Government of the United States**

The government is based on the ideas developed in ancient Greece and Rome.

- Greece: birthplace of democracy (government by the people); a direct democracy
- Rome: republican (representative) form of government; a representative democracy

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**Sports**

Olympic games of today are modeled after the games of ancient Greece.

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Understand that ancient Greece was located near the Mediterranean Sea.

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Know the following term:

- Characteristics: different traits

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Describe the physical characteristics of the following:

- Ancient Greece: located on a peninsula with many islands, mountains, and hills, surrounded by Mediterranean Sea and limited rich soil

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Describe the human characteristics of the following:

- Ancient Greece: farmers, shipbuilders, and traders

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Describe how people adapt to their environment in different ways. Explain ways that the people of ancient Greece adapted to their environments:

- Farmed on hillsides
- Traded with other countries on the Mediterranean Sea
- Developed small, independent communities among the mountains

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Ancient Greece Lesson Plans and Classroom Activities*

<[http://www.archaeolink.com/ancient\\_greece\\_lesson\\_plans.htm](http://www.archaeolink.com/ancient_greece_lesson_plans.htm)>. This Web site contains links to lesson plans on ancient Greece.

*Enchanted Learning*. <<http://www.enchantedlearning.com>>. This Web site has numerous links to ancient civilizations. It also has printable study sheets.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE*. Schools of California Online Resources for Education.

<<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

Matusevich, Melissa. *Social Studies Curriculum Resources Poster Sets*.

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

*Mr. Dowling’s Electronic Passport*. Mike Dowling. <<http://www.mrdowling.com/>>. This Web site allows students to visit ancient civilizations in a virtual classroom.

*Social Studies for Kids*. <<http://www.socialstudiesforkids.com/>>. This Web site has a link to maps and information on ancient civilizations.

*Web-Based Projects*. University of Richmond.

<<http://oncampus.richmond.edu/academics/as/education/projects/webunits/greecerome/civ.htm>>. This Web site is a resource for students and teachers on ancient Greece.

## Session 1: Geography and Physical Characteristics

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to have experience in using maps.
- Students are expected to be able to locate specific places on a map.
- Students are expected to be able to identify land and bodies of water.
- Students are expected to understand the purpose and use of symbols.
- Students are expected to be able to locate information using reference materials.

### *Materials*

- A large wall or floor map of the world
- Dry-erase map (if available) and dry-erase markers
- Reference materials: atlas, desk map, and globe
- Map handout of ancient Greece (Attachment A; 1 per student)
- Crayons or colored pencils
- 9" x 12" pieces of colored construction paper (1 per student)

### *Instructional Activities*

1. As a review, have students locate on a large wall or floor map of the world places they studied in second grade: The seven continents and five oceans, United States, the Great Lakes, and the Appalachian and Rocky Mountains, Egypt, and China.
2. Use a large wall or floor map of the world, and have students locate the continent of Europe and the country of present-day Greece. If you have a laminated or dry-erase map, students may circle these with a dry-erase marker.
3. As a review, discuss the hemisphere where Greece is located.
4. Use a topographic map and identify the symbols and colors that represent bodies of water (wavy, blue lines). Locate the Mediterranean Sea and the Atlantic Ocean.
5. Identify the symbols and colors that represent mountains and hills (orange/brown triangles). Show students that Greece is located among many mountains and hills. Ask them how this topography affects farming. Explain that this causes problems with farming and that Greece has limited rich soil for growing crops.
6. Help students (as needed) find Greece and the Mediterranean Sea on an atlas, desk map, Internet map, and globe. Compare the similarities and differences of the symbols and colors.
7. Give each student a map of ancient Greece. Have them color in the land (brown or green) and water (blue).
8. Have students begin making a review booklet of ancient Greece by designing a cover out of construction paper and placing the black-line map as page one. Have students save the booklet as a study guide for their test.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use a digital image of a world map that allows them to click and drag specific location names to the appropriate positions on the map.
- Have students use Web-based encyclopedias to locate Greece and the Mediterranean Sea.
- Direct students to use the Internet to view images of the topography of Greece.

#### Multisensory

- Divide the students into cooperative groups to create a topographical relief map, using clay, play dough, papier-mâché.

#### Community Connections

- Invite a guest speaker from the Greek community to discuss his/her homeland.

#### Small Group Learning

- Divide students into small groups to design a poster advertising ideal farmland in Greece. The posters should include written descriptions of prized farmland.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *topography*, *ancient*, *hemispheres*.
- Distribute cards with questions on the front and answers on the reverse side for a partner quiz game. Give each student a quiz card, and have them pair up with a partner to exchange questions and answers. Instruct students to help each other with the answers, and encourage them to praise their partners. Continue the game by having students choose new partners.

#### Student Organization of Content

- Have students use a graphic organizer with the following headings: Vocabulary Word, Picture, and Student Definition. Display (project) vocabulary, and have students copy the words, create drawings depicting the words, and generate their own definitions of the words. Note: Some students may receive the graphic organizer with sections for vocabulary and definition already completed. Have these students, complete the drawing only.

## Session 2: Human Characteristics and Adaptations to Environment \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall concepts learned in second grade, including adaptations made by animals, American Indians, and Egyptians.
- Students are expected to be able to locate specific places on a map.
- Students are expected to be able to identify cause-and-effect relationships.

### *Materials*

- Large piece of bulletin board paper
- White, blank 9" x 12" drawing paper (two pieces per student)
- Scissors, glue, and crayons/colored pencils

### *Instructional Activities*

1. Discuss the term *adaptation*. Relate it to what students learned in second grade about animal adaptations, American Indians, and Egyptians. Using a large piece of bulletin board paper, write the information in a cause-and-effect chart.

<b>Cause (Environmental Conditions)</b>	<b>Effect (Adaptation)</b>
There is a summer drought.	Frogs become inactive.
Winter causes cold temperatures to arrive.	Birds migrate. Bears hibernate.
The Eastern Woodland region had many forests.	Powhatan Indians used trees to build wood and bark shelters and canoes.
The Southwest region had a desert-like climate with little rainfall.	The Pueblo Indians made their shelters from adobe clay and hunted for food.
The Nile River flooded yearly.	The Egyptians used the rich soil along the Nile to farm their crops.

2. Locate Greece on a map, and note that it is on the Mediterranean Sea. Discuss ways the Greeks adapted to their environment: They farmed on hillsides using terraced farming; traded with other countries on the Mediterranean Sea; and developed small independent communities because the mountains and hills divided the people. Add these facts to the Cause-and-Effect chart.
3. Discuss the term *characteristics* (different traits). Ask students how this location might affect human characteristics and occupations (farmers, shipbuilders, and traders).
4. Have students add two pages to their ancient Greece booklet and illustrate them.
  - Page 2—Adaptations to Environment
  - Page 3—Human Characteristics and Occupations

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to use word-prediction software to help complete pages 2 and 3 of their Greece booklets.
- Have students add computer-generated images to their booklets.

### Multisensory

- Divide students into groups to role-play occupations in Greece.
- Provide a printed copy of the color-coded, cause-and-effect chart. Have students match the cause with the effect.

### Community Connections

- Invite a local farmer, fisherman, charter boat captain, or shipbuilder to discuss adaptations required for their occupations to survive in Virginia.

### Small Group Learning

- Have students work in small groups to complete a cause-and-effect sort with information regarding environmental conditions and adaptations.

### Vocabulary

- Have students use the following vocabulary when completing their activities: *adaptations, characteristics, occupations, communities, cause and effect.*
- Distribute cards with questions on the front and answers on the reverse side for a partner quiz game. Give each student a quiz card, and have the student pair up with a partner to exchange questions and answers. Instruct students to help each other with the answers, and encourage them to praise their partners. Continue the game by having students choose new partners.

### Student Organization of Content

- Provide the students with a study guide, highlighting Greek occupations, adaptations to the environment, and human characteristics.

## Session 3: Government

---

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand that a king and queen can rule a country.
- Students are expected to understand the meaning of being a citizen.

### *Materials*

- Paper crown for the king or queen
- Play money
- Blank 9" x 12" drawing paper (1 per student)

### *Instructional Activities*

1. Choose a student to be the class king or queen for the first half of the day. Give him/her a crown to wear. With the teacher's input, tell the king or queen to make laws solely according to his or her wishes. The remaining students are citizens. Some of the laws may include
  - having the students pay taxes or fines
  - assigning the seating arrangement at lunch or in line
  - choosing the games to play at recess.
2. After simulating this activity for half of the day, have students (citizens) discuss how they felt about having one person make all of the rules without any input from them.
3. Discuss the meaning of the word *democracy* (citizens vote to make their own laws). For the remainder of the day, allow all students to vote on the laws or choices made in the classroom.
4. At the end of the day, ask the students what kind of government they would like to have if they had a choice—a democracy or one with a king or queen.
5. Explain the saying, "Greece is the birthplace of democracy," by describing how Greece had a direct democracy in which every citizen was allowed to vote or to have a voice in the laws or government decisions.
6. Have students illustrate and add page 4 (Kind of Government) to their ancient Greece booklets.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use word-prediction software to help in completion of page 4 of their Greece booklets.
- Have students add computer-generated images to their booklets.

#### Multisensory

- Divide the students into cooperative groups; distribute costumes and props to represent occupations in Ancient Greece; and present a scenario that will require the students to vote on an issue.
- Provide a printed copy of page 4 of their booklets. Have students select pictures from a handout of pictures depicting direct democracy in Greece (pictures of a king, elected ruler, people voting).
- Vary the voting process with kinesthetic movements such as voting with thumbs up/down, moving to left or right, standing up/squatting down to indicate voting preference.

#### Community Connections

- Have students visit city council chambers to enable them to hold their own mock city council meeting. Classes may opt to hold their mock city council meetings in the school's conference room.

### Small Group Learning

- Have students work in small groups to generate ideas for classroom laws to be voted upon by the entire class.
- Have students role-play the following types of government: rule under a king or queen and direct democracy. After both demonstrations, have students discuss advantages and disadvantages of each type of government.

### Vocabulary

- Have students use the following vocabulary when completing their activities: *democracy, citizenship, government, birthplace, citizens, kings and queens, direct democracy.*
- Post each vocabulary word on a piece of large, poster-size paper. Have students record or illustrate their definitions of the words on sticky notes.

### Student Organization of Content

- Have students complete a Venn diagram comparing a monarchy to a direct democracy. Provide students with a word bank if needed.

## Session 4: Architecture and the Arts

---

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to identify common characteristics.

### *Materials*

- Various pictures of buildings with columns
- Handout of a picture of the Parthenon (Attachment B; 1 per student)
- Books showing pictures of Greek sculptures and paintings
- Paint or markers
- White 9" x 12" construction paper (1 per student)

### *Instructional Activities*

1. Present various pictures of buildings that have columns. Some examples are the Parthenon, the White House, the Capitol building, the Lincoln Memorial, and the Governor's Mansion in Richmond, Virginia. Ask students what the pictures have in common.
2. Discuss the meaning of the word *architecture*. Tell students that the ancient Greeks used many columns in their buildings. Give each student a handout of a picture of the Parthenon (Attachment B).
3. Discuss the Greeks' love of sculptures and paintings. Use books to show students examples of Greek sculptures and paintings.
4. Have students add two pages to their ancient Greece booklet and illustrate them.
  - Page 5—Architecture (include the handout picture of the Parthenon)
  - Page 6—The Arts

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students add computer-generated images to page 6 of their booklets.

#### Multisensory

- Wrap two gift boxes, and present the gifts to the class. Include a model or picture of a column and a vocabulary card with the word Architecture written on it. In the second box, include images of mosaics, sculptures, and pottery and a vocabulary card with the words The Arts, Pottery, Mosaic, and Sculpture written on it. Have students unwrap each gift and discuss the contents as well as the corresponding vocabulary.

#### Community Connections

- Take photographs of local buildings with Greek-style columns to share with the class.

#### Small Group Learning

- Have students work in groups to complete either a mosaic or a sculpture with soft clay.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *architecture, Parthenon, columns, sculptures, mosaics, the arts*.
- Post each vocabulary word on a piece of large, poster-size paper. Have students participate in groups to illustrate the Parthenon, columns, sculptures, and mosaics. After they complete their illustrations, have students place their drawings under the heading of either Architecture or The Arts.

### Student Organization of Content

- Have students add handout 5 and their completed page 6 to their Greece booklets.

## Session 5: Sports

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to have an understanding the modern Olympics.

### *Materials*

- Resource materials on the Olympics
- Ruled index cards

### *Instructional Activities*

1. In pairs or small groups, have students research the Olympics. Have them look for facts that interest them, where the Olympics originated, and what sports/games were played. Encourage them to find pictures. Have them record their findings on index cards.
2. Have students share their research with the class. Identify the Olympics as a *contribution* (the act of giving or doing something) from ancient Greece.
3. Add page 7 (Sports) to the ancient Greece booklet. Have students include the facts they gathered on the Olympics.
4. Have students add a glossary for page 8, consisting of terms that they need to know: *ancient, direct democracy, contribution, characteristic, and community*.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students visit an Olympics education site (e.g., Enchanted Learning, [www.enchantedlearning.com](http://www.enchantedlearning.com)) to conduct research. Have students print out the information they find to supplement page 7 of their booklets.
- Use lesson plans on the Olympics (e.g., Gateway to the Summer Games, [http://www2.edgate.com/summergames/lesson\\_plans/](http://www2.edgate.com/summergames/lesson_plans/)).
- Have students review printed copies of the research, rather than documenting similar information themselves.
- Have students use a communication board or book with images and definitions.

#### Multisensory

- Present each group leader with a laurel wreath. As each team member contributes to the discussion, pass the laurel wreath to that individual.

#### Community Connections

- Invite a local museum docent to discuss ancient Greece.
- Contact a local art museum to inquire about upcoming events that are topic-related.

#### Small Group Learning

- Have students reenact a sporting event, announcing the winner of the event, and holding an awards ceremony in which the three top finishers are presented with laurel wreaths to wear on their heads, and the name and city of the winner is shouted.
- Have students design a brochure advertising one event of the Olympics, either from ancient or current events.
- Have students compete in “Mathematics Olympics.”

### Vocabulary

- Have students use the following vocabulary as they complete their activities: *ancient, direct democracy, contribution, characteristic, community*.

### Student Organization of Content

- Have students add the pictures from the Internet (e.g., Enchanted Learning, Google Images) to their Greece booklets.
- Have students use color-coded vocabulary words and definitions in two different colors. Reproduce the vocabulary worksheet in a larger font for easier reading.
- Have students interact with teacher-generated notes, placed in their booklets, by adding drawings, diagrams, and/or notations that create personal connections and assist them in remembering important details.

## Session 6: Review and Test

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### *Materials*

- Mix and Match Activity (Attachments C and D; 1 per student)
- Test on ancient Greece (Attachment E: Sample Assessment Items)

### *Instructional Activities*

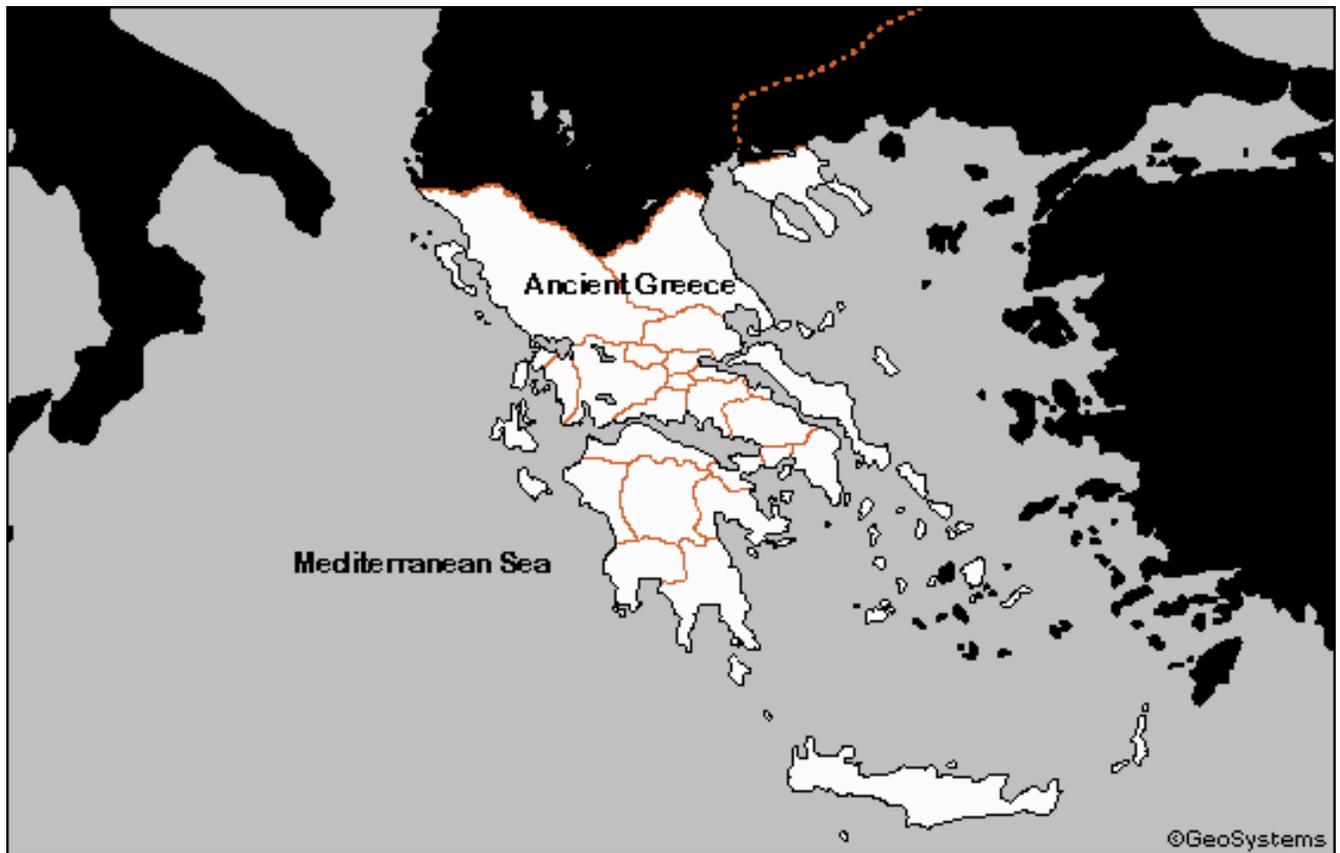
1. Have students complete the Mix and Match Activity (Attachments C and D) for review.
2. Administer the test to students (sample items found in Attachment E).
3. Review the answers after the test.

## Additional Activities

- Read and discuss teacher-selected nonfiction books on ancient Greece.
- Discuss the forms of government in Greece (direct democracy) and Rome (republican form of government or representative democracy). Use a Venn diagram to compare.
- Have students make models of the Colosseum, Parthenon, and/or aqueducts from clay, paper maché, or cardboard.
- Have students create a mosaic picture with tiles or paper squares.
- On a chart, work with students to compare and contrast the physical and human characteristics of ancient Greece and Rome.
- Have students write postcards or travel brochures about what it was like growing up in ancient Greece.
- Have students create posters advertising the events held at the ancient Olympics and modern-day Olympics.
- Provide students with a Venn diagram using three interlocking circles, and have them show similarities in professions between ancient Greece and Rome. Students may use pictures to represent each occupation.

Attachment A: Map of Ancient Greece

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## Attachment B: The Parthenon

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**Attachment C: Mix and Match Activity**

Write the correct number in the corresponding boxes to the right. Numbers will be repeated.

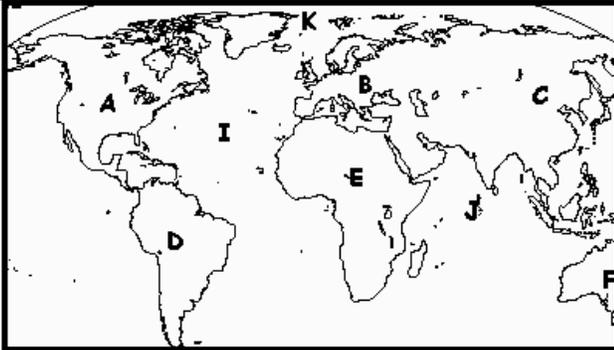
<p><b>1. Physical Characteristics</b></p>	<p>- The Olympic games</p> <p>Located on a peninsula with many islands, mountains, and hills</p> <p>Traded with other countries on the Mediterranean Sea</p>
<p><b>2. Human Characteristics</b></p>	<p>Had limited rich soil</p> <p>Was a direct democracy: The people voted to make their own rules and laws.</p>
<p><b>3. Adaptations to Environment</b></p>	<p>Surrounded by the Mediterranean Sea</p> <p>Used columns in many of their buildings</p> <p>Road builders</p> <p>Farmed on hillsides (using terraced farming)</p>
<p><b>4. Government</b></p>	<p>Sculptures</p> <p>Developed small independent communities because people were divided by mountains and hills</p>
<p><b>5. Architecture</b></p>	<p>Farmers</p> <p>Greece is known as the birthplace of democracy.</p>
<p><b>6. The Arts</b></p>	<p>Traders</p> <p>The Parthenon is an example and is located in Athens, Greece.</p> <p>Shipbuilders</p>
<p><b>7. Sports</b></p>	<p>Paintings</p> <p>- Located on the continent of Europe</p>

## Attachment D: Answer Key for Mix and Match Activity

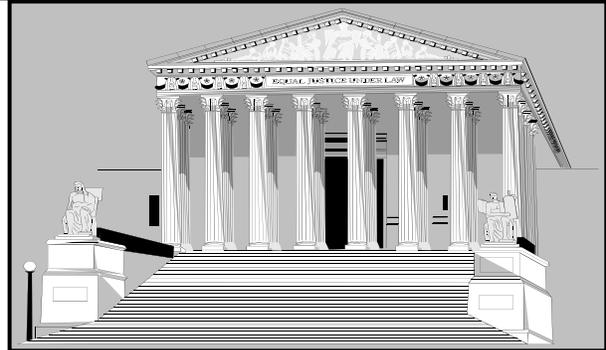
<b>Physical Characteristics</b>	Located on the continent of Europe
	Located on a peninsula with mountains and hills
	Surrounded the Mediterranean Sea
	Had limited rich soil
<b>Human Characteristics</b>	Farmers
	Shipbuilders
	Traders
<b>Adaptations to Environment</b>	Farmed on hillsides (using terraced farming)
	Traded with other countries on the Mediterranean Sea
	Developed small independent communities because people were divided by mountains and hills
<b>Government</b>	Was a direct democracy: the people vote to make their own rules and laws.
	Greece is known as the birthplace of democracy.
<b>Architecture</b>	Used columns in many of their buildings
	The Parthenon is an example and is located in Athens, Greece.
<b>The Arts</b>	Sculptures
	Paintings
<b>Sports</b>	The Olympics

## Attachment E: Sample Assessment Items

Asterisk (\*) indicates correct answer.



- Using the map above, ancient Greece was located on which continent?
  - Continent A
  - Continent B\*
  - Continent C
  - Continent D
- Using the map above, what body of water surrounded ancient Greece?
  - The Dead Sea
  - The Mediterranean Sea\*
  - The Nile River
  - The Atlantic Ocean
- The word *characteristic* means \_\_\_\_\_.
  - change
  - community
  - trait\*
  - climate
- Which of the following was a physical characteristic of ancient Greece?
  - Flat Plains
  - Swamps
  - Icebergs
  - Mountains\*
- Which of the following was a human characteristic of ancient Greeks?
  - Bricklayers
  - Explorers
  - Miners
  - Shipbuilders\*
- The ancient Greeks made significant contributions to our society in the areas of \_\_\_\_\_.
  - farming
  - government\*
  - army
  - pyramid



- This is a picture of the Supreme Court building located in Washington, D.C. What architectural feature of this building is a contribution from ancient Greece?
  - Light post
  - Columns\*
  - Words on the building
  - People
- Which building in ancient Greece has similar architecture to the Supreme Court building?
  - The Parthenon\*
  - The Great Wall
  - The Colosseum
  - The Aqueducts
- Ancient Greeks adapted to their environment by \_\_\_\_\_.
  - farming with tractors
  - trading on the Pacific Ocean
  - developing small independent communities among the mountains
  - building a trading empire across Asia\*
- Why was farming difficult in ancient Greece?
  - The land was desert-like and it never rained.
  - There were no farmers in ancient Greece.
  - There were many mountains and hills.\*
  - The soil was too rich for growing crops
- Which word means “the act of giving or doing something”?
  - Democracy
  - Trait
  - Contribution\*
  - Characteristic

<p><b>12. What kind of art did the ancient Greeks display?</b> A Pottery and jewelry B Sculptures and paintings C Sculptures and pottery* D Paintings and jewelry</p> <p><b>13. In what kind of government do people vote to make their own rules and laws?</b> A A republican government B A representative democracy C A direct democracy* D A government with kings</p> <p><b>14. What form of government was established in ancient Greece?</b> A A representative democracy B A republican government C A government with kings D A direct democracy*</p>	<p><b>15. What sporting event still exists today and is a contribution from ancient Greece?</b> A The Olympics* B The Super Bowl C The World Series D The Kentucky Derby</p> <p><b>16. Ancient Greece is known for being the birthplace of _____</b> A roads B kings C architecture D democracy*</p>
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Organizing Topic

# Ancient Rome: Contributions and Physical and Human Characteristics

## Standard(s) of Learning \_\_\_\_\_

- 3.1 The student will explain how the contributions of ancient Greece and Rome have influenced the present world in terms of architecture, government (direct and representative democracy), and sports.
- 3.4 The student will develop map skills by
  - a) locating Greece, Rome, and West Africa;
  - b) describing the physical and human characteristics of Greece, Rome, and West Africa;
  - c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

### Skills *(to be incorporated into instruction throughout the academic year)*

Locate and use information from print and non-print sources.

\_\_\_\_\_

Use resource materials.

\_\_\_\_\_

Gather, classify, and interpret information.

\_\_\_\_\_

Collect and record information.

\_\_\_\_\_

Identify and locate features on a map and globe.

\_\_\_\_\_

Locate and use information from print and non-print sources.

\_\_\_\_\_

### Content

Understand that the ancient Greeks and Romans were two groups of people who made significant contributions to society in terms of architecture, government, and sports.

\_\_\_\_\_

Understand that the ancient Greeks and Romans have influenced the lives of people today.

\_\_\_\_\_

Know the following terms:

- Contribution: the act of giving or doing something
- Direct democracy: a government in which people vote to make their own rules and laws
- Representative democracy: a government in which people vote for (elect) a smaller group of citizens to make their rules and laws for everyone

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Explain the contributions of ancient Rome using the following information from the Curriculum Framework:

**Architecture**

The architects of ancient Greece and Rome used columns and arches in the construction of their buildings. Ancient examples still exist today:

- Rome—The Colosseum and aqueducts (arches)

\_\_\_\_\_

**The Arts**

Mosaics, sculpture, and paintings are displayed on buildings.

\_\_\_\_\_

**The Government of the United States**

The government is based on the ideas developed in ancient Greece and Rome.

- Greece: birthplace of democracy (government by the people); a direct democracy
- Rome: republican (representative) form of government; a representative democracy

\_\_\_\_\_

\_\_\_\_\_

**Sports**

Olympic games of today are modeled after the games of ancient Greece.

\_\_\_\_\_

**Physical and Human Characteristics**

Understand that ancient Rome was located near the Mediterranean Sea.

\_\_\_\_\_

Know the following term:

- Characteristics: different traits

\_\_\_\_\_

Describe the physical characteristics of the following:

- Ancient Rome: located next to a river; city built on many hills; limited rich soil

\_\_\_\_\_

Describe the human characteristics of the following:

- Ancient Rome: farmers, road builders, and traders

\_\_\_\_\_

Describe how people adapt to their environment in different ways. Explain ways that the people of Ancient Rome adapted to their environments:

- farmed on hillsides
- traded with other countries on the Mediterranean Sea

\_\_\_\_\_

\_\_\_\_\_

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Ancient Rome Lesson Plans and Classroom Activities”

<[http://www.archaeolink.com/ancient\\_rome\\_lesson\\_plans.htm](http://www.archaeolink.com/ancient_rome_lesson_plans.htm)>. This Web site contains lesson plans for ancient Rome.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE*. Schools of California Online Resources for Education.

<<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

Matusевич, Melissa. *Social Studies Curriculum Resources Poster Sets*.

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

*Web-Based Projects*. University of Richmond.

<<http://oncampus.richmond.edu/academics/as/education/projects/webunits/greecerome/civ.htm>>. This Web site is a resource for students and teachers on ancient Greece.

## Session 1: Geography and Physical Characteristics

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to identify and locate information on a map or globe.
- Students are expected to be able to compare geographical information.
- Students are expected to be able to recall information from second grade (seven continents and five oceans) and the past unit on ancient Greece.

### *Materials*

- A large wall or floor map of the world
- Dry-erase markers
- Map handout of ancient Rome (Attachment A)
- Map handout of present-day Rome (Attachment B)
- Crayons or colored pencils
- 9" x 12" pieces of colored construction paper (1 per student)

### *Instructional Activities*

1. As a review, have students locate the seven continents and five oceans, the United States' lakes and mountain ranges, Egypt, the Nile River, China, Greece, and the Mediterranean Sea on a map.
2. Use a large wall or floor map of the world, and have students locate the continent of Europe, the country of Italy, and the city of present-day Rome. If you have a laminated or dry-erase map, students may circle these with a dry-erase marker. Explain to the students that Rome today is actually a city in Italy located on the continent of Europe. That city is also next to a river called the Tiber River. However, ancient Rome (long ago) was a country (and empire) that encompassed a lot of land around the Mediterranean Sea. The ancient Roman Empire was actually located on three continents—Europe, Africa, and Asia.
3. Give students the map of ancient Rome. Have them color in the land area of ancient Rome (Attachment A) with a brown or green crayon (representing land) and the Mediterranean Sea with a blue crayon (representing water). Have the students color in present-day Rome on the present-day Rome map (Attachment B) and compare the two land areas.
4. Have students begin making a review booklet of ancient Rome by designing a cover out of construction paper and placing the map of ancient Rome as page 1. Have students save the booklet as a study guide for their test.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students watch and discuss video clips of both ancient and modern Rome.
- Have students use a software program to add color to the land and oceans on scanned copies of Attachments A and B.

#### Multisensory

- Provide students with an enlarged copy of Attachment A. Have them highlight modern Italy with colored glue.
- Have students identify the city of Rome by marking it with a star sticker or a heavy dot of colored glue.

#### Community Connections

- Have students display and explain photographs from vacations or virtual vacations to the ruins of ancient Rome. Have students compare the ruins to photographs of the modern city.

### Small Group Learning

- Divide students into cooperative groups and have them piece together continents that made up the Roman Empire.

### Vocabulary

- Have students use the following vocabulary when completing their activities: *ancient, present-day, empire*.
- Enlarge and print Attachment A. Label it with the heading Roman Empire. Post it in the room, and have students contribute related images, words, and definitions.

### Student Organization of Content

- Have students color-code the comparison chart of ancient and present-day Rome. Post the chart in the classroom for the remainder of the unit.

## Session 2: Human Characteristics and Adaptations to Environment \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

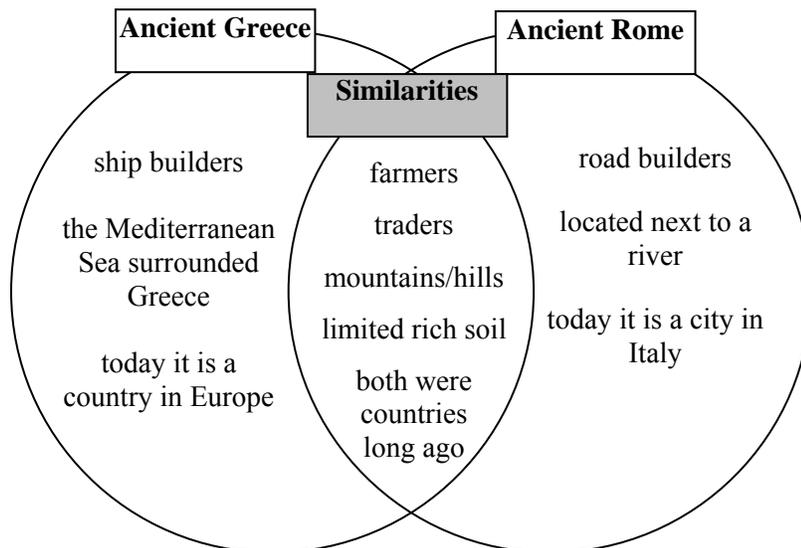
- Students are expected to be able to identify and locate information on a map or globe.
- Students are expected to be able to compare and contrast information by using a Venn diagram.
- Students are expected to be able to recall the terms adaptation, human characteristics, and occupations.
- Students are expected to be able to interpret information to transfer to a chart.
- Students are expected to be able to identify similarities.
- Students are expected to be able to collect and record information.

### *Materials*

- Cause-and-Effect Adaptations chart from the unit on ancient Greece
- White blank 9" x 12" drawing paper (2 pieces per student)
- Overhead projector or large bulletin board paper
- Venn diagram template (Attachment C)

### *Instructional Activities*

1. Review the term *adaptation*. Refer back to the adaptation chart that was created when the students studied ancient Greece.
2. Locate ancient Rome on the Mediterranean Sea. This is relatively the same area of ancient Greece. The Romans had to adapt to their environment in similar ways as did the Greeks. They farmed on hillsides using terraced farming, and traded with other countries on the Mediterranean Sea. Add these to the Cause-and-Effect chart.
3. Review the term *characteristics* (different traits). Ask students how this geographic location might affect human characteristics and occupations. Again, this is very similar to people of ancient Greece (farmers, traders). However, the Romans were master road builders; this was different from Greeks.
4. You may want to show these similarities and differences in a Venn diagram (see Attachment C) like the one below (using the overhead projector or large bulletin board paper). Save it because you will add to it each day.



5. Have students add two pages to their ancient Rome booklet and illustrate them.
  - Page 2—Adaptations to Environment
  - Page 3—Human Characteristics and Occupations

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use a software program to insert images that correspond to the text in the Venn diagram.
- Have students highlight the important information on a typed copy of the adaptation chart, as directed and provided by the teacher.

#### Multisensory

- Have students role-play the occupations of the ancient Romans.
- Have students arrange index cards in appropriate places on an enlarged cause-and-effect chart with large headings. Either the cause (left column) or the effect (right column) should be added by the teacher for each entry. Corresponding blanks on the chart should be printed on the index cards.

#### Community Connections

- Arrange for a visit to a local museum to learn about exhibits on ancient Rome.
- Invite a road construction expert (through Virginia Department of Transportation, civil engineering firm, or historian) to discuss ancient and modern road construction. Have students follow up with a discussion or small group activity to compare the way road construction has changed due to the use of technology.

#### Small Group Learning

- Have students role-play as either a farmer or trader. Have them exchange farm products or a man-made goods.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *adaptations, characteristics, occupations, similarities and differences, terraced*.
- Have students participate in a mini-lesson review game to reinforce session vocabulary.

#### Student Organization of Content

- Have students highlight the important information on their copies of the adaptation chart, as provided and determined by the teacher.

## Session 3: Architecture and the Arts

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall the terms *architecture* and *mosaic*.
- Students are expected to be able to identify similarities.
- Students are expected to be able to make predictions.

### *Materials*

- Various pictures of buildings with arches
- Handout of a picture of the Colosseum (Attachment D)
- Books showing pictures of the Roman aqueducts, mosaics, sculptures, and paintings
- Colored construction paper, glue
- White 9" x 12" construction paper (1 piece per student)

### *Instructional Activities*

1. Introduce the term *contribution*. Explain that a contribution is the act of giving or doing something. The people of ancient Rome made many significant contributions to society in terms of architecture, government, and sports.
2. Present pictures of buildings that have arches, such as the Roman Colosseum (see Attachment D), the Parthenon, the Richmond Coliseum, the White House, and the U.S. Capitol building. Ask students what these buildings have in common.
3. Review the meaning of the word *architecture*. Tell the students that the ancient Romans used many arches in their buildings. Show and discuss a picture of the Roman Colosseum.
4. Show students a picture of Roman aqueducts. Ask students what they think this structure was used for. If they do not know, students may research aqueducts, or you could play a game of “Twenty Questions.”
5. Talk about how like the Greeks, the ancient Romans enjoyed the arts, and create mosaics, sculptures, and paintings. Show pictures of these to students.
6. Have students create a mosaic picture. Give them an outline of an object, or have them draw their own. Have them cut or tear small squares from the colored construction paper to use for their mosaic.
7. Have students add two pages to their ancient Rome booklet.
  - Page 6—Architecture (Have students include the handout of the picture of the Colosseum.)
  - Page 7—The Arts (Have students include their mosaic pictures.)

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use the Internet to access pictures of, and information about Roman architecture, including aqueducts and art.
- Demonstrate the construction of an aqueduct by using Internet resources (e.g., NOVA Online, <http://www.pbs.org/wgbh/nova/lostempires/roman/aqueduct.html>).

### Multisensory

- Have students, with signs of the letter “C” for “Contribution” mounted on popsicle sticks, hold up their “C” signs whenever Roman contributions are introduced.
- Have students play the game “Twenty Questions.” Cover a picture of an aqueduct with large sticky notes to conceal the picture behind. Each time a question is answered correctly about Roman architecture, a student should remove one sticky note to reveal the image behind. Play the game until the hidden picture is guessed correctly.

### Community Connections

- Invite an engineer or architect to discuss how he/she uses arches within his/her designs.
- Invite art museum or art gallery personnel, art professors, or artists to discuss the arts.
- Invite a local university professor of ancient studies to discuss his/her expertise.

### Small Group Learning

- Have students use blocks and folded construction paper to create arches and aqueducts.
- Have students work in cooperative groups to construct mosaics, clay sculptures, or paintings.
- Have students build a structure representing an aqueduct from marbles, tubes, trenches, and connectors.

### Vocabulary

- Have students use the following vocabulary when completing their activities: *contribution, architecture, government, arches, aqueducts, mosaics*.
- Provide each student with a worksheet that illustrates arches, aqueducts, mosaics, sculpture, and Roman sports. Have students circulate through the room to find a partner who can correctly identify and name each illustration. After responses have been recorded, students continue to find other partners until their worksheets are completed.

### Student Organization of Content

- Direct students to add the labeled illustrations to their ancient Rome booklets.

## Session 4: Government

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand the terms *contribution*, *government*, *democracy*, and *direct democracy*.
- Students are expected to understand the terms *same* and *different* and be able to use them to make comparisons.
- The students are expected to be able to use a Venn diagram to compare and contrast.

### *Materials*

- Blank 9" x 12" drawing paper (1 piece per student)
- Venn diagram template (Attachment C)

### *Instructional Activities*

1. Review the term *contribution*. Tell students another contribution from ancient Rome was a form of government.
2. Introduce the term *government*. Explain that a government is a group of people who make laws, enforce laws, and determine if laws have been broken.
3. Complete the following activity to help the students understand the differences in government.
  - Divide your class into three or four teams.
  - Have each team choose a *representative*.
  - Tell the class that you are going to meet with their representatives, and the representatives will report back to them.
  - When you briefly meet with the representatives, give them an issue to discuss with their teams and vote on (e.g., what game the class will play at recess).
  - Have the representatives report back to you with the results of their teams' votes.
  - Announce the majority vote to the class.
4. Review the meaning of the word *democracy*—citizens vote to make their own laws.
5. Review the meaning of a *direct democracy*— every citizen is allowed to vote or to have a voice in the laws or government decisions.
6. Explain that when they used representatives to vote, they were practicing a *representative democracy*. They still have a vote, but in this kind of government, citizens vote through a representative from their team (community). Explain that ancient Rome had a representative democracy. Another term that has the same meaning is a *republican* form of government. Another example of *representative democracy* you may cite is the school's student council association, if one is present in your school.
7. Explain that the founders of the United States gained some of their ideas about government from studying history. They used this knowledge when they created the government of the United States. They studied the representative democracy in ancient Rome and incorporated these ideas as they formed the government of the United States.
8. Explain that the U.S. government is a *democracy*, pointing out that some ideas came from ancient Greece. However, we have representatives that we vote for, and they make our laws for us. The United States has a representative democracy; this idea came from ancient Rome.
9. Use a Venn diagram to compare these forms of government.

10. Have students illustrate Kind of Government and add it as page 5 to their ancient Rome booklets. Have them write the word *representative democracy* and its definition.

### ***Specific Options for Differentiating This Lesson***

#### Technology

- Have students use a child-friendly Web site that explains how a republican form of government functions.
- Direct students to use a word-processing program to print out words or phrases to be used in slogans or posters for electing a class representative.
- Have students use an interactive whiteboard to create a Venn diagram. To populate the diagram, the teacher might supply a word bank and identify the comparison.

#### Multisensory

- Have students in small groups or “communities” create a slogan to encourage others to elect a particular student to the office of class representative. Slogans may include songs, posters, or a mock radio or television commercials advertising the leadership qualities and strengths of the candidates.

#### Community Connections

- Invite a city council member to discuss his/her duties and responsibilities.
- Invite a representative from the school’s student government association (SGA) to discuss his/her roles.

#### Small Group Learning

- Have students role-play a scenario in which groups of students demonstrate different forms of government: monarchy, democracy, and representative democracy.
- Complete Venn diagram in pairs or small groups (see Instructional Activity #9).

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *contribution, direct democracy, democracy, government, representative, representative democracy*.
- Play a game with the class by posing the following question format: “I’m thinking of a government that...” or “In this government...” Have students guess whether what is described is a monarchy, direct democracy, or representative democracy.

#### Student Organization of Content

- Have students use a flowchart to show the law-making processes and the key figures in a monarchy, direct democracy, and a representative democracy.
- Provide students with a hard copy of page 5 to include the term *representative democracy* and its definition: A form of government where citizens vote through a representative in their community.
- Provide a word bank for use in the construction and completion of the Venn diagram (see Instructional Activity #9).

## Session 5: Sports

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand the terms *contribution*, *ancient*, *representative democracy*, *characteristic*, *mosaic*, and *community*.
- Students are expected to understand how to identify similarities and differences between concepts, using a Venn diagram.
- Students are expected to understand that Olympic Games were played in ancient Greece.

### *Materials*

- Venn diagram from Session 2
- White 9" x 12" construction paper (1 piece per student)

### *Instructional Activities*

1. Review the Olympics that were played in ancient Greece. Explain that the people of ancient Rome sent athletes to compete in sporting events at the Olympics in ancient Greece.
2. Finish the Venn diagram that you started in Session 2. Be sure to discuss the following additions.

<b>Ancient Greece</b>	<b>BOTH</b>	<b>Ancient Rome</b>
Had a direct democracy	Used a democracy	Had a representative democracy
Used columns in their buildings (Parthenon)	Displayed sculptures and paintings	Used arches in their buildings (Colosseum & Aqueducts)
Olympics	Made significant contributions in the areas of government, architecture, and the arts	Mosaics

3. Have students add a glossary of terms for page 8 in their ancient Rome booklets and include the following: *ancient*, *representative democracy*, *contribution*, *characteristic*, *mosaic*, and *community*.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use an interactive whiteboard to drag words to their corresponding definitions.

#### Multisensory

- Display three posters around the room labeled “Ancient Greece,” “Ancient Rome,” and “Both.” Pose questions about those civilizations, and have students respond by moving toward the poster indicating their response. Have the class confirm the correct answer, and have all students move under the correct heading.
- Give each student a sticky note with information from both civilizations. Have students participate in a human Venn diagram, sorting themselves by the information on their sticky notes.
- Instruct students to use a “choice board” to choose an activity to summarize characteristics of ancient Greek and Roman cultures. Choices may include creating a rap, writing a poem, performing a skit, creating a video, performing a commercial, drawing a poster, or additional activities.

#### Community Connections

- Invite high school athletes (e.g., wrestlers, gymnasts, track and field athletes) to demonstrate Olympic events.
- Invite a representative from the Special Olympics to discuss the events, athletes, and organization.

### Small Group Learning

- Divide students in two groups to create two murals: one depicting ancient Greece, and the other, ancient Rome. Instruct them include pictorial representations of the concepts included in the Venn diagram.

### Vocabulary

- Have students use the following vocabulary when completing their activities: *ancient, representative democracy, contribution, characteristic, mosaic, community*.
- Play a game with the class by posing the following question format: “I’m thinking of an ancient civilization that....” Have students guess whether what is described is a fact about ancient Greece or ancient Rome.

### Student Organization of Content

- Provide students with hard copies of the chart (see Instructional Activity #2) that is color-coded. Have students add facts they learned through the session to their charts.

## Session 6 Review and Test

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### *Materials*

- Mix and Match Activity (Attachments E and F; 1 per student)
- Test on ancient Rome (Attachment G: Sample Assessment Items)

### *Instructional Activities*

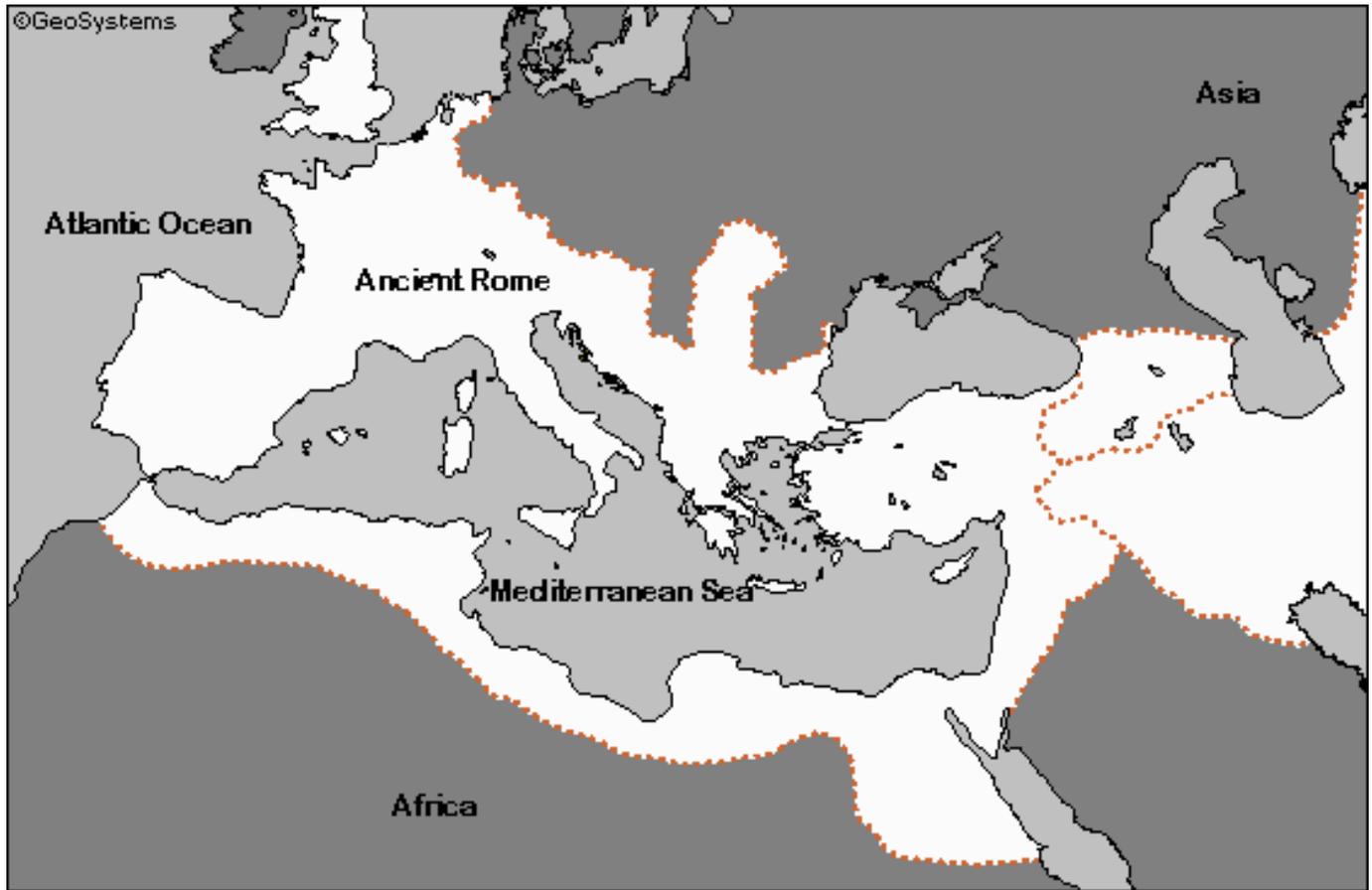
1. Have students complete the Mix and Match Activity (Attachments E and F) for review.
2. Administer the test to students (sample items in Attachment G).
3. Review the answers after the test.

## Additional Activities

- Read and discuss the teacher-selected nonfiction books on ancient Rome.
- Set up role-play activities for each of the following forms of government: kings, direct democracy, and representative democracy.
- Have students make models of the Colosseum and/or aqueducts from clay, paper maché, or cardboard.
- On a chart, work with students to compare and contrast physical and human characteristics of ancient Greece and Rome.
- Discuss the importance of the locations of these ancient places along the Mediterranean Sea.
- Have students write postcards or travel brochures about what it was like growing up in ancient Rome.
- Provide students with a Venn diagram using three interlocking circles to show similarities in professions between ancient Greece and Rome. Have students use pictures to represent each occupation.

## Attachment A: Map of Ancient Rome

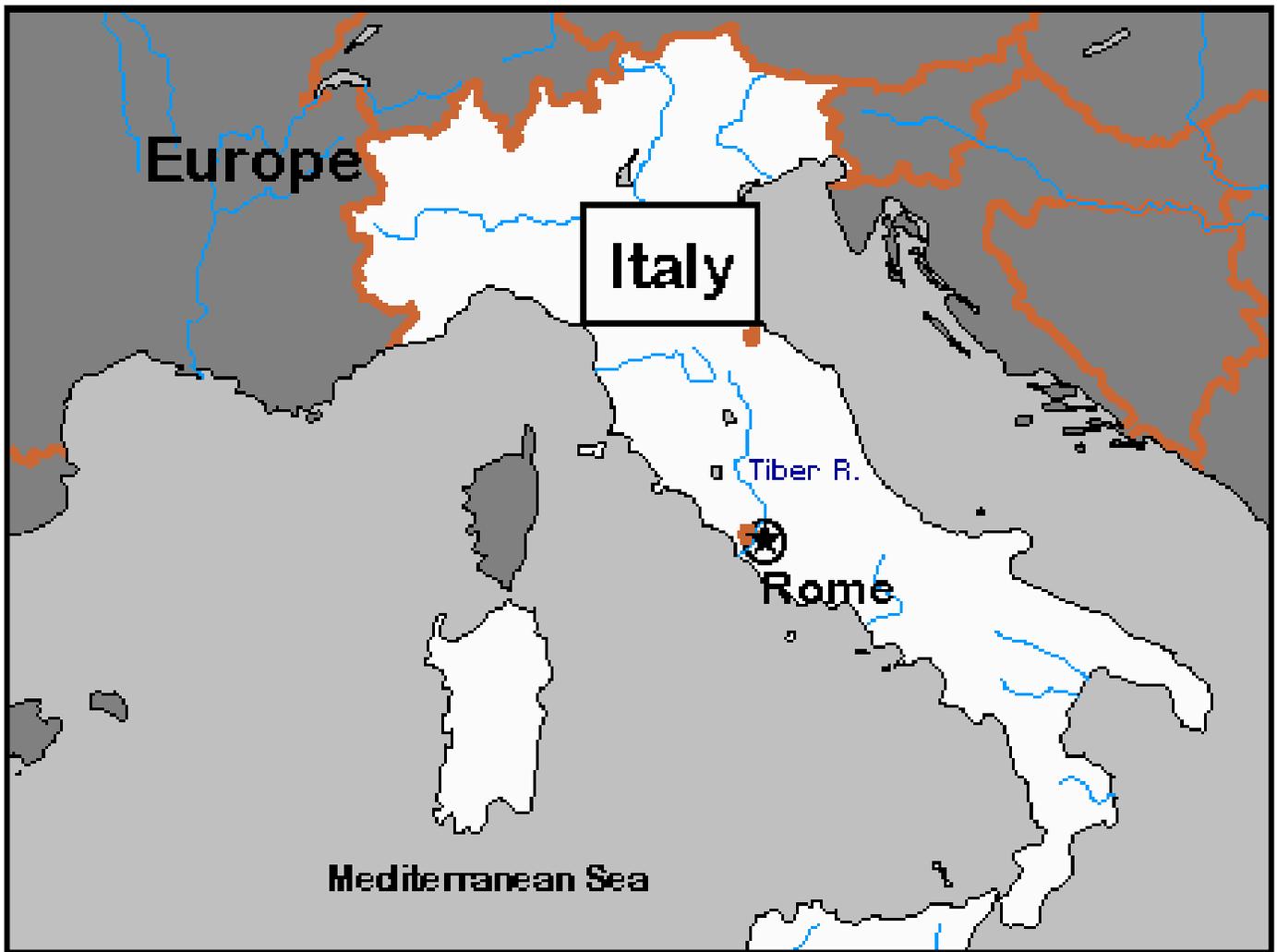
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NOTE: The country of **ancient Rome** surrounded the Mediterranean Sea and was located on three continents — Europe, Asia, and Africa.

Attachment B: Map of Rome (today)

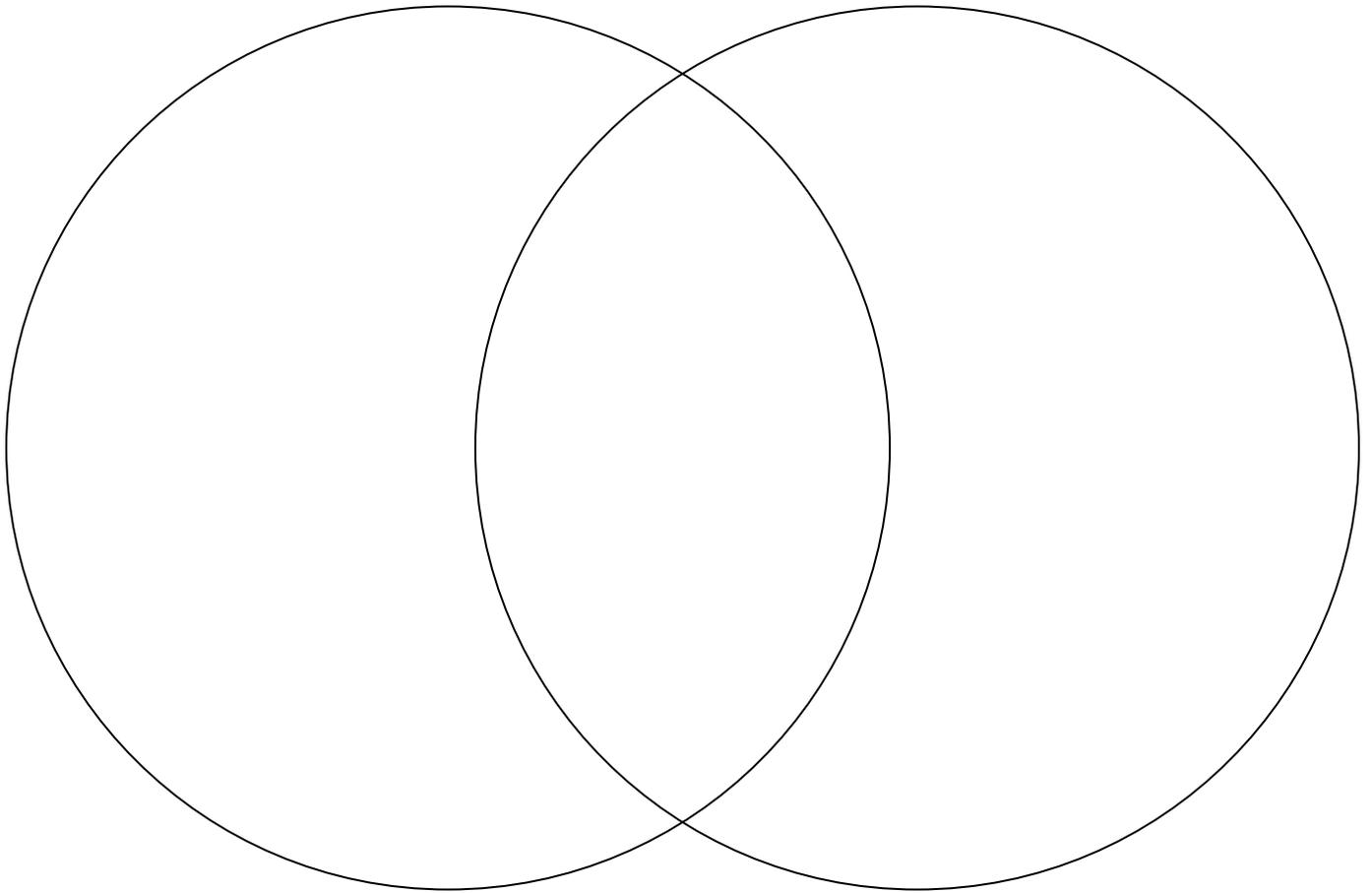
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NOTE: Today, Rome is a city in the country of Italy. It is located next to the Tiber River.

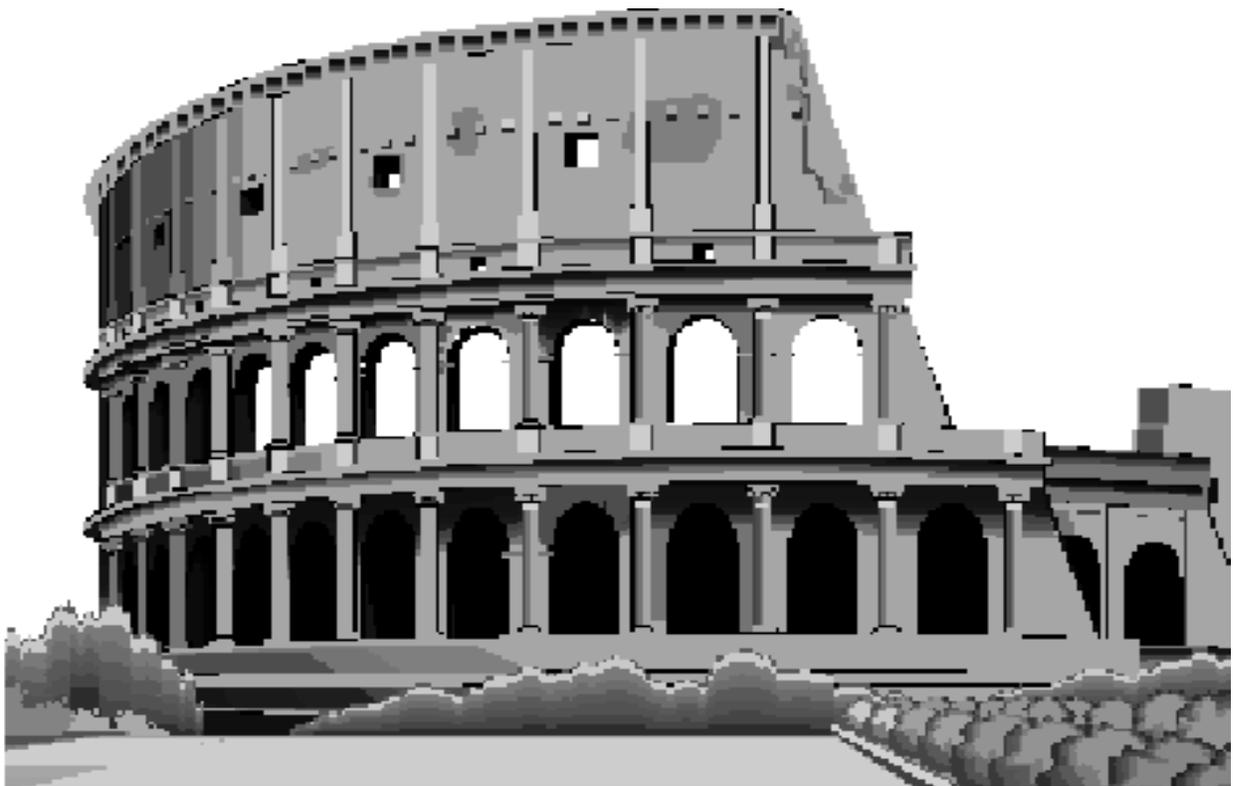
**Attachment C: Venn Diagram Template**

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## Attachment D: The Colosseum

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**Attachment E: Mix and Match Activity**

Write the correct number in the corresponding boxes to the right. Numbers will be repeated.

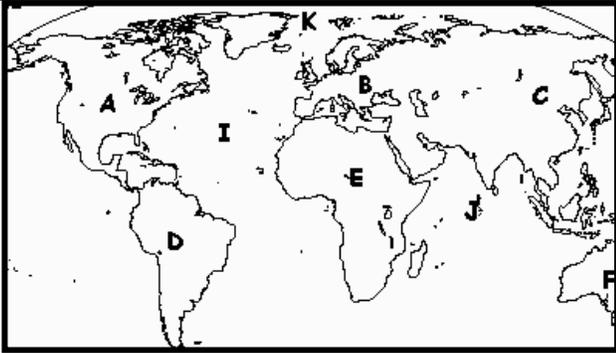
<b>1. Physical Characteristics</b>	- Olympic Games
<b>2. Human Characteristics</b>	Sculptures
<b>3. Adaptations to Environment</b>	Surrounded the Mediterranean Sea
<b>4. Government</b>	Built on mountains and hills
<b>5. Architecture</b>	Had limited rich soil
<b>6. The Arts</b>	Mosaics
<b>7. Sports</b>	Farmed on hillsides (using terraced farming)
	Road builders
	Used arches in many of their buildings
	The Colosseum and the Aqueducts are examples.
	Traded on the Mediterranean Sea
	Was a representative democracy: The people elected representatives to make the laws for them.
	Farmers
	Present-day Rome is a city located next to a river in the country of Italy.
	Traders
	Paintings
	- Republican is a form of this.

## Attachment F: Answer Key for Mix and Match Activity

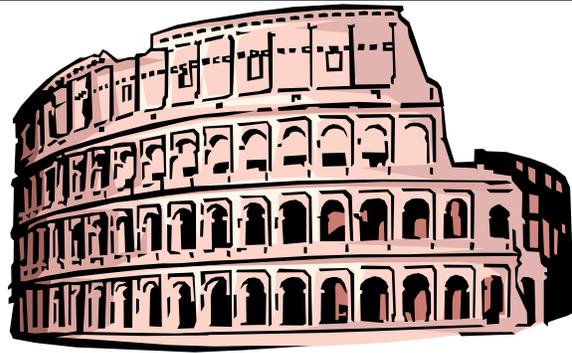
<b>Physical Characteristics</b>	Surrounded the Mediterranean Sea
	Built on mountains and hills
	Had limited rich soil
<b>Human Characteristics</b>	Farmers
	Road builders
	Traders
<b>Adaptations to Environment</b>	Farmed on hillsides (using terraced farming)
	Traded on the Mediterranean Sea
<b>Government</b>	Was a representative democracy: The people elected representatives to make the laws for them.
	Republican is a form of this.
<b>Architecture</b>	Used arches in many of their buildings
	The Colosseum and the Aqueducts are examples.
<b>The Arts</b>	Sculptures
	Mosaics
	Paintings
<b>Sports</b>	The Olympics

## Attachment G: Sample Assessment Items

Asterisk (\*) indicates correct answer.



- Using the map above, on which continent is the city of Rome located today?
  - Continent A
  - Continent B\*
  - Continent C
  - Continent D
- Ancient Rome was located on a peninsula surrounded by which body of water?
  - The Nile River
  - The Mediterranean Sea\*
  - The James River
  - The Atlantic Ocean
- The country of ancient Rome was so large that its land was located on what three continents?
  - North America, South America, and Asia
  - Europe, Asia, and North America
  - Australia, Africa, and Asia
  - Asia, Europe, and Africa\*
- The word *characteristic* means \_\_\_\_\_.
  - change
  - community
  - trait\*
  - contribution
- Growing crops on hillsides and trading on the Mediterranean Sea were \_\_\_\_\_ of ancient Rome.
  - human characteristics\*
  - physical characteristics
  - science characteristics
  - plant characteristics
- Which word means the act of giving or doing something?
  - Democracy
  - Community
  - Contribution\*
  - Characteristic



- What is the name of this ancient Roman building?
  - The Parthenon
  - The Colosseum \*
  - The Aqueducts
  - The Great Wall
- What architectural feature did the ancient Romans use in the construction of their buildings?
  - Adobe
  - Arches\*
  - Pyramids
  - Windows
- Which of the following arts did ancient Romans display?
  - Hieroglyphics
  - Sculptures\*
  - Cursive
  - Symbols
- In what kind of government do people vote for or elect representatives to make their rules and laws for them?
  - A representative democracy\*
  - A dynasty
  - A direct democracy
  - A king
- What kind of government was established in ancient Rome and used as a model for the United States government?
  - A representative democracy\*
  - A dynasty
  - A direct democracy
  - A king
- What was the purpose of using the aqueducts in ancient Rome?
  - Trading on the Mediterranean
  - Painting walls
  - Building roads
  - Carrying water from streams\*

Organizing Topic

# The Early West African Empire of Mali: Trade, Rulers, Education, and Physical and Human Characteristics

## Standard(s) of Learning \_\_\_\_\_

- 3.2 The student will study the early East African empire of Mali by describing its oral tradition (storytelling), government (kings), and economic development (trade).
- 3.4 The student will develop map skills by
  - a) locating Greece, Rome, and West Africa;
  - b) describing the physical and human characteristics of Greece, Rome, and West Africa;
  - c) explaining how the people of Greece, Rome, and West Africa adapted to and/or changed their environment to meet their needs.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

### Skills *(to be incorporated into instruction throughout the academic year)*

Locate and use information from print and non-print sources.

\_\_\_\_\_

Use resource materials.

\_\_\_\_\_

Gather, classify, and interpret information.

\_\_\_\_\_

Collect and record information.

\_\_\_\_\_

Identify and locate features on a map and globe.

\_\_\_\_\_

Locate and use information from print and non-print sources.

\_\_\_\_\_

### Content

Know that most of what we know about Mali’s history comes from oral accounts that were handed down from Mali storytellers.

\_\_\_\_\_

Understand that Mali was ruled by rich and powerful kings.

\_\_\_\_\_

Understand that early Mali was a wealthy trading empire before Columbus sailed to America.

\_\_\_\_\_

Describe how Africa was the home to several great empires. One of the most prosperous was the empire of Mali.

\_\_\_\_\_

Describe how many storytellers in Mali passed on traditions and stories from one generation to the next.

\_\_\_\_\_

Describe how the kings of Mali were rich and powerful men who controlled trade in West Africa. Mali became one of the largest and wealthiest empires in the region and was an important trade center.

\_\_\_\_\_

Describe how Mali lay across the trade routes between the sources of salt in the Sahara Desert and the gold region/mines of West Africa. For the people of the desert, salt was a natural resource. People used salt for their health and for preserving foods. Miners found gold in Western Africa. Therefore, salt was traded for gold.

\_\_\_\_\_

Describe why Timbuktu was an important city in Mali. It had a famous university with a large library containing Greek and Roman books.

\_\_\_\_\_

Understand that the empire of Mali was located in the western region of the continent of Africa.

\_\_\_\_\_

Know the following term:

- Characteristics: different traits.

\_\_\_\_\_

Describe the physical characteristics of the Empire of Mali.

- Located in West Africa
- Near rivers
- Desert-like conditions
- Gold mines

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Describe the human characteristics of the Empire of Mali: Farmers, miners, and traders.

\_\_\_\_\_

Describe how people adapt to their environment in different ways.

\_\_\_\_\_

Explain ways that the people of Greece, Rome, and West Africa adapted to their environments. Within the Empire of Mali:

- salt was an important natural resource for people in the desert, and
- salt was traded for gold.

\_\_\_\_\_

\_\_\_\_\_

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE*. Schools of California Online Resources for Education. <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

*Mali: Ancient Crossroads of Africa*. This site is provided by the Virginia Department of Education and has numerous links, resources, lesson plans, pictures, videos, and maps. <<http://mali.pwnet.org>>.

Matusevich, Melissa. *Social Studies Curriculum Resources Poster Sets*. <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

*Mr. Dowling’s Electronic Passport*. Mike Dowling. <<http://www.mrdowling.com/>>. This Web site allows students to visit ancient civilizations in a virtual classroom.

## Session 1: Geography and Physical Characteristics

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to recall information about ancient Egypt, China, Greece, and Rome.
- Students are expected to know geographical, physical, and map terms (e.g., *compass rose, title, legend, continent, ocean, hemisphere, river, desert*).
- Students are expected to know how to read a map.
- Students are expected to know how to compare and contrast.
- Students are expected to know how to research a question, using resource materials.
- Students are expected to know how to use various resource materials.

### *Materials*

- A large wall or floor map of the world
- Reference materials, including those with many pictures (e.g., atlas, globe, encyclopedias, nonfiction books, Web sites, videos)
- Map handout of Mali (Attachment A; 1 per student)
- Mali fact sheet (Attachment B: My Journal Fact Sheet; 1 per student)
- Crayons, colored pencils
- 9" x 12" pieces of colored construction paper (1 per student)
- Chalkboard or overhead projector

### *Instructional Activities*

1. Introduce the following geographical and physical characteristics of Mali:
  - Was located in the western region of the continent of Africa
  - Had rivers nearby
  - Had desert-like conditions
  - Had gold mines
  - Laid across the trade routes between the Sahara Desert and the West African region
  - Contained the important city of Timbuktu
2. As review, have students locate places on the world map they have studied. Be sure to do a brief review of map terms and hemispheres, as well as a review of ancient Egypt, China, Greece, and Rome.
3. Introduce the country of Mali using a large wall or floor map of the world. Have students locate the continent of Africa and the country of Mali. Discuss characteristics of its location, climate, land, and locations of bodies of water. Have students brainstorm problems the people of Mali long ago may have experienced because of the country's location and environment (e.g., deserts: hot and dry climate, lack of water: difficulties in farming crops). Compare Mali's water sources to those of ancient Greece and Rome.
4. Initiate a Think, Pair, and Share activity.
  - Provide students with resource materials.
  - Have pairs of students research a question on Mali. Give the same question out more than once so that you will get a variety of answers.
  - Possible questions:
    - What were the land and the environment like?
    - What are the advantages and disadvantages of living in this environment?
    - What natural resources did they have? What could they do with them?
    - How did the people adapt to living in their environment?
    - What jobs did the people have?
    - Did they farm any crops? If so, how?

- Did they trade like ancient Greece and Rome? If so, how?
  - You may want to have students finish this activity for homework and share the results with the class the next day.
5. Give students the map of Mali. Have students color in the land (brown) and water (blue). Have the students add a map legend.
  6. Have students begin making a fact booklet about Mali. Have them add a sheet or two each day.
    - Have students make a cover out of construction paper.
    - Have students use the map as page 1.
    - For page 2, have students record facts about Mali's geography and physical characteristics. They may refer to the fact sheet. Since this is the first entry, you may want to model this on the chalkboard or overhead projector. Have students write four facts about the topic Geography/Physical Characteristics and draw an illustration in the middle area.
    - Have students use the booklet for their test study guide.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use a word-processing program to record their research and facts about Mali for their Mali booklets. The journal page (Attachment B) can be made into a template.
- Instruct students to use a software application to color a scanned map of Mali and to add a map legend.
- Have students color and label an enlarged map of Mali.
- Direct students to record facts about Mali, using an audio device.
- Have students use a multimedia software program to record the facts about Mali and to answer the research question.
- Have students use a picture communication software program to share facts about Mali.

#### Multisensory

- Have students use textured products such as glue, sand, puff paint, string, or other materials to create a map of Mali.
- Have students stand on the floor map of Africa to create the continent's borders and locate Mali and nearby bodies of water.
- Have students use recorded audio to research and record information about Mali.

#### Community Connections

- Arrange for students to visit a local museum to learn more about Mali.
- Invite a community contact to discuss his/her first-hand knowledge of Mali.

#### Small Group Learning

- Divide students into small groups to create a digital presentation about Mali that includes a virtual tour, video clips, and Internet resources.
- Divide students into small groups to create a brochure to describe Mali, including information from Instructional Activities #1, 2, 3, and 4.
- Have students create and perform a reader's theater about Mali.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *Mali, Africa, country, Sahara Desert, Timbuktu, desert, continent, characteristics, environment, brainstorm, problem, crops, sources.*
- Have students use a class word wall to review the vocabulary.
- Have students create a picture dictionary. Each page is divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.

- Instruct students to use a software program to create pictures for each vocabulary word and booklets of the words and their pictures.
- Have students create vocabulary flash cards, with the word on one side and a student-generated illustration on the other.
- Have students play “Vocabulary Bingo” to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.
- Have students play a class quiz game to review the vocabulary.

**Student Organization of Content**

- Have students create a Venn diagram (two- or three-comparison diagram) to compare Mali to ancient Greece and/or Rome.
- Provide students a two-column table containing teacher-supplied notes on the left side of the page. The students should use highlighters on key facts and illustrate those facts on the right side of the page. An example of the table follows.

<b>Notes</b>	<b>Illustrations</b>

## Session 2: Human Characteristics and Adaptations to Environment \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall the location of Mali and information about the geography and physical characteristics of Mali.
- Students are expected to understand the concept of cause and effect.
- Students are expected to be able to recall the cause-and-effect adaptations from ancient Greece and Rome.

### *Materials*

- Cause-and-Effect Adaptations chart from ancient Greece and Rome

### *Instructional Activities*

1. Review the session, “Geography and Physical Characteristics.” Give students time to share information from the Think, Pair, and Share activity.
2. Discuss the following facts about the West African Empire of Mali:
  - Adaptations to Environment
    - Mined gold in West Africa and traded it for salt from the Sahara Desert
    - Used salt for their health and to preserve food
    - Trade made Mali one of the wealthiest empires in the region
  - Human Characteristics
    - Miners
    - Farmers
    - Traders
3. Review the term *adaptation*. Refer to the Cause-and-Effect Adaptation chart you created about ancient Greece and Rome.
4. Review the location of Mali, and discuss how the people had to adapt to their environment. Have students provide information on these adaptations to add to the chart.
5. Review the term *characteristic* (traits). Ask students how location affects occupations and what different characteristics (occupations) these people from Mali had: Farmers, traders, and miners. Compare these occupations with those of ancient Greece and Rome.
6. Have students add two fact sheets to their Mali booklet.
  - Page 3: Adaptations to Environment
  - Page 4: Human Characteristics

### *Specific Options for Differentiating This Lesson*

#### Technology

- Instruct students to use a word-processing program to record facts about Mali for their Mali booklets. The journal page (Attachment B) can be made into a template.
- Have students record facts about Mali, using an audio device.
- Have students use a software program to use pictures to represent different occupations of the people of Mali.
- Have students use the Internet to research occupations and the way industry has adapted to the environment in Mali.
- Have students use a multimedia software program to share information about Mali.
- Direct students to use a word-processing program with a template created for the Cause-and-Effect Adaptations chart (see Session 2 in the Organizing Topic: Ancient Greece for the chart).

- Have students print the causes and effects on labels and add them to the chart.

Multisensory

- Direct students to dramatize the different occupations of the people of Mali.
- Have students taste different foods preserved in salt.
- Have students use salt to outline Mali or fill in Mali on a map to emphasize the importance of salt to Mali.
- Have students create a human Venn diagram comparing Mali to ancient Greece and/or Rome. Draw a large two- or three-section Venn diagram on the blacktop or bulletin-board paper. Give students a fact, and have them stand in the area of the Venn diagram that applies to the statement.

Community Connections

- Ask the school nurse or school dietician to visit the class to share the effects of salt in an individual’s diet.

Small Group Learning

- Divide students into small groups to create a presentation about Mali, including using a virtual tour, video clips, and Internet resources.
- Have students listen to or read a story about Mali. Direct the groups to create a puppet show to dramatize the different occupations or adaptations in the story.
- Have students create and perform a reader’s theater about Mali.
- Have students complete the Cause-and-Effect Adaptations chart together in small groups.
- Have the groups create questions about Mali and ask/share the questions with another group.

Vocabulary

- Have students use the following vocabulary when completing their activities: *Mali, Africa, wealthy, empire, health, preserve, salt, mined, miners, farmers, traders, adaptation, characteristic, occupation, cause, effect.*
- Direct students to play “Charades” or a drawing game to review the vocabulary.
- Have students create a picture dictionary, with each page divided into four sections, which should include the word, a definition for the word, a picture of the word, and a sentence using the word.
- Direct students to use a software program to create pictures for each vocabulary word and booklets of the words and their pictures.
- Have students create vocabulary flash cards with the word on one side of the card and a student-generated illustration on the other.
- Have students play “Vocabulary Bingo” to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.
- Have students play a class quiz game to review the vocabulary.

Student Organization of Content

- Have students create a Venn diagram (two- or three-comparison diagram) to compare occupations and adaptations of Mali to ancient Greece and/or Rome.
- Provide students a two-column table containing teacher-supplied notes on the left side of the page. The students should use highlighters on key facts and illustrate those facts on the right side of the page. An example of the table follows.

Notes	Illustrations

## Session 3: Government and Trade in the West African Empire of Mali

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand the concept of trading and bartering.
- Students are expected to be able to recall information about the marketplaces like the agoras in ancient Greece.
- Students are expected to know how to read a map.
- Students are expected to be able to recall information presented about Mali in Sessions 1 and 2.

### *Materials*

- Paper crown for the king
- Trade items:
  - rock salt
  - gold nuggets (rocks spray-painted gold)
  - nuts
  - pieces of scrap cloth
  - books
  - shells

### *Instructional Activities*

1. Review previous sessions on Mali.
2. Share the following information:
  - The West African Empire of Mali was one of the richest and most powerful empires. At this time, Mali was an important trade center that lay across the trade routes between the Sahara Desert, where salt was the important resource, and West Africa, where the gold mines were found. People came to Mali to trade in the marketplaces. People from Eastern Africa, Northern Africa, and regions in the south also had to pass through Mali to trade. At this time, the West African Empire of Mali was run by a king, like many other empires in Africa (*pharaoh* in Egypt). The king of Mali controlled the trade in West Africa and put a tax on things that were sold or traded within the country of Mali. This is how the Empire of Mali became so wealthy and powerful. Mali had marketplaces like the *agoras* in ancient Greece. Many items were traded in these marketplaces. West African people from the deserts in the north carried salt, copper, cloth, books, shells, and pearls to these marketplaces to trade. Traders from the south brought gold, nuts, ivory, and slaves to trade. The people from Mali traded their own gold and products, and managed the trade between other countries. This is why Mali became an important trade center. People went to the marketplaces in Mali to trade things they had for items they needed or to sell things for money. Merchants often traded gold for salt. For the people of the desert, salt was an important natural resource. People used salt for their health and to preserve foods. Without salt, people would grow sick and die, especially when the climate was hot. Salt was also used as money for trading in Mali.
3. Trade activity
  - Choose a student to be the king of Mali. The king's job will be to tax people who come to the marketplace in Mali.
  - Divide the rest of the students into three groups.
    - 1) People from the desert in the north (carrying rock salt, cloth, books, and shells)
    - 2) People from the south (carrying gold nuggets and nuts)
    - 3) People from Mali in the marketplace (have gold nuggets)
  - Set up a marketplace in the classroom, and conduct a brief bartering/trading role-playing session.
  - When the people pass through the marketplace, they may use salt rocks, gold nuggets, or coins to pay taxes to the king.

4. Follow up with a discussion, and ask what problems students encountered.
5. Have students add and illustrate page 5 in their Mali fact booklet on Government and Trade.

### ***Specific Options for Differentiating This Lesson***

#### Technology

- Have students use a word-processing program to record facts about Mali for their Mali booklets. The journal page (Attachment B) can be made into a template.
- Direct students to record facts about Mali, using an audio device.
- Have students use a software program to acquire and manipulate images and add text to explain trade and government in Mali.
- Direct students to use the Internet to locate information about trade and government in Mali.

#### Multisensory

- Have students dramatize bartering and trading in the marketplace in Mali.
- Provide students with actual items that are traded (e.g., rock salt, cloth, books, shells, nuts) to use with the standard instructional activities.

#### Community Connections

- Invite the school nurse or school dietician to discuss the effects of salt on an individual's diet.
- Use an Internet trading site (e.g., craigslist, eBay) to illustrate items for trade or barter in the current marketplace.

#### Small Group Learning

- Have small groups create digital slide presentations that explain the government or trade in Mali.
- Have small groups create travel brochures or mini travel posters for Mali.
- Have small groups role-play bartering in the marketplace.
- Have small groups complete Venn diagrams comparing the agoras from ancient Greece to the marketplace style of Mali.
- Have small groups create their own marketplaces with various forms of trading and bartering. Then have the groups visit and compare the other marketplaces.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *agoras, marketplace, barter, trade, region, merchant, natural resource, climate, king*.
- Have students create picture dictionaries. Each page should be divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Instruct students to use a software program to create images for the vocabulary words and add them to booklets of words and images.
- Have students play "Vocabulary Bingo" to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.
- Have students play a class quiz game (in groups or as individuals) to review the vocabulary.

#### Student Organization of Content

- Have students create a Venn diagram to compare the marketplaces of ancient Greece and Mali.
- Provide students with notes about the government and trade in Mali. Have them highlight teacher-generated key facts and illustrate them.
- Have students create a large class mural illustrating the trade and government of Mali.

## Session 4: Oral Tradition and Architecture

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to retell a folktale.
- Students are expected to be able to recall information presented about Mali in Sessions 1, 2, and 3.

### *Materials*

- Teacher-selected folktales

### *Instructional Activities*

1. Review concepts from previous sessions.
2. Discuss how traditions are passed from one generation to the next. Have students share some of their family traditions with the class.
3. Activity
  - Divide the class into three or four groups.
  - Choose one person from each group to read a teacher-selected folktale, preferably one that is unfamiliar to the student. Have the student read the folktale at home prior to this lesson and practice retelling it to family members or a friend.
  - After reading the folktale, have the readers retell the story to one person in their group. (The other members of this group should not be within hearing distance.)
  - That member would in turn retell the same story to another student in the group. (This student should not have access to the written story.)
  - This process would continue until the story goes through all the students in each group.
  - The last person in each group will then retell the story to the whole class.
  - Read the actual folktale aloud to the class.
4. Discuss how the retelling of a story can change when passed down through generations. In Mali, history was passed along for generations through storytelling, because the people had no written language for many years.
5. Tell students that eventually a library was built at a university in Timbuktu. Even then, the large library was filled with Greek and Roman books. The city of Timbuktu later became an important center of learning.
6. Have students add two fact sheets to their Mali fact booklet.
  - Page 6: Oral Tradition
  - Page 7: Architecture

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to use a word-processing program to record facts about Mali for their Mali booklets. The journal page (Attachment B) can be made into a template.
- Have students record facts about Mali, using an audio device.
- Instruct students to use images from a software program to retell their folktale.
- Have students use the Internet to locate information about architecture in Mali.
- Have students use preprinted sentence strips and images to retell the folktale.
- Have students use an electronic book or other audio playback to listen to the folktale prior to retelling it.
- After creating stories, have students post their work to a teacher-created wiki, or collaborative Web site (e.g., TarHeel Reader, iTunes podcasts).

### Multisensory

- Have students dramatize their folktales.
- Have students type “retelling” into a text-to-speech reader to play it back.
- Have students dramatize personal family traditions for the class.

### Community Connections

- Invite a storyteller to discuss how he/she prepares to tell stories.
- Invite a local production company to present a play on Mali or other ancient civilizations.
- Have students create and share their stories with different classrooms or guest audiences.

### Small Group Learning

- Have students play the “telephone game” (whispering a short narrative into the first student’s ear and having him/her whisper it to the next) to illustrate how communication can change as it passes from person to person. The short narrative should be related to facts about Mali.
- Have small groups create an electronic slide presentation to retell a story.
- Have small groups dramatize folktales.
- Have pairs of students create retellings of stories.
- Have small groups create pages for their Mali booklets.

### Vocabulary

- Have students use the following vocabulary when completing their activities: *generation, tradition, family, folktale, university*.
- Have students use a class word wall to review the vocabulary.
- Instruct students to create picture dictionaries with each page divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Have students use a software program to create images for the vocabulary words and add them to booklets of words and images.
- Have students create vocabulary flash cards with the word on one side of the card and a student-generated illustration on the other side.
- Have students play “Vocabulary Bingo” to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.
- Have students play a class quiz game to review the vocabulary.
- Have students play “Charades,” using the vocabulary.
- Have students play a class game of concentration to review the vocabulary.

### Student Organization of Content

- Assign different Mali topics to different small groups of students, and have each group create one of the following presentations about their assigned topics (a choice-board format can be used):
  - A reader’s theatre
  - An enlarged postcard
  - A diorama
  - A poster
  - A mural

## Session 5: Review and Test

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### *Materials*

- Mix and Match activity (Attachments C and D; 1 per student)
- Test on the West African empire of Mali (Attachment E: Sample Assessment Items)

### *Instructional Activities*

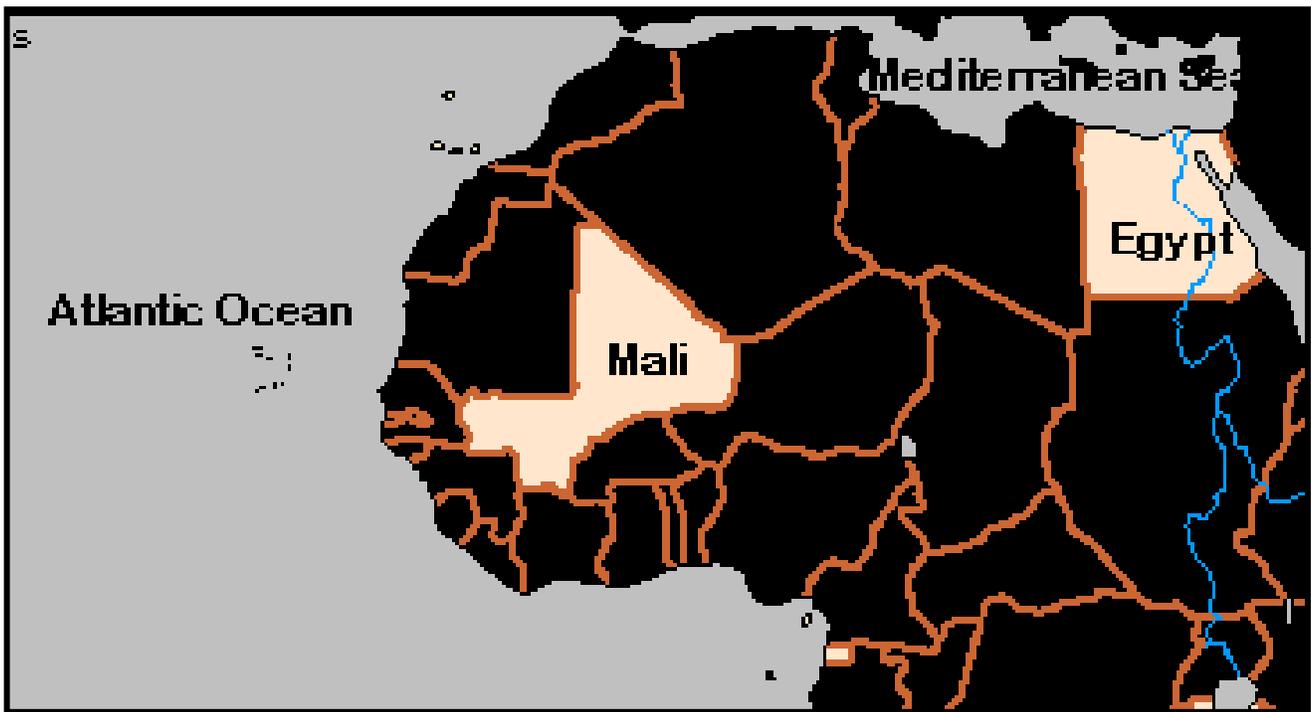
1. Have students complete the Mix and Match Activity (Attachments C and D), and review it with them.
2. Give students the test (Sample items at Attachment E).
3. Review the answers after all students have finished the test.

## Additional Activities

- Read and discuss teacher-selected nonfiction books on the West African Empire of Mali.
- Create a map with students that traces the trade route from the deserts to the gold and/or salt mines in West Africa.
- Discuss the forms of government in Greece (direct democracy) and Rome (republican form of government or representative democracy). Use a Venn diagram to compare these to the Mali Empire ruled by kings.
- Simulate a role-playing activity for each kind of government—kings, direct democracy, and representative democracy.
- In a chart, have students compare and contrast physical and human characteristics of the three ancient groups of people from Greece, Rome, and the West African Empire of Mali.
- Discuss the importance of the locations of these ancient places along the Mediterranean Sea, the Nile River, and the Niger River.
- Have students write postcards or travel brochures about what it is like growing up in the West African Empire of Mali.
- Provide students with a Venn diagram using three interlocking circles to show similarities in professions among ancient Greece, Rome, and the West African Empire of Mali. Students could use pictures to represent each occupation.
- When studying the West African Empire of Mali, invite a local storyteller to share folktales from the past. The public library usually has access to this information.
- Have students retell a story that they've heard from an older family member, or read a library book and have the students retell the story to a group of younger children.
- Have students compare and contrast the kings of Mali to the pharaohs of Egypt.
- Discuss the importance of Timbuktu and how a king influenced the changes in language and built a university with a large library containing Greek and Roman books that made Timbuktu the center of learning.
- On a map of Africa, have students trace the trade route from the gold mines of West Africa to the salt mines of the desert.
- In cooperative groups, have students create a poster of the West African Empire of Mali. Include information on government, geography, economics (trade), natural resources, and Timbuktu.

Attachment A: Map of Mali

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**Attachment C: Mix and Match Activity**\_\_\_\_\_

Write the matching number in boxes to the right. Numbers will be repeated.

**1. Physical Characteristics**

**2. Human Characteristics**

**3. Adaptations to Environment**

**4. Government**

**5. Architecture**

**6. Oral Tradition**

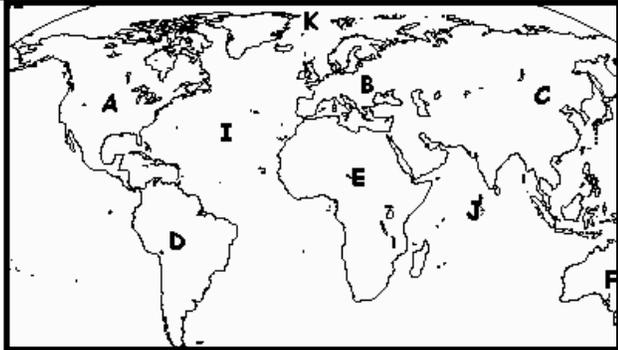
Located in the western region of the continent of Africa
Had rivers nearby
Used salt for their health and to preserve food
Mali did not have a formal written language
Trade made Mali one of the wealthiest empires in the region
Built a famous university in Timbuktu that contained a large library of Greek and Roman books
Ruled by rich and powerful kings
Kings controlled the trade in West Africa and made Mali an important trade center
Had desert-like conditions
Had gold mines
Farmers
Mined gold in West Africa and traded it for salt from the Sahara Desert
Traders
History was passed down by oral accounts through storytellers from one generation to the next
Miners
Laid across the trade routes between the Sahara Desert and the West African region
Contained the important city of Timbuktu

## Attachment D: Answer Key for Mix and Match Activity \_\_\_\_\_

<b>Physical Characteristics</b>	Located in the western region of the continent of Africa
	Had rivers nearby
	Had desert-like conditions
	Had gold mines
	Laid across the trade routes between the Sahara Desert and the West African region
	Contained the important city of Timbuktu
<b>Human Characteristics</b>	Farmers
	Miners
	Traders
<b>Adaptations to Environment</b>	Mined gold in West Africa and traded it for salt from the Sahara Desert
	Used salt for their health and to preserve food
	Trade made Mali one of the wealthiest empires in the region
<b>Government</b>	Ruled by rich and powerful kings
	Kings controlled the trade in West Africa and made Mali an important trade center
<b>Oral Tradition</b>	Mali did not have a formal written language
	History was passed down by oral accounts through storytellers from one generation to the next
<b>Architecture</b>	Built a famous university in Timbuktu that contained a large library of Greek and Roman books

## Attachment E: Sample Assessment Items

Asterisk (\*) indicates correct answer.



- Using the map above, the West African Empire was located on which continent?
  - Continent C
  - Continent B
  - Continent A
  - Continent E\*
- What is the name of this continent?
  - Australia
  - Europe
  - Africa\*
  - Asia
- The word *characteristic* means \_\_\_\_\_.
  - change
  - community
  - trait\*
  - climate
- Which of the following was a physical characteristic of the early West African Empire of Mali?
  - Mountains
  - Hills
  - Deserts\*
  - Forests
- The West African people of Mali adapted to their environment by \_\_\_\_\_.
  - mining gold\*
  - mining silver
  - building roads
  - building ships
- Which of the following was an important natural resource for people living in the desert?
  - Wood
  - Coal
  - Salt\*
  - Silver
- Why was the location of Mali important to its people?
  - Mali was located on the Mediterranean Sea between Greece and Rome.
  - Mali was located on the trade routes between the salt mines of the Sahara Desert and the gold mines in West Africa.\*
  - Mali was located on the Nile River where there was rich soil.
  - Mali was located next to the forest where the people could hunt for food.
- Who controlled the trade in West Africa?
  - The kings of Mali\*
  - The pharaohs of Egypt
  - The kings of England
  - The presidents of Africa
- Which of the following was an important city in Mali?
  - Cairo
  - Athens
  - Sahara
  - Timbuktu\*
- How was the West African empire of Mali governed?
  - By pharaohs
  - By kings\*
  - By representative democracy
  - By presidents
- How was history and tradition passed down from one generation to the next?
  - People wrote books in the language of Mali.
  - Scribes wrote history in scrolls.
  - People used hieroglyphics and wrote on cave walls.
  - Storytellers gave oral accounts.\*
- What would people see if they visited the city of Timbuktu?
  - A university library\*
  - A pyramid
  - A colosseum
  - The Great Wall of China

*Organizing Topic*

# Exploration of the Americas

## Standard(s) of Learning

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- 3.3 The student will study the exploration of the Americas by
- a) describing the accomplishments of Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport;
  - b) identifying reasons for exploring, the information gained, the results of the travels, and the impact of the travels on American Indians.
- 3.5 The student will develop map skills by
- c) locating the countries of Spain, England, and France;
  - d) locating the regions in the Americas explored by Christopher Columbus (San Salvador in the Bahamas), Juan Ponce de León (near St. Augustine, Florida), Jacques Cartier (near Quebec, Canada), and Christopher Newport (Jamestown, Virginia).

## Essential Understandings, Knowledge, and Skills

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*Correlation to Instructional Materials*

**Skills** (to be incorporated into instruction throughout the academic year)

Locate and use information from print and non-print sources.

\_\_\_\_\_

Distinguish between relevant and irrelevant information.

\_\_\_\_\_

Gather, classify, and interpret information.

\_\_\_\_\_

### Content

Understand that the first explorers had different motivations, had different sponsors, and met different successes.

#### Christopher Columbus

- Country (Sponsor): Spain
- Reason for Exploring: To find a western sea route to Asia
- Successes/Achievement: First European to discover a sea route to America; discovered Western Hemisphere (landed at San Salvador)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Juan Ponce de León

- Country (Sponsor): Spain
- Reason for Exploring: To discover riches and land to conquer
- Successes/Achievement: First European to land in Florida (near St. Augustine); gave Spain claim to Florida

\_\_\_\_\_  
 \_\_\_\_\_

#### Jacques Cartier

- Country (Sponsor): France
- Reason for Exploring: To colonize the New World
- Successes/Achievement: Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North American claim

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

#### Christopher Newport

- Country (Sponsor): England
- Reason for Exploring: To discover riches, to find a western sea route to Asia, and to colonize Virginia
- Successes/Achievement: Arrived at present day Jamestown; made four additional voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Know the following terms:

- Explorer: A person who travels seeking new discoveries
- European: A person from one of the countries in Europe

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Understand that European exploration had the following impact on American Indians:

- Introduction of deadly diseases
- Settlement by the explorers
- Relocation of the American Indians from their tribal homelands.

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Understand that England, Spain, and France are located on the continent of Europe. The United States is located on the continent of North America.

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Understand that San Salvador is located in the general area of the Bahamas. St. Augustine is located in northern Florida. Quebec is located in Canada. Jamestown is located in Virginia.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

“Christopher Columbus: Explorer.” *Enchanted Learning*.

<<http://www.enchantedlearning.com/explorers/page/c/columbus.shtml>>. This Web page features information on Christopher Columbus.

“Curriculum Materials.” Jamestown-Yorktown Foundation. <<http://www.historyisfun.org/Curriculum-Materials.htm>>. This Web site offers lesson plans, audio, and video files on the Powhatan Indians.

“Explorers.” *Enchanted Learning*. <<http://www.enchantedlearning.com/explorers/index.htm>>. This Web page contains an alphabetized list of explorers with short biographies.

“Explorers—N’s” *Enchanted Learning* <<http://www.enchantedlearning.com/explorers/indexn.shtml>>. Background information on Christopher Newport can be found at this Web page.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE*. Schools of California Online Resources for Education. <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

“Juan Ponce de León.” *Enchanted Learning*.

<<http://www.EnchantedLearning.com/explorers/page/d/deleon.shtml>>. This Web page provides information on Ponce de León.

Matusevich, Melissa. *Social Studies Curriculum Resources Poster Sets*.

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

Virginia Standards of Learning Assessments for the 2001 History and Social Science Standards of Learning. Grade Three History and Social Science Test Blueprint. Virginia Department of Education, 2003/04.

<<http://www.pen.k12.va.us/VDOE/Assessment/HistoryBlueprints03/2002BlueprintGrade3.pdf>>. This site provides assessment information for Grade Three Introduction to History and Social Science.

## Session 1: Understanding What Makes a Good Explorer \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand the terms *characteristic* and *explorer*.
- Students are expected to be able to make predictions.
- Students are expected to be able to put items in order according to importance.
- Students are expected to be able to differentiate between relevant and irrelevant information.

### *Materials*

- Closed box containing materials an explorer might need (e.g., magnifying lens, compass, hat, map, journal)
- Butcher paper or chart paper

### *Instructional Activities*

1. Present students with a closed box that contains items an explorer might use (e.g., a magnifying lens, compass, hat, map, journal). Do not divulge the contents, but explain that the box contains items an explorer might use.
2. Have students guess what items are in the box before opening it. After they guess, take out one item at a time, and ask students to describe the purpose of each. List ideas on the board or on chart paper.
3. Explain to the class that you are beginning a unit on explorers.
4. Begin a KWL chart. Draw a large ship with three sails on butcher paper. Write a letter on each sail (K, W, L) or make a chart on chart paper. Ask students what they already know about explorers, and write their responses on the K sail. Ask students what they want to know, and write their responses on the W sail or chart. Keep the ship/chart posted in the classroom for the entire unit. At the end, fill in what students have learned on the L sail or chart.
5. Divide the students into small groups, and list the following characteristics on the board:
  - adventurous
  - physically strong
  - popular
  - healthy
  - intelligent
  - brave
  - independent
  - rich
  - decision maker
  - careful
  - curious
  - fame seeker
6. In their groups, have students decide which characteristics are important for a good explorer to have. Have one student be the recorder and list the group's choices on a piece of paper.
7. Have the groups number the list in order of importance, with the number 1 being the most important.
8. Have groups share their lists, and tally which characteristics seem to be the most important. Keep the lists and refer back to them throughout the study of explorers to determine if explorers indeed demonstrate having these characteristics.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use interactive whiteboards to classify the attributes as relevant or irrelevant.
- Have students use an interactive response system to choose answers or vote on relevance or importance of attributes.

#### Multisensory

- Assign homework in which students must bring in household items that an explorer might use. Have students create a museum of these items within the classroom.
- Direct students to use video cameras to create vignettes depicting characteristics.

#### Community Connections

- Collect names of real or fictitious people who exhibit each attribute/characteristic.
- Contact a mariner's museum to arrange a field trip for the class.
- Contact a member of the Coast Guard to visit the class to share tools used in the profession.

#### Small Group Learning

- Provide small groups with hardbound or electronic thesauri to determine the meaning of listed characteristics/attributes.

#### Vocabulary

- Have small groups create electronic slide presentations of different attributes of a good explorer. Each slide should include a word map (e.g., Frayer model) that includes the characteristic, an image, an example, and the example's opposite.

#### Student Organization of Content

- Have students create content for a graphic organizer to include relevant characteristics of a good explorer to supplement their notes.

## Session 2: Explorer Research

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand the vocabulary *discover* and *sponsored by*.
- Students are expected to understand the concept of *discovery* and *exploration of territories*.
- Students are expected to be able to write or type a paragraph.
- Students are expected to be able to summarize research information.
- Students are expected to be able to locate and use information from print and non-print sources.
- Students are expected to be able to record information in a graphic organizer.
- Students are expected to be able to give a short oral report.

### *Materials*

- Resource materials for explorers: Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport
- Research sheet (Attachment A: Explorer Research)
- Overhead copy of research sheet

### *Instructional Activities*

1. Write the names of the following explorers on the board: Christopher Columbus, Juan Ponce de León, Jacques Cartier, and Christopher Newport. In pairs, have students choose one of the explorers to research.
2. Explain that they will complete an explorer research sheet. Provide students with resource materials such as books, articles, printouts, Web sites, encyclopedias.
3. Review each item on the overhead copy of the research sheet.
4. Have students begin their research. This may take more than one session.
5. Have students write/type a paragraph summarizing their research. Have them draw a picture (or find one on the Internet) to accompany their writing. Compile their work into a class book of explorers.
6. Provide time for students to share their research and look at the class book of explorers.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use a word-processing program to produce their reports. Have students access a speech-to-text software program to assist in the completion of their reports.
- Provide a template for an explorer research project for students to access through a word-processing program.

#### Multisensory

- Direct students to dress in appropriate explorer costumes when giving oral presentations. Have them add props and visual aides to their presentations.

#### Community Connections

- Invite a theatre group in period costumes to discuss the four explorers.

### Small Group Learning

- Have students assume roles (e.g., researcher/recorder, reader, prop designer, actor) in small groups, according to each member's strengths and interests.
- Have small groups read their explorer report and dramatize portions of the information by using props, illustrations, and gestures.

### Vocabulary

- Have students use the words for relevant attributes/characteristics of explorers (a list is available in Session 1).

### Student Organization of Content

- Provide students with a paragraph template or graphic organizer (e.g., a Four Square template) to help them organize paragraph content.
- Enlarge Attachment A to allow for more room for student responses.
- Rearrange the questions on Attachment A, and divide the questions onto two separate sheets so that students are not overwhelmed by the information.

## Session 3: Christopher Columbus

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to write journal entries.
- Students are expected to understand the concept of point of view.
- Students are expected to have map skills.
- Students are expected to be able to organize information and complete a chart.

### *Materials*

- A picture book/book about Christopher Columbus
- A wall map of the world
- Student maps to color and write on (1 per student)
- A map of the world on a large piece of plastic or clear shower curtain (optional)
- Journals and bottles (See # 7 below; 1 of each per student)
- Items native to Asia (e.g., pepper, ginger, cinnamon, cloves, silk, and gold)
- Copy of the Explorer Knowledge Chart and Answer Sheet (Attachments B and C)

### *Instructional Activities*

1. Display some of the items that were native to Asia, such as spices, silk, gold. Ask students why these items would be important to people during this early time of exploration.
2. On the world map, locate the continents of Europe and Asia, and ask students what mode of transportation people of that time used to travel to Asia from Europe. Discuss possible difficulties (e.g., weather, sharks, hostile natives, sickness, long voyages) as the explorers went to Asia. Identify the main route taken through the Mediterranean and around Africa. Ask students to look for another possible route.
3. Read a book to students about Christopher Columbus. Explain that Christopher Columbus was an excellent sailor who had traveled in ships trading items for gold, jewels, and spices. He believed that there was a shorter way to reach Asia by sailing west. The Queen of Spain, Isabella, agreed to provide Columbus with three ships and supplies to reach Asia. Using the wall map, locate Spain, and have students label it on their own maps by coloring it and making a map legend at the bottom.
4. Show students on the map the route Columbus sailed and where he landed on an island near the Bahamas called San Salvador. He had not known that there was land between Europe and Asia and believed that he had landed in Asia. He claimed this land for Spain. Have the students label the area of San Salvador on their individual maps and make a path from Spain to San Salvador. Label this path in the map legend.
5. If you have a large map drawn on a clear shower curtain or large piece of plastic, lay the map on the floor, and have the students walk the route taken by Columbus.
6. Complete the information necessary on the Explorer Chart (Attachment B), or read over the information already provided (Attachment C).
7. Have students complete their daily journal writing from the point of view of Columbus or a crew member. These can be done in class-made journals or written on paper, rolled up, and secured with a rubber band. The rolled-up journals can be placed in a bottle and saved until the end of the unit.
8. Have students draw pictures of the three ships: Nina, Pinta, Santa Maria.
9. Have a student play the role of Queen Isabella of Spain and one play the role of Columbus. Have them act out the meeting that may have taken place about his voyage.

### ***Specific Options for Differentiating This Lesson***

#### Technology

- Direct students to use a word-processing program to write their journal entries.
- Have students use speech-to-text software to complete their journal entries.
- Have students access historical information about Columbus and/or sea voyages, using Internet research.
- Provide students with an electronic template of Attachment B, and have them complete it.

#### Multisensory

- Have students draw Columbus’s route from Spain across the Atlantic Ocean in a particular color, and note the significance of the color within the map key.
- Have students create a diorama or acquire video clips portraying Columbus’s voyage.

#### Community Connections

- Invite a mariner or member of the Coast Guard to discuss methods of sailing and/or navigation.
- Invite a representative from a history museum to discuss North American exploration.
- Invite a passenger on an ocean cruise to share his/her experiences.
- Have students read or view interviews of people who have sailed across an ocean or around the world.

#### Small Group Learning

- Have small groups select and complete a project from among choices that include creating a song, poster, skit, commercial, poem, or other product or performance related to Christopher Columbus.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *exploration, voyage, natives, journal.*

#### Student Organization of Content

- Enlarge Attachment B and provide a transparency of the attachment to serve as a model for the class as they complete it.
- Provide students with a completed copy of Attachment B.
- Have students complete cells on Attachment B by providing images to illustrate headings and responses (see example below) on the chart (Attachment B).

<p style="text-align: center;"><b>Explorer</b></p> 	<p style="text-align: center;"><b>Country (Sponsor)</b></p> 
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## Session 4: Ponce de León—A Fountain of Information

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand the concept of *point of view*.
- Students are expected to be able to write journal entries.
- Students are expected to be able to organize information and complete a chart.
- Students are expected to be able to make a prediction.
- Students are expected to be able to identify locations (e.g., Florida, Spain) on a map.
- Students are expected to be able to recall information about Columbus from previous lesson.

### *Materials*

- A picture book/book about Juan Ponce de León
- A wall map of the world
- Student maps to color and write on (1 per student)
- A map of the world on a large piece of plastic or clear shower curtain (optional)
- Journals and bottles (See # 6 below; 1 of each per student)
- A bottle of water labeled *Youth Water*
- Copy of the Explorer Knowledge Chart and Answer Sheet (Attachments B and C)

### *Instructional Activities*

1. Review the information covered during the previous lesson on Columbus and his motivation to find a western sea route to Asia. Tell the class that the next explorer had some of the same motivations because he had actually been on the second voyage with Columbus. He had heard that there was gold and other treasures on an island to the east of where Columbus had landed. He wanted to discover these riches and also conquer land.
2. Hold up a bottle of water labeled “Youth Water,” and ask students what they think makes that bottle of water special and different from other water. Discuss that King Ferdinand of Spain had heard stories about gold, precious jewels, and special water that came from a spring called the Fountain of Youth. The Indians believed that drinking the water would make people young again.
3. Read a book to students about Juan Ponce de León. On the world map, locate the country of Spain, and then show the students where Ponce de León landed on the coast of Florida. He anchored and went ashore at present-day St. Augustine. Locate Florida; have students color Florida, and draw a path from Spain to Florida. Make an entry in the map legend labeling Ponce de León's route.
4. If you have a large map drawn on a shower curtain or large piece of plastic, lay the map on the floor, and have the students walk the route taken by Ponce de León.
5. Complete the information necessary on the Explorer Chart (Attachment B), or read over the completed Explorer Chart information (Attachment C).
6. Have students complete their daily journal writing from the point of view of Ponce de León or a crew member. These can be done in class-made journals or written on paper, rolled up, and secured with a rubber band. The rolled up journals can be placed in a bottle and saved until the end of the unit.
7. Have the students study advertisements in magazines or newspapers. Have small groups design an ad or television commercial for the water bottled from the Fountain of Youth. Have students present their ads or commercials to the class.

### ***Specific Options for Differentiating This Lesson***

#### Technology

- Instruct students to use a word-processing program to write their journal entries.
- Have students use speech-to-text software to complete their journal entries.
- Have students access historical information about Ponce de Léon's sea voyages, using the Internet.
- Have students listen to a recording of a Ponce de Léon story to help comprehension.

#### Multisensory

- Have students create a map key/legend on clear plastic (i.e., a shower curtain) covering a map of Ponce de Léon's routes, and have them draw one route in a particular color, noting the significance of the color within the map key.
- Have students trace ocean voyages of either Columbus or Ponce de Léon by walking across the clear plastic.

#### Community Connections

- Invite a mariner or member of the Coast Guard to discuss methods of sailing and/or navigation.
- Invite a representative from a history museum to discuss North American exploration.

#### Small Group Learning

- Have groups create skits, record videos, or design an electronic slide presentation about the water bottled from the Fountain of Youth.

#### Vocabulary

- Have students play a drawing game or "Charades," using the following vocabulary: *exploration, voyage, natives, St. Augustine, crew*.

#### Student Organization of Content

- Enlarge Attachment B, and provide a transparency of the attachment to serve as a model for the class as they complete it.
- Provide students with a personal, completed copy of Attachment B.
- Have students glue cards containing information for Attachment B on to appropriate sections of the chart, or use an interactive whiteboard.

## Session 5: Jacques Cartier—A “St. Lawrence River of Knowledge”

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand the term *point of view*.
- Students are expected to be able to write a journal entry.
- Students are expected to be able to organize information and complete a chart.
- Students are expected to be able to identify locations on a map.
- Students are expected to be able to recall information about Columbus and Ponce de León from previous lessons.

### *Materials*

- A picture book/book about Jacques Cartier
- A wall map of the world
- Student maps to color and write on (1 per student)
- A map of the world on a large piece of plastic or clear shower curtain (optional)
- Journals and bottles (See # 6 below; 1 of each per student)
- Treasure Hunt sheet (Attachment D)
- Treasure Hunt answer sheet (Attachment E)
- Copy of the Explorer Knowledge Chart and Answer Sheet (Attachments B and C)

### *Instructional Activities*

1. Review the information learned in the previous two lessons about the voyages of Columbus and Ponce de León. Tell the students there was an explorer who came from a country other than Spain, and read a book to students about Jacques Cartier.
2. Cut apart the answers (Attachment E) and post them around the room. Tell students they will be explorers and will locate answers to important questions regarding the new explorer. Hand out the Treasure Hunt sheet (Attachment E), which has the name Jacques Cartier on the top. Give students approximately 10–15 minutes to go around the room and hunt for the answers to the questions.
3. After they have explored for the answers, have students return to their seats, and go over the answers as a class.
4. Using the world map, show students where France is located, and have them color France on their individual maps. Have them label France in the map legend they have been creating. Find the St. Lawrence River Valley (near Quebec, Canada), and have students color that area. Have students label the area of Quebec on their individual maps and make a path from France to the St. Lawrence River Valley. Label this path in the map legend with the name Cartier.
5. If you have a large map drawn on a shower curtain or large piece of plastic, lay the map on the floor, and have the students walk the route taken by Jacques Cartier.
6. Complete the information necessary on the Explorer Chart (Attachment B), or read over the information already provided (Attachment C).
7. Have students complete their daily journal writing from the point of view of Cartier or a crew member. These can be done in class-made journals or written on paper, rolled up, and secured with a rubber band. The rolled up journals can be placed in a bottle and saved until the end of the unit.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use a word-processing program to write their journal entries.
- Have students use speech-to-text software to complete their journal entries.
- Have students access historical information about Cartier’s sea voyages, using the Internet.

#### Multisensory

- Have students create a map key/legend on clear plastic (i.e., a shower curtain) covering a map of Cartier’s routes, and have them draw one route in a particular color, noting the significance of the color within the map key.
- Project the map on the wall or floor. Have students use a pointer or toy ship to trace or demonstrate the course taken by Cartier.

#### Community Connections

- Invite a mariner or member of the Coast Guard to discuss methods of sailing and/or navigation.
- Invite a representative from a history museum to discuss North American exploration.

#### Small Group Learning

- Have groups answer a few assigned questions on the attachment and share answers to their questions for the rest of the groups to record.
- Enable students to contribute to the group by providing them with some completed answers to the Treasure Hunt activity.

#### Vocabulary

- Have students write personal reactions, connections, or feelings about the vocabulary: *exploration, voyage, natives, crew, France, Quebec*. The teacher might provide writing prompts or examples of the words in sentences.

#### Student Organization of Content

- Enlarge the attachments, and provide a transparency to serve as a model for the class as they complete it.
- Provide students with completed copies of the attachments to supplement their notes.

## Session 6: Christopher Newport

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand the term *point of view*.
- Students are expected to be able to write journal entries.
- Students are expected to be able to organize information and complete a chart.
- Students are expected to be able to identify locations on a map.
- Students are expected to be able to recall information about Columbus, Ponce de León, and Cartier from previous sessions.

### *Materials*

- Picture books/books about Christopher Newport and Jamestown
- A wall map of the world
- Student maps to color and write on (1 per student)
- A map of the world on a large piece of plastic or clear shower curtain (optional)
- Journals and bottles (See # 7 below; 1 of each per student)
- Pictures of Jamestown and Pocahontas, City of Newport News or Christopher Newport University
- Copy of the Explorer Knowledge Chart and Answer Sheet (Attachments B and C)

### *Instructional Activities*

1. Review the previous three explorers and the routes they took. Have students walk the shower curtain map or trace the route with their fingers on the wall map.
2. Read books to students about Christopher Newport and Jamestown. Discuss that Spain and England were competing for more riches, power, and land. Christopher Newport captured Spanish ships that were filled with spices, jewels, gold, riches, and silks. He learned a lot about the West Indies and the Americas from his years at sea. The English government decided they wanted to start a colony in America, and Christopher Newport was chosen to lead the expedition.
3. Locate England on the map, and have the students color it and label it in the map legend on their own individual maps.
4. Locate Virginia on the map, and have students locate the peninsula where the original Jamestown was located. Have the students label the area of Jamestown on their individual maps and make a path from England to Jamestown, Virginia. Label this path in the map legend with the name “Newport.” Show pictures of Jamestown and Pocahontas.
5. If you have a large map drawn on a shower curtain or large piece of plastic, lay the map on the floor, and have students walk the route taken by Christopher Newport.
6. Complete the information necessary on the Explorer Chart (Attachment B), or read over the information already provided (Attachment C).
7. Have students complete their daily journal writing from the point of view of Newport or a crew member. These can be done in class-made journals or written on paper, rolled up, and secured with a rubber band. The rolled-up journals can be placed in a bottle and saved until the end of the unit.
8. Show pictures of the City of Newport News or Christopher Newport University, both named after this explorer.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to use a word-processing program to write their journal entries.
- Have students use speech-to-text software to complete their journal entries.
- Have students access historical information about Newport’s sea voyages, using the Internet.

#### Multisensory

- Have students create a map key/legend on clear plastic (i.e., a shower curtain) covering a map of Newport’s routes, and have them draw one route in a particular color, noting the significance of the color within the map key.

#### Community Connections

- Invite a representative from Christopher Newport University to discuss the university and its namesake.
- Have students visit the campus or conduct a virtual tour of Christopher Newport University.
- Have students visit or conduct a virtual tour of Jamestown Settlement.

#### Small Group Learning

- Have groups retell portions of the stories about Jamestown, Newport, and Newport News, and compare and contrast information among the group reports.

#### Vocabulary

- Have students create headbands with each of the vocabulary words in the organizing topic: *voyage, settlement, natives, crew, England, peninsula, colony, Jamestown, expedition, West Indies*.
- Mix all completed headbands together and redistribute them. Place students in groups so that no two students have the same mystery word headband. Have pairs of students ask and answer questions to try to guess the words on their own headbands. The winner is the one in each pair who needs the fewest questions to correctly guess the word.

#### Student Organization of Content

- Have students sort the information into the correct location on an enlarged version of the chart in Attachment B. This can be done by using information on cards attached by Velcro™, an interactive whiteboard, or paper and glue.
- Consider color-coding the category headings in the chart and on the information cards to provide visual cues for sorting. For example, the heading “Country/Sponsor” could be green and all the information in that category would also be coded green.

## Session 7 and 8: Explorers Made Life-sized!

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about the four explorers.
- Students are expected to be able to follow multi-step directions.

### *Materials*

- A large sheet of butcher paper or bulletin board paper (1 per group)
- Crayons, markers, colored pencils, scissors
- Copy of the Explorer Knowledge Chart and Answer Sheet (Attachments B and C)

### *Instructional Activities*

1. Divide the class into groups of two to four students. Assign one of the four explorers to each group.
2. Have one of the group members lie down and be traced on the large butcher paper or bulletin board paper.
3. Have each group cut out the traced body and use it to create a life-sized explorer. Have them design/draw clothing that would be worn by an explorer of that time period and draw and/or put on their figure. Have them add a face and hair.
4. Have others in the group work on related props/information. For example:
  - Sponsoring country: Make a boat with the country on it or the flag of the country.
  - Reasons for exploring: Make a heart or a brain, and write the reasons on it.
  - Successes/Achievements: Make a trophy, ribbon, or happy face with the successes on it.After these have been made, have the groups glue these on the explorers' bodies.
5. Have each group share their life-sized explorers with the class. Post them around the classroom.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to use the Internet to locate information about the flags of the sponsoring countries.
- Have students use graphic software to print pictures or symbols that they may add to their explorers' bodies.

#### Multisensory

- Have students follow the standard instructional activities, but provide a desk-sized, paper-doll version of the explorers as an alternate template.
- Have students glue three-dimensional objects onto their explorers' bodies.

#### Community Connections

- Invite an historian to discuss one of the four explorers.

#### Small Group Learning

- Have students designate roles within their group, depending upon interests and abilities.

#### Vocabulary

- Have students use the following vocabulary to describe the figures to the class: *sponsoring country*, *successes*, *achievements*, *explorations*.

Student Organization of Content

- Have students check off project requirements in a teacher-provided checklist or rubric as each requirement is completed.

## Session 9: Native Inhabitants of the Land—The Powhatan

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### *Prerequisite Understanding/Knowledge/Skills*

- Students should understand the concept of million.
- Students should understand the concept of Fall Line.
- Students should possess map skills.

### *Materials*

- Map of selected American Indian tribal lands before European exploration  
<http://www.ic.arizona.edu/ic/kmartin/School/amer2.htm>
- Teacher-selected books on American Indians
- Teacher-selected books and Web site on the Powhatan Indians

### *Instructional Activities*

1. Explain to the students that when Columbus arrived in 1492, the Western Hemisphere was not an empty wilderness. It was home to as many people as lived in Europe—perhaps 60 or 70 million. Between 7 and 12 million people lived in what are now the United States and Canada. Explain that the class will focus on the Powhatan to learn about the impact of European exploration on American Indians.
2. Review material covered on the American Indian tribes of Virginia in second grade. Show students pictures, books, and instructional materials about the Powhatan people who lived in the region that is now called Virginia.
3. Ask students what they already know about the Powhatan Indians, and post the information on a chart. The following Web site contains a variety of graphic organizers:
  - <http://www.eduplace.com/graphicorganizer/>
4. Find additional information to share with students. The following sites provide detailed information about the Powhatan Indians:
  - [http://www.historyisfun.org/PDFbooks/Living\\_with\\_the\\_Indians.pdf](http://www.historyisfun.org/PDFbooks/Living_with_the_Indians.pdf)
  - <http://virginiaindians.pwnet.org/index.php>
  - <http://www.mariner.org/chesapeakebay/native/nam002.html>
5. Locate Virginia on a United States map, and show students the area where the more than 30 Powhatan tribes lived in early Virginia. Locate the Fall Line on the Virginia map, and point out the area east of the Fall Line where most of the Powhatan peoples lived. The following Web site may be helpful:
  - <http://www.doe.virginia.gov/VDOE/Instruction/History/virginiaregionswithcounties.pdf>
6. Read a teacher-selected book about the Powhatan. Ask students what information they can add to the chart from the book and other materials.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Directs students to explore the Powhatan people and their culture, using a teacher-created Web quest.
- Conduct a virtual tour to the American Indian Museum at the Smithsonian Institute site.

#### Multisensory

- Have students participate in a reader's theater for a selection that depicts the Powhatan culture.

#### Community Connections

- Invite a member of the Powhatan tribe to discuss his/her heritage (can also be accomplished via video conferencing).

#### Small Group Learning

- Have students create relief maps, dioramas, or models of a Powhatan village.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *sponsoring country*, *successes*, *achievements*, and *explorations*. Use the words to describe the figures to the class.

#### Student Organization of Content

- Provide student with notes about the Powhatan culture, and have them draw pictures or make notations about what they learn.
- Have students use a graphic organizer to categorize content from the session.

## Session 10: Impact of Exploration on Native Inhabitants of the Land

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### *Prerequisite Understanding/Knowledge/Skills*

- Students must have an understanding of cause and effect.
- Students must have an understanding of settlements, disease, forced relocation, immunity, homeland, environment, irrigation, crops, architecture, and smallpox.

### *Materials*

- Map of selected American Indian tribal lands before European exploration  
<http://www.ic.arizona.edu/ic/kmartin/School/amer2.htm>
- Teacher-selected books on American Indians
- Copy of the Explorer Knowledge Chart and Answer Sheet (Attachments B and C)

### *Instructional Activities*

1. Explain that the American Indians established many cultures in America before European exploration. The Indians who inhabited the lands of the Americas learned of the land by experience. They knew of the waters, the trees, and the various animals. They tilled the earth, grew food, and walked the paths through the land. It was their homeland. They were the first people to inhabit this land.
2. Explain that the American Indians grew plants for food, dyes, medicines, and cloth; domesticated animals; established patterns of trade; built towns; produced architecture; developed systems of beliefs; and created systems of government. American Indians related to diverse and demanding environments. American Indians had not only related to the physical environment—they also shaped it to meet their needs. By building irrigation systems and using fire to clear brush, the American Indian people prepared land to grow crops and helped the growth of wild game.
3. Explain that after the arrival of European explorers in the Western Hemisphere, American Indians struggled to preserve their cultures while adapting to changing conditions. The European explorers brought many diseases from their countries. Smallpox was one of the most deadly diseases. Once smallpox and other diseases spread among the American Indian population, there was very little that could be done to prevent their deaths. Not only did American Indians lack immunity to the diseases, but there also were no effective treatments at the time among American Indians or among Europeans.
4. Explain that the European exploration led to permanent settlements in America. These permanent settlements forced the American Indians to move from their tribal homelands.
5. Explain that the American Indians population decreased dramatically due to the spread of deadly diseases that were introduced and the new settlements that forced them from their tribal homelands.
6. Use Attachments F and G to review the content.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students watch and discuss a video depicting the impact of European exploration on the American Indians.

#### Multisensory

- Demonstrate how disease can spread through a group of people, and discuss the steps one can take to limit the spread of some contagious diseases. To do this, have students spread hand lotion evenly on their hands and sprinkle colored glitter, representing germs, on students' hands (use different colors on groups of students). Students should interact, touching objects in the classroom. Observe where the glitter has spread. Have

students attempt to clean glitter off hands with dry paper towel, then with cold water, and finally with warm soapy water.

- Have students practice properly washing their hands.
- Have students assist with the cleaning the room, illustrating the importance of cleanliness in the prevention of spreading germs.
- Have students discuss the way contagious disease affected American Indians once Europeans began to arrive in America.

**Community Connections**

- Invite the school nurse or community health provider to discuss disease prevention and immunization.

**Small Group Learning**

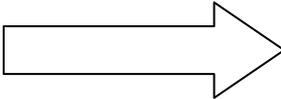
- Assign a different topic to each group, and have groups create “before-and-after,” or “cause-and-effect” statements. Topics could include the effects of contagious disease or the growth of settlements.

**Vocabulary**

- Create a word wall using vocabulary from previous sessions. Assign words to groups of students, and have them write the word and illustrate it. Display finished work.

**Student Organization of Content**

- Using a “cause-and-effect” graphic organizer, have students create statements illustrating the impact of European exploration on the American Indians. Students can provide the cause or the effect. Example:

<b>Cause</b>		<b>Effect</b>
Deadly diseases were carried by Europeans.		Without natural immunity, American Indians died.
Explorers claimed land in the Americas.		Settlements were established.
Settlements grew.		Forced relocation of American Indians.

## Session 11: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment H.)

### *Instructional Activities*

1. Administer the assessment.

## Additional Activities

- Use resource materials from print and non-print sources to guide students' learning about the four explorers and their backgrounds.
- Have students create products such as books, puppets, plays, poems, booklets, or life-sized explorers using the Essential Knowledge information on each of the explorers.
- Create explorer boxes for the students to place in objects related to that explorer.
- Create a timeline showing the related dates and a picture for each explorer. They can be strung across the front of the room.
- Create a large laminated KWL chart where students can write: What they know, Want to know, or What they have learned. Keep this posted throughout the unit.
- Create a Venn diagram comparing the explorers.
- Show how many years it took for each voyage by subtracting when a voyage began and ended.
- Have students design a model ship on paper using a ruler to get the correct dimensions.
- Have students use the scale on the map to calculate the distance of each explorer's voyage.
- Have students complete research on the European explorers and create a slide presentation with their research.
- Have students write a song, poem, or short play about each explorer.

**Attachment A: Explorer Research** \_\_\_\_\_

Your name: \_\_\_\_\_

Your partner's name: \_\_\_\_\_

Name of explorer: \_\_\_\_\_

Date of explorer's birth and death: birth \_\_\_\_\_ death \_\_\_\_\_

Country that sponsored the explorer: \_\_\_\_\_

Voyage dates: \_\_\_\_\_

Why did this person want to explore? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Where did he actually land? \_\_\_\_\_

What did he discover? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Write about other interesting facts about this explorer. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Attachment B: Explorer Knowledge Chart** \_\_\_\_\_

<b>Explorer</b>	<b>Country (Sponsor)</b>	<b>Reasons for Exploring</b>	<b>Successes/ Achievements</b>

**Explorer:** A person who travels seeking new discoveries

**European:** A person from one of the countries in Europe

## Attachment C: Answer Sheet for Explorer Knowledge Chart

<b>Explorer</b>	<b>Country (Sponsor)</b>	<b>Reasons for Exploring</b>	<b>Successes/ Achievements</b>
Christopher Columbus	Spain	To find a western sea route to Asia	First European to discover a sea route to America; discovered the "New World" (landed in San Salvador).
Juan Ponce de León	Spain	To discover riches and land to conquer	First European to land in Florida (near St. Augustine); gave Spain claim to land in Florida.
Jacques Cartier	France	To colonize the New World	Explored the St. Lawrence River Valley (near Quebec, Canada) and gave France a North American claim.
Christopher Newport	England	To discover riches To find a western sea route to Asia To colonize Virginia	Arrived at present-day Jamestown; made four more voyages bringing more people to Jamestown; was one of the first men to reach the Fall Line of the James River.

Explorer: A person who travels seeking new discoveries

European: A person from one of the countries in Europe

**Attachment D: Treasure Hunt about Jacques Cartier** \_\_\_\_\_

1. Where was Jacques Cartier born? \_\_\_\_\_
2. What happened the same year he was born? \_\_\_\_\_  
\_\_\_\_\_
3. What was something he had always dreamed of? \_\_\_\_\_  
\_\_\_\_\_
4. What did he do during the springs and summers? \_\_\_\_\_  
\_\_\_\_\_
5. What country sponsored him? \_\_\_\_\_
6. What was his reason for exploring? \_\_\_\_\_
7. What did Cartier find in North America? \_\_\_\_\_
8. What river did he explore? \_\_\_\_\_
9. Where is the St. Lawrence River? \_\_\_\_\_
10. What was a success for Cartier? \_\_\_\_\_
11. On how many voyages did Cartier go? \_\_\_\_\_
12. Who did he take back with him to France after the first voyage? \_\_\_\_\_  
\_\_\_\_\_
13. What did he discover on his third voyage? \_\_\_\_\_  
\_\_\_\_\_
14. What is the main language spoken in Quebec, Canada today? \_\_\_\_\_

**Attachment E: Answer Sheet for Treasure Hunt about Jacques Cartier**\_\_\_\_\_

1. Where was Jacques Cartier born?  
**France**
2. What happened the same year he was born?  
**Columbus made his voyage for Spain.**
3. What was something he had always dreamed of?  
**Exploring new lands**
4. What did he do during the springs and summers?  
**Fish**
5. What country sponsored him?  
**France**
6. What was his reason for exploring?  
**He wanted to colonize the New World.**
7. What did Cartier find in North America?  
**Lots of furs and timber**
8. What river did he explore?  
**St. Lawrence River**
9. Where is the St. Lawrence River?  
**Near Quebec, Canada**
10. What was a success for Cartier?  
**He gave France a North American claim.**
11. How many voyages did Cartier go on?  
**3**
12. Who did he take back with him to France after the first voyage?  
**Two Indians to teach them to speak French**
13. What did he discover on his third voyage?  
**He discovered quartz which he thought were diamonds.**
14. What is the main language spoken in Quebec, Canada today?  
**French**

## Attachment F: American Indian Culture Before and After European Exploration

American Indians established many cultures in America before European exploration.

The Indians that inhabited the Americas knew of the waters, the trees, and the various animals. They tilled the earth, grew food, and walked the paths through the land. It was their homeland. They were the first people to inhabit this land.

American Indians grew plants for food, dyes, medicines, and cloth; domesticated animals; established patterns of trade; built towns; produced architecture; developed systems of beliefs; and created systems of government.

American Indians related to diverse and demanding environments. They reshaped the natural environments to meet their needs.

American Indians had not only related to the physical environment—they also shaped it to meet their needs.

By building irrigation systems and using fire to clear brush, the American Indian people provided themselves with land to grow crops and helped the growth of wild game.



After the arrival of European explorers in the Western Hemisphere, American Indians struggled to preserve their cultures while adapting to the changing conditions.

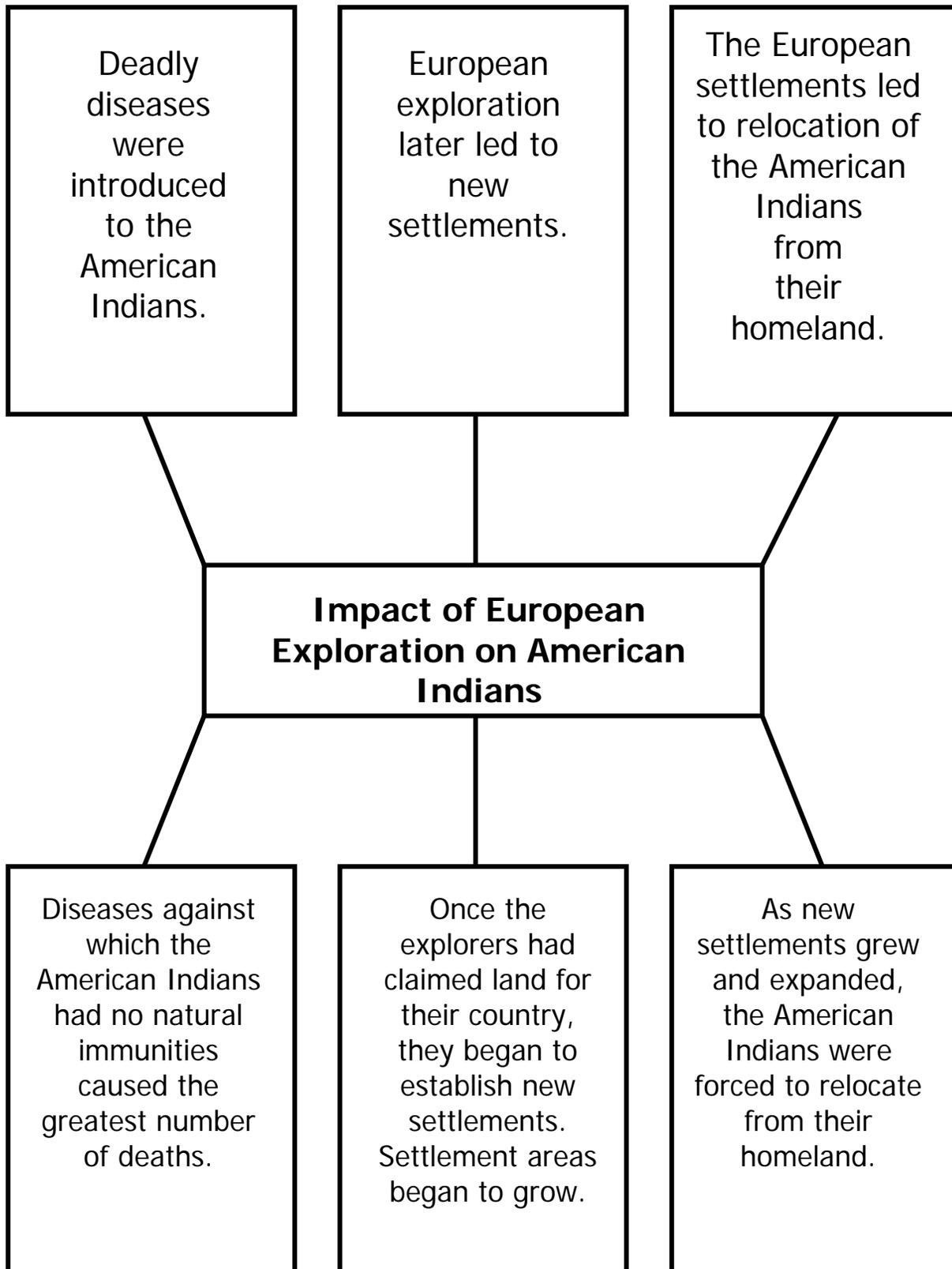
The European explorers brought many diseases from their countries. Smallpox was one of the deadly diseases brought by the European explorers.

Once smallpox and other diseases spread among the American Indian population, there was very little that could be done to prevent their deaths. Not only did American Indians lack immunity to the diseases, but there was no effective treatment at the time among American Indians or among Europeans.

European exploration led to permanent settlements in America. These permanent settlements forced the American Indians to move from their homeland.

The number of American Indians decreased dramatically from the spread of deadly diseases that were introduced and the new settlements that forced them from their homeland.

Attachment G: European Exploration and the Impact on American Indians \_\_\_\_\_



## Attachment H: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

**1. Which country sponsored Christopher Columbus?**

- A Spain\*
- B England
- C France
- D Europe

**2. Why did Columbus want to explore?**

- A He wanted to discover riches and land to conquer.
- B He wanted to find a western sea route to Asia.\*
- C He wanted to make colonies in the New World.
- D He wanted to trade furs and jewels.

**3. What continent did most explorers come from?**

- A Australia
- B North America
- C Asia
- D Europe\*

**4. Why is Christopher Columbus famous?**

- A He discovered a sea route to America.\*
- B He discovered Jamestown, Virginia
- C He found St. Augustine, Florida.
- D He explored the St. Lawrence River.

**5. Ponce de León was sponsored by and sailed for which country?**

- A Spain\*
- B England
- C France
- D Australia

**6. What was Ponce de León's motivation to sail?**

- A To discover Jamestown
- B To find a western route to Asia
- C To make colonies
- D To find land to conquer and riches\*

**7. What is Ponce de León famous for?**

- A He discovered the world was round.
- B He discovered the New World.
- C He found St. Augustine, Florida for Spain.\*
- D He found the Bahamas.

**8. Christopher Newport was sponsored by and sailed for which country?**

- A Spain
- B England\*
- C France
- D Australia

**9. What was a success for Christopher Newport?**

- A He arrived at Jamestown, Virginia.\*
- B He went looking for the Fountain of Youth.
- C He found St. Augustine, Florida for Spain.
- D He found a western sea route to Asia.

**10. What was Jacques Cartier's accomplishment?**

- A He discovered the world was round.
- B He discovered the New World.
- C He found St. Augustine, Florida for Spain.
- D He explored the St. Lawrence River Valley near Quebec, Canada.\*

**11. Which country sponsored Jacques Cartier?**

- A Spain
- B England
- C France\*
- D Australia

**12. What was one effect of European exploration on the American Indians?**

- A Increased American Indian homelands
- B Developed schools for settlers' children
- C Spread of deadly diseases to American Indians\*
- D Allowed American Indians to make maps

Organizing Topic

# Production and Specialization in Ancient Greece, Rome, and the West African Empire of Mali

## Standard(s) of Learning \_\_\_\_\_

- 3.7 The student will explain how producers in ancient Greece, Rome, and the West African empire of Mali used natural resources, human resources, and capital resources in the production of goods and services.
- 3.8 The student will recognize that because people and regions cannot produce everything they want, they specialize in what they do best and trade for the rest.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

### Skills (to be incorporated into instruction throughout the academic year)

Gather, classify, and interpret information. \_\_\_\_\_

Draw conclusion and make generalizations about data. \_\_\_\_\_

### Content

Explain how resources are used to produce goods and services. \_\_\_\_\_

Know the following terms:

- Natural resources: Materials that come directly from nature (water, soil, wood, coal) \_\_\_\_\_
- Human resources: People working to produce goods and services \_\_\_\_\_
- Capital resources: Goods made by people and used to produce other goods and services (machines, tools, buildings) \_\_\_\_\_
- Producers: People who use resources to make goods and/or provide services \_\_\_\_\_
- Goods: Things that people make or use to satisfy wants \_\_\_\_\_
- Services: Activities that satisfy people’s wants \_\_\_\_\_

Explain how resources are used to produce goods and services. \_\_\_\_\_

Explain how producers of goods and services are influenced by the availability of natural, human, and capital resources. \_\_\_\_\_

Explain how ancient Greece and Rome had access to the sea (natural resource) and used their human and capital resources to produce ships (goods), which they used for transportation (service) in trading. \_\_\_\_\_

Explain how Mali used human and capital resources to mine gold (natural resource). \_\_\_\_\_

Identify goods and services produced in ancient Greece, Rome, and the West African empire of Mali. \_\_\_\_\_

Identify what resources (natural, human, and capital) were used to produce goods and services in ancient Greece, Rome, and the West African Empire of Mali using the following information as a guide:

- Ancient Greece was located on a peninsula with mountains and hills and was surrounded by many islands and the Mediterranean Sea. Greece had limited rich soil. The people of ancient Greece built ships, fished, made pottery, and farmed.
- Ancient Rome was located next to a river. The soil was limited for farming. A variety of trees grew in ancient Rome. The people of ancient Rome built ships, fished, made pottery, and farmed.
- The West African Empire of Mali was located in Africa. Gold was a natural resource. The people of the West African empire of Mali traded gold for salt.

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Explain that specialization occurs when people focus on the production of selected goods and services.

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Explain that people and regions often specialize in the production of certain goods and services.

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Explain that people and regions trade because they cannot produce everything they want.

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Explain that people trade for things they need and want but do not have.

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Explain that specialization encourages trade because people want goods and services that they do not produce themselves.

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People trade when individuals or groups benefit from the trade.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Ancient Greece for Kids.* <<http://greece.mrdonn.org/index.html>>. This site offers information that is easy to read and is kid friendly.

*Ancient Greece – The British Museum.* <<http://www.ancientgreece.co.uk/>>. This Web site offers background information on ancient Greece.

*CEE Online.* National Council on Economic Education. <<http://www.councilforeconed.org>>. The Web site for the Council on Economic Education (NCEE) is a nationwide network that promotes economic literacy with students and their teachers.

*EconEdLink.* National Council on Economic Education. <<http://www.econedlink.org/lessons/index.cfm>>. This Web site links to economics lessons for K–2.

*Economics and Geography Lessons for 32 Children’s Books.* Montgomery County Public Schools. <[http://www.montgomeryschoolsmd.org/curriculum/socialstd/Econ\\_Geog.html](http://www.montgomeryschoolsmd.org/curriculum/socialstd/Econ_Geog.html)>. This Web site offers lessons based on children’s books.

“Economics Songs.” *KidsEcon Posters.* <<http://www.kidseconposters.com/econsongs.html>>. This Web page features songs and posters on economics for kids.

*Foundation for Teaching Economics.* <<http://www.fte.org/>>. This Web site for students and teachers introduces young individuals to an economic way of thinking.

“Graphic Organizers.” *Education Place.* Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE.* Schools of California Online Resources for Education. <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

*Mali: Ancient Crossroads of Africa.* <[http://mali.pwnet.org/history/history\\_mali\\_empire.htm](http://mali.pwnet.org/history/history_mali_empire.htm)>. This Web site provides information about Mali including its history and culture.

Matusevich, Melissa. *Social Studies Curriculum Resources Poster Sets.* <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

“Online Elementary Economic Lessons.” *James Madison University.* <<http://cob.jmu.edu/econed/Elementary.htm>>. Elementary economics lessons are available at this site.

*Voyage Back in Time: Ancient Greece and Rome.* University of Richmond Webquest. <<http://oncampus.richmond.edu/academics/education/projects/webunits/greecerome/>>. A great site for information about Greece and Rome; includes all characteristics and is useful for comparing Greece and Rome.

## Session 1: Understanding the Difference Between Goods and Services\_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to know the difference between nouns and verbs.
- Students are expected to understand the terms *tangible* and *intangible*.

### *Materials*

- Pictures of people performing services
- Pictures of goods
- Paper/pencil
- Student-made Economics Terms booklet
- Newspapers (sale sections/for-sale sections)
- List of goods/services
- Chart paper and markers
- Paper, crayons, and pencils
- Pictures from magazines, newspapers

### *Instructional Activities*

1. Review the difference between nouns and verbs. Create a list of nouns and verbs on the board generated by students.
2. Explain that in economics, *goods* are things that people make or use to satisfy their wants and needs. *Services* are activities that satisfy people's wants and needs.
3. Help students distinguish goods from services by asking them to think about what they acquire/receive and how they acquire/receive it. Is it tangible or intangible?
4. Refer to the list of nouns and verbs on the board, and ask students to determine which of these would be goods and which would be services.
5. Distribute the pictures of goods and services to the students. Have students come to a bulletin board and place their pictures under headings marked with either Goods or Services.
6. Distribute a list of goods and services to each student. The list can include things such as farmers, grapes, factory worker, and sweatshirt.
7. Instruct the students to cut out each word on the list and place it on a piece of paper under either the heading of Goods or Services.
8. Have students work in pairs and role-play a service given, such as a doctor/patient, veterinarian/pet owner, yard worker/house owner, house painter/homeowner, hairdresser/customer.
9. Have students create an Economics Terms booklet to be used throughout this unit. Have them record the definitions of *goods* and *services* in their booklet.
10. Visit the Kid's Econ Poster Web site, <http://www.kidseconposters.com/econsongs.html> for songs and instructional materials on goods and services.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to use a word-processing program to record the definitions for *goods* and *services*.
- Have students use images from a software program rather than using the list of words in Instructional Activity #7.
- Provide students a list of goods and services (the list is a mixture of these words) for Instructional Activities #6 and #7. Have students use two highlighters of different colors. Have them use one color to highlight the goods and the other color to highlight the services.

#### Multisensory

- Have students dramatize services given, as suggested in Instructional Activity #8.
- Have students play “Charades” to dramatize different services.
- Provide students with associated images and words (can be computer images) on different-colored backgrounds.

#### Community Connections

- Invite members of the community to a career fair to discuss their careers and the goods and/or services produced at their workplaces.

#### Small Group Learning

- Have small groups complete Instructional Activity #2 and #4.
- Have small groups highlight goods and services offered through the newspaper.
- Have small groups create their own sale page for the newspaper, using a multimedia software program.
- Have groups create business cards for goods and services providers (i.e., businesses) found in the newspaper.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *goods, services, newspaper*.
- Direct students to use the class word wall to review the vocabulary.
- Have students contribute to a picture dictionary. Each page should be divided into four sections: the word, a definition for the word, a picture of the word, and a sentence that uses of the word.
- Instruct students to use a picture communication software program to create pictures for each vocabulary word and create a booklet of the words and their pictures.
- Direct students to create vocabulary flash cards on different colored index cards, with the word on one side and a student-generated illustration on the other. Have students work together to review the definitions.
- Have students play “Vocabulary Bingo” to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.
- Have students play a class quiz game to review the vocabulary.
- Have students play “Charades,” using the vocabulary.
- Have students play a class game of “Concentration” to review the vocabulary.

#### Student Organization of Content

- Have students use a Venn diagram to compare goods and services.
- Have students use a graphic organizer to sort goods and services.

## Session 2: Newspaper Ads Include Goods and Services

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be familiar with a newspaper and advertisements that appear in the newspaper.
- Students are expected to know the difference between goods and services.
- Students are expected to know the concept of *help-wanted*.

### *Materials*

- Newspapers (sale and several help-wanted sections; 1 sale section per student)
- Glue and paper

### *Instructional Activities*

1. Pass out a sale section of the newspaper to each student.
2. Ask students to find examples of goods in the newspaper, cut them out, and glue them on a piece of paper under the heading “Goods.”
3. Pass out several copies of “help-wanted” sections of the newspaper for students to share. Have them go through the ads to find services that people are willing to provide.
4. Ask students to cut out sample help-wanted ads (services) and glue them on a piece of paper under the heading “Services.”
5. Discuss with students how newspapers advertise both goods and services.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Instruct students to use computer graphics from software as an alternative to using newspaper clippings.
- Have students highlight various goods and services listed in the newspaper.
- Have students group graphics of goods and services under their respective category headings.

#### Multisensory

- Have students play “Charades” of various services, and have others guess the service acted out.
- Have students group photographs of goods and services under their respective category headings.

#### Community Connections

- Arrange for the class to visit the local newspaper to learn how the newspaper designs the classifieds section of the paper.

#### Small Group Learning

- Divide students into small groups, provide them with picture cards of goods or services, and have them place each into either the Goods folder or Services folder.
- Have small groups write definitions for pictures of goods and services. Students may add completed definitions to their economic terms booklets.
- Have small groups design a good or service they would like to provide the class. Have them create advertisements or business cards and share their plan for how they would market their goods or services.

### Vocabulary

- Have students create a flip-book with rows divided into four columns: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Instruct students to add pictures for each vocabulary word given and compile these into a vocabulary booklet.
- Have students create vocabulary flash cards on different colored 3" x 5" index cards, with the word on one side of the card and an image on the other side. Have students work together to review the definitions.
- Have students play the game "I have... Who has?" with their vocabulary cards.

### Student Organization of Content

- Have students use a Venn diagram to compare goods and services.
- Have students use pictures to illustrate the definitions from the economics terms booklet. Have students use a foldable graphic organizer to group words under the labels *Goods* (nouns = things) and *Services* (verbs = actions).

## Session 3: Goods and Services of the Past and the Present

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to know the difference between goods and services.
- Students are expected to know the difference between the past and the present.
- Students are expected to be familiar with Venn diagrams.

### *Materials*

- Teacher-selected books featuring goods and services of the past
- Venn diagrams
- Index cards
- Chart paper and markers
- Paper and crayons

### *Instructional Activities*

1. Read the teacher-selected books about goods and services in the past and present. Discuss the goods and services in the story.
2. Create a list on chart paper of goods and services featured in the books. This list will be used later in the session.
3. Use a Venn diagram to compare the goods and services of past and present time.
4. Divide students in small groups to create a story. Give each group one index card with a service from one of the books written on it. Have the group write/illustrate a story about this service.
5. Have students read their stories to classmates. As students read their stories, have classmates write down the goods/services in the stories.
6. Discuss the goods and services in each story.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use electronic text copies of stories.
- Direct students use computer graphics to illustrate how people in the past used goods and services.
- Have students highlight goods and services appearing in the story.
- Have students place pictures of items under category labels: *Goods* and *Services*.
- Have students play a goods-and-services game, using an online applet or an interactive whiteboard.

#### Multisensory

- Have students role-play the exchange of goods or services.
- Have students demonstrate the use of particular goods by playing “Charades.”
- Have students organize photographs of goods and services under the categories: *Goods* and *Services*.

#### Community Connections

- Have students visit local historical sites to identify goods and services that were exchanged in the past.
- Have students view and discuss video clips of goods and services from the past.

### Small Group Learning

- Have small groups categorize various pictures into the two categories: Goods and Services.
- Have small groups complete Instructional Activities #2 and #4.
- Have small groups write definitions for goods and services for their economics terms booklet.
- Have small groups create presentations on goods or services used in the past.
- Have students use a three-column table to list goods and services of the past, present, and goods and services that existed in both periods.

### Vocabulary

- Have students use the following vocabulary: *goods, services, past, present, and long ago*.
- Direct students to use software to create images for each vocabulary word compiled into a booklet of the words and their pictures.
- Have students create flash cards on various colored 3" x 5" index cards, with the word on one side and an image of the word on the other side, to review vocabulary.
- Have students create a semantic feature analysis chart of goods and services introduced by readings.

### Student Organization of Content

- Have students use a Venn diagram to compare goods and services.
- Have students use a T-shaped graphic organizer to categorize goods and services.
- Instruct students to acquire or create illustrations of definitions in the economics terms booklet.
- Have students create posters under the theme: *Goods and Services Past and Present*.

## Session 4: Learning About Economic Resources at School

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be familiar with human, natural, and capital resources.
- Students are expected to know key differences among human, natural, and capital resources.

### *Materials*

- Three word cards: Human Resources, Capital Resources, Natural Resources, defined

### *Instructional Activities*

1. Show the word card with “Human Resources” on it, and discuss what the phrase means to the students. Create a list of human resources at school, such as teachers, cafeteria workers, custodians, parent volunteers. Draw a stick figure next to the term human resources.
2. Show the word card with “Capital Resources” on it, and discuss what the phrase means to the students. Create a list of capital resources at the school, such as machines, tools, buildings, and computers. Draw simple pictures of these resources to help students remember the term capital resources.
3. Show the word card with “Natural Resources” on it, and discuss what the phrase means to the students. Create a list of natural resources at and around the school, such as water, trees, and soil. Draw simple pictures to help students remember the term natural resources.
4. Ask students to make a chart with the headings: “Human Resources,” “Natural Resources,” and “Capital Resources.”
5. Take students on a walk inside and outside of the school with the purpose of identifying resources.
6. After the walk and once back to the classroom, have students give examples of each type of resource. Lead them to understand that in order to produce goods and services, all three types of resources are needed.
7. Visit the Kid’s Econ Poster Web site, <http://www.kidseconposters.com/econsongs.html> for songs and instructional materials on the three types of resources.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to use provided pictures of human, capital, and natural resources around the school and sort them into the correct groups.

#### Multisensory

- Have students play “Charades” of particular human resources, and have the others guess what they are.
- Have students use an interactive whiteboard to group items under human, capital, and natural resources.

#### Community Connections

- Invite different members of the school’s faculty and staff to discuss human resources in the school.
- Have students tour the school grounds to identify resources.

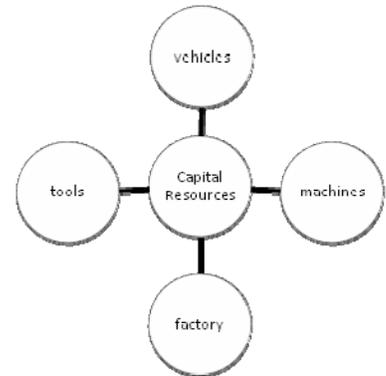
#### Small Group Learning

- Have small groups categorize picture or flash cards under three headings: *Human Resources*, *Capital Resources*, and *Natural Resources*.

- Have small groups complete Instructional Activity # 4. Give the group a list of goods and services printed on labels. Have groups discuss each label and place each item under one of the following headings: *Human Resources*, *Capital Resources*, or *Natural Resources*.
- Have small groups create audio or video clips of news reports identifying human, capital, and natural resources.

Vocabulary

- Have students use the following vocabulary: *human, capital, natural, resources, machines, tools, water, trees, soil, good, services, teachers, cafeteria, custodians, parent volunteers, principal, and secretary.*
- Have students create vocabulary concept maps for the terms *human, capital* and *natural resources*. For each term, have students provide examples.



Student Organization of Content

- Have students use a Venn diagram to compare and contrast the three categories of resources: human, capital, and natural.
- Direct students to illustrate definitions in the economics terms booklet.
- Have students use three-column notes to list, paste labels, or illustrate what they learned about human, capital, and natural resources. See example below:

Human Resources	Capital Resources	Natural Resources

## Session 5: The Influence of Resources Around the World

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### *Prerequisite Understanding/Knowledge/Skills*

- Students should have an understanding of the term *transportation*.
- Students should be familiar with different types of transportation including *trains, trucks, and ships*.
- Students should understand concept of *pro* versus *con*.
- Students should have map reading skills.

### *Materials*

- Paper
- Pencil
- World map
- Construction paper
- Markers/crayons

### *Instructional Activities*

1. Have students conduct a Think-Pair-Share on the different types of transportation that would be needed to trade products in the United States.
2. Have students then discuss the pros and cons of using such transportation to transport products.
3. Use a world map and have the students locate Greece and Rome. Identify the Mediterranean Sea and the Tiber River. Ask the students to describe the importance of these waterways (natural resource) and how they might have influenced trading.
4. Divide the class into four groups. These groups will represent Greek city-states (e.g., Athens, Sparta, Corinth, and Olympia). Each group will design and illustrate a ship that can be used for trading. Students will generate a list of resources that will be necessary to build a ship. Each group will present its drawing and discuss the problems that may occur if certain resources were limited. Students will need to be able to respond to the following questions:
  - What resources are needed to build the ship?
  - How would the shipbuilders get the necessary resources to build the ship? (Think: cost to build)
  - What are some goods that will be traded using the ship?
  - How would the design of the ship be influenced by the goods to be traded?
  - How do you think ancient Greece would have traded if the Mediterranean Sea didn't exist?

### *Specific Options for Differentiating This Lesson*

#### Technology

- Help students use an online mapping application to create routes from a good's origin (where it is produced) to its market destination (where it will be sold or used by a manufacturer).
- Have students play an interactive game (such as "Rail Traffic Controller," available online). The interactive game should track imports and exports and demonstrate how goods are moved between locations.

#### Multisensory

- Have students use highlighters to create routes on maps for transporting goods from one part of the country to another (e.g., transporting oranges from Florida to Virginia, transporting car parts to a nearby assembly plant).

### Community Connections

- Invite a ship captain, truck driver, train engineer, or logistician to describe the transportation industry.

### Small Group Learning

- Have students imagine what it would be like to operate a plane, train, or truck along a trade route across the United States. Have each student choose one method of transportation (plane, train, or truck), and ask them to write journal entries about imagined shipments. Where would they go? What would they carry? What would it be like to operate the plane, train, or truck?
- To enhance their journal entries, help students focus on types of products that are typically transported across the country (e.g., foods, energy and natural resources, building supplies).

### Student Organization of Content

- Have students supplement the journal entry activity by creating postcards picturing locations along their imagined routes.

## Session 6: Resources of Long Ago

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### *Prerequisite Understanding/Knowledge/Skills*

- Students should have map-reading skills.
- Students should have an understanding of the terms: *goods, services, surplus, products, resources, and trade.*
- Students should be able to recall information about ancient Greece, Rome, and Mali.

### *Materials*

- Teacher-selected books that review ancient Greece, Rome, and the West African empire of Mali
- World map and globe
- Resource-chart (Attachment A)
- Internet Scavenger Hunt (Attachment B)

### *Instructional Activities*

1. Introduce the concept of specialization. Specialization occurs when people focus on the production of selected goods and services.
2. Explain to the students that specialization is not a new concept. People in the ancient civilizations of Greece, Rome, and the West African empire of Mali specialized as rulers, soldiers, builders, and farmers. They relied on each other for certain goods and services. They traded the surplus of their resources for products and services in short supply in their regions. The trading extended beyond their community, and different resources were needed to produce the goods and services traded.
3. Point out to students, while using a map to show locations, that the West African empire of Mali traded with Egypt and Europe. They traded gold for salt.
4. Read teacher-selected books that review ancient Greece and Rome, and the West African empire of Mali.
5. Share information from one of the books that explains how ancient Greece and Rome focused on building ships, farming, and making pottery (their specializations).
6. Share information from one of the books that tells how Greeks and Romans traded their goods with Egypt and other nearby communities.
7. Share information from one of the books that tells how some people in the empire of Mali specialized in protecting the empire, while others specialized in growing food (their specializations).
8. Share information from one of the books that describes how the people of Mali traded salt for gold with others.
9. Have students make a chart (see attachment A) of the different types of resources found in ancient Greece, Rome, and the West African empire of Mali or complete the Internet Scavenger Hunt (attachment B).

### *Specific Options for Differentiating This Lesson*

#### Technology

- Provide electronic text for students who will need to re-read materials about ancient Greece, Rome, and Mali.

#### Multisensory

- Have students work with an interactive whiteboard and a word bank to create the resources chart (see attachment A).

- Have pairs of students take turns reading pages from selected materials and complete the resources chart.

#### Community Connections

- Invite a local history buff, museum curator, or university professor to provide information about specialization in ancient cultures.
- Invite members of the school to talk about their specialized jobs, for example, custodian, cafeteria workers, attendance clerks, nurse, reading specialist, administrators, etc.

#### Small Group Learning

- Have groups consisting of at least one human (HR), one natural (NR), and one capital resource (CR) expert meet to discuss and describe the resources available in a particular region.
- Next, have experts of a particular type (HR, NR, and CR) meet independently to help each other research their resource area of expertise.
- Have the original groups reconvene to create full presentations of all resources in their assigned regions, and have them complete the resource chart.

#### Vocabulary

- While reading materials about ancient Greece, Rome, and Mali, instruct students to collect vocabulary words that illustrate specialized roles, goods produced, and resources used. Sticky notes can be used to create a list.

#### Student Organization of Content

- Provide students with a list of words to categorize under human, natural, or capital resources.
- Provide students with a word bank with which to complete the resources table.

## Session 7: Understanding Specialization

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be familiar with the word *special*.
- Students are expected to have some knowledge of occupations or jobs.

### *Materials*

- Magazines
- Glue
- Teacher-selected book in which the main character has a specialized occupation

### *Instructional Activities*

1. Introduce *specialization* to the class. Have students break the word down to the root word form *special*. Read/discuss a book in which the main character has a specialized occupation. Write the word *specialization* on the board.
2. Have students take a few moments to write a list of things that are special to them. Discuss their lists.
3. Guide the students to the conclusion that something special is generally one of a kind. Relate this concept to the book. Point out that when people specialize in something, they focus on one product or service.
4. Distribute magazines to the class. Have students find pictures of people performing one task that indicates an occupational specialization in one area.
5. Have students glue the picture on a piece of paper and explain in a few sentences what the person is doing in the picture.
6. Glue the pictures on a large sheet of paper to create a Collage of Specialization.
7. Have students write the definition of *specialization* on a sheet/notebook for definitions.
8. Visit the Kid's Econ Poster Web site, <http://www.kidseconposters.com/econsongs.html> for songs and instructional materials on specialization.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to use a software application to download images of a variety of jobs.
- Have students highlight the different occupations found in the help wanted section of the newspaper.

#### Multisensory

- Have students participate in a career day, for which they will dress in attire associated with workers in a particular job.
- Have students role-play different occupations.

#### Community Connections

- Invite community professionals to discuss their careers or jobs.

#### Small Group Learning

- Have students use 3" x 5" cards to describe various occupations, matching the career picture with the career title.

- Have small groups write questions about specific careers.

#### Vocabulary

- Have students use the following vocabulary as they complete their activities: *economic, occupation, special, specialization, product, service, career, jobs*.
- Have students create antonyms and synonyms for career-related vocabulary.
- Direct students to use the class word wall to review the vocabulary.
- Have students create picture dictionaries, dividing each page into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Instruct students to use software to create images for vocabulary and to compile words and images into a booklet.
- Have students create vocabulary flash cards on different colored 3" x 5" index cards, with the word on one side and an illustration on the other. Have the students work together to review the definitions.
- Have students play "Vocabulary Bingo" to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.
- Have the students play a quiz game to review the vocabulary.
- Have the students play "Charades" to review the vocabulary.
- Have the students play "Concentration" to review the vocabulary.

#### Student Organization of Content

- Instruct students to use a graphic organizer to list information about occupations.
- Have the students use pictures to illustrate the definitions in the economics terms booklet.

## **Additional Activities**

- Have students make a collage of natural, human, or capital resources.
- Make a list of all the things a person would find in a pizza parlor, and have students categorize them into natural, human, or capital resources.
- Read books about people being producers or consumers, and have students identify the resources in the book.
- Have students role-play situations of scarcity in the classroom (e.g., crayons, worksheets, lunch money, treats).
- Have students give examples of when they have had to choose between two activities or toys they wanted.
- Read books that focus on goods, services, income, savings, spending, opportunity cost, and scarcity.

## Attachment A: Resources Chart \_\_\_\_\_

	<b>Human</b>	<b>Natural</b>	<b>Capital</b>
<b>Ancient Greece</b>			
<b>Ancient Rome</b>			
<b>West African empire of Mali</b>			

Attachment B: Internet Scavenger Hunt \_\_\_\_\_

### Resources of Greece, Rome, and the Empire of Mali

Directions: Use the following links to complete the questions below.

#### The Geography of Greece

<http://oncampus.richmond.edu/academics/education/projects/webunits/greecerome/Greecegeog1.html>

1. Ancient Greece was located on a \_\_\_\_\_. Greece is almost completely surrounded by \_\_\_\_\_. Greece is surrounded by many \_\_\_\_\_ and the \_\_\_\_\_.

2. Why did the people of ancient Greece live along the coast?

\_\_\_\_\_

3. T or F          Greece had limited rich soil.

#### Greek Agriculture

<http://oncampus.richmond.edu/academics/education/projects/webunits/greecerome/Greeceag1.html>

4. Since the Greeks lived near the Mediterranean Sea they often caught \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.

5. What type of resource is the Mediterranean Sea? \_\_\_\_\_

6. What were some of the problems farmers faced when growing crops? \_\_\_\_\_

\_\_\_\_\_

#### The Geography of Rome

<http://oncampus.richmond.edu/academics/education/projects/webunits/greecerome/Romegeog1.html>

7. Rome is located in \_\_\_\_\_, a peninsula that sticks out into the \_\_\_\_\_ . It looks like a \_\_\_\_\_. Rome is located next to a big river known as the \_\_\_\_\_.

8. Most of the Romans lived in the country where they were \_\_\_\_\_.

Roman Agriculture

<http://oncampus.richmond.edu/academics/education/projects/webunits/greecerome/Romeag1.html>

- 9. For breakfast, the average Roman would have eaten \_\_\_\_\_.
- 10. Your lunch would have consisted of \_\_\_\_\_.
- 11. What natural resource was grown in order to make bread? \_\_\_\_\_
- 12. What natural resources were often eaten at dinner?  
\_\_\_\_\_
- 13. Farmers were an important \_\_\_\_\_ resource in Greece and Rome.
- 14. Is bread a natural or capital resource? \_\_\_\_\_

Greek Civilization: Pottery

<http://atschool.eduweb.co.uk/sirrohbitch.suffolk/portland%20state%20university%20greek%20civilization%20home%20page%20v2/docs/8/glatt.htm>

- 15. \_\_\_\_\_ was a very important part of making pottery.

Making Pottery in ancient Greece

- 16. What types of resources were needed to make pottery? (List the resources and identify them as human, natural, or capital.)

\_\_\_\_\_  
\_\_\_\_\_

Maps of Mali (Scroll over the first map to help with the following questions.)

[http://mali.pwnet.org/history/history\\_maps.htm](http://mali.pwnet.org/history/history_maps.htm)

- 17. Mali is located in \_\_\_\_\_.
- 18. \_\_\_\_\_ in the western part of Mali were important for trade. \_\_\_\_\_  
were often used on the trade routes to carry goods.
- 19. What natural resources were farmed along the Niger River? \_\_\_\_\_
- 20. \_\_\_\_\_ was mined in the Sahara and traded for \_\_\_\_\_.  
They are both considered \_\_\_\_\_ resources.

## Attachment C: Answer Key to Internet Scavenger Hunt

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1. peninsula, water, islands, Mediterranean Sea
2. Along the coast the soil was good for farming. Greece also had many mountains and hills.
3. True
4. fish, squid, and octopus
5. natural resource
6. People depended on them and the weather was not always the best. The soil was rocky and lacked nutrients. It was hard to grow crops. Farmers had to also pay a large tax to the government.
7. Italy, Mediterranean Sea, boot, Tiber River
8. farmers
9. bread with honey or fruit
10. bread, olives, and cheese
11. wheat
12. chicken, pork, or rabbit
13. human
14. capital
15. Clay
16. answers may vary, read "Making Pottery in Ancient Greece"
17. Africa
18. Gold mines, camels
19. onions, millet, tomatoes
20. Salt, gold, natural

*Organizing Topic*

# Making Economic Choices and Opportunity Cost

## Standard(s) of Learning \_\_\_\_\_

3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

**Skills** *(to be incorporated into instruction throughout the academic year)*

Gather, classify, and interpret information. \_\_\_\_\_

Make decisions. \_\_\_\_\_

Explain cause-and-effect relationships. \_\_\_\_\_

**Content**

Recognize that people make choices because they cannot have everything they want. \_\_\_\_\_

Understand that all choices require giving up something else (opportunity cost). \_\_\_\_\_

Know the following terms:

- Economic choice: The choice of or decision among alternatives or possibilities \_\_\_\_\_
- Opportunity cost: The next best choice that is given up when an economic choice is made \_\_\_\_\_

Know that economic decision-making requires comparing both the opportunity cost and the monetary cost of choices with benefits. \_\_\_\_\_

Identify economic choices on the following chart: \_\_\_\_\_

<b>Choices</b>	<b>Choices made</b>	<b>Choices given up (opportunity cost)</b>
Ice cream or popcorn	Ice cream	Popcorn
Toy or favorite video	Favorite video	Toy
Spend now or save for the future	Spend now	Save for the future

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*CEE Online*. National Council on Economic Education. <<http://www.councilforeconed.org>>. The Web site for the Council on Economic Education (NCEE) is a nationwide network that promotes economic literacy with students and their teachers.

*EconEdLink*. National Council on Economic Education. <<http://www.econedlink.org/lessons/index.cfm>>. This Web site links to economics lessons for K–2.

*Economics and Geography Lessons for 32 Children’s Books*. Montgomery County Public Schools. <[http://www.mcps.k12.md.us/curriculum/socialstd/Econ\\_Geog.html](http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html)>. This Web site offers lessons based on children’s books.

“Economics Songs.” *KidsEcon Posters*. <<http://www.kidseconposters.com/econsongs.html>>. This Web page features songs and posters on economics for kids.

*Foundation for Teaching Economics*. <<http://www.fte.org/>>. This Web site for students and teachers introduces young individuals to an economic way of thinking.

“Graphic Organizers.” *Education Place*. Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE*. Schools of California Online Resources for Education. <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

Matusevich, Melissa. *Social Studies Curriculum Resources Poster Sets*. <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

“Online Elementary Economic Lessons.” *James Madison University*. <<http://cob.jmu.edu/econed/Elementary.htm>>. Elementary economics lessons are available at this site.

Virginia Council of Economic Education. <<http://www.vcee.org>>. This Web site is dedicated to helping students understand the economy and develop the lifelong decision-making skills they need to be effective, informed citizens, consumers, savers, investors, producers, and employees.

## Session 1: Scarcity in the Classroom

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### *Prerequisite Understanding/Knowledge/Skills*

- Students should have an understanding of the word *scarcity*.

### *Materials*

- Cups, drinks, popcorn
- Napkins

### *Instructional Activities*

1. Explain to the class that you are going to demonstrate an economic condition called *scarcity*.
2. Pass out a limited number of cups to students, making sure you do not have enough for everyone.
3. When a student says, “I don’t have a cup,” respond by saying, “I am sorry; I don’t have enough to go around.”
4. Pour drinks in the cups, making sure you do not have enough for every cup. Again, apologize and say, “I am sorry; I don’t have enough to go around.”
5. Pass out the popcorn, making sure some students are left out. Again, apologize and say, “I am sorry; I don’t have enough to go around.”
6. Lead a discussion about how some people did not receive items and how it made them feel. As the discussion winds down, write the word *scarcity* on the board. Tell the students that scarcity exists when there is not enough of something to go around. Ask what was scarce in each case in the classroom.
7. Because of scarcity, we have to decide who gets the things that are scarce. Discuss ways of dealing with scarcity—possible answers might include divide, share, take turns, lottery, first-come-first-served, and sell to those willing to pay.
8. Bring out cups, drinks and popcorn for those students who were left out.
9. Visit the Kid’s Econ Poster Web site, <http://www.kidseconposters.com/econsongs.html> for songs and instructional materials on scarcity.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students sort pictures of items under the category headings: *Scarce* and *Not Scarce*. Begin with providing classroom examples and progress to more economic concepts. Have them use an interactive whiteboard and T-chart to complete this activity.

#### Multisensory

- Have students dramatize real-life situations in which there is not enough of an item for each member of the class. Ask them to describe how they decided who received the scarce resource and who did not.
- Have students role-play situations of scarcity in the classroom (scarce items might include crayons, paper, money, treats). Discuss possible solutions and rationales for dealing with the scarcity.

#### Community Connections

- Invite the cafeteria manager to discuss what happens when the school runs out of menu items at lunch.

### Small Group Learning

- Distribute various combinations of scarce items between groups of students—providing each group with a surplus of at least one item that is different from the other groups’ surplus items. Have them discuss what scarcity means, what was scarce in each group, and how and why they interacted or exchanged with other groups to alter their quantities of items.
- Have small groups write definitions for *scarcity*.

### Vocabulary

- Direct students to use the class word wall to review the vocabulary: *scarcity*, *economic*, *condition*, *scarce*.
- Have students create a word map of the word *scarce* (adjective). Include the form, *scarcity* (noun). Provide examples of scarce classroom items, a meaningful description of the words, and an illustration of each word’s meaning.
- Have students create a picture dictionary, with each page divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.
- Instruct students to use software to create images for each vocabulary word and create a booklet of the words and their images.
- Have students create vocabulary word cards on 3" x 5" index cards, with the word on one side and an illustration on the other. Have students work together to review the definitions.

### Student Organization of Content

- Direct students to use a graphic organizer to define *scarcity*, including a definition, facts/characteristics, and examples of the word and what it means.

## Session 2: What is Your Opportunity Cost? \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be familiar with the meaning of the terms *cost* and *opportunity*.
- Students are expected to be able to make choices between two things or activities.
- Students are expected to be familiar with the term *consumer*.

### *Materials*

- Crayons, scissors, and pencils

### *Instructional Activities*

1. Ask students to color two pictures, one on the front of a piece of art paper and one on the back of the same piece of art paper. Have students draw both pictures in the same location on each side of the page.
2. After they have finished the drawings, ask them to look at the two pictures. Tell them they must make a decision about which picture they like the best. Have them cut out their favorite one.
3. When the students have cut out the picture, write the term *opportunity cost* on the board with the definition: The next best choice that is given up when a decision is made.
4. Ask students to talk about how they decided which picture to cut out and what happened to the picture on the other side. The discussion should include how they felt about ruining one of the pictures. Tell the students that they had to make a decision about what to do.
5. Explain that people make decisions all the time when they are consumers. This is called *economic choices*. When a consumer has to decide between two or more goods or services, the choice they give up is called their *opportunity cost*.
6. Visit the Kid's Econ Poster Web site, <http://www.kidseconposters.com/econsongs.html> for songs and instructional materials on opportunity cost.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Instruct students to use software to acquire images, rather than cutting out pictures from the newspaper.

#### Multisensory

- Have students practice making difficult decisions. Give students a choice between several desirable objects or activities, and have them select their two preferred objects/activities. Then direct them to choose only one. Ask students to discuss their decision-making processes.
- Have students choose a favorite service from among photographs depicting them, and ensure that there are a limited number of items for the students to select from.

#### Community Connections

- Have students select toys in a catalog, based on their own wishes and the amount of play money they were provided. Have them discuss the choices they made and why.

#### Small Group Learning

- Have small groups write definitions for *opportunity cost*.
- Have small groups design a store that sells a limited amount of products. Have them discuss their decision-making process.

### Vocabulary

- Have students use the following vocabulary: *opportunity cost, decision, consumers, economic choices, goods, services.*
- Have students play “Vocabulary Bingo” to review the vocabulary by creating bingo cards for the words. The teacher should read descriptors to students. Have students cover the words when they match them to the descriptors.
- Have students play a quiz game to review the vocabulary.
- Have students play “Charades” to review the vocabulary.
- Have students play “Concentration” to review the vocabulary.

### Student Organization of Content

- Have students analyze a decision-making model that they have been provided.

## Session 3: Making Classroom Economic Decisions

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be familiar with making a choice or decision.

### *Materials*

- “Goods” such as pencil, sticker, fruit, book, markers, crayons
- A “Choices Chart” with the following headings:

Choices	Choices Made	Choice Given Up (Opportunity Cost)
---------	--------------	------------------------------------

### *Instructional Activities*

1. Post the Choices Chart on the board. Tell students you are going to show them several different pairs of goods and that one student will get to choose the item he or she wants.
2. Display two items, and write them under *Choices* on the chart.
3. Call on a student to come forward and choose what he/she wants. When the student has made a selection, write that choice under the category *Choice Made*.
4. Ask students what was not chosen, and write that choice in the column *Choice Given Up* (opportunity cost).
5. Continue this process several more times.
6. Review the chart with students, making sure they understand that a choice had to be made, and what was given up was the *opportunity cost*.
7. Tell students that not only are items given up, but sometimes they also have to make choices between activities. Give examples like choosing between playing baseball or going to the movies; watching television or playing outside; going to a friend’s house or staying home.
8. Ask students if they ever had to make an economic decision that caused them to choose between two items to purchase. Let students describe their two choices, how they made their decision about what they chose, and what was their opportunity cost.
9. Visit the Kid’s Econ Poster Web site, <http://www.kidseconposters.com/econsongs.html> for songs and instructional materials on making choices.



### *Specific Options for Differentiating This Lesson*

#### Technology

- Instruct students to use software to acquire images, rather than cutting out pictures from the newspaper.
- Have students use audio books/tapes to acquire and discuss information about economic choices.

#### Multisensory

- Have students dramatize opportunity cost by awarding points during the week for good behavior, good deeds, and good choices made. At the end of the week, allow students to use points to “purchase” privileges or goods. Have students complete the Choices Chart, based on their own decisions.
- Have students use photographs of goods on the Choices Chart.

#### Community Connections

- Have students visit local businesses to learn how businesses make decisions and economic choices.
- Have students interview parents about difficult economic choices they have made.

#### Small Group Learning

- Have small groups complete Instructional Activity #1.

#### Vocabulary

- Have students describe scenarios, using the following vocabulary: *decisions, goods, opportunity cost, economic choices*.
- Have students create a picture dictionary, with each page divided into four sections: the word, a definition for the word, a picture of the word, and a sentence using the word.

#### Student Organization of Content

- Have students design a rating system for prioritizing items. Let them practice using the rating system to guide their decision making.

## Additional Activities

- Create acrostic poems, and have students illustrate the main idea.
- Review the term *interdependence*, and have students cut out pictures for a bulletin board that illustrates how we depend on others around us.
- Review the term *specialization*, and have groups of students make charts that depict specializations of workers in familiar businesses (e.g., grocery store, restaurant, school).

**Attachment A: Review** \_\_\_\_\_

**1. Write definitions for the following economic terms:**

Specialization

\_\_\_\_\_

Goods

\_\_\_\_\_

Services

\_\_\_\_\_

**2. Label the following as a good or a service:**

Apples \_\_\_\_\_

Lawn Service \_\_\_\_\_

Haircut \_\_\_\_\_

Groceries \_\_\_\_\_

Teachers \_\_\_\_\_

Computers \_\_\_\_\_

**3. Why is it important for people to have occupations specializing in certain fields?**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Organizing Topic

# The Importance of Government in the Community, Virginia, and the United States

## Standard(s) of Learning \_\_\_\_\_

- 3.10 The student will recognize the importance of government in the community, Virginia, and the United States of America by
- a) explaining the purpose of rules and laws;
  - b) explaining that the basic purposes of government are to make laws, carry out laws, and decide if laws have been broken;
  - c) explaining that government protects the rights and property of individuals.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

### Skills (to be incorporated into instruction throughout the academic year)

Gather, classify, and interpret information. \_\_\_\_\_

Explain cause-and-effect relationships. \_\_\_\_\_

Compare and contrast differing sets of ideas, values, personalities, behaviors, and institutions. \_\_\_\_\_

### Content

Recognize that governments protect the rights and property of individuals. \_\_\_\_\_

Recognize that governments exist at the local (community), state (Virginia), and national (United States) levels. \_\_\_\_\_

Know the following terms:

- Community: A place where people live, work, and play \_\_\_\_\_
- Rules: What people must or must not do \_\_\_\_\_
- Laws: Important rules written and carried out by the government \_\_\_\_\_
- Government: A group of people who make rules and laws, carry out rules and laws, and decide if rules and laws have been broken. \_\_\_\_\_

Explain that the purpose of rules and laws is to keep people safe and maintain order. \_\_\_\_\_

Explain that the purpose of government is to make laws, carry out laws, and decide if laws have been broken. \_\_\_\_\_

Explain that governments are necessary because they develop the laws and protect the rights and property of individuals. \_\_\_\_\_

## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Ben's Guide to U.S. Government for Kids: K-2.* <<http://bensguide.gpo.gov/k-2/index.html>>. This is a Web site on U.S. Government resources for kids.

*Federal Bureau of Investigation Kids' Page.* <<http://www.fbi.gov/fbikids.htm>>. Designed for children and their parents to learn more about the FBI through age-appropriate games, tips, stories, and interactives.

“Graphic Organizers.” *Education Place.* Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE.* Schools of California Online Resources for Education. <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

Matusevich, Melissa. *Social Studies Curriculum Resources Poster Sets.* <<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K-3.

## Session 1: The Importance of Rules

---

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall the reasons for rules and laws.
- Students are expected to be able to categorize information under appropriate headings.
- Students are expected to be able to listen for information.
- Students are expected to be able to compare and contrast different situations, behaviors, and consequences.

### *Materials*

- Index cards
- Board or card games
- Large drawing paper
- Crayons or markers

### *Instructional Activities*

1. Divide students into four or five groups. Give each group an unfamiliar game to play. However, do not give the students any instructions on how to play the game. You can tell them that there are no rules. After about 10–15 minutes, stop the game and declare a person from each group a winner. Have each group share with the class what happened and what problems they had. Ask what was fair and unfair about the games. Ask if it would have helped to know the rules of the games before beginning.
2. Have students get into pairs and illustrate on a large piece of paper a scene of a classroom without rules. Have students share their drawings. Ask students why there are rules in the classroom. List appropriate responses on chart paper. Summarize by saying that rules protect people’s safety, people’s rights/property, and allow fairness. Discuss certain rights students have in the classroom, such as the right to learn, the right to be included in the group, and the right to ask and answer questions. Tell students that rules generally protect people’s physical safety, rights, or property.
3. Write down classroom rules or procedures on index cards (one rule per card). Pass out index cards to various students (one per student if you have enough). Have students categorize each rule/procedure under the following headings:
  - Protects a person’s rights
  - Protects a person’s safety
  - Protects a person’s propertyHave them explain why it belongs in that category and reasons why each rule/procedure should be followed.
4. Briefly discuss who makes the classroom/school rules. How are they kept and enforced? How do other students learn to follow the rules? Do other students help to enforce the rules? How?

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use an electronic encyclopedia or dictionary to discover the meaning of new words.

#### Multisensory

- Have students conduct a class meeting in which they will create classroom rules through the voting process.

#### Community Connections

- Invite local police officers to discuss the importance of following rules and the need to enforce the rules.

### Small Group Learning

- Have students work in pairs to categorize or sort index cards and justify their category choice.
- Have students role-play situations in which they must demonstrate breaking a classroom rule and suffering the consequence as a result.

### Student Organization of Content

- Provide students with a review guide from the categorization activity. If necessary, provide either a Cloze test (in which students will fill in the blanks) along with a word bank that lists the words to be used.

## Session 2: Our Rights and Responsibilities

---

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall the reasons for rules.
- Students are expected to understand the terms *rights* and *responsibilities* and be able to categorize information under those terms.
- Students are expected to be able to learn through listening.
- Students are expected to be able to make personal connections to content material.

### *Materials*

- Chart paper, markers

### *Instructional Activities*

1. Briefly review the session “The Importance of Rules.”
2. Discuss what rights the students have in the classroom. Make a list of rights for the classroom, and title it “Our Bill of Rights.”
3. Discuss how in our community, people have rights or freedoms, such as the right to choose jobs or the freedom to attend a church. List a citizen’s rights on a T-chart.

Rights	Responsibilities

4. Explain that with these rights/freedoms come responsibilities. In other words, people need to respect other people’s rights/freedoms in society just like in the classroom. People have the responsibilities of taking care of themselves, respecting other people’s rights, and obeying the laws in the community just like in the classroom. On the other side of the T-chart, write the corresponding responsibilities for each right/freedom.
5. Explain to students that outside of school in our community, rules are called laws. They are very similar to rules, except that rules may vary from school to school or home to home, but United States citizens need to abide by laws to avoid punishment. The laws protect our rights/freedoms that we have as U.S. citizens. For example, discuss the law that says people may not take things that belong to other people (stealing). This law protects our property. People have a responsibility as citizens to follow that law and respect other people’s property—not steal it.
6. For homework, ask students to write down three laws that people must follow within their community.

### *Specific Options for Differentiating This Lesson*

#### Technology

- In a online or interactive whiteboard template, have students click and drag examples of rights and responsibilities under the appropriate heading.

### Multisensory

- Have students peel and stick provided labels of rights and responsibilities under the appropriate heading on a T-chart. As an option, the rights and responsibilities items could be laminated and hook-and-loop fasteners could be attached to allow students to manipulate the terms into the correct category.

### Community Connections

- Invite local police officers to discuss the importance of laws and responsibilities and why the laws must be enforced.
- Invite a lawyer to discuss the legal system and the consequences of breaking laws.

### Small Group Learning

- Have groups pull written items from a bag and decide whether the statement is a right or responsibility.

### Vocabulary

- Have students use the following vocabulary as they complete the activities: *laws, rights, property, protect, fairness, enforce, safety*.
- Create a “Rights and Responsibilities Student Word Wall” where students place new words they encounter in reading, through the media, and in daily experiences. As they add the word, have students describe where the words originated. If made into a competition, students may become aware of vocabulary words used in real-world context.

### Student Organization of Content

- Provide students with a review guide from the categorization activity.
- Based on the review guide, have students prepare a one-minute commercial, skit, slogan, or phrase that best presents their experience of the session to the class.
- Have students create a flip-book that identifies individual rights and how those rights are protected under the law.

## Session 3: The Purpose of Laws

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall the reasons for rules.
- Students are expected to understand rules and responsibilities.
- Students are expected to understand cause-and-effect relationships.
- Students are expected to be able to make personal connections to content material.

### *Materials*

- T-chart from the previous session “Our Rights and Responsibilities”
- Chart paper, markers
- Cause-and-Effect chart (Attachment A; 1 per student)

### *Instructional Activities*

1. Briefly review the previous session.
2. Have students tell you the three laws they thought of in the last session, and list them on chart paper.
3. Tell students that most of these laws have existed for a long time. Ask who they think made up the laws. They may say the police, but the police only enforce the laws. Discuss that the government consists of a group of people who decide what laws citizens must follow. Remind them of the term *representative democracy* from the lessons on ancient Rome. U.S. citizens vote to elect the representatives they want. These representatives make our laws.
4. Ask the students to think about laws against stealing and the consequences of stealing. Discuss the role of the police in helping to catch the thief. Next, ask the students what happens to the person who is caught. Explain that sometimes when laws are broken, people may be punished by a fine, ticket, or prison sentence. There are different consequences for breaking laws just like there are different consequences when a student breaks a school rule.
5. Distribute the Cause-and-Effect chart to each student. Have each of the students write down one of the laws from the class list. Have them write the law at the top of the paper, then an example of breaking that law. Have students write three possible consequences from breaking that law. Have students share their ideas with the class.
6. Conclude this session with a review and discussion of who makes the laws, who carries out the laws, and who decides if laws have been broken (essentially, the government).

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students access the Web site of a legislative branch to investigate this lawmaking body.
- View and discuss the Schoolhouse Rock video, “How a Bill Becomes a Law,” available on the Internet.

#### Multisensory

- Have students act out various consequences of violating laws, such as stealing, driving too fast, or not paying taxes.

- Have students create and present a mock trial. Each mock trial must have two witnesses for each side (i.e., two for the prosecution/plaintiff and two for the defense). Cases must be balanced. Cases should focus on legal issues of interest to students, such as the environment, drug and alcohol abuse, or constitutional issues. Students could conduct research, based on current events (removing names, locations and circumstances that would be identifiable). The cases could be set in the past, present, or future; and could be civil or criminal trials.

#### Community Connections

- Invite local police officers to discuss the importance of laws and responsibilities and why the laws must be enforced.
- Invite a lawyer to discuss the legal system and the consequences of breaking laws.

#### Small Group Learning

- Have small groups complete the Cause-and-Effect charts (Attachment A).
- Have small groups write a script for the mock trial presented in the Multisensory section.

#### Vocabulary

- Have teams of students use the following categories to play a word pyramid game: *laws, representative democracy, rights, responsibilities, consequences, law enforcement*. Have students describe associated words/phrases under each category heading without directly speaking any part of the associated word. Teams compete by correctly guessing all categories in the shortest amount of time. (Pyramid games can be downloaded).
- Create a word wall for review and reinforcement of vocabulary. To engage the entire class at once, play Mind Reader, also called Mystery Word. Students should have a piece of paper and a pencil and the teacher should provide a number of clues for each word. Given these clues, the students should be able to choose the correct words from the word wall, writing it on their answer sheets.

#### Student Organization of Content

- Direct students to create a flowchart demonstrating that the legislative branch creates laws, law enforcement officers enforce the laws, and judges ensure justice and determine consequences when laws are broken.

## Session 4: Government of the United States

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall the purpose of laws.
- Students are expected to understand cause-and-effect relationships.
- Students are expected to understand the consequences of violating laws.
- Students are expected to be able to recall the roles and purpose of the government.
- Students are expected to be able to follow multi-step directions.

### *Materials*

- Internet access
- Teacher-selected book on how laws are made or the roles of a government

### *Instructional Activities*

1. Review concepts from the previous session, “The Purpose of Laws.” Point out that a government makes the laws, carries out the laws, and decides if laws have been broken (judges and the courts).
2. Read a teacher-selected book on how laws are made, or the roles of a government.
3. Review the following concepts and post them in the classroom:
  - A community is where people live, work, and play.
  - The purpose of rules is to let people know how they should act or behave.
  - Laws are rules that people must live by.
  - A government is necessary because it develops laws and protects the rights and property of individuals.
  - The purpose of a government is to make laws, carry out laws, and decide if laws have been broken.
4. Visit Ben’s Guide to U.S. Government at <<http://bensguide.gpo.gov>>, and follow these steps:
  - First, click on the K–2 section on the kite.
  - Next, click on “Our Government.” Read and discuss with the students.
  - Then, go back and click on the 3–5 section on the kite.
  - Click on “Your Neighborhood and Beyond.” Read and discuss with students.
  - Go back to the 3–5 section (blackboard).
  - Click on “How Laws Are Made.” Read and discuss with students.
  - Go back to the 3–5 section (blackboard).
  - Click on “Citizenship.” Don’t read, but click on “Responsibilities of Citizens.” Then read and discuss this part with the students.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students listen to a recording of the book that is read by the teacher to reinforce the concepts and aid auditory comprehension.
- Direct student groups to create electronic slide presentations of their assigned vocabulary words.
- Have students use software to print images related to their vocabulary words.
- Have students complete Instructional Activity #5 by displaying it, using a laptop and projector.

#### Multisensory

- Have students play “Charades” of the various roles within the branches of the government: legislative, judicial, and executive.

#### Community Connections

- Invite a judge to discuss his/her occupation and how the laws are reinforced.
- Arrange for the class to visit the city courts.

#### Small Group Learning

- Have groups create posters depicting the concepts of community, purpose of laws, definition of laws, definition of government, the purpose of the government, or others.

#### Vocabulary

- Have students create posters depicting the following vocabulary: *laws, representative democracy, rights, responsibilities, consequences, law enforcement.*
- Display the posters created by students as a reinforcement of vocabulary.

#### Student Organization of Content

- Have students create a study guide for government of the United States, using the concepts learned in Instructional Activity #4.
- Have students create interactive note-taking entries, including essential learning statements for the unit. Place the notes on the right side of a notebook and draw diagrams connecting them to content items.

## Session 5: Review

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall the purpose of laws and how laws are created.
- Students are expected to understand the consequences of violating laws.
- Students are expected to be able to recall the roles and purpose of the government.
- Students are expected to be able to record information in a chart.
- Students are expected to be able to draw conclusions.

### *Materials*

- Copies of study sheet (Attachment B; 1 per student)
- Copy of answer sheet for Study Sheet (Attachment C)

### *Instructional Activities*

1. Distribute the study sheets, and have students complete them.
2. Review answers with students after everyone is finished with the study sheet.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students enlarge copies of Attachment B to increase the space for their responses.
- Have students discuss an electronic display of Attachment B and model ways of responding.

#### Multisensory

- Provide the answers to Attachment B on printed labels, and have students select the appropriate response label to the review question by peeling it and placing it on the chart.

#### Community Connections

- Invite a local neighborhood-watch representative to discuss the importance of good citizenship.

#### Small Group Learning

- Have small groups role-play good and bad citizenship behaviors.
- Have groups play a review quiz game of their choice. Templates for various quiz game models may be downloaded from the Internet.

#### Vocabulary

- Have students use the following vocabulary as they complete the instructional activities: *laws, community, government, citizens, rights, responsibilities, consequences, and law enforcement*.
- Have students contribute to the word wall created at the beginning of the topic.

#### Student Organization of Content

- Have students peer proof and correct completed Attachment B, and add this to their government study guide.

## Session 6: Assessment

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### *Materials*

- Assessment (For sample assessment items, see Attachment D.)

### *Instructional Activities*

1. Administer the assessment.

## Additional Activities

- Read a teacher-selected book about a day without rules or laws.
- Have students draw a picture of what can happen with no rules (e.g., at a store, in a zoo). As a class, or in groups, make up a story to go with one or more of the pictures.
- Relate this to how having no rules/laws may affect a person's civil rights, freedoms, and property.
- Invite your school safety officer to be a guest speaker on laws and how they are enforced.
- Have students role-play good and bad citizenship situations.
- Take a field trip to a local courthouse or police station. Upon return, have students discuss what they learned and write a paragraph about the experience.
- Have students keep a tally chart of the rules that are broken within the classroom during one day. Graph the results.
- Have students make a cause-and-effect flip book showing a situation and what the effect may be when rules are not followed or are broken.
- Have students research interesting community rules/laws during colonial or ancient times.

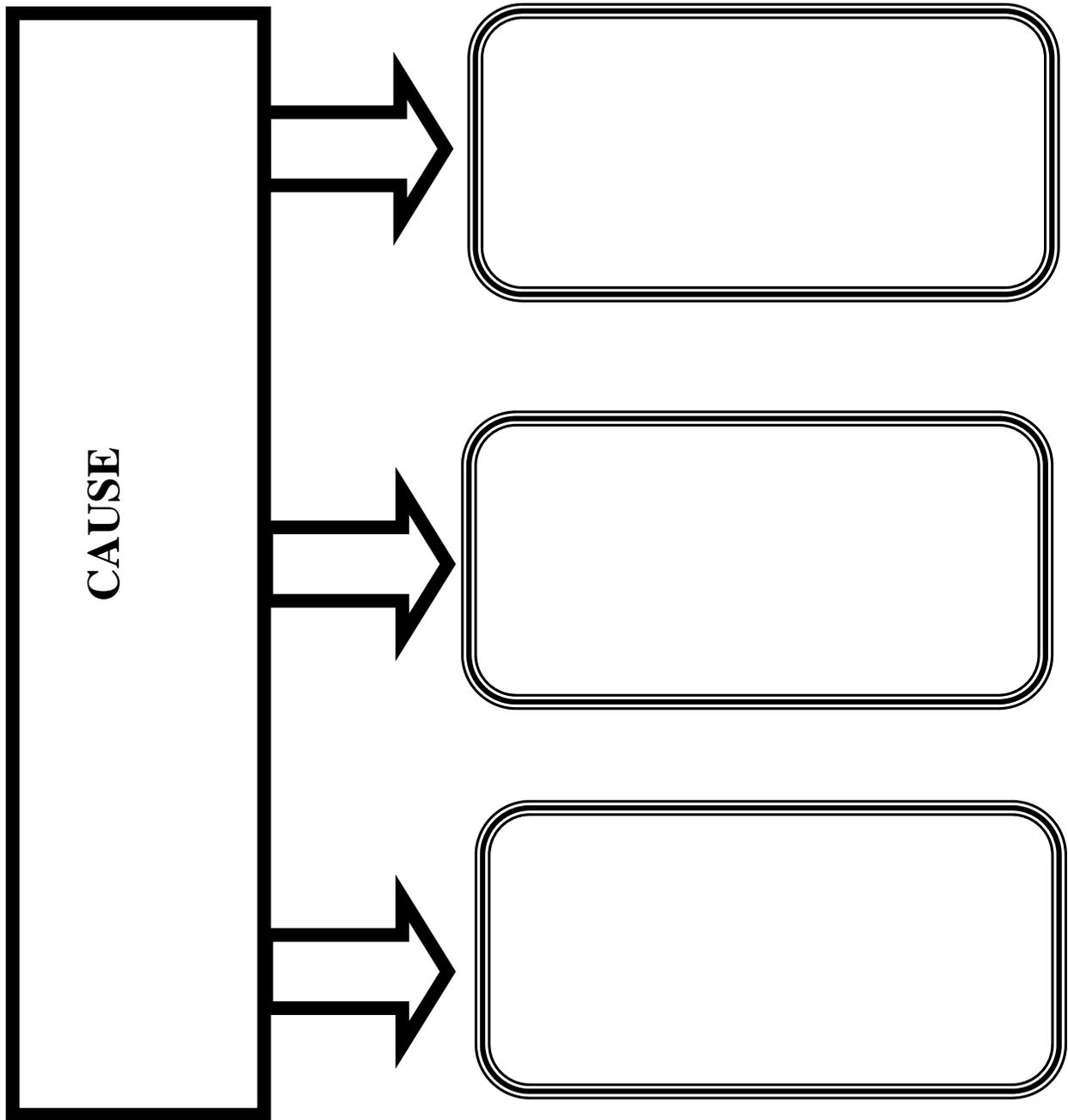
Attachment A: Cause and Effect \_\_\_\_\_

**THE LAW:**

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***EFFECTS***



**Attachment B: Study Sheet** \_\_\_\_\_

Directions: Write the correct answer next to each question.

1. What do you call a place where people live, work, and play?	
2. What tells people how they should act or behave, and what they should and should not do?	
3. What are rules that citizens in our community live by?	
4. Who makes our laws?	
5. Why do we have rules and laws?	
6. Who carries out our laws?	
7. Who decides when laws have been broken?	
8. Why is it necessary to have a government?	

**Attachment C: Answer Sheet for Study Sheet** \_\_\_\_\_

1. What do you call a place where people live, work, and play?	Community
2. What tells people how they should act or behave and what they should and should not do?	Rules and laws
3. What are rules that citizens in our community live by?	Laws
4. Who makes our laws?	The government
5. Why do we have rules and laws?	The purpose of rules is to let people know how they should act or behave.
6. Who carries out our laws?	The government
7. Who decides when laws have been broken?	The government
8. Why is it necessary to have a government?	The government is necessary because it develops the laws and protects the rights and property of individuals.

## Attachment D: Sample Assessment Items

Asterisk (\*) indicates correct answer.

<p><b>1. What tells students how they should behave in school?</b>  A Laws  B Rules*  C Yearbooks  D Other students</p> <p><b>2. A place where people live, work, and play is called _____</b>  A a habitat  B an environment  C a community*  D a century</p> <p><b>3. Which of the following is a true statement?</b>  A Rules are for adults and not for students.  B Rules let students know who is in charge.  C Rules let students know who is the smartest in the class.  D Rules let students know how to act.*</p> <p><b>4. What are official rules that people live by and must follow in our community?</b>  A Laws*  B Consequences  C Rights  D Responsibilities</p> <p><b>5. What is the group of people called who make, enforces, and determine if laws have been broken?</b>  A Pharaohs  B Firemen  C Kings  D Government*</p> <p><b>6. Why do we have rules and laws in our community?</b>  A To reward good people  B To give people jobs  C To make everyone the same  D To keep people safe and protect their rights*</p>	<p><b>7. Who makes the country's laws for our state and country?</b>  A A judge  B The police  C The president  D The government*</p> <p><b>8. Why is a government necessary?</b>  A So rules are not followed  B So people have a national anthem  C To organize national holidays  D To make the laws*</p> <p><b>9 - 13 Directions: Read each statement below. Decide which of the following is a rule or a law. Write <i>rule</i> if the statement is a rule or write <i>law</i> if the statement is a law.</b></p> <p>9. No throwing food in the cafeteria _____  10. No driving over the speed limit of 55 mph _____  11. No TV watching before homework _____  12. No talking in the library _____  13. No littering _____</p> <p><b>14 - 20 Directions: Read each statement below. Write <i>true</i> if the statement is true or write <i>false</i> if the statement is a false.</b></p> <p>14. Rules do not keep people safe. _____  15. Parents make the laws. _____  16. A community is where teachers live and work. _____  17. Laws protect houses and yards. _____  18. In this country, people have the freedom to choose their job. _____  19. If someone breaks a law, they will always go to jail. _____  20. The purpose of the government is to solve your problems. _____</p>
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Organizing Topic

# Basic Principles Held by American Citizens

## Standard(s) of Learning

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- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
  - a) describing the individual rights to life, liberty, and the pursuit of happiness; and equality under the law;
  - d) describing how people can serve the community, state, and nation.
  
- 3.12 The student will recognize that Americans are a people of diverse ethnic origins, customs, and traditions, who are united by the basic principles of a republican form of government and respect for individual rights and freedoms.

## Essential Understandings, Knowledge, and Skills

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*Correlation to  
Instructional Materials*

### Skills *(to be incorporated into instruction throughout the academic year)*

Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.

\_\_\_\_\_

Gather, classify, and interpret information.

\_\_\_\_\_

Differentiate between points of view by self and others.

\_\_\_\_\_

Participate in groups and democratic society.

\_\_\_\_\_

Make generalizations about data.

\_\_\_\_\_

### Content

Explain the importance of the following basic principles:

- Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away.
- Equality under the law means that all people are treated fairly.

\_\_\_\_\_

\_\_\_\_\_

Describe some of the ways that people can serve their community, state, and nation including:

- Being a volunteer
- Getting involved in community projects
- Serving as a government official
- Joining the military
- Voting

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Know that some basic principles held by American citizens include life, liberty, and the pursuit of happiness; and equality under the law.

\_\_\_\_\_

Recognize that citizens have worked to defend American principles.

\_\_\_\_\_

Recognize that American people come from diverse ethnic and national origins and are united as Americans by basic American principles.

\_\_\_\_\_

Recognize that being an American is defined by the shared basic principles of the republican form of government.

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Know the phrase *republican form of government*: a representative democracy

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Understand that the American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.

Recognize the following benefits of diversity:

- Food
- Clothing
- Music

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*American Memory: Historical Collections for the National Digital Library.* Library of Congress.

<<http://memory.loc.gov/>>. The Web site offers more than 7 million digital items from more than 100 historical collections.

*Ben's Guide to U.S. Government for Kids: K-2.* <<http://bensguide.gpo.gov/k-2/index.html>>. This is a Web site on U.S. Government resources for kids.

*CIVNET: A Website of Civitas International.* <<http://www.civnet.org/>>. This Web site is an online resource and service for civic education practitioners (teachers, teacher trainers, curriculum designers). For Citizen's Rights and Responsibilities, click on the resources section to find lesson plans and ideas.

"Graphic Organizers." *Education Place.* Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

"Graphic Organizers." *SCORE.* Schools of California Online Resources for Education.

<<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

"Lily's Purple Plastic Purse: Kids Corner." *Imagination Celebration: The Kennedy Center.* The John F. Kennedy Center for the Performing Arts. <<http://www.kennedy-center.org/programs/family/lilly/kids.html>>. This Web page leads to a unit about classroom rules.

Matusevich, Melissa. *Social Studies Curriculum Resources Poster Sets.*

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K-3.

*Proteacher.* <<http://www.proteacher.com/090035.shtml>>. This Web site offers lessons on citizenship.

"Teaching Citizenship's Five Themes." *Education World.* Education World, Inc.

<[http://www.education-world.com/a\\_curr/curr008.shtml](http://www.education-world.com/a_curr/curr008.shtml)>. This Web page features activities from the editors of *Weekly Reader* that can help develop K-6 students' understanding of the five citizenship themes—honesty, compassion, respect, responsibility, and courage.

## Session 1: Basic American Principles

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall the definition of the word citizen.
- Students are expected to be able to listen during classroom discussion.
- Students are expected to be able to recall that a republican form of government is a representative democracy.

### *Materials*

- Teacher-selected books that review some basic principles held by American citizens that include life, liberty, and the pursuit of happiness; and equality under the law

### *Instructional Activities*

1. Explain that the Founders of the United States believed that people have certain natural rights. Natural rights include the rights to life, liberty, and the pursuit of happiness or property. All persons have natural rights just because they are human beings. Everyone is born with these rights. No one can take these rights away. These natural rights are also called basic principles held by American citizens.
2. Explain the importance of these basic principles to American citizens.
  - Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away.
3. Explain that another basic principle held by American citizens is equality under the law. This means that all people are treated fairly.
4. Read teacher-selected books that review some basic principles held by American citizens that include life, liberty, and the pursuit of happiness; and equality under the law.
5. Explain to the students that citizens have worked to defend American principles.
6. Explain that American people come from diverse ethnic and national origins and are united as Americans by basic American principles.
7. Point out that being an American is defined by the shared basic principles of the republican form of government.
8. Review the concept that a republican form of government is a representative democracy.
9. Guide the students to understand that the American people come from different ethnic origins and different countries, but are united as Americans by the basic principles of a republican form of government, including individual rights to life, liberty, and the pursuit of happiness; and equality under the law.
10. Point out the following benefits of diversity:
  - Food
  - Clothing
  - Music

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use software to search for and acquire pictures for their collaborative poster.
- Direct students to use a word-processing program to produce printed words for their poster.

- Have students use speech-to-text software to produce printed words for their poster.

#### Multisensory

- Have students dance to multicultural music to reinforce ethnic and national diversity.
- Have students sample foods that are representative of the diets of ethnic groups.

#### Community Connections

- Contact parents to contribute examples of their cultural origins, such as food items, clothing, and descriptions of holiday celebrations for a multicultural awareness day.
- Invite naturalized U.S. citizens to explain the process and their motivation for gaining U.S. citizenship.

#### Small Group Learning

- Have students work in pairs to explore trade books on American citizenship and diversity.
- Divide students into groups to create a poster with pictures and words explaining the meaning of “life, liberty, and the pursuit of happiness.”

#### Vocabulary

- Have students use the following vocabulary: *liberty, pursuit of happiness, principles, equality under the law, privileges, ethnic origins, national origins, diversity.*
- Have students work in pairs to play tic-tac-toe with unit vocabulary flash cards. They should quiz each other on the definitions as they play.

#### Student Organization of Content

- Have students review topic vocabulary by using flash cards.
- Have students play a password game:
  - Type a vocabulary word on each of the 10 slides in the subtitle textbox.
  - One student stands with his/her back to this presentation.
  - The class gives the student clues to the vocabulary word onscreen as a clock keeps time.
  - The student tries to guess the word in the shortest amount of time.

## Session 2: Serving the Community, State, and Nation

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### *Prerequisite Understanding/Knowledge/Skills*

- Students should be familiar with the concepts of community, state, and nation.
- Students should understand the concept of a democratic society and the roles of citizens and government officials.

### *Materials*

- Teacher-selected books that describe ways that people can serve their community, state, and nation through volunteering, working on community projects, serving as a government official, joining the military, and voting
- Attachment C: Classroom Volunteer Ideas

### *Instructional Activities*

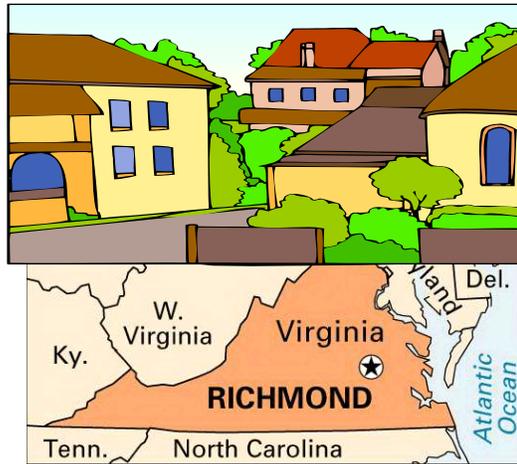
NOTE: The following Web sites may be useful to teachers and students during a study of community service:

- *American Promise*. Farmers Insurance Group.  
<[http://www.farmers.com/FarmComm/AmericanPromise/about\\_main.html](http://www.farmers.com/FarmComm/AmericanPromise/about_main.html)>
- *Corporation for National and Community Service*. <[www.nationalservice.org](http://www.nationalservice.org)>

1. Define *service* and *volunteer*.
2. On the board, list some ways that people can serve their community, state, and nation, and go over each to make sure that students understand their meaning. Service opportunities include
  - volunteering
  - getting involved in community projects
  - serving as a government official
  - joining the military
  - voting.
3. Pair students and ask them to write a list of volunteer opportunities within their school or community. (think-pair-share).
4. Explain that a democratic society requires the active participation of its citizens. Therefore, your class is going to do a community service project.
5. For homework, have students explore and list community needs and opportunities. Students should bring the list to class.
6. Write all student suggestions on the board. Discuss each to see which is practical for a class to address within the next month.
7. Explain how government officials serve the community through a variety of different jobs. If possible invite a community official to speak to the class. This might be the parent of one of the students.
8. Discuss the role of the military in the United States. Explain how military men and women are serving their country through their jobs and careers. If possible, invite someone from the military to speak to the class. This might be the parent of one of the students.
9. Discuss the following questions:
  - What is *voting*?
  - What are some things people vote for?

- Why is the voting process important?

10. Tell the students that the class will vote for the Classroom Citizen of the Week for the following week. Review the responsibilities of a good citizen before beginning the classroom voting process. Remind students to think of a student who has demonstrated these responsibilities.
11. Hold an election for students to vote for the Classroom Citizen of the Week. Tally the votes, and announce the Classroom Citizen of the Week for the following week. This can be repeated throughout the year, striving to have each child become Classroom Citizen of the Week.
12. After each student's turn at being Classroom Citizen of the Week, have other students complete an evaluation form. Compile the forms, and give them to the citizen of the week.
13. Review the ways people can serve their community, state, and nation.



### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students search the Internet to create a collection of volunteer projects in their community.
- Instruct students to create a photo story or multimedia presentation listing the branches of the armed forces with descriptions of the roles servicemen and servicewomen.

#### Multisensory

- Have students elect class officers by participating in the voting process through an online survey.

#### Community Connections

- Invite members from the Peace Corps, Teacher Corps, or other local volunteer agencies to discuss personal motivation and opportunities for volunteering in the community.
- Participate in Global Youth Service Day by identifying a volunteer opportunity for the class. If there are not obvious choices, have the students brainstorm projects around the school, plan the activity, and complete the plan.
- Invite a local politician to describe his/her decision to become a public servant and the process of running for office.



#### Small Group Learning

- Have students work in groups to create posters promoting the value of volunteering in the community.
- Have students choose sides on a classroom debate and instruct them to argue their points.

#### Student Organization of Content

- Provide students with a list of ways to summarize their learning during the lesson, “Serving the Community.” Instruct students to choose a project that depicts a way in which citizens can serve their community, state, or nation. Some project ideas are listed below:

Write a report on the topic.	Build a model to illustrate the topic.	Do a photo essay on the topic. Use the Internet.	Give a talk to the class about the topic.
Design a mural about the topic.	Sing a song or rap about the topic.	Create a poster about the topic.	Interview a friend about the topic.
Read a poem to the class about the topic.	Choreograph a dance about the topic.	Create a word search about the topic.	Read a book about the topic and share it with the class.
Answer 10 questions about the topic.	Write a letter about the topic.	Research five quotes about the topic.	Read a current events article in the newspaper about the topic. Share and report article with the class.

## Session 3: Immigrants Come to America

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to compare and contrast using a Venn diagram.
- Students are expected to be able to listen to and comprehend informational material.
- Students are expected to be able to chart information.

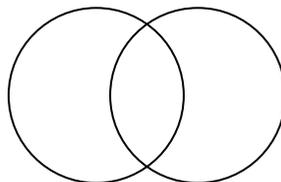
### *Materials*

- Teacher-selected and student-selected books about immigrants coming to America
- Chart paper and markers
- Picture of the Statue of Liberty
- Venn diagram template

### *Instructional Activities*

1. Read a teacher-selected book about immigrants coming to America. Divide the class into groups, and based on the book, have each group make a chart listing the various ethnic groups, where they arrived in the United States, and the reason they came to America.
2. Have groups share information on their charts.
3. Show a picture of the Statue of Liberty. Discuss its symbolism of freedom for immigrants who arrived in America many years ago.
4. Divide students into groups of four. Have two students read a student-selected book about a child from another country. Have the other two students in the group read a book about another child from a different country.
5. After students read and discuss the books in their groups, have them complete a Venn diagram comparing and contrasting the children from the two different countries.

### **Venn Diagram**



### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students complete the Venn diagram on a computer rather than on printed copy.
- Have students view and discuss video clips of the United States immigration process.
- Have students listen to audio of the information used in this session.

#### Multisensory

- Have students use a hand signal to cue classmates to add to their ethnic group charts as the teacher reads aloud.
- Have students select from provided sticky notes (notes from information discussed in the session or from reading) and place them on the Venn diagram.

### Community Connections

- Invite parents who have immigrated to the United States to share their stories with the class.

### Small Group Learning

- Have students work in groups and designate a team scribe to record the chart information.

### Vocabulary

- Have students use the following vocabulary, placed on the word wall: *liberty, immigrants, symbolism, immigration, ethnic origin, national origin, diversity*.
- Have the students play a quiz game to reinforce session vocabulary.

### Student Organization of Content

- Have students review unit vocabulary by using flash cards with partners.
- Have students add to their session notes and information to a printed copy of a completed Venn diagram.

## Session 4: Appreciating Differences

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to understand the meaning of diversity.
- Students are expected to be able to use descriptive words.
- Students are expected to be able to present verbal information to the class.

### *Materials*

- Drawing paper and crayons

### *Instructional Activities*

1. Ask students to take note of the various different appearances of everyone in the classroom. Make a graphic organizer to record the students' names, hair color, eye color, and skin tones.
2. Have each student draw a self-portrait.
3. After they finish their self-portraits, ask each student to complete a series of sentence-starters that describe themselves. Examples:
  - My favorite color is \_\_\_\_\_.
  - My favorite book is \_\_\_\_\_.
  - I like to listen to \_\_\_\_\_ music.
  - My favorite TV program is \_\_\_\_\_.
  - At night I like to \_\_\_\_\_.
  - One tradition we have in my family is \_\_\_\_\_.
  - When I grow up I want to be a \_\_\_\_\_ because \_\_\_\_\_.
  - I wish I didn't have to \_\_\_\_\_.
  - I am glad I \_\_\_\_\_.
4. Let students share these and hang them on a bulletin board with their self-portraits in a show of appreciation of differences and similarities.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use software to create a self portrait.
- Instruct students to use a template for sentence starters.
- Have students use speech-to-text or word-processing software with word prediction capability to complete the instructional activities.

#### Multisensory

- Have students play a "Guess who I am" game in which the sentence-starter papers are attached to the self portraits. Have students read descriptions aloud and display the portrait while the class guesses who it is.

#### Community Connections

- Invite guidance counselors to present information on the topic of diversity.

#### Small Group Learning

- Have small groups read trade books relating to individual and cultural differences.
- Have students work in pairs to complete reading (i.e., buddy reading) or complete prompt-written responses for the sentence starters.

Vocabulary

- Have students use the following vocabulary posted on the classroom word wall: *traditions, portrait, appreciation, ethnic origin, national origin, and diversity*. Divide the students into groups and assign one vocabulary word to each student. Instruct them to create drawings or word maps to illustrate the words. Post completed work next to the corresponding words.
- Have students complete a word splash to reinforce vocabulary, display finished work, and discuss.
- Make Zip-Around cards by writing, “I have \_\_\_\_\_. Who has \_\_\_\_\_?” on index cards.
  - Give a Zip-Around card to each student. Ensure that all the cards are passed out. There are three steps in the Zip-Around sequence. The first student will read his/her “Who has” statement. The student with the vocabulary word for the initial definition will identify him or herself by reading the word. Then, that student will read his/her “Who has” statement. The sequence completes when the third student answers the “Who has” definition with the vocabulary word on his/her card. The student with the last card says “I have [vocabulary word]. It’s Zip Around!”
  - Example of a sequence of three cards (beginning, middle and end):

<p><i>(Start here)</i>                  Who has... <u>a drawing of a person.</u></p>	<p><i>I have....a <u>portrait.</u></i>                  Who has... <u>differences in racial or ethnic classifications?</u></p>	<p><i>I Have....<u>diversity.</u></i>  <i>It’s a Zip Around!!!</i></p>
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## Session 5: Family Traditions

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to make connections to self and family.
- Students are expected to understand the concept of family and a variety of different family configurations, including the extended family.
- Students are expected to understand the concept of traditions.
- Students are expected to be able to learn from reading or listening to informational materials.
- Students should be familiar with the concept of quilting including the symbolism in the design of various quilts.

### *Materials*

- Teacher-selected book about family traditions
- 5" x 5" pieces of cardboard (1 per student)
- Crayons or markers
- Large piece of butcher paper
- Glue

### *Instructional Activities*

1. Read a teacher-selected book to the students about family traditions.
2. Solicit ideas from students about their family traditions.
3. Have them illustrate one family tradition (e.g., clothing, music, food, decorations, dances) on the 5" x 5" square of cardboard.
4. Have students glue their square on the butcher-block paper to form a quilt. Hang the quilt in the classroom.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students access images online to help generate the pictures for the quilt.
- Have students use a word wall to access pictures.

#### Multisensory

- Have students play a “Just like me” game in which they share some of the traditions within their family. When a student makes a connection with another in the class, that student gets up and says “Just like me!”

#### Community Connections

- Invite representatives from ethnic community centers to discuss diversity and traditions with the class.
- Contact a Native American storyteller to share stories and emphasize the oral tradition.

#### Small Group Learning

- Have small groups share family traditions, such as holiday traditions, food, and family dynamics.

#### Vocabulary

- Have students use the vocabulary word *traditions* in the context of a sentence.
- Have students attach pictures to a word web.

Student Organization of Content

- Have students place their quilt squares on butcher-block paper to add to the group's quilt.

## Session 6: Patchwork Quilt of Principles That Unite Americans

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to make connections to self.
- Students are expected to understand things that make them unique.

### *Materials*

- Materials such as pictures and photographs from magazines
- Art supplies, including tissue paper, foils (gold and silver), glitter, sequins, glue, markers, crayons, and fabric
- 6" x 6" pieces of colored construction paper ( 1 per student)
- Poster board or a long piece of white craft paper

### *Instructional Activities*

1. Ask students if they have ever seen a patchwork quilt. Discuss how many different smaller pieces add to the uniqueness of the larger quilt.
2. Explain that they will create a paper quilt from squares, which represent the individuality of each student. These squares, when pieced together, will reflect the uniqueness of the class as a whole.
3. Give each student a quilt square, a 6" x 6" piece of colored construction paper.
4. Instruct them to write their names on the square and decorate it to illustrate qualities, talents, and experiences they respect in themselves. Drawings, pictures from magazines, words, and photographs may be incorporated. Also, have on hand art supplies, including tissue paper, foils (gold and silver), glitter, sequins, markers/crayons and fabric.
5. Seek two student volunteers to complete quilt squares representing the Pledge of Allegiance and Independence Day. Label the appropriate squares with Pledge of Allegiance and Independence Day.
6. Glue these pieces together on poster board or a long piece of white craft paper. Create a wide border for the quilt and write the basic principles of life, liberty, and the pursuit of happiness; and equality under the law on the border. Hang the quilt in the classroom.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students take digital pictures of each other demonstrating a particular talent or quality (a workplace or soft skill) when working on their quilt pieces. Photographers should ultimately explain the talent they observed.
- Have students bring additional digital pictures from home to add to their quilt pieces.

#### Multisensory

- Have students participate in a “Quilt Day” in which students are encouraged to bring in their favorite quilts, blankets, or sleeping bags and explain their meanings.

#### Community Connections

- Invite members of a quilting guild to discuss and demonstrate their talent to the class.
- Have students create a quilt and donate it to a local charity.

### Small Group Learning

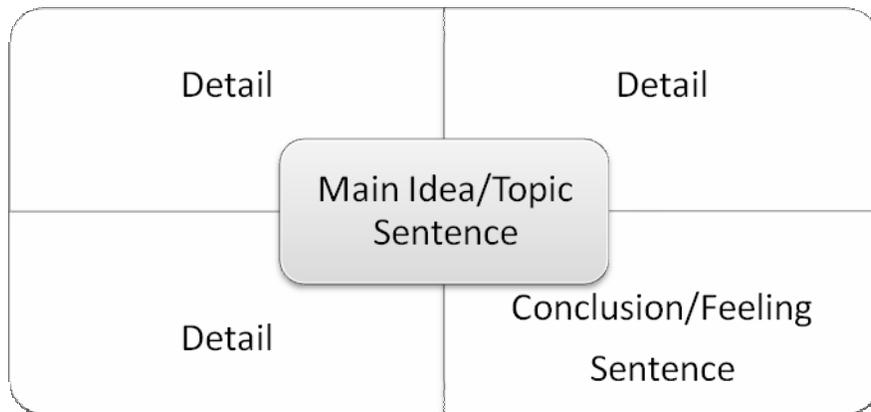
- Have groups of students create a “Human Paragraph.” As students’ ideas are added, the paragraph would develop depth and details.
  - Organize students into groups of three. Provide students with the main idea of the paragraph (related to their quilt activity and the principles that unite Americans). Each student will write a detailed sentence describing their quilts. When they have completed each of their sentences, the group should combine them and write a conclusion or “feeling” sentence for the paragraph (see the graphic organizer in “Student Organization of Content”).
  - Groups will be asked to present their paragraphs and group members will line up in order of his/her contribution. Each student will read his/her detail sentences. The last student will also read the conclusion or “feeling” sentence.

### Vocabulary

- Have students use the following vocabulary when completing the activities in this session: *quilts, individuality, patchwork, unique, qualities.*
- Have students listen to and discuss audio or a reading of informational materials about patchwork quilts.

### Student Organization of Content

- Have students model the following graphic organizer for writing their “Human Paragraph:”



- Have students place their quilt squares on butcher-block paper to add to the group’s quilt.

## Session 7: Review

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### *Materials*

- Worksheet: Basic Principles (Attachment A)
- Worksheet: Basic Principles of the Republican Form of Government (Attachment B)

### *Instructional Activities*

1. Review the information presented about American principles and diversity.
2. Have students complete and discuss the worksheets: Basic Principles and Basic Principles of the Republican Form of Government (Attachments A and B).

## Additional Activities

- Read teacher-selected books that describe the history of immigration.
- Read teacher-selected books discussing food, customs, and traditions of various ethnic groups.
- Have a tasting party with foods from various ethnic groups.
- Read a simple teacher-selected book about the Declaration of Independence.
- Show the students a copy of the Declaration of Independence, and point out the words “life, liberty, and the pursuit of happiness” in the second paragraph.
- Have the students illustrate what the words *life*, *liberty*, and *the pursuit of happiness* mean to them through words and pictures.
- Have the students create a poster explaining in words and pictures why government is important.

**Attachment A: Basic Principles** \_\_\_\_\_

Directions: Using the words below, fill in the blank to complete the basic principles that unite all Americans.

Life

Liberty

Happiness

Equality

1. Individual rights to \_\_\_\_\_

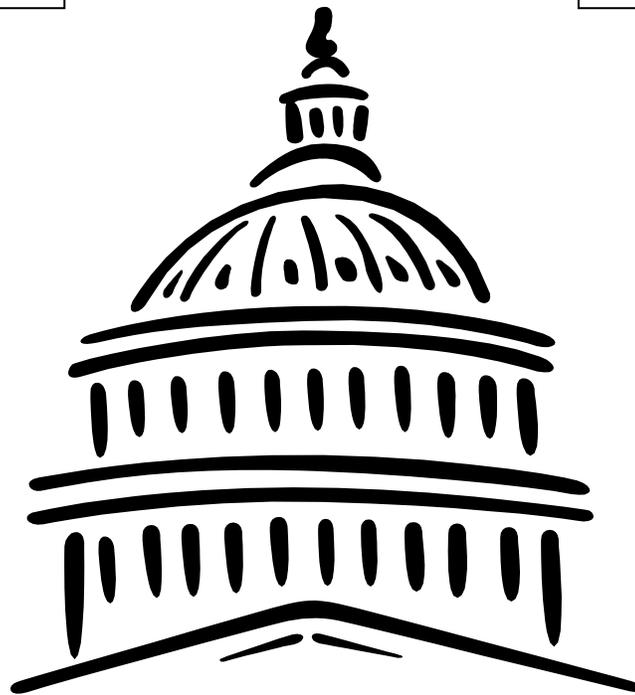
2. Individual rights to \_\_\_\_\_

3. Individual rights to the pursuit of \_\_\_\_\_

4. Individual right to \_\_\_\_\_ under the law

**Attachment B: Basic Principles of the Republican Form of Government** \_\_\_\_\_

Directions: Write one principle of the republican form of government in each empty box. Draw a line from the United States Capitol to each box.



### Attachment C: Classroom Volunteer Ideas \_\_\_\_\_

Directions: Work with a partner and write down your ideas about problems or needs you have observed at school, in the neighborhood, and in the community.

Needs of the students at our school:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Things that need to be done around our school:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Things that need to be done in our neighborhood:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Things that need to be done in our community:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

If I could volunteer somewhere, it would be at \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

because \_\_\_\_\_

\_\_\_\_\_

Organizing Topic

# Contributions of Citizens Who Defended American Principles

## Standard(s) of Learning \_\_\_\_\_

- 3.11 The student will explain the importance of the basic principles that form the foundation of a republican form of government by
- b) identifying the contributions of George Washington, Thomas Jefferson, Abraham Lincoln, Rosa Parks, Thurgood Marshall, Martin Luther King, Jr., and Cesar Chavez;
  - c) recognizing that Veterans Day and Memorial Day honor people who have served to protect the country's freedoms;
  - d) describing how people can serve the community, state, and nation.

## Essential Understandings, Knowledge, and Skills \_\_\_\_\_

*Correlation to Instructional Materials*

### Skills *(to be incorporated into instruction throughout the academic year)*

Compare, and contrast differing sets of ideas, values, personalities, behaviors, and institutions.

\_\_\_\_\_

Gather, classify, and interpret information.

\_\_\_\_\_

### Content

Understand that many people worked to defend the basic principles that formed the foundation of a republican form of government.

\_\_\_\_\_

Identify the contributions of the following citizens who defended basic principles:

- George Washington: He was the first president of the new nation. He worked under the new republican form of government. He helped put the basic principles into practice for the new nation.
- Thomas Jefferson: He was born in Virginia. He was the third president of the United States. He wrote the Declaration of Independence, which states that people have certain rights. He was a leader who helped develop the country.
- Abraham Lincoln: He was the president of the United States when the country was divided over the issue of equality for all people. He helped free African American slaves.
- Rosa Parks: She was an African American woman who refused to give up her seat on a public bus as was required by law many years ago. She helped to bring about changes in laws and worked so that all people would have equal rights.
- Thurgood Marshall: He was a lawyer who defended people at a time when not all people had equal rights. He was the first African American justice of the United States Supreme Court.
- Martin Luther King, Jr.: He was an African American minister who worked for equal rights for all people. He helped bring about changes in laws through peaceful means.
- Cesar Chavez: He was a Mexican American who worked to improve conditions for farm workers.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Know the reasons for the following holidays:

- Veterans Day: This is a day of recognition and of showing respect for Americans who served in the military. It is observed in November.

\_\_\_\_\_

- Memorial Day: This is a day of recognition and of showing respect for Americans who died in wars while they were serving their country. It is observed in May.

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Understand that the ways that people can serve the community, state, and nation include

- volunteering
- getting involved in community projects
- serving as a government official
- joining the military, and/or
- voting.

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## Sample Resources

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Below is an annotated list of Internet resources for this organizing topic. Copyright restrictions may exist for the material on some Web sites. Please note and abide by any such restrictions.

*Abraham Lincoln.* <<http://www.siec.k12.in.us/~west/proj/lincoln/>>. This Web site provides facts about Abraham Lincoln.

“Abraham Lincoln.” *EnchantedLearning.com.*

<<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>. This Web page features timelines, activities, crafts, and coloring printouts about Abraham Lincoln.

*Arlington National Cemetery.* <<http://www.arlingtoncemetery.net/>>. This Web site is devoted to America's most hallowed ground and to the heroes and the pathfinders who rest at peace there.

“Cesar Chavez.” SPECTRUM Biographies. <<http://www.incwell.com/Biographies/Chavez.html>>. This Web page provides a biography about Cesar Chavez.

“Cesar Chavez Biography: Labor Leader.” *EnchantedLearning.com.*

<<http://www.enchantedlearning.com/history/us/hispanicamerican/chavez/>>. This Webpage features timelines, activities, crafts, and coloring printouts about Cesar Chavez.

“Cesar E. Chavez.” <<http://cnet.ucla.edu/research/chavez/bio/>>. This Web page features information about Cesar Chavez.

“George Washington.” *EnchantedLearning.com.*

<<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>. This Web page offers timelines, activities, crafts, and coloring printouts about George Washington.

“George Washington.” *Whitehouse.gov.* <<http://www.whitehouse.gov/about/presidents/georgewashington/>>. This Web page offers a biography of George Washington.

“Graphic Organizers.” *Education Place.* Houghton Mifflin. <<http://www.eduplace.com/graphicorganizer/>>. This Web page has a collection of graphic organizers.

“Graphic Organizers.” *SCORE.* Schools of California Online Resources for Education.

<<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>. This Web page offers a variety of formats for graphic organizers.

“Interview with Rosa Parks.” *Scholastic.* <<http://teacher.scholastic.com/rosa/interview.htm>>. At this Web page, students learn how Mrs. Parks sparked the Montgomery Bus Boycott by not giving up her bus seat to a white passenger.

Matusevich, Melissa. *Social Studies Curriculum Resources Poster Sets.*

<<http://chumby.dlib.vt.edu/melissa/posters/posterset.html>>. This Web site is a resource of social studies poster sets for grades K–3.

Memorial Day. <<http://www.rootsweb.com/~nyseneca/memorial.htm>>. This Web site gives the history of Memorial Day.

*Monticello: The Home of Thomas Jefferson.* <<http://www.monticello.org/>>. This Web site provides information about Monticello and has a feature called “A Day in the Life of Thomas Jefferson.”

*Nation Raises D-day Memorial in Bedford, Virginia. Smokey's Trail.* <<http://smokeys-trail.com/USA/bedford-2001.html>>. This Web site is a newspaper article by Lance Gay (6/4/01) about the D-day Memorial in Bedford, Virginia.

“Thomas Jefferson.” *America's Story from America's Library.* <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/jefferson>>. This Web page provides information about Thomas Jefferson.

*Thurgood Marshall: American Revolutionary.* <<http://www.thurgoodmarshall.com/>>. This Web site provides a biography of Thurgood Marshall.

“Veterans Day Craft Projects and Printouts.” Enchanted Learning. <<http://www.EnchantedLearning.com/crafts/veterans/index.shtml>> This Web site has activities for Veterans Day.

*Veterans Day.* Department of Veterans Affairs. <<http://www1.va.gov/opa/vetsday/>>. This Web site has information about Veterans Day and a Veterans Day Teachers Guide.

*Vietnam Veterans Memorial Wall Page.* <<http://thewall-usa.com/>>. This Web site is dedicated to honoring those who died in the Vietnam war.

*The White House.* <<http://www.whitehouse.gov/about/presidents/>>. The White House Web site provides a brief biography of America's presidents.

*Who is Rosa Parks?* <<http://teacherlink.org/content/social/elementary/rosaparks/home.htm>>. This Web site provides information and lessons about Rosa Parks.

## Session 1: Understanding the Basic Principles of a Republican Form of Government \_\_\_\_\_

### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall the meaning of the phrase *equality under the law*.
- Students are expected to be able to recall the meaning of the phrase *right to life, liberty, and the pursuit of happiness*.
- Students are expected to understand the differences between rights and responsibilities.
- Students are expected to be able to gather, classify, and interpret information.
- Students are expected to be able to recognize injustices.

### *Materials*

- Slips of paper for voting
- Overhead of T-chart

### *Instructional Activities*

1. Ask students if they know what a republican form of government is. Introduce the United States' republican form of government. Discuss implications of the rights of life, liberty and pursuit of happiness; and equality under the law. Tell students that all citizens 18 years and older have the right to vote.
2. Simulate a voting situation. Tell students they will vote on whether to use blue or red construction paper to make a birthday card for the teacher. Pass out voting slips to girls only. Explain that the boys are not allowed to vote. Collect and tally the votes. Do another ballot, but only allow students with brown hair to vote. Collect and tally the votes. Have students talk about what it felt like to be left out of the voting. Relate this to equality under the law. Make a list of other examples where all Americans are equal under the law (e.g., riding a bus, eating in restaurants, talking on the phone, owning a car).
3. Lead a discussion on rights vs. responsibilities. Record the ideas in a T-chart on the overhead.

<b>Rights</b>	<b>Responsibilities</b>
To choose our jobs	To do our jobs well
Freedom of speech	To use appropriate language
To go where we want to go	To obey traffic laws
To own property	To take care of and respect other people's property

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students view and discuss videos on the civil rights movement.

#### Multisensory

- Have students vote on whether items are rights or responsibilities. Distribute two different colors of sticky notes to each student. One color will be designated as "rights" and the other, "responsibilities." Have students

categorize responses as rights or responsibilities by holding up the corresponding colored sticky note. Record numbers of correct class responses under each side of the chart.

### Community Connections

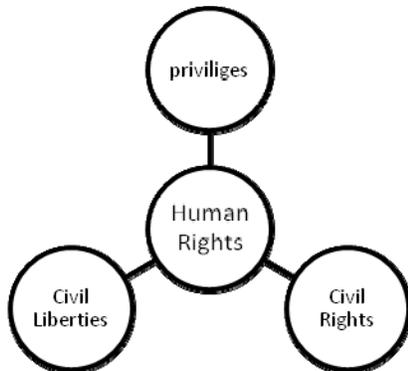
- Invite a representative of the ACLU or NAACP to discuss the need to protect civil liberties.
- Invite a KidsVoting.org coordinator to discuss the need to help young people become educated, engaged citizens.

### Small Group Learning

- Have groups read and report on books about civil rights leaders such as Martin Luther King, Jr., Jackie Robinson, and Rosa Parks.

### Vocabulary

- Have students create synonym webs for the following vocabulary: *republican form of government, human rights, liberty, equality under the law, ballot, responsibilities, citizens*. Example:



- Have students contribute to a word wall comprised of the session’s vocabulary.
- Have students play a password game:
  - Type a vocabulary word on each of the 10 slides in the subtitle textbox.
  - One student stands with his/her back to this presentation.
  - The class gives the student clues to the vocabulary word onscreen as a clock keeps time.
  - The student tries to guess the word in the shortest amount of time.
  - Groups may compete in pairs in which a single player provides verbal clues, or individuals may receive clues from the class.

### Student Organization of Content

- Have students use a print copy of the T-chart.
- Have students match color-coded titles on the T-chart with the colors of the sticky notes.
- Have students sort and group flash cards of synonyms for vocabulary.

## Session 2: Contributions of George Washington

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about George Washington from first grade.
- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to record information on a chart.
- Students are expected to be able to formulate and write a question.

### *Materials*

- Books about and pictures of George Washington
- Paper and art supplies
- KWL chart

### *Instructional Activities*

1. Show students pictures of George Washington. Ask students what they know about George Washington. Write their responses on a KWL chart about George Washington under “What We Know.” Graphic organizer  
Web site:
  - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>

KWL Chart for George Washington		
What We Know	What We Want to Know	What We Learned

2. Ask students what they would like to learn about George Washington, and write their questions under the “What We Want to Know” section of the KWL chart.
3. Read a book to students about George Washington. Discuss any new information from the book, and add this information to the KWL chart under What We Learned. Have a class discussion about Washington's lifestyle, including topics such as style of clothing, methods of transportation, type of foods, occupations, and homes.
4. Add the following information on the KWL chart if it is not already listed:
  - George Washington was born in Virginia.
  - He was a farmer.
  - He became a brave leader of soldiers.
  - He was the first president of the United States.
  - He is known as the “Father of Our Country.”
5. Underscore that George Washington was an important person in our country’s history and made many contributions to America. Ask students if they know ways in which people honor and remember George Washington. Write the student responses on a chart. The following Web sites may be helpful:
  - Timelines, activities, crafts, and coloring printouts about George Washington  
<<http://www.EnchantedLearning.com/history/us/pres/washington/index.shtml>>
  - A brief biography of George Washington from the White House Web site  
<<http://www.whitehouse.gov/about/presidents/georgewashington/>>
6. Complete the “What We Learned” section of the KWL chart with students.

7. Use the Life in a Box lesson found on the [www.primarysourcelearning.org](http://www.primarysourcelearning.org) Web site. Many biographies are included, such as Susan B. Anthony, Helen Keller, Cesar Chavez, Jackie Robinson, Rosa Parks, Thomas Jefferson, and George Washington  
[http://www.primarysourcelearning.org/tps/step1/workshop/3/m\\_a/lifeinabox/index.shtml](http://www.primarysourcelearning.org/tps/step1/workshop/3/m_a/lifeinabox/index.shtml)
8. After reading trade books, text books, or other sources about the life of George Washington, students can create a Bio-Cube about him and his significance. Teachers could also use an interactive whiteboard to help students complete the Bio-Cube as a class. <[http://readwritethink.org/materials/bio\\_cube/](http://readwritethink.org/materials/bio_cube/)>

**Specific Options for Differentiating This Lesson**

**Technology**

- Have students use word-processing software to record facts about George Washington.
- Have students use software or the Internet to acquire images of George Washington.
- Have the students view and discuss a video about George Washington.
- Have students visit the Mt. Vernon Web site and take a virtual tour.

**Multisensory**

- Have students act out highlights of Washington’s life.
- Have students perform dramatic readings from George Washington materials.

**Community Connections**

- Invite personnel from the Mt. Vernon historical site to discuss Washington’s life.

**Small Group Learning**

- Have groups identify a current world leader who possesses qualities similar to those of George Washington (e.g., war leader, hero, politician, honest).
- Have small groups create and complete an additional category for their KWL charts: H—“How I Can Learn More.”

**Vocabulary**

- Have students use the table below for the following vocabulary: *president, father of our country, lifestyle.*

Word	Drawing or symbol of word	Guessed definition of word	Based on guessed definition, word used in a sentence	Dictionary definition	Based on the dictionary definition, word used in a sentence

- Have students create a bulletin board with a picture of Washington and a few of his short phrases, using vocabulary beneath the picture.

**Student Organization of Content**

- Have students highlight the “What We Know” and “What We Learned” sections of a completed printed copy of the KWL (“What We Know,” “What We Want to Know,” and “What We Learned”) chart.
- Have students add pictures of George Washington to the timeline that will be displayed in the classroom.

- Have students create Venn diagrams that compare their childhoods to the childhood of Washington (e.g., wrote in a journal, lived on a farm, had nice handwriting, loved hunting and horseback riding).

## Session 3: Contributions of Thomas Jefferson

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about Thomas Jefferson.
- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to record information on a chart.
- Students are expected to be able to place information in sequential order.
- Students are expected to be able to distinguish between interesting facts and important facts.

### *Materials*

- Teacher-selected book about Thomas Jefferson
- Pictures of Thomas Jefferson
- KWL chart

### *Instructional Activities*

1. Show students pictures of Thomas Jefferson. Ask students what they know about Thomas Jefferson. Write their responses on a KWL chart about Thomas Jefferson under “What We Know.” Graphic organizer Web sites:
  - <<http://www.eduplace.com/graphicorganizer/>>
  - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Read a teacher-selected book about Thomas Jefferson. Lead a classroom discussion about Thomas Jefferson with information from “A Day in the Life of Thomas Jefferson” at <<http://www.monticello.org/>>.
3. Fill in the What We Learned section of the KWL chart. Emphasize the following information:
  - Thomas Jefferson was born in Virginia.
  - He was the third president of the United States.
  - Thomas Jefferson wrote the Declaration of Independence, which states that people have certain rights.
  - He was a leader who helped develop the country.
4. Have students draw a picture of Thomas Jefferson and write one important fact about him under the picture. Save this page to make a Famous Americans booklet.
5. Share primary source documents from books and Web sites about the writings of Thomas Jefferson.
6. Create a timeline on Thomas Jefferson’s life. The following Web sites may be helpful:
  - Thomas Jefferson, U.S. Presidents United in Service <<http://www.whitehouse.gov/about/presidents/thomasjefferson/>>
  - Meet Amazing American Thomas Jefferson <<http://www.americaslibrary.gov/cgi-bin/page.cgi/aa/jefferson>>
7. Use the Life in a Box lesson found on the [www.primarysourcelearning.org](http://www.primarysourcelearning.org) Web site. Many biographies are included, such as Susan B. Anthony, Helen Keller, Cesar Chavez, Jackie Robinson, Rosa Parks, Thomas Jefferson, and George Washington  
[http://www.primarysourcelearning.org/tps/step1/workshop/3/m\\_a/lifeinabox/index.shtml](http://www.primarysourcelearning.org/tps/step1/workshop/3/m_a/lifeinabox/index.shtml)
8. After reading trade books, text books, or other sources about the life of Thomas Jefferson, students can create a Bio-Cube about him and his significance. Teachers could also use an interactive whiteboard to help students complete the Bio-Cube as a class. <[http://readwritethink.org/materials/bio\\_cube/](http://readwritethink.org/materials/bio_cube/)>

### *Specific Options for Differentiating This Lesson*

#### Technology

- Instruct students to use word-processing software to record facts about Thomas Jefferson.
- Have students use software or the Internet to acquire images of Thomas Jefferson.
- Direct students to search the Internet for information about Jefferson’s life and home in Virginia.

#### Multisensory

- Have students arrange provided images of Thomas Jefferson’s life on a timeline.
- Have students arrange themselves on along “human timeline” by providing each students with one image from Thomas Jefferson’s life.

#### Community Connections

- Invite personnel from the Monticello historical site to discuss Thomas Jefferson’s life.

#### Small Group Learning

- Have groups act out highlights from Jefferson’s life in sequential order.

#### Vocabulary

- Have students write descriptive sentences of teacher-provided images of Jefferson in his various roles: president, diplomat, author of the *Declaration of Independence*.
- Have students add completed descriptions and images to the bulletin board created in previous activities.

#### Student Organization of Content

- Have students highlight the “What We Know” and “What We Learned” sections of a completed printed copy of the KWL (“What We Know,” “What We Want to Know,” and “What We Learned”) chart.
- Have students add pictures of Thomas Jefferson to the timeline that will be displayed in the classroom.
- Have students create a graphic organizer to show sequential events of Thomas Jefferson’s life.

## Session 4: Contributions of Abraham Lincoln

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about Abraham Lincoln.
- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to record information on a chart.
- Students are expected to be able to place information in sequential order, using a variety of graphic organizers.
- Students are expected to be able to distinguish between interesting facts and important facts.
- Students are expected to be able to compare and contrast information.

### *Materials*

- Book about and pictures of Abraham Lincoln
- Paper and art supplies
- Pennies
- KWL chart

### *Instructional Activities*

1. Show students pictures of Abraham Lincoln. Ask students what they know about Abraham Lincoln. Write their responses on a KWL chart about Abraham Lincoln under “What We Know.” Graphic organizer Web site:
  - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Ask students what they would like to learn about Abraham Lincoln, and write their responses under the “What We Want to Know” section of the KWL chart.
3. Read a book to students about Abraham Lincoln, and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Abraham Lincoln. The following Web sites may be helpful:
  - <<http://www.EnchantedLearning.com/history/us/pres/lincoln/index.shtml>>
  - <<http://www.siec.k12.in.us/~west/proj/lincoln/>>
4. Complete the KWL chart with students on “What We Learned.” Be sure to include the following:
  - Abraham Lincoln was born in a log cabin.
  - Abraham Lincoln taught himself how to read.
  - Abraham Lincoln became a United States president.
  - Abraham Lincoln was known as “Honest Abe.”
5. Help students create a timeline of Abraham Lincoln’s life. Guide students in using a variety of resources to research and chronologically list the major events in Lincoln’s life. Have students work in pairs and draw pictures of the major events they listed. Ask students to write a descriptive caption under each picture. Post the completed pictures in chronological order to create the timeline.
6. Help students make a class chart that compares Abraham Lincoln and George Washington. Include places they lived, their education, jobs, family, problems our country faced during their era, and ways we honor the two presidents.
7. Complete the “What We Learned” section of the KWL chart with students.
8. Use the Life in a Box lesson found on the [www.primarysourcelearning.org](http://www.primarysourcelearning.org) Web site. Many biographies are included, such as Susan B. Anthony, Helen Keller, Cesar Chavez, Jackie Robinson, Rosa Parks, Thomas

Jefferson, and George Washington

[http://www.primarysourcelearning.org/tps/step1/workshop/3/m\\_a/lifeinabox/index.shtml](http://www.primarysourcelearning.org/tps/step1/workshop/3/m_a/lifeinabox/index.shtml)

9. After reading trade books, text books, or other sources about the life of Abraham Lincoln, students can create a Bio-Cube about him and his significance. Teachers could also use an interactive whiteboard to help students complete the Bio-Cube as a class. <[http://readwritethink.org/materials/bio\\_cube/](http://readwritethink.org/materials/bio_cube/)>

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students record facts about Abraham Lincoln, using a word-processing application.
- Have students use software or the Internet to acquire images of Abraham Lincoln.
- Instruct students to search the Internet for information about Lincoln’s life and the Lincoln Memorial.
- Have students listen to audio of resource materials as an alternative to reading.
- Have students complete their timeline of Lincoln’s life, using a word-processing template.

#### Multisensory

- Have students create large plastic replicas of pennies.

#### Community Connections

- Arrange for the class to visit local museums to view pictures of Lincoln.
- Invite a local theatre group to provide an Abraham Lincoln costume.

#### Small Group Learning

- Have students work in pairs and use construction paper to create Abraham Lincoln finger puppets. Next, teams should create puppet shows depicting famous quotes, speeches, and events in Lincoln’s life.
  - Materials needed: black and white construction paper, cellophane tape, Lincoln pennies, scissors.
  - How to make it:
    1. Cut a 3” square from the construction paper. Roll the square into a tube that will slip over their finger. Secure the roll with cellophane tape.
    2. Tape the penny to the black paper tube at roughly an inch below the top (this is Lincoln’s face).
    3. Cut a thin rectangle from the black paper for the hat brim. Tape the brim along the top of the head (this is Lincoln’s stove-pipe hat).
    4. Cut a small triangle of white paper and attach it below the penny (this is Lincoln’s shirt).
- Have students work in pairs or small groups to research major events in Lincoln’s life, using a variety of resources. Have them use their finger puppets to act out the events.

#### Vocabulary

- Have students find the following words in documents, stories, or Lincoln quotes and write the selection in their vocabulary notebooks: *president*, *Civil War*, *Emancipation Proclamation*, *assassination*, and *memorial*.
- Have students add to the bulletin board created in previous sessions, including a picture of Lincoln and his accomplishments.

#### Student Organization of Content

- Have students highlight the “What We Know” and “What We Learned” sections to review their KWL charts.
- Have students add Lincoln images to the classroom timeline.
- Have students use a graphic organizer to show sequential events of Lincoln’s life.

## Session 5: Contributions of Rosa Parks

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about Rosa Parks.
- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to record information on a chart.
- Students are expected to be able to distinguish between interesting facts and important facts.

### *Materials*

- Teacher-selected book on Rosa Parks
- Pictures of Rosa Parks
- KWL chart

### *Instructional Activities*

1. Show students pictures of Rosa Parks. Ask students what they know about Rosa Parks. Write their responses on a KWL chart about Rosa Parks under “What We Know.” Graphic organizer Web sites:
  - <<http://www.eduplace.com/graphicorganizer/>>
  - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Read a teacher-selected book on Rosa Parks. Lead a discussion about Rosa Parks.
3. Fill in the What We Learned section of the KWL chart. Emphasize the following information:
  - Rosa Parks was an African American woman who refused to give up her seat on a public bus as required by law many years ago.
  - She helped to bring about changes in laws and worked so that all people would have equal rights.
4. Have students draw a picture of Rosa Parks and write one important fact about her under the picture. Save this page to make a Famous Americans booklet.
5. Use the following Web sites for resource information on Rosa Parks:
  - <<http://teacher.scholastic.com/rosa/interview.htm>>
  - <<http://teacherlink.org/content/social/elementary/rosaparks/home.htm>>
6. Use the Life in a Box lesson found on the [www.primarysourcelearning.org](http://www.primarysourcelearning.org) Web site. Many biographies are included, such as Susan B. Anthony, Helen Keller, Cesar Chavez, Jackie Robinson, Rosa Parks, Thomas Jefferson, and George Washington  
[http://www.primarysourcelearning.org/tps/step1/workshop/3/m\\_a/lifeinabox/index.shtml](http://www.primarysourcelearning.org/tps/step1/workshop/3/m_a/lifeinabox/index.shtml)
7. After reading trade books, text books, or other sources about the life of Rosa Parks, students can create a Bio-Cube about her and her significance. Teachers could also use an interactive whiteboard to help students complete the Bio-Cube as a class. <[http://readwritethink.org/materials/bio\\_cube/](http://readwritethink.org/materials/bio_cube/)>

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to record facts about Rosa Parks, using a word-processing application.
- Have students use software or the Internet to acquire images of Rosa Parks.
- Have students search the Internet for information about Rosa Parks.
- Have students listen to audio of resource materials as an alternative to reading.
- Have students complete their timeline of Parks’ life, using a word-processing template.

### Multisensory

- Have students reenact the bus incident and discuss their feelings as a class.
- Have the students view various documents about the bus incident from the National Archives. Documents might include Parks' mug shot, fingerprint card, arrest report, illustration of the bus, and more. These documents might also be used in the reenactment of the incident.

### Community Connections

- Invite a prominent African American community leader to discuss the evolution of civil rights and civil rights legislation over the last 50 years.

### Small Group Learning

- Have pairs of students create pictures of Rosa Parks in different stages of her life, in different situations (e.g., childhood, during the bus incident, later in life).
- Have pairs of students or small groups research major events in Rosa Parks' life, using a variety of resources, and present their findings.

### Vocabulary

- Have students use the following vocabulary to write a newspaper article recounting the arrest of Rosa Parks: *civil rights, discrimination, segregation, justice, equal rights, boycott, peaceful protest.*
- Have students add materials about Rosa Parks to the bulletin board created in previous session.

### Student Organization of Content

- Have students highlight the "What We Know" and "What We Learned" sections to review their KWL charts.
- Have students add Parks images to the classroom timeline.

## Session 6: Contributions of Thurgood Marshall

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about Thurgood Marshall.
- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to record information on a chart.
- Students are expected to be able to distinguish between interesting facts and important facts.

### *Materials*

- Teacher-selected book on Thurgood Marshall
- Pictures of Thurgood Marshall
- KWL chart

### *Instructional Activities*

1. Show students pictures of Thurgood Marshall. Ask students what they know about Thurgood Marshall. Write their responses on a KWL chart about Thurgood Marshall under “What We Know.” Graphic organizer Web sites:
  - <<http://www.eduplace.com/graphicorganizer/>>
  - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Read teacher-selected book on Thurgood Marshall. Lead a discussion about Thurgood Marshall.
3. Fill in the What We Learned section of the KWL chart. Emphasis the following information:
  - Thurgood Marshall was a lawyer who defended people at a time when not all people had equal rights.
  - He was the first African American justice of the United States Supreme Court.
4. Have students draw a picture of Thurgood Marshall and write one important fact about him under the picture. Save this page to make a Famous Americans booklet.
5. Use the following Web sites:
  - <<http://www.thurgoodmarshall.com/>>
  - <<http://www.stamps.org/kids/images/thurgood.pdf>>
6. Use the Life in a Box lesson found on the [www.primarysourcelearning.org](http://www.primarysourcelearning.org) Web site. Many biographies are included, such as those on Susan B. Anthony, Helen Keller, Cesar Chavez, Jackie Robinson, Rosa Parks, Thomas Jefferson, and George Washington  
[http://www.primarysourcelearning.org/tps/step1/workshop/3/m\\_a/lifeinabox/index.shtml](http://www.primarysourcelearning.org/tps/step1/workshop/3/m_a/lifeinabox/index.shtml)
7. After reading trade books, text books, or other sources about the life of Thurgood Marshall, students can create a Bio-Cube about him and his significance. Teachers could also use an interactive whiteboard to help students complete the Bio-Cube as a class. <[http://readwritethink.org/materials/bio\\_cube/](http://readwritethink.org/materials/bio_cube/)>

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to record facts about Thurgood Marshall, using a word-processing application.
- Have students use software or the Internet to acquire images of Thurgood Marshall.
- Have students search the Internet for information about Thurgood Marshall.
- Have students listen to audio of resource materials, as an alternative to reading.
- Have students complete their timeline of Marshall’s life, using a word-processing template.

Multisensory

- Direct students to choose to complete one of the tasks from the following “choice board” by using class resources for Thurgood Marshall:

Draw a picture of the main character.	Perform a play that shows the conclusion of the story.	Write a song about one of the main events.
Write a poem about two main events in the story.	Make a poster that shows the order of events in the story.	Dress up as your favorite character and perform a speech describing who “you” are.
Create a Venn diagram comparing and contrasting the introduction to the closing.	Write two paragraphs about the main character.	Write two paragraphs about the setting.

- Have students hold a mock court trial. Select one student to play Thurgood Marshall as either a lawyer or Supreme Court Justice.

Community Connections

- Invite a prominent African American community leader to discuss the evolution of civil rights and civil rights legislation over the last 50 years.
- Invite an African American lawyer or judge to speak to the class about his/her life and career and the influence of Thurgood Marshall.

Small Group Learning

- Have pairs of students create a picture of Thurgood Marshall.
- Have pairs of students or small groups research major cases and events in Thurgood Marshall’s life, using a variety of resources.

Vocabulary

- Have students use the following vocabulary to complete the activities: *civil rights, discrimination, segregation, justice, equal rights, Supreme Court Justice, lawyer.*
- Have students add materials of Thurgood Marshall to the bulletin board created in previous sessions.

Student Organization of Content

- Have students highlight the “What We Know” and “What We Learned” sections to review their KWL charts.
- Have students add Marshall images to the classroom timeline.

## Session 7: Contributions of Dr. Martin Luther King, Jr.

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about Martin Luther King, Jr.
- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to record information on a chart.
- Students are expected to be able to distinguish between interesting facts and important facts.

### *Materials*

- Teacher-selected book about Martin Luther King, Jr.
- Pictures of Martin Luther King, Jr.
- KWL chart

### *Instructional Activities*

1. Show students a picture or poster of Martin Luther King, Jr. Ask students what they already know about Martin Luther King, Jr. Write their responses on a KWL chart about Martin Luther King, Jr. The following Web sites may be helpful:
  - A collection of graphic organizers to be used in the unit <<http://www.eduplace.com/graphicorganizer/>>
  - Graphic Organizers <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Ask students what they would like to learn about Martin Luther King, Jr., and post their responses under the “What We Want to Know” section of the KWL chart.
3. Read a teacher-selected book about Martin Luther King, Jr., and follow with a discussion. Have students use a variety of graphic organizers to arrange information from the book. Follow with another class discussion about Martin Luther King, Jr.
4. Add information with students to the KWL chart on “What We Learned.” Be sure to include the following:
  - Martin Luther King, Jr. was an African American minister who worked for the fair treatment of all people.
  - Martin Luther King, Jr. led peaceful marches and gave speeches.
5. Help students research additional information about Martin Luther King, Jr., using resource materials/Web sites/videos.
6. Complete the “What We Learned” section of the KWL chart with students.
7. The following Web site may be helpful:
  - <<http://www.lib.lsu.edu/hum/mlk/srs218.html>>
8. Have students draw a picture of Martin Luther King, Jr., and write one important fact about him under the picture. Save this page to make a Famous Americans booklet.
9. Use the Life in a Box lesson found on the [www.primarysourcelearning.org](http://www.primarysourcelearning.org) Web site. Many biographies are included, such as those on Susan B. Anthony, Helen Keller, Cesar Chavez, Jackie Robinson, Rosa Parks, Thomas Jefferson, and George Washington  
[http://www.primarysourcelearning.org/tps/step1/workshop/3/m\\_a/lifeinabox/index.shtml](http://www.primarysourcelearning.org/tps/step1/workshop/3/m_a/lifeinabox/index.shtml)
10. After reading trade books, text books, or other sources about the life of Martin Luther King, Jr., students can create a Bio-Cube about him and his significance. Teachers could also use an interactive whiteboard to help students complete the Bio-Cube as a class. <[http://readwritethink.org/materials/bio\\_cube/](http://readwritethink.org/materials/bio_cube/)>

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to record facts about Martin Luther King, Jr., using a word-processing application.
- Have students use software or the Internet to acquire images of Martin Luther King, Jr.
- Have students search the Internet for information about Martin Luther King, Jr.
- Have students listen to audio of resource materials, as an alternative to reading.
- Have students complete their timeline of King’s life, using a word-processing template.

#### Multisensory

- Have students hold a mock sit-in protesting an issue in the school (e.g., lunch menu, free time).

#### Community Connections

- Invite parents to describe how Martin Luther King, Jr. affected their lives.

#### Small Group Learning

- Have groups complete a questionnaire about Dr. King.

#### Vocabulary

- Have students use the following vocabulary when completing their activities: *civil rights, discrimination, segregation, justice, equal rights, sit-in, boycott, protest, minister, peaceful demonstrations*.
- Have students add materials of Martin Luther King, Jr. to the bulletin board created in previous sessions.

#### Student Organization of Content

- Have students highlight the “What We Know” and “What We Learned” sections to review their KWL charts.
- Have students add Martin Luther King, Jr. images to the classroom timeline.

## Session 8: Contributions of Cesar Chavez

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to record information in a table.
- Students are expected to be able to distinguish the similarities and differences between two historical figures.
- Students are expected to be able to place information in a graphic organizer.

### *Materials*

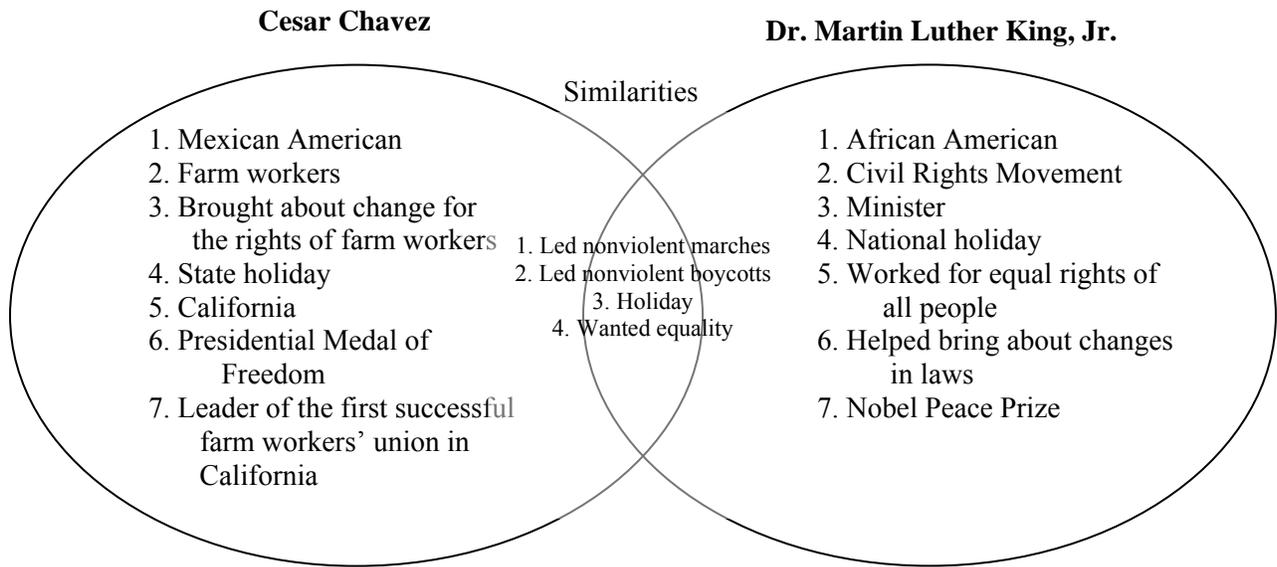
- Teacher-selected book about Cesar Chavez
- Pictures of Cesar Chavez
- KWL chart
- Venn diagram

### *Instructional Activities*

1. Show students pictures of Cesar Chavez. Ask students what they know about Cesar Chavez. Write their responses on a KWL chart about Cesar Chavez under “What We Know.” Graphic organizer Web sites:
  - <<http://www.eduplace.com/graphicorganizer/>>
  - <<http://www.sdcoe.k12.ca.us/score/actbank/torganiz.htm>>
2. Read a teacher-selected book about Cesar Chavez. Lead a classroom discussion about Cesar Chavez with information from selected Web sites. These sites may be helpful:
  - Biography about Cesar Chavez < <http://www.incwell.com/Biographies/Chavez.html>>
  - Cesar Chavez: Labor Leader <<http://www.enchantedlearning.com/history/us/hispanicamerican/chavez/>>
3. Fill in the “What We Learned” section of the KWL chart. Emphasize the following information:
  - Cesar Chavez was a Mexican American.
  - He worked to improve conditions for farm workers.
  - Because of his leadership in the United States, Cesar Chavez was awarded the Presidential Medal of Freedom.
4. Have students draw a picture of Cesar Chavez and write one important fact about him under the picture. Save this page to make a Famous Americans booklet.
5. Read a speech given by Cesar Chavez. Available at:  
<<http://www.smithsoniansource.org/display/primarysource/viewdetails.aspx?PrimarySourceId=1028>>  
Read/listen to “I Have a Dream” speech given by Dr. Martin Luther King, Jr. Available at:  
<http://www.mlkonline.net/>.  
Students will compare and contrast Cesar Chavez and Dr. Martin Luther King, Jr.

*Continued next page*

6. Create a Venn diagram to compare and contrast the lives of Cesar Chavez and Dr. Martin Luther King, Jr.



**Specific Options for Differentiating This Lesson**

**Technology**

- Have students use an interactive whiteboard to create Venn diagrams for Instructional Activity #6.
- Have students use speech-to-text software to complete the activities.

**Multisensory**

- Have students place index cards of facts about Chavez and King into a large Venn diagram on the classroom floor.
- Have students complete a similarities and differences comparison matrix, provided below. Provide attributes for students to compare (e.g., educational background, ethnicity, time period, accomplishments).

Similarities and differences matrix:

Attributes	Cesar Chavez	Dr. Martin Luther King	Similarities/Differences

**Community Connections**

- Have students identify and discuss union labels on clothing and household products.
- Have students interview family members to learn about their relationships to unions. Students should ask each family member: *Are you a member of a union? Why or why not?*

**Small Group Learning**

- Have small groups design and produce a Medal of Freedom to honor Cesar Chavez. Direct them to write scripts that recreate the presentation of the medal.

## Session 9: Review the Contributions of Famous Americans

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about famous Americans.
- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to record information on a chart.
- Students are expected to be able to distinguish between interesting facts and important facts.

### *Materials*

- Students' drawings of famous Americans
- 12" by 18" colored construction paper (two pieces per student)
- Markers, stapler, colored ribbon
- "Names" cards with names of famous Americans (choose one color for all cards)
- "Statements" cards with statements from famous Americans (choose one color for all cards, separate from the "Names" cards)
- Pictures of famous Americans (optional)

### *Instructional Activities*

1. Pass out the students' drawings of the famous Americans.
2. Give each student two pieces of construction paper, have them put a title on the front, and decorate it with markers.
3. Have students place their drawings inside of the construction paper cover and secure the pages with staples or ribbon, making a booklet.
4. Have each student choose one famous American from their booklet, show his or her picture, and read what they wrote about that person to the class.
5. Have students complete a sorting activity, using color-coded "names" and "statements" cards. Add a third sorting group by printing off pictures of each famous American.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Direct students to use software or the Internet to acquire images of a famous American.
- Have students create an electronic slide show of images and facts about a famous American.

#### Multisensory

- Have students share their completed booklets with their peers.
- Have students play a timed word game in which teammates try to identify the famous American depicted by what is drawn.

#### Community Connections

- Invite a local historian or university professor to discuss famous Americans.

#### Small Group Learning

- Have student teams create famous American pages in their booklets.
- Have small groups create and deliver presentations about famous Americans.

### Vocabulary

- Instruct students to refer to the famous American bulletin board for help with writing.
- Create bingo cards with the names of the famous Americans. Play “Famous Americans Bingo” by providing hints that students will match to the names on their cards.

### Student Organization of Content

- Have students add images of famous Americans to the appropriate places on the classroom timeline.
- Have students create a “human timeline” by using all the images attached to the classroom timeline.
- Have students ensure that their notebooks include all of the graphic organizers and KWL charts completed during sessions 1–9.

## Session 10: Days to Remember: Veterans Day

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about national holidays.
- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to use a calendar and locate specific dates.

### *Materials*

- Teacher-selected book about Veterans Day
- Art supplies to make Veterans Day cards
- Pictures of men and women in military uniforms
- Calendar with national holidays marked

### *Instructional Activities*

1. Review the term *national holiday*. Explain that national holidays are designated by our government (Congress) to honor events and people of national significance. Using a calendar, go through each month, and identify the national holidays.
2. Show pictures of men and women dressed in military uniforms, and ask students if they know what these men and women do. Explain that these men and women are part of our armed forces and they help protect our country. Tell students that there are two national holidays voted on by Congress that honor service men and women. Veterans Day honors those who have served in the military, and Memorial Day honors those who have died in wars.
3. Read teacher-selected book about Veterans Day. Note that Veterans Day is on November 11. Visit the following Web site with students: <<http://www1.va.gov/opa/vetsday/>>.
4. Have students make thank-you cards to veterans for their contributions in protecting our country. These may be mailed or taken to a veterans' hospital.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use word-processing software to complete the activities in this session.
- Have students use software or the Internet to acquire images of national holidays.
- Have students use speech-to-text software to complete the activities in this session.

#### Multisensory

- Instruct students to practice singing or to memorize the words to patriotic songs.

#### Community Connections

- Invite a member from a local veterans group to speak about the significance of Veterans Day.
- Arrange for a field trip to a veterans hospital.
- Arrange for a field trip to a veterans memorial.
- Invite a member from a local veterans group to display and explain a variety of service medals and awards.
- Collaborate with the school's music teacher(s) to provide students with materials and resources for teaching patriotic songs.

#### Small Group Learning

- Have small groups design and create a medal to honor veterans.
- Have partners create a note of appreciation to send to a veterans hospital.

#### Vocabulary

- Have students use the following vocabulary as they complete their activities: *veteran, holiday, military, Congress, national significance, armed forces.*
- Have students complete a word splash from a teacher-provided template.

#### Student Organization of Content

- Have students highlight November 11, Veterans Day, on teacher-provided calendars.

## Session 11: Days to Remember: Memorial Day

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### *Prerequisite Understanding/Knowledge/Skills*

- Students are expected to be able to recall information about national holidays.
- Students are expected to be able to comprehend information that is read aloud.
- Students are expected to be able to make connections.
- Students are expected to be able to use a calendar and locate specific dates.

### *Materials*

- Teacher-selected books about Memorial Day
- Pictures of memorials commemorating Memorial Day (e.g., Vietnam Veterans Memorial Wall in Washington D.C., National D-day Memorial in Bedford, Virginia, Arlington National Cemetery)

### *Instructional Activities*

1. Read and discuss teacher-selected books about Memorial Day. Make sure students understand that this holiday honors those who died protecting our country, and note that Memorial Day is on the last Monday in May.
2. Ask students how they pay honor on Memorial Day. Ask if any of them have ever been to a Memorial Day service in their community or visited a memorial. If they have, ask them to describe their experience. If no one has attended a service or visited a memorial, describe what a Memorial Day service might be like. The following Web sites may be helpful:
  - <<http://thewall-usa.com/>> Vietnam Veterans Memorial Wall
  - <<http://smokeys-trail.com/USA/bedford-2001.html>> D-day Memorial in Bedford, Virginia
  - <<http://www.arlingtoncemetery.net/>> Arlington National Cemetery
3. Have class create a Memorial Wall using pictures from family and friends, magazines, and the Internet.

NOTE: For students who have personal losses due to war situations, this will be a sensitive topic. Adjust lesson as needed to protect these students from emotional trauma.

### *Specific Options for Differentiating This Lesson*

#### Technology

- Have students use software or the Internet to acquire images related to the topic.
- Have students use the Internet to research veterans' memorials.
- Have students use the Internet to research the origin and establishment of Memorial Day.

#### Multisensory

- Have students practice singing or memorize the words to patriotic songs.
- Have students create portraits of the flag. Consider sending the finished product to a local veterans' hospital or VFW (Veterans of Foreign Wars) post.

#### Community Connections

- Invite members of local veterans' groups to visit the classroom and discuss Memorial Day activities in the community.
- Arrange for a field trip to a veterans' hospital.
- Arrange a field trip to a veterans' memorial.
- Contact a local military unit to play "Taps" and demonstrate the folding of the flag (the flag ceremony), and have students discuss the significance of each of these activities.

#### Small Group Learning

- Have small groups of students design and create cards or letters to be sent to military personnel serving overseas.

#### Vocabulary

- Have students use the following vocabulary as they complete their activities: *veteran, holiday, military, U.S. Congress, national significance, armed forces, memorial.*
- Have students complete a word splash template provided by the teacher. Students may work on printed copy or online as a class.

#### Student Organization of Content

- Have students highlight the fourth Monday of May as Memorial Day in calendars that the teacher provides.

## Session 12: Assessment

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### *Materials*

- Study guide notes (See Attachment A.)
- Assessment (For sample assessment items, see Attachment B.)

### *Instructional Activities*

1. Administer the assessment.

## Additional Activities

- Have the students illustrate each of the rights and responsibilities as listed on the T-chart in Session 1.
- Have students select one of the citizens who defended American principles and create a biography collage of information and pictures based on the information they have learned.
- Invite a veteran to visit your classroom.
- Have the students create a medal using the online tools available at <<http://www.va.gov/kids/k-5/medal.asp>>.
- Use the Cesar Chavez lesson plan idea available at <<http://www.lessonplanspage.com/SSLAMDCesarChavez24.htm>>.
- Have students create a cause-and-effect chart based on information they have learned.
- Compare and contrast two famous Americans.
- Have students create a Memorial Day and Veterans Day bookmark. On one side write Memorial Day and on the other side write Veterans Day. Include the definition of each and have the students illustrate both holidays.
- Have students create an electronic slide show/keynote presentation. Each slide can represent a famous American.
- Have students complete a Choice Menu as an extension activity. (For sample Choice Menu, see Attachment C.)

## **Citizens who Defended the Basic Principles**

### **George Washington**

- He was born in Virginia.
- He led the fight for freedom from England and helped establish a new country.
- He was the first president of the new nation.
- He worked under the new republican form of government.
- He helped put the basic principles into practice for the new nation.

### **Thomas Jefferson**

- He was born in Virginia.
- He was the third president of the United States.
- He wrote a document called the Declaration of Independence, which stated that people have certain rights.
- He was a leader who helped develop the country.

### **Abraham Lincoln**

- He was born in Kentucky in a log cabin.
- He taught himself how to read.
- He became known as “Honest Abe.”
- When he was the president of the United States, the country was divided over the issue of equality for all people.

### **Rosa Parks**

- She was an African American woman who refused to give up her seat on a public bus in Alabama as was required by law many years ago.
- She helped to bring about changes in laws and worked so that all people would have equal rights.

### **Thurgood Marshall**

- He was a lawyer who defended people at a time when not all people had equal rights.
- He was the first African American Justice of the United States Supreme Court.

## **Dr. Martin Luther King, Jr.**

- He was an African American minister who worked for equal rights for all people.
- He helped bring about changes in laws through peaceful means, by leading non-violent marches and giving many speeches.

## **Cesar Chavez**

- He was a Mexican American who worked to improve conditions for farm workers.
- He was awarded the Presidential Medal of Freedom.

## **Days to Remember**

### **Veterans Day**

- This is a day of recognition and of showing respect for Americans who served in the military.
- It is observed in November.

### **Memorial Day**

- This is a day of recognition and of showing respect for Americans who died in wars while they were serving their country.
- It is observed in May.

## **Terms to Know**

### **Basic Principles**

- Equality under the law means that all people are treated fairly.
- Life, liberty, and the pursuit of happiness are privileges that people are born with and that cannot be taken away.

## Attachment B: Sample Assessment Items

*Asterisk (\*) indicates correct answer.*

**1. Who was the first president of the United States of America?**

- A Abraham Lincoln
- B Martin Luther King, Jr.
- C Susan B. Anthony
- D George Washington\*

**2. Who is the well-known African American woman who refused to give up her seat on a public bus?**

- A Susan B. Anthony
- B Rosa Parks\*
- C Betsy Ross
- D Martha Washington

**3. Which day in November is a day of recognition and of showing respect for Americans who served in the military?**

- A Thanksgiving Day
- B Presidents' Day
- C Veterans Day\*
- D Independence Day

**4. Which day in May is a day of recognition of showing respect for Americans who died in wars while they were serving in the military?**

- A Memorial Day\*
- B Independence Day
- C Presidents' Day
- D Flag Day

**5. Which person below became a leader by taking a stand against segregation on a bus and helped create equal rights for all people?**

- A Christopher Newport
- B George Washington Carver
- C Benjamin Franklin
- D Rosa Parks\*

**6. Which person became a leader and helped create equal rights for all people?**

- A Martin Luther King, Jr.\*
- B Juan Ponce de León
- C Christopher Newport
- D George Washington

**7. Which person worked to improve conditions for farm workers?**

- A Martin Luther King, Jr.
- B George Washington
- C César Chavez \*
- D Christopher Newport

**8. Which person was born in Virginia and wrote the Declaration of Independence?**

- A Abraham Lincoln
- B Thomas Jefferson\*
- C Benjamin Franklin
- D Martin Luther King, Jr.

**9. Which person was the first African American Justice of the United States Supreme Court?**

- A Abraham Lincoln
- B Martin Luther King, Jr.
- C Thurgood Marshall\*
- D George Washington Carver

**10. What term includes the privileges of life, liberty, and the pursuit of happiness?**

- A Good citizenship
- B Tradition
- C Laws
- D Basic principles\*

**11. What are the basic principles?**

- A Pledge to the flag
- B Privileges that cannot be taken away\*
- C Symbols
- D Good citizenship

**12. What phrase indicates that all people should be treated fairly?**

- A Pledge of Allegiance
- B Customs and traditions
- C Equality under the law\*
- D Basic needs and wants

**13. How do American citizens get rights or privileges?**

- A They have to earn them by being good citizens.
- B They have to go to school to get them.
- C They are born with them.\*
- D They have to obey all laws in order to get them.

**14. How are Veterans Day and Memorial Day alike?**

- A They both honor service men and women.\*
- B They are both celebrated in May.
- C They both recognize people who have died in wars serving their country.
- D They honor past presidents.

## Famous Americans Menu

Select a famous American and write an Acrostic poem to describe this person.

Overlap three circles to create a three-way Venn diagram that compares the lives of three famous Americans.

Using Discovery Education's Puzzlemaker, create a word search that includes important terms from this unit on famous Americans. Share with a friend.

<http://puzzlemaker.discoveryeducation.com/>

Read Dr. Martin Luther King, Jr.'s speech "I have a Dream." Write your own "I have a Dream" speech.

Student Choice



Imagine that you are César Chavez. Write a firsthand account about a conversation that you would have with Dr. Martin Luther King, Jr.

Compose a poem or song that describes your famous American.

Select a famous American and design a postage stamp. Create an argument for why your famous American deserves to be honored in this way.

If you could become one of the famous Americans that was studied, who would you be and why? Write a persuasive paragraph explaining this decision.

**Directions:** Choose activities in a tic-tac-toe design. When you have completed an activity, put an X in the box. Once you have completed the activities in a row, you may decide to keep going.

Student Choice Activity: \_\_\_\_\_

Student name (signature) \_\_\_\_\_