

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



Grade Two

Commonwealth of Virginia
Department of Education
2010

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by the

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Organizing Topics	Related Standards of Learning
Responsibilities of Citizenship	2.10a, b, c, d, e, f; 2.12a, b
Construction and Use of Simple Maps and Globes	2.5a, b; 2.6
Lives and Contributions of Selected American Indians	2.2
Contributions of Ancient China and Egypt	2.1
Describing Regions, Environments, and Communities.....	2.4a, b, c, d; 2.3
Famous Americans and Their Contributions.....	2.11
Resources and Economic Choice	2.7
Acquiring Goods and Services Using Barter and Money.....	2.9; 2.8

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 original 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

Responsibilities of Citizenship

Standard(s) of Learning

- 2.10 The student will explain the responsibilities of a good citizen, with emphasis on
 - a) respecting and protecting the rights and property of others;
 - b) taking part in the voting process when making classroom decisions;
 - c) describing actions that can improve the school and community;
 - d) demonstrating self-discipline and self-reliance;
 - e) practicing honesty and trustworthiness.
- 2.12 The student will understand that the people of Virginia
 - a) have state and local government officials who are elected by voters;
 - b) have diverse ethnic origins, customs, and traditions, make contributions to their communities, and are united as Americans by common principles.

Essential Understandings, Knowledge, and Skills

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Participate in groups and democratic society.	
Make decisions.	
Compare and contrast differing sets of ideas.	
Make generalizations of data.	
Gather and classify information.	
Content	
Know that a good citizen has a variety of responsibilities that include:	
<ul style="list-style-type: none">• respecting and protecting the rights and property of others• taking part in the voting process when making classroom decisions• describing actions that can improve the school and community• demonstrating self-discipline and self-reliance• practicing honesty and trustworthiness.	
Understand that Virginia cities and counties have elected state and local government officials.	
Understand that Virginia is made up of people with diverse ethnic origins, customs, and traditions who contribute to their community by practicing the responsibilities of good citizens.	
Understand that Americans are a people of diverse ethnic origins, customs, and traditions, who are united as Americans by common principles and traditions.	
Understand that people living in the United States who have diverse ethnic origins, customs, and traditions participate in and contribute to their communities.	

Understand that voters in Virginia elect officials to make decisions for them in the state and local governments.

Understand that people contribute to their community by practicing the responsibilities of being good citizens.

Understand that while people in our communities have different ethnic and cultural origins, they are united as Americans by common principles and traditions.

Understand that people share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness.

Sample Resources

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 Independence Day: Fourth of July Theme.” *A to Z Teacher Stuff Network*.

<<http://www.atozteacherstuff.com/themes/july4th.shtml>>. This Web page offers arts and crafts, activities and ideas, WebQuests, songs and poems, and resource sites about Independence Day (Fourth of July).

Ben’s Guide to U.S. Government for Kids: K–2. <<http://bensguide.gpo.gov/k-2/index.html>>. This U.S. government Web site offers resources for kids.

Center for Civic Education. <<http://www.civiced.org>>. The mission of the Center for Civic Education is to promote an enlightened and responsible citizenry committed to democratic principles and actively engaged in the practice of democracy in the United States and other countries.

Civnet: A Web site 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.

The Flag of the United States. <<http://www.usflag.org/toc.html>>. This Web site features information about the American flag.

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

The PBS Kids Democracy Project <<http://pbskids.org/democracy/vote/>>. Information about voting and elections, past and present. Students can create and print a “future voter’s card” which states the two issues most important to them.

Proteacher. <<http://www.proteacher.com/090035.shtml>>. This Web site offers lessons on citizenship.

The Story of the Pledge of Allegiance. <<http://www.flagday.org/Pages/StoryofPledge.html>>. This Web site provides a history of the Pledge of Allegiance.

“Teaching Citizenship’s Five Themes.” *Education World*. Education World, Inc.

<http://www.education-world.com/a_curr/curr008.shtml>. This Web page features activities developed by the editors of *Weekly Reader* help develop K–6 students’ understanding of the five citizenship themes—honesty, compassion, respect, responsibility, and courage.

Session 1: The Responsibilities of a Good Citizen _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand that being born in the United States distinguishes them from people born in other countries.
- Students are expected to be able to understand the concepts of rights and responsibilities.
- Students are expected to be able to understand that their responsibilities apply in all settings.

Materials

- Teacher-selected book on good citizenship

Instructional Activities

1. Pose the following questions to the class:
 - What is a *citizen*?
 - What is a *responsibility*?
2. Brainstorm with students to develop a list of the responsibilities of a good citizen. Include the following concepts:
 - Respect and protect the rights and property of others.
 - Take part in the voting process when making classroom decisions.
 - Describe actions that can improve the school and community.
 - Demonstrate self-discipline and self-reliance.
 - Practice honesty and trustworthiness.
3. Read a teacher-selected book on good citizenship. Discuss how the character(s) exemplified the traits of a good citizen.
4. Have each student write about or illustrate one of the responsibilities of a good citizen.
5. Encourage students to share their writing and illustrations and talk about ways these responsibilities might help their school and community.
6. Publish a classroom book of student writing and illustrations.
7. Use the list of responsibilities of a good citizen to guide students in creating a list of classroom rules. Discuss each rule, and identify the need for the rule (to protect rights, to practice good behavior, or to practice safety). State rules in positive language.
8. Post the class rules in a central location.
9. Reference the following Web site for additional information:
 - Teaching Citizenship's Five Themes <http://www.education-world.com/a_curr/curr008.shtml>

Specific Options for Differentiating This Lesson

Technology

- Have students create a software presentation on the responsibilities of a good citizen.
- Have students use software to create webs of the responsibilities of a good citizen with examples either named or pictured.

Multisensory Activities

- Have students role-play good and bad examples of citizenship.
- Have students vote to make decisions for their class.
- Construct a voting booth, and have students vote on a school policy.

Community Connections

- Have each student select and carry out an action to improve his/her school or community.
- Have students identify examples of good citizenship in their community.
- Have students find examples of dishonesty in the newspaper and determine the consequences of that behavior.
- Invite a local government representative to discuss the voting process in your community.

Small Group Learning

- Give each student a chart with blanks for example of the five responsibilities of a good citizen (See Instructional Activity #2). Divide the class into groups (of five, if possible), and assign each member one of the responsibilities. Have each student gather with other groups' members who are assigned the same responsibility. Have the students brainstorm to identify examples of their responsibility. Finally, have students return to their group to share the examples so that all students can complete their charts.
- Have groups brainstorm to identify events that might occur if citizens are not responsible.

Vocabulary

- Have students use the following vocabulary words: *citizen, citizenship, responsibility, respect, decision, community, self-discipline, self-reliance, honesty, and trustworthiness*.
- Have each student write a journal entry about an episode in his/her life using several vocabulary words.
- Have students skim provided material to locate vocabulary words. Have them copy and share the sentences they have found.
- Have students draw and label the "ideal citizen" who demonstrates the good qualities of citizenship.

Student Organization of Content

- Have students complete charts summarizing the responsibilities of a good citizen and providing examples and possible consequences if they are not demonstrated. Add these to their portfolios.

Session 2: Actions That Can Improve the School and Community_____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concept of community.
- Students are expected to be able to recognize that on occasion people do things for the good of others rather than for themselves or for money.

Materials

- Teacher-selected book or video on improving the school and/or community
- Student pledge form
- T-Chart

Instructional Activities

1. Read a teacher-selected book, or show a video that focuses on helping the school and the community.
2. Assign students to small groups, and have them describe ways the characters in the book/video made a difference in the school and the community.
3. Help students create a T-Chart to show the actions in the story that resulted in school and community improvements. For additional information on the use of graphic organizers, see the following Web site:
<<http://www.eduplace.com/graphicorganizer/>>

T-Chart

Actions	Benefits
Plant flowers	School garden

4. Ask students to write in their journals about ways they might improve their school and community.
5. Have each student choose one way he/she can improve the school or community and fill out a pledge to complete the project.

Specific Options for Differentiating This Lesson

Technology

- Have students research current events and identify instances of people taking action to improve their community.
- Have students take digital photographs of people taking action for the good of their community, and use the photographs to make a bulletin board.

Multisensory Activities

- Have students identify and carry out a project for the good of the school and community.
- Have students seek opportunities to assist individuals.

Community Connections

- Have students identify projects that could take place in their community that might benefit all who live there.
- Have students write thank-you notes to a group who has improved the community.
- Invite a member of a local service organization to discuss the activities and goals of his/her group.

Small Group Learning

- Assign groups to other classes or school areas where they can assist others.
- Have groups brainstorm individual strengths and talents to determine how those strengths and talents can be used to improve the school and community.

Vocabulary

- Have students use the following vocabulary words: *volunteer*, *charity*, and *pledge*.
- Have students draw cartoons illustrating the meanings of the vocabulary words.
- Have each student write a journal entry about an episode in his/her life which demonstrates one of the vocabulary words.

Student Organization of Content

- Have students write a goal identifying an action they aspire to carry out which would improve their community.
- Have students make an approximate timeline of their school that includes the improvements made.

Session 3: Taking Part in the Voting Process

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concepts of good citizen and responsibility.
- Students are expected to be able to complete a teacher-made evaluation.

Materials

- Voting “ballots”

Instructional Activities

1. Discuss the following questions:
 - What is *voting*?
 - What are some things people vote for?
 - Why is the voting process important?
2. 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.
3. Hold an election for students to vote for the Classroom Citizen of the Week. Tally the votes, and announce who is 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.
4. After each student’s turn at being Classroom Citizen of the Week, add their name to a classroom book.

Specific Options for Differentiating This Lesson

Technology

- Have students use the Internet to research countries that do not allow citizens to vote.
- Have students use a tape recorder, word processor, or a journal to record what makes a good citizen.

Multisensory Activities

- Have students create “ballots” by using construction paper and markers.
- Have students role-play the voting process using index cards and markers or colored pencils. Make a mobile with the ballots, and hang it in the classroom.

Community Connections

- Invite a local official to discuss the importance of voting.
- Create or bring in a voting booth so students can see how it works.

Small Group Learning

- Have groups brainstorm to identify a question or issue on which others can vote. The entire school community can participate using the voting booth.
- Have groups list the advantages of having a voting process in place. Students can research the history of voting.

Session 4: Local Governments in Communities in Virginia

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the process of voting.
- Students are expected to be able to understand the responsibility of being good citizens in their community.

Materials

- Map of Virginia and the community
- Books related to the local community

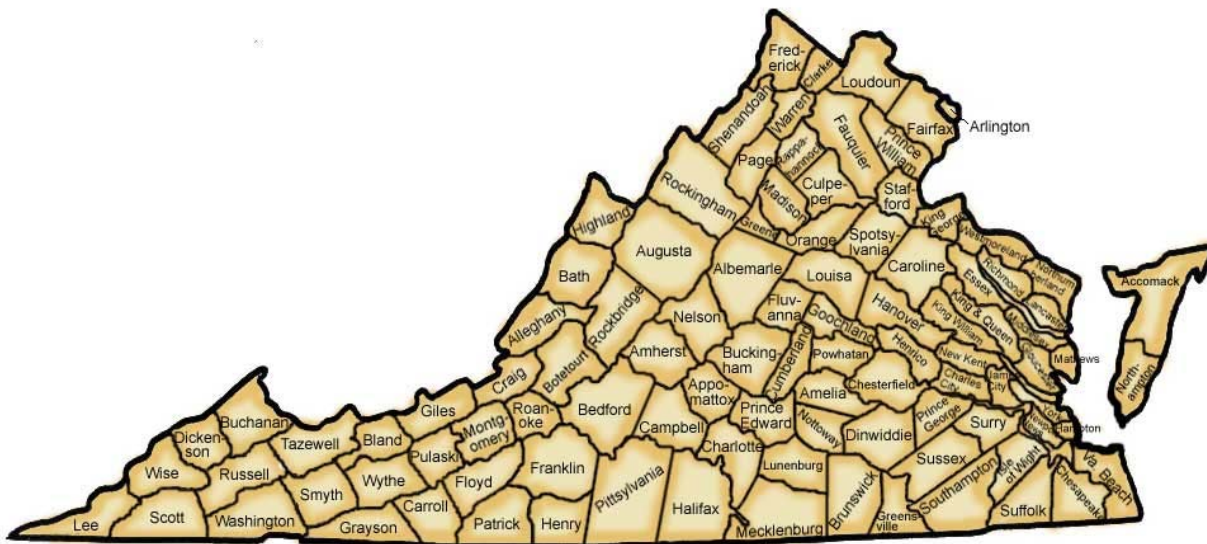
Instructional Activities

1. Read a teacher-selected book about local government.
2. Introduce the lesson by using the classroom bulletin board to create a simple map of the school. Ask students to brainstorm the different people within the school who help to make the school run efficiently (e.g., nurse, principal, teacher, bus driver, custodian). Students may either take digital pictures (if a digital camera is available) or students can draw illustrations of either the worker or type of work represented. Have students place the pictures and names of these workers in the correct spots on the bulletin board map of their school. Elicit responses from students about responsibilities of those workers at school and what would happen should these people fail to meet their responsibilities.
3. Ask the students to brainstorm why communities and nations create governments to enact rules and laws. Students might note that rules and laws are developed to maintain order; protect individual rights; promote health and safety; provide essential human services; promote economic growth and development; protect the natural environment; and resolve disputes among individuals, groups, and the government. Have students write about or illustrate ways that rules and laws satisfy these societal needs.
4. Extend the idea of school helpers to town helpers. Have students brainstorm and name people who help the county, town, or city to run properly. The information below is for the teacher, should student questions arise. It is not meant to be taught to students.

Knowledge of Government at the Local Level

- Local governments in Virginia are political subdivisions created by the General Assembly.
- The units of local government in Virginia are counties, towns, and cities. Local governments exercise legislative, executive, and judicial powers.
- All Virginia counties have an elected board of supervisors that exercises legislative powers, enacting ordinances (local laws) and adopting an annual budget.
- All Virginia towns have an elected town council that exercises legislative powers, enacting ordinances and adopting the town's annual budget. A mayor is elected either by the voters or the town council members.
- All Virginia cities have an elected city council that exercises legislative powers, enacting ordinances and adopting an annual budget. A mayor is elected by the voters or the city council members.
- All Virginia cities/counties have an elected or appointed school board that oversees the operation of the K–12 public schools in the city/county.
- In Virginia counties, towns, and cities, a manager may be hired by the elected legislative branch to oversee the operations of the local government.
- In every Virginia locality, courts resolve judicial disputes. Judges of the circuit courts, district courts, juvenile and domestic relations courts, and small claims courts hear cases in each locality.
- The Virginia Constitution requires that voters in every locality elect a sheriff, a clerk of the circuit court, a commissioner of revenue, and a treasurer.

- Virginia local governments exercise defined and limited powers, including the power to
 1. enforce state and local laws
 2. promote public health
 3. protect public safety
 4. educate children
 5. protect the environment
 6. regulate land use
 7. levy and collect taxes.
5. Make a chart of the seven powers of Virginia local governments listed above, and discuss each of those categories with students. Explain each of the powers in terms that students can understand.
 6. Have the students draw a picture that illustrates the seven powers of Virginia local governments.
 7. Invite guest speakers such as police officers, city council members, school staff members and administrators, fire fighters, paramedics, and other community members to speak to the class about their roles in the local community.
 8. If possible, ask students to interview parents and relatives, local political leaders, school officials, and community helpers on their roles in the local community.



Specific Options for Differentiating This Lesson

Technology

- Have students use software to organize different roles, responsibilities and the seven powers of local governments in Virginia (See Instructional Activity #4).
- Have students use software programs to sort roles, responsibilities, and the seven powers.
- Have students use presentation software to organize roles and responsibilities and insert pictures of people who carry out those roles and responsibilities in the community.

Multisensory Activities

- Have students create symbols that represent the seven powers.
- Have students use picture cards to represent and sort roles, responsibilities, and the seven powers.

Community Connections

- Take a field trip to the offices of community leaders.

Small Group Learning

- Have students role-play community leaders' roles and responsibilities.

Vocabulary

- Have students use the following vocabulary words: *vote*, *voting*, *citizen*, *responsibility*, *representative*, *community*, *leaders*, and *election*.
- Add new vocabulary words to a class word wall.

Student Organization of Content

- Have students create poster-size charts of the local government and its community leaders.

Session 5: Voters Elect State and Local Government Officials

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the purpose of an election.
- Students are expected to be able to respond to a prompt.

Materials

- Voting “ballots”
- Teacher-selected books about the election process
- Chart paper
- Graffiti wall mural

Instructional Activities

1. Before introducing the lesson, have students respond in writing to the prompt, “What I Know about Voting.” Allow students to write in any form they prefer: paragraphs, lists, or graphic representations. This information will be a guide to the discussion, so it’s important to do this writing before any reading or discussion about the voting process.
2. After students have finished writing, collect their papers and ask the following questions to generate discussion:
 - What is voting?
 - Why do people vote?
 - What are some things we vote about in the classroom?
 - What different kinds of elections are there?
 - What do you know about the upcoming (if one is occurring) election?
3. Give all students the opportunity to respond to these questions and any others that may come up in discussion. If desired, you may also write some key points or questions for further exploration on chart paper.
4. Read aloud a book about the election process or a book about the election of a president to introduce the students to the basics of the election process.
5. Explain to students that they will be learning about voting and elections in the coming days. During this time, have them take notes and look for related images to use on a class-created graffiti wall mural.
6. Demonstrate what a completed project looks like by showing them a graffiti wall mural that you prepared for the class.
7. Show and read a couple of short newspaper articles on voting and elections, then store them in a basket or pin them on a bulletin board.
8. Invite students to bring in newspaper or magazine articles about voting and elections (a current election if applicable). Explain that articles brought in by students will be shared aloud with the class then kept in the basket for browsing or posted on the bulletin board.
9. If you have a local/national newspaper, designate a place for the daily newspaper. You can also use clips from online newspapers and magazines.
10. Give students time to informally explore books about voting and elections. Then gather students together and have them share information about what they may have discovered. If desired, write some key points or especially interesting findings on chart paper.

11. Review the concept that voters in Virginia elect officials to make decisions for them in the state and local governments.
12. End this activity by having students vote on a class issue or representative, using the voting “ballots.”

Specific Options for Differentiating This Lesson

Technology

- Have students use presentation software to create a mural or graffiti with images.
- Have students use software to respond to the prompt.
- Have students access articles and speech-to-text software online.

Multisensory Activities

- Have students create “ballots” by using construction paper and markers.
- Have students role-play the voting process using index cards and markers or colored pencils.

Community Connections

- Invite a local official to discuss the importance of voting on local concerns/issues.
- Create or bring in a voting booth so students can see how it works.

Small Group Learning

- Have groups brainstorm to identify a question or issue on which others can vote. The entire school community can participate using the voting booth.
- Allow students to explore articles and books to gather and share information about voting and elections.

Vocabulary

- Have students use the following vocabulary words: *vote*, *voting*, *citizen*, and *responsibility*.
- Add new vocabulary words to a class word wall.

Student Organization of Content

- Have students graphically represent the steps in the election process.

Session 6: The Diversity of People in the United States and Virginia _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to comprehend that there are populations all over the world and that many people move to make new homes in lands far from where they originally lived.
- Students are expected to be able to recognize that people can be different in a variety of ways (e.g., appearance, beliefs, customs, foods) and that different people can live in the same community.

Materials

- Teacher-selected book about immigrants coming to America and Virginia
- Globe or world map
- Ingredients to make trail mix, mixing bowl, mixing spoons, paper towels

Instructional Activities

1. Ask students if there is “one kind” of person who is an American citizen. Lead into a discussion that the United States is a country and Virginia is a state made up of people with diverse ethnic origins, customs, and traditions who contribute to their community by practicing the responsibilities of good citizenship. (Ethnic origin refers to the ethnic or cultural group(s) to which a person’s ancestors belong. An ancestor is someone from whom a person is descended and is usually more distant than a grandparent.)
2. Using a map of the United States and Virginia, tell students that hundreds of years ago, only Indians lived in what is now called America and Virginia. Ask: “How do you think non-Indians got here?” Write the students’ ideas on the board, and review them when they are finished.
3. Read a teacher-selected book about immigrants coming to America and/or Virginia. Discuss reasons people might come to America. While reading, pause for comprehension of the following concepts:
 - Immigrants are people who come to a new land to make their home.
 - The “melting pot” was created when immigrants of many backgrounds and cultures blended together to make our country.
4. Review/read the teacher-selected book, and ask students to elaborate on reasons immigrants came to America and Virginia.
5. Tell students you would like them to ask a parent, aunt, uncle, grandparent or any adult relative to share stories about their ancestry.
6. Have students explore their own ancestry with the help of their family members. Follow up with a class discussion of their findings.
7. Allow students, with your guidance, to mark the locations of their ancestors on the map using pushpins. Mark the location of your ancestors on the map to share with students.
8. Allow time for everyone to review the map. If there is not a great deal of variety in the locations of homelands, discuss possible reasons why so many of one nationality settled in the same area. (They may have missed their homeland, and they may have wanted to maintain their culture. By bonding together with people from their own country or region, it may have made being in a foreign land easier.)
9. Have students draw family portraits and share them with the class.
10. Help students make class quilts or murals with their family portraits.

Specific Options for Differentiating This Lesson

Technology

- Have students work with a partner using the computer to research the origin of their family name.

Multisensory Activity

- Have students take a virtual tour of Ellis Island.

Community Connections

- Partner with parents and community leaders to have an international day or week that celebrates the community's diversity, including music, food, dance, and history.

Vocabulary

- Have students use the following vocabulary words: *ancestors*, *immigrants*, and *ethnic origins*.
- Have students make vocabulary cards or include the new vocabulary words in their vocabulary journals.

Small Group Learning

- Prior to reading the selected book on immigrants coming to America (See Instructional Activity #3), have groups of two to five students brainstorm a list of reasons that people might come to America. Have them record their words and drawings on chart paper. Have them present their ideas to the class.

Student Organization of Content

- Using graphic organizers and a word bank, have students associate certain groups of people with the reasons they came to America. For example, who came for gold, and where did they settle? Limit the number of groups to those discussed in class.

Session 7: United as Americans and Virginians by Common Principles and Traditions ____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the responsibility of being good citizens.
- Students are expected to be able to understand the meaning of the Pledge of Allegiance.
- Students are expected to be able to identify the symbols of America.

Materials

- Teacher-selected book about Independence Day (Fourth of July)
- Activity sheet handouts (Attachments A, C, and E) (1 each per student)
- Photos of Independence Day celebrations
- Pledge of Allegiance chart

Instructional Activities

1. Review that the United States is a country and Virginia is a state made up of people who have diverse ethnic origins, customs, and traditions and who contribute to their community by practicing the responsibilities of being good citizens.
2. Help students understand that Americans and Virginians are a people of diverse ethnic origins, customs and traditions who are united as Americans by common principles and traditions. Point out that this is also true for people in the community.
3. Review the common principles and traditions that unite people in our communities, such as celebrating Independence Day and pledging allegiance to the American flag.
4. Show students pictures of Independence Day celebrations to review the story of America's birthday. See the following Web site to locate Arts and Crafts, Activities and Ideas, WebQuests, Songs and Poems, and Resource Sites about Independence Day:
<<http://www.atozteacherstuff.com/themes/july4th.shtml>>
5. Review the class birthday chart, and allow students to tell ways in which they celebrate their birthdays. Remember that not all students celebrate their birthday. While reviewing each month, remind the July birthday students that they share their month with another special birthday. Talk about Independence Day as being the day that Americans celebrate the birth of our country. Go on to explain that the events surrounding our country's separation from England and ending with the Declaration of Independence all contributed to the celebration of Independence Day.
6. Read a teacher-selected book to the students about Independence Day. Have students talk about ways they celebrate Independence Day with their families.
7. Display the American flag. Discuss that the flag is a symbol of the United States of America. When people see this flag, they know it represents America. Ask how we show respect for this symbol. Discuss the Pledge of Allegiance. Information about the flag of the United States is located at the following Web site:
<<http://www.usflag.org/toc.html>>
8. Recite the Pledge of Allegiance, pointing to the words on the chart. Remind students that this is a *tradition*. Review the definition of *tradition* (a custom or belief that happens over a long period of time). To find a history of the Pledge of Allegiance, see the following Web site:
<<http://www.flagday.org/Pages/StoryofPledge.html>>

9. Review the following from Grade One:
 - A *pledge* is a promise.
 - *Allegiance* means loyalty.
 - The word *republic* means a country with elected leaders.
 - The word *nation* means one country.
 - *Indivisible* means we cannot be divided.
 - *Liberty* means freedom.
10. Have students complete the Principles and Traditions that Unite People as Americans activity sheet (Attachment A).
11. Have students complete the People of Diverse Ethnic Origins, Customs, and Traditions are United as Americans activity sheet (Attachment C).
12. Have students complete the Understanding Common Principles and Traditions (Attachment E).

Specific Options for Differentiating This Lesson

Technology

- Have students view and discuss a video about celebrating Independence Day.
- Have students use software programs to represent common principles and traditions that unite Americans.

Multisensory Activities

- Have students create American flags with the Pledge of Allegiance written on it.
- Have each student create a foldable American flag organizing principles and traditions.

Community Connections

- Create a photo book of local Independence Day celebrations.
- Invite veterans to discuss what Independence Day means to them.

Small Group Learning

- Have students work collaboratively to complete the activity sheet handouts (Attachments A, C, and E).

Vocabulary

- Have students use the following vocabulary words: *independence*, *principles*, *traditions*, *pledge*, *allegiance*, *republic*, *nation*, *indivisible*, and *liberty*.
- Add new vocabulary words to a class word wall.

Student Organization of Content

- Have students use created foldable flags to organize content of the lesson.

Additional Activities

- Read a teacher-selected book about improving the community. Have students discuss ways they have helped improve their own neighborhood or community (e.g., projects through the Scouts, YMCA, neighborhood groups).
- Throughout the year, as decisions need to be made regarding the class, have students generate a list of ideas or solutions and vote on them.
- Involve students in activities that encourage them to help others in their school and community (e.g., collecting canned goods during the holidays, helping to keep the playground clean, recycling).
- List different nonreligious holiday celebrations. Discuss the ethnic/cultural origin of each.
- Host a multicultural fair that reflects the various ethnic backgrounds represented in the community.

Attachment A: Principles and Traditions That Unite People as Americans_____

Name_____ Date _____

Directions:

List some principles and traditions that unite people as Americans.

1. _____

2. _____

3. _____

4. _____

Attachment B: Answer Key for Principles and Traditions That Unite People as Americans

1. The Pledge of Allegiance to the American flag
2. Celebration of Independence Day (Fourth of July)
3. Make contributions to their community.
4. Participate in their community.

Attachment C: People Are United as Americans _____

Name _____ Date _____

The United States is a land of people who have diverse ethnic origins, customs, and traditions.

- People living in the United States contribute to their communities by practicing the responsibilities of being good citizens.
- People share the principles of respecting and protecting the rights and property of others.
- People participate in school and community activities.
- People demonstrate self-discipline and self-reliance.
- People practice honesty and trustworthiness.
- People are united as Americans by celebrating Independence Day (Fourth of July) and pledging allegiance to the flag.

What are two ways you are united with others as Americans in your community?

Attachment D: Answer Key for People Are United as Americans _____

1. I pledge allegiance to the American flag.

2. My family celebrates Independence Day (Fourth of July).

Attachment E: Understanding Common Principles and Traditions _____

Name _____

Date _____

Directions: Describe what each of these common principles means to you.

1. Respecting the rights and property of others

2. Participating in school and community activities

3. Demonstrating self-discipline and self-reliance

4. Practicing honesty and trustworthiness

Attachment F: Answer Key for Understanding Common Principles and Traditions _____

Here are some possible answers.

1. Respecting the rights and property of others

I only borrow items from friends who give me permission to borrow their items.

2. Participating in school and community activities

I like to be part of the recycling program at school.

3. Demonstrating self-discipline and self-reliance

I follow the rules at school.

4. Practicing honesty and trustworthiness

I return lost items.

Organizing Topic

Construction and Use of Simple Maps and Globes

Standard(s) of Learning _____

- 2.5 The student will develop map skills by
- a) locating the equator, the seven continents, and the five oceans on maps and globes;
- b) locating selected rivers (James River, Mississippi River, Rio Grande, Huang He, and Nile River), mountain ranges (Appalachian Mountains and Rocky Mountains), and lakes (Great Lakes) in the United States and other countries.
- 2.6 The student will demonstrate map skills by constructing simple maps, using title, map legend, and compass rose.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Use a map legend.	_____
Draw maps of familiar areas.	_____
Make and use simple map symbols.	_____
Use a compass rose to identify the primary directions (N, E, S, W).	_____
Locate the specific areas (regions) on maps and globes.	_____
Content	
Know that maps include the following:	
• Title—The name or kind of map	_____
• Map legend—A list of shapes and symbols used on a map and an explanation of what each stands for	_____
• Compass rose—A symbol that shows direction (north, east, south, and west) on a map	_____
Understand that people who make maps include a title, map legend, and compass rose.	_____
Recognize that a map is a drawing that shows what places look like from above and where they are located.	_____
Understand that a map legend includes symbols that represent objects and places.	_____
Use maps to locate land and water features.	_____
Understand that maps and globes help people study the Earth.	_____
Know the following terms:	
• <i>Equator</i> : an imaginary line around the middle of the Earth	_____
• <i>Continent</i> : a large body of land on the Earth	_____

Locate the following seven continents on maps and globes:

- North America, South America, Europe, Asia, Africa, Australia, and Antarctica

Locate the following five oceans on maps and globes:

- the Arctic Ocean, the Atlantic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean

Locate the following rivers, mountain ranges, and lakes in the United States on a United States map:

- the James River, the Mississippi River, the Rio Grande
- the Appalachian Mountains, the Rocky Mountains
- the general area of the Great Lakes

Locate the following selected world rivers on maps and globes:

- the Huang He in China, the Nile River in Egypt

Sample Resources

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.

“All about Oceans and Seas.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/subjects/ocean/>>. This Web page is an introduction to the Earth’s oceans.

American Memory. Library of Congress. <<http://memory.loc.gov>>. This Web site is a comprehensive resource on the history and culture of the United States.

“China Map Quiz/Printout.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/asia/china/mapquizprintout.shtml>>. This Web page features a map of China and a quiz.

“Compass Rose.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/geography/printouts/compassrose.shtml>>. This Web page has information about the compass rose.

“District of Columbia (Washington D.C).” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/usa/states/dc/>>. This Web page features information about our capital.

“Geography.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/geography/continents/>>. This Web page has information about continents.

“Geospy.” *NationalGeographic.comkids*. National Geographic Society.

<<http://www.nationalgeographic.com/geospy>>. This Web page features geography games.

“Infoplease Atlas.” *Fact Monster*. <<http://www.factmonster.com/atlas/index.html>>. This Web page features detailed maps of the world.

“Label the Map of Egypt.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/africa/egypt/label/index.shtml>>. This Web page is a lesson on a map of Egypt.

“Little Explorers.” *Enchanted Learning*. EnchantedLearning.com.

<<http://www.EnchantedLearning.com/Dictionary.html>>. This Web page is a picture dictionary with links.

“MapMachine.” *NationalGeographic.com*. National Geographic Society.

<<http://plasma.nationalgeographic.com/mapmachine/>>. This Web page is an online atlas that lets you find any place on Earth, view it by population, climate, and more.

Mapping Our Worlds. National Endowment for the Humanities.

<http://edsitement.neh.gov/view_lesson_plan.asp?id=329>. This Web site has a lesson on maps and making maps for grades K–2.

NationalGeographic.Com:The Web Site of the National Geographic Society. National Geographic Society.

<<http://nationalgeographic.com/>>. This Web site provides a student and teacher feature and also has copies of maps.

North America: Countries. <http://www.eduplace.com/ss/maps/pdf/n_america.pdf>. This Web site shows a map of North American countries.

“Our Nation.” *Ben’s Guide to U.S. Government for Kids.* <<http://bensguide.gpo.gov/k-2/nation/index.html>>. This Web page locates North America on a globe and features related information.

Use a Roadmap and Mileage Table. <http://www.harcourtschool.com/activity/road_maps/>. This Web site allows students to use a roadmap and determine mileage.

“Virginia.” *Enchanted Learning.* EnchantedLearning.com.
<<http://www.EnchantedLearning.com/usa/states/virginia/>>. This Web page features facts, map and state symbols for Virginia.

Virginia Geographic Alliance. Susan Woodward.
<<http://www.geography.vt.edu/vga/index.html><http://www.geography.vt.edu/vga/index.html>>. This Web site promotes geography education in the classroom and includes activities.

“Where I Live in the USA.” *Enchanted Learning.* EnchantedLearning.com.
<<http://www.EnchantedLearning.com/usa/label/whereilive/>>. This Web page has a blank map of the U.S. and questions about where you live.

Session 1: Locate Directions Using a Compass Rose

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concept of directionality (i.e., up, down, left, right).
- Students are expected to be able to understand the concept of cardinal directions (i.e., north, south, east, west).

Materials

- Bar magnet, string, and yardstick
- Signs labeled: North, East, South, and West
- Small paper plates or paper
- Compasses (Invite students to bring one from home.)
- Maps
- Web site: <<http://www.EnchantedLearning.com/geography/printouts/compassrose.shtml>>

Instructional Activities

1. Use approximately 10 inches of string to tie the center of a bar magnet to the end of a yardstick. The bar magnet should hang freely (Place yardstick on a table or shelf and weight it down with books). Once the bar magnet stops moving, the north end of the magnet will point north. Post the *North* sign in the classroom accordingly.
2. Have students study a real compass. Have them predict where east, south, and west are located in the classroom, and label those directions with the signs.
3. Have each student make a compass rose on paper or on a small paper plate and label each direction. Suggest a mnemonic for remembering the directions (Never Eat Slimy Worms), and have students create their own mnemonics.
4. Have students find the compass rose on the maps in the classroom.

Specific Options for Differentiating This Lesson

Technology

- Have each student use a software program with drawing tools to draw a compass rose.
- Have students compare several compasses to identify differences.

Multisensory Activities

- Have each student make a model of a compass rose using a paper plate and a fastener brad.
- Have each student draw an accurate compass rose on a school sidewalk with chalk.
- Label the compass directions (i.e., north, south, east, west) in the classroom. Play games having students face or point to a named direction. Students will have to sit down when not correct; the last student standing is the winner.

Community Connections

- Have students identify streets or other locations with directions indicated in their names.

Small Group Learning

- Have each student group draw a map with several designated landmarks or symbols (e.g. star, square). Then have students write instructions to their maps using compass directions. The instructions will be passed to other groups who will use them to duplicate the map. Once each group has made a map following the instructions provided, the original maps will be presented to determine accuracy of the reproductions.

Vocabulary

- Have students use the following vocabulary words: *compass rose*, *north*, *south*, *east*, *west*, and *direction*.
- Have students point toward a named direction.

Student Organization of Content

- Have each student draw a compass rose that will be taped to his/her desk as a reference for the map unit.

Session 2: Investigate Ready-made Maps and Globes to Locate the Title, Compass Rose, and Map Legend

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to work cooperatively.
- Students are expected to be able to understand the concept of a title, compass rose, and map legend.

Materials

- Maps, atlases, and globes
- Web sites:
 - <http://www.eduplace.com/ss/maps/pdf/n_america.pdf>
 - <<http://www.EnchantedLearning.com/asia/china/mapquizprintout.shtml>>
 - <<http://www.EnchantedLearning.com/africa/egypt/label/index.shtml>>
 - <<http://www.EnchantedLearning.com/usa/statesbw/mountain/mountain.shtml>>
- Student handout “Virginia School Classroom” (Attachment A) (1 per student)
- Paper

Instructional Activities

1. Review the parts of a map with students (e.g., title, compass rose, map legend).
2. Using a variety of classroom maps, have students point out the title, compass rose, and map legend.
3. Have students complete the “Virginia School Classroom” map (Attachment A) by writing the following terms in the correct location on the map:
 - *title*
 - *compass rose*
 - *map legend*
4. Use the Web sites listed in the Materials list above as a reference for small groups of students to find the different parts of a map.

Specific Options for Differentiating This Lesson

Technology

- Have students view the maps electronically.
- Have students use software to create their maps with a title, compass rose, and map legend.

Multisensory Activity

- Have students draw or create their own maps with a title, compass rose, and map legend.

Community Connections

- Have students bring in local maps to view and identify title, compass rose (if present), and map legend.

Small Group Learning

- Have group members work collaboratively to complete the attached classroom map activity (Attachment A, see Instructional Activity # 3).
- Have each group create a map of the school with a title, legend, and compass rose.

Vocabulary

- Have students use the following vocabulary words: *compass rose*, *title*, *map legend*, *north*, *south*, *east*, *west*, and *direction*.

- Add new vocabulary words to a class word wall.

Student Organization of Content

- Have each student draw a compass rose that will be taped to his/her desk as a reference for the map unit.
- Have each student create a map of the classroom identifying the title, compass rose, and legend.

Sessions 3 and 4: Interpreting Map Legends

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to work cooperatively.
- Students are expected to be able to understand the concept of map legend.
- Students are expected to be able to interpret map legends.
- Students are expected to be able to understand the concept of compass rose.

Materials

- Overhead transparencies of maps
- Teacher-provided activity sheets of maps
- Student handout “Map Parts” (Attachment B) (1 per student)
- Web sites:
 - <http://www.harcourtschool.com/activity/road_maps/>
 - <<http://www.EnchantedLearning.com/usa/label/whereilive/>>
 - <<http://www.EnchantedLearning.com/usa/statesbw/greatlakes.shtml>>
 - <<http://www.EnchantedLearning.com/usa/statesbw/mountain/mountain.shtml>>

Instructional Activities

1. Have the class work together to investigate one map and its legend. Ask questions about the map that require students to use the legend to find the answers. Visit the Web sites listed above for examples.
2. Have students answer questions independently using map legends from various sources, such as teacher-provided activity sheets of maps, textbooks, and/or Web sites.
3. Have students complete “Map Parts” (Attachment B) using teacher-selected maps from print or online sources.

Specific Options for Differentiating for This Session

Technology

- Have students use software programs to create maps with legends.
- Have students use transparencies to create their maps. Each map will contain a legend that the student has added to the map.
- Use talking word processors to help students respond orally.

Multisensory Activity

- Have students create individual maps with legends using construction paper and markers.

Community Connections

- Invite a community member who relies on reading maps for an occupation, such as a bus driver, to visit the class and talk about his/her use of maps.
- Have students walk around the school community, recording information, so that a map can be created using a legend.
- Have each student design a map that shows how to get from the school to his/her home. A map legend must be included.

Small Group Learning

- Have groups create maps related to stories being read in the classroom. Each map should include a legend to explain its contents. These can be drawn on large paper and displayed in the classroom as “story mapping.”
- Have groups brainstorm to determine ways that maps are helpful and what life would be like without them.

- Have groups create scavenger hunts using maps of the playground or school. One could be chosen for the participation of the entire class.

Vocabulary

- Have students use the following vocabulary words: *map*, *legend*, *compass rose*, and *map title*.
- Add new vocabulary words to the word wall.

Student Organization of Content

- Have students add new knowledge to their portfolios.
- Have students extend the graphic organizer given to include group work.

Session 5: Make a Map _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to listen attentively.
- Students are expected to be able to work independently.

Materials

- Overhead projector and blank transparency
- Paper for map making
- Markers, crayons, stickers, glue, variety of small objects for map legend
- Rulers
- Student handout “Make a Map” (Attachment C) (1 per student)
- Web site: <http://edsitement.neh.gov/view_lesson_plan.asp?id=329>

Instructional Activities

1. Demonstrate how to make a map using the board, overhead projector, computer drawing program, or other technological devices. Have the class choose a map you will make with them (e.g., a map of the classroom, school, neighborhood). Have them choose a title for the map. Draw a compass rose. Draw a quick sketch of the map. Add a map legend by taking suggestions from the class about what details should be added to the map. Discuss that a map legend is a list of symbols that represent parts of the map.
2. Once you think the students understand, give them paper, markers or crayons, stickers, glue, and various small objects to make their own maps. Have them begin with a map title, encouraging a variety of maps (even treasure maps work well). Remind them to include the compass rose and a map legend. Encourage them to be creative with their map legend, using shapes, colors, stickers, and small objects to glue to the legend.
3. For homework, have students make a map of their bedroom (Attachment C).

Specific Options for Differentiating This Lesson

Technology

- Have students use a software program to create their individual maps.
- Have students use the overhead projector to make their maps.

Multisensory Activities

- Have students use Wikki Stix™ or Play-Doh™ to create the outlines of their maps.
- Have students draw and color their maps on transparencies. These can then be projected.
- Provide students textured paper to create their maps.
- Allow students to use paint or watercolors to create their individual maps.

Community Connections

- Invite a geologist to discuss how maps are useful in his/her profession.
- Have a local bus driver take the students on his/her route around the school community to demonstrate how he/she uses a map to get the students from one place to another.

Small Group Learning

- Have students work together to create a map of the school for extra practice in making maps.
- Assign students responsibilities, such as compass rose checker, map title checker, legend checker, symbols checker, and encourager. Have them look for important details on their classmates’ maps.
- Have students share their maps in small groups. Encourage students to make at least one positive remark about their peers’ maps.

Vocabulary

- Have students use the following vocabulary words: *map title*, *compass rose*, *legend*, *symbols*, and *scale*.
- Have students point to the actual parts on their maps when a leader (not necessarily the teacher) calls out a feature that should be located on their maps. Students and teachers can take turns being the leader.

Student Organization of Content

- Add the maps that the students created to their portfolios.

Session 6: Identify and Label the State of Virginia and the James River _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to recognize the shape of the United States as the country they live in and comprehend the concept of what a country is.
- Students are expected to be able to associate right and left with east and west.
- Students are expected to be able to comprehend that the United States consists of 48 contiguous states in addition to Alaska and Hawaii.
- Students are expected to know that they live in the state of Virginia and comprehend the concept of what a state is.
- Students are expected to be able to recognize the shape of Virginia.

Materials

- Student handout (Attachment D) “Complete a Map of the United States” (1 per student)
- Blank outline maps of the United States (Attachment E) (1 per student)
- Crayons, markers
- Overhead transparency of a map that matches the students’ maps
- Encyclopedias, maps, atlases, and globes
- Web sites:
 - <<http://www.EnchantedLearning.com/usa/outlinemaps/statesnumbered>>
 - <<http://www.EnchantedLearning.com/usa/states/virginia/>>

Instructional Activities

1. Have students locate the state of Virginia on their maps. Have students create a map legend on the back of their maps, and encourage students to use various colors and symbols to represent all the places they will find. Have them include a compass rose on the map.
2. Once students have located Virginia, have them use maps, atlases, encyclopedias and/or Web sites to research Virginia and locate the James River.

Specific Options for Differentiating This Lesson

Technology

- Have students use interactive, electronic maps to locate Virginia and the James River.
- Have students use software to practice distinguishing between familiar countries and states.
- Have students use software to draw Virginia on a map of the United States.

Multisensory Activities

- Have each student cut out and color a stencil of Virginia and glue it in the correct location on a U.S. map.
- Have students identify the location of the James River using Wikki Stix™ on a paper map of Virginia. Then, have students locate the James River on a map of Virginia with the rest of the United States using Wikki Stix™.
- Have students identify silhouettes of Virginia in comparison to other states.

Community Connections

- Visit or discuss local rivers. Point out commonalities they have with the James River (e.g., flow to the ocean, size, animal life).
- Invite a person whose job involves following maps (e.g., bus driver, delivery person) to discuss his/her work.

Small Group Learning

- Have groups construct salt-dough maps of Virginia with the James River labeled.

- Have groups play “Pin Virginia on the U.S.”

Vocabulary

- Have students use the following vocabulary words: *country*, *state*, *atlas*, *locate*, and *symbol*.
- Have students use atlases to locate state listings in comparison to countries. Symbols will also be noted.
- Have students compare various types of atlases.

Student Organization of Content

- Have students attempt to draw the state of Virginia freehand and label the James River. This will be compared to an actual map.
- Have students draw the location and shape of Virginia on a U.S. map.

Session 7: Identify and Label the Great Lakes

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to follow directions to label a map independently.
- Students are expected to be able to use directional terms (e.g., north, east, south, west).
- Students are expected to be able to use a compass rose.

Materials

- Blank student maps of the United States (Attachment E) used during the previous session (1 per student)
- Crayons, markers
- Overhead transparency of the United States map
- Encyclopedias, maps, atlases, and globes
- Web site: <<http://www.EnchantedLearning.com/usa/statesbw/greatlakes.shtml>>

Instructional Activities

1. Have students locate the Great Lakes using encyclopedias maps, atlases, globes, and/or Web sites. Demonstrate how they should label the lakes on their own maps. One suggestion is to color each lake a different color and then use the map legend to identify each lake by name.
2. Have students describe where each of the Great Lakes is located by using their compass rose and directional terms. (The lakes are in the northern part of the country between Canada, Minnesota, Wisconsin, Illinois, Indiana, Michigan, Ohio, Pennsylvania, and New York. Lake Superior is the lake that is located the farthest west, with Lake Michigan southeast of Lake Superior; Lake Huron is a little farther east; Lake Erie is southeast of Lake Huron; and Lake Ontario is the farthest east).
3. Have students create mnemonics or acronyms for remembering the names of the Great Lakes in order of their location. (e.g., Ms. Heo – Michigan, Superior, Huron, Erie, Ontario)

Specific Options for Differentiating This Lesson

Technology

- Have students use software programs or interactive whiteboards to label the Great Lakes on a map of the United States.
- Provide students with highlighters to label the Great Lakes on a map.
- Help students locate and learn more about the Great Lakes using a talking globe.

Multisensory Activities

- Have students create salt-dough maps of the United States and fill in the Great Lakes with blue colored sand or puffy paint.
- Provide students with blue Wikki Stix™ to label a large wall map of the United States.
- Have students make large floor maps of the United States and use small pieces of multicolored tissue paper to fill in the areas where the Great Lakes are located.
- Have students create songs and raps giving facts about the Great Lakes.

Community Connections

- Have students brainstorm to identify characteristics of lakes located close to the community. A brochure or pamphlet can be designed showing what lakes exist in their area.
- Invite an official who patrols the lakes to discuss the importance of lake safety.

Small Group Learning

- Have groups play “Where in the World Is ...?” The group leader gives directional clues, and group members try to guess where he/she is located.
- Have groups record the importance of lakes and how they differ from rivers, streams, and ponds.

Vocabulary

- Have students use the following vocabulary words: *lake, label, identify, compass rose, direction, east, west, north, south, farthest, closest, and location.*
- Add new vocabulary to a class word wall.
- Have students add new vocabulary to their picture dictionaries.

Student Organization of Content

- Give each student an individual desk map to use as a reminder or a point of reference throughout this lesson.
- Have students add new ideas and activities to portfolios.
- Have students display an acronym (e.g., HOMES: Huron, Ontario, Michigan, Erie, and Superior) for remembering the Great Lakes on desks or in a prominent location.

Session 8: Identify and Label the Appalachian and Rocky Mountain Ranges _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to recognize the United States and understand that it consists of 48 contiguous states, plus Hawaii and Alaska.
- Students are expected to be able to comprehend and be capable of applying directions when reading a map.
- Students are expected to be able to be aware of the oceans to the east and west of the United States and understand that the altitude of the land increases and there are significant mountain ranges.
- Students are expected to be able to understand that mountains generally exist in a “chain” that can extend through several states.

Materials

- Blank student maps of the United States (Attachment E) used during the previous sessions (1 per student)
- Crayons, markers
- Overhead transparency of the United States map
- Encyclopedias, maps, atlases, and globes
- Web sites:
 - <<http://www.EnchantedLearning.com/usa/statesbw/13colonies/13colonies.shtml>>
 - <<http://www.EnchantedLearning.com/usa/statesbw/mountain/mountain.shtml>>

Instructional Activities

1. Have students locate the Appalachian Mountains and the Rocky Mountains using encyclopedias, maps, atlases, and globes. Lead a class discussion about trips students may have taken to places such as the Shenandoah Mountains, Skyline Drive, Wintergreen, and Luray Caverns. Explain that all of these sites are located in the Appalachian Mountain Range in Virginia.
2. Explain that a mountain range is made of many mountains. Use the overhead map to draw the Appalachian Mountain Range, located from Canada to Georgia, and have students draw the Appalachian Mountain Range on their maps. Have them select one color and/or symbol to represent the Appalachian Mountains in their map legend. Use the color/symbol they selected for the overhead map legend. Use directional words to describe where the mountain range is located (in the eastern part of the United States, from as far north as Canada to as far south as Georgia).
3. Locate the Rocky Mountain Range. Lead students to discover that the Rocky Mountains are much larger than the Appalachian Mountains. Have students count how many states are included in the Rocky Mountain Range. Draw the Rocky Mountain Range, add it to the map legend, and have students do the same on their maps.

Specific Options for Differentiating This Lesson

Technology

- Have students use a software program to draw the Appalachian and Rocky Mountain ranges on a U.S. map.
- Have students highlight both mountain ranges on maps of the United States.
- Use interactive, electronic maps to show students the Rocky Mountains and Appalachian Mountains.

Multisensory Activities

- Have students cut individual sections out of egg cartons and glue them to large maps of the United States. The sections will be cut to shorter heights for the Appalachian Mountains to indicate their smaller size in comparison to the Rocky Mountains.
- Have students construct salt-dough mountain ranges on existing maps reflecting the size difference in mountains.

Community Connections

- Invite speakers who have traveled to either mountain range to describe their experiences to the class.
- Have students identify mountains they have seen in Virginia and discuss their location in relation to the ranges studied.

Small Group Learning

- Have groups cut a representative section of the Rocky Mountains in scale with the Appalachian Mountains to be mounted on a wall to demonstrate comparison of the sizes of the mountains.
- Have groups construct paper clip “chains” using smaller clips for the Appalachian Mountains. Select a random member of each group to place them on a U.S. map on the overhead projector.

Vocabulary

- Have students use the following vocabulary words: *Appalachian Mountains*, *Rocky Mountains*, *range*, *map legend*, and *symbol*.
- Have students identify map legends and symbols on maps they use.
- Have students label legends and symbols on maps they construct.

Student Organization of Content

- On individual “master maps” of both the United States and the world, have students label features they have studied, including Virginia, the James River, the Great Lakes, the Appalachian Mountains, and the Rocky Mountain. Keep in students’ portfolios.

Session 9: Identify and Locate the Mississippi River and the Rio Grande River _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to recognize the United States and understand that it consists of 48 contiguous states, plus Hawaii and Alaska.
- Students are expected to comprehend and be capable of applying directions when reading a map.
- Students are expected to be able to be aware of the oceans to the east and west of the United States and to understand the difference between an ocean and a river.
- Students are expected to be able to be aware that rivers can cover hundreds of miles and empty into larger bodies of water.
- Students are expected to be able to locate individual states on a map of the United States.

Materials

- Blank student maps of the United States (Attachment E) used during the previous sessions
- Crayons, markers
- Overhead transparency of the United States map
- Encyclopedias, maps, atlases, and globes
- Web site: <<http://www.EnchantedLearning.com/usa/rivers>>

Instructional Activities

1. Use a large map of the United States to show students “Mr. Mimal.” MIMAL is a geographical acronym referring to five states: Minnesota, Iowa, Missouri, Arkansas, and Louisiana. On the transparency, color in the parts of Mr. Mimal to find out if students can see him. Begin with his “hat”—the state of Minnesota. Then color his “face”—the state of Iowa. Next color his “shirt and belly”—the state of Missouri. Below that, color his “pants”—the state of Arkansas. Finally color his “boot”—the state of Louisiana. For the children still having a hard time seeing Mr. Mimal, have a student stand in front of the class, and trace in the air around the student’s profile. Ask the students why this man is named Mr. Mimal (his name is spelled by using the first letter of each state found in his profile).
2. With a blue marker, trace the front profile of Mr. Mimal on your transparency, and ask the class if they know what you have just located on the map. Please note that the Mississippi River travels west through the center of Minnesota, not straight up its border; and the river travels directly south through the state of Louisiana, instead of following its southeastern border. Have students add the Mississippi River to their maps and map legends. Encourage them to color Mr. Mimal, too, if it helps them find the Mississippi River. (NOTE: Watch for students who think that the Mississippi River travels all the way around Mr. Mimal, on his front and back sides.)
3. Have students locate the Rio Grande. Give the following clues so that they can find the river on a map: This river is at the southern border of the United States and divides the U.S. and Mexico along the border of the state of Texas. Invite students to point out the Rio Grande on a large map. Have students add this river to their maps and map legends. Point out that this river begins in the Rocky Mountains in southern Colorado and ends in the Gulf of Mexico.

Specific Options for Differentiating This Lesson

Technology

- Have students use a software program to draw and label the Mississippi and Rio Grande rivers on a map of the United States.
- Have students use highlighters to draw the Mississippi and Rio Grande rivers on maps of the United States.
- Use interactive, electronic maps to have students view the Mississippi and Rio Grande rivers.

Multisensory Activities

- Have students use Wikki Stix™ to locate and label the Mississippi and Rio Grande rivers on maps of the United States.
- Have students color and label oceans and the Gulf of Mexico and add the Mississippi and Rio Grande rivers on maps of the United States.
- Have students locate the Mississippi and Rio Grande rivers on U.S. maps in various sources and trace the rivers with their fingers.
- Have students attempt to draw the locations of the Mississippi and Rio Grande rivers on U.S. maps on the overhead projector.
- Have students glue yarn over the Mississippi and Rio Grande rivers on U.S. maps.

Community Connections

- Invite guest speakers who have traveled to areas of the United States where these rivers are located to discuss their experiences with the class.
- Take students on a field trip to point out a bridge if you have the opportunity to cross one. Describe how much larger a bridge would have to be to cross the Mississippi or Rio Grande rivers.

Small Group Learning

- Ask a member to label the Mississippi and Rio Grande rivers on blank U.S. maps. Group members will determine if he/she is correct before consulting a map or answer key. Other group members will take turns doing the same.

Vocabulary

- Have students use the following vocabulary words: *river*, *Atlantic Ocean*, *Pacific Ocean*, *Gulf of Mexico*, *Mississippi*, and *Rio Grande*.
- Have students locate these bodies of water on various maps of the United States.
- Have students create their maps to include oceans, gulfs, and rivers to illustrate the differences.

Student Organization of Content

- On individual “master maps” of both the United States and the world, have students label features they have studied including: Virginia, the James River, the Great Lakes, the Appalachian Mountains, and the Rocky Mountains, and the Mississippi and Rio Grande rivers. These will be placed in their portfolios.
- Have students attempt to label these locations on blank maps as a review.

Session 10: Identify and Label the Huang He River and the Nile River_____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to locate China and Egypt on a map.
- Students are expected to be able to have an understanding of rivers.
- Students are expected to be able to create and use a compass rose and map legend.

Materials

- Available blank outline maps of China and Egypt (1 per student)
- Crayons, markers
- Overhead transparency of a map that matches the students' maps
- Encyclopedias, maps, atlases, and globes
- Web sites:
 - < <http://www.enchantedlearning.com/asia/china/mapquizprintout.shtml> >
 - < <http://www.enchantedlearning.com/africa/egypt/mapquiz/> >

Instructional Activities

1. Ask students to locate China on their maps. Have the students locate the Huang He River. Instruct students to create a map legend on the back of their maps, and encourage students to use various colors and symbols to represent all the places they will find. Have them include a compass rose on the map.
2. Ask students to locate Egypt on their maps. Have the students locate the Nile River. Have students create a map legend on the back of their maps, and encourage students to use various colors and symbols to represent all the places they will find. Have them include a compass rose on the maps.
3. Have the students discuss the importance of the rivers to each country.

Specific Options for Differentiating This Lesson

Technology

- Have students use a software program to draw and label the Huang He and Nile rivers on maps of China and Egypt, respectively.
- Have students use highlighters to draw the Huang He and Nile rivers on maps of China and Egypt, respectively.
- Use interactive, electronic maps to have students view the Huang He and Nile rivers.

Multisensory Activities

- Have students use Wikki Stix™ to locate and label the Huang He and Nile rivers on maps of China and Egypt, respectively.
- Have students locate the Huang He and Nile rivers on maps in various sources and trace the rivers with their fingers.
- Have students attempt to draw the location of the Huang He and Nile rivers on a world map on the overhead projector.

Community Connections

- Invite guest speakers who have traveled to China and/or Egypt where these rivers are located to discuss their experiences.

Small Group Learning

- Ask a member to label the Huang He and Nile rivers on a blank world map. Group members will determine if he/she is correct before consulting a map or answer key. Other group members will take turns doing the same.

Vocabulary

- Have students use the following vocabulary words: *river, China, Egypt, Huang He, Nile, compass rose, and map legend.*

Student Organization of Content

- Give students individual desk maps of the world and ask them to label China, the Huang He River, Egypt, and the Nile River.

Sessions 11–14: Make a Globe

Prerequisite Understanding/Knowledge/Skills

- Students are expected to have been introduced to the words *sphere*, *north pole*, *south pole*, *hemisphere*, *equator*, *border*, *boundaries*, and *continents*.
- Students are expected to have some background knowledge of Antarctica's climate.
- Students are expected to have some experience with the shape of the United States as well as the countries that border it.
- Students are expected to be able to locate the general placement of the country of China on the continent of Asia.
- Students are expected to be able to locate the general placement of the country of Egypt on the continent of Africa.

Materials

- Paper and/or activity sheets of continents
- Crayons, markers, craft glue
- 10-inch play ball
- A paper grocery bag shaped round and stuffed with newspaper, then painted blue
- Globes and maps of the world
- Student handouts/attachments (1 per student) for each of the following:
 - “We’ve Got the Whole World in our Hands” (Attachment F)
 - “The World” (Attachment G)
 - “Map Reading Quiz” (Attachment H)
 - “Continent Report” (Attachment I)
- Web site: <<http://www.EnchantedLearning.com/geography/label/labelcontinents.shtml>>

Instructional Activities

1. Using a 10-inch ball or grocery-bag globe, have students draw and label the equator around the center. Discuss facts about the equator: It is an imaginary line that divides the Earth into two hemispheres, north and south. Review the word *sphere*. Locate the north and south poles.
2. “Make” the seven continents by creating activity sheets of the seven continents, having students trace the continents from a globe, or making pattern pieces for them to trace. The continents can all be made first and then on the final day, they can be glued to the ball or grocery-bag globe. An alternative approach follows in Activities 3-10, below.
3. 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. Discuss the climate of Antarctica, and explain that this continent is not divided into countries. This continent also has no native people living there. Antarctica is inhabited by scientists and researchers studying the climate and animal life. Encourage students to keep this continent's color white to represent its snow-covered land. Using craft glue, attach Antarctica to the bottom of the ball/globe. Explain that the Southern Ocean surrounds Antarctica. Review the terms southern hemisphere, South Pole, and Southern Ocean. The following Web site may be helpful:
<<http://www.EnchantedLearning.com/geography/antarctica/outlinemap/>>
4. Make North and South America. Using the suggested method in step 2, make both continents. Remind students that the United States and all of the landforms they found previously are located on North America, along with Canada and Mexico. Encourage students to divide North America into its three countries. Make South America, and discuss that this continent is divided into many countries. Glue these continents to the ball/grocery-bag globe using craft glue. The students should use the equator and Antarctica as a point of

reference for gluing South America and then North America. The following Web sites may be helpful:

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

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

5. Make the continent of Australia, using the suggested method in step 2. Explain that Australia is the name of the continent and also the country located there. (Please note that the area including New Zealand and the other islands near Australia is sometimes called Oceania.) Glue Australia to the ball/grocery-bag globe using craft glue. The students should use the equator, Antarctica, and South America as reference points. The following Web site may be helpful:
<<http://www.EnchantedLearning.com/subjects/continents/Australia/label/labelaus.shtml>>.
6. Make the continent of Africa. Discuss that Africa is divided into many countries. Be sure to show students where Egypt is located, and have them label it on the continent. Glue Africa to the ball/grocery-bag globe using craft glue. The following Web site may be helpful:
<<http://www.EnchantedLearning.com/subjects/continents/Africa/labelcountries/label.shtml>>.
7. Make the continents of Europe and Asia. Be sure to show students where China is located, and have them label it on their continent. Explain that these continents seem to be one piece of land. Glue these two continents to the grocery-bag globe using craft glue. The following Web site may be helpful:
<<http://www.EnchantedLearning.com/subjects/continents/Europe/label/label.shtml>>.
8. Sing the song “We’ve Got the Whole World in Our Hands.” (Attachment F)
9. Label the five oceans. Encourage students 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 from Antarctica?
 - Where is the Indian Ocean?
 - Where is the Southern Ocean? (Attachment J)
10. Use the free software located at <<http://www.yourchildlearns.com/dirmpcon.htm>> to allow your students to play an interactive world puzzle game.
11. Visit the following Web site to practice identifying continents:
<<http://www.nationalgeographic.com/geospy/>>.
12. As an additional assignment, students could research a continent and write a report about it to share orally with the class. (Attachment I)
13. Administer “Map Reading Quiz” (Attachment H) to the students.

Specific Options for Differentiating This Session

Technology

- Provide access to an Internet site that includes different versions of maps and globes.
- Provide special scissors that do not require opening and closing to cut out the continents that will be glued to their globe. [Note: Have students use glue sticks or spray mount glue for less glue mess.]

Multisensory Activities

- Have students create relief type globes using tissue paper.
- Have students sing songs to help them remember the names of the continents and oceans.
- Have students make up mnemonic devices to help remember the names of continents, countries, and oceans.

- Have students make globes using balloons and paper maché.

Community Connections

- E-mail and/or write a company that makes globes to find out the company's process and to gather facts or patterns.
- Invite a pilot to discuss flight distances and time changes when flying from one country to another.

Small Group Learning

- Have groups pass around a blow-up globe. When a student catches the globe, he/she looks at the continent, country, or ocean that his/her right thumb is touching and names it. The student then passes it to another person in his/her group.
- Have students perform group versions of "We've Got the Whole World in Our Hands" (Attachment F), using a karaoke machine, to the rest of the class. Students can work together to come up with movements to the song or new versions to the same tune. These songs could include the vocabulary words.

Vocabulary

- Have students use the following vocabulary words: *globe, sphere, hemisphere, equator, continent, country, United States, Egypt, China, boundaries, and ocean.*
- Have students practice vocabulary words by passing the blow-up globe around and playing the game listed under "Small Group Learning."
- Have students make mobiles to illustrate that our state is within our country, that our country is within our continent, and that our continent is within the planet earth.
- Have students play a quiz game as a fun review of vocabulary.

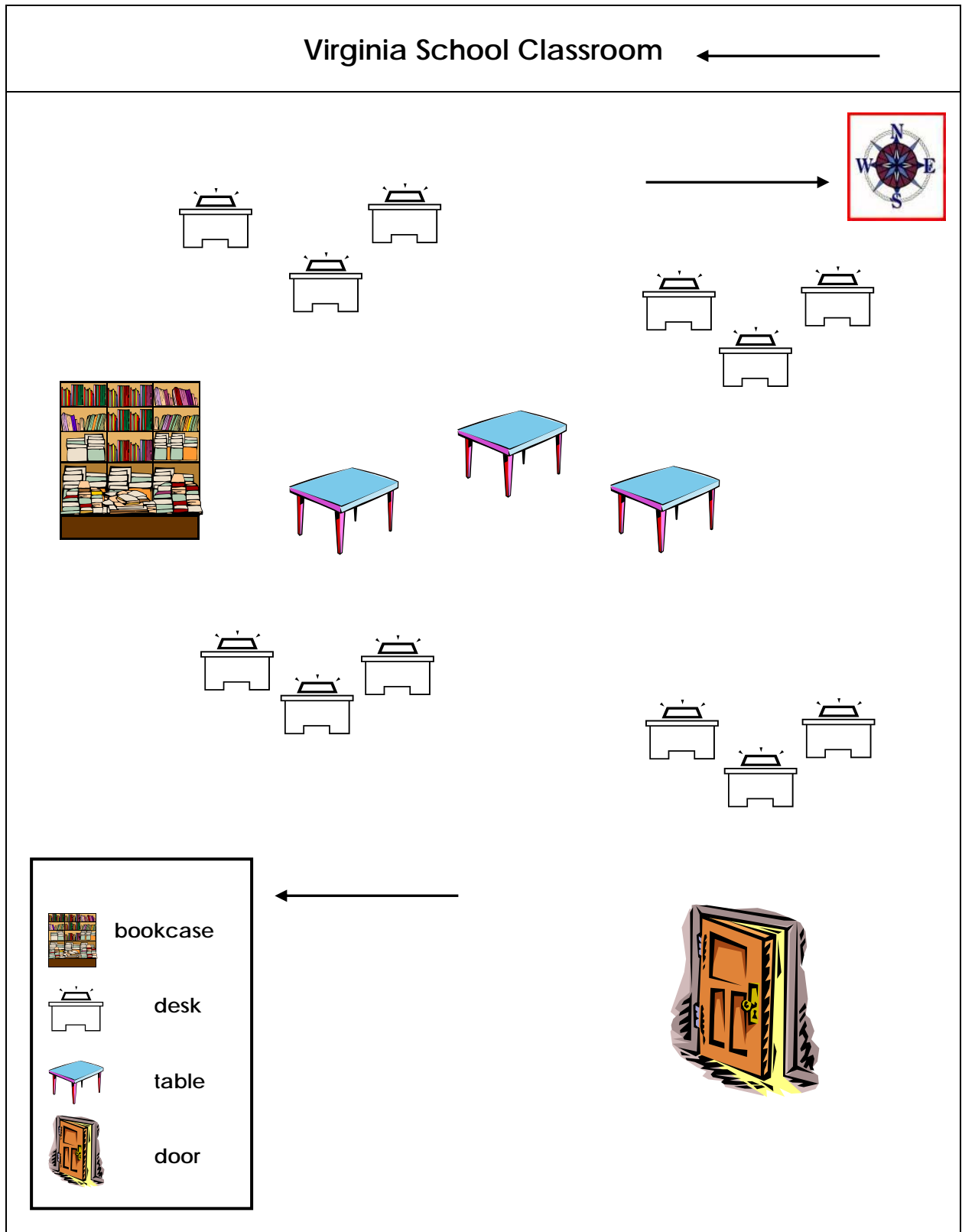
Student Organization of Content

- Take pictures of the students constructing their globes to place in the students' portfolios.

Additional Activities

- Locate regions on various United States maps. Select regions where students' relatives live or where favorite books or television shows are set.
- Use a bar magnet to locate "north" in the classroom. Have students learn or invent a dance that involves their making different motions as they face each of the four directions.
- As the students study real compasses, invite a speaker who uses compasses in his/her occupation or hobby (e.g., pilot, surveyor, hiker).
- Use a graph or chart to record data about maps.
- Answer questions about maps by restating the question and using complete sentences.
- Have the students use maps to demonstrate the areas where the Powhatan, Sioux, and Pueblos lived before Europeans arrived.
- Have the students use maps to plan a pretend vacation. Have them find and cut out pictures of places and sights they may see on their journey.
- Have the students use maps to locate areas of the world that are in the news, or have them look at a magazine article or video and locate on a map the areas portrayed in the article or video. Ask them to tell which direction each area is from Virginia.

Attachment A: Virginia School Classroom



Attachment B: Map Parts _____

	Map Title	Compass Rose	Map Legend
	Record the map's title in this column	Yes or No	Yes or No
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____

Attachment C: Geography Homework: Make a Map _____

Create a two-dimensional map of your bedroom. Include the title of your map, a compass rose, and a map legend. Show the shape of your room, and include the location of windows, doors, closets, and furniture. Be creative with your map legend and remember that it should include symbols and colors that represent the objects on your map. This project is due on _____.

Attachment D: Complete a Map of the United States _____

Name _____

Date _____

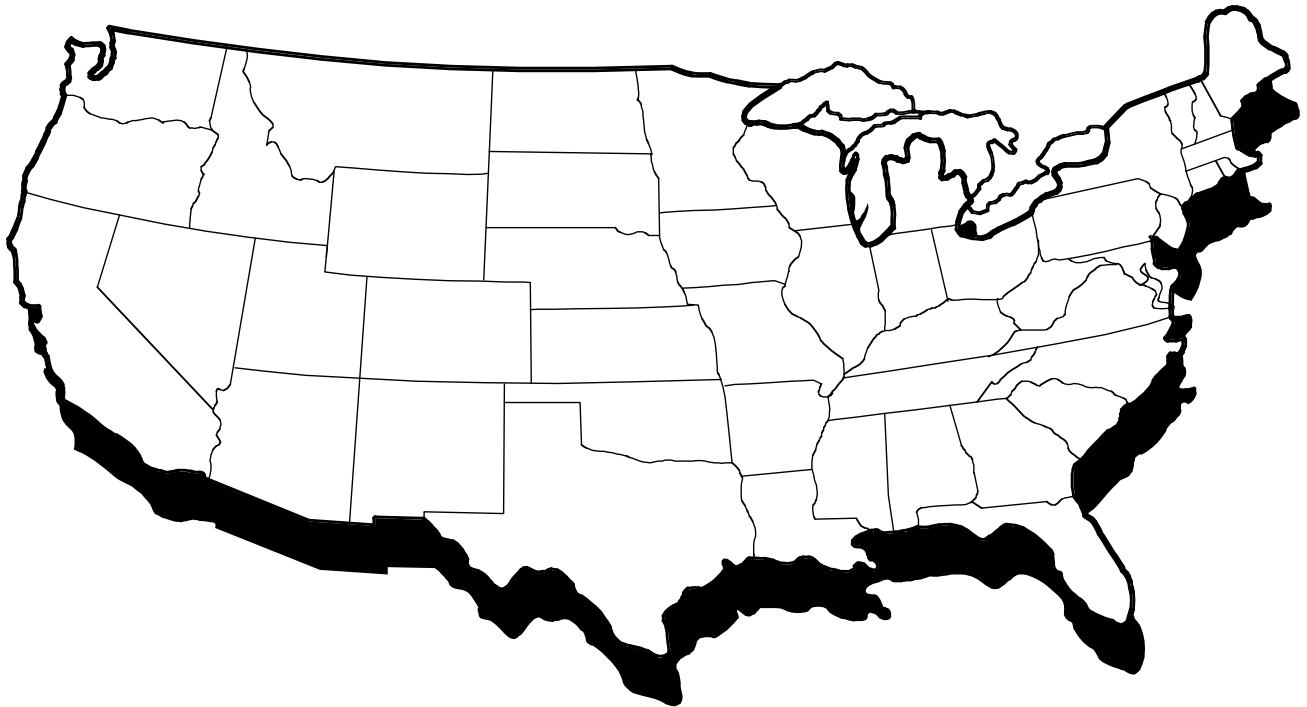
On the map of the United States, use colors and symbols to label these regions, and then show your map legend here:

- Virginia
- James River
- Mississippi River
- Rio Grande
- The five Great Lakes
 - Superior
 - Michigan
 - Huron
 - Erie
 - Ontario
- Appalachian Mountain Range
- Rocky Mountain Range

Attachment E: Map of the United States _____

Name _____

Date _____



Attachment F: Geography Song

We've Got the Whole World in Our Hands

We've got the whole world in our hands.
We've got the whole wide world in our hands.
We've got the whole world in our hands.
We've got the whole world in our hands.

We've got North and South America in our hands.
We've got Europe, Asia and Africa in our hands.
We've got Australia and Antarctica in our hands.
We've got the continents in our hands.

We've got the Atlantic Ocean in our hands.
We've got the Pacific Ocean in our hands.
We've got the Indian and Arctic oceans in our hands.
We've got the oceans in our hands.

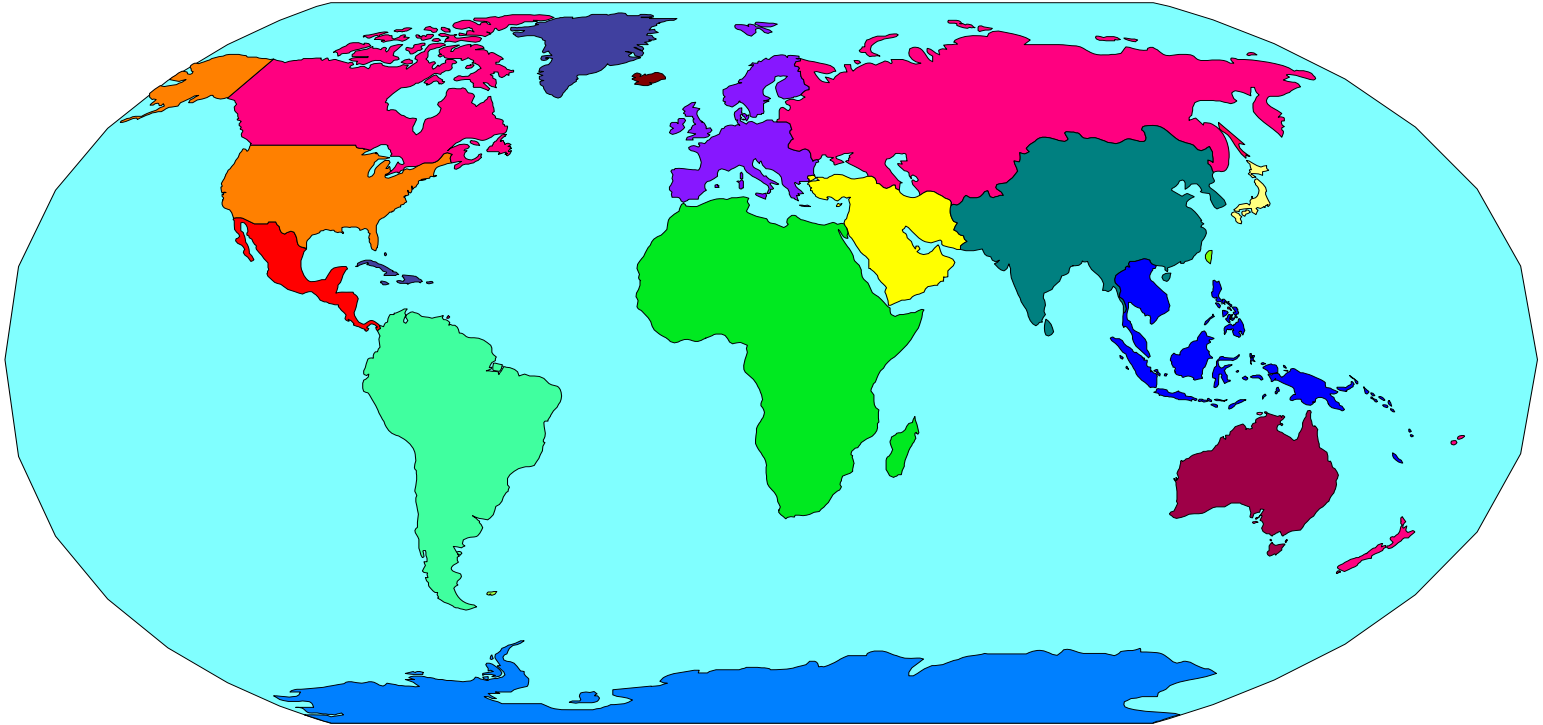
We've got the whole world in our hands.
We've got the whole wide world in our hands.
We've got the whole world in our hands.
We've got the whole world in our hands.

Attachment G: The World

Draw arrows to show where the equator, the seven continents and the five oceans are located on this world map. Use the word bank below.

Name _____

Date _____



Africa
Antarctica
Arctic Ocean
Asia
Atlantic Ocean
Australia

Equator
Europe
Indian Ocean
North America
Pacific Ocean
South America
Southern Ocean

Attachment H: Map Reading Quiz

Name _____

Date _____



1. What ocean borders China on the east? _____
2. What sea is on China's southeast border? _____
3. What river flows by Shanghai? _____
4. In which part of China is its capital, Beijing? NE, NW, SE, or SW? _____
5. Was the Great Wall of China built east to west, or north to south? _____
6. Which major river crosses the Great Wall? _____
7. What city is closest to Beijing? _____
8. In which direction would you travel to get from Beijing, China to Vietnam? _____

Attachment I: Continent Report _____

Name _____ Date _____

Use encyclopedias, atlases, books, magazines, and Web sites to answer the following questions.

Assigned continent: _____

1. In which hemisphere is this continent located? _____
2. How many people live there today? _____
3. Does the continent have one type of climate? If so, what is the climate? _____
If the continent has more than one type of climate, describe the climate types.

4. What is the size of the continent? _____
5. What animals live on this continent only? _____
6. Add one more interesting fact you learned. _____
7. Now use the information you found to write a paragraph to share orally with the class.

Attachment J: Background Information on the Southern Ocean _____

In the spring of 2000, the International Hydrographic Organization decided to delimit the waters within the Convergence as a fifth world ocean—the Southern Ocean—by combining the southern portions of the Atlantic Ocean, Indian Ocean, and Pacific Ocean. The Southern Ocean extends from the coast of Antarctica north to 60 degrees south latitude, which coincides with the Antarctic Treaty Limit and which approximates the extent of the Antarctic Convergence. As such, the Southern Ocean is now the fourth largest of the world's five oceans (after the Pacific Ocean, Atlantic Ocean, and Indian Ocean, but larger than the Arctic Ocean).



<https://www.cia.gov/library/publications/the-world-factbook/geos/oo.html>

*Organizing Topic***Lives and Contributions of American Indians****Standard(s) of Learning** _____

- 2.2 The student will compare the lives and contributions of three American Indian cultures of the past and present with emphasis on the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblos of the Southwest.

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.

Gather, classify, and interpret information.

Construct and explain simple charts.

Collect, organize, and record information.

Content

Understand that American Indian peoples have lived in Virginia and in other regions of America for thousands of years.

Understand that American Indians developed different cultures because they lived in different environments of North America.

Recognize that American Indians have made and continue to make contributions to present-day life.

Know the following terms:

Culture: The beliefs, customs, and way of life of a group of people

Regions: Places that have common (the same) characteristics

Environment: Surroundings

Use the chart to compare and contrast past American Indian lifestyles in Virginia to those of the Lakota and Pueblo:

Region	Indians	Shelters	Occupations	Transportation	
Eastern Woodlands	Powhatan	Wood frame houses with bark/reed covering	Fishermen Hunters Farmers	Walked Paddled canoes	_____
Plains	Lakota	Teepees	Hunters Horsemen	Walked Used horses	_____
Southwest	Pueblo	Multi-story terraced buildings	Farmers Hunters	Walked	_____

Identify some contributions of American Indian culture to present-day life:

- Arts (pottery, weaving, beadwork, carving)
- Knowledge of the environment
- Respect for nature
- Farming of corn and tobacco

Describe changes in American Indian Cultures

- American Indians have changed over time.
- Today, American Indians live and work in Virginia and the United States.

Sample Resources

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 Indian Timeline

<http://www.ambrosevideo.com/resources/documents/American%20Indian%20Timeline%20for%20A%20History%20of%20American%20Indian%20Achievement.pdf>

North America's distinctive geographical regions—Eastern Woodlands, Great Plains, Desert Southwest and Pacific Northwest—created many unique Indian cultures in what would later become the United States of America. This timeline will give a general view of important American Indian events from the Paleo-Indian Era to the present day.

Culture Everywhere

<http://www.learnnc.org/lp/editions/intrigue/996>

This Web site provides valuable guidelines for the study of culture. In the lesson, students use a chart to show the different ways that cultures meet basic human needs. They also learn about archeology by analyzing and interpreting artifacts and primary sources such as *Glimpses of Indian Life*, based on John Lawson's journals of his survey trip through the Carolinas in 1701.

Graphic Organizers

<http://www.eduplace.com/graphicorganizer/>

Houghton Mifflin's Education Place offers a collection of graphic organizers to download and use in your classroom.

Ice Age Discoveries

<http://iceage.pwnet.org/>

Two 30-minute programs, *Ice Age Discoveries: New Evidence* and *Ice Age Discoveries: The Investigators*, present information about where the earliest Virginians came from and when they arrived. Learn how archaeologists use science and "lines of evidence" to piece history together.

National Museum of the American Indian

<http://www.nmai.si.edu/subpage.cfm?subpage=education&second=dc&third=general>

The Smithsonian Institution's National Museum of the American Indian is dedicated to the preservation, study, and exhibition of the life, languages, literature, history, and arts of Native Americans. The Education section provides information on educational activities at the museum as well as resources for teachers and students in the classroom.

Native American Cultures Across the U.S.

http://edsitement.neh.gov/view_lesson_plan.asp?id=347

The lesson plan on this Web site reviews how American Indians are represented in today's society as well as the actual customs and traditions of specific American Indian peoples. Students examine the objects and practices associated with American Indian culture and how customs and traditions have changed over time.

NMAI: A Pre-Visit Guide for Teachers

http://www.nmai.si.edu/education/files/PreVisitTG_Fina2.pdf

This guide contains four lessons: one each for grades K–3, 4–6, 6–8, and 9–12. It also contains all the supporting materials for the lessons: handouts, photographs of objects in the NMAI collection, drawings, personal essays, and background information.

Primary Source Learning

<http://www.primarysourcelearning.org/>

Search the teaching materials on this site by grade level, content area, and standard to find lesson plans that provide primary-source-based learning experiences.

Rubric Makers

http://www.teach-nology.com/web_tools/rubrics/

This site provides hundreds of free rubrics in seconds. Search by content area or click “process” to find rubrics for projects, presentations, and behavior.

Social Studies Curriculum Resources: Poster Sets <http://chumby.dlib.vt.edu/melissa/posters/posterset.html>

Melissa Matusевич created social studies poster sets for grades K–3 that support Virginia’s Curriculum Framework. The posters include resource pictures and vocabulary for all of the Standards relating to American Indians.

Virginia Indians Today

<http://virginiaindians.pwnet.org/today/index.php>

This Web site, created by the Virginia Department of Education, describes the eight state-recognized Virginia Indian tribes. Links offer information on the tribe, their chief, powwows, and other resources. Contact information, including the Web sites of specific tribes and reservations, is also available.

Powhatan

Chesapeake Bay, Our History and Our Future: Native Americans

<http://www.mariner.org/chesapeakebay/native/nam002.html>

This Web site from the Mariners’ Museum has information about the Powhatan people who lived along the Chesapeake Bay. The site describes Powhatan life before and after contact with explorers, and lists the responsibilities of men, women, and children, as well as examples of shelter, transportation, clothing, recreation, religious beliefs, education, and language.

Indian Virginians: A Resource Guide

<http://www.lva.lib.va.us/WHATWEHAVE/notes/IndianVirginians.pdf>

This guide brings together many resources for information and research from the holdings of the Library of Virginia, museum exhibits throughout the Commonwealth, and Web sites.

Living with the Indians

http://historyisfun.org/PDFbooks/Living_with_the_Indians.pdf

The Jamestown-Yorktown Foundation designed a booklet for students participating in their “Living with the Indians” program. The booklet contains background information as well as pre- and post-visit activities, and describes Powhatan culture as it existed in the early 17th century.

National Geographic: Jamestown and the Powhatan at Werowocomoco

<http://ngm.nationalgeographic.com/2007/05/jamestown/jamestown-standalone> This Web site offers interactive activities for students to see the differences between the Europeans and the American Indians.

The People of Jamestown: The Powhatan Indians

<http://www.whro.org/jamestown2007/lessonPlans/powhatan.html>

This lesson plan was created by the Jamestown Settlement to help students describe the culture and environment of the Powhatan Indians. The Web site includes a video, resources, vocabulary, background information, and step-by-step procedures for teaching the lesson.

Scenes from the Eastern Woodlands: A Virtual Tour

<http://www.nativetech.org/scenes/>

Native Tech’s Web site includes a virtual woodland tour, circa 1550, which looks at the lifestyle of the Indians of the Eastern Woodlands. The homepage offers recipes and games under the Special Features section, and an Articles section that provides background knowledge for teachers.

We Have a Story to Tell: Native People of the Chesapeake Region

<http://www.nmai.si.edu/education/files/chesapeake.pdf>

The National Museum of the American Indian created a guide for teachers to offer contemporary Native perspectives about the historical experiences of the Powhatan. The document contains information, resources, and excellent visuals on the Native peoples of the Chesapeake Region.

Virginia's First People

http://virginiaindians.pwnet.org/resources/Beyond_Jamestown.pdf

This Virginia Department of Education site contains lesson ideas and other resources about American Indians of Virginia, past and present.

Lakota

Lakhota.com

<http://www.lakhota.com/kids.htm>

The *For Kids!* section of this Web site contains stories and coloring pages about the Lakota people.

A Life in Beads: The Stories a Plains Dress Can Tell

http://www.nmai.si.edu/education/files/NMAI_lifeinbeads.pdf

The National Museum of the American Indian created this document to introduce students to three generations of Lakota women who make traditional dresses. The lessons contain stunning visuals, maps, and diagrams. Students locate the Plains region, describe Lakota traditions, identify resources used to make traditional dresses, and learn the meaning of Lakota symbols.

The Plains Indians

<http://www.saskschools.ca/~gregory/firstnations/index.html>

Josie Gianetta created this Web site for teachers in Saskatchewan, Canada to provide information on the Plains Indians, including food, clothing, shelter, transportation, beliefs, and family life.

The Plains Indians

<http://inkido.indiana.edu/w310work/romac/plains.html>

This student-friendly site provides a simple overview of the Plains Indians. Specific information covers artwork, clothing, food, housing, religion, and vocabulary.

Tracking the Buffalo

<http://americanhistory.si.edu/kids/buffalo/index.html>

This Web site from the Smithsonian Institution explores the role of the buffalo in the lives of the American Indians of the northern plains. Students examine and create buffalo hide paintings, investigate how different parts of the buffalo were used, and read stories and maps about the Plains Indians. A bibliography of related children's literature is also included.

Winter Counts: An Online Exhibit

<http://wintercounts.si.edu/>

This site from the Smithsonian allows students to explore how the Lakota marked the passage of time. The online exhibit features a searchable database of images, a documentary on Lakota culture, interviews with Lakota people, and a Teacher's Guide.

Pueblo

Mesa Verde

<http://archive.cyark.org/mesa-verde-intro?gclid=CMTljOit1ZYCFQt4HgodKSKi3g>

This Web site provides photos, movies, and panoramas of Mesa Verde National Park's archeological site, which spans more than 700 years of Native American history. The renowned cliff dwellings, the height of the Pueblo peoples' architecture, include more than 600 units.

Native People and the Land: The Zuni People

http://www.nmai.si.edu/education/files/poster_zuni.pdf

This document from the Smithsonian Institution provides stunning visuals depicting the environment, adaptations, and agriculture of the Pueblo people.

Southwest Native Americans

<http://inkido.indiana.edu/w310work/romac/swest.htm>

This student-friendly site provides a simple overview of the [Apache](#), [Hopi](#), [Navajo](#), [Pueblo](#), and [Zuni](#) peoples. Specific information covers art, food, religion, children, vocabulary, and legends.

Teaching Museum Collections: Ancestral Pueblo Tools

<http://www.nps.gov/history/museum/tmc/docs/jb%20jan25%20Ancestral%20Pueblo%20Tools.pdf>

The survival of the ancestral Pueblo people was dependent on their knowledge and use of natural resources. The National Park Service created a lesson to help students understand how the Pueblo people used their natural resources to obtain the tools they needed.

Who Were the Ancestral Pueblo People?

<http://www.co.blm.gov/ahc/anasazi.htm>

The Bureau of Land Management in Colorado and the Anasazi Heritage Center developed this Web site to provide a detailed history of the Pueblo people. The site includes information about language, architecture, religious beliefs, farming, trade, pottery, clothing, food, tools, and archeology.

Session 1: Homes of the Powhatan Indians of the Eastern Woodlands _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concepts of the Fall Line in Virginia, region, shelter, transportation, food source, and tribe.

Materials

- Map of the United States
- Brown construction paper
- Shoe boxes (1 per student; students may bring in shoe boxes for the bases of the wood and bark house art project)
- Twigs and grass
- Scissors, stapler, glue, and tape
- Brown paint
- Teacher-selected book about the Powhatan peoples
- Pictures, books, and instructional materials about the Powhatan peoples

Instructional Activities

1. Show students pictures, books, and instructional materials about the Powhatan peoples who lived in the region that is now called Virginia.
2. Ask students what they already know about the Powhatan Indians, and post the information on a chart to refer to throughout the unit. The following Web site contains a variety of graphic organizers:
 - <http://www.eduplace.com/graphicorganizer/>
3. Find additional information to share with students on the Web sites listed in the Sample Resources section. The following sites provide detailed information about the Powhatan Indians:
 - http://www.historyisfun.org/PDFbooks/Living_with_the_Indians.pdf
 - http://virginiaindians.pwnet.org/resources/Beyond_Jamestown.pdf
 - <http://www.mariner.org/chesapeakebay/native/nam002.html>
4. Locate Virginia on a United States map, and show students the area where the more than 30 Powhatan tribal groups 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>
5. Read a teacher-selected book about the Powhatan. Ask students what information they can add to the chart from the book and other materials.
6. Display a picture of a wood frame house with bark/reed covering in which the Powhatan lived. Have students make a wood frame house with bark/reed covering.
 - Materials
 - Brown and green construction paper
 - Twigs and grass
 - Shoeboxes for the bases of the houses (1 per student)
 - Scissors, stapler, glue, and tape as needed
 - Brown paint
 - Directions
 - Paint the bottom of the shoebox brown.
 - Cut a piece of brown construction paper to the size of the shoebox allowing the paper to make an arch over the base.

- Decorate the brown paper with torn pieces of the green paper as well as the sticks the students have collected.
 - Glue, tape, or staple the brown paper to the base of the shoebox, and add additional sticks around the base of the house.
 - Upon completion of the wood frame house with bark/reed covering, have the students create a Powhatan town.
 - Have students write a story about what they think it would be like to live as a Powhatan child in a wood frame house with bark/reed covering.
7. As the students learn about the Powhatan Indians, point out the many trees located in the Eastern Woodlands, and explain how the trees were used for their shelter, transportation, food source (fruit trees), medicine, tools, and dishes.

Specific Options for Differentiating This Lesson

Technology

- Provide students access to the Internet to view pictures of the Powhatan peoples.
- Give students digital or disposable cameras to take pictures of their homes. This will make a connection to the concept of shelter.
- Have students view old photographs and maps of Virginia and compare them to the Virginia of today.
- Using a tape recorder or talking-word processor, record students' responses about what they are learning about the Powhatan Indians.

Multisensory Activities

- Have students highlight or color the Eastern Woodlands region on a map.
- Have students draw a graphic of the trees and how they were used for shelter, transportation, food source (fruit trees), medicine, tools, and dishes.

Community Connections

- Arrange for a field trip to a recreated Indian village to find out more about the Powhatan Indians.

Small Group Learning

- Have students investigate specific uses of trees by Powhatan Indians and create models to share with the class.

Vocabulary

- Have students use the following vocabulary words: *shelter, transportation, Fall Line, tribe, Powhatan Indians, and Eastern Woodland.*

Student Organization of Content

- Have students use graphic organizers to arrange the characteristics and products of the Eastern Woodlands that contributed to the survival of the Powhatan Indians.

Session 2: Means of Survival of the Powhatan Indians of the Eastern Woodlands _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concept of survival and what a human being needs for survival.

Materials

- Map of Virginia
- Corn products
- Teacher-selected book about the Powhatan Indians

Instructional Activities

1. Explain to students that the Powhatan did not view their means of survival as separate from the rest of their lives. Everything they did in their daily living was interconnected and part of nature. Powhatan Indians had many responsibilities or tasks they performed to take care of themselves, their families, and their tribe. Powhatan Indians were mainly fishermen, hunters, and farmers. The following Web site provides a poster about the activities of the Powhatan Indians:

- <http://chumby.dlib.vt.edu/melissa/posters/powhatan.pdf>

The Mariner's Museum in Newport News provides background information about the Powhatan people who lived along the Chesapeake Bay. The site describes Powhatan life before and after contact with explorers, and lists the responsibilities of men, women, and children. It also provides examples of shelter, transportation, clothing, recreation, religious or spiritual beliefs, education, and language. See the following Web site:

- <http://www.mariner.org/chesapeakebay/native/nam002.html>

2. Read a teacher-selected book about the Powhatan Indians that includes information on farming and agriculture. The following Web site may be helpful:

- <http://www.mariner.org/chesapeakebay/native/nam002.html>

The Powhatan used some form of corn at almost every meal. If possible, complete an activity where the students either make or sample a corn product.

3. Locate the James River on a map of Virginia, and explain how the James River was important to the Powhatan peoples in providing both food and transportation. The following Web site may be helpful:

- <http://www.doe.virginia.gov/VDOE/Instruction/History/virginiaregionswithcounties.pdf>

4. Brainstorm with students to develop a list of animals and fish that the Powhatan relied on as a source of food for their peoples. Additional information is available at the following Web site designed for students:

- <http://www.nativetech.org/scenes/>

5. Have students work in small groups to research additional information about the means of survival of the Powhatan Indians. Have groups share their research with the class.

Specific Options for Differentiating This Lesson

Technology

- Provide students with access to Internet sites to use in researching the roles and responsibilities among Powhatan people.
- Provide students with access to Internet sites and other resources to use in locating information about the uses of animals that may have been found in the Eastern Woodlands.
- Have students use a digital map to locate the Eastern Woodland region and identify its characteristics.

Multisensory Activities

- Have students make some type of food from corn and taste it.
- Have students make salt-dough maps of the area to emphasize its features.
- Have students highlight/color the Eastern Woodlands region on a map. Students can make a map key to go along with their maps that could include symbols that represent the food that the Powhatan Indians ate in this region.

Community Connections

- Arrange for a trip to an area pond where students can try to fish with sticks and strings.
- Arrange for a field trip to a recreated Indian village to find out more about the survival techniques of the Powhatan Indians.

Small Group Learning

- Have students role-play a version of a food chain that might have existed during this time period.
- Have students research all the different ways that corn, fish, and berries may have been used to help the Powhatan Indians survive.
- Have students role-play the various responsibilities of the Powhatan Indians (e.g., fisherman, hunter, farmer) that helped their tribes survive.

Vocabulary

- Have students use the following vocabulary words: *map*, *map key*, *corn products*, *agriculture*, *food chain*, *Powhatan Indians*, *region*, *Eastern Woodlands*, and *symbols*.
- Have students practice the new vocabulary by matching words to a symbol that may be used on a map.

Student Organization of Content

- Have students organize terms by survival needs. This may be put into graphic organizers using headings such as safety, food, and shelter.
- Have students organize the Powhatan Indians' food by where it might have been found—land or water.

Session 3: Transportation of the Powhatan Indians of the Eastern Woodlands _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concepts of landform, region, waterway, and canoe.

Materials

- Map of Virginia
- Construction paper

Instructional Activities

1. Introduce the word *transportation*, and explain that most Powhatan Indians walked or paddled dugout canoes to travel from place to place.
2. Use a map of Virginia to show the waterways of early Virginia. The following Web sites may be helpful:
 - <http://www.doe.virginia.gov/VDOE/Instruction/History/virginiaregionswithcounties.pdf>
 - <http://www.nps.gov/fora/whitede2.htm>
3. Display pictures of Powhatan Indians making a dugout canoe. The following Web site may be helpful:
 - <http://www.mariner.org/chesapeakebay/native/nam004.html>
4. Help students make paper canoes from construction paper. Have students decorate the sides of the canoes with their own pictures, and include an information sheet about the Powhatan Indians.
5. Describe the landforms of the Eastern Woodlands, and discuss how the Powhatan traveled on foot.
6. Have students draw a map of the region of Virginia where the Powhatan Indians lived. Have them draw wood frame houses to represent shelter, corn to represent crops, and dugout canoes to represent transportation.
7. Review information learned about the Powhatan Indians of the Eastern Woodlands using the poster from the following Web site:
 - <http://chumby.dlib.vt.edu/melissa/posters/powhatan.pdf>

Specific Options for Differentiating This Lesson

Technology

- Use a software program that allows students to stamp or draw scenery they may see as they journey through the region in a canoe.
- Allow students to use graphing paper to design a canoe.
- Distribute digital or disposable cameras to students so they can take pictures of different types of transportation.
- Have students view and discuss a video about the Powhatan Indians.

Multisensory Activities

- Have students use aluminum foil to create canoes that they can test in a small swimming pool or a large sink.
- Have students use Play-Doh™ or clay to create canoes.

Community Connections

- Invite a local outdoor outfitter to bring in a canoe and paddles to demonstrate how to use a canoe.
- Visit a river to discuss the advantages/disadvantages of having this as one of your few types of transportation.

Small Group Learning

- Have groups simulate the teamwork necessary to paddle a canoe. Chairs can be lined up in a row, and students can use arm motions to role-play canoeing.
- Have students brainstorm to identify obstacles to traveling in a canoe.
- Have groups discuss/debate the safest mode of transportation, old or modern.

Vocabulary

- Have students use the following vocabulary words: *Eastern Woodlands*, *Powhatan*, *canoe*, *transportation*, *travel landform*, *waterway*, *early Virginia*, *paddle*, and *region*.
- Have students use picture dictionaries to list new vocabulary words. Each word will be illustrated with a brief definition.

Student Organization of Content

- Have students create flipbooks to organize the new concepts, such as transportation, shelter, and food.
- Have students use graphic organizers to list the above categories.

Session 4: Homes of the Lakota Indians of the Plains

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concepts of shelter.
- Students are expected to be able to locate an area or region on a map.

Materials

- Map of the United States
- Art materials, including construction paper and clay
- Scissors, straws, glue, brads
- Pictures, books, and instructional materials about the Lakota Indians of the Plains

Instructional Activities

1. Show students pictures, books, and instructional materials about the Lakota Indians of the Plains. Locate the area of the United States where the Plains Indians lived. The following Web site may be helpful:
 - <http://americanhistory.si.edu/kids/buffalo/index.html>
2. Display pictures of a teepee—the shelter of the Lakota Indians. Tell students that the teepee was a conical structure constructed of long poles covered with animal hides, usually buffalo or deer. Explain that these shelters were portable and easily dismantled by the women of the tribe when it was necessary to travel to another location. Explain that the Lakota thought of their teepee more as a shelter than as a home in the modern sense. Have students contrast the Lakota teepee with the modern-day concept of home.
3. Have students make a simple tabletop teepee. Illustrations are available at the following sites:
 - <http://www.saskschools.ca/~gregory/firstnations/tipi.html>
 - <http://inkido.indiana.edu/w310work/romac/plains.html>

Have students do the following: Decorate construction paper that has been cut into a large circle. Secure three plastic straws in three small balls of clay to form a triangle. Connect the straws at the top with a brad. Help students cut and shape paper around their teepees.
4. Use various resources to illustrate to students the importance of the buffalo to the Plains Indians. The buffalo provided food, shelter, and clothing for the Lakota Indians. The following Web sites may be helpful:
 - <http://inkido.indiana.edu/w310work/romac/phousing.html>
 - <http://americanhistory.si.edu/kids/buffalo/index.html>

Specific Options for Differentiating This Lesson

Technology

- Have students view and discuss a video about the Lakota Indians.
- Have students use digital maps to locate where the Lakota Indians lived (Plains Region).
- Have students use software programs to create a teepee.

Multisensory Activities

- Have students highlight or color the Plains region with a specific color.
- Have students role-play and discuss the differences between living and sleeping in a modern house, a wood house (like that of the Powhatan Indians), and a teepee.

Community Connections

- Visit a buffalo farm to observe buffalo and feel buffalo skin/fur.

Small Group Learning

- Have groups construct teepees and create symbols to represent their small group.

Vocabulary

- Have students use the following vocabulary words: *Plains region*, *Lakota Indians*, *teepee*, and *animal hides*.

Student Organization of Content

- Have students create graphic organizers to identify the uses of buffalo and deer by the Lakota Indians.

Session 5: Means of Survival of the Lakota Indians of the Plains _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have an understanding of the concept of survival and what a human being needs for survival.

Materials

- Maps of the United States
- Drawing paper
- Various resources on Plains Indians

Instructional Activities

1. Explain to students that the Lakota did not view their means of survival (what people today might call *occupations*) as separate from the rest of their lives. Everything they did in their daily living was interconnected and part of nature. Explain to students that Lakota Indians had many responsibilities or tasks they performed to take care of themselves, their families, and their tribe. The Lakota Indians were mainly hunters and horsemen.
2. Explain to students that the Plains people hunted over a large land area following buffalo herds. The life of the Lakota Indians depended completely on the locations of the buffalo herds. The following Web site may be helpful:
 - <http://americanhistory.si.edu/kids/buffalo/index.html>
3. Divide students into small groups, and have them research the buffalo. Have each of the groups share their research. Uses of the buffalo are available at the following Web sites:
 - <http://www.bluecloud.org/11.html>
 - <http://www.saskschools.ca/~gregory/firstnations/scans/uses.jpg>
4. Have students draw a map of the Plains area (Montana, Wyoming, North Dakota, South Dakota, Nebraska, Minnesota, and Iowa) and add symbols to represent the Lakota as hunters and horsemen.

Specific Options for Differentiating This Lesson

Technology

- Have students use a word-processing program to access symbols to represent the food of the Lakota Indians. Symbols may also be located to represent the features of the land where the Lakota found their food.
- Use a software program to help students locate where the Lakota lived, the Plains region.
- Allow students to use the Internet to research the uses of the buffalo. Other resources such as nonfiction texts and historical magazines may also be used when researching the buffalo.
- Have students use a word-processing program to help create fictional stories about the Lakota Indians' survival techniques.

Multisensory Activities

- Have students highlight/color the Plains region with a specific color. The students can also cut out symbols from a computer program or symbols that have been drawn to place on the map and map key.
- Provide students with the opportunity to make and taste jerky.

Community Connections

- Arrange a visit to a buffalo farm where students can learn more about buffalo as a food source.
- Invite a hunter to the class to discuss his/her knowledge of animals as a food source.

Small Group Learning

- Have groups research all the uses of a buffalo.
- Have groups research how to make jerky.
- Have students role-play the various responsibilities and roles that Lakota Indians had such as hunter, horseman, and warrior.
- Have groups create fictional stories that emphasize the various responsibilities of the Lakota Indians and how they related to their survival.

Vocabulary

- Have students use the following vocabulary words: *survival*, *Lakota Indians*, *Plains region*, *occupations*, *responsibilities*, *symbols*, *hunters*, *horsemen*, and *warriors*.
- Have students brainstorm to identify vocabulary and tools associated with the responsibilities (e.g., hunter—spear, stick, hide, bow, arrow, buffalo) that some Lakota Indians had.

Student Organization of Content

- Have students organize the uses of the buffalo into the following categories: food, shelter, safety, and other.
- Have each student fill in a web related to the Lakota Indians' means of survival.

Session 6: Transportation of the Lakota Indians of the Plains _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have an understanding of trade/barter.
- Students are expected to be able to recognize that the Lakota Indians had limited means of transportation prior to the introduction of horses.

Materials

- Books and pictures of the Plains Indians on horses

Instructional Activities

1. Review the word *transportation*, and explain that Lakota Indians walked and later used horses to travel from place to place.
2. Explain to students that the arrival of horses changed the lives of the Plains Indians in many ways. Use books and pictures of the Plains Indians on horses to introduce the importance of the horse to the Lakota people. The following Web site may be helpful:
 - <http://www.saskschools.ca/~gregory/firstnations/travel.html>
3. Have students work in pairs to gather information. Assign half of the pairs to research the Plains Indian culture before the introduction of the horse. Assign the other half to research the Plains Indian culture after the introduction of the horse. On a chart or other graphic organizer, list the following four areas: (1) shelter, (2) transportation, (3) trading/barter, and (4) hunting/gathering food. Each pair of students should gather information in all four areas. Have groups share their research. Graphic organizers can be found at the following Web site:
 - <http://www.eduplace.com/graphicorganizer/>
4. Review information learned about the Lakota Indians of the Plains using the poster from the following Web site:
 - <http://chumby.dlib.vt.edu/melissa/posters/Lakota.pdf>

Specific Options for Differentiating This Lesson

Technology

- Have students use a talking calculator to compute distances and the weight of loads horses can carry in comparison to dogs.
- Have students research how horses came to be a source of transportation for the Lakota.
- Have students research the breeds of horses used by the Lakota.

Multisensory Activities

- Plan to have a “barter day.” Students bring in an item (of limited expense) from home that they are willing to trade. Students can barter/trade for objects that have been brought by other students.
- Have students construct and demonstrate the use of a travois that could have been used by the Lakota.

Community Connections

- Take a field trip to a horse farm to compare and contrast uses of horses today to their use by Lakota Indians. Students may have the opportunity to sit on a horse.
- Invite a guest speaker to discuss his/her travels to a Lakota Indian reservation.

Small Group Learning

- Have groups research weights and distances horses can pull using a travois. Compare a horse’s ability to pull a travois with the ability of a dog.

- Have groups research the uses of horses and travois.

Vocabulary

- Have the students use the following vocabulary words: *transportation, Lakota, travel, arrival, importance, travois, shelter, trading/barter, hunting/gathering, and research.*
- Have students create picture dictionaries of transportation words.

Student Organization of Content

- Have students fill in bubble maps with words that are associated with horses and Lakota Indians.
- Add significant vocabulary words to a Native American word wall.
- Have students write in their journals from the perspective of a Lakota Indian horse.

Session 7: Homes of the Pueblo of the Southwest

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concepts of region, natural resources, abundance, and model.

Materials

- Map of the United States
- Brown construction paper, brown paint
- Shoeboxes for the base of Pueblo multi-story terraced buildings (Allow one shoebox per student, or have students bring their own shoeboxes.)
- Empty milk cartons (several per student) or heavy cardboard
- Glue, scissors
- Pictures, books, and instructional materials about the Pueblo

Instructional Activities

1. Show students pictures, books, and instructional materials about the Pueblo who lived in the Southwest region of the United States.
2. Create a chart for information about the Pueblo. Ask students what information they can contribute to the chart. A variety of graphic organizers are available at the following Web site:
 - <http://www.eduplace.com/graphicorganizer/>
3. Visit the following Web site with students to view pictures of the multi-story terraced buildings of the Pueblo:
 - <http://archive.cyark.org/mesa-verde-intro?gclid=CMTljOit1ZYCFQt4HgodKSKi3g>

Tell students that the Pueblo lived in stone or adobe, dried clay houses that were multi-story terraced buildings. They built their houses from the natural resource of stone because it was so abundant.

4. Have students work in groups to construct models of these multi-story, terraced buildings. They may use materials such as clean, empty milk cartons or heavy cardboard. Students may use sticks to construct ladders to the windows. Have students paint their projects.

Specific Options for Differentiating This Lesson

Technology

- Make the Internet available for students to view images of Pueblo people and the adobe houses in which they lived.
- Have students use a talking word processor to record their prior knowledge about Pueblo people.
- Provide access to software programs with drawing tools to have students create adobe houses.

Multisensory Activities

- Have students use clay or Play-Doh™ to create adobe houses.
- Have students glue sand onto the Southwest region of United States maps.
- Bring in stone so students can feel it and try to imagine what else it can be used for.
- Have students use pastels to illustrate the scenery of the Southwest, focusing on the adobe house.

Community Connections

- Invite an architect to discuss the design of apartment buildings similar to the Southwest homes and how they are constructed.
- Ask the school's art teacher to demonstrate how clay is used to build things.

- Discuss the importance of natural resources and brainstorm to identify places in the community where they are abundant.

Small Group Learning

- Have students compare and contrast modern apartment buildings with the multi-story, terraced buildings of the Southwest.
- Have students create a group collage of natural resources used today.

Vocabulary

- Have students use the following vocabulary words: *adobe*, *Pueblo*, *Southwest*, *region*, *model*, *stone*, and *natural resources*.
- Add new vocabulary to the class word wall.
- Have students use new words in journal writing.

Student Organization of Content

- Have students add new information onto graphic organizers.
- Place individual maps of the United States on desks for students to reference while learning about the various regions.
- Have students add activities or new knowledge to their portfolios.

Session 8: Means of Survival of the Pueblo of the Southwest

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concept of survival.

Materials

- Maps of the United States
- Drawing paper
- Pictures, books, and instructional materials about the Pueblo of the Southwest

Instructional Activities

1. Explain to students that the Pueblo did not view their work as separate from the rest of their lives. Everything they did in their daily living was interconnected and part of nature. Explain to students that Pueblo people had many responsibilities or tasks they performed to take care of themselves, their families, and their tribe. The Pueblo were mainly farmers and hunters.
2. Explain to students that the Pueblo were able to adapt to their arid desert climate by using different agricultural methods. These methods included dry farming in the valleys between the mesas, as well as gardening on irrigated terraces along the mesa walls below each village. The main crop was corn. Mice and rabbits were probably more important sources of meat than larger game, such as deer or bighorn sheep. Among the larger game animals, wild sheep apparently were more abundant than deer. Turkeys were domesticated and used mainly for feathers, or as pets. They also were good for keeping bugs out of gardens. The following Web site has more information:
 - <http://www.co.blm.gov/ahc/anasazi.htm>
3. Share with students that the long and successful agricultural history of the Pueblo people led to their being called the world's greatest dry farmers. Use resources to reinforce this concept.
4. Have students draw pictures of the corn as it might have grown on the terraces along the mesa in the Southwest region.

Specific Options for Differentiating This Lesson

Technology

- Provide access to several Internet sites so students can view pictures of the Pueblo Indians' homes and land.
- Have students watch a video depicting how the Pueblo worked their land to create terraces and irrigated their land to grow crops.
- Have students create their own legends using a software program that includes American Indian picture symbols. These legends may include how terraces came to be or how irrigation was developed and used.

Multisensory Activities

- Have students make fry bread from a simple recipe with help from an adult. Students can then taste their fry bread.
- Have students role-play the different responsibilities that the Pueblo people had.

Community Connections

- Invite a local farmer to share his/her experiences with dry climates and methods for improving growing conditions.
- Invite a community member who has visited a Pueblo reservation to share his/her experiences.
- Take a field trip to a local farm to view modern irrigation practices.

Small Group Learning

- Have groups compare the Pueblo's agricultural methods with those of farmers today.
- Have groups research (using the Internet, books, magazines, photographs) how the Pueblo people worked their land to grow crops, what kinds of foods were grown, and how food was used to create different meals.
- Have groups research the various responsibilities of the Pueblo people.

Vocabulary

- Have students use the following vocabulary words: *survival, Southwest, Pueblo, United States, regions, responsibilities, agriculture, irrigation, terrace, mesa, village, and crop.*
- Have students draw pictures to illustrate the meaning of each of these words.
- Add the new vocabulary words to the class word wall.

Student Organization of Content

- Have students add symbols to their map keys to represent the food sources and landforms for an American Indian regional map.
- Have students compare and contrast the ways of survival of the Pueblo people to the Lakota and the Powhatan Indians using three-circle Venn diagrams.

Session 9: Compare and Contrast Past American Indian Lifestyles _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concept of survival.
- Students are expected to be able to know information about the Powhatan, Lakota, and Pueblo Indians.
- Students are expected to be able to understand the concepts of region, natural resources, landform, and shelter.
- Students are expected to be able to understand how to compare and contrast similarities and differences.

Materials

- Teacher-selected stories and books about the Powhatan, Lakota, and Pueblo Indians
- 12 x 18 inch construction paper
- Scissors, glue sticks, crayons, colored pencils
- Index cards
- American Indian Peoples Sort, Words, and Pictures (Attachments A)
- American Indian Lifestyles Comparison Chart (Attachment B)
- American Indian Lifestyles Web (Attachment C)

Instructional Activities

1. Ask students how past American Indian lifestyles were similar and different. Compare the shelters, food, clothing, means of survival, and transportation of the different regions. What specific challenges and benefits were there to living in the Eastern Woodlands, Plains, and Southwest?
2. Have students cut out the words and pictures (Attachment A) in the American Indian Peoples Sort. They should match the words and the pictures to the correct group of American Indian peoples.
3. Meet with groups and have students justify and explain orally why they have grouped the words and images together.
4. After students have matched the words and pictures, explain that students should look for similarities and differences between their matches. Students should place cards into different groups using the following guidelines:
 - They can group their matches according to region, culture, shelters, means of survival, and transportation; or according to the Powhatan, Lakota, and Pueblo; or according to groups they create on their own.
 - There is no limit to the number of cards that are in a group; each group does not have to have the same number of cards.
 - A key is not included because there are no right or wrong answers.
5. After a group finishes creating sorts and explains them effectively, encourage them to re-examine their sorts and make new/different connections using the same words and images.
6. Allow discussion time as a whole class for students to share their sorts. Students must justify and explain why their sort makes sense.

7. Give each student a large piece of construction paper to use in building an American Indian Lifestyles Comparison Chart. Students should write the title, “American Indian Lifestyles” across the top of the landscape-oriented paper, and use the headers at the top of one of their Sort pages to label the chart’s rows and columns as follows:

American Indian Lifestyles				
Culture	Region	Homes	Occupations	Transportation
Powhatan				
Lakota				
Pueblo				

8. Students should glue pictures and words, to add information to their charts as follows. See Attachment B for a complete sample. When they finish, they can color in the images and decorate the chart.

American Indian Lifestyles				
Culture	Region	Homes	Occupations	Transportation
Powhatan	Eastern Woodlands	Wood frame houses with bark/reed covering	Fishermen Hunters Farmers	Walked Paddled canoes
Lakota	Plains	Teepees	Hunters Horsemen	Walked Used horses
Pueblo	Southwest	Multi-story terraced buildings	Farmers Hunters	Walked

9. Students can use their charts to quiz each other about the different American Indian lifestyles.
10. Analyze the charts as a whole class. What similarities are there? Which cultures hunted? Walked? What differences are there? Why did the Powhatan use dugout canoes and not the Pueblo? Why did the Lakota use teepees while the Powhatan and Pueblo built more permanent shelters? How was hunting different for the Lakota and the Pueblo?
11. Connect these comparisons to the same regions today. How are lifestyles in Virginia today similar to and different from those of the Plains and Southwest?

12. Have students complete a web to illustrate American Indian lifestyles. A sample web is included (Attachment C) with answer key (Attachment D). Students can complete the sample web or create their own.

Specific Options for Differentiating This Lesson

Technology

- Have students use software programs to create their own stories with pictures and graphics of American Indians.
- Have students view and discuss videos about the Powhatan, Lakota, and Pueblo Indians.
- Have students use a word processor to complete the attachments.

Multisensory Activities

- Have students highlight/color the different regions on a map using a specific color for each one.
- Create picture cards of the attachment information to allow the student to sort again as many times as needed.

Community Connections

- Have students create a walking map of places that you could walk to in their community.
- Invite a historian to discuss the ways of life of the American Indian.

Small Group Learning

- Have groups complete the attachments (Attachments A, B, and C).

Vocabulary

- Have students use the following vocabulary words: *Plains region, Lakota Indians, Eastern Woodlands, Powhatan Indians, Southwest, Pueblo Indians, and natural resources.*

Student Organization of Content

- Have students use individual maps of the United States to organize all of the information about the American Indian.

Session 10: Contributions of American Indian Culture to Present-Day Life_____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concept of contribution.
- Students are expected to be able to understand the concept of legend.

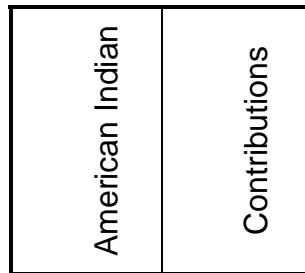
Materials

- Images of contributions from teacher selected books or textbooks
- Photo Analysis Sheet (Attachment E)
- Present-day pottery, weaving, beading, or carving
- Dry kernels of corn
- Construction paper
- Ribbon
- Teacher-selected legends and books about the Powhatan, Lakota, and Pueblo Indians
- Environmental articles from today
- Contributions Assessment (Attachment F)

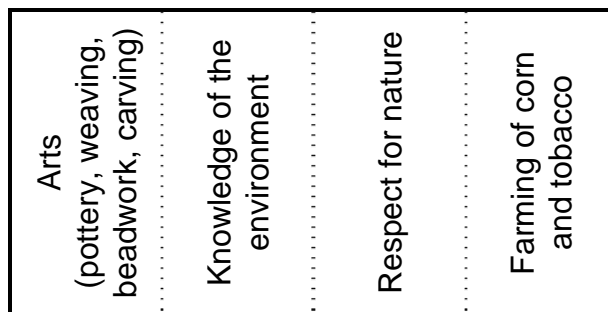
Instructional Activities

1. Review the definition of *contribution* (the act of giving or doing something). Ask students to think of ways they contribute to their family.
2. Show images of corn, weaving, pottery, beadwork, and carving. Analyze the images using the questions on the Photo Analysis Sheet (Attachment E):
 - What do you see in this image?
 - What would you feel, hear, or smell?
 - What resources are needed to produce this good?
 - What knowledge is needed to produce this good?
 - How do we use this knowledge today?
 - How do we produce this good today?
 - Where can you find this good today?
 - Why is this contribution important today?
3. Explain that American Indians contributed these gifts to our society. Emphasize that we still use these contributions today.
4. Give each student one piece of construction paper. Tell them to fold the paper in half “hamburger style.” They should then unfold the paper and fold the ends over so that they meet in the crease of the first fold. They are creating a “shutter” fold, which looks like window shutters and has four sections when opened.

5. With the shutter fold closed, have students title their foldable “American Indian Contributions” as shown:



6. Next, have them open the shutter fold and label the four inside sections as shown:



7. Place pottery, weaving, beadwork, carvings, and corn on an “artifact” table. Allow students to investigate the artifacts, and record their observations in the appropriate section of the foldable. They can write or draw.
8. Tie a ribbon around each completed foldable to reinforce the definition of a contribution as a gift. Have students “wrap” the gifts they received from American Indians.
9. Learn more about how the three American Indian cultures respected nature and contributed to farming. Divide students into small groups, and give them a collection of carefully chosen American Indian stories to read. Also provide readable articles on present-day environmental issues. The literature should promote responsible action toward the environment. This would be a good time to introduce the concept of “seven generations to come”—an American Indian belief that the current generation of people must act in such a manner that the natural world will always be preserved for the following seven generations.
10. Allow time for students to read traditional stories and discuss how they were used for teaching about the environment.
11. Model how to read articles for information. Have each group specialize in one environmental issue and become familiar with causes and possible solutions.
12. Provide experiential environmental activities where students have the opportunity to connect with nature.
13. Link the study of American Indian cultures with students’ environmental research. Ask students to use what they learned about American Indians’ respect for and stewardship of nature and take action to preserve or restore the environment today.
14. Students can show their research and thinking through such things as community service projects, letters to congressional leaders, flyers or brochures, songs or poetry, commercials, reports, and slide presentations.

15. Compare the way we treat the environment with the way American Indians treat the environment.
16. Discuss why the contributions of American Indians are valuable to us. How do American Indian contributions affect our world today? Have students evaluate what contributions they feel were most important and why.
17. Ask students what contributions they would like to leave for future generations.

Assessment

- Review Photo Analysis sheets to assess students' visual literacy skills and understanding of American Indian contributions.
- Assess foldables to see if students can identify important American Indian contributions.
- Have students describe contributions of American Indians on the Contributions page (Attachment J).
- Have students create a rubric that adequately measures their performance on the environmental projects they choose to create. Also, the *Teachnology* Web site http://www.teach-nology.com/web_tools/rubrics/socialstudies/ has hundreds of existing rubrics to use in place of student-generated rubrics. Criteria for the rubric should include evidence of
 - American Indian stories and their relationship to the environment
 - research on present-day environmental issues
 - clear action plan for preserving or restoring the environment
 - presentation and communication skills.

Specific Options for Differentiating This Lesson

Technology

- Provide access to the Internet to allow students to search for more information on American Indians.
- Have students view and discuss videos portraying the various cultures of American Indians.

Multisensory Activities

- Have students create chants and songs demonstrating knowledge acquired during this study.
- Have students role-play and discuss the differences between living and sleeping in a modern house, a long house (Powhatan Indians), a teepee (Lakota Indians), and an adobe (Pueblo Indians).

Community Connections

- Invite a storyteller to share a legend.
- Have students interview family members and neighbors asking them about their favorite legends.

Small Group Learning

- Give each group the topic of American Indians to research. The group can create a diorama or use presentation software to share this with others.

Vocabulary

- Have students use the following vocabulary words: *legend, oral story, pottery, weaving, respect, contribution, jewelry, and crafts*.

Student Organization of Content

- Have students use the individual maps of the United States to label and identify each region, its American Indian group, and each group's contributions.

Session 11: American Indians Today

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concepts of past and present.
- Students are expected to be able to understand the concepts of tradition and culture.

Materials

- Art paper and supplies
- “American Indians Today” Inquiry sheet (Attachment G)
- “American Indians Long Ago and Today” Assessment (Attachment H)
- Teacher-selected books about contemporary American Indian peoples
- Assessment (Attachment I)

Instructional Activities

At the end of this lesson, students will have analyzed how American Indian cultures have changed over time and should be able to describe the lifestyles of American Indians today. The history of American Indian culture is filled with sensitive subjects, up to and including the present day. Discussions concerning the treatment of American Indians throughout American history may naturally arise as students learn about present-day American Indians. These issues are important, but the appropriateness of specific sensitive topics in second-grade classrooms will be left to the discretion of the teacher. This lesson focuses on the preservation of American Indian culture, and seeks to honor the contributions American Indian peoples continue to make.

1. Review some changes the people in the photograph faced. Explain that as settlers moved west, American Indians were pushed off of their land and struggled for many years to maintain their cultures on reservations. They faced much of the same discrimination that African Americans faced and also worked hard for equal rights. Today, they continue to honor their cultures, traditions, and ceremonies and contribute to our country.
2. Tell students that they will spend some time researching American Indians today. The following Web sites provide background knowledge to help them begin their research. Descriptions for each of these sites are provided in the Sample Resources section.
 - *NMAI: Indigenous Geography*
<http://www.indigenousgeography.si.edu/home.asp?lang=eng>
 - *Virginia Indian Oral History Project*
<http://web.wm.edu/airc/vaindians/>
 - *Modern Indians*
http://www.dhr.virginia.gov/arch_NET/timeline/modern_indian.htm
 - *Virginia Indians Today*
<http://virginiaindians.pwnet.org/today/index.php>
3. Divide students into small mixed-ability groups and assign each group a specific tribe from one of the sites.
4. Ask groups to read about a specific tribe on one of these sites and answer the questions on their “American Indians Today” inquiry sheet (Attachment L). Students can also write interesting or important facts on index cards or sticky notes as they read.
5. Groups should use the information they gather to write a paragraph about their tribe and draw a picture to illustrate the paragraph.
6. Groups can share their paragraphs and illustrations, and combine them for a class book.

7. Have students create a book comparing their own life to a contemporary American Indian child from the tribe they studied. They should consider traditions and customs, as well as homes, clothing, food, and other aspects of everyday life. They should relate their family activities and traditions to similar American Indian customs.
8. Discuss ways in which American Indian cultures have changed over time. Ask students to share what they've learned about American Indians who live and work in Virginia and the United States today.
9. Read teacher-selected books about contemporary American Indian peoples and discuss connections students make to the characters.
10. Give students the "American Indians Long Ago and Today" Assessment (Attachment L). Check that they have at least two correct responses to each question.
11. Administer a possible assessment. (Attachment M)

Specific Options for Differentiating This Lesson

Technology

- Have students use presentation software to create their paragraphs, stories, and books.
- Provide the assessment in an electronic version.

Multisensory Activities

- Have students role-play the differences and similarities between their lives and those of contemporary American Indian children.
- Have students construct homes, clothing, and food representative of past and present American Indians.

Community Connections

- Invite an American Indian to talk to the class.
- Have students visit or be a part of an American Indian community event.

Small Group Learning

- Assign group members jobs that enhance student strengths.


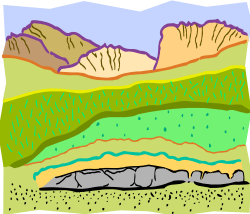
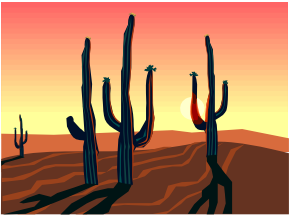
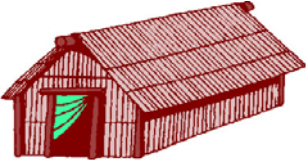
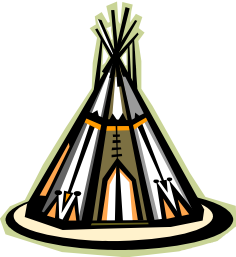


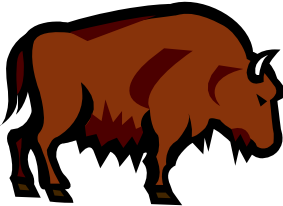



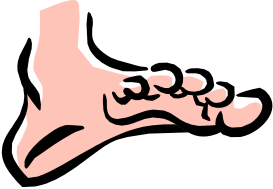
Vocabulary

- Have students use the following vocabulary words: *cultures*, *traditions*, *past*, and *present*.
- Have students create word clouds of key vocabulary terms.

Student Organization of Content


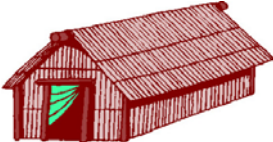


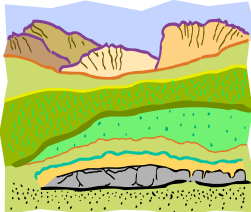
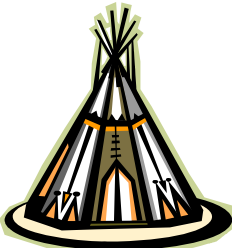
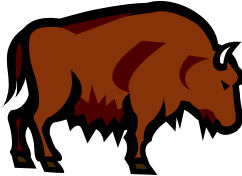

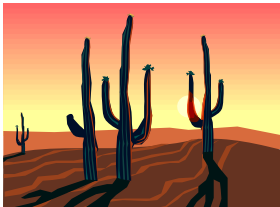
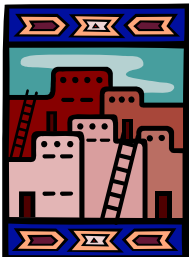


- Have students use software programs to help create their paragraphs and stories.

Attachment A: American Indian Peoples Sort, Words, and Pictures _____

REGION	CULTURE	HOMES	LIFESTYLES
TRANSPORTATION	POWHATAN	LAKOTA	PUEBLO
<p>Eastern Woodlands</p> 	<p>Plains</p> 	<p>Southwest</p> 	<p>Wood frame houses with bark/reed covering</p> 
<p>Teepees</p> 	<p>Multi-story terraced buildings</p> 	<p>Fishermen Hunters Farmers</p> 	<p>Hunters Horsemen</p> 
<p>Farmers Hunters</p> 	<p>Paddled canoes Walked</p> 	<p>Walked Later used horses</p> 	<p>Walked</p> 

Attachment B: American Indian Lifestyles Comparison Chart _____

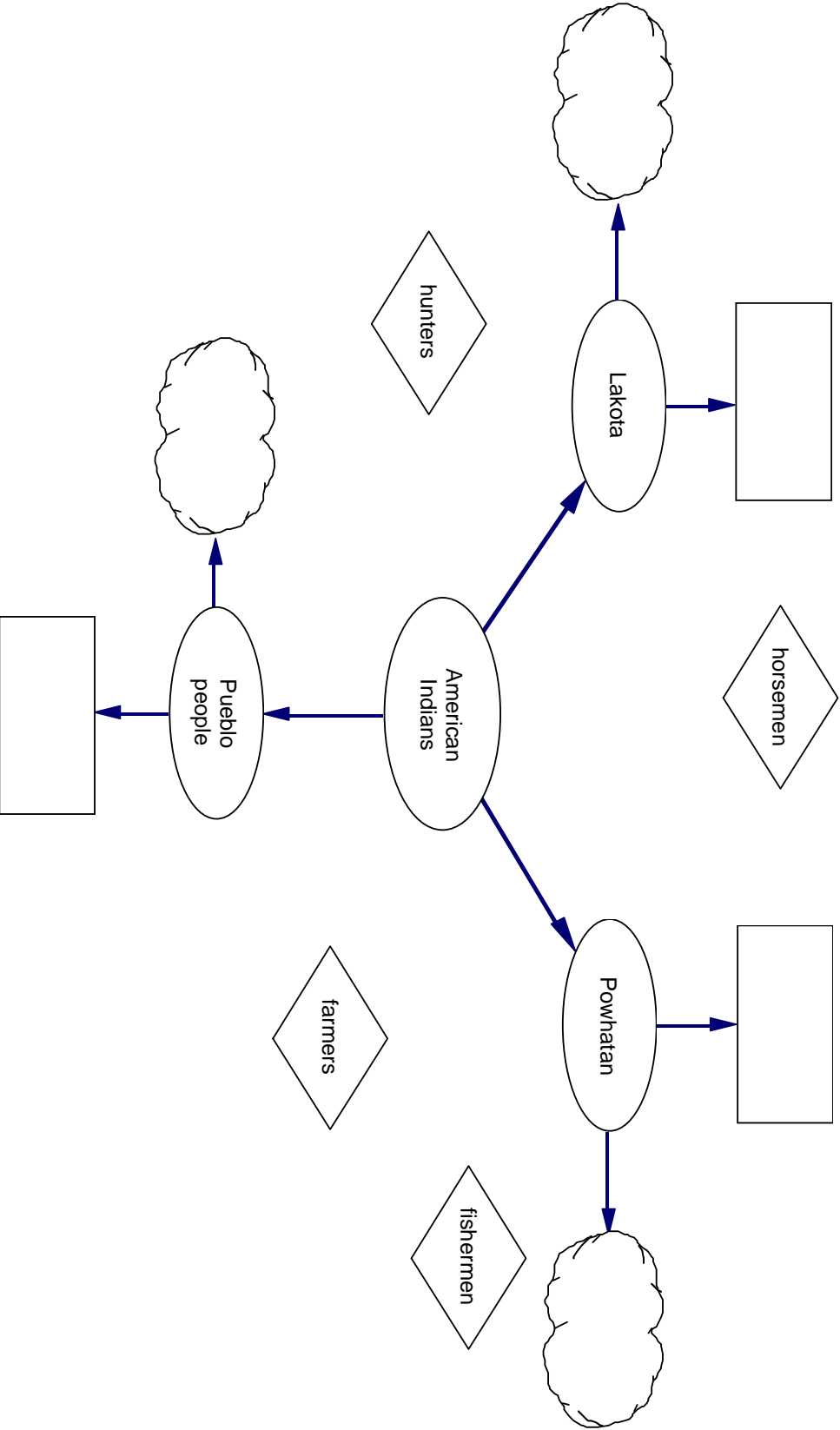
AMERICAN INDIAN LIFESTYLES

CULTURE	REGION	HOMES	LIFESTYLES	TRANSPORTATION
POWHATAN	Eastern Woodlands 	Wood frame houses with bark/reed covering 	Fishermen Hunters Farmers 	Paddled canoes Walked 
LAKOTA	Plains 	Teepees 	Hunters Horsemen 	Walked Later used horses 
PUEBLO	Southwest 	Multi-story terraced buildings 	Farmers Hunters 	Walked 

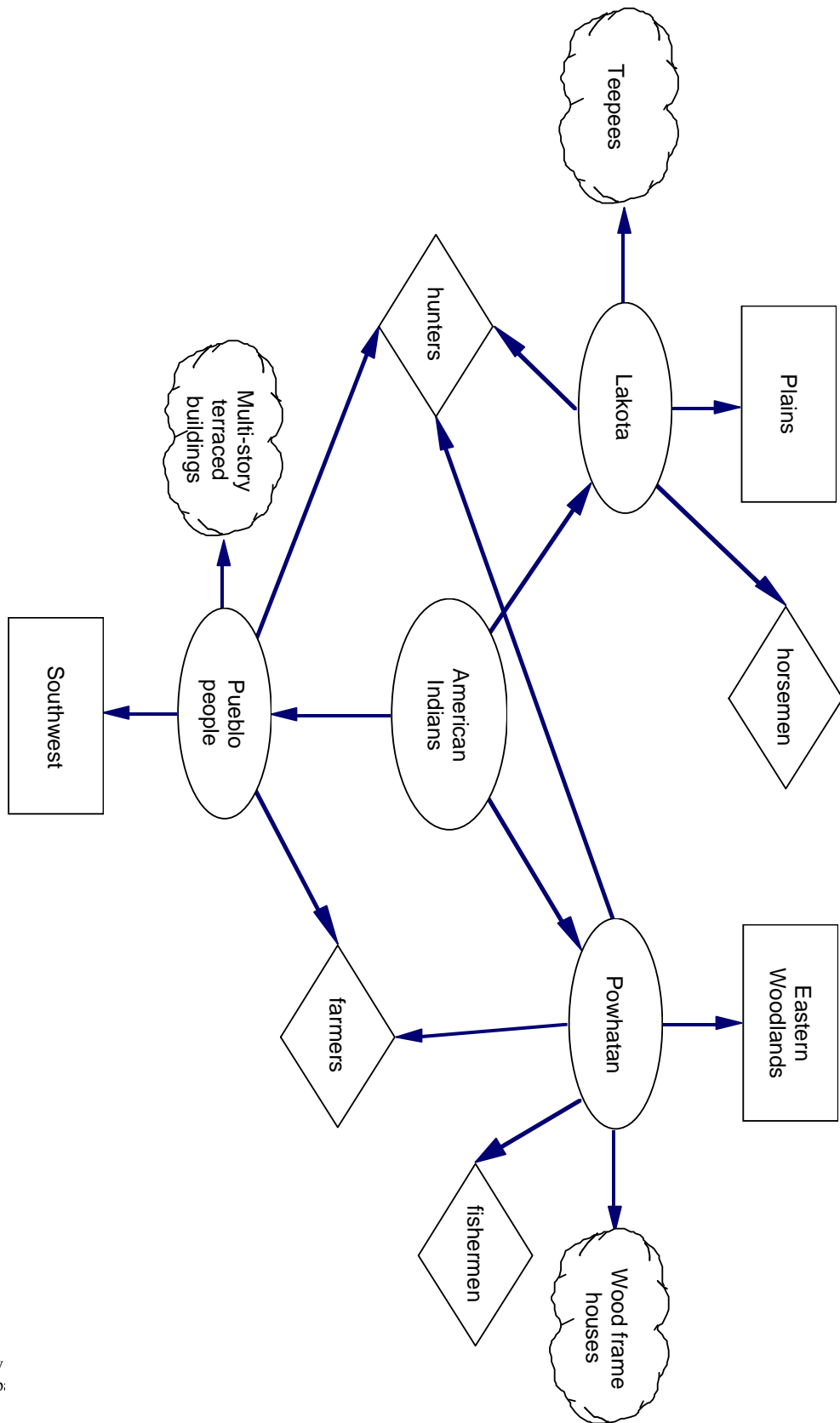
Attachment C: American Indian Lifestyles Web _____

Name: _____ Date: _____

Directions: Write the name of the region in the rectangle. Write or draw the type of shelter in the cloud. Draw arrows connecting the tribes (ovals) to the means of survival of their people (diamonds).



Attachment D: American Indian Lifestyles Web Answer Key



Attachment E: Photo Analysis Sheet _____

Answer these questions for each of the photos presented, as applicable.

**Contributions of American Indians
Photo Analysis Sheet**

What do you see in this image?

What would you feel, hear, or smell?

What resources are needed to produce this good?

What skills are needed to produce this good?

How are these skills used today?

How do we produce this good today?

Where can you find this good today?

Why is this contribution important today?

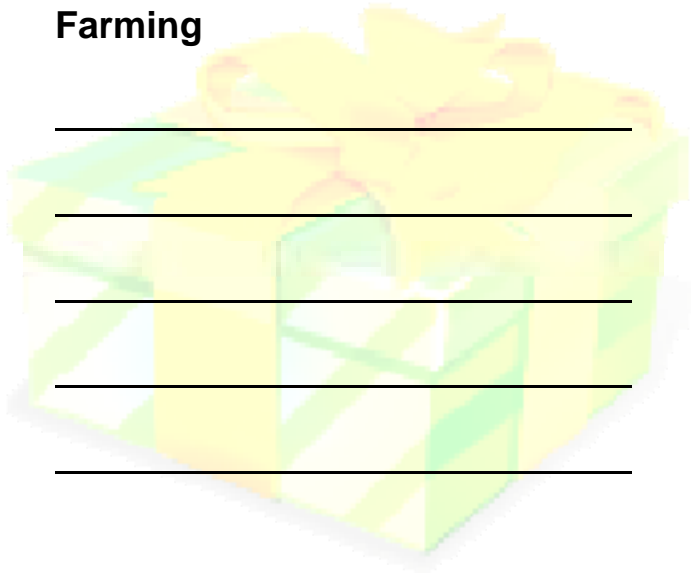
Attachment F: Contributions Assessment _____

Name _____ Date _____

What is a contribution?

Different American Indian cultures made many great contributions to present-day life. Describe some of them below:

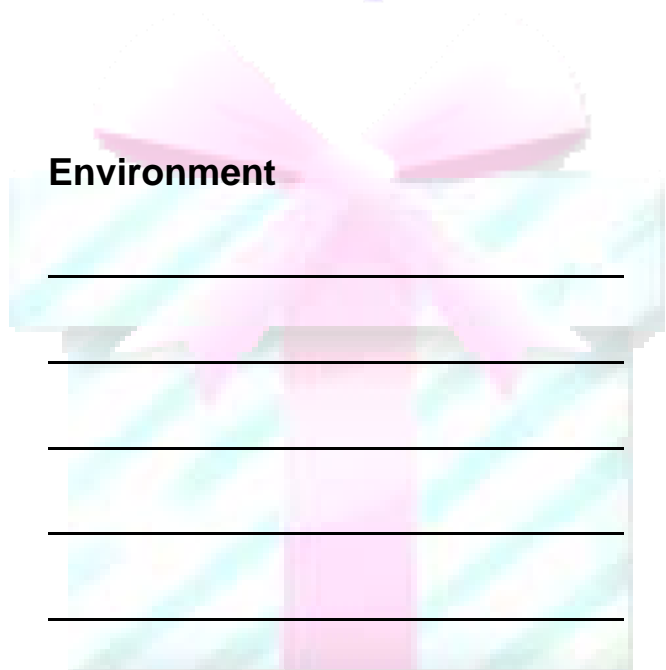
Farming



Arts



Environment



Attachment G: "American Indians Today" Inquiry Sheet _____

**American Indians Today
Web-Based Inquiry**

Names of Group Members _____

What tribe are you studying?

What does the name of the tribe mean?

Where did the tribe live long ago? Where do members of the tribe live today?

What traditions does this tribe have?

What are some ways that the tribe has changed?

What customs and traditions have the tribe kept?

Attachment H: "American Indians Long Ago and Today" Assessment _____

Name: _____ Date: _____

American Indians Long Ago and Today

Directions: In the boxes below, write and draw your response to the questions. Include at least two examples in each box.

How were American Indians long ago different than American Indians today?**What American Indian traditions have stayed the same over time?****How are American Indians today similar to you and your family?**

Attachment I: Sample Assessment Questions

Asterisk () indicates correct answer.*

<p>1. Which group of American Indians lived in the Eastern Woodlands? A Lakota B Pueblo C Hopi D Powhatan*</p> <p>2. Which group of American Indians lived in the Plains? A Lakota* B Powhatan C Hopi D Pueblo</p> <p>3. Which group of American Indians lived in the Southwest? A Powhatan B Pueblo* C Lakota D Inuit</p> <p>4. Which group of American Indians lived in homes made of wood and bark? A Inuit B Pueblo C Powhatan* D Lakota</p> <p>5. Which group of American Indians lived in homes made from buffalo skins? A Hopi B Pueblo C Powhatan D Lakota*</p> <p>6. Which group of American Indians lived in homes made of multi-story terraced buildings? A Powhatan B Lakota C Cherokee D Pueblo*</p>	<p>7. Which means of survival was MOST important to the Powhatan Indians? A Buffalo hunters B Adobe builders C Teepee builders D Deer hunters*</p> <p>8. Which means of survival was MOST important to the Lakota Indians? A Ship builders B Buffalo hunters* C Map makers D Adobe builders</p> <p>9. Which means of survival was MOST important to the Pueblo? A Fishermen B Horsemen C Farmers* D Buffalo hunters</p> <p>10. What one type of transportation was used by the Powhatan, Lakota, Pueblo Indians? A Paddled canoes B Walked* C Rode horses D Rode on wagons</p> <p>11. What is one contribution of the American Indians? A Built pyramids B Raised cows C Grew corn* D Created wagons</p> <p>12. American Indians had _____ A the same language. B a large army. C the same type of house. D a respect for and stewardship of nature. *</p>
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Organizing Topic

Contributions of Ancient China and Ancient Egypt

Standard(s) of Learning _____

2.1 The student will explain how the contributions of ancient China and Egypt have influenced the present world in terms of architecture, inventions, the calendar, and written language.

Essential Understandings, Knowledge, and Skills _____

	Correlation to Instructional Materials
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Locate and use information from print and nonprint sources.	_____
Gather, classify, and interpret information.	_____
Use resource materials.	_____
Collect, organize, and record information.	_____

Content

Explain that ancient people made contributions that affect the present world.	_____
Know the following terms:	
• <i>Ancient</i> : Long, long ago	_____
• <i>Architecture</i> : The design of buildings	_____
• <i>Contribution</i> : The act of giving or doing something	_____

Identify the contributions of ancient China and ancient Egypt:

	China	Egypt	
<i>Written Language</i>	Characters, symbols	Hieroglyphics	_____
<i>Inventions</i>	Kite Silk cloth Compass Fireworks	Paper made from papyrus 365-day calendar Clock	_____ _____
<i>Architecture</i>	Great Wall	Pyramids	_____
Explain that many inventions of ancient China and ancient Egypt are still used today.			_____

Sample Resources

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.

The Great Wall: A Virtual Tour. <<http://www.chinavista.com/travel/greatwall/greatwall.html>>. This Web site features a virtual tour of the Great Wall of China.

Make a Pyramid. Enchanted Learning Software. <<http://www.enchantedlearning.com/crafts/Pyramid.shtml>>. This Web site gives easy instructions for making a simple pyramid, using paper, scissors, a ruler, and crayons.

Passport to the Silk Road Connecting Cultures, Creating Trust. Smithsonian Folklife Festival. <<http://www.silkroadproject.org/tabid/36/default.aspx>>. This Web site introduces basic concepts about silk and the silk road, and provides information on musical instruments associated with the silk road.

“Silk.” *History for Kids.* <<http://www.historyforkids.org/learn/clothing/silk.htm>>. Written for young students, this Web site contains a detailed history of silk.

Session 1: Introduction to Ancient Peoples _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to know that they live in the United States, and that it is a country.
- Students are expected to be able to sequence people in order from youngest to oldest.

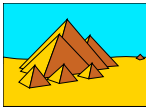

Materials

- Books about people making contributions

Instructional Activities

1. Introduce the term *ancient* to the class. Have students list things that are new and things that are old. Talk about how old the students are and how old their parents and grandparents are. Discuss the fact that the word *ancient* means very, very old. Discuss how old the United States is. Tell them that they are going to study about people and countries that are much older than that.
2. Make a chart divided into two columns labeled Ancient and Modern. Ask the students to come up with several ideas and pictures to fill the chart. Save the chart so that students can add information to it later.
3. Discuss the word *contribution*. Talk about what an important contribution would be. Tell students that the ancient countries in these lessons made many contributions that we continue to use in our everyday lives.
4. Read books about people making contributions. After reading, have students list helpful contributions they could make to the class, to their families, to their community or neighborhood, and/or to the world.

Comparing Time

Ancient	Modern
	

Specific Options for Differentiating This Lesson

Technology

- Provide a software program to sequence pictures of ancient/modern times.
- Have students sort magazine pictures of people, places, and things into ancient or modern.

Multisensory Activities

- Ask students to bring in favorite gifts or write about them during journal time.
- Have students sort pictures from magazines or other sources into categories of gift and contribution.

- Ask students to role-play a chosen contribution for the class to guess, such as “raking leaves” as a contribution to the family.
- Ask students to repeat “great, great, great ...” for at least one minute, concluding with grandma or uncle, to help better understand the concept of ancient peoples.

Community Connections

- Invite members or groups who have contributed to the community to speak to the class.
- Have students identify places, streets, and buildings that have been named after people in their community, and discuss the contributions of those people.

Small Group Learning

- In each group, have one student represent a person all the students have studied. Have the other group members ask questions about the person’s life and contributions.
- Assign one or more topics, such as transportation and housing, to each group, and have them brainstorm to identify “modern” and “ancient” examples of the topic.

Vocabulary

- Have students use the following vocabulary words: *great* (as related to age), *ancient*, *old*, *modern*, *contribution*, *gift*, *country*, and *community*.
- Have students match various pictures to correspond with vocabulary words.
- Have students create picture dictionaries to illustrate new words.

Student Organization of Content

- Have students use t-charts to compare and contrast gift and contribution.
- Create portfolios and use them to help students sort “ancient” and “modern” items as they begin to study ancient peoples.

Session 2: Introduction to Ancient China _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concept of civilization as well as be able to locate different land masses.
- Students are expected to be able to identify the location of the country of China in addition to the continent of Asia.
- Students are expected to be able to understand the concepts of river, landmark, and point of interest.

Materials

- World map
- Copy of a map of ancient China (1 per student)
- Crayons and colored pencils
- Books, resource materials on China

Instructional Activities

1. Have the class locate the continent of Asia on a world map, then locate the country of China. Talk about the fact that China is an ancient civilization, and explain what it means to be an ancient civilization.
2. Show the class the map of ancient China. Locate rivers, landmarks, and points of interest, and list these on a chart.
3. Have students label the rivers, landmarks, and points of interest on their copies of the map of ancient China. Have them color their maps.
4. Use a variety of resources to familiarize students with ancient China.
5. Introduce the “Contributions of Ancient China” chart for students to complete as each contribution is discussed and studied.

Contributions of Ancient China	
Written Language	
Inventions	

Architecture	
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Specific Options for Differentiating This Lesson

Technology

- Provide software programs that contain picture symbols to help students create maps of China.
- Provide highlighters to students to highlight Asia, China, and other important features.
- Have students use talking globes to identify Asia, China, and other important locations.
- Have students use software to organize contributions of Ancient China.

Multisensory Activities

- Have students create salt-dough maps and use colored markers or paints to highlight rivers, landmarks, and points of interest.
- Have students cut out stencils of Asia and glue the stencils onto a world map with the shape of China glued inside it.
- Have students use Wikki Stix™ to trace the borders of Asia and China to emphasize their shapes and locations.
- Have students make maps tactile by using glue to trace borders and outline labels. Use multicolored glue to identify rivers, landforms, and points of interest.
- Have students create songs or raps to help them remember China and its land features.

Community Connections

- Invite community members who are from China or have visited China to discuss their experiences.
- Have students discuss and/or visit landmarks or points of interest in the local community. Have students explain what makes it a landmark or a point of interest.

Small Group Learning

- Have each small group choose a river, landmark, or point of interest and create a brochure for future visitors. The brochures may be distributed in the school.
- Give small groups a specific amount of time to cooperatively create the shape of Asia or China using their bodies.

Vocabulary

- Have students use the following vocabulary words: *locate, continent, country, river, landmark, point of interest, civilization, and label*.
- Have students create individual maps that include the new vocabulary words.

Student Organization of Content

- Give students individual desk maps of the world and ask them to label Asia and China as they learn about them. These “working” maps will serve as a point of reference throughout the lessons.
- Have students add new vocabulary and knowledge to their portfolios.

Session 3: Architecture of Ancient China

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to identify architecturally significant buildings and monuments.

Materials

- Resource materials/books, and pictures about China and the Great Wall of China
- Brown paper grocery bags, art supplies
- Pictures of architecturally famous buildings

Instructional Activities

1. Explain to students that China has famous monuments. Show several pictures of architecturally famous buildings, and explain what the word *architecture* means.
2. Using the map of ancient China, help students locate the Great Wall of China. Show various pictures of the Great Wall.
3. Read various books to students about the Great Wall of China, and discuss its construction and history.
4. Using various resources, have each student identify one interesting fact about China. Using the brown paper grocery bags, have each student cut out a large square, write the fact on the square, and illustrate it. Have students share their facts about China. Assemble the squares in a wall shape. The following Web site may be helpful:
 - <<http://www.chinavista.com/travel/greatwall/greatwall.html>>

Specific Options for Differentiating This Lesson

Technology

- Have students watch and discuss a video about the Great Wall of China.
- Have students use information Web sites to find the Great Wall of China.
- Have students use presentation software to construct their information squares.

Multisensory Activities

- Have students use Play-Doh™ to construct replicas of parts of the Great Wall of China.
- Have students compare the length of the Great Wall to a distance around the school.

Community Connections

- Invite a person from the community who has visited the Great Wall of China to share pictures and stories.

Small Group Learning

- Have students create their information squares.

Vocabulary

- Have students use the following vocabulary words: *architecture*, *buildings*, and *monuments*.
- Place pictures of the architecture of ancient China around the room.

Student Organization of Content

- Have students create a draft of their information squares before placing the information on the squares.

Session 4: Language of Ancient China

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to write and form designs.

Materials

- Books about Chinese alphabet characters
- Various examples of Chinese writings, charts/handouts with Chinese writing samples
- Frozen confection sticks and paper for scrolls
- Black markers

Instructional Activities

1. Have students look at the English alphabet, and discuss how we use it to read print.
2. Use various resource materials to illustrate Chinese alphabet characters and writing samples.
3. Have the class compare and contrast the English alphabet to the Chinese alphabet.
4. Have the class practice writing Chinese alphabet characters. If possible, teach students how to count to five in Chinese.
5. Read selected books that show examples of Chinese alphabet characters.
6. Have students make a Chinese scroll paper attached at each end to frozen confection sticks. Students should use black markers to write the alphabet characters they have practiced on the scroll.

Specific Options for Differentiating This Lesson

Technology

- Have students use paint brushes or calligraphy pens to draw Chinese characters.
- Have students use software programs to create Chinese characters.
- Provide Wikki Stix™ or wax sticks for students to use to form Chinese characters.
- Have students search for sites that produce Chinese characters for their names using the Internet. Print these out with each student name.
- Have students draw Chinese characters onto cards. These cards may be used in a story that has been previously written by the teacher or a peer.

Multisensory Activities

- Have students form Play-Doh™ into Chinese characters.
- Have students choose a symbol to draw using multicolored markers on brightly colored transparency films. These can be hole-punched at the top with string for hanging and placed in the window as “sun catchers.”
- Compare the English alphabet to the Chinese alphabet. Discuss American Sign Language and its importance. Have students create some signing for Chinese symbols.

Community Connections

- Invite a person from the community who is familiar with the written Chinese language to illustrate or teach students how to draw the Chinese alphabet.
- Visit a Chinese restaurant so that students can observe an environment that may have many examples of the written language or bring in a menu from a Chinese restaurant.
- Invite a local calligrapher to demonstrate how calligraphy is done.

Small Group Learning

- Have each group brainstorm to design a symbol to represent their group. Have students draw the symbol on poster board above the group's table or desks.
- Have groups debate the advantages/disadvantages of using the Chinese and the English alphabet. Have students create charts and display them with results in the classroom.
- Discuss the benefits of having a written language and what life would be like without it.

Vocabulary

- Give students Chinese characters to write and illustrate a story. This can also be a rebus story for children who may have difficulty writing.
- Have students create picture dictionaries to illustrate the Chinese alphabet.
- Have students create symbols and develop a definition for each one. These can be shared on a class bulletin board.

Student Organization of Content

- Have students add new knowledge of the Chinese alphabet to portfolios.
- Have students use Venn diagrams to compare and contrast the Chinese alphabet to the English alphabet.

Session 5: Inventions of Ancient China

Prerequisite Understanding/Knowledge/Skills


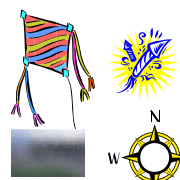


- Students are expected to be able to understand the concept of invention.

Materials

- Resource materials that feature Chinese inventions
- Art supplies and materials to make kites
- Various examples of inventions, including silk, kite, compass, and picture of fireworks

Instructional Activities

1. Review the word *contribution*. Explain that the ancient Chinese made many valuable contributions to the lives of people today.
2. Use resource materials to show various examples of the contributions.
3. Show the class a piece of silk, and discuss the process that went into making it (Show the life cycle of a silk worm). Emphasize that we still use silk today, and ask for or give examples of use.
4. Ask the students if they would enjoy the Fourth of July without fireworks. Use resources to show the early use of fireworks.
5. Review the many uses of a compass. Use resources to show the early uses of the compass. Using Internet sites and scientific materials, find ways to make a compass. Have students design their own compasses.
6. Bring various kites to class. Read books about the early uses of kites. Have students make their own kites.
7. Using resource materials, research other important discoveries of the Chinese people. The following Web sites may be helpful:
 - *Passport to the Silk Road: Connecting Cultures, Creating Trust*. <<http://www.silkroadproject.org/tabid/36/default.aspx>>
 - *Silk* [a history of silk for young students]. <<http://www.historyforkids.org/learn/clothing/silk.htm>>
8. Have students complete the information they have learned in these sessions and draw a picture on the “Contributions of Ancient China” chart. (See sample chart on following page.)

Contributions of Ancient China		
Written Language	<ul style="list-style-type: none"> characters symbols 	
Inventions	<ul style="list-style-type: none"> kite silk cloth compass fireworks 	 
Architecture	<ul style="list-style-type: none"> Great Wall 	

Specific Options for Differentiating This Lesson

Technology

- Have students use a software program that includes picture symbols to create a story about some of the inventions they have studied.
- Have students use the Internet to research inventions that interest them.
- Have students create software presentations about the different Chinese inventions and how they are contributions.

Multisensory Activities

- Have students compare a piece of silk to other textiles. A magnifying glass can be used to identify the differences of the fabrics.
- Have students discover appropriate uses of the fabrics provided.
- Have students make their kites in the session (See Instructional Activity #6). Then, have students fly their kites.
- Have students use compasses to navigate their way in a predetermined course around the school grounds.

Community Connections

- Invite an engineer to share experiences working with various inventions.
- Have students and their families create their own inventions as a collaborative homework assignment. This assignment may include the following guiding questions:
 - Who would use the invention?
 - Why would one want to use this invention?
 - Out of what materials would this invention be made?
- Students can also make models or sketches of this invention.
- Take a field trip to a business/industry to identify and learn about the inventions that are significant to that business.

Small Group Learning

- Have students complete the charts (See Instructional Activity #8) in small groups.

Vocabulary

- Have students use the following vocabulary words: *contribution*, *invention*, *compass*, *bronze*, and *silk*.

Student Organization of Content

- Have students use presentation software or another software program to organize the contributions for studying purposes.

Session 6: Introduction to Egypt

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to understand the concepts of ancient peoples, contribution, country, continent, modern, river, landmark, and points of interest.

Materials

- Map of ancient Egypt
- World map
- Copy of the map of Egypt (1 per student)
- Crayons and colored pencils
- Resource materials about ancient Egypt

Instructional Activities

- Locate the continent of Africa on the world map. Have the class locate the country of Egypt on the continent of Africa. Point out to students that the Egypt on this map is modern Egypt, not ancient Egypt.
- Show students the map of ancient Egypt. Discuss the differences between modern Egypt and ancient Egypt. Make a chart, and as a class compare and contrast the differences between the two. Locate rivers, landmarks, and points of interest on both maps.
- Have students label the rivers, landmarks, and points of interest on their maps of ancient Egypt. Have students color their maps.
- Access resource materials about ancient Egypt:
 - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>
- Introduce the “Contributions of Ancient Egypt” chart for students to complete as each contribution is discussed and studied.

Contributions of Ancient Egypt	
Written Language	
Inventions	
Architecture	

Specific Options for Differentiating This Lesson

Technology

- Have students use the Internet or books on ancient Egypt and modern Egypt to examine the differences between the two.
- Have students use a talking world globe to share facts about modern Egypt.
- Have students use software programs that contain picture symbols to create maps of ancient Egypt.
- Have students use a talking word processor to compare and contrast ancient and modern Egypt.
- Have students highlight facts that pertain to ancient or modern Egypt as they are read aloud.
- Give students “passports” that have been created on the computer. Use a digital camera to take a picture of the student to place on the “passports.” Each “passport” will also contain a small map of Egypt.

Multisensory Activities

- Have students create salt-dough maps and use colored markers or paints to highlight significant rivers, landmarks, and points of interest.
- Have students cut out stencils of Africa and Egypt and glue the stencils onto a world map with the shape of Egypt glued inside it.
- Have students use Wikki Stix™ to trace the borders of Africa and Egypt to emphasize their shapes and location in the world.
- Have students make maps more tactile by using glue to trace borders and outline labels. Multicolored glue or puffy paint can be used to identify significant rivers, landmarks, and points of interest.
- Have students create songs or raps to remember modern and ancient Egypt, its land features and Africa.

Community Connections

- Invite a community member who has visited modern Egypt or who has lived in Egypt to discuss experiences.
- Invite an archaeologist to discuss ancient and modern findings in Egypt.

Small Group Learning

- Have groups create collages using pictures of ancient and modern Egypt.
- Have some groups research modern Egypt and other groups research ancient Egypt. Have each group share its findings.
- Give small groups time to cooperatively create the shapes of Africa and Egypt by using only their bodies. A digital camera can be used to record this activity for later display.

Vocabulary

- Have students use the following vocabulary words: *locate, continent, country, modern, ancient, river, landmark, point of interest, and label.*
- Emphasize vocabulary words by use of a class word wall or a picture dictionary.
- Have students create individual maps that include the newly introduced vocabulary words.

Student Organization of Content

- Give students individual desk maps of the world and ask them to label Africa and Egypt as they learn about them. These “working maps” will be updated throughout the study.
- Have students add new vocabulary and visual representations to portfolios.

Session 7: Architecture of Ancient Egypt

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to identify architecturally significant buildings and monuments.

Materials

- Resource materials about ancient Egypt and the pyramids
- Art materials and paper
- Pictures of the pyramids and architecturally famous buildings
- Teacher-selected books about the pyramids

Instructional Activities

1. Review the word *architecture* by showing pictures of various architecturally famous buildings. Explain that people design and build these buildings. Have students share information about famous buildings they have seen.
2. Read teacher-selected books on the Egyptian pyramids, and use resource materials to explain their importance. Stress the vocabulary, using the words *ancient* and *architecture*.
3. Use teacher-created patterns, or pre-made patterns to have the students make their own pyramids. The following Web sites may be helpful:
 - <<http://www.enchantedlearning.com/crafts/Pyramid.shtml>>
 - <<http://www.enchantedlearning.com/crafts/Pyramidtemplate.shtml>>
4. Use additional resources or Web sites for learning about the architecture of ancient Egypt. The following Web site may be helpful:
 - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>

Specific Options for Differentiating This Lesson

Technology

- Provide access to the Internet so students can view pictures of Egypt and its pyramids.
- Assist students sharing information about ancient Egypt and its architecture using a word processor.
- Tape record student responses to questions about ancient Egypt and its architecture.
- Have students use digital cameras to take pictures of architecturally significant buildings in their community. These may be displayed on a bulletin board.
- Have students use interactive Web sites to find the pyramids.

Multisensory Activities

- Have students create trioramas using paper cut into triangles. Help students tape or glue together the triangles to form a pyramid. Students may illustrate or write new facts learned onto pyramid's sides.
- Use clay or plaster of Paris to create pyramids.
- Use PVC pipes to simulate the transport of large boulders. This will give some background knowledge of the construction of the pyramids.

Community Connections

- Invite an architect to discuss his/her occupation and some basic building principles.
- Take a field trip to a local neighborhood where development is occurring. Ask students to observe, take notes, and illustrate what they see.

Small Group Learning

- Have groups design their buildings using a shape other than a triangle. Make sure relevant materials are on hand, such as cardboard, and clay to assist with construction.
- Give each member of a group a cardboard triangle. The triangles are placed together to form a pyramid. The groups can decorate their pyramids using markers and sequins.
- Have groups research famous buildings of the United States. Each group will present, possibly using an electronic-slideshow presentation.

Vocabulary

- Have students use the following vocabulary words: *architecture*, *building*, *design*, *pyramid*, and *ancient*.
- Have students create a class book with the new vocabulary words illustrated and defined.
- Have students add the new vocabulary words to picture dictionaries.

Student Organization of Content

- Have students add activities to their portfolios.
- Have students write “postcards” to their parents sharing the experience of learning about the pyramids.
- Have each student write an article describing life during the construction and completion of the pyramids.

Session 8: Language of Ancient Egypt

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to write and form designs.

Materials

- Resource material about ancient Egypt, papyrus, and cartouches
- Charts of hieroglyphics (See <http://www.pbs.org/wgbh/nova/pyramid/hieroglyph/hieroglyph4.html>)
- Student copies of hieroglyphics charts (1 per student)
- Clay art supplies to create students' names in hieroglyphics

Instructional Activities

1. Talk to students about the concept of *language*, and relate it to communication.
2. Tell the students that the ancient Egyptians invented a kind of paper, known as papyrus. Use resource materials to explain how that paper was made.
3. Explain that the ancient Egyptians had their own writing, and it was called hieroglyphics. Display a chart of hieroglyphics, and show students various pictures that depict hieroglyphics.
4. Give students copies of the hieroglyphics chart, and help them create their names using hieroglyphics. <http://www.pbs.org/wgbh/nova/pyramid/hieroglyph/hieroglyph4.html>
5. Have the class make cartouches (carved tablets) out of clay. Using a small amount of clay, have each student roll out a small ball and flatten it into a disk. Have them draw hieroglyphics in the disk. Allow time to dry. The following Web site may be helpful:
 - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>

Specific Options for Differentiating This Lesson

Technology

- Provide paint brushes or calligraphy pens for students to use to draw hieroglyphics.
- Create the hieroglyphic symbols using drawing tools in a software program.
- Search for a site on the Internet that can produce students' names in hieroglyphics. Students can print these out to use as nametags on their desks.
- Have students use hieroglyphics to communicate a message to their parents.

Multisensory Activities

- Use Wikki Stix™ or wax sticks to form the hieroglyphic symbols.
- Use Play-Doh™ to form hieroglyphic symbols.
- Analyze images from historical magazines to find out where hieroglyphics were used.
- Allow students the experience of feeling papyrus paper, which may be purchased from a craft store.
- Have students make up their own code to be solved by their peers.

Community Connections

- Take a field trip to an area museum to view artifacts with hieroglyphics.
- Invite a knowledgeable community member to discuss the mystery of the Egyptian written language.
- In groups discuss the benefits of having a written language and what life would be like without it.

Vocabulary

- Have students create pictures to represent the words written in hieroglyphics.
- Have students practice writing the Egyptian terminology used in hieroglyphics. These terms may include *pyramid, calendar, clock, paper, and cartouche*.

Student Organization of Content

- Have students organize stories into a story pyramid to help add more details into their writing.
- Have students add their pieces of hieroglyphic writing to their portfolios.
- Have students use Venn diagrams to compare and contrast the Egyptian written language with the Chinese and American written languages.

Session 9: Contributions of Ancient Egypt

Prerequisite Understanding/Knowledge/Skills





- Students are expected to understand the concept of contribution.

Materials

- Books and/or other resource materials about the history of the clock and the 365-day calendar
- Calendar and clock

Instructional Activities

- Lead a class discussion about the importance of the calendar and the clock. Ask students what would happen if we did not have them.
- Read books to students about the history of the clock and the 365-day calendar. Use graphic organizers to help students organize the information. See the following Web site for examples of graphic organizers:
 - <<http://www.eduplace.com/graphicorganizer/>>
- Research the history of the 365-day calendar and the clock using Web sites, resource materials, and books. Have the class use various organizers and report on their findings. The following Web site may be helpful:
 - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>
- Have students fill in the “Contributions of Ancient Egypt” chart as they complete the sessions.

Contributions of Ancient Egypt		
Written Language	<ul style="list-style-type: none"> hieroglyphics 	
Inventions	<ul style="list-style-type: none"> 365-day calendar and clock paper made from papyrus 	 
Architecture	<ul style="list-style-type: none"> pyramids 	

Specific Options for Differentiating This Lesson

Technology

- Use software programs to create monthly calendars for students.
- Provide access to the Internet so students can view pictures of different kinds of clocks and calendars.

- Have students use presentation software to complete the chart (See Instructional Activity #4).

Multisensory Activities

- Have students create calendars using construction paper, markers, and calendar patterns.
- Have students explore time using a sundial.
- Have students predict time of day using shadows.
- Have students create clocks using paper and brad fasteners

Community Connections

- Invite a farmer or another community member to discuss his/her reliance upon the calendar or the time of the day to perform specific jobs.

Small Group Learning

- Have groups research the history of the clock and/or the calendar. Have students report their findings to the class through an electronic-slideshow presentation, written report, or oral report.
- Have students dismantle old clocks, study them closely, and attempt to reassemble them.
- If China is previously studied, have students compare the calendar of ancient China to that of ancient Egypt.
- Pair students up and ask them to trace the shadow of their partner on an outside sidewalk. They can return at a later time of day to trace again. Discussion takes place about how to tell time by this method.

Vocabulary

- Have students use the following vocabulary words: *calendar*, *clock*, *history*, and *importance*.
- Have students illustrate the ancient Egyptian calendars.
- Have students add any new vocabulary to picture dictionaries.
- Allow students who have difficulty writing to manipulate picture symbols into a notebook under each word.

Student Organization of Content

- Have students add new knowledge or activities into their portfolios.
- Create the “Contributions of Ancient Egypt” (See Instructional Activity #4) chart on the computer or individual charts for the students.

Session 10: Review of Ancient China and Ancient Egypt

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to read for a purpose or to locate important information in various resources.
- Students are expected to have some understanding of the similarities and differences between ancient Egypt and ancient China.
- Students are expected to have knowledge of the monuments and contributions of ancient Egypt and ancient China.
- Students are expected to be able to infer what a person's life would be like if he or she lived in ancient Egypt or ancient China.
- Students are expected to have an understanding of key vocabulary of these two ancient cultures. The vocabulary may include: *character, symbol, language, invention, ancient, modern, hieroglyphics, and papyrus.*

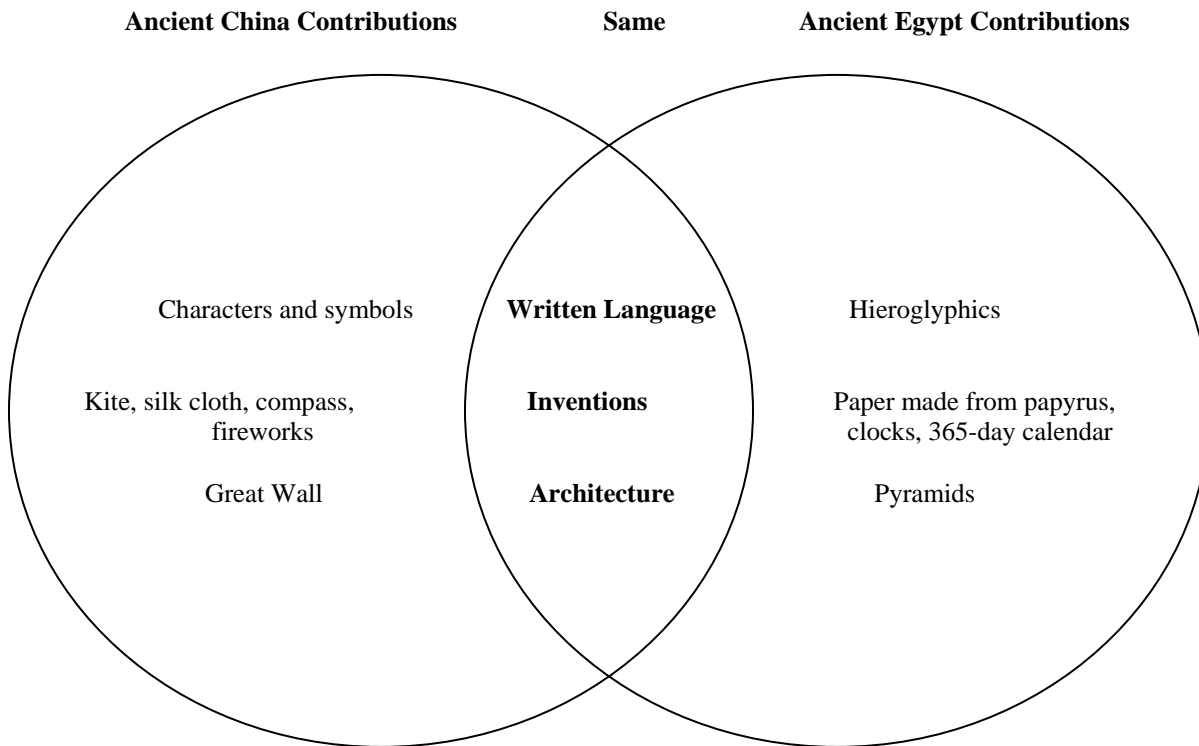
Materials

- Text books, trade books, and various other materials that correlate to ancient China and ancient Egypt
- Chart paper
- Writing supplies
- Venn diagram

Instructional Activities

1. Have students brainstorm to develop a list of information about ancient China and ancient Egypt. The following Web site may be helpful:
 - <<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>>
2. Review the key vocabulary in this unit.
3. Have the class create a chart of the similarities between ancient China and ancient Egypt.
4. Have the class create a chart of the differences between ancient China and ancient Egypt. Make sure they include architecture and contributions to every day life.
5. Prepare a Venn diagram to depict both the similarities and the differences between ancient China and ancient Egypt. (For a sample Venn diagram, see the following page).
6. Tell students to pretend they lived in ancient China or ancient Egypt. Have them choose one aspect or incident of their pretend life and write a story about it.
7. Have students share their stories.

Venn Diagram of Ancient China and Ancient Egypt



Specific Options for Differentiating This Lesson

Technology

- Have students use a software program to create a chart of similarities and differences between the two cultures.
- Have students use images from the Internet to place under categories of the class chart (See Instructional Activity #4).
- Provide a software program to organize information.
- Have students use a software program to complete the Venn diagrams.

Multisensory Activity

- Have students use string to create Venn diagrams (See Instructional Activity #5). Images may be used to complete the diagram.

Community Connections

- Review information from speakers to help students remember important contributions of these cultures.
- Invite families for a culture celebration. Students may have a chance to present individual and group projects/ knowledge.

Small Group Learning

- Have students take turns adding sentences or statements to create a group story using the perspective of a person living in ancient Egypt or ancient China.
- Create a fictional story highlighting contributions of ancient Egypt or ancient China. Divide the class in half and have them take turns adding their thoughts in creating the story one event at a time. Write each thought on

chart paper as it is presented. While writing, guide the students in creating a beginning, middle, and end as they compose.

Vocabulary

- Have students use the following vocabulary words: *contribution, language, character, symbol, hieroglyphics, invention, kite, silk, compass, fireworks, bronze, papyrus paper, calendar, architecture, Great Wall, and pyramids.*
- Distribute cards with pictures to some students and cards with terms to the others. Have each student silently find the student whose card matches theirs.

Student Organization of Content

- Provide groups of students with concepts and words and ask them to compose fill-in-the-blank questions. These will be passed to subsequent groups who will copy the statements and complete them. This will be passed to all groups until each group has responded to each set of questions. Have students play a quiz game forming questions that fit a given answer under specific categories.

Additional Activities

- Use Venn diagrams to compare and contrast ancient China and ancient Egypt.
- Make a timeline of major events for ancient China, ancient Egypt, and modern China and Egypt.
- Read various Chinese and Egyptian folk tales and legends to students.
- Have students make flip books to store important facts about ancient China and ancient Egypt.
- Use the Internet to find information and pictures that illustrate the similarities and differences between ancient and modern-day China and Egypt.
- Research what an archeologist does; look for important finds in ancient Egypt or ancient China.
- Have the class plan a Chinese New Year's celebration.
- Use videos to show examples of Chinese and Egyptian culture and monuments.
- Read fictional books to students about China and Egypt.
- Help students make "papyrus" by pressing scraps of paper with water and drying them.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. Which group of ancient peoples built the pyramids? A Chinese B Egyptians* C Greeks D Romans</p> <p>2. Which group of ancient peoples built the Great Wall? A Egyptians B Romans C Greeks D Chinese*</p> <p>3. Which group of ancient peoples developed hieroglyphics? A Chinese B Greeks C Egyptians* D Romans</p> <p>4. Which group of ancient peoples living in Asia invented the first characters and symbols? A Americans B Romans C Chinese* D Greeks</p> <p>5. Which group of ancient peoples invented a 365-day calendar? A Egyptians* B Chinese C Romans D Greeks</p> <p>6. Which group of ancient peoples invented the kite? A Romans B Greeks C Chinese* D Romans</p>	<p>7. Which term describes “long, long ago”? A Present B Ancient* C Future D Today</p> <p>8. Which group of ancient peoples invented paper from papyrus? A Chinese B Greeks C Romans D Egyptians*</p> <p>9. Which group of ancient peoples invented the compass? A Romans B Chinese* C Egyptians D Greeks</p> <p>10. Which group of ancient peoples invented fireworks? A Greeks B Chinese* C Egyptians D Romans</p> <p>11. Which group of ancient peoples invented the clock? A Chinese B Romans C Greeks D Egyptians*</p> <p>12. Which group of ancient peoples invented silk cloth? A Egyptians B Greeks C Chinese* D Romans</p>
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Organizing Topic

Describing Regions, Environments, and Communities

Standard(s) of Learning _____

- 2.4 The student will develop map skills by
- a) locating the United States, China, and Egypt on world maps;
 - b) understanding the relationship between the environment and the culture of ancient China and Egypt;
 - c) locating the regions of the Powhatan, Lakota, and Pueblo Indians on United States maps;
 - d) understanding the relationship between the environment and the culture of the Powhatan, Lakota, and Pueblo Indians.
- 2.3 The student will identify and compare changes in community life over time in terms of buildings, jobs, transportation, and population.

Essential Understandings, Knowledge, and Skills _____

	<i>Correlation to Instructional Materials</i>
Skills <i>(to be incorporated into instruction throughout the academic year)</i>	
Locate regions on maps and globes.	_____
Locate and use information from print and nonprint sources.	_____
Use resource materials.	_____
Collect, organize, and record information.	_____
Gather, classify, and interpret information.	_____
Make and explain graphs.	_____
Compare and contrast information.	_____
Content	
Know the following terms:	
• <i>Community</i> : a place where people live, work, and play	_____
• <i>Population</i> : the number of people living in a community	_____
• <i>Transportation</i> : a way of moving people and things from one place to another	_____
Identify that the way people live today is different from the way people lived long ago.	_____
Understand that new inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.	_____
Understand that communities change over time for a variety of reasons.	_____
Know the following terms:	
• <i>Climate</i> : the kind of weather an area has over a long period of time	_____
• <i>Land</i> : the shape of the land's surface	_____
• <i>Environment</i> : surroundings	_____

On a map of the United States, locate the Powhatan in the Eastern Woodlands region, the Lakota in the Plains region, and the Pueblo in the Southwest region.

On a world map, locate the United States in North America, China in Asia, and Egypt in Africa.

Use the following chart to show how the environment affected the cultures of China and Egypt, as well as the Powhatan, Lakota, and Pueblo Indians.

	Climate	Land
China	Seasons	Forests Hills, Mountains Deserts
Egypt	Hot, dry	Nile River Valley Deserts Flood plains
Eastern Woodlands (Powhatan)	Mild winters Hot, humid summers	Rivers Hills, Mountains Coastland
Plains (Lakota)	Hot summers Harsh, cold winters	Plains Prairies Rolling hills
Southwest (Pueblo)	Hot days Cold nights Little rainfall	High flatlands

Understand that people relate to their environment in different ways.

Describe ways that the ancient Chinese, ancient Egyptians, and the Powhatan, Lakota, and Pueblo related to their environment, using the following information:

- The ancient Chinese settled along the Huang He. They fished, farmed, and irrigated the land.
- The ancient Egyptians farmed and irrigated the land near the Nile River.
- The Powhatan farmed, fished, hunted, used trees for shelters and canoes, and gathered plants for food.
- The Lakota moved around the region to hunt buffalo. They later used horses for transportation.
- The Pueblo farmed the land. They lived in villages in adobe (clay) houses.

Sample Resources

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

<http://www.eduplace.com/graphicorganizer/>

Houghton Mifflin's Education Place offers a collection of graphic organizers to download and use in your classroom.

Ancient Civilizations

Ancient Civilizations for Kids

<http://www.kathimitchell.com/ancivil.html>

This site offers many links to sites about ancient civilizations. A good jumping off point to learn about China, Egypt, Greece, and Rome, as well as Mesopotamia, India, and more.

EyeWitness to the Ancient World

<http://www.eyewitnesstohistory.com/awfrm.htm>

Your ringside seat to the history of the Ancient World. History through the eyes of those who lived it, presented by Ibis Communications, Inc., a digital publisher of educational programming.

History for Kids

<http://www.historyforkids.org/>

This site offers information on many civilizations in Europe, Africa, and Asia before 1500 AD.

History World

<http://www.historyworld.net/>

This site describes world history in interconnecting narratives and illustrated timelines. You can search for events by theme, place, and year.

China

All About the Great Wall of China

<http://www.enchantedlearning.com/subjects/greatwall/>

Enchanted Learning offers kid-friendly information on the Great Wall, as well as maps and web links. You can also learn about China's first emperor and the flag and geography of China.

Chinese Inventions

<http://www.computersmiths.com/chineseinvention/>

This Web site lists Chinese inventions alongside a timeline of China from ancient to modern times. Links lead to more detailed information about specific inventions. The site compares the date of the invention's discovery in China with the first time the invention appears in Western civilization.

Chinese New Year

<http://www.britishcouncil.org/kids-stories-favourite-day-cny.htm>

This site describes the Chinese New Year and Zodiac, as well as diverse cultural traditions.

The Great Wall: A Virtual Tour

<http://www.chinavista.com/travel/greatwall/greatwall.html>

This site is designed for travelers, but features a virtual tour of the Great Wall. Click "next stop" at the bottom of the page for maps and photographs. Links take you to a history of the Great Wall.

The Huang He River

<http://www.socialstudiesforkids.com/articles/geography/huangheriver.htm>

Social Studies for Kids provides a simple overview the Huang He, or Yellow River. A link to “The River as a Lifeline” describes why early civilizations grew near rivers.

Egypt

Ancient Egypt

<http://www.socialstudiesforkids.com/subjects/ancientegypt.htm>

This Web site from Social Studies for Kids provides links to all sorts of information on ancient Egypt, including a glossary, maps, and the story of a famous female pharaoh.

Ancient Egypt Webquest.

<http://oncampus.richmond.edu/academics/as/education/projects/webunits/egypt/Main.html>

This page contains Web-based projects created by students at the University of Richmond in partial fulfillment of the requirements for teacher licensure in the state of Virginia. The elementary level *Ancient Egypt* project contains information on ancient Egypt: the land, the language, the gods, pharaohs, hieroglyphics, and the pyramids.

Discovering Ancient Egypt

<http://www.eyelid.co.uk/index.htm>

Mark Millmore designed this site to help students find all sorts of information about Egypt. There are stories of the great kings and queens, and a pyramid and temple section with interactive maps, photos, drawings, and paintings. Students can learn about Egyptian hieroglyphics and numerals.

Kids Connect to Ancient Egypt

<http://www.kidskonnnect.com/content/view/253/27/>

This site offers links to all aspects of life in ancient Egypt, including hieroglyphs, mummies, medicine, and much more.

Pyramids: The Inside Story

<http://www.pbs.org/wgbh/nova/pyramid/>

In this site from NOVA Online, students can wander through the Great Pyramid, learn about the pharaohs for whom these tombs were built, and follow a team of archaeologists as they excavate the bakery that fed the pyramid builders. A QuickTime plugin is required.

Write Like an Egyptian

<http://www.upennmuseum.com/hieroglyphsreal.cgi>

On this Web site, students can type in their names and view them as hieroglyphs.

Session 1: Communities Have People Who Move from One Place to Another _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to recognize that people live in groups of various sizes and have access to other groups through various forms of transportation.
- Students are expected to have a perception of distance variations between various localities as well as “bird’s eye view” on a map.
- Students are expected to be able to compare and contrast items and identify similarities and differences.
- Students are expected to have experience with alphabetizing and rhyming.

Materials

- Paste, tape, materials for brochures
- Map of the surrounding area of the school
- Map of Virginia
- Map of the world
- Pictures from magazines, newspapers, and related Web sites

Instructional Activities

1. Introduce the term *community*. Have students describe a community. Discuss that it is a place where people live, work, and play.
2. Talk about the fact that communities can be neighborhoods, hospitals, schools, classrooms, or the workplace. List the similarities among different types of communities to develop a list of community characteristics. Examples should include groups of people who have something in common, work together, or have similar needs. Talk about how a classroom can be a community.
3. Discuss with the students the characteristics of their neighborhoods, posing questions such as:
 - Are there houses, buildings, or both in your neighborhood?
 - If there are buildings, what kind are they? What is the nearest store?
 - Are there any public play areas, such as a park or a playground?
 - What kinds of animals live in your neighborhood?
4. Have students draw on white paper a picture of their house or the building where they live.
5. Have students search in magazines for photos of things found in their neighborhood, such as trees, flowers, and stores, then have them cut out and paste or tape the pictures onto their drawings.
6. Have students compare and contrast their finished pictures with one another to learn about their classmates’ neighborhoods.
7. Review the types of communities that existed in ancient China and ancient Egypt and the communities of the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo of the Southwest.
8. Introduce the word *population*. Tell the students that population is the number of people who live in a community. Review the population of the classroom community and the school community. Help students research the number of people in their neighborhood communities.
9. Create a graph of the population of the class and the school community.

10. Review the word *transportation*. Tell the students that transportation is a way of moving people and things from one place to another. Ask the students to list different types of transportation. The list may include walking, bikes, cars, buses, trucks, trains, boats, airplanes, jets, and the space shuttle.
11. Help students alphabetize the transportation list, classify the words into categories, think of rhyme words for each type of transportation, or write a story with the words from the list.
12. Create an acrostic poem: Write the letters that spell a type of transportation down the chalkboard. Have each letter be the beginning of a new word that describes that transportation.
13. Have students create a simple timeline showing how a certain type of transportation has changed from the past to the present. Students may use print and online resources to find pictures illustrating the changes.
14. Review the types of transportation used in ancient China and ancient Egypt and by the Powhatan of the Eastern Woodlands, the Lakota of the Plains, and the Pueblo of the Southwest.
15. Explain to students that they will be creating brochures about their communities. Brainstorm with students to develop a list of land areas, schools, stores, cultural events, or people that would advertise the best features of their communities.
16. Have local newspapers, picture maps, or brochures available that highlight geographical features of the community or cultural celebrations held throughout the year.
17. Have students work in pairs (or individually) to create a Community Brochure to attract new residents or visitors to their neighborhoods or communities. Students can create the brochure by drawing and/or cutting and pasting images from existing publications.
18. Have students share their completed brochures with another class. One approach is to plan a hallway display of Community Brochures near the front office or other visible area in the school.

Specific Options for Differentiating This Lesson

Technology

- Have students establish e-mail pen pals at another school and learn about that school's community.
- Have students use the Internet to research local communities for cultural events, commerce, shopping opportunities, and other features of the area.
- Have students videotape a commercial for their community.
- Assist students using a word-processing program to create a transportation acrostic poem (See Instructional Activity #12).
- Have students use a word-processing program to create charts and graphs of the ways people travel.
- Find your community on an interactive Web site.
- Have students use presentation software to create their brochures (See Instructional Activity #17).

Multisensory Activity

- Have students who have moved into the community share their experiences of moving and the differences and similarities they have observed between their old homes and new.

Community Connections

- Have students draw maps showing routes from school to their homes.
- Have students make posters of their community noting significant landmarks, buildings, stores, and parks.

Small Group Learning

- Divide groups of students into different communities that have been studied and have each group make a poster or brochure persuading others to visit the community they represent. Discuss the similarities and differences among the communities.

Vocabulary

- Have students use the following vocabulary words: *brochure, community, neighborhood, characteristics, similarities, differences, compare, contrast, ancient China, ancient Egypt, Powhatan of the Eastern Woodlands, Sioux of the Plains, Pueblo people of the Southwest, population, graph, transportation, past, present, and change.*
- Have students make flipbooks incorporating vocabulary words to describe the various communities they have studied.

Student Organization of Content

- Have students organize means of transportation into the categories of land, water, and air.
- Have students write journal entries or stories describing what it is like to live in their community.
- Have students use comparison diagrams to compare and contrast the communities they have studied.

Session 2: Inventions Have Led to Changes in Buildings, Jobs, Transportation, and Population Over Time

Prerequisite Understanding/Knowledge/Skills





- Students are expected to be able to understand the concepts of society, populations, and community.

Materials

- Resource books
- Map of the world
- Pictures from magazines and related Web sites

Instructional Activities

1. Explain that an *invention* is the creation of something new. Some inventions have changed the world, such as the light bulb and the telephone, while other inventions have just made life a little easier. Many build on a previous invention.
2. Use the Internet to learn about famous inventions and share with students.
3. Have students select an inventor whom they would like to research. Have students gather information and share the information with the class.
4. Create a class timeline of inventors based on the research the individual students gathered during their reports.
5. Have students discuss how they believe the inventors and their inventions have changed the society we live in today.
6. Guide students to understand that new inventions have led to changes in buildings, jobs, transportation, and populations of communities over time.
7. Ask students if they think all inventions have positive results. Ask them if some inventions have both positive and negative effects on society.

Inventions That Have Led to Changes Over Time			
Buildings 	Jobs 	Transportation 	Population 

Specific Options for Differentiating This Lesson

Technology

- Have students use a talking word processor to share information.
- Have students use digital cameras to take pictures of inventions that make life easier, such as a microwave oven.
- Have students tape record research to share with peers.
- Have students use presentation software to share new research information with peers.

Multisensory Activities

- Have students design and create inventions and explain their importance and use.
- Have students use yarn and clothespins to hang the class timeline of inventors researched in the classroom (See Instructional Activity #4).
- Give each student two index cards—one with a + to represent positive effect, the other with a – to represent negative effect. Show pictures of various inventions, and have students hold up cards to indicate whether the invention had a positive or negative effect on society.

Community Connections

- Invite several community members from different occupations to discuss how inventions have changed the way they do their jobs.
- Share pictures of the community to show how it has evolved over time. Ask students to brainstorm and identify inventions that have changed the way their community looks.
- Have students survey family members and friends about their favorite inventions. These can later be tallied and transferred into a class graph.

Small Group Learning

- Give each group of students a category to research (Buildings, Jobs, Transportation, and Population) and have them list some significant inventions under each category.
- Have groups brainstorm ideas for new inventions. These can be illustrated and placed into a class book of “Future Inventions.”
- Have groups conduct a scavenger hunt, looking for inventions around the classroom or school.

Vocabulary

- Have students use the following vocabulary words: *invention, inventor, timeline, society, populations, community, positive results, negative results, and effects*.
- Add new vocabulary words to a class word wall.
- Have students write in their journals, implementing new vocabulary to demonstrate their understanding.

Student Organization of Content

- Give students individual charts of the graphic organizer, “Inventions That Have Led to Changes Over Time.”
- Have students make copies of individual reports on inventors researched.
- Give students copies of a timeline showing inventions and the years they were developed.

Session 3: People Relate to Their Environment in Different Ways _____

Materials

- Clothing (or pictures of clothing) for different seasons:
 - Coat, mittens, boots, etc.
 - Sunglasses, flip-flops, etc.
- Toys (or pictures of toys) for different seasons:
 - Beach toys
 - Sled, skis
 - Camping equipment
- Pictures of food (or actual food that's in season):
 - Lemonade, popsicles, etc.
 - Turkey, pumpkin pie, squash, etc.
 - Hot cocoa, soup, etc.
 - Salads, fruits, berries, etc.
- Pictures of people in different climates
- 12 x 18 inch construction paper
- Scissors, glue sticks, crayons, colored pencils
- Changing Seasons Picture Sort (Attachment A)
- Changing Seasons Chart (Attachment B)

Instructional Activities

1. As a class, have students talk about activities they participate in during spring, summer, winter, and fall. Record their ideas on a chart. Discuss how the climate affects their activities.
2. Pass out clothing and toys (or pictures of the larger items) for different seasons. Allow students to try them on and experiment with them for a few minutes.
3. Explain to students that these clothes and toys are modern artifacts. Archeologists and historians investigate and analyze artifacts to learn about different cultures. Have students pretend to be archeologists and historians.
4. Ask students to share what their artifact tells them about the people it belongs to and their environment.
5. Connect the discussion on how weather impacts clothing, activities, and food. Display pictures of foods and ask students to think of seasons when these foods are most likely enjoyed. If possible, pass out a food that is in season for students to enjoy.
6. Guide students to the understanding that the weather affects what foods can be grown and what foods people want to eat. For example, people usually drink lemonade in the summer because citrus fruits are ripe, and the hot weather causes us to want a cool drink. We usually drink hot cocoa in the winter, because chocolate is available all year long, and in cold weather we want a drink that warms us up.
7. Give pairs of students one copy of the "Changing Seasons Picture Sort" (Attachment A) and one piece of 12 x 18 inch construction paper. Students will also need scissors, glue sticks, crayons, and colored pencils.
8. Have partners cut out the headers, "Fall," "Winter," "Spring," and "Summer," and glue them to the top of the construction paper, set up horizontally in landscape format.
9. Have partners cut out the pictures and discuss which season the picture represents. Ask them to place all the pictures under the appropriate season before gluing any of them down.

10. Have students place cards into different groups using the following guidelines:
 - Both partners must agree on where each picture is placed and must be prepared to explain the reasons behind their decisions.
 - There is no limit to the number of cards that are in a group; each group does not have to have the same number of cards.
 - A key is not included because there are no right or wrong answers.
11. Tell students that some pictures can go under multiple seasons. For example, we can read during any season. These pictures are intentionally placed in the sort to promote discussion and have students think critically about the effect of the environment on culture. Pictures that belong to more than one season can go anywhere on the page. Students should show what seasons these pictures belong to by drawing lines and creating a web.
12. After students have matched the words and pictures, ask them to look for similarities and differences between their matches. Students can decorate the background of their sort with pictures that illustrate the weather during each season.
13. Allow class discussion time for students to share their sorts. Students should be able to justify and explain why their sort makes sense.
14. Pass out the “Changing Seasons Chart” (Attachment B) for each student to complete. Have students fill in the spaces on the chart with words or pictures that show how their lives change with the seasons. What clothes, food, and activities stand out in their memories when they think of each season?
15. Have students glue their completed chart into their Interactive Notebook in the “Words Of Wisdom” section (Attachment D).
16. Explain to students that people relate to the environment in two ways. The first is when people change the way they live to adapt to their environment. The second is when people change the environment in which they live to survive or to make life more comfortable. Examples might include the following: When the weather is cold, people change the way they live by wearing warmer clothes and sleeping under blankets; they change the environment by using heaters or stoves in their homes or adding insulation to their windows and doors.
17. Ask students to create and share their own examples of people relating to their environment by changing the way they live or changing their surroundings.

Specific Options for Differentiating This Lesson

Technology

- Have students use a word-processing program to recreate the attached charts (See Attachments A and B).
- Have students use software programs to organize information.

Multisensory Activity

- Have students play charades to identify what they might wear and eat during different seasons.

Community Connections

- Invite a social scientist to discuss how cultures differ according to their environment.
- Invite a farmer to discuss how weather affects his/her crops.

Small Group Learning

- Have students complete activities (See Instructional Activity #14) as small groups instead of individually.

Vocabulary

- Have students use the following vocabulary words: *climate*, *season*, *artifact*, and *environment*.

Student Organization of Content

- Have students create a class poster to illustrate how their lives change with the seasons.

Session 4: Locating the United States, China, and Egypt on a World Map _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have an understanding of a map and globe.

Materials

- World map
- Globe
- Countries and Continents (Attachment C)
- Student copies of the World Map (Attachment D)
- Glue sticks and scissors
- 8½ by 11 inch colored cardstock
- Transparencies, cut in half
- Transparency markers
- Tape
- Markers, colored pencils, or crayons

Instructional Activities

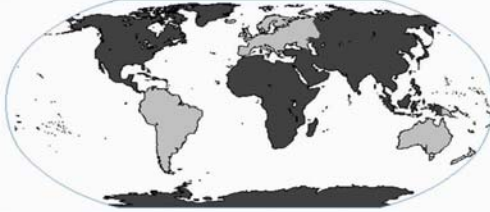
1. Using the globe and world map, review the locations of the seven continents and five oceans.
2. Review the following vocabulary words:
 - Climate: The kind of weather an area has over a long period of time
 - Land: The shape of the land's surface
 - Environment: Surroundings
 - Regions: Places that have common (the same) characteristics
3. Have students point out various land and water features on the map and globe. Discuss how the land and water features and the location can determine the climate of the area.
4. Pass out the Countries and Continents sheet (Attachment C). Students should draw lines matching the name of the continent to its picture and different lines matching the name of the country to the picture of the continent it is located on. This activity can also be completed with an interactive, electronic whiteboard or slide presentation program.
5. Go over answers with students to provide immediate feedback.
6. Focus on calling out the three countries relating to the standard: China, Egypt, and the United States. Calling out these countries more than once will help students retain the information. Focus on calling out the three related continents, but feel free to review the other continents and the oceans as well.
7. Give each student a copy of the World Map (Attachment D), one sheet of 8½ by 11 inch colored cardstock, half of a transparency sheet, and a transparency marker.
8. Tell the students to cut out the map and glue it to the bottom of the cardstock, which should be set up vertically in portrait format.
9. Fold the cardstock, so the top half covers the map.
10. Tape the transparency to the bottom half of the cardstock so that it covers the map.

11. Cut the top half of the cardstock into thirds, stopping at the fold. The first tab should cover North America. The second section should cover Africa, and the last third should cover Asia.
12. Label the front sections “The United States,” “Egypt,” and “China.”

The United States	Egypt	China
-------------------------	-------	-------

13. When the tabs are lifted, label the inside sections with descriptions of the regions as follows:

Eastern Woodlands	Hot, dry	Seasons
Plains	Deserts, Flood plains	Forests
Southwest	Nile River Valley	Mountains
		Deserts
		Hills
		Huang He River



14. Ensure the transparency is securely attached over the map, and use the marker to label the continents.
15. As an option, students can label the United States, Egypt, and China in a different color marker on the transparency as well.

Specific Options for Differentiating This Lesson

Technology

- Have students use digital maps to locate the countries.
- Have students use a talking globe to locate the studied regions.

Multisensory Activities

- Have students create world maps and highlight the studied regions using clay or dough.
- Have students create a mnemonic to remember the continents and the oceans.

Community Connections

- Invite a map maker to discuss his/her knowledge of map making.

Small Group Learning

- Have students complete their maps in small groups.

Vocabulary

- Have students use the following vocabulary words: *globe*, *region*, *ocean*, *continent*, *United States*, *China*, and *Egypt*.
- Have students practice using the above vocabulary by matching the words to places and features on the map.

Student Organization of Content

- Have each student create a foldable to highlight the different regions and their locations on the world map or globe.

Session 5: Ways the Ancient Chinese and Ancient Egyptians Related to Their Environments

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have an understanding of climate and environment.

Materials

- Clay
- Baking pans or trays
- Aluminum foil
- Sand and soil
- Grass seed
- Water
- Atlases
- Teacher-selected articles and nonfiction texts with photographs of irrigation and terraced hills
- China's Huang He River (Attachment E)
- Comparison Chart: How Did People Relate to Their Environment? (Attachment F)
- Completed Comparison Chart: How Did People Relate to Their Environment? (Attachment G)
- Egypt's Nile River (Attachment H)
- Art paper, colored pencils, and crayons
- World Map

Instructional Activities

1. Review predictions students made in earlier lessons about how the ancient Chinese and ancient Egyptians related to their environments.
2. Ask the students to locate Virginia on a world map and then trace a direct line to present-day China. Compare the two places in terms of continent, hemisphere, size, and borders.
3. Review ways students relate to the environment in Virginia. Ask students how a river near their community is used today.
4. Ask students why so many cities are located near rivers. They should share their theories with their partners. Explain that they will look more closely at two ancient civilizations to help answer this question.
5. Divide students into small groups. Give each group a baking pan or tray and some clay to work with.
6. Explain that China has deserts, forests, rivers, hills, and mountains. Farmers irrigated the land using water from rivers or rain.
7. Have students use the clay to represent hills in China. Students should build several hills and line them up on their trays as if a river runs between them. Pour water over the hills. Ask students how much water remained on the hills? Ask students to change the shape of the clay to better hold water for plants.
8. Show students photographs of irrigation and terraced hillsides from teacher-selected books and articles.
9. Pass out copies of China's Huang He River (Attachment E). Ask students to locate the Yellow Sea. Ask students how mountain ranges and deserts are shown on the map.
10. Ask them in what direction the Huang He flows. Water always flows downhill. The Huang He flows from the mountains in the west into the Gulf of Bo Hai and the Yellow Sea in the east.

11. Explain that the ancient Chinese settled along the Huang He River. They fished, farmed, and irrigated the land.
12. Visit the Social Studies for Kids site to read more about the Huang He River:
 - <http://www.socialstudiesforkids.com/articles/geography/huangheriver.htm>
The site describes how the ancient Chinese used the river and explains why it is also called the Yellow River. A link to “The River as a Lifeline” describes why early civilizations grew near rivers.
13. Give each student a copy of the comparison chart, *How Did People Relate to Their Environment?* (Attachment F). Have students complete the section on China, including China’s climate, land, and ways people relate to their environment. Answers are provided on the completed comparison chart (Attachment G).
14. Use a large baking pan to build the Nile River Valley. Use aluminum foil to construct the Nile River and delta and place it in the center of the pan. Fill the outside of the aluminum foil area with sand. Place soil on the outer edges of the foil to illustrate the fertile region. Plant grass seeds in the soil and pour water in the tin Nile River to recreate the flooding of the Nile. The grass seed will grow and students can pretend it is papyrus.
15. Give each student a copy of “Egypt’s Nile River” (Attachment H). Ask students to locate the Mediterranean Sea and the Red Sea.
16. Ask them in what direction the Nile flows. Water always flows downhill. The Nile flows from Upper Egypt in the south, through Lower Egypt in the north, into the Mediterranean Sea.
17. Explain that the ancient Egyptians used the Nile River to irrigate the land for farming, as a source of food and water, and as a means of transportation.
18. Give each student a copy of the comparison chart, *How Did People Relate to Their Environment?* (Attachment F). Have students complete the section on Egypt, including Egypt’s climate, land, and ways people relate to their environment. Answers are provided on the completed comparison chart (Attachment G).
19. To enrich students’ appreciation of the Nile, visit the following *National Geographic Xpeditions* Web site. Students will learn about the Blue Nile in Ethiopia and compare it to rivers in the United States.
 - <http://www.nationalgeographic.com/xpeditions/lessons/03/g35/morellriver.html>
20. Compare how the ancient Chinese used the Huang He to how ancient Egyptians used the Nile.

Specific Options for Differentiating This Lesson

Technology

- Have students use a digital map to locate the rivers.
- Have students use a talking globe to locate the studied regions.
- Have students find images online that show the rivers and regions.

Community Connections

- Invite someone who farms to discuss how his/her dependence upon water and soil to grow crops.

Small Group Learning

- Have students complete their comparison charts in small groups (See Instructional Activity #18).

Vocabulary

- Have students use the following vocabulary words: *river*, *climate*, and *environment*.

Student Organization of Content

- Have each student create a foldable to highlight the different ways people depend on their environment.

Session 6: Locating the Eastern Woodlands, Plains, and Southwest Regions on a United States Map

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to use a U.S. map to locate water and land.

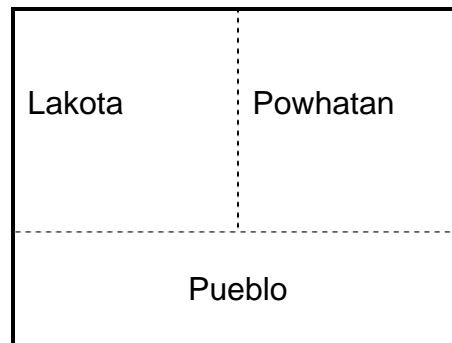
Materials

- United States Map
- Student copies of United States Map (Attachment I)
- United States Foldable Sections (Attachment J)
- Glue sticks and scissors
- 8½ by 11 inch colored cardstock
- Transparencies, cut in half
- Transparency markers
- Tape
- Markers, colored pencils, or crayons

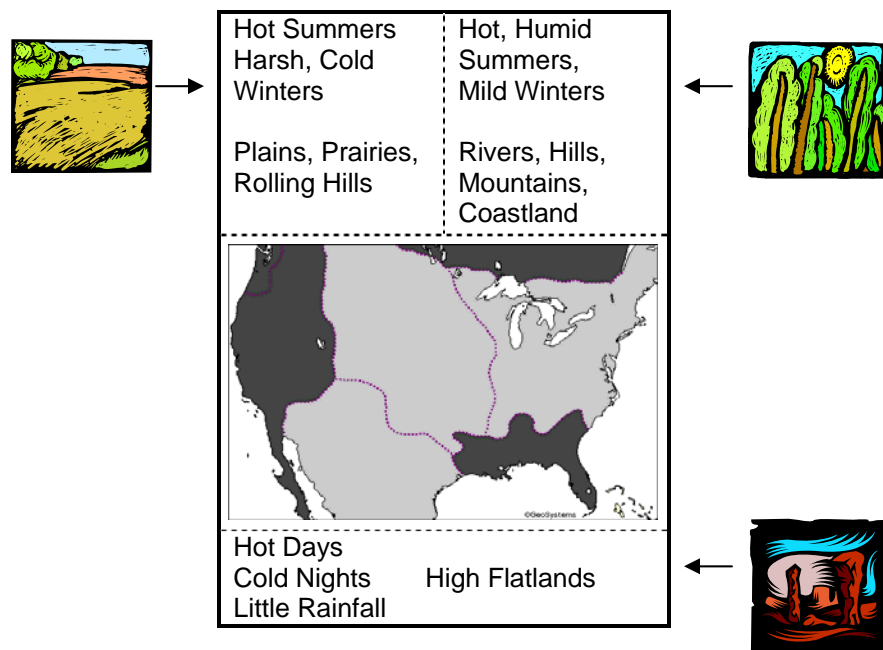
Instructional Activities

1. Review the following vocabulary words:
 - Climate: The kind of weather an area has over a long period of time
 - Land: The shape of the land's surface
 - Environment: Surroundings
 - Regions: Places that have common (the same) characteristics
2. On a United States map, locate Virginia. Discuss Virginia's land and climate.
3. Explain that Virginia is part of the Eastern Woodlands region. Regions are places with common characteristics, and all of the places in the Eastern Woodlands region have the same land and climate.
4. Explain that the Powhatan Indians lived in the Eastern Woodlands. Students will study the Powhatan and two other American Indian cultures: the Lakota and the Pueblo.
5. Explain that the Lakota lived on the Plains, and the Pueblo lived in the Southwest. Locate these regions on the map.
6. Allow students to share what they know about each region.
7. Have students point out various land and water features in the United States. Discuss how the land and water features and the location can determine the climate of the area.
8. Give each student one copy of the United States Map (Attachment I), one copy of the United States Foldable Sections (Attachment J), one sheet of 8½ by 11 inch colored cardstock, half of a transparency sheet, and a transparency marker.
9. Ask students to cut out the map and glue it about two inches above the bottom of the cardstock, which should be set up vertically in portrait format.
10. Fold the bottom flap over the map. Fold the top half over so that it meets the edge of the bottom fold and covers the rest of the map.
11. Tape the transparency on top of the map so that the map is completely covered.

12. Cut the top half of the cardstock in half, stopping at the fold. The first half should cover most of the Plains. The second half should cover the Eastern Woodlands.
13. The bottom fold should cover most of the Southwest.
14. Label the front sections “Lakota,” “Powhatan,” and “Pueblo.”



15. Have students cut out each section and picture on the United States Foldable Sections (Attachment K). Students should lift tabs and glue the descriptions and pictures under the appropriate tribe as follows:



16. Ensure the transparency is securely attached over the map, and use the marker to label the regions.
17. Students can use this foldable as a study guide by flipping the transparency up and quizzing themselves on the regions and the locations of the Plains, Eastern Woodlands, and Southwest. They can flip the transparency down to check their work.
18. They can review the land and climate of the Plains, Eastern Woodlands, and Southwest by flipping the front sections up and down.

Specific Options for Differentiating This Lesson

Technology

- Have students use digital maps to locate regions.
- Have students use digital maps and images to view the characteristics of the regions.

Multisensory Activity

- Have students use clay to create replicas of the environments of the Plains, Eastern Woodlands, and Southwest.

Community Connections

- Invite people who have lived in the Plains, Eastern Woodlands, and Southwest to discuss the climates and environments.

Small Group Learning

- Have students complete the foldable in small groups.
- Have students work in small groups to study the three regions. Assign each group one region to share what they learned with the whole class.

Vocabulary

- Have students use the following vocabulary words: *climate*, *land*, *region*, and *environment*.

Student Organization of Content

- Have students create comparison charts to review the characteristics of the three regions.

Session 7: Ways the Powhatan, Lakota, and Pueblos Related to Their Environments _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have an understanding of climate and environment.
- Students are expected to be able to understand cause and affect relationships.

Materials

- Comparison Chart: How Did People Relate to Their Environment? (Attachment F) * from previous session
- Completed Comparison Chart: How Did People Relate to Their Environment? (Attachment G) * from previous session
- Cause-and-Effect Conversations (Attachment K)

Instructional Activities

1. Review ways students relate to their environment. Have them think about how location affects their home, clothing, and food. Have students describe ways they see people relating to their environments in these pictures.
2. Review predictions students made in earlier lessons about how the Powhatan, Lakota, and Pueblo related to their environments.
3. Explain that a region's land and climate affect the lives of the people who live there. In this session, students will explore how the Powhatan, Lakota, and Pueblo related to their environments.
4. Display a picture of the Powhatan.
5. Explain that the Powhatan farmed, fished, hunted, used trees for shelters and canoes, and gathered plants for food. The Eastern Woodlands provided trees for shelters, plants for gathering, and rivers for fishing and traveling. The Powhatan hunted deer and other animals for food and clothing. The climate was hospitable to farming, so the Powhatan built permanent shelters and stayed in one place.
6. Give each student a copy of the comparison chart, "How Did People Relate to Their Environment?" (Attachment F). Have students complete the section on the Powhatan, including the Eastern Woodlands' climate, land, and ways people relate to their environment. Answers are provided on the completed comparison chart (Attachment G).
7. Display a picture of the Lakota.
8. Explain that the Lakota were nomadic, meaning they moved around the region to hunt for buffalo. The Lakota were dependent on the buffalo, and so they lived in teepees, which could be taken down and put up quickly. They did not settle in one location, so they did not farm or build permanent shelters. They carried the hides and wooden poles for the teepees with them when they moved. It was important to carry the wooden poles, because trees were scarce on the plains. When the Lakota began using horses for transportation, they could carry taller poles and build bigger teepees.
9. Give each student a copy of the comparison chart, "How Did People Relate to Their Environment?" (Attachment F). Have students complete the section on the Lakota, including the Plains' climate, land, and ways people relate to their environment. Answers are provided on the completed comparison chart (Attachment G).
10. To enrich students' understanding of the Lakota's relationship to the Plains and the buffalo, visit the Smithsonian's *Tracking the Buffalo* site at <http://americanhistory.si.edu/kids/buffalo/index.html>.

Here, students explore the role of the buffalo in the lives of the Lakota. They examine and create buffalo hide paintings, investigate how different parts of the buffalo were used, study maps, and read stories.

11. Display a picture of the Pueblo.
12. Explain that the Pueblo farmed the land. They lived in villages in adobe (clay) houses. Because the climate was hot and dry, the Pueblo relied on irrigation and farming for food. They farmed corn and raised small animals like turkeys. They built houses out of thick clay to provide insulation from hot days and cold nights.
13. Give each student a copy of the comparison chart, “How Did People Relate to Their Environment?” (Attachment F). Have students complete the section on the Pueblo, including the Southwest’s climate, land, and ways people relate to their environment. Answers are provided on the completed comparison chart (Attachment G).
14. Cut out the rectangles on the Cause-and-Effect Conversations sheet (Attachment N). Give one card to each student.
15. Explain to the class that they will be having a conversation. Each student has one thing to say. Those whose cards are printed normally are holding causes and will speak first. Those whose cards are printed in italics are holding effects and will speak second.
16. Students should move around the room, sharing their cards with each other.
17. During the conversation, students should try to find either the cause or effect that goes with their card. There is more than one right answer, so students can form any pairs, provided where they are able to explain the cause and effect relationship.
18. Once students have found their matches, have them continue the conversation by sharing their cards and trying to group themselves according to region. Some cause-and-effect relationships describe the Southwest. Others describe the Plains or the Eastern Woodlands. Some cards describe more than one region, so again there is more than one right answer.
19. The conversation ends when students have finished sorting themselves into groups. Have each group share their cards and their reasons for forming their groups. Discuss similarities and differences between the groups. Look for patterns in the cause-and-effect relationships.

Specific Options for Differentiating This Lesson

Technology

- Find videos and images that show the Powhatan, Lakota, and Pueblo environments and their shelters.

Multisensory Activity

- Have students use clay, twigs, and fabric to create replicas of the environments and shelters of the Powhatan, Lakota, and Pueblo.

Community Connections

- Invite people who have lived in the Plains, Eastern Woodlands, and Southwest to discuss the climates and how they related to the environments.

Small Group Learning

- Have students work in small groups to study the Powhatan, Lakota, and Pueblo and then share what they learned with the whole class.

Vocabulary

- Have students use the following vocabulary words: *climate*, *land*, *region*, *shelter*, and *environment*.

Student Organization of Content

- Have each student create a foldable to organize how the Powhatan, Lakota, and Pueblo related to their environment.

Session 8: Compare and Contrast Different Cultures in Different Environments _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have an understanding of climate, regions, and environment.
- Students are expected to be able to have an understanding of how people relate to their environment.

Materials

- World Map
- Globe
- United States Map
- Comparison Chart: How Did People Relate to Their Environment? (Attachment F)
- Completed Comparison Chart: How Did People Relate to Their Environment? (Attachment G)
- Sample Assessment Items (Attachment L)

Instructional Activities

1. Review where Egypt, China, and the United States are on a world map and globe. Review where the Eastern Woodlands, Plains, and Southwest regions are on a United States map. Use the foldables created in previous sessions to support the review. Play another round of the Flyswatter Game.
2. Review the Comparison Charts (Attachment F) that students completed in previous sessions. Answers are provided on the completed comparison chart (Attachment G).
3. Ask students how to use the world map or globe and cardinal directions to explain how to travel from the United States to Egypt or China. Review hemispheres, the equator, and the prime meridian.
4. Compare the sizes of the three locations as well as their land and climate.
5. Using the United States map, ask students for directions from Virginia to the Plains or the Southwest. Ask how the climate and land might change during the journey.
6. Compare the way the ancient Egyptians, Chinese, Powhatan, Lakota, and Pueblo related to their environments with the adaptations made by animals that live in those habitats. How do people and animals find food and stay warm or cool?
7. Have students create a class book about ways people relate to their environment. Each page should have a drawing of one way the ancient Chinese, Egyptians, and the Powhatan, Lakota, and Pueblo related to their environments. Students should write a caption for each picture explaining the relationship between the culture and the environment.
8. Have students create a travel brochure for one of the regions they studied. One panel should advertise why people would want to vacation there. A second panel should give advice about what to bring on the trip and what to expect upon arrival. The third panel should describe the land and climate of the region, and the culture of the people who live there. Bring in actual travel brochures, ideally from these regions, for students to use as models.

Specific Options for Differentiating This Lesson

Technology

- Have students use software programs to compare how the ancient Egyptians, ancient Chinese, Powhatan, Lakota, and Pueblo related to their environments.
- Have students use presentation software and/or multimedia applications (video or audio) to create their travel brochures (See Instructional Activity #8).

- Have students use presentation software to create the class book (See Instructional Activity #7).
- Have students use digital maps to locate and identify the regions.

Multisensory Activities

- Have students create dioramas to illustrate the different groups and how they relate to their environments.
- Have students role-play giving directions while other students follow them using a compass rose.

Community Connections

- Invite people who have lived in the Plains, Eastern Woodlands, and Southwest, Egypt, and China to discuss the climates and environments.

Small Group Learning

- Have students complete their travel brochures in small groups (See Instructional Activity #8).

Vocabulary

- Have students use the following vocabulary words: *climate*, *land*, *region*, and *environment*.

Student Organization of Content

- Have students create comparison charts to review the characteristics of the regions.

Attachment A: Changing Seasons Picture Sort _____

How Does Your Life Change with the Seasons?

FALL	WINTER	SPRING	SUMMER
			
			
			
			

Attachment B: Changing Seasons Chart _____

How Does Your Life Change with the Seasons?

Season	Clothing	Food	Activities
---------------	-----------------	-------------	-------------------

Fall			
-------------	--	--	--

Winter			
---------------	--	--	--

Spring			
---------------	--	--	--

Summer			
---------------	--	--	--

Attachment C: Countries and Continents _____

Name _____ Date _____

Directions: Draw a straight blue line matching the name of the continent to its picture. Then, draw a wiggly green line matching the name of the country to the picture of the continent where it is located.



The United States

Africa



Asia

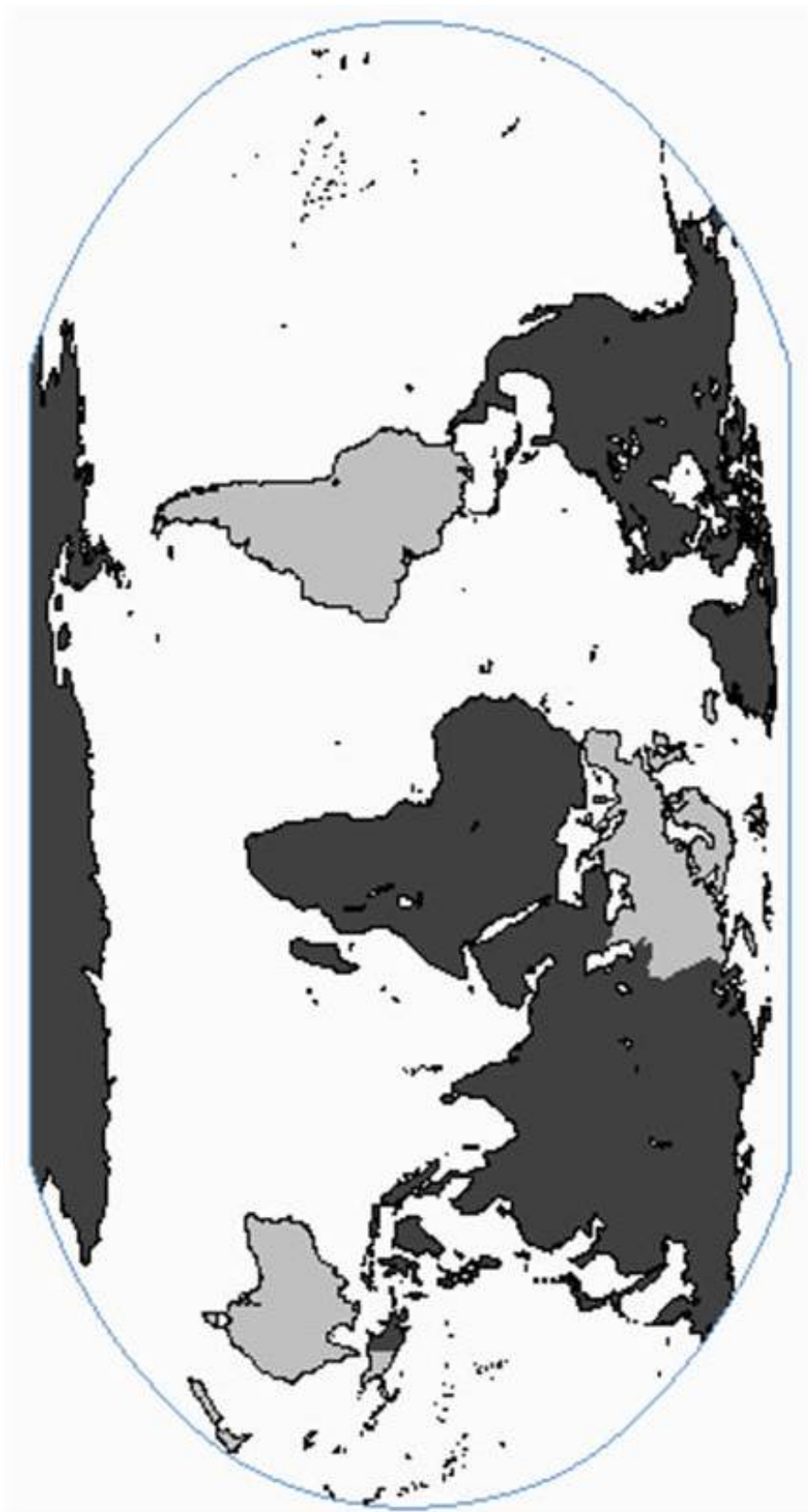
Egypt



North America

China

Attachment D: World Map

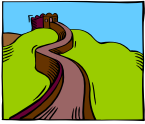
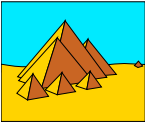
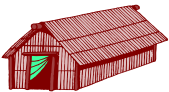




Attachment E: China's Huang He River



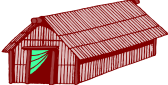




http://encarta.msn.com/media_461519269/huang_he.html

Attachment F: Comparison Chart—How Did People Relate to their Environments? _____

LOCATION	ENVIRONMENT		WAYS PEOPLE RELATED TO THE ENVIRONMENT
	CLIMATE	LAND	
China 			
Egypt 			
Eastern Woodlands  (Powhatan)			
Plains  (Lakota)			
Southwest  (Pueblo)			

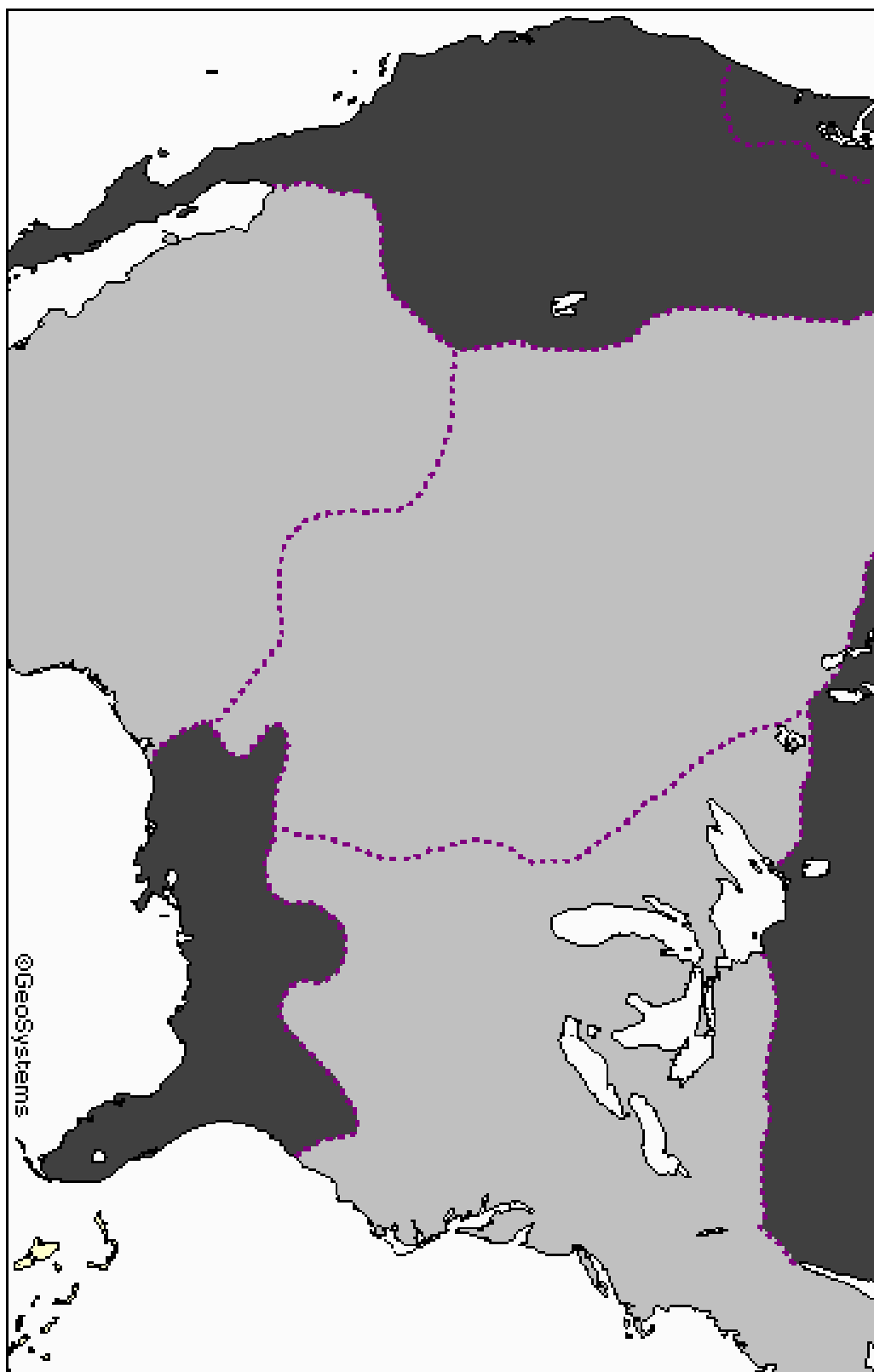
Attachment G: Completed Comparison Chart—How Did People Relate to their Environments?

LOCATION	ENVIRONMENT		WAYS PEOPLE RELATED TO THE ENVIRONMENT
	CLIMATE	LAND	
China 	Seasons	Forests Hills Mountains Deserts	Settled along the Huang He River. Fished, farmed, and irrigated the land.
Egypt 	Hot Dry	Nile River Valley Deserts Flooding	Farmed and irrigated the land near the Nile River.
Eastern Woodlands  (Powhatan)	Mild winters Hot, humid summers	Rivers Hills Mountains Coastland	Farmed, fished, hunted, and gathered plants for food. Used trees for shelters and canoes.
Plains  (Lakota)	Hot summers Harsh, cold winters	Plains Prairies Rolling hills	Moved around the region to hunt for buffalo. Later used horses for transportation.
Southwest  (Pueblo)	Hot days Cold nights Little rainfall	High flatlands	Farmed the land. Lived in villages in adobe (clay) houses.

Attachment H: Egypt's Nile River



Attachment I: United States Map



Attachment J: United States Foldable Sections

<p>Hot Summers Harsh, Cold Winters</p> <p>Plains Prairies Rolling Hills</p>	<p>Hot, Humid Summers Mild Winters</p> <p>Rivers Mountains Hills Coastland</p>
<p>Hot Days Cold Nights Little Rainfall</p> <p>High Flatlands</p>	



Attachment K: Cause-and-Effect Conversations

Clay and sand were all over the high flatlands.	<i>I built an adobe shelter.</i>
I lived near a river.	<i>I traveled by canoe.</i>
I lived in the desert.	<i>I grew cotton to make light clothing.</i>
The days were hot, but the nights were cold.	<i>Thick clay insulated my shelter.</i>
I lived in a forest.	<i>I built longhouses from wood.</i>
The winters were harsh.	<i>I made clothes from buffalo hide.</i>
I lived on the prairie.	<i>I hunted buffalo.</i>
There was little rainfall.	<i>I irrigated the land.</i>
I stayed close to the buffalo.	<i>My teepee could be moved easily.</i>
I lived near many plants and animals.	<i>I hunted deer and gathered plants for food.</i>

Attachment L: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. A place where people live, work, and play is called a _____</p> <p>A climate B population C community* D family</p> <p>2. What is the number of people living in a community called?</p> <p>A Transportation B Community C Buildings D Population*</p> <p>3. What do you call a way of moving people and goods from one place to another?</p> <p>A Population B Transportation* C Buildings D Family</p> <p>4. When did people use a horse and cart for transportation?</p> <p>A Past* B Future C Present D Today</p> <p>5. What do you call the weather that an area has over a long period of time?</p> <p>A Environment B Surroundings C Land D Climate*</p> <p>6. Where is China located?</p> <p>A North America B Asia* C Australia D South America</p>	<p>7. Where is Egypt located?</p> <p>A Antarctica B Africa* C Australia D Europe</p> <p>8. The climate of Ancient Egypt was _____</p> <p>A hot and dry* B cold and windy C warm and humid D cool and rainy</p> <p>9. Which group of ancient people fished, farmed, and irrigated the land?</p> <p>A Powhatan B Lakota C Chinese* D Pueblo</p> <p>10. Irrigation is the process of _____</p> <p>A trading goods and services B traveling on water C using papyrus to make paper D bringing water to dry land*</p> <p>11. Which group of people lived on high flatlands?</p> <p>A Lakota B Pueblo* C Egyptians D Powhatan</p> <p>12. The Nile River helped provide _____</p> <p>A a means of transportation B fertile soil for farming C a source of food and water D all of the above*</p>
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Organizing Topic

Famous Americans and Their Contributions

Standard(s) of Learning _____

2.11 The student will identify George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. as Americans whose contributions improved the lives of other Americans.

Essential Understandings, Knowledge, and Skills _____

Correlation to
Instructional Materials

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

Collect, organize, and record information. _____

Gather, classify, and interpret information. _____

Compare and contrast different personalities and behaviors. _____

Explain cause-and-effect relationships. _____

Content

Understand that individuals in the past have worked successfully to improve the lives of other Americans in the United States. _____

Identify these selected Americans and their contributions toward improving the lives of other Americans:

- George Washington: He led the fight for freedom from England and helped establish a new country. _____
- Abraham Lincoln: He was the President of the United States who helped free African American slaves. _____
- Susan B. Anthony: She led the struggle to give women equal rights, including the right to vote. _____
- Helen Keller: She overcame disabilities and worked to help others who were blind and/or deaf. _____
- Jackie Robinson: He was the first African American player in the major leagues of baseball. His actions helped to bring about other opportunities for African Americans. _____
- Martin Luther King: He was an African American minister who worked so that all people would be treated fairly. He led peaceful marches and gave speeches. _____

Sample Resources

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.

“Civil Rights.” *The Kids Report*. University of Wisconsin-Madison Libraries.

<<http://www.madison.k12.wi.us/tnl/detectives/kids/KIDS-000314.html>>. The *KIDS Report* is a biweekly publication produced by K–12 students as a resource to other K–12 students.

“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.

“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.

Helen Keller Kids Museum Online. American Foundation for the Blind.

<<http://www.afb.org/braillebug/hkmuseum.asp>>. This Web site provides biographical information about Helen Keller.

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.

“Susan B. Anthony.” *Women of the Hall*. National Women’s Hall of Fame.

<<http://www.greatwomen.org/women.php?action=viewone&id=13>>. This Web page provides biographical information about Susan B. Anthony.

“Teaching With Documents Lesson Plan: Beyond the Playing Field —Jackie Robinson, Civil Rights Advocate.” *The National Archives Experience (NARA)*.

<http://www.archives.gov/digital_classroom/lessons/jackie_robinson/jackie_robinson.html>. This is a Web page of lessons about Jackie Robinson.

“Teaching With Documents Lesson Plan: Court Documents Related to Martin Luther King, Jr. and Memphis Sanitation Workers.” *The National Archives Experience (NARA)*.

<http://www.archives.gov/digital_classroom/lessons/memphis_v_mlk/memphis_v_mlk.html>. This is a Web page of lessons about Martin Luther King, Jr.

The White House. <<http://www.whitehouse.gov/history/presidents/gw1.html>>. The White House Web site provides a brief biography of George Washington.

Session 1: Contributions of George Washington

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have some knowledge of George Washington.
- Students are expected to be able to have some understanding of the president of the United States.

Materials

- Book about/pictures of George Washington
- Paper and art supplies

Instructional Activities

1. Show students pictures of George Washington. Ask students what they know about him. Write their responses on a KWL chart about George Washington under “What We Know.” The following graphic organizer Web sites may be helpful:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<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. Review the Essential Knowledge students covered in kindergarten about George Washington.
 - He was the first president of the United States and often called the “Father of Our Country.”
3. 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.
4. 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, types of foods, occupations, and homes.
5. 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.”
6. 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/history/presidents/gw1.html>>

7. Complete the “What We Learned” section of the KWL chart with students.
8. After the teacher reads trade books, text books, or other sources about the life of George Washington, they could use an interactive white board or classroom computer to help students complete the Bio-Cube as a class. See: http://readwritethink.org/materials/bio_cube/

Specific Options for Differentiating This Session

Technology

- Have students use books and the Internet to find information about George Washington.
- Provide the KWL chart (See Instructional Activity #1) as an electronic form so it can be projected for easy viewing. It could also be used with an interactive whiteboard.

Multisensory Activities

- Have students role-play what it would have been like to live in George Washington’s time.
- Play books on tape about George Washington or the time in which he lived.
- Have students color or paint portraits of George Washington.

Community Connections

- Collaborate with an art teacher to organize an art portrait project related to George Washington.
- Set up a virtual field trip to Mount Vernon or provide a software presentation about Mount Vernon.

Small Group Learning

- Have students brainstorm to identify interview questions that they would like to ask George Washington if they worked for a newspaper.
- Have students work together to create a class newspaper set during Washington’s time period.

Vocabulary

- Have students use the following vocabulary words: *history*, *portrait*, *president*, *leader*, and *responsibility*.
- Have students make hanger mobiles of George Washington, listing his name at the top. All of the words that hang down from the top of the hanger should represent something that is known about George Washington.
- Have students draw pictures of words to help them remember the meanings. The drawings could be added to the mobile.

Student Organization of Content

- Have students categorize information about George Washington into graphic organizers.
- Have students add individual KWL charts to their portfolios (See Instructional Activity #4).
- Have students write journal entries on “A World Without George Washington.” These may be added to an individual book, “A World Without Heroes.” The book could include all of the famous Americans studied.

Session 2: Contributions of Abraham Lincoln

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have some knowledge of Abraham Lincoln.
- Students are expected to be able to have some understanding of the president of the United States.

Materials

- Book about/pictures of Abraham Lincoln
- Paper and art supplies
- Pennies

Instructional Activities

1. Show students pictures of Abraham Lincoln. Ask students what they know about him. Write their responses on a KWL chart about Abraham Lincoln under “What We Know.” The following graphic organizer Web sites may be helpful:
 - <<http://www.eduplace.com/graphicorganizer/>>
 - <<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.sieck.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. Divide students into small groups to inspect pennies. Have students do rubbings of Abraham Lincoln’s picture on the front of the penny and the Lincoln Memorial on the back of the penny.
7. 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.
8. Use resource materials/Web sites/videos to share additional information about Abraham Lincoln with students.
9. Complete the “What We Learned” section of the KWL chart with students.

10. After the teacher reads trade books, text books, or other sources about the life of Abraham Lincoln, they could use an interactive white board or classroom computer to help students complete the Bio-Cube as a class. See: http://readwritethink.org/materials/bio_cube/

Specific Options for Differentiating This Lesson

Technology

- Have students use books and the Internet to find information about Abraham Lincoln.
- Provide access to a software program so students will be able to type facts. Symbols or images may be added to help some students remember vocabulary words.
- Provide the KWL chart (See Instructional Activity #1) as an electronic form so it can be projected for easy viewing. It could also be used with an interactive whiteboard.

Multisensory Activities

- Have students role-play what it would have been like to live in Abraham Lincoln's time.
- Play books on tape about Abraham Lincoln or the time in which he lived.
- Have students color or paint portraits of Abraham Lincoln.

Community Connections

- Collaborate with an art teacher to organize an art portrait project related to Abraham Lincoln.

Small Group Learning

- Have students brainstorm to identify interview questions that they would like to ask Abraham Lincoln if they worked for a newspaper.
- Have students work together to create a class newspaper set during Lincoln's time period.
- Have students role-play the jobs and responsibilities of President Lincoln.

Vocabulary

- Have students use the following vocabulary words: *history, portrait, president, leader, responsibility, lawyer, ferryman, and self-discipline*.
- Have students make hanger mobiles of Abraham Lincoln, listing his name at the top. All of the words that hang down from the top of the hanger should be related to something that is known about Abraham Lincoln.
- Have students draw pictures of words to help them remember the meanings. The drawings could be added to the mobile.

Student Organization of Content

- Have students categorize information about Abraham Lincoln into graphic organizers.
- Have students add individual KWL charts to their portfolios (See Instructional Activity #1).
- Have students write journal entries on "A World Without Abraham Lincoln." These may be added to an individual book, "A World Without Heroes." The book may include all the famous Americans studied.

Session 3: Contributions of Susan B. Anthony

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have some limited knowledge of Susan B. Anthony.
- Students are expected to be able to gather information from informational texts, recordings, and/or pictures.

Materials

- Teacher-selected book about Susan B. Anthony
- Picture or poster of Susan B. Anthony

Instructional Activities

1. Show students a picture or poster of Susan B. Anthony. Ask students what they already know about her. Write their responses on a KWL chart about Susan B. Anthony. 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 the students what they would like to learn about Susan B. Anthony, and post their responses under the “What We Want to Know” section of the KWL chart.
3. Read a teacher-selected book about Susan B. Anthony, 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 Susan B. Anthony.
4. Add information with students to the KWL chart on “What We Learned.” Be sure to include the following:
 - Susan B. Anthony led the struggle to give women equal rights.
 - Susan B. Anthony worked to give women the right to vote.
5. Help students research additional information about Susan B. Anthony, using resource materials/Web sites/videos.
6. Complete the “What We Learned” section of the KWL chart with students.
7. After the teacher reads trade books, text books, or other sources about the life of Susan B. Anthony, they could use an interactive white board or classroom computer to help students complete the Bio-Cube as a class. See: http://readwritethink.org/materials/bio_cube/

Specific Options for Differentiating This Lesson

Technology

- Have students use books and the Internet to find information about Susan B. Anthony.
- Provide access to a software program to enable students to type facts. Symbols or images may be added to help some students remember vocabulary words.
- Provide the KWL chart (See Instructional Activity #1) as an electronic form so it can be projected for easy viewing. It could also be used with an interactive whiteboard.

Multisensory Activities

- Have students role-play what it would have been like to live in Susan B. Anthony’s time.
- Play books on tape about Susan B. Anthony or the time in which she lived.
- Have students color or paint portraits of Susan B. Anthony.
- Have students create posters listing rights that are important to them.

Community Connections

- Collaborate with an art teacher to organize an art portraits project related to Susan B. Anthony.
- Invite a person from the community to discuss the 19th Amendment and its ratification.

Small Group Learning

- Have students brainstorm to identify interview questions that they would like to ask Susan B. Anthony if they worked for a newspaper.
- Have students work together to create a class newspaper set during Anthony's time period.
- Assign groups specific topics from Susan B. Anthony's time to research and compare to life today (e.g., transportation, clothing, homes/buildings, population).

Vocabulary

- Have students use the following vocabulary words: *history*, *portraits*, *leader*, *responsibility*, *self-discipline*, *respect*, *suffrage*, and *rights*.
- Have students make hanger mobiles of Susan B. Anthony, listing her name at the top. All the words that hang down from the top of the hanger should relate to something that is known about Susan B. Anthony.
- Have students draw pictures of words to help them remember the meanings. The drawings may be added to the mobile.

Student Organization of Content

- Have students categorize information about Susan B. Anthony into graphic organizers.
- Have students add individual KWL charts to their portfolios (See Instructional Activity #1).
- Have students write journal entries on "A World Without Susan B. Anthony." These may be added to an individual book, "A World Without Heroes." The book may include all of the famous Americans studied.

Session 4: Contributions of Helen Keller

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have some background knowledge of Helen Keller.

Materials

- Teacher-selected book about Helen Keller
- Picture or poster of Helen Keller
- Sample sheets of Braille
- Copy of Braille alphabet

Instructional Activities

1. Show students a picture or poster of Helen Keller. Ask students what they already know about her. Write their responses on a KWL chart about Helen Keller. 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 Helen Keller, and post their responses under the “What We Want to Know” section of the KWL chart.
3. Read a teacher-selected book about Helen Keller, 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 Helen Keller. The following Web site may be helpful:
 - <<http://www.afb.org/braillebug/hkmuseum.asp>>
4. Add information with students to the KWL chart on “What We Learned.” Be sure to include the following:
 - Helen Keller overcame disabilities.
 - Helen Keller worked to help others who were blind and/or deaf.
5. Help students research additional information about Helen Keller using resource materials/Web sites/videos.
6. Discuss the quote by Helen Keller, “What a strange life I lead—a kind of Cinderella life—half-glitter in crystal shoes, half mice and cinders!” Ask students why they think Helen Keller made this statement.
7. Introduce sample sheets of Braille for the students to feel, and have them write their names using a Braille alphabet.
8. Complete the “What We Learned” section of the KWL chart with students.
9. After the teacher reads trade books, text books, or other sources about the life of Helen Keller, they could also use an interactive white board or classroom computer to help students complete the Bio-Cube as a class. See: http://readwritethink.org/materials/bio_cube/

Specific Options for Differentiating This Lesson

Technology

- Have students use books and the Internet to find information about Helen Keller and visual and hearing impairment.
- Provide a software program to enable students to type facts. Symbols or images may be added to help some students remember vocabulary words.
- Provide the KWL chart (See Instructional Activity #1) as an electronic form so it can be projected for easy viewing. It could also be used with an interactive whiteboard.

Multisensory Activities

- Have students role-play what it would have been like to be Helen Keller.
- Play books on tape about Helen Keller or the time in which she lived.
- Have students color or paint blindfolded.
- Have students explore where Braille is located on various signs in their environment.
- Have students explore the Braille alphabet and write messages using this form of communication.

Community Connections

- Collaborate with an art teacher to organize an art portrait project related to Helen Keller.
- Invite a person from the community who is blind to discuss his or her life. This person may be able to talk about guide dogs as well.
- Invite an interpreter to teach some American Sign Language to the class.

Small Group Learning

- Have students work together to create a class newspaper about Helen Keller.
- Assign groups specific time periods and have them research how people with visual and/or hearing impairments were treated and what their rights were during the different time periods.
- With a partner, have students take turns role-playing being a person with a visual impairment and his/her guide in the hallways of the school.

Vocabulary

- Have students use the following vocabulary words: *history, blind, deaf, responsibility, self-discipline, respect, visual and hearing impairment, perseverance, compassion, and rights*.
- Have students make hanger mobiles of Helen Keller, listing her name at the top. All the words that hang down should relate to something that is known about Helen Keller.
- Have students draw pictures of words to help them remember the meanings. The drawings may be added to the mobile.

Student Organization of Content

- Have students categorize information about Helen Keller into graphic organizers.
- Have students add individual KWL charts to their portfolios (See Instructional Activity #1).
- Have students write journal entries on “A World Without Helen Keller.” These may be added to an individual book, “A World Without Heroes.” The book may include all the famous Americans studied.

Session 5: Contributions of Jackie Robinson

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have some background knowledge of Jackie Robinson.
- Students are expected to be able to have some knowledge about major league baseball.

Materials

- Teacher-selected book about Jackie Robinson

Instructional Activities

1. Show students a picture or poster of Jackie Robinson. Ask students what they already know about him. Write their responses on a KWL chart about Jackie Robinson. 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 Jackie Robinson, and post their responses under the “What We Want to Know” section of the KWL chart.
3. Read a teacher-selected book about Jackie Robinson, 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 Jackie Robinson.
4. Add information with students to the KWL chart on “What We Learned.” Be sure to include the following:
 - Jackie Robinson was the first African American player in major league baseball.
 - Jackie Robinson’s actions helped to bring about other opportunities for African Americans.
5. Help students research additional information about Jackie Robinson using resource materials/Web sites/videos.
6. Discuss the quote by Jackie Robinson, “I never had it easy.” Ask the students why they think Jackie Robinson made this statement.
7. Complete the “What We Learned” section of the KWL chart with students.
8. After the teacher reads trade books, text books, or other sources about the life of Jackie Robinson, they could use an interactive white board or classroom computer to help students complete the Bio-Cube as a class. See: http://readwritethink.org/materials/bio_cube/

Specific Options for Differentiating This Session

Technology

- Have students use the Internet or books to learn about Jackie Robinson.
- Provide a software program to enable students to type facts. Symbols or images may be added to help some students remember vocabulary words.
- Provide the KWL chart (See Instructional Activity #1) as an electronic form so it can be projected for easy viewing. It could also be used with an interactive whiteboard.

Multisensory Activities

- Have students role-play what it would have been like to live in Jackie Robinson’s time.
- Play books on tape about Jackie Robinson or the time in which he lived.
- Have students color or paint portraits of Jackie Robinson.

- Have students create posters listing rights that were not enjoyed by African Americans in Jackie Robinson's time.
- Hold a march and have students make speeches to other classes about rights that Jackie Robinson and all Americans, no matter the color of their skin, deserve.

Community Connections

- Take a field trip to a baseball game and imagine what it would have been like to be in the stands with an angry crowd throwing trash and remarks at Jackie Robinson.
- Invite a person from the community to discuss what it was like for his or her family member(s) to live in this time period.

Small Group Learning

- Have students brainstorm to identify interview questions that they would like to ask Jackie Robinson if they worked for a television station or newspaper.
- Have students work together to create a class newspaper about Jackie Robinson.
- Assign groups specific topics from Jackie Robinson's time to research and compare to life today (e.g., transportation, clothing, homes/buildings, population).

Vocabulary

- Have students use the following vocabulary words: *history*, *baseball*, *leader*, *responsibility*, *self-discipline*, *respect*, and *equal rights*.
- Have students make hanger mobiles of Jackie Robinson, listing his name at the top. All the words that hang down from the top of the hanger should relate to something that is known about Jackie Robinson.
- Have students draw pictures of words to help them remember the meanings. The drawings may be added to the mobile.

Student Organization of Content

- Have students categorize information about Jackie Robinson into graphic organizers.
- Have students add individual KWL charts to their portfolios (See Instructional Activity #1).
- Have students write journal entries on "A World Without Jackie Robinson." These may be added to an individual book, "A World Without Heroes." The book may include all the famous Americans studied.

Session 6: Contributions of Dr. Martin Luther King, Jr. _____

Prerequisite Understanding/Knowledge/Skills

- Students are expected to be able to have some background knowledge of Dr. Martin Luther King, Jr.

Materials

- Picture or poster of Dr. Martin Luther King, Jr.
- Teacher-selected book about Dr. Martin Luther King, Jr.

Instructional Activities

1. Show students a picture or poster of Dr. Martin Luther King, Jr. Ask students what they already know about him. 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 so that all people would be treated fairly.
 - Martin Luther King, Jr., led peaceful marches and gave speeches.
5. Help students research additional information about Dr. Martin Luther King, Jr., using resource materials/Web sites/videos.
6. Lead a classroom discussion about the quote by Dr. Martin Luther King, Jr., “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.”
7. Complete the “What We Learned” section of the KWL chart with students.
8. After the teacher reads trade books, text books, or other sources about the life of Dr. Martin Luther King, Jr., they could use an interactive white board or classroom computer to help students complete the Bio-Cube as a class. See: http://readwritethink.org/materials/bio_cube/

Specific Options for Differentiating This Lesson

Technology

- Have students use the Internet to find information about Dr. Martin Luther King, Jr. The students can also find many Web sites that have recordings of King’s “I Have a Dream” speech.
- Have students use the Internet or books to discover facts about segregation.
- Provide a software program to enable students to type facts. Symbols or images may be added to help some students remember vocabulary words.
- Provide the KWL chart (See Instructional Activity #1) as an electronic form so it can be projected for easy viewing. It could also be used with an interactive whiteboard.

Multisensory Activities

- Have students role-play what it would have been like to live in King's time.
- Have students color or paint portraits of Dr. Martin Luther King, Jr.
- Hold a march and have students make speeches to other classes about rights that Dr. Martin Luther King, Jr., and all Americans, no matter the color of their skin, deserve.

Community Connections

- Collaborate with an art teacher to organize an art portrait project related to Dr. Martin Luther King, Jr.
- Invite a person from the community to discuss what it was like to live in this time period.
- Have students practice a choral reading about King's thoughts and ideas from his "I Have a Dream" speech. Invite parents and family members to listen to the choral reading and a recording of four minutes of this speech.

Small Group Learning

- Have students brainstorm to identify interview questions that they would like to ask Dr. Martin Luther King, Jr., if they worked for a television station or newspaper.
- Have students work together to create a class newspaper about King's trials and successes.
- Assign groups specific topics from King's time to research and compare to life today (e.g., transportation, clothing, homes/buildings, population).

Vocabulary

- Have students use the following vocabulary words: *history*, *leader*, *responsibility*, *self-discipline*, *respect*, and *equal rights*.
- Have students illustrate a paper cut-out of themselves. Encourage them to use specific vocabulary in a small speech bubble that finishes the sentence "I have a dream ..."
- Have students draw pictures of words to help them remember the meanings. These may be put into a "Famous Americans Picture Dictionary."

Student Organization of Content

- Have students categorize information about Dr. Martin Luther King, Jr., into graphic organizers.
- Have students add individual KWL charts to their portfolios (See Instructional Activity #1).
- Have students write journal entries on "A World Without Dr. Martin Luther King, Jr." These may be added to an individual book, "A World Without Heroes." The book may include all the famous Americans studied.

Session 7: Review

Prerequisite Understanding/Knowledge/Skills

- Students are expected to know several facts about the following Famous Americans and their contributions: George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Dr. Martin Luther King, Jr.
- The students are expected to be able to form “yes or no” questions.

Materials

- Index cards
- Masking tape

Instructional Activities

1. Review previous sessions.
2. Play “Guess My Name.” Tape onto each student’s back an index card with the name of a famous American written on it. The other students will try to identify who they are by asking questions that can be answered with a “yes or no.” No more than two questions at a time can be asked of any one person, and no more than 20 questions may be asked altogether. The winner is the person who guesses correctly.
3. Make a flip book of famous Americans with student-researched information and student-drawn pictures.

Famous Americans
George Washington
Abraham Lincoln
Susan B. Anthony
Helen Keller
Jackie Robinson
Martin Luther King, Jr.

Specific Options for Differentiating This Session

Technology

- Have students use a software program to choose pictures to place in their individual flipbooks.
- Use a talking word processor when students play “Guess My Name.” (See Instructional Activity #2)
- Have students watch and discuss videos to review famous Americans.

Multisensory Activities

- Have students sing a teacher- or student-created song about the famous Americans studied in this unit to help recall their contributions to our country.
- Have students make a six-sided paper cube, placing each of the famous Americans on one side of it. They can include pictures and facts.

Community Connections

- Hold a “Famous American Fair” that includes all of the projects done individually and in groups to share with other students in the school.

Small Group Learning

- Gather students into six groups and assign each group one of the previously studied famous Americans. Have each group create a flag that includes symbols and words that represent their assigned famous American.

Vocabulary

- Have students use the following vocabulary words: *famous Americans, contributions, George Washington, Abraham Lincoln, Helen Keller, Susan B. Anthony, Jackie Robinson, Dr. Martin Luther King, Jr., president, African American, slaves, suffrage, equal rights, minister, freedom, England, disabilities, blind, deaf, and vision and hearing impairment.*
- Have students play a quiz game show that includes all vocabulary from the “Famous Americans” unit.

Student Organization of Content

- Have students place their flipbooks into their portfolios.
- Give students an assessment, such as the one in Attachment A.

Additional Activities

- Provide students with additional background information about famous Americans by reading teacher-selected books about each.
- Have each student construct, write, and illustrate a Famous American booklet.
- Have students research a famous American other than the ones studied in these sessions. Ask them to prepare a poster that contains a picture of the person, a timeline for the person's life, and a list of the person's most important contributions to American life. Have a Famous American Day as a culmination of the organizing topic. Display all the posters around the room. Have each student explain his/her poster to the class.
- Have students construct a timeline of the life of each famous American studied in this organizing topic. Put the timelines together chronologically to help students see the overlap of the various lives and also to help them see the expanse of time from the earliest birth to the most recent death. Discuss the timeline together.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

- 1. Who was the President of the United States who helped free African American slaves in the South?**

A Benjamin Franklin
 B George Washington
 C
 D Abraham Lincoln*

- 2. Who led the struggle to give women equal rights, including the right to vote?**

A Betsy Ross
 B Susan B. Anthony*
 C Martin Luther King, Jr.
 D George Washington Carver

- 3. Who was the African American minister who worked so that all people would be treated fairly?**

A Susan B. Anthony
 B George Washington Carver
 C Helen Keller
 D Martin Luther King, Jr.*

- 4. Who led the fight for freedom from England and helped establish a new country?**

A Benjamin Franklin
 B George Washington*
 C Martin Luther King, Jr.
 D Abraham Lincoln

- 5. Who was the first African American player in major league baseball?**

A Martin Luther King, Jr.
 B George Washington Carver
 C Jackie Robinson*
 D Abraham Lincoln

- 6. Who overcame disabilities and worked to help others who were blind and deaf?**

A Helen Keller*
 B Susan B. Anthony
 C Jackie Robinson
 D Martin Luther King, Jr.

- 7–12. Have the students fold a piece of paper into six squares. Have the students write one of the following names in each box: George Washington, Abraham Lincoln, Susan B. Anthony, Helen Keller, Jackie Robinson, and Martin Luther King, Jr. Have the student write one fact in each box about that famous American.**

George Washington	Abraham Lincoln	Susan B. Anthony
Helen Keller	Jackie Robinson	Martin Luther King, Jr.

Organizing Topic

Resources and Economic Choice

Standard(s) of Learning _____

2.7 The student will describe natural resources (water, soil, wood, and coal), human resources (people at work), and capital resources (machines, tools, and buildings).

Essential Understandings, Knowledge, and Skills _____

Correlation to Instructional Materials

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

Gather, classify, and interpret information. _____

Content

Understand that the three main types of resources are natural, human, and capital. _____

Describe the following resources:

- Natural resources: materials that come from nature _____
- Human resources: people working to produce goods and services _____
- Capital resources: goods made by people and used to produce other goods and services _____

Identify examples of resources using the following information as a guide:

- Natural: water, soil, wood, coal _____
- Human: farmers, miners, builders, painters _____
- Capital: hammers, computers, trucks, lawn mowers, factory buildings _____

Sample Resources

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.

Economics and Geography Lessons for 32 Children's Books. Montgomery County Public Schools.

<http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>. This Web site offers lessons based on children's books.

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

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

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

“Online Elementary Economic Lessons.” *James Madison University.*

<<http://cob.jmu.edu/econed/Elementary.htm>>. Elementary economics lessons are available at this site.

Primary Knowledge of Economics: 2001 Aligned. Virginia Department of Education.

<<http://www.pen.k12.va.us/VDOE/Instruction/info.pdf>>. This Web site offers “Concepts and Principles for the Economic Strand of the K–3 History and Social Science Standards of Learning.”

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: Review of Goods and Services

Prerequisite Knowledge/Understanding/Skills

- Students are expected to be able to know the concepts of buyer, seller, basic needs, and media.

Materials

- Chart paper and markers
- Magazines and other media
- Teacher-selected book about goods and services

Instructional Activities

1. Review the meaning of *goods* and *services* from Grade One material.
 - *Goods* are things people make or use to satisfy wants and needs.
 - *Services* are activities that satisfy peoples' wants and needs.
2. Remind students that most people are both producers and consumers of goods and services.
3. Create a class chart divided into two columns: Label one column GOODS and label the other SERVICES. Under the GOODS column, have students generate a list of goods that families use. Under the SERVICES column, have students generate a list of the services from people they encounter in their everyday lives such as teachers, doctors, bus drivers, and salespeople. Post the chart.
4. Divide the class into groups, and have each group make a collage of pictures from magazines and other media portraying goods and services. Have the different groups share their collage with the class.
5. Read a teacher-selected book about goods and services, and create another class chart that shows goods and services from the story.
6. 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 Session

Technology

- Use software programs with pictures of various goods and services. Ask students to sort and place pictures in the two categories of "goods" and "services." An interactive white board could be used for this sorting activity.
- Have students watch videos depicting people using or making goods and services.
- Have students use a digital camera to record goods and services used around the school, in their community, or in their own homes.

Multisensory Activities

- Have students create songs, raps, or poems describing goods and services.
- Have students create goods or perform services for a "Variety Fair." Booths can be set up for students to "charge" buyers for the goods or services.

Community Connections

- Take a field trip to a local grocery store to observe goods and services in action. Other community locations that perform services or provide goods can be identified through brainstorming.
- Invite a member of the community to discuss his/her occupation and goods or services he/she provides.

- Ask members of the school community, such as the cafeteria worker, to discuss the importance of goods and services in the school.
- Create a class book of community goods and services portraying all that is available in the community.

Small Group Learning

- Have groups create brochures or pamphlets showing goods and services available in the community or around the school.
- Have groups interview teachers, friends, and family members about goods and services they encounter each day. These interviews can be shared with the other groups via a software presentation or an oral report.

Vocabulary

- Have students use the following vocabulary words: *good, service, want, need, basic, media, buyer, and seller*.
- Have each student use the new vocabulary in a journal writing selection.
- Add the new vocabulary to the class word wall.

Student Organization of Content

- Have students add new activities and knowledge in their portfolios.
- Extend the class chart (See Instructional Activity #3) by adding other goods and services throughout the unit of study.

Session 2: Types of Resources

Prerequisite Knowledge/Understanding/Skills

- Students are expected to be able to understand the concepts of resources, goods, and services.
- Students are expected to be able to categorize words.

Materials

- Chart paper, markers, crayons
- Pictures from magazines, newspapers, and related Web sites

Instructional Activities

1. Introduce the term *producer* by explaining that a producer is a person who uses resources to make goods and/or provide services.
2. Tell students that producers must make choices about what goods or services to make or produce and what resources to use when they produce the good or service.
3. Explain to students that there are three main types of resources:
 - Natural resources: Things that come directly from nature
 - Human resources: People working to produce goods and services
 - Capital resources: Goods, such as tools, made by people and used to produce other goods and services

Note: It's tempting to classify products like chocolate chips and flour as natural resources. But, because they are not found in nature, but rather are produced by people, they are goods. All goods are made from natural resources. Once a good, such as chocolate chips or flour, is made, it is no longer classified as a natural resource. If a good is used up in the production of another good, it's called an intermediate good. Chocolate, chips, flour, and butter used in cookies are intermediate goods.
4. Create a chart labeled with the three types of resources, and have students list school resources and place them in the correct category. See the sample chart.

Resources at School

Resources at school	Natural	Human	Capital
Teacher		X	
Water	X		
Computer			X
Tractor			X
Bus driver		X	
Lawnmower			X
Tree	X		

5. Have students copy the chart and draw pictures to go with each of the resources at school.
6. Have students create a similar type of chart that lists the resources found in their homes.

7. Visit the Kid's Econ Poster Web site (<http://www.kidseconposters.com/econsongs.html>) for songs and instructional materials on the types of resources.
8. Visit these online resources for additional lessons:
 - Online lesson on natural resources "Water, water everywhere"
<http://www.econedlink.org/lessons/index.php?lesson=EM166&page=teacher>
 - Online lesson "The Little Red Hen" introduces natural, capital, and human resources
<http://www.econedlink.org/lessons/index.php?lesson=EM389&page=teacher>
 - Online lesson on natural resources with a focus on taking care of natural resources
"Does the Crocodile Hunter Hunt Crocs?"
<http://www.econedlink.org/lessons/index.php?lesson=EM362&page=teacher>
 - This is an online lesson on natural, capital and human resources. Although classified as grade 3, it could be useful in grade 2. It also has many links to various "how things are made."
"The Productive Blues"
<http://www.econedlink.org/lessons/index.php?lesson=EM229&page=teacher>

Specific Options for Differentiating This Session

Technology

- Provide the "Resources at School" chart (See Instructional Activities #4 and #5) as an electronic form for the students to complete. Software and the Internet could be used to locate the pictures.
- Have students watch videos that depict factory workers producing goods.
- Have students use a digital camera to take pictures of the different types of resources around them.

Multisensory Activities

- Have students use a natural resource to produce a good, such as sticks to create a wreath.
- Have students take a nature walk so they can observe the natural, human, and capital resources around their school community.
- Have students create songs about the different types of resources.

Community Connections

- Invite someone from the community (e.g., farmer, conservationist, game warden) to discuss the importance of natural resources.
- Have students interview parents, family members, and neighbors about their jobs and the types of resources used.
- Have students visit a local factory to observe the types of resources being used.

Small Group Learning

- Have groups create collages of natural, capital, and human resources using pictures from magazines, newspapers, or Web sites.
- Have groups research the different types of resources in their community and present their findings to the class.

Vocabulary

- Have students use the following vocabulary words: *producer, resource, service, good, natural, human, and capital*.
- Add the new vocabulary words to the class word wall.
- Have students add new vocabulary to individual dictionaries or picture dictionaries.

Student Organization of Content

- Have students add activities and new knowledge to their portfolios.
- Have students create a class book or individual books demonstrating their knowledge of the new terms and examples.

Session 3: How the Resources Differ from Each Other

Prerequisite Knowledge/Understanding/Skills

- Students are expected to be able to have some knowledge of natural, human, and capital resources.

Materials

- Three index cards for each student with the terms *Natural*, *Human*, and *Capital* written on them
- Teacher-selected book that includes examples of the three main resources (natural, human, capital)

Instructional Activities

1. Explain to students that the three main resources can be further described to show the differences among the resources.
 - Natural: Water, soil, wood, and coal
 - Human: Farmers, miners, builders, painters
 - Capital: Hammers, computers, trucks, lawn mowers, factory buildings
2. Read a teacher-selected book that includes examples of the three main resources. The following Web sites may be helpful:
 - Elementary economics lessons
<<http://cob.jmu.edu/econed/Elementary.htm>>.
 - Sample elementary economic books and lesson plans
<http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>.
3. Before reading a selected book, review the three main types of resources, and pass out three index cards to each student with the terms Natural, Human, and Capital written on them. Ask students to hold up the correct card as you read an example of one of the resources.
4. Read the book aloud, pausing as each resource is described, giving students time to show their card.
5. After you read the book, create a class list of identified resources. Ask students to explain why each of the resources named was natural, human, or capital.
6. Review the three main resources:
 - Natural resources: Water, soil, wood, and coal
 - Human resources: People at work
 - Capital resources: Machines, tools, and buildings

Specific Options for Differentiating This Session

Technology

- Allow students to use their needed form of communication to participate in the activity.
- Have students use software programs to sort natural, capital, and human resources.
- Use a talking-word processor to record student response during this session.
- Have students use a software program to create stories about the different types of resources.

Multisensory Activities

- Have students create songs or raps to allow them to show their knowledge of how the three types of resources differ from one another.
- Have students design collages using pictures of the different types of resources.

Community Connections

- Have students visit specific locations in the community to observe how resources are used differently by various people.

Small Group Learning

- Have groups debate which resource is most important and why.
- Have groups play a guessing game where the members have to guess what resource one person is pretending to be, such as a tree or running water (natural resource).

Vocabulary

- Have students use the following vocabulary words: *natural*, *human*, *capital*, and *resource*.
- Have students add to a picture dictionary more examples and write out the differences of each resource.

Student Organization of Content

- Have students add to their portfolios.
- Have students compare and contrast the three types of resources using graphic organizers.
- Display a large graphic organizer in the classroom to compare and contrast the three types of resources.

Additional Activities

- Have students make a list of the resources they see on their way home from school and report their findings to the class the next day.
- Have students make a class book that illustrates the three main resources with pictures and words.
- Complete a Resources-at-School chart to include places other than the classroom and playground (cafeteria, library, counselor's or nurse's office, principal's office).
- Show pictures of people performing various occupations and ask students to name the human resource and the natural and capital resources they believe each person would use in his/her occupation.
- Discuss with students why it is important to protect natural resources. Show examples or do a project to improve or protect natural resources (e.g., Virginia-related information, photographs, or activities from *Lessons from the Bay* at <http://www.pen.k12.va.us/VDOE/watershed/>).

Attachment A: Sample Assessment Items

Asterisk (*) indicates correct answer.

1. What term describes the people who work to produce goods and services?
 - A Natural Resources
 - B Human Resources*
 - C Capital Resources
 - D Money Resources
2. What term describes materials that come from nature?
 - A Natural Resources*
 - B Human Resources
 - C Capital Resources
 - D Money Resources
3. What term describes goods made by people and used to produce other goods and services?
 - A Natural Resources
 - B Money Resources
 - C Capital Resources*
 - D Human Resources
4. Which item is an example of a natural resource?
 - A Water*
 - B Builder
 - C Hammer
 - D Teacher
5. Which item is an example of a human resource?
 - A Wood
 - B Computer
 - C Builder*
 - D River
6. Which item is an example of a capital resource?
 - A Coal
 - B Truck*
 - C Painter
 - D Soil

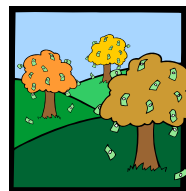
- 7–12. Label each picture as a natural, human, or capital resource.

7.



*Human Resource

8.



*Natural Resource

9.



*Capital Resource

10.



*Human Resource

11.



*Capital Resource

12.



*Natural Resource

*Organizing Topic***Acquiring Goods and Services Using Barter and Money****Standard(s) of Learning** _____

- 2.9 The student will explain that scarcity (limited resources) requires people to make choices about producing and consuming goods and services.
- 2.8 The student will distinguish between the use of barter and money in the exchange for goods and services.

Essential Understandings, Knowledge, and Skills _____

*Correlation to
Instructional Materials*

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

Make decisions based on information.

Gather, classify, and interpret information.

Compare and contrast different concepts.

Content

Understand that people are both producers and consumers.

Recognize that people must make economic choices because resources are limited (scarcity).

Know the following terms:

- *Scarcity*: not being able to meet all wants at the same time
- *Consumer*: a person who uses goods and services
- *Producer*: a person who uses resources to make goods and/or provide services

Explain that people make economic choices because resources and goods and services are limited.

Understand that people acquire goods and services through barter or through the exchange of money.

Know the following terms:

- *Barter*: the exchange of goods and services without the use of money
- *Money*: coins, paper bills, and checks used in exchange for goods and services

Sample Resources

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.

Economics and Geography Lessons for 32 Children's Books. Montgomery County Public Schools.

<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.

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

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.

CEE Online. 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.

Primary Knowledge of Economics: 2001 Aligned. Virginia Department of Education.

<<http://www.pen.k12.va.us/VDOE/Instruction/info.pdf>>. This Web site offers "Concepts and Principles for the Economic Strand of the K–3 History and Social Science Standards of Learning."

"Online Elementary Economic Lessons." *James Madison University.*

<<http://cob.jmu.edu/econed/Elementary.htm>>. Elementary economics lessons are available at this site.

Session 1: We Are Consumers

Prerequisite Knowledge/Understanding/Skills

- Students are expected to be able to understand the concepts of goods, services, wants, needs, and buyers.

Materials

- Teacher-selected book that has examples of consumers
- Chart paper

Instructional Activities

- Ask students to write down some of their *wants and needs*. Have individual students read their lists, and ask how they might get or consume these wants and needs. Ask students if they can determine what *consume* means. Explain that to consume is to use a good or service and that a person who uses goods or services is a consumer.
- Point out to students that we are all consumers who decide what goods and services will satisfy our wants and needs. Ask students to draw self-portraits and label them Consumers. Post portraits on a “We Are Consumers” bulletin board.
- Remind students that people are *consumers* both when they buy and use goods and services. When Tommy’s mother buys a ball, she is a consumer. When Tommy plays with the ball, he is a consumer.
- Use the following chart to have students list three goods and three services they have used in the past few days. Have students discuss the examples of the goods and services they have used.

Goods and Services Examples

Goods	Services
Food	Dinner, prepared by a family member
Bike	Bicycle repair
Coat	Dry cleaning

- Have students share their charts with each other, and post them on the bulletin board under each student’s self-portrait.
- Refer to the “We Are Consumers” bulletin board throughout the unit.

7. Read a teacher-selected book that has examples of consumers, or consult one of the following Web sites:
 - Online Lessons for Elementary Economics from James Madison University Economic Education Department
<<http://cob.jmu.edu/econed/Elementary.htm>>
 - Sample elementary economic books and lesson plans
<http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>.
8. Visit the Kid's Econ Poster Web site (<http://www.kidseconposters.com/econsongs.html>) for songs and instructional materials on consumers and producers.

Specific Options for Differentiating This Session

Technology

- Have students cut out pictures or words of wants they may have using magazines or catalog.
- Assist students in recording their wants and needs using a talking word processor.
- Have students use highlighters to identify goods, services, wants, needs, consumers, and buyers in a magazine or a catalog.

Multisensory Activities

- Have students create songs or raps to demonstrate their knowledge of the specific vocabulary words.
- Have students bring objects from home that represent wants and needs and allow them to become consumers and buyers.

Community Connections

- Invite a community business owner to discuss the importance of consumers and buyers to his/her business.
- Have students bring pictures or ask them to draw pictures of their favorite places for consuming or buying goods or services.

Small Group Learning

- Have groups brainstorm to identify favorite wants of second graders. Have students interview other second graders in the building and graph the results.
- Have groups compare and contrast the words *consumer* and *buyer*. Have each group select one or the other to be experts on so that they can present to the other groups.

Vocabulary

- Have students use the following vocabulary words: *consume consumer, buyer, wants, good, service, satisfy, and buy*.
- Add new vocabulary words to a class word wall.

Student Organization of Content

- Have students compare and contrast vocabulary words with examples using graphic organizers.
- Have students add new knowledge and activities to their portfolios.

Session 2: Who Are Producers? _____

Prerequisite Knowledge/Understanding/Skills

- Students are expected to be able to understand the concepts of resources, goods, and services.

Materials

- Magazines and pictures
- Materials to produce classroom product(s)
- Teacher-selected book that includes examples of producers

Instructional Activities

1. Introduce the term *producer* to the students. Tell students that a producer is a person who uses resources to make goods and/or provide services.
2. Review the three main resources studied in the previous organizing topic, “Resources and Economic Choice.”
 - Natural resources: Water, soil, wood, and coal
 - Human resources: People at work
 - Capital resources: Machines, tools, and buildings
3. Show students pictures of producers, such as the following examples: Farmers who grow crops that are sent to stores to be sold; factory workers who produce a specific item that consumers use; or kitchen workers who produce food for consumers to eat.
4. Explain to students that producers combine natural, human, and capital resources to produce goods and services. Producers depend on consumers to use their products, and consumers depend on producers to make the goods and services they need and want.
5. Have students take on the role of the producer. Suggested activities might include an assembly line production of a classroom bookmark, poster, or card.
6. Talk with students about a sample product they would like to make (with the teacher’s guidance and resources). Remind students to keep in mind the available resources they have when planning the item they want to produce.
7. Plan with students the necessary steps, supplies, and resources they will need to produce their product. Make a flow chart to help students see the steps needed for the process. Classify the supplies by resource type.
8. Assign each student a role in the production assembly.
9. Have students complete each of their required tasks.
10. Have students discuss their part in the production process as they assemble the good or service they are creating.
11. When they complete the production of the good or service, have students write a paragraph about the process.
12. Read a teacher-selected book that includes examples of producers. The following Web sites may be helpful:
 - Online Lessons for Elementary Economics from James Madison University Economic Education Department: <<http://cob.jmu.edu/econed/Elementary.htm>>
 - Sample elementary economic books and lesson plans <http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>

Specific Options for Differentiating This Session

Technology

- Have students watch videos depicting assembly lines in operation.
- Have students use software programs to sort goods, services, producers, and consumers.
- Have students use digital cameras to take pictures of producers and consumers in their own community.

Multisensory Activity

- Have students create songs or raps demonstrating their knowledge of the new vocabulary.

Community Connections

- Have students list places or businesses in the community where an assembly line is used.

Vocabulary

- Have students use the following vocabulary words: *producer, produce, consumer, natural resource, capital resource, human resource, good, service, need, and want*.
- Add new vocabulary to the class word wall.
- Have students write and illustrate new words with examples and definitions in picture dictionaries.

Student Organization of Content

- Have students use graphic organizers to organize, compare, and contrast new vocabulary words.
- Have students add new knowledge and activities to their portfolios.

Session 3: Understanding Scarcity

Prerequisite Knowledge/Understanding/Skills

- Students are expected to be able to understand the concepts of wants, needs, goods, services, economic choices, resources, producers, consumers, natural resources, capital resources, production, and consumption.

Materials

- Chart paper
- Teacher-selected book with examples of *scarcity*

Instructional Activities

1. Introduce the concept of *scarcity* by limiting the number of playground balls that the students can take out for recess one day. Explain to the students that today there is a scarcity of playground balls, and they must figure out how to work with the limited number of balls at recess.
2. Introduce the term *scarcity*, and define it as not being able to meet all wants at the same time.
3. Relate the meaning of scarcity to the classroom recess problem of not having enough playground balls for each student.
4. Have students brainstorm a list of ways to solve their problem of scarcity with the playground equipment. Post these ideas on chart paper.
5. Have the class vote on a selected solution about the scarcity of playground balls.
6. Explain to students that people must make economic choices because resources, goods, and services are limited (scarcity). Further, tell students that the resources are limited but the wants are unlimited. Everyone, whether in their role as a producer or a consumer, must make choices about how to use the limited resources available.
7. Explain that producers—people who use resources to make goods and/or provide services—must decide what they will produce from the limited amount of natural, human, and capital resources that are available. The availability of those resources influences decisions about the location the producer selects for production, the quantity of the good or service to be made available for consumption, and the price of the good or service.
8. Explain that consumers—people who use goods and services—experience scarcity. Choices must be made about what to consume and how much of it to consume. Consumers must decide what to buy/use with the limited amount of money with which to get goods and services. Sometimes, a consumer may have the monetary resources to make a purchase but find the good or service is unavailable or scarce.
9. Create a class chart of student responses about a time they experienced scarcity. (See following page for sample chart.)
10. Visit the Kid's Econ Poster Web site (<http://www.kidseconposters.com/econsongs.html>) for songs and instructional materials on scarcity.

A Time We Experienced Scarcity

Student Name	Limited Resource Scarcity	Suggested Solution
Example: Linda Smith	More students want to swing than there are swings available.	Take turns. Draw straws. Do another activity.

11. Have students share their experiences with scarcity and tell the class how they solved the problem.
12. Post the chart in the classroom.
13. Read a teacher-selected book with examples of scarcity. The following Web sites may be helpful:
 - Online Lessons for Elementary Economics from James Madison University Economic Education Department <<http://cob.jmu.edu/econed/Elementary.htm>>
 - Sample elementary economic books and lesson plans <http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>

Specific Options for Differentiating This Session

Technology

- Have students use the Internet to research areas where scarcity of resources is an issue, such as food or water.
- Use a word processor to assist students with writing about scarcity.
- Create an electronic version of the chart using a large screen or interactive whiteboard, and share it with the students.

Multisensory Activities

- Illustrate the concept of scarcity by limiting the extra number of pencils or paper in the classroom.
- Have students create songs about scarcity so that they can demonstrate new knowledge.
- Have students cut out pictures from catalog and magazines to create collages of limited resources.

Community Connections

- Invite a social worker to discuss scarcity and how it can negatively affect people, such as not having a home or enough food.
- Conduct a class or school canned food drive to collect food for the local food pantry.
- Have students survey parents to find out which toys or other gift items have become scarce around purchasing time (holiday or birthday).

Small Group Learning

- Have groups brainstorm to identify resources that have a possibility of scarcity. They can present solutions and graph them on a visual organizer.
- Have students role-play a scenario that involves a consumer, producer, and the issue of scarcity. Ask students: “How does this affect your decision to purchase? How does this affect the price of a good or a service?”

Vocabulary

- Have students use the following vocabulary words: *scarce, scarcity, limited, solution, producer, resource, good, service, production, quantity, consumption, price, natural resources, capital resources, and human resources*.
- Add new vocabulary words to a class word wall.
- Have students write and illustrate new words with examples and definitions in picture dictionaries.

Student Organization of Content

- Have students use graphic organizers to compare and contrast new vocabulary words.
- Have students add new knowledge or activities to their portfolios.

Session 4: Buying and Bartering

Prerequisite Knowledge/Understanding/Skills

- Students are expected to be able to understand the concepts of goods, services, exchange, and trade.

Materials

- Magazines and pictures
- Teacher-selected books about exchanging money for goods and services, money, bartering

Instructional Activities

1. Explain to students that people can exchange their money (coins and paper money) for the goods and services they need and want. Coins and paper money are referred to as cash.
2. Have students describe times they have used cash to pay for a good or service.
3. Read a teacher-selected book about the exchange of money for goods and services.
4. Read a teacher-selected book about money. The following Web sites may be useful:
 - Online Lessons for Elementary Economics from James Madison University Economic Education Department
<<http://cob.jmu.edu/econed/Elementary.htm>>
 - Sample elementary economic books and lesson plans
<http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>
5. Introduce the term *barter*, and give the definition as the exchange of goods and services without the use of money.
6. Ask the students if they have ever traded items with someone.
7. Explain that sometimes people trade goods and services for other goods and services. The exchange of one good or service for another is called *barter*. Sometimes students collect and trade items such as baseball cards.
8. Explain that bartering is a more involved method of trading, because it requires both parties wanting something the other has to trade. While trading with money may be simpler, bartering saves money. Also, earning money takes time, so if you have more time than money, bartering is a good option.
9. Have the students recall the units they studied on ancient China and Egypt and the American Indians. Ask students to remember if they learned about bartering as a method of trade within those groups.
10. Read a teacher-selected book about bartering. The following Web sites may be helpful:
 - Online Lessons for Elementary Economics from James Madison University Economic Education Department
<<http://cob.jmu.edu/econed/Elementary.htm>>
 - Sample elementary economic books and lesson plans
<http://www.mcps.k12.md.us/curriculum/socialstd/Econ_Geog.html>
11. If time allows, place pictures of items in bags or envelopes for each student. Allow students to barter/trade for pictures of items they would rather have. A variation of this activity might involve bartering with various types of food.

12. Students should observe that with bartering, you find someone who has something you want and who wants something you have. This can be a good way to enhance communication and problem solving.
13. Have students brainstorm items or services and ways they might barter. Ask students about the benefits of bartering. Add to their ideas, if not covered, that bartering is a way to form friendships, help each other, and learn about other people. When money is scarce, and/or if someone does not have a job, bartering is a creative way to obtain goods and services. American Indians knew the value of bartering and still do today. For example, during spring shad fishing season, the Virginia Mattaponi Indians barter fresh fish with neighbors for help with clearing their fishing nets. In summer, they barter vegetables from their gardens. What you receive or give in a barter may have greater value than money and can enrich your life. This might be a good opportunity to discuss that often, people place more importance on things that have a price than on things that have a value. Ask students what has value rather than a price. You may suggest that breathing clean air or having clean water in the rivers are things that don't have a price but have value.
14. Visit the Kid's Econ Poster Web site (<http://www.kidseconposters.com/econsongs.html>) for songs and instructional materials on bartering.

Specific Options for Differentiating This Session

Technology

- Provide Internet access for students to research countries where bartering is still used today as the main source of payment.
- Have students use a word processor to assist in creating stories about past experiences with trading.

Multisensory Activity

- Arrange a "barter day" where students bring items they no longer want. Students can barter with other students. Remind students that their items will not be returned.

Community Connections

- Have students interview grandparents, relatives, or neighbors to find out if they have experienced bartering.
- Ask families to allow students to buy an inexpensive item at a local grocery store or some other store so that the students can experience the exchange of money for a good or a service.

Small Group Learning

- Create small groups when reviewing the information on ancient China, Egypt, and American Indians (See Instructional Activity #4). Have students brainstorm and list ways that these cultures bartered.

Vocabulary

- Have students use the following vocabulary words: *barter*, *trade*, *exchange*, *good*, *service*, *money*, *coin*, and *cash*.
- Add new vocabulary words to the class word wall.
- Have students add new vocabulary words with definitions and examples to picture dictionaries.

Student Organization of Content

- Have students use graphic organizers to organize, compare, and contrast the vocabulary words.
- Have students add new knowledge and activities to their portfolios.

Additional Activities

- Have students draw self-portraits as consumers and draw beside their portrait an item they recently bought or bartered.
- Plan a classroom activity of producing a service for the school or community.
- Show students pictures of people lined up to purchase scarce goods during the Great Depression, in the former Soviet Union, or other countries of the world. Show pictures of Americans in cars lined up at gas stations during the “gasoline crisis” of the 1970s. Show students pictures of people lined up looking for jobs and food due to the economic downturn of 2008. Discuss the effects of scarcity on the everyday life of people in America and other countries.
- Demonstrate scarcity by having a class activity with a limited amount of food or other item (e.g., raisins, pencils, paper).
- Have students survey relatives to gather information on reasons people settle in specific communities.

Attachment A: Sample Assessment Items

Asterisk () indicates correct answer.*

<p>1. What term is used to describe the exchange of goods and services without the use of money? A Debt B Saving C Barter * D Credit</p> <p>2. What term describes coins and paper bills used in the exchange for goods and services? A Credit B Money * C Debt D Barter</p> <p>3. Peggy and Bev want to go ice-skating. If they clean out the garage, their mother will accept their chores as payment for the ice-skating. What is this type of exchange called? A Money B Credit C Coins D Barter *</p> <p>4. Mike used all of his coins in his piggy bank to buy a toy. What is this type of exchange called? A Money * B Credit C Coins D Barter</p> <p>5. Not being able to meet all wants at the same time is known as _____ A money. B scarcity * C barter D credit</p> <p>6. What term describes a person who uses goods and services? A Scarcity B Human Resource C Consumer * D Savings</p>	<p>7. What term describes a person who uses resources to make other goods and or provide services? A Cost B Barter C Scarcity D Producer*</p> <p>8. A worker in a factory that builds chairs is called a _____ A consumer B producer * C banker D farmer</p> <p>9. A person who shops at the clothing store is called a _____ A consumer * B natural resource C capital resource D producer</p> <p>10. At recess, the class has three playground balls for 21 students who all want a ball. This is an example of _____ A barter B money. C scarcity * D resource</p> <p>11. When a person visits the dentist for a checkup, the dentist is _____ A producing a good B providing a service * C displaying scarcity D using barter</p> <p>12. The students made popcorn to sell at the fair. The popcorn is a _____ A service B scarcity C barter D good *</p>
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