

SECTION D
CURRICULUM

THE MONTESSORI CURRICULUM (Pre-Kindergarten)

This Montessori curriculum will be implemented in conjunction with the Michigan Great Start School Readiness Program (MSRP) for pre-school students. The method of curriculum delivery will be based on the Montessori Philosophy which is a developmentally appropriate practice and is accepted by the Michigan School Readiness Program. The Montessori method is based on the work and writings of the Italian physician Marla Montessori. This method appears to be the first curriculum model for children of pre-school age that was widely disseminated and replicated. It is based on the idea that children teach themselves through their own experiences.

This method provides a carefully prepared and ordered environment which focuses on five areas: practical life, sensory awareness education, language arts, mathematics and geometry, and cultural subjects. Materials proceed from the simple to the complex and from the concrete to the abstract. Through this delivery, the children will be exposed to many aspects of education. The Montessori approach offers a broad vision of education as an aid to life. It is designed to help children grow through the natural development of the child and by the natural curiosity and love for knowledge. This curriculum is skill, mastery and research based. The curriculum areas of the Montessori classroom are discussed in greater detail as follows:

Practical Life: The lessons of Practical Life provide the basis for children to learn to take care of themselves, their environment, control of movement, the rules of the classroom and grace and courtesy. It is designed to give children what is needed to function in the real world. This area is easy for children to work in because it contains materials that they are familiar with such as buttoning, zipping, polishing, pouring, spooning, etc., although before entering the Montessori classroom they may not have had the opportunity to use these materials. Four major purposes for the lessons in Practical Life are to help children establish order, concentration, control and independence, a foundation for more advanced lessons such as reading and math.

Sensorial: Children of this age are very ready for sensory training. Their senses are alert and ready for input. The child is absorbing everything like a sponge and is eager to explore through the senses. The sensorial Montessori materials provide the tools to meet this inner need to learn; this innate desire to explore, organize, understand and master the environment. Through these materials the child will be able to fully develop his senses and also fine tune his gross and fine motor skills for later use in writing. Through the use of sensorial materials, the child is learning observation skills, how to classify, generalize, analyze and make judgments, thus preparing him for math and language.

Pre-Language: The pre-language area is intended to prepare the child for success in reading. Through a series of exercises designed for individual and group activities the child will encounter many words and concepts, therefore expanding and enriching the child's vocabulary. From the use of the sensorial materials, the child will have developed visual discrimination and will be able to perceive very small differences between letters and words when he begins to read. The pre-language area also enhances the ability to use top to bottom, left to right progression. The pre-language area helps the child to develop auditory discrimination, develop memory as well as develop logical thinking.

Language: Language is the most important area in the Montessori classroom and therefore has a thorough and comprehensive language program. Because language is taught as "fun," the child is motivated to want to learn the important skills of reading, writing and communicating. As previously stated, all exercises are focused toward preparing the child for language. The Practical Life exercises have allowed the child to gain an orderly mind that is needed; the ability to concentrate; the coordination to manipulate a pencil, and the independence to want to master new learning situations. Through sensorial training, the child has gained the ability to classify, to make judgments, to think logically and to develop all of the sensory skills to its fullest that are needed in language development. The pre-language area has coordinated all of the skills needed for a child to succeed in the language area. Reading, spelling and writing skills are taught in a carefully well-thought out progression. Isolation of difficulty (teaching only one skill at a time) is essential. Through teacher made activities and a few purchased items, the beautiful and inviting materials are placed in an orderly fashion in the classroom so that the children will want to work with them.

Math: The mathematical mind of a child loves order and precision. The child in the Montessori classroom is prepared for mathematics long before being introduced to the math materials. Through the use of Practical Life and Sensorial exercises, the child has learned to work independently, has learned order through following a sequence and has been trained to make comparisons. Our goal in teaching mathematics is to help the child build a solid foundation in the understanding of mathematical concepts and eventually pass from concrete to abstract ideas. Our hope is to instill in each child a love for mathematics and an aptitude for reasoning. We stress clear understanding of a concept through use of repeated manipulation of a specific material which will then develop into computational skills. We provide an active learning process in which the child is active both physically and mentally. We strive to guide the child so that he can discover the concept, move from simple to complex and move forward in mathematics.

Science: Through hands on learning, the Montessori driven classroom is an excellent place for children to experience the world of science. Children learn about botany, zoology, anatomy, astronomy and many other facets of science through work with puzzles, books, learning centers and real life specimens.

Geography: Children in the Montessori classroom revel in dancing, singing, acting and playing games that expose them to cultural differences in a fun and interactive way. Through the use of puzzle maps, books and other materials children learn about the world, land and water, continents and cultures.

Fine Arts: Singing, games, poems, finger plays and art are a daily part of the Montessori classroom. Songs are learned to help children remember concepts and ideas, greetings, and foreign languages.

Michigan Correlation, Grades K-5

This correlation indicates how Mosaica's Social Studies curriculum fulfills the objectives found in Michigan's Curriculum Framework.

Grade K Myself and Others

History

K-H2: Living and Working Together

Use historical thinking to understand the past.

K-H2.0.1. Distinguish among yesterday, today, tomorrow.

Unit 1, Grade K: Who am I?

Week 5: My Day

Objectives:

- Students will be able to retell a story character's day from a story.
- Students will be able to sequence activities in their day.
- Students will be able to describe what activities they do for work and what activities they do for fun.
- Students will be able to compare and contrast how an Egyptian child wrote in school long ago with how they write in school.
- Students will be able to name a game that Egyptian children played long ago.

Lesson 2:

Outcome: Students will sequence their day.

K-H2.0.2. Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).

Unit 1, Grade K: Who am I?

Week 5: My Day

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- Students will be able to retell a story character's day from a story.
- Students will be able to sequence activities in their day.
- Students will be able to describe what activities they do for work and what activities they do for fun.
- Students will be able to compare and contrast how an Egyptian child wrote in school long ago with how they write in school.
- Students will be able to name a game that Egyptian children played long ago.

Lesson 2:

Outcome: Students will sequence their day.

K-H2.0.3. Identify the beginning, middle, and end of historical narratives or stories.

Unit 1, Grade K: Who am I?

Week 5: My Day

Objectives:

- Students will be able to retell a story character's day from a story.
- Students will be able to sequence activities in their day.
- Students will be able to describe what activities they do for work and what activities they do for fun.
- Students will be able to compare and contrast how an Egyptian child wrote in school long ago with how they write in school.
- Students will be able to name a game that Egyptian children played long ago.

Lesson 1:

Outcome: Students will hear and sequence a story.

Story Sequence Extension: Students may practice sequencing stories at an interactive PBS site.

Lesson 2:

Outcome: Students will sequence their day.

Unit 2, Grade K: What is a family?

Week 5: All Kinds of Families

Objectives:

- Students will be able to listen to and comprehend a story.
- Students will be able to name some ways that family members help each other solve problems.
- Students will be able to "interview" a partner about their family and explain that there are all kinds of families.
- Students will be able to compare and contrast friends and family.
- Students will be able to explain how their class is like a family.
- Students will paint or draw a "map" of their hearts.

Lesson 1:

Outcome: Students will hear the story *Trouble at School* OR *Arthur's Computer Disaster*, and will discover that family members help each other solve problems.

Sequencing Extension: Students study a set of pictures and put them into the correct problem solving order. They then discuss the pictures and review the correct order as a class.

Book Extension: Students assemble a pocket book by cutting out scenes from a story and assembling the pages in the correct order.

Unit 4, Grade K: What do clothes teach us about people?

K-H2.0.4. Describe ways people learn about the past (e.g., photos, artifacts,

diaries, stories, videos).

Unit 2, Grade K: What is a family?

Week 2: A Roman Family

Objectives:

- Students will be able to identify Ancient Rome as a place.
- Students will be able to identify the members of a Roman family, and say the Latin name for mother and father.
- Students will be able to describe Roman clothing and make a tunic.
- Students will be able to describe Roman toys and make their own toy out of clay.
- Students will be able to differentiate how Roman families are similar to and different from their own families.
- Students will be able to draw a picture of their family and dress them in Roman clothing for their family album.

Lesson 1:

Outcome: Students will explore Ancient Rome through a reading.

Unit 4, Grade K: What do clothes teach us about people?

Week 1: The Clothes We Wear

Objectives:

- Students will be able to name the different items of clothing they wear.
- Students will be able to spell the word “clothes,” and identify other clothing words such as, jacket, mittens, scarf, etc.
- Students will be able to make predictions about the content of a book based on the title and cover.
- Students will be able to actively listen to a story and then take an oral quiz.
- Students will be able to identify that the clothes people wear can tell us about where people are from.
- Students will be able to define “environment.”
- Students will be able to actively listen to a story and answer questions.
- Students will be able to identify that clothing tells us what environment people live in.
- Students will be able to compare and contrast clothing from long ago and today.
- Students will be able to explain that people wear special clothing for special occasions.
- Students will be able to understand that clothing can indicate when a person lived.

Lesson 5:

Outcome: Students will recognize that clothes can teach us about the past.

Week 4: Renaissance Queens and Kings

Objectives:

- Students will be able to distinguish between real and imaginary queens/kings.
- Students will be able to write a classroom story about a queen.

- Students will be able to identify Henry the Eighth as a Renaissance king.
- Students will be able to identify Elizabeth I as a Renaissance queen.
- Students will be able to describe the kinds of clothes that kings and queens wore during the Renaissance, and explain why their clothes were so fancy.
- Students will be able to listen actively to a story and distinguish factual content from fiction.
- Students will be able to listen actively to a story and answer questions about the story.
- Students will be able to make crowns, scepters, and royal Renaissance clothing.
- Students will be able to discuss what belongs to a king or queen and complete a related worksheet.

Lesson 3:

Outcome: Students will identify Elizabeth I as a Renaissance queen. They will learn about portraits by looking at one of Queen Elizabeth I.

Geography

K-G1: The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

K-G1.0.1. Recognize that maps and globes represent places.

Unit 7, Grade K: How do people live off the land?

Week 1: Geography

Objectives:

- Students will be able to create a working definition of “geography.”
- Students will be able to identify globes and maps as the tools of the geographer.
- Students will be able to recognize that a globe is a model of the Earth.
- Students will be able to define a “sphere” as a ball.
- Students will be able to identify the blue on globes and maps as water, and brown (or other colors) as land.
- Students will be able to recognize that a map of the world is a “flattened out” globe.
- Students will be able to listen actively to a poem about maps and explain the meaning of specific lines.
- Students will be able to identify “location” as a geographical word that describes where a place is.
- Students will be able to identify “place” as a geographical word that describes all of the features of a particular location that give it its unique personality.
- Students will be able to listen actively to directions to identify the location of a hidden object.
- Students will be able to define “island,” “continent,” and “place.”
- Students will be able to recognize Australia as an island and a continent.

Lesson 1:

Outcome: Introduce the unit through the essential question. Introduce the word, “geography” and its meaning.

Lesson 2:

Outcome: Students will be introduced to globes and will learn that they are models of the Earth. They will be introduced to the word “sphere.”

Lesson 3:

Outcome: Students will be introduced to world maps and will learn that they are a “flattened out” representation of the Earth.

Lesson 4:

Outcome: Students will be introduced to the first theme of geography – location. They will locate Australia on a globe and on a map of the world.

Lesson 5:

Outcome: Students will be introduced to the second theme of geography – place. They will learn that Australia is an island and a continent.

Map Extension: Students create a 3D map of their neighborhood using cartons, paper, cones, etc. They are encouraged to keep building size and location to (an approximate) scale.

K-G1.0.2. Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.

Unit 7, Grade K: How do people live off the land?

Week 1: Geography

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- Students will be able to create a working definition of “geography.”
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- Students will be able to recognize that a globe is a model of the Earth.
- Students will be able to define a “sphere” as a ball.
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- Students will be able to identify “place” as a geographical word that describes all of the features of a particular location that give it its unique personality.
- Students will be able to listen actively to directions to identify the location of a hidden object.
- Students will be able to define “island,” “continent,” and “place.”
- Students will be able to recognize Australia as an island and a continent.

Lesson 1:

Outcome: Introduce the unit through the essential question. Introduce the word, “geography” and its meaning.

Lesson 4:

Outcome: Students will be introduced to the first theme of geography – location. They will locate Australia on a globe and on a map of the world.

Map Extension: Students create a 3D map of their neighborhood using cartons, paper, cones, etc. They are encouraged to keep building size and location to (an approximate) scale.

Unit 8, Grade K: How do people live today?

Week 1: Where I Live

Objectives:

- Students will be able to identify the country, state, and city in which they live.
- Students will be able to write sentences naming the country, state, and city in which they live.
- Students will be able to practice addressing envelopes.
- Students will be able to define “boundaries” and “united.”
- Students will be able to conduct Internet research on 5 states and describe each verbally.
- Students will be able to define “modern.”
- Students will be able to describe a modern city.
- Students will be able to compare a modern city with cities long ago.
- Students will be able to actively listen to a story about a neighborhood and answer comprehension questions.
- Students will be able to define neighborhood.
- Students will be able to describe their neighborhood.
- Students will be able to compare their neighborhood with a village from long ago.
- Students will be able to describe why their house looks modern from the outside.
- Students will be able to compare and contrast the outside of their house with the outsides of houses from long ago.

Lesson 4:

Outcome: Students will describe their neighborhood.

K-G2: Places and Regions

Understand how regions are created from common physical and human characteristics.

K-G2.0.1. Identify and describe places in the immediate environment (e.g. classroom, home, playground).

Unit 8, Grade K: How do people live today?

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- Students will be able to write sentences naming the country, state, and city in which they live.
- Students will be able to practice addressing envelopes.
- Students will be able to define “boundaries” and “united.”
- Students will be able to conduct Internet research on 5 states and describe each verbally.
- Students will be able to define “modern.”
- Students will be able to describe a modern city.
- Students will be able to compare a modern city with cities long ago.

- Students will be able to actively listen to a story about a neighborhood and answer comprehension questions.
- Students will be able to define neighborhood.
- Students will be able to describe their neighborhood.
- Students will be able to compare their neighborhood with a village from long ago.
- Students will be able to describe why their house looks modern from the outside.
- Students will be able to compare and contrast the outside of their house with the outsides of houses from long ago.

Lesson 4:

Outcome: Students will describe their neighborhood.

K-G5: Environment and Society

Understand the effects of human-environment interactions.

K-G5.0.1. Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

Unit 3, Grade K: What is a home?

Week 3: An African Home

Objectives:

- Students will be able to locate the continent of Africa on a map.
- Students will be able to make predictions through visual information about Africa's three main environments—desert, forest, and grasslands.
- Students will be able to listen to a storybook and participate in an after reading discussion.
- Students will be able to listen to an informational reading about African animals.
- Students will be able to identify various animals that live in Africa and name the environment they live in.
- Students will be able to participate in an “echo the storyteller” game.
- Students will be able to predict the materials used for building a home on the African savannah.
- Students will be able to describe an African home from long ago.
- Students will be able to compare how African homes kept people “safe and warm” with how their own home keeps them “safe and warm.”

Lesson 4:

Outcome: Students will explore what African homes were like long ago. They will compare how African homes kept people safe and comfortable with how their homes keep them safe and comfortable.

Week 5: All Kinds of Homes

Objectives:

- Students will be able to explain how the Earth is our home.
- Students will be able to memorize and sing a song.
- Students will be able to identify and describe a variety of different, natural textures.

- Students will be able to make a rubbing of a natural item.
- Students will be able to describe ways that the Earth provides natural resources for people and food and shelter for animals.
- Students will be able to fill out a Venn Diagram comparing and contrasting home and school.
- Students will be able to explain how we are all connected on the Earth.
- Students will be able to answer the question, "What is a home?"

Lesson 3:

Outcome: Students will explore how the Earth provides people and animals with food and shelter. They will explore natural features of the Earth such as the sun, moon, stars, trees, lakes, etc.

Unit 4, Grade K: What do clothes teach us about people?

Week 2: Where Clothes Come From

Objectives:

- Students will be able to define "fabric."
- Students will be able to predict where cotton and wool come from based on the titles and covers of books shown to them.
- Students will be able to distinguish between cotton, wool, and silk.
- Students will be able to use descriptive words to describe cotton, wool, and silk.
- Students will be able to explain that cotton comes from a cotton plant.
- Students will be able to make clear that wool comes from sheep.
- Students will be able to view a video actively and then explain that silk comes from silkworms.
- Students will be able to identify the basic processes of spinning and weaving as those that turn raw materials into fabric.
- Students will be able to identify fabric patterns and design.
- Students will be able to read and comprehend the words cotton, wool, and silk on a worksheet.

Lesson 2:

Outcome: Students will understand that the fabric, cotton, comes from the cotton plant.

Lesson 3:

Outcome: Students will understand that the fabric, wool, comes from sheep.

Lesson 4:

Outcome: Students will understand that the fabric, silk, comes from silkworms.

Lesson 5:

Outcome: Students will understand that spinning and weaving turns raw materials into fabric.

Unit 7, Grade K: How do people live off the land?

Week 4: Australia long ago

Objectives:

- Students will be able to define “Aborigine” and explain that Aborigines were the first inhabitants of Australia.
- Students will be able to listen actively to an Aboriginal story and answer questions on plot, setting, and character.
- Students will be able to identify “interact” as a geographical word that describes how people act with and/or impact where they live.
- Students will be able to articulate what a hunter and gatherer is.
- Students will be able to listen actively to a story related to how Aborigines lived and then answer questions.
- Students will be able to describe an Aboriginal house.
- Students will be able to explain what Aborigines ate.
- Students will be able to describe Aboriginal music.
- Students will be able to explain some of the subjects of Aboriginal art.
- Students will be able to identify materials used in Aboriginal art.

Lesson 3:

Outcome: Students will describe how Aborigines hunted for food. They will name at least two foods that they hunted or gathered in the bush.

Week 5: Australia Today

Objectives:

- Students will be able to listen actively to and answer questions about a story describing Aboriginal life in Australia today.
- Students will be able to identify that Aborigines continue to live in Australia today.
- Students will be able to identify “movement” as a geographical word that describes how and where people need to go to get goods and services.
- Students will be able to identify the boundaries of Australia’s eight states and territories.
- Students will be able to write the names of Australia’s eight states and territories on a map.
- Students will be able to describe an Australian city.
- Students will be able to compare an Australian city with the bush.
- Students will be able to listen actively to a story about life on an Australian farm.
- Students will be able to describe life on an Australian farm.
- Students will be able to explain how people on an Australian farm live off the land.
- Students will be able to identify that people in the city rely on people who live off the land (farmers) to produce the goods they need.

Lesson 4:

Outcome: Students will understand that many sheep and cattle ranches are in the Australian outback. They will learn that people who live in cities rely on farmers for food and goods.

Civics and Government

K-C2: Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

K-C2.0.1. Identify our country's flag as an important symbol of the United States.

Civics Guide, Grades K-2

Section 2: American Symbols

Objectives:

- Students will be able to define “symbol.”
- Students will be able to make predictions and learn facts about the significance of parts of the American flag.
- Students will be able to listen to a teacher read-aloud and explain the meaning of the American flag.
- Students will be able to make an American flag with handprints.
- Students will be able to sing “You’re a Grand Old Flag.”
- Students will be able to predict why the bald eagle is a symbol of the United States.
- Students will be able to define “freedom” and explain how the bald eagle is a symbol of freedom.
- Students will be able to listen and respond to a teacher read-aloud about the bald eagle.
- Students will be able to draw or write what freedom means to them.
- Students will be able to make a bald eagle as a reminder of the symbol of freedom.
- Students will be able to gather clues in a guessing game about an American symbol.
- Students will be able to define “liberty” and explain how the Liberty Bell is a symbol of liberty.
- Students will be able to listen and respond to a teacher read-aloud about the Liberty Bell.
- Students will be able to write a “Liberty is...” poem.
- Students will be able to make a small version of the Liberty Bell as a reminder of the symbol of liberty.
- Students will be able to create a class word web describing America.
- Students will be able to find images of America and create a scrapbook page.
- Students will be able to view an image of Uncle Sam and make predictions about him.
- Students will be able to listen to a teacher read-aloud to gather information about how the symbol of Uncle Sam came to be.
- Students will be able to create art as a reminder of Uncle Sam and their country.
- Students will be able to describe what their state is like and identify some of its features.
- Students will be able to recognize images of their state’s bird, tree, flower, and flag and explain that they are symbols of the state.
- Students will be able to make postcards of a state symbol and write postcard messages.
- Students will be able to explain that the American flag is a symbol of the country and the state flag is a symbol of the state.
- Students will be able to design a personal flag that symbolizes who they are and what they like.

Lesson 1: What is the history behind the American Flag?

Outcome: Students will learn about the origin and design of the American flag.

Step 1: Introduce the American Flag.

Step 2: Offer predictions of the meaning of the red, white and blue colors of the flag and read the book, *The American Flag*.

Step 3: Complete the Black Line Master: The American Flag.

Step 4: Create a large group American flag with handprints.

Step 5: Sing, "You're a Grand Old Flag."

K-C2.0.2. Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).

Civics Guide, Grades K-2

Section 7: Citizenship and Community

Objectives:

- Students will be able to define "citizenship."
- Students will be able to provide examples of how they have acted as good citizens.
- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.
- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
- Students will be able to identify what individual students and classes can do to make the classroom or school a better place.
- Students will be able to set goals for being good school citizens.
- Students will be able to work in a group to create a poster illustrating ways to be good citizens at school.
- Students will be able to participate in a scenario and problem solve a citizenship issue.
- Students will be able to define "common good."
- Students will be able to work in groups to solve school-related citizenship issues.
- Students will be able to brainstorm and decide on a project that would benefit a large group of people (serve the common good) in the school.
- Students will be able to complete a school-based service project as a class.
- Students will be able to reflect on and write about the service-project experience.
- Students will be able to define "justice."
- Students will be able to examine scenarios and determine what treatment is fair or unfair.
- Students will be able to write or illustrate rules that have been set in their home, school or community and explain how the rules ensure that justice is served.
- Students will be able to define "equality."
- Students will be able to participate in a discussion about times in history when people were not considered as equals.
- Students will be able to explain that differences make people unique, but everyone deserves equal treatment.
- Students will be able to make dolls to represent their unique selves and link them together to demonstrate equality.

- Students will be able to write “I am Unique” poems and share poems with the class.
- Students will be able to identify what makes them unique individuals.
- Students will be able to brainstorm ethnic groups in the community.
- Students will be able to examine an image of diverse people and describe its details.
- Students will be able to interview classmates and describe what makes them special.
- Students will be able to create a fabric square with their name and a picture as part of a classroom diversity quilt.
- Students will be able to show classmates a personal item and describe how the item represents something about themselves.
- Students will be able to define “truth.”
- Students will be able to decide if scenes demonstrate telling the truth or tattling.
- Students will be able to write or draw what it feels like when someone does not tell the truth.
- Students will be able to recall the definition of “patriotic” and determine if they consider themselves to be patriotic.
- Students will be able to identify people who would be considered patriotic.
- Students will be able to illustrate a rule of patriotism.
- Students will be able to create patriotic puppets and share with the class.
- Students will be able to view images of community members and describe the role each plays in the community.
- Students will be able to dress up like a community member and explain why they chose to represent that person.
- Students will be able to write about what they want to be when they grow up.
- Students will be able to listen to Career Day speakers and ask questions about their jobs.
- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 2: What does it mean to be a good classroom and school citizen?

Outcome: Students will learn about being good classroom citizens by setting individual and classroom citizenship goals and creating citizenship posters to hang in the school hallways.

Step 1: Discuss ways students can make their school an even better learning environment by being good classroom and school citizens.

Step 2: Set classroom goals of carrying out weekly acts of good citizenship school wide.

Step 3: Design good citizenship posters that can be hung in the hallways of the school.

Lesson 4: What does justice mean and how can we practice it?

Outcome: Students will learn about the meaning of justice by discussing fair and unfair scenarios and creating posters that depict rules that make our country one that promotes justice.

Step 1: Define justice.

Step 2: Play a fair and unfair game.

Step 3: Complete a handout that encourages students to think about justice at home, school, and their community.

K-C2.0.3. Describe fair ways for groups to make decisions.

Unit 2, Grade K: What is a family?

Week 5: All Kinds of Families

Objectives:

- Students will be able to listen to and comprehend a story.
- Students will be able to name some ways that family members help each other solve problems.
- Students will be able to “interview” a partner about their family and explain that there are all kinds of families.
- Students will be able to compare and contrast friends and family.
- Students will be able to explain how their class is like a family.
- Students will paint or draw a “map” of their hearts.

Lesson 1:

Outcome: Students will hear the story *Trouble at School* OR *Arthur’s Computer Disaster*, and will discover that family members help each other solve problems.

Drama Extension: Students practice problem-solving skills by dramatizing problem solving situations, such as siblings fighting over a toy, an ill parent needing family support while recovering, a child angry with a parent he or she thinks is being unfair, etc.

Civics Guide, Grades K-2

Section 7: Citizenship and Community

Objectives:

- Students will be able to define “citizenship.”
- Students will be able to provide examples of how they have acted as good citizens.
- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.
- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
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- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 4: What does justice mean and how can we practice it?

Outcome: Students will learn about the meaning of justice by discussing fair and unfair scenarios and creating posters that depict rules that make our country one that promotes justice.

Step 1: Define justice.

Step 2: Play a fair and unfair game.

Step 3: Complete a handout that encourages students to think about justice at home, school, and their community.

K-C5: Role of the Citizen in American Democracy

Explain important rites and how, when, and where American citizens demonstrate their responsibilities by participating in government.

K-C5.0.1. Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).

Unit 1, Grade K: Who am I?

Week 5: My Day

Objectives:

- Students will be able to retell a story character's day from a story.
- Students will be able to sequence activities in their day.
- Students will be able to describe what activities they do for work and what activities they do for fun.
- Students will be able to compare and contrast how an Egyptian child wrote in school long ago with how they write in school.
- Students will be able to name a game that Egyptian children played long ago.

Lesson 2:

Outcome: Students will sequence their day.

Unit 2, Grade K: What is a family?

Week 3: Families Together

Objectives:

- Students will be able to list some activities that families do together.
- Students will be able to make a collage showing some activities they do with their families.
- Students will be able to describe some activities Ancient Roman families did together, and make a laurel wreath.
- Students will be able to identify foods eaten by Roman families.
- Students will be able to differentiate how Roman families are similar to and different from their own families.

Lesson 1:

Outcome: Read *One Hundred is a Family*, by Pam Muñoz Ryan and discuss some things that families do together.

Drama Extension: Students play a dramatization guessing game. One at a time, students dramatize a family activity, chore, celebration, etc., while the rest of the class tries to guess what family activity is being acted out.

Civics Guide, Grades K-2

Section 7: Citizenship and Community

Objectives:

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- Students will be able to provide examples of how they have acted as good citizens.

- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.
- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
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- Students will be able to recall the definition of “patriotic” and determine if they consider themselves to be patriotic.
- Students will be able to identify people who would be considered patriotic.
- Students will be able to illustrate a rule of patriotism.

- Students will be able to create patriotic puppets and share with the class.
- Students will be able to view images of community members and describe the role each plays in the community.
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Lesson 2: What does it mean to be a good classroom and school citizen?

Outcome: Students will learn about being good classroom citizens by setting individual and classroom citizenship goals and creating citizenship posters to hang in the school hallways.

Step 1: Discuss ways students can make their school an even better learning environment by being good classroom and school citizens.

Step 2: Set classroom goals of carrying out weekly acts of good citizenship school wide.

Step 3: Design good citizenship posters that can be hung in the hallways of the school.

Lesson 7: What is the truth and why is it important?

Outcome: Students will learn about the importance of telling the truth by playing truth or tattling charades and writing about what it feels like to lie.

Step 1: Discuss what truth means.

Step 2: Play truth or tattling games.

Step 3: Write about what it feels like to lie.

Economics

K-E1: Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

K-E1.0.1. Describe economic wants they have experienced.

Economics Guide, Grades K-2

Activity 4: What money buys: Making a catalog of goods

Activity 5: Becoming an informed consumer: Getting to know prices

Activity 12: What would you do with \$100? Economic Choices

K-E1.0.2. Distinguish between goods and services.

Economics Guide, Grades K-2

Activity 4: What money buys: Making a catalog of goods

Activity 7: Learning about jobs: Making a job book

Activity 8: Learning about entrepreneurs: Innovation

K-E.1.0.3. Recognize situations in which people trade.

Economics Guide, Grades K-2

Activity 9: Understanding money: Medium of exchange

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

K-P3.1: Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

K-P3.1.1. Identify classroom issues.

Unit 3, Grade K: What is a home?

Week 5: All Kinds of Homes

Objectives:

- Students will be able to explain how the Earth is our home.
- Students will be able to memorize and sing a song.
- Students will be able to identify and describe a variety of different, natural textures.
- Students will be able to make a rubbing of a natural item.
- Students will be able to describe ways that the Earth provides natural resources for people and food and shelter for animals.
- Students will be able to fill out a Venn Diagram comparing and contrasting home and school.
- Students will be able to explain how we are all connected on the Earth.
- Students will be able to answer the question, “What is a home?”

Lesson 4:

Outcome: Students will discover how their classroom is like a home.

Interpersonal Extension: Students think of as many projects as possible that they can do that will help take care of the school. They discuss how each of these projects is an example of students working for the common good.

Civics Guide, Grades K-2

Section 7: Citizenship and Community

Objectives:

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Step 1: Define common good and conduct a class vote promoting the common good.

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Step 3: Create a class service project to make a contribution to the common good of the school or a charitable organization.

Step 4: Write about the experience of being part of the classroom service project.

K-P3.1.2. Use simple graphs to explain information about a classroom issue.

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Civics Guide, Grades K-2

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Step 4: Write about the experience of being part of the classroom service project.

K-P3.1.3. Compare their viewpoint about a classroom issue with the viewpoint of another person

Civics Guide, Grades K-2

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K-P3.3: Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

K-P3.3.1. Express a reasoned position on a public issue

Civics Guide, Grades K-2

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Step 4: Write about the experience of being part of the classroom service project.

K-P4.2: Citizen Involvement

Act constructively to further the public good.

K-P4.2.1. Develop and implement an action plan to address or inform others about a public issue.

Civics Guide, Grades K-2

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- Students will be able to identify what makes them unique individuals.
- Students will be able to brainstorm ethnic groups in the community.
- Students will be able to examine an image of diverse people and describe its details.
- Students will be able to interview classmates and describe what makes them special.
- Students will be able to create a fabric square with their name and a picture as part of a classroom diversity quilt.
- Students will be able to show classmates a personal item and describe how the item represents something about themselves.
- Students will be able to define “truth.”
- Students will be able to decide if scenes demonstrate telling the truth or tattling.
- Students will be able to write or draw what it feels like when someone does not tell the truth.
- Students will be able to recall the definition of “patriotic” and determine if they consider themselves to be patriotic.
- Students will be able to identify people who would be considered patriotic.
- Students will be able to illustrate a rule of patriotism.
- Students will be able to create patriotic puppets and share with the class.
- Students will be able to view images of community members and describe the role each plays in the community.
- Students will be able to dress up like a community member and explain why they chose to represent that person.
- Students will be able to write about what they want to be when they grow up.
- Students will be able to listen to Career Day speakers and ask questions about their jobs.

- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 3: How can we use the core democratic value, “common good” to be good American citizens?

Outcome: Students will learn how doing things for the “common good” can impact other people. They will discuss scenarios, take a stand on an issue regarding the common good, and work in groups to devise a project that will promote the common good of the school.

Step 1: Define common good and conduct a class vote promoting the common good.

Step 2: Devise solutions to some major issues that affect the common good of many people in the world.

Step 3: Create a class service project to make a contribution to the common good of the school or a charitable organization.

Step 4: Write about the experience of being part of the classroom service project.

K-P4.2.2. Participate in projects to help or inform others.

Unit 3, Grade K: What is a home?

Week 5: All Kinds of Homes

Objectives:

- Students will be able to explain how the Earth is our home.
- Students will be able to memorize and sing a song.
- Students will be able to identify and describe a variety of different, natural textures.
- Students will be able to make a rubbing of a natural item.
- Students will be able to describe ways that the Earth provides natural resources for people and food and shelter for animals.
- Students will be able to fill out a Venn Diagram comparing and contrasting home and school.
- Students will be able to explain how we are all connected on the Earth.
- Students will be able to answer the question, “What is a home?”

Lesson 4:

Outcome: Students will discover how their classroom is like a home.

Interpersonal Extension: Students think of as many projects as possible that they can do that will help take care of the school. They discuss how each of these projects is an example of students working for the common good.

Civics Guide, Grades K-2

Section 7: Citizenship and Community

Objectives:

- Students will be able to define “citizenship.”
- Students will be able to provide examples of how they have acted as good citizens.
- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.

- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
- Students will be able to identify what individual students and classes can do to make the classroom or school a better place.
- Students will be able to set goals for being good school citizens.
- Students will be able to work in a group to create a poster illustrating ways to be good citizens at school.
- Students will be able to participate in a scenario and problem solve a citizenship issue.
- Students will be able to define “common good.”
- Students will be able to work in groups to solve school-related citizenship issues.
- Students will be able to brainstorm and decide on a project that would benefit a large group of people (serve the common good) in the school.
- Students will be able to complete a school-based service project as a class.
- Students will be able to reflect on and write about the service-project experience.
- Students will be able to define “justice.”
- Students will be able to examine scenarios and determine what treatment is fair or unfair.
- Students will be able to write or illustrate rules that have been set in their home, school or community and explain how the rules ensure that justice is served.
- Students will be able to define “equality.”
- Students will be able to participate in a discussion about times in history when people were not considered as equals.
- Students will be able to explain that differences make people unique, but everyone deserves equal treatment.
- Students will be able to make dolls to represent their unique selves and link them together to demonstrate equality.
- Students will be able to write “I am Unique” poems and share poems with the class.
- Students will be able to identify what makes them unique individuals.
- Students will be able to brainstorm ethnic groups in the community.
- Students will be able to examine an image of diverse people and describe its details.
- Students will be able to interview classmates and describe what makes them special.
- Students will be able to create a fabric square with their name and a picture as part of a classroom diversity quilt.
- Students will be able to show classmates a personal item and describe how the item represents something about themselves.
- Students will be able to define “truth.”
- Students will be able to decide if scenes demonstrate telling the truth or tattling.
- Students will be able to write or draw what it feels like when someone does not tell the truth.
- Students will be able to recall the definition of “patriotic” and determine if they consider themselves to be patriotic.
- Students will be able to identify people who would be considered patriotic.
- Students will be able to illustrate a rule of patriotism.
- Students will be able to create patriotic puppets and share with the class.

- Students will be able to view images of community members and describe the role each plays in the community.
- Students will be able to dress up like a community member and explain why they chose to represent that person.
- Students will be able to write about what they want to be when they grow up.
- Students will be able to listen to Career Day speakers and ask questions about their jobs.
- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 3: How can we use the core democratic value, “common good” to be good American citizens?

Outcome: Students will learn how doing things for the “common good” can impact other people. They will discuss scenarios, take a stand on an issue regarding the common good, and work in groups to devise a project that will promote the common good of the school.

Step 1: Define common good and conduct a class vote promoting the common good.

Step 2: Devise solutions to some major issues that affect the common good of many people in the world.

Step 3: Create a class service project to make a contribution to the common good of the school or a charitable organization.

Step 4: Write about the experience of being part of the classroom service project.

Grade 1

Families and Schools

History

1-H2: Living and Working Together in Families and Schools

Use historical thinking to understand the past.

1-H2.0.1. Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

- Students will be able to listen to a story and identify the basic elements of a community.
- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.
- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 2: What buildings and places are around me?

Outcome: Students will explore the places and buildings of their community. They will add pictures to the class community chart.

Language Arts Extension: Students interview a family member or other adult who has lived in their neighborhood for a long time to learn how the neighborhood has changed over time. They report their interviews to the class.

Unit 7, Grade 1: Why are people drawn to cities?

Investigation 3: What did children do for entertainment in the city?

Objectives:

- Students will be able to listen actively to a scene about children's lives at the turn of the century and answer related questions.
- Students will be able to identify the new concept of childhood.
- Students will be able to make paper dolls dressed in early 1900s clothing.
- Students will be able to listen actively to a story and answer questions about the characters and plot.
- Students will be able to describe the first factory-made toys.
- Students will be able to create their own silent movie.
- Students will be able to act out parts of a story, identifying and emphasizing dramatic moments.
- Students will be able to identify popular music of the early 1900s.
- Students will be able to listen actively to the poem "Casey at the Bat" and answer questions about its subject.
- Students will be able to identify rhyming words in a poem and a song.
- Students will be able to sing several popular songs.
- Students will be able to write four sentences answering the essential question, "Why are people drawn to cities?"

Lesson 1: What were children's lives like at the turn of the century?

Outcome: Students will understand that "childhood" was a relatively new concept. They will create 1900s paper dolls to people their city.

Step 1: Students learn that more children got to go to school, rather than work, at the turn of the century. They also learn that children could now partake in a new kind of entertainment with their families – movies.

Step 2: Students learn what clothing family members wore in the early 1900s, and compare and contrast these with the clothes they and their families wear.

Puppet Extension: Students stage a puppet play of family life at the turn of the century, focusing on what was the same about family life then and now, and what was different.

Language Arts Extension: Students write two or more sentences describing what their life would have been like if they had lived at the turn of the century.

1-H2.0.2. Use a calendar to distinguish among days, weeks, and months.

Unit 6, Grade 1: How do dreamers lead the way?

Investigation 1: What do we know about the daily life and dreams of the Plains Indians?

Objectives:

- Students will be able to identify the Sioux as Plains Indians.
- Students will be able to actively listen to and comprehend a story about the Plains Indians.
- Students will be able to identify Plains Indian homes.
- Students will be able to complete a sentence about the Plains Indians in their journals.
- Students will be able to create a mural panel depicting a Sioux village.
- Students will be able to identify the Sioux as hunters and gatherers.
- Students will be able to explain the importance of the buffalo to the Sioux.
- Students will be able to describe the many ways the Sioux used buffalo.

- Students will be able to extrapolate daily tasks from how the Sioux used buffalo.
- Students will be able to actively listen to a story for information on the art of the Plains Indians.
- Students will be able to identify Plains Indian art.
- Students will be able to interpret art to understand daily life.
- Students will be able to create a story-skin and retell their story aloud.
- Students will be able to create a dance based on Plains Indian dances.
- Students will be able to explain the Sioux dream of living in harmony with nature.

Lesson 3: Why were buffalo so important to the Sioux?

Outcome: Students will understand that the buffalo provided the Plains Indians with everything they needed.

Calendar Extension: Students learn that the Sioux were very aware of the changing seasons and the natural changes that took place, and that they had their own calendar that described the months. Students make a Sioux calendar, using their names of the months. After going over the months, students are each assigned a month. They illustrate their month according to the Sioux name.

1-H2.0.3. Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

- Students will be able to listen to a story and identify the basic elements of a community.
- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.
- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 2: What buildings and places are around me?

Outcome: Students will explore the places and buildings of their community. They will add pictures to the class community chart.

Language Arts Extension: Students interview a family member or other adult who has lived in their neighborhood for a long time to learn how the neighborhood has changed over time. They report their interviews to the class.

Lesson 3: Who lives in my community?

Outcome: Students will learn about the people of their community. They will create a salt clay community person.

Interpersonal Research Extension: Students interview a parent or other adult family member to find out more about the job that person does and the contribution that job makes to the community in which they live.

1-H2.0.4. Retell in sequence important ideas and details from stories about families and schools.

Unit 7, Grade 1: Why are people drawn to cities?

Investigation 3: What did children do for entertainment in the city?

Objectives:

- Students will be able to listen actively to a scene about children's lives at the turn of the century and answer related questions.
- Students will be able to identify the new concept of childhood.
- Students will be able to make paper dolls dressed in early 1900s clothing.
- Students will be able to listen actively to a story and answer questions about the characters and plot.
- Students will be able to describe the first factory-made toys.
- Students will be able to create their own silent movie.
- Students will be able to act out parts of a story, identifying and emphasizing dramatic moments.
- Students will be able to identify popular music of the early 1900s.
- Students will be able to listen actively to the poem "Casey at the Bat" and answer questions about its subject.
- Students will be able to identify rhyming words in a poem and a song.
- Students will be able to sing several popular songs.
- Students will be able to write four sentences answering the essential question, "Why are people drawn to cities?"

Lesson 1: What were children's lives like at the turn of the century?

Outcome: Students will understand that "childhood" was a relatively new concept. They will create 1900s paper dolls to people their city.

Step 1: Students learn that more children got to go to school, rather than work, at the turn of the century. They also learn that children could now partake in a new kind of entertainment with their families – movies.

Step 2: Students learn what clothing family members wore in the early 1900s, and compare and contrast these with the clothes they and their families wear.

Puppet Extension: Students stage a puppet play of family life at the turn of the century, focusing on what was the same about family life then and now, and what was different.

Language Arts Extension: Students write two or more sentences describing what their life would have been like if they had lived at the turn of the century.

1-H2.0.5. Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

- Students will be able to listen to a story and identify the basic elements of a community.
- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.
- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 2: What buildings and places are around me?

Outcome: Students will explore the places and buildings of their community. They will add pictures to the class community chart.

Language Arts Extension: Students interview a family member or other adult who has lived in their neighborhood for a long time to learn how the neighborhood has changed over time. They report their interviews to the class.

Unit 6, Grade 1: How do dreamers lead the way?

Investigation 3: What was the daily life of the Pioneers like?

Objectives:

- Students will be able to identify the materials used to build Pioneer homes and describe a log cabin.
- Students will be able to create a mural panel of a Pioneer community.
- Students will be able to create daily life objects similar to those the Pioneers created.
- Students will be able to perform a Pioneer dance.

- Students will be able to actively listen to an informational reading on Pioneer schooling and answer related questions.
- Students will be able to describe a Pioneer school, and make a school book.
- Students will be able to compare and contrast the daily life and dreams of the Sioux and the Pioneers.

Lesson 4: What was a Pioneer school like?

Outcome: Students will learn about Pioneer schools and make a Pioneer schoolbook.

Step 1: Students predict what school was like in a Pioneer community.

Step 2: Students discuss features of Pioneer schools, and compare and contrast them to their own school.

Role-Play Extension: Students follow the strict rules of a Pioneer school, including sitting up straight in their seats, as still as they can, and not being allowed to call out.

Unit 8, Grade 1: How do people communicate?

Investigation 3: How do dreamers communicate their dreams to the world?

Objectives:

- Students will be able to categorize stamps by type of picture.
- Students will be able to explain what stamps can tell us about historical people, places, events, and symbols.
- Students will be able to record information about stamps in their journals.
- Students will be able to create their own “stamps” of people, places, events, and symbols.
- Students will be able to create their own stamp albums and begin collecting stamps.
- Students will be able to write descriptions of their stamps.
- Students will be able to write sentences describing something they learned about different eras of the past.
- Students will be able to sequence the eight historical Paragon Units they have studied.
- Students will be able to create a portrait of their favorite dreamer from the past.
- Students will be able to identify some of their hopes for the future.
- Students will be able to identify and depict some things they want the world to know about them.
- Students will be able to write one or two sentences about a favorite time and place in their journals.
- Students will be able to actively listen to a story and answer related comprehension questions.
- Students will be able to write one or two sentences about their favorite person from the past in their Paragon Journals.
- Students will be able to write their own “I wish I were...” poems.

Lesson 2: What do stamps tell us about history?

Outcome: Students will discover that they can learn about history – historical people, places, events, and symbols – by studying stamps.

Step2: Students discover what can be learned about history from stamps.

1-H2.0.6. Compare life today with life in the past using the criteria of family, school, jobs, or communication.

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

- Students will be able to listen to a story and identify the basic elements of a community.
- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.
- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 2: What buildings and places are around me?

Outcome: Students will explore the places and buildings of their community. They will add pictures to the class community chart.

Language Arts Extension: Students interview a family member or other adult who has lived in their neighborhood for a long time to learn how the neighborhood has changed over time. They report their interviews to the class.

Writing Extension: Students go to the library or look on the Internet to find out basic facts about their community. They could observe the population, how the cities and towns got their names, what the oldest building is, etc. Students can then compile the information into a book on the history of their community.

Lesson 3: Who lives in my community?

Outcome: Students will learn about the people of their community. They will create a salt clay community person.

Atlas Extension: Students compare different people’s jobs in communities to people in their own community.

Language Arts Extension: Students make up a “Day in the life” story for a person doing a specific community job.

Career Day Extension: People from the community are invited to come and speak about their jobs.

Interpersonal Research Extension: Students interview a parent or other adult family member to find out more about the job that person does and the contribution that job makes to the community in which they live.

Investigation 2: What do Ancient Greek myths teach us about community?

Objectives:

- Students will be able to identify where Greece is located on a map.
- Students will be able to color and label a map of Greece.
- Students will be able to view a video of Ancient Greece and discuss and describe what they saw.
- Students will be able to identify Mount Olympus as the tallest mountain in Greece.
- Students will be able to identify that the Ancient Greeks believed Mount Olympus was the home of their gods and goddesses.
- Students will be able to listen to a book about Greek gods and goddesses and dramatize the actions of one.
- Students will be able to explain that Greek gods and goddesses lived together in a community.
- Students will be able to listen to and then role-play a solution to one of Hercules' labors.
- Students will be able to discuss whether or not they think Hercules was a hero.
- Students will be able to identify the qualities of a hero and relate heroes to their own lives.

Lesson 5: Do we have heroes like the Ancient Greeks?

Outcome: Students will meet some heroes in their own community, and will learn that all communities have heroes.

Step 1: Students are preassessed on their beliefs about heroes, ancient and modern.

Step 2: Students discuss the importance of community helpers, their everyday heroes.

Writing Extension: Students write a thank you letter to a community hero. Students can thank him or her for taking good care of the community or for visiting the school.

Unit 3, Grade 1: How do people help their communities?

Investigation 2: How did people inside the castle help their community?

Objectives:

- Students will be able to name and describe five common features of a castle.
- Students will be able to work cooperatively and build a classroom model of a castle.
- Students will be able to view images of medieval nobles and describe their dress.
- Students will be able to make puppets of medieval nobles and speak about their roles in a medieval kingdom.
- Students will be able to listen to a storybook set in medieval times and discuss the roles the characters had in their community.
- Students will be able to explain that kings ruled the kingdom, ladies ran the household, and knights defended the kingdom.

- Students will be able to listen to a storybook about a jester and define his role in the kingdom.
- Students will be able to write an acrostic poem.
- Students will be able to listen to an informational book about medieval feasts and review the information through discussion.
- Students will be able to plan, prepare, and role-play a medieval feast.

Lesson 3: What did nobles do?

Outcome: Students will understand that kings ruled the kingdom, ladies ran the household, and knights defended the kingdom. They will continue to make puppets of nobles.

Step 1: Students review what people do today to help their community (fire fighter, police officer, etc.) and compare this to what they think nobles might have done in the Middle Ages to help their kingdom community.

Unit 5, Grade 1: How do people create communities?

Investigation 1: What do we know about the daily life of the Woodland Indians?

Objectives:

- Students will be able to listen actively to a scene and describe the setting.
- Students will be able to describe the environment of a North American forest.
- Students will be able to listen actively to a story about life with the Iroquois and retell portions of the plot.
- Students will be able to identify the Iroquois as Woodland Indians.
- Students will be able to record information about the Woodland Indians in their journals.
- Students will be able to explain what the forest gave the Iroquois Indians.
- Students will be able to create a symbolic name for themselves and explain their choice.
- Students will be able to describe the daily life of the Iroquois Indians.
- Students will be able to define “tribe.”
- Students will be able to identify Iroquois Indian homes.
- Students will be able to create a cut-and-paste model of a longhouse.
- Students will be able to identify Iroquois Indian clothing.
- Students will be able to create an Indian tunic.
- Students will be able to identify “The Three Sisters” as corn, squash, and beans.
- Students will be able to complete a worksheet on what the Iroquois ate.
- Students will be able to listen actively to a story on the Three Sisters and comprehend their importance.
- Students will be able to write a class poem on the Three Sisters.
- Students will be able to create a museum exhibit depicting how the environment in which they lived shaped the lives of the Woodland Indians.

Lesson 4: What were Iroquois Indian homes like?

Outcome: Students will understand that the Iroquois lived in family groups in wood longhouses.

Step 1: Students learn what life was like for an Iroquois family – who was in the family group, what jobs each family member had, etc.

1-H2.0.7. Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day, Presidents' Day).

Civics Guide

Section 1: National Celebrations

Objectives

- Students will be able to identify character traits, actions, and other facts about Dr. Martin Luther King, Jr.
- Students will be able to listen for information about Martin Luther King, Jr. in a teacher read-aloud.
- Students will be able to explain how Martin Luther King, Jr. demonstrated love, kindness, and peace.
- Students will be able to describe how Martin Luther King, Jr. promoted peace and worked to bring people of different races together.
- Students will be able to explain why Martin Luther King, Jr. is considered an American hero.
- Students will be able to explain that Martin Luther King, Jr.'s birthday is celebrated as a national holiday in January.
- Students will be able to identify George Washington as the first president of the United States.
- Students will be able to identify key facts about Washington's life.
- Students will be able to identify Washington as the U.S. President on the quarter.
- Students will be able to identify Abraham Lincoln as the 16th president of the United States.
- Students will be able to identify key facts about Lincoln's life.
- Students will be able to identify Lincoln as the U.S. President on the penny.
- Students will be able to read for information about Presidents' Day.
- Students will be able to explain that Presidents' Day is celebrated in February to honor all of the U.S. Presidents for their lasting impact.
- Students will be able to define "veteran."
- Students will be able to define "memorial."
- Students will be able to explain why Americans celebrate Memorial Day.
- Students will be able to describe typical Memorial Day activities.
- Students will be able to identify the poppy as a symbol of Memorial Day.
- Students will be able to listen to a teacher read-aloud and identify that the Vietnam Wall is a memorial.
- Students will be able to compare Memorial Day and Veteran's Day.
- Students will be able to write a letter or draw a picture to thank a veteran for his or her service to the U.S.
- Students will be able to identify the American flag as a symbol of freedom.
- Students will be able to define "freedom" and give examples of what it means to have freedom.

- Students will be able to listen to a teacher read-aloud and discuss how people with freedom must still abide by rules.
- Students will be able to make a freedom star to show what freedom means to them.
- Students will be able to write and share freedom poems.
- Students will be able to explain how to treat the American flag with respect.
- Students will be able to participate in a flag-raising ceremony to honor the American flag.
- Students will be able to explain that the 4th of July is the day that Americans celebrate independence from Great Britain.
- Students will be able to view a video and discuss American independence and Independence Day.
- Students will be able to describe ways in which Americans celebrate the 4th of July.
- Students will be able to define “patriotic.”
- Students will be able to listen to and sing “Yankee Doodle Dandy.”
- Students will be able to create costumes and props for and participate in a patriotic parade.
- Students will be able to create a menu for a 4th of July picnic.
- Students will be able to describe working conditions in factories 100 years ago.
- Students will be able to explain that today there are rules to make the workplace safer and better for workers.
- Students will be able to explain that Labor Day is a holiday to honor working people.
- Students will be able to view and discuss a video about Labor Day.
- Students will be able to identify workers in the local community.
- Students will be able to write a thank-you letter to a worker in the community.
- Students will be able to explain that the U.S. Constitution was written over 200 years ago to list rules by which our country should live.
- Students will be able to identify Constitution Day as a national holiday celebrated on September 17 to celebrate and learn about the Constitution.
- Students will be able to define “preamble” and explain that the Preamble is the beginning of the U.S. Constitution.
- Students will be able to listen to the Preamble of the Constitution and to give an explanation of its meaning.
- Students will be able to explain the meaning of the Preamble through charades.
- Students will be able to illustrate or memorize, recite, and discuss parts of the Preamble.
- Students will be able to identify and share something they are thankful for.
- Students will be able to examine an image and locate details about the first Thanksgiving.
- Students will be able to listen to a teacher read-aloud to identify hardships the Pilgrims faced and what the Pilgrims and Indians had to be thankful for.
- Students will be able to create an acrostic of things for which to be thankful, using the letters in “Thanksgiving.”
- Students will be able to create a class mural of things and people for which they are thankful.
- Students will be able to use the Internet to learn about the first Thanksgiving.
- Students will be able to celebrate being thankful with a class meal.

Lesson 1: Why is Martin Luther King Jr. celebrated as a national hero?

Outcome: Students will learn about the life and legacy of Martin Luther King Jr. through books, charades and art activities about peace.

Step 1: Create a word web with facts about Martin Luther King, Jr.

Step 2: Read the book, *Martin's Big Words* and discuss and illustrate his famous quotes.

Step 3: Play charades to enact acts of kindness and peace.

Step 4: Create peace wreathes using multi-cultural colored hand prints.

Step 5: Read the book, *Happy Birthday Martin Luther King, Jr.*

Step 6: Sing "Happy Birthday" to Martin Luther King, Jr.

Lesson 2: Who are America's celebrated presidents?

Outcome: Students will learn about the history of Presidents' Day and why both George Washington's and Abraham Lincoln's birthdays are celebrated in the United States. They will create finger puppets commemorating both presidents.

Step 1: Discuss the history of Presidents' Day.

Step 2: Read the story, *Presidents' Day*, by Anne Rockwell.

Step 3: Review the Black Line Master: George Washington.

Step 4: Create George Washington craft stick puppets.

Step 5: Review the Black Line Master: Abraham Lincoln.

Step 6: Create Abraham Lincoln craft stick puppets.

Step 7: Participate in a presidential quiz.

Lesson 3: Why do Americans celebrate Memorial Day and Veterans Day as national holidays?

Outcome: Students will learn about how and why Memorial Day and Veterans Day began. They will create memorabilia to honor U.S. veterans and soldiers.

Step 1: Discuss images in order to activate prior knowledge of U.S. veterans and holidays that commemorate them.

Step 2: Watch a video about Memorial Day.

Step 3: Create a Memorial Day poppy.

Step 4: Read the book, *The Wall*, by Eve Bunting.

Step 5: Watch a video about Veterans Day.

Step 6: Write letters and draw pictures to send to soldiers in Iraq, as well as veterans in a local VA hospital.

Lesson 4: What is the significance of Flag Day in the United States?

Outcome: Students will learn about how Flag Day became a nationally recognized holiday by reading a story, writing poems about freedom, and holding a flag raising ceremony.

Step 1: Discuss what it means to be free.

Step 2: Read and discuss *What Freedom Means to Me, a Flag Day Story*, by Heather French Henry.

Step 3: Create stars that represent reasons Americans are free.

Step 4: Write poems about freedom.

Step 5: Hold a flag raising ceremony.

Lesson 5: What is the significance of July 4th?

Outcome: Students will learn about the origin of Independence Day and celebrate it with a patriotic parade.

Step 1: Show images of Independence Day to activate prior knowledge.

Step 2: View DVD about Independence Day.

Step 3: Sing “Yankee Doodle Dandy.”

Step 4: Create crepe paper firework sticks and Independence hats.

Step 5: Create a menu for a 4th of July picnic in groups.

Step 6: Conduct a 4th of July parade throughout the school.

Lesson 6: Who is honored on Labor Day and why?

Outcome: Students will learn about the history behind Labor Day and how Americans still celebrate it by watching a video and writing letters of thanks to local community workers.

Step 1: View and discuss images of child laborers.

Step 2: View a video about the history of Labor Day.

Step 3: Create a model town out of boxes representing various places of work in a community.

Step 4: Write thank you letters to local laborers/workers.

Lesson 7: Why do Americans celebrate the Constitution of the United States?

Outcome: Students will learn about and memorize portions of the U.S. Constitution in order to understand why Americans celebrate it as a symbol of freedom.

Step 1: Read *We the Kids...the Preamble to the Constitution of the United States*, by David Catrow.

Step 2: Play Constitutional charades.

Step 3: Illustrate a section from the Preamble or memorize and perform portions of the Preamble in small groups.

Lesson 8: How and why did Thanksgiving become an American tradition?

Outcome: Students will learn about the first Thanksgiving and celebrate what they are thankful for.

Step 1: Discuss what students are thankful for.

Step 2: Discuss images of The First Thanksgiving and read the book, *The Story of the Pilgrims*, by Katharine Ross.

Step 3: Create group acrostics using the word THANKSGIVING.

Step 4: Create a class “We are thankful for...” collage and take a virtual tour of the Mayflower and Plymouth Plantation.

Step 5: Celebrate what students are thankful for by having a feast together.

Geography

1-G1: The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

1-G1.0.1. Construct simple maps of the classroom to demonstrate aerial perspective.

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

- Students will be able to listen to a story and identify the basic elements of a community.

- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.
- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 1: Where do I live?

Outcome: Students are introduced to the concepts of neighborhood and community.

Internet Map Extension: Students view a map of their neighborhood on Yahoo: Maps by entering in the address of their school. They learn that by zooming in and out, they can get a broader or narrower perspective of the map.

1-G1.0.2. Give examples of places that have absolute locations (e.g., home address, school address).

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Outcome: Students are introduced to the concepts of neighborhood and community.

Internet Map Extension: Students view a map of their neighborhood on Yahoo: Maps by entering in the address of their school. They learn that by zooming in and out, they can get a broader or narrower perspective of the map.

Lesson 2: What buildings and places are around me?

Outcome: Students will explore the places and buildings of their community. They will add pictures to the class community chart.

Step 1: Students are introduced to places and buildings in their community, such as library, police station, fire station, hospital, school, bank, etc. Students also learn that “services” means that which people do for other people (provide medical care, teach students, put out fires, etc.) and that “goods” mean things that you can buy or borrow (groceries, gasoline, books, etc.) Students learn which places in their community provide goods and/or services.

1-G1.0.3. Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

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- Students will be able to create a classroom definition of community.
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- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 1: Where do I live?

Outcome: Students are introduced to the concepts of neighborhood and community.

Internet Map Extension: Students view a map of their neighborhood on Yahoo: Maps by entering in the address of their school. They learn that by zooming in and out, they can get a broader or narrower perspective of the map.

1-G1.0.4. Distinguish between landmasses and bodies of water using maps and globes.

Unit 1, Grade 1: What do people need?

Investigation 1: What are basic needs?

Objectives:

- Students will be able to identify basic needs as those related to survival and to distinguish between basic needs, other kinds of needs, and wants.
- Students will be able to identify shelter as a basic need, describe how houses shelter our bodies from heat and cold, and explain how people modify their homes to accomplish this goal.
- Students will be able to identify water as a basic need and describe some of the different ways in which people use water.
- Students will be able to identify food as a basic need and categorize different kinds of foods.
- Students will be able to distinguish between needs and wants.

Lesson 3: Why do I drink water?

Outcome: Students will understand that water is a basic need. They will understand that people's bodies contain water and that water lost through sweat and tears must be replaced every day.

Geography Extension: Students look at a classroom map of the world and discuss whether the world has more land or water.

1-G2: Places and Regions

Understand how regions are created from common physical and human characteristics.

1-G2.0.1. Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

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- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.

- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 1: Where do I live?

Outcome: Students are introduced to the concepts of neighborhood and community.

Community Walk Extension: Students take a walk around their community. They take notice of all the different smells, tastes, sights, and noises in their community.

Lesson 2: What buildings and places are around me?

Outcome: Students will explore the places and buildings of their community. They will add pictures to the class community chart.

Step 1: Students are introduced to places and buildings in their community, such as library, police station, fire station, hospital, school, bank, etc. Students also learn that “services” means that which people do for other people (provide medical care, teach students, put out fires, etc.) and that “goods” mean things that you can buy or borrow (groceries, gasoline, books, etc.) Students learn which places in their community provide goods and/or services.

1-G2.0.2. Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like? —

Objectives:

- Students will be able to listen to a story and identify the basic elements of a community.
- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.
- Students will be able to read or listen to a book that describes the people and jobs in the community.
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Lesson 1: Where do I live?

Outcome: Students are introduced to the concepts of neighborhood and community.

Internet Map Extension: Students view a map of their neighborhood on Yahoo: Maps by entering in the address of their school. They learn that by zooming in and out, they can get a broader or narrower perspective of the map.

1-G4: Human Systems

Understand how human activities help shape the Earth's surface.

1-G4.0.1. Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

Civics Guide

Section 7: Citizenship and Community

Objectives

- Students will be able to define "citizenship."
- Students will be able to provide examples of how they have acted as good citizens.
- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.
- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
- Students will be able to identify what individual students and classes can do to make the classroom or school a better place.
- Students will be able to set goals for being good school citizens.
- Students will be able to work in a group to create a poster illustrating ways to be good citizens at school.
- Students will be able to participate in a scenario and problem solve a citizenship issue.
- Students will be able to define "common good."
- Students will be able to work in groups to solve school-related citizenship issues.
- Students will be able to brainstorm and decide on a project that would benefit a large group of people (serve the common good) in the school.
- Students will be able to complete a school-based service project as a class.
- Students will be able to reflect on and write about the service-project experience.
- Students will be able to define "justice."
- Students will be able to examine scenarios and determine what treatment is fair or unfair.
- Students will be able to write or illustrate rules that have been set in their home, school or community and explain how the rules ensure that justice is served.

- Students will be able to define “equality.”
- Students will be able to participate in a discussion about times in history when people were not considered as equals.
- Students will be able to explain that differences make people unique, but everyone deserves equal treatment.
- Students will be able to make dolls to represent their unique selves and link them together to demonstrate equality.
- Students will be able to write “I am Unique” poems and share poems with the class.
- Students will be able to identify what makes them unique individuals.
- Students will be able to brainstorm ethnic groups in the community.
- Students will be able to examine an image of diverse people and describe its details.
- Students will be able to interview classmates and describe what makes them special.
- Students will be able to create a fabric square with their name and a picture as part of a classroom diversity quilt.
- Students will be able to show classmates a personal item and describe how the item represents something about themselves.
- Students will be able to define “truth.”
- Students will be able to decide if scenes demonstrate telling the truth or tattling.
- Students will be able to write or draw what it feels like when someone does not tell the truth.
- Students will be able to recall the definition of “patriotic” and determine if they consider themselves to be patriotic.
- Students will be able to identify people who would be considered patriotic.
- Students will be able to illustrate a rule of patriotism.
- Students will be able to create patriotic puppets and share with the class.
- Students will be able to view images of community members and describe the role each plays in the community.
- Students will be able to dress up like a community member and explain why they chose to represent that person.
- Students will be able to write about what they want to be when they grow up.
- Students will be able to listen to Career Day speakers and ask questions about their jobs.
- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 5: What does equality mean and how does it play a role in our society?

Outcome: Students will learn about how everyone is equal and has many unique qualities that makes them special. They will create equality paper dolls, and work with a partner to write equality poems.

Step 1: Define equality and discuss how all people are created equal.

Step 2: Create paper dolls showing students’ unique qualities.

Step 3: Write equality poems.

Lesson 6: What is diversity and why does it make America a better place to live?

Outcome: Students will learn about diversity by interviewing their classmates and bringing in an object to show something they are interested in. Students will create a diversity quilt to represent classroom diversity.

Step 1: Define diversity and discuss characteristics that make the class diverse.

Step 2: Conduct interviews with classmates.

Step 3: Show and tell about objects brought from home.

Step 4: Create a diversity quilt.

1-G5: Environment and Society

Understand the effects of human-environment interactions.

1-G5.0.1. Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

Unit 5, Grade 1: How do people create communities?

Investigation 1: What do we know about the daily life of the Woodland Indians?

Objectives:

- Students will be able to listen actively to a scene and describe the setting.
- Students will be able to describe the environment of a North American forest.
- Students will be able to listen actively to a story about life with the Iroquois and retell portions of the plot.
- Students will be able to identify the Iroquois as Woodland Indians.
- Students will be able to record information about the Woodland Indians in their journals.
- Students will be able to explain what the forest gave the Iroquois Indians.
- Students will be able to create a symbolic name for themselves and explain their choice.
- Students will be able to describe the daily life of the Iroquois Indians.
- Students will be able to define “tribe.”
- Students will be able to identify Iroquois Indian homes.
- Students will be able to create a cut-and-paste model of a longhouse.
- Students will be able to identify Iroquois Indian clothing.
- Students will be able to create an Indian tunic.
- Students will be able to identify “The Three Sisters” as corn, squash, and beans.
- Students will be able to complete a worksheet on what the Iroquois ate.
- Students will be able to listen actively to a story on the Three Sisters and comprehend their importance.
- Students will be able to write a class poem on the Three Sisters.
- Students will be able to create a museum exhibit depicting how the environment in which they lived shaped the lives of the Woodland Indians.

Lesson 2: How did the Iroquois Indians live in the forest?

Outcome: Students will understand that the forest provided the Iroquois Indians with everything they needed.

Step 2: Students explore what the forest provided to the Iroquois, such as food, materials for shelter and weapons, etc.

Lesson 3: How did the Iroquois Indians dress?

Outcome: Students will understand that the Iroquois Indians made their clothing from plants and animals found in the forest.

Step 2: Students learn what materials the Iroquois used to make their clothing (deer, rabbit, etc.)

Lesson 4: What were Iroquois Indian homes like?

Outcome: Students will understand that the Iroquois lived in family groups in wood longhouses.

Step 2: Students learn how the Iroquois Indians used materials in their environment to construct their houses.

Investigation 3: What kind of community did the Pilgrims create in the New World?

Objectives:

- Students will be able to explain the importance of the location of Plimoth Plantation.
- Students will be able to listen actively to a reading and connect to the characters by acting out a scene.
- Students will be able to create a class map of Plimoth Plantation.
- Students will be able to identify the materials used and create a replica of a Pilgrim home.
- Students will be able to make predictions about what will happen next to the Pilgrims based on pictures in a book.
- Students will be able to describe the various problems faced by the Pilgrims in the New World.
- Students will be able to record information in their journals about the challenges Pilgrims faced.
- Students will be able to sequence activities in their day on a classroom chart.
- Students will be able to listen actively to a story about Pilgrim boys and girls and sequence activities from their daily lives on a classroom chart.
- Students will be able to compare the lives of Pilgrim boys and girls to their own.
- Students will be able to identify the contributions of the Indians.
- Students will be able to identify the purpose of the first Thanksgiving feast.
- Students will be able to complete a sentence in writing explaining what they are thankful for.
- Students will be able to create a complete model of Plimoth Plantation.

Lesson 1: What was Plimoth Plantation?

Outcome: Students will understand how the Pilgrims chose a site for their community. They will use mapping skills to create a puzzle map of Plimoth.

Step 3: Students learn what things the Pilgrims needed in order to build their town, including where the town should be (e.g. near water, where there is lots of open land for building houses and planting crops), and what features the new town would need to build in their town (streets, houses, etc.).

Lesson 2: What was a Pilgrim home like?

Outcome: Students will learn about the construction of a Pilgrim home and build a replica.

Step 2: Students examine a picture of Pilgrim life and identify that the Pilgrims are building a house. They look for the materials the Pilgrims are using, and what different tasks are being carried out. Students confirm that many of the features of their communities (power lines, buses, cars, sidewalks, paved roads) are not present in the Pilgrim community and explain why.

Unit 6, Grade 1: How do dreamers lead the way?

Investigation 1: What do we know about the daily life and dreams of the Plains Indians?

Objectives:

- Students will be able to identify the Sioux as Plains Indians.
- Students will be able to actively listen to and comprehend a story about the Plains Indians.
- Students will be able to identify Plains Indian homes.
- Students will be able to complete a sentence about the Plains Indians in their journals.
- Students will be able to create a mural panel depicting a Sioux village.
- Students will be able to identify the Sioux as hunters and gatherers.
- Students will be able to explain the importance of the buffalo to the Sioux.
- Students will be able to describe the many ways the Sioux used buffalo.
- Students will be able to extrapolate daily tasks from how the Sioux used buffalo.
- Students will be able to actively listen to a story for information on the art of the Plains Indians.
- Students will be able to identify Plains Indian art.
- Students will be able to interpret art to understand daily life.
- Students will be able to create a story-skin and retell their story aloud.
- Students will be able to create a dance based on Plains Indian dances.
- Students will be able to explain the Sioux dream of living in harmony with nature.

Lesson 1: Who are the Plains Indians?

Outcome: Students will understand that the Sioux are Plains Indians. They will describe the North American Plains that were their home.

Clothing Extension: Students make headbands for the unit-end dance. Students learn that the Plains Indians used things they found in nature to make their clothes – deer, buffalo, dyes made from berries, shell and feather decorations, etc.

Lesson 3: Why were buffalo so important to the Sioux?

Outcome: Students will understand that the buffalo provided the Plains Indians with everything they needed.

Step 2: Students learn that the buffalo provided the Sioux with meat for food, skins for clothing and shelter, bones and horns for tools, spoons and ornaments, and even hair for ropes.

Civics and Government

1-C1: Purposes of Government

Explain why people create governments.

1-C1.0.1. Identify some reasons for rules in school (e.g., provide order, predictability, and safety).

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

- Students will be able to listen to a story and identify the basic elements of a community.
- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.
- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 4: How do people live and work together in my community?

Outcome: Students will understand that the members of a community interact with one another and are interdependent. They will learn that members of communities follow rules and obey laws.

Step 3: Students discuss rules and laws and their importance in a community.

Investigation 2: What do Ancient Greek myths teach us about community?

Objectives:

- Students will be able to identify where Greece is located on a map.
- Students will be able to color and label a map of Greece.
- Students will be able to view a video of Ancient Greece and discuss and describe what they saw.
- Students will be able to identify Mount Olympus as the tallest mountain in Greece.
- Students will be able to identify that the Ancient Greeks believed Mount Olympus was the home of their gods and goddesses.
- Students will be able to listen to a book about Greek gods and goddesses and dramatize the actions of one.
- Students will be able to explain that Greek gods and goddesses lived together in a community.

- Students will be able to listen to and then role-play a solution to one of Hercules' labors.
- Students will be able to discuss whether or not they think Hercules was a hero.
- Students will be able to identify the qualities of a hero and relate heroes to their own lives.

Lesson 5: Do we have heroes like the Ancient Greeks?

Outcome: Students will meet some heroes in their own community, and will learn that all communities have heroes.

Step 4: Students confirm that all communities have heroes, that members of a community help one another, and that all communities have rules and laws.

Civics Guide

Section 7: Citizenship and Community

Objectives

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- Students will be able to provide examples of how they have acted as good citizens.
- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.
- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
- Students will be able to identify what individual students and classes can do to make the classroom or school a better place.
- Students will be able to set goals for being good school citizens.
- Students will be able to work in a group to create a poster illustrating ways to be good citizens at school.
- Students will be able to participate in a scenario and problem solve a citizenship issue.
- Students will be able to define "common good."
- Students will be able to work in groups to solve school-related citizenship issues.
- Students will be able to brainstorm and decide on a project that would benefit a large group of people (serve the common good) in the school.
- Students will be able to complete a school-based service project as a class.
- Students will be able to reflect on and write about the service-project experience.
- Students will be able to define "justice."
- Students will be able to examine scenarios and determine what treatment is fair or unfair.
- Students will be able to write or illustrate rules that have been set in their home, school or community and explain how the rules ensure that justice is served.
- Students will be able to define "equality."
- Students will be able to participate in a discussion about times in history when people were not considered as equals.
- Students will be able to explain that differences make people unique, but everyone deserves equal treatment.
- Students will be able to make dolls to represent their unique selves and link them together to demonstrate equality.

- Students will be able to write “I am Unique” poems and share poems with the class.
- Students will be able to identify what makes them unique individuals.
- Students will be able to brainstorm ethnic groups in the community.
- Students will be able to examine an image of diverse people and describe its details.
- Students will be able to interview classmates and describe what makes them special.
- Students will be able to create a fabric square with their name and a picture as part of a classroom diversity quilt.
- Students will be able to show classmates a personal item and describe how the item represents something about themselves.
- Students will be able to define “truth.”
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- Students will be able to identify people who would be considered patriotic.
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- Students will be able to create patriotic puppets and share with the class.
- Students will be able to view images of community members and describe the role each plays in the community.
- Students will be able to dress up like a community member and explain why they chose to represent that person.
- Students will be able to write about what they want to be when they grow up.
- Students will be able to listen to Career Day speakers and ask questions about their jobs.
- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 2: What does it mean to be a good classroom and school citizen?

Outcome: Students will learn about being good classroom citizens by setting individual and classroom citizenship goals and creating citizenship posters to hang in the school hallways.

Step 1: Discuss ways students can make their school an even better learning environment by being good classroom and school citizens.

Step 2: Set classroom goals of carrying out weekly acts of good citizenship school wide.

Step 3: Design good citizenship posters that can be hung in the hallways of the school.

Lesson 4: What does justice mean and how can we practice it?

Outcome: Students will learn about the meaning of justice by discussing fair and unfair scenarios and creating posters that depict rules that make our country one that promotes justice.

Step 1: Define justice.

Step 2: Play a fair and unfair game.

Step 3: Complete a handout that encourages students to think about justice at home, school and their community.

1-C1.0.2. Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).

Civics Guide

Section 7: Citizenship and Community

Objectives

- Students will be able to define “citizenship.”
- Students will be able to provide examples of how they have acted as good citizens.
- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.
- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
- Students will be able to identify what individual students and classes can do to make the classroom or school a better place.
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- Students will be able to work in a group to create a poster illustrating ways to be good citizens at school.
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- Students will be able to complete a school-based service project as a class.
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1-C2.0.3. Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

Civics Guide

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1-C2: Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

1-C2.0.1. Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).

Civics Guide

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Step 2: Play a fair and unfair game.

Step 3: Complete a handout that encourages students to think about justice at home, school and their community.

1-C2.0.2. Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).

Civics Guide

Section 2: American Symbols

Objectives

- Students will be able to define “symbol.”
- Students will be able to make predictions and learn facts about the significance of parts of the American flag.
- Students will be able to listen to a teacher read-aloud and explain the meaning of the American flag.
- Students will be able to make an American flag with handprints.
- Students will be able to sing “You’re a Grand Old Flag.”
- Students will be able to predict why the bald eagle is a symbol of the United States.

- Students will be able to define “freedom” and explain how the bald eagle is a symbol of freedom.
- Students will be able to listen and respond to a teacher read-aloud about the bald eagle.
- Students will be able to draw or write what freedom means to them.
- Students will be able to make a bald eagle as a reminder of the symbol of freedom.
- Students will be able to gather clues in a guessing game about an American symbol.
- Students will be able to define “liberty” and explain how the Liberty Bell is a symbol of liberty.
- Students will be able to listen and respond to a teacher read-aloud about the Liberty Bell.
- Students will be able to write a “Liberty is...” poem.
- Students will be able to make a small version of the Liberty Bell as a reminder of the symbol of liberty.
- Students will be able to create a class word web describing America.
- Students will be able to find images of America and create a scrapbook page.
- Students will be able to view an image of Uncle Sam and make predictions about him.
- Students will be able to listen to a teacher read-aloud to gather information about how the symbol of Uncle Sam came to be.
- Students will be able to create art as a reminder of Uncle Sam and their country.
- Students will be able to describe what their state is like and identify some of its features.
- Students will be able to recognize images of their state’s bird, tree, flower, and flag and explain that they are symbols of the state.
- Students will be able to make postcards of a state symbol and write postcard messages.
- Students will be able to explain that the American flag is a symbol of the country and the state flag is a symbol of the state.
- Students will be able to design a personal flag that symbolizes who they are and what they like.

Lesson 2: Why is the bald eagle a symbol of the United States of America?

Outcome: Students will learn about why the bald eagle is a symbol of America by reading a story, discussing and writing about freedom as well as creating artwork.

Step 1: Discuss the image of a bald eagle as a symbol of freedom.

Step 2: Read the book, *The Bald Eagle*, by Lloyd G. Douglas.

Step 3: Discuss and write about freedom.

Step 4: Create eagle puppets and eagle paintings.

Step 5: Add the image of the eagle to students’ Paragon™ American Scrapbook.

Lesson 3: What is the significance of the Liberty Bell?

Outcome: Students will learn about the history of the Liberty Bell by viewing images, listening to a story and creating Liberty Bell memorabilia.

Step 1: Introduce the Liberty Bell with a guessing game.

Step 2: Read the book, *The Liberty Bell*, by Lloyd G. Douglas.

Step 3: Complete the Black Line Master: The Liberty Bell.

Step 4: Discuss the meaning of liberty and create poems about freedom on the Black Line Master: Liberty is...

Step 5: Create small replicas of the Liberty Bell.

Lesson 4: How and why did “Uncle Sam” become the nickname for the United States Government?

Outcome: Students will learn about how Uncle Sam came to be an icon of the American Government by viewing images, hearing a story, and making Uncle Sam memorabilia.

Step 1: Create collages about elements of America and discuss what students think of when they hear the word America.

Step 2: View images of Uncle Sam and make predictions of who he is.

Read *Uncle Sam*, by Debbie L. Yanuck and discuss the review questions.

Step 3: Create an Uncle Sam top hat of an Uncle Sam propaganda poster.

1-C5: Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

1-C5.0.1. Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).

Civics Guide

Section 7: Citizenship and Community

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- Students will be able to reflect on and write about the service-project experience.
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- Students will be able to examine scenarios and determine what treatment is fair or unfair.

- Students will be able to write or illustrate rules that have been set in their home, school or community and explain how the rules ensure that justice is served.
- Students will be able to define “equality.”
- Students will be able to participate in a discussion about times in history when people were not considered as equals.
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Lesson 2: What does it mean to be a good classroom and school citizen?

Outcome: Students will learn about being good classroom citizens by setting individual and classroom citizenship goals and creating citizenship posters to hang in the school hallways.

Step 1: Discuss ways students can make their school an even better learning environment by being good classroom and school citizens.

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1-C5.0.2. Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

- Students will be able to listen to a story and identify the basic elements of a community.
- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.
- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 4: How do people live and work together in my community?

Outcome: Students will understand that the members of a community interact with one another and are interdependent. They will learn that members of communities follow rules and obey laws.

Step 1: Students brainstorm about how members of a community know others and work together.

Step 2: Students create role-plays of how community members interact.

Step 3: Students discuss rules and laws and their importance in a community.

Civics Guide

Section 7: Citizenship and Community

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Lesson 1: What is citizenship?

Outcome: Students will learn what it means to be a good citizen by viewing a video, reading a story, and discussing examples of people who are good citizens.

Step 1: Define citizenship and view the DVD, *American Government for Children: American Citizenship*.

Step 2: Read the story, *Good Citizen Sarah*, by Virginia Kroll and discuss how she was a good citizen.

Step 3: Create a classroom mural depicting people doing acts of kindness for others.

Lesson 2: What does it mean to be a good classroom and school citizen?

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Lesson 3: How can we use the core democratic value, “common good” to be good American citizens?

Outcome: Students will learn how doing things for the “common good” can impact other people. They will discuss scenarios, take a stand on an issue regarding the common good, and work in groups to devise a project that will promote the common good of the school.

Step 1: Define common good and conduct a class vote promoting the common good.

Step 2: Devise solutions to some major issues that affect the common good of many people in the world.

Step 3: Create a class service project to make a contribution to the common good of the school or a charitable organization.

Step 4: Write about the experience of being part of the classroom service project.

Economics

1-E1: Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

1-E1.0.1. Distinguish between producers and consumers of goods and services.

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- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 2: What buildings and places are around me?

Outcome: Students will explore the places and buildings of their community. They will add pictures to the class community chart.

Step 1: Students are introduced to places and buildings in their community, such as library, police station, fire station, hospital, school, bank, etc. Students also learn that “services” means that which people do for other people (provide medical care, teach students, put out fires, etc.) and that “goods” mean things that you can buy or borrow (groceries, gasoline, books, etc.) Students learn which places in their community provide goods and/or services.

Economics Guide, Grades K-2

Activity 4: What money buys: Making a catalog of goods

Activity 5: Becoming an informed consumer: Getting to know prices

Activity 7: Learning about jobs: Making a job book

1-E1.0.2. Describe ways in which families consume goods and services.

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Lesson 2: What buildings and places are around me?

Outcome: Students will explore the places and buildings of their community. They will add pictures to the class community chart.

Step 1: Students are introduced to places and buildings in their community, such as library, police station, fire station, hospital, school, bank, etc. Students also learn that “services” means that which people do for other people (provide medical care, teach students, put out fires, etc.) and that “goods” mean things that you can buy or borrow (groceries, gasoline, books, etc.) Students learn which places in their community provide goods and/or services.

Economics Guide, Grades K-2

Activity 4: What money buys: Making a catalog of goods

Activity 5: Becoming an informed consumer: Getting to know prices

1-E1.0.3. Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond.

Economics Guide, Grades K-2

Activity 12: What would you do with \$100? Economic choices

1-E1.0.4. Describe reasons why people voluntarily trade.

Economics Guide, Grades K-2

Activity 4: What money buys: Making a catalog of goods

Activity 9: Understanding money: Medium of exchange

1-E1.0.5. Describe ways in which people earn money (e.g., providing goods and services to others, jobs).

Economics Guide, Grades K-2

Activity 7: Learning about jobs: Making a job book

Activity 8: Learning about entrepreneurs: Innovation

1-E1.0.6. Describe how money simplifies trade.

Economics Guide, Grades K-2

Activity 9: Understanding money: Medium of exchange

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

1-P3.1: Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

1-P3.1.1. Identify public issues in the school community.

Civics Guide

Section 7: Citizenship and Community

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- Students will be able to define “common good.”
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- Students will be able to brainstorm and decide on a project that would benefit a large group of people (serve the common good) in the school.

- Students will be able to complete a school-based service project as a class.
- Students will be able to reflect on and write about the service-project experience.
- Students will be able to define “justice.”
- Students will be able to examine scenarios and determine what treatment is fair or unfair.
- Students will be able to write or illustrate rules that have been set in their home, school or community and explain how the rules ensure that justice is served.
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Lesson 2: What does it mean to be a good classroom and school citizen?

Outcome: Students will learn about being good classroom citizens by setting individual and classroom citizenship goals and creating citizenship posters to hang in the school hallways.

Step 1: Discuss ways students can make their school an even better learning environment by being good classroom and school citizens.

Step 2: Set classroom goals of carrying out weekly acts of good citizenship school wide.

Step 3: Design good citizenship posters that can be hung in the hallways of the school.

Lesson 3: How can we use the core democratic value, “common good” to be good American citizens?

Outcome: Students will learn how doing things for the “common good” can impact other people. They will discuss scenarios, take a stand on an issue regarding the common good, and work in groups to devise a project that will promote the common good of the school.

Step 1: Define common good and conduct a class vote promoting the common good.

Step 2: Devise solutions to some major issues that affect the common good of many people in the world.

Step 3: Create a class service project to make a contribution to the common good of the school or a charitable organization.

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1-P3.1.2. Use graphic data to analyze information about a public issue in the school community.

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1-P3.1.3. Identify alternative resolutions to a public issue in the school community.

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1-P3.3: Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

1-P3.3.1. Express a position on a public policy issue in the school community and justify the position with a reasoned argument.

Unit 4, Grade 1: How do people make their dreams come true?

Investigation 1: What are dreams and who are dreamers?

Objectives:

- Students will be able to explain the difference between night dreams, daydreams, and dreams/hopes for the future.
- Students will be able to actively listen to a story and answer questions about character and plot.
- Students will be able to write key vocabulary in their journal.
- Students will be able to make a collage depicting their interests.
- Students will be able to describe some of their interests.
- Students will be able to make a dream chest.
- Students will be able to answer (using words and pictures) questions such as, “Who am I?” “Where do I live?” and “What are my favorite activities?”
- Students will be able to read aloud books they have created.
- Students will be able to identify some of their dreams/hopes for the future.
- Students will be able to discuss what they would like to be in the future and complete a worksheet.
- Students will be able to ask and answer “who,” “where,” and “what” questions to learn more about other people and their dreams.

Lesson 3: What are your dreams?

Outcome: Students will explore the things that make them unique, and will identify their interests and dreams.

Community/Art Extension: Students are asked what they love about their community, and then if there is anything they don't like very much. They think about what they dream and hope could be different. Students then create a mural or a poster of their neighborhood if their dreams come true.

Civics Guide

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1-P4.2: Citizen Involvement

Act constructively to further the public good.

1-P4.2.1. Develop and implement an action plan to address or inform others about a public issue.

Unit 2, Grade 1: What do people need?

Investigation 2: What do Ancient Greek myths teach us about community?

Objectives:

- Students will be able to identify where Greece is located on a map.
- Students will be able to color and label a map of Greece.
- Students will be able to view a video of Ancient Greece and discuss and describe what they saw.
- Students will be able to identify Mount Olympus as the tallest mountain in Greece.
- Students will be able to identify that the Ancient Greeks believed Mount Olympus was the home of their gods and goddesses.
- Students will be able to listen to a book about Greek gods and goddesses and dramatize the actions of one.
- Students will be able to explain that Greek gods and goddesses lived together in a community.
- Students will be able to listen to and then role-play a solution to one of Hercules' labors.
- Students will be able to discuss whether or not they think Hercules was a hero.
- Students will be able to identify the qualities of a hero and relate heroes to their own lives.

Lesson 5: Do we have heroes like the Ancient Greeks?

Outcome: Students will meet some heroes in their own community, and will learn that all communities have heroes.

Hero-of-the-Day Extension: Students elect a hero of the day. Students wear a special badge or pin to advertise the hero and inform the rest of the school what the badge means so that the student can be recognized everywhere.

Civics Guide

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Step 4: Write about the experience of being part of the classroom service project.

1-P4.2.2. Participate in projects to help or inform others.

Unit 1, Grade 1: What do people need?

Investigation 2: How did people of long, long ago get what they needed?

Objectives:

- Students will be able to use context clues to draw a picture of what the world was like long, long ago.
- Students will be able to identify several ways in which people living long, long ago stayed warm, and will be able to explain why learning to make and control fire was an important step for them.
- Students will be able to compare and contrast the way we get water today with the way people got water long, long ago.
- Students will be able to describe how people living long ago got food by hunting and gathering.

- Students will be able to identify basic human needs in both past and present contexts, and will be able to compose a sentence summarizing the basic survival needs of all people.

Lesson 5: Did the people of long, long ago need the same things that I need?

Outcome: Students will understand that people long ago had the same “basic” needs that we have today.

Social Studies Extension: Students may participate in a community event or visit a community organization that focuses on meeting one of the basic human needs. For example, students may participate in a clothing drive such as “Operation One Warm Coat” or a visit a community food bank.

Unit 2, Grade 1: What is a community?

Investigation 1: What is my community like?

Objectives:

- Students will be able to listen to a story and identify the basic elements of a community.
- Students will be able to create a classroom definition of community.
- Students will be able to identify that they live in a house and that their house is in a neighborhood.
- Students will be able to read or listen to a book about neighborhoods and identify public buildings in their local community.
- Students will be able to read or listen to a book that describes the people and jobs in the community.
- Students will be able to make a salt dough person and write who their person is in regard to community.
- Students will be able to identify their “jobs” as students, as family members, and as part of a community group.
- Students will be able to discuss the importance of rules and laws in every community.
- Students will be able to describe why rules are necessary.
- Students will be able to relate their classroom community to the school community and the community of the city or town in which they live.
- Students will be able to recognize that a community is interdependent, made up of many people, places, and things.

Lesson 1: Where do I live?

Outcome: Students are introduced to the concepts of neighborhood and community.

Speaker Extension: Invite a member of a neighborhood association, neighborhood watch group, or block club to talk to the class about how people in a neighborhood can form an organization to protect residents and organize neighborhood events. Students could begin their own version of “Neighborhood Watch” or other supportive club.

Investigation 2: What do Ancient Greek myths teach us about community?

Objectives:

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- Students will be able to color and label a map of Greece.

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- Students will be able to discuss whether or not they think Hercules was a hero.
- Students will be able to identify the qualities of a hero and relate heroes to their own lives.

Lesson 5: Do we have heroes like the Ancient Greeks?

Outcome: Students will meet some heroes in their own community, and will learn that all communities have heroes.

Writing Extension: Students write a thank you letter to a community hero. Students can thank him or her for taking good care of the community or for visiting the school.

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- Students will be able to participate in a scenario and problem solve a citizenship issue.
- Students will be able to define "common good."
- Students will be able to work in groups to solve school-related citizenship issues.
- Students will be able to brainstorm and decide on a project that would benefit a large group of people (serve the common good) in the school.
- Students will be able to complete a school-based service project as a class.
- Students will be able to reflect on and write about the service-project experience.
- Students will be able to define "justice."
- Students will be able to examine scenarios and determine what treatment is fair or unfair.

- Students will be able to write or illustrate rules that have been set in their home, school or community and explain how the rules ensure that justice is served.
- Students will be able to define “equality.”
- Students will be able to participate in a discussion about times in history when people were not considered as equals.
- Students will be able to explain that differences make people unique, but everyone deserves equal treatment.
- Students will be able to make dolls to represent their unique selves and link them together to demonstrate equality.
- Students will be able to write “I am Unique” poems and share poems with the class.
- Students will be able to identify what makes them unique individuals.
- Students will be able to brainstorm ethnic groups in the community.
- Students will be able to examine an image of diverse people and describe its details.
- Students will be able to interview classmates and describe what makes them special.
- Students will be able to create a fabric square with their name and a picture as part of a classroom diversity quilt.
- Students will be able to show classmates a personal item and describe how the item represents something about themselves.
- Students will be able to define “truth.”
- Students will be able to decide if scenes demonstrate telling the truth or tattling.
- Students will be able to write or draw what it feels like when someone does not tell the truth.
- Students will be able to recall the definition of “patriotic” and determine if they consider themselves to be patriotic.
- Students will be able to identify people who would be considered patriotic.
- Students will be able to illustrate a rule of patriotism.
- Students will be able to create patriotic puppets and share with the class.
- Students will be able to view images of community members and describe the role each plays in the community.
- Students will be able to dress up like a community member and explain why they chose to represent that person.
- Students will be able to write about what they want to be when they grow up.
- Students will be able to listen to Career Day speakers and ask questions about their jobs.
- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 2: What does it mean to be a good classroom and school citizen?

Outcome: Students will learn about being good classroom citizens by setting individual and classroom citizenship goals and creating citizenship posters to hang in the school hallways.

Step 1: Discuss ways students can make their school an even better learning environment by being good classroom and school citizens.

Step 2: Set classroom goals of carrying out weekly acts of good citizenship school wide.

Step 3: Design good citizenship posters that can be hung in the hallways of the school.

Lesson 3: How can we use the core democratic value, “common good” to be good American citizens?

Outcome: Students will learn how doing things for the “common good” can impact other people. They will discuss scenarios, take a stand on an issue regarding the common good, and work in groups to devise a project that will promote the common good of the school.

Step 1: Define common good and conduct a class vote promoting the common good.

Step 2: Devise solutions to some major issues that affect the common good of many people in the world.

Step 3: Create a class service project to make a contribution to the common good of the school or a charitable organization.

Step 4: Write about the experience of being part of the classroom service project.

Grade 2

The Local Community

History

2-H2: Living and Working Together in Communities

Use historical thinking to understand the past.

2-H2.0.1. Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.

Unit 1, Grade 2: Why did people start to farm?

Investigation 1: What are the ingredients for farming?

Objectives:

- Students will be able to identify soil, water, and sunshine as the necessary ingredients for farming.
- Students will be able to locate on a map Iraq, what was once Ancient Mesopotamia.
- Students will be able to cut, paste, and label four geographic features on a map.
- Students will be able to recognize that humans started to farm about 10,000 years ago.
- Students will be able to name barley and wheat as the two main crops grown in Ancient Mesopotamia.
- Students will be able to describe how ancient peoples ground grain into flour.
- Students will be able to name bread as the staple of ancient farmers' diets.

Lesson 3: When did people start to farm?

Outcome: Students will carry out an activity in order to understand how long 10,000 years is.

Math/Sequencing Extension: Students create a timeline of their life, showing the important events.

2-H2.0.2. Explain why descriptions of the same event in the local community can be different.

Unit 3, Grade 2: How do people live in a desert environment?

Investigation 2: How do we know about the Ancestral Puebloans?

Objectives:

- Students will be able to define Ancestral Puebloan.
- Students will be able to describe a cliff dwelling.
- Students will be able to identify two building materials Ancestral Puebloans used.
- Students will be able to understand the importance of corn to Ancestral Puebloans by listening closely to readings.
- Students will be able to experiment with grinding corn into meal and preparing a corn batter.
- Students will be able to plan a meal for an Ancestral Puebloan tribe.
- Students will be able to make predictions based on visual information in a book.

- Students will be able to listen to a storybook and infer what the values and lives of Ancestral Puebloans were like.
- Students will be able to articulate the lesson of a story.
- Students will be able to recreate a scene from an Ancestral Puebloan folktale.
- Students will be able to examine the designs and symmetrical patterns found on ancient Puebloan pottery.
- Students will be able to make coil pottery and decorate it with designs typical to the ancient Puebloans.
- Students will be able to describe what a kiva looked like.
- Students will be able to explain one thing that Ancestral Puebloans may have prayed for.

Lesson 3: What stories did the Ancestral Puebloans tell?

Outcome: Students will hear and analyze stories of the Ancestral Puebloans and decide what their stories say about the people who told them.

Comparative Literature Extension: Students examine two stories, *The Turkey Girl* and *Cinderella*, and make a compare/contrast chart that shows what the two stories have in common and how the two stories are different.

Mythology Extension: Students learn that mythology is a term for the stories a culture tells to explain why things are the way they are. Students examine and analyze examples of myths, and then create their own myth.

2-H2.0.3. Use an example to describe the role of the individual in creating history.

Unit 2, Grade 2: How do people live in a rainforest?

Investigation 2: How did the Ancient Maya live in the rainforest?

Objectives:

- Students will be able to identify the Maya as people who lived in Mesoamerica in the past and still do today.
- Students will be able to gather information from images and write about them.
- Students will be able to locate on a map where the Maya have lived, both today and in the past.
- Students will be able to name five Mayan cities and locate them on a map.
- Students will recognize that most Mayan people lived in small, mud brick homes.
- Students will be able to organize a story into a story chart form.
- Students will be able to describe how the Maya farmed in a rainforest environment.
- Students will be able to identify maize as the primary crop of the Mayan people.
- Students will be able to name several New World foods.

Lesson 1: Who are the Maya?

Outcome: Students will become acquainted with the Ancient Maya and the ruins of their ancient cities.

History Extension: Students find out information from their families about an ancestor, such as a grandmother, great grandfather or other ancestor.

Unit 3, Grade 2: How do people live in a desert environment?

Investigation 3: What do we know about the daily life of the Pueblo Indians?

Objectives:

- Students will be able to identify many tribes living in the Southwest today and that they are descendents of the Ancestral Puebloans.
- Students will be able to describe the daily life of the Pueblo Indians.
- Students will be able to identify Pueblo Indian homes.
- Students will be able to listen to a Hopi creation myth and complete a worksheet.
- Students will be able to analyze a story for an understanding of beliefs.
- Students will be able to write a “how something came to be” story about a desert animal, do a peer edit, and publish the stories as a classroom book.
- Students will be able to explain that American Indians used stories to teach lessons and to transmit culture.
- Students will be able to identify a kachina and explain their central role in Hopi belief.
- Students will be able to read an informational reading and summarize it.
- Students will be able to explain how people live in the desert.

Lesson 1: Are there Pueblo Indians today?

Outcome: Students are introduced to the Hopi Indians. They will make the connection that the Hopi are descendents of the Ancient Puebloans.

Writing Extension: Students are reminded that “Hopi” means “the peaceful ones.” Students write a story about a person or group of people who could be called the peaceful ones in their community.

2-H2.0.4. Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

Unit 8, Grade 2: How do we live in the United States of America?

Investigation 2: What is American daily life like?

Objectives:

- Students will be able to identify and describe an urban area, a suburban, area and a rural area.
- Students will be able to listen to a scene and categorize descriptions of areas that are urban, suburban, or rural.
- Students will be able to compare and contrast features of life in an urban area, a suburban area, and a rural area.
- Students will be able to write about where they live.
- Students will be able to explain the relationship between and among urban areas, suburban areas, and rural areas.
- Students will be able to design and build a home in an urban area, a suburban area, or a rural area.
- Students will be able to write a postcard about American homes.
- Students will be able to recreate and role-play the lives of people in an urban area, a suburban area, or a rural area.
- Students will be able to identify the types of jobs Americans do.

- Students will be able to read job names and role-play the job.
- Students will be able to complete a worksheet on which they sort jobs by location.
- Students will be able to listen actively to a story about jobs and answer comprehension questions.
- Students will be able to write about a job they would like to do in the future.
- Students will be able to identify which jobs would typically be found in an urban area, a suburban area, or a rural area.
- Students will be able to identify the various modes of transportation found in America.
- Students will be able to write a story that includes three modes of transportation and provides descriptions of the environment.
- Students will be able to identify several forms of entertainment that Americans enjoy.
- Students will be able to create a “music video” to represent one form of American entertainment.
- Students will be able to write a paragraph describing what they do for entertainment.

Lesson 3: What types of jobs do American people do?

Outcome: Students will describe several different jobs that people have in the United States.

Writing Extension: Students invent a job of the future. They begin by calculating how old they will be in 20 years, then discuss what new jobs might be needed.

2-H2.0.5. Identify a problem in a community’s past and describe how it was resolved.

Unit 4, Grade 2: How do communities connect with each other?

Investigation 1: Who were the Inca?

Objectives:

- Students will be able to identify Machu Picchu as a community where Inca people lived.
- Students will be able to listen to a poem written by Pablo Neruda about Machu Picchu and discuss its meaning.
- Students will be able to describe Machu Picchu.
- Students will be able to identify the Inca as people who lived in the Andes Mountains.
- Students will be able to label a map of Inca lands.
- Students will be able to carry out an informational reading about Inca crops and answer comprehension questions.
- Students will be able to name several foods and animals from the Andes.
- Students will be able to describe how the Inca terraced hillsides for farming.
- Students will be able to listen to a Peruvian legend and answer comprehension questions.
- Students will be able to research llamas in teams via the Internet.
- Students will be able to describe why the llama was a very important animal to the Inca.
- Students will be able to listen to an Incan creation myth and participate in a discussion of the story.
- Students will be able to identify the sun’s role in the Inca’s creation myth.

Lesson 5: How did the Inca come to live in the Andes Mountains?

Outcome: Students will create a sun to symbolize the Inca's belief in the life-giving powers of the Sun.

Community Extension: Students write about what their community should do to make life better for everyone who lives there. This could be done individually or as a group.

2-H2.0.6. Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).

Unit 2, Grade 2: How do people live in a rainforest?

Investigation 2: How did the Ancient Maya live in the rainforest?

Objectives:

- Students will be able to identify the Maya as people who lived in Mesoamerica in the past and still do today.
- Students will be able to gather information from images and write about them.
- Students will be able to locate on a map where the Maya have lived, both today and in the past.
- Students will be able to name five Mayan cities and locate them on a map.
- Students will recognize that most Mayan people lived in small, mud brick homes.
- Students will be able to organize a story into a story chart form.
- Students will be able to describe how the Maya farmed in a rainforest environment.
- Students will be able to identify maize as the primary crop of the Mayan people.
- Students will be able to name several New World foods.

Lesson 1: Who are the Maya?

Outcome: Students will become acquainted with the Ancient Maya and the ruins of their ancient cities.

History Extension: Students find out information from their families about an ancestor, such as a grandmother, great grandfather or other ancestor.

Unit 3, Grade 2: How do people live in a desert environment?

Investigation 3: What do we know about the daily life of the Pueblo Indians?

Objectives:

- Students will be able to identify many tribes living in the Southwest today and that they are descendents of the Ancestral Puebloans.
- Students will be able to describe the daily life of the Pueblo Indians.
- Students will be able to identify Pueblo Indian homes.
- Students will be able to listen to a Hopi creation myth and complete a worksheet.
- Students will be able to analyze a story for an understanding of beliefs.
- Students will be able to write a "how something came to be" story about a desert animal, do a peer edit, and publish the stories as a classroom book.
- Students will be able to explain that American Indians used stories to teach lessons and to transmit culture.
- Students will be able to identify a kachina and explain their central role in Hopi belief.
- Students will be able to read an informational reading and summarize it.

- Students will be able to explain how people live in the desert.

Lesson 1: Are there Pueblo Indians today?

Outcome: Students are introduced to the Hopi Indians. They will make the connection that the Hopi are descendents of the Ancient Puebloans.

Writing Extension: Students are reminded that “Hopi” means “the peaceful ones.” Students write a story about a person or group of people who could be called the peaceful ones in their community.

Geography

2-G1: The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

2-G1.0.1. Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.

Unit 2, Grade 2: How do people live in a rainforest?

Investigation 1: What is life like in a tropical rainforest?

Objectives:

- Students will be able to describe the characteristics of a rainforest.
- Students will be able to follow a pattern to write a poem describing a rainforest.
- Students will be able to locate where the world’s rainforests are located on a map.
- Students will be able to identify that tropical rainforests are found near the Equator.
- Students will be able to identify and locate Mesoamerica on a map.
- Students will be able to identify and name several plants and animals found in a rainforest.
- Students will be able to use the Internet to conduct research about the plants and animals of the tropical rainforest.
- Students will be able to situate several plants and animals into the canopy, understory, or forest floor.
- Students will be able to create a classroom mural of a tropical rainforest.
- Students will be able to complete a story map to identify main characters, setting, plot, and theme of a read-aloud story.
- Students will be able to describe how people live in rainforest village today.

Lesson 2: Where are the world’s tropical rainforests?

Outcome: Students will identify the world’s tropical rainforests on a map. They will learn that they are going to be exploring the rainforests of Mesoamerica.

Math Extension: Students are introduced to (or review) the idea of map scale and map conventions relating to the direction North. Students draw simple sketch maps to scale of their community. They may include their school, their homes, a nearby park, a local shopping center, and the homes of friends. As a further extension, students may learn the basics of the Cartesian coordinate system and relate its quadrants to sections of the map, such as the Northwest quadrant, Southeast quadrant, and so on.

2-G1.0.2. Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.

Unit 2, Grade 2: How do people live in a rainforest?

Investigation 1: What is life like in a tropical rainforest?

Objectives:

- Students will be able to describe the characteristics of a rainforest.
- Students will be able to follow a pattern to write a poem describing a rainforest.
- Students will be able to locate where the world's rainforests are located on a map.
- Students will be able to identify that tropical rainforests are found near the Equator.
- Students will be able to identify and locate Mesoamerica on a map.
- Students will be able to identify and name several plants and animals found in a rainforest.
- Students will be able to use the Internet to conduct research about the plants and animals of the tropical rainforest.
- Students will be able to situate several plants and animals into the canopy, understory, or forest floor.
- Students will be able to create a classroom mural of a tropical rainforest.
- Students will be able to complete a story map to identify main characters, setting, plot, and theme of a read-aloud story.
- Students will be able to describe how people live in rainforest village today.

Lesson 2: Where are the world's tropical rainforests?

Outcome: Students will identify the world's tropical rainforests on a map. They will learn that they are going to be exploring the rainforests of Mesoamerica.

Math Extension: Students are introduced to (or review) the idea of map scale and map conventions relating to the direction North. Students draw simple sketch maps to scale of their community. They may include their school, their homes, a nearby park, a local shopping center, and the homes of friends. As a further extension, students may learn the basics of the Cartesian coordinate system and relate its quadrants to sections of the map, such as the Northwest quadrant, Southeast quadrant, and so on.

2-G2: Places and Regions

Understand how regions are created from common physical and human characteristics.

2-G2.0.1. Compare the physical and human characteristics of the local community with those of another community

Unit 5, Grade 2: How do people live on an island?

Investigation 1: How do people live in Japan today?

Objectives:

- Students will be able to listen actively to a scene and recall words that describe the environment.

- Students will be able to distinguish between fiction and non-fiction.
- Students will be able to define the word “island.”
- Students will be able to listen actively to an informational book and recall facts about islands.
- Students will be able to describe the various types of islands: 1) continental, 2) volcanic, 3) coral, and 4) barrier.
- Students will be able to locate the islands of Japan on a map of the world.
- Students will be able to label the main islands of Japan and other key geographic places on a map.
- Students will be able to give examples of the type of environments found in Japan, such as mountains and coastline.
- Students will be able to name some of the resources available in each environment.
- Students will be able to create a chart comparing and contrasting American and Japanese food.
- Students will be able to list types of food that Japanese people eat.
- Students will be able to write a paragraph summarizing what they have learned about how people live in Japan.

Lesson 3: What is Japan’s environment like?

Outcome: Students will describe Japan’s environment by creating a mini-mural.

Art Extension: Students create compare and contrast pictures of the environment of Japan and the environment in which they live.

Unit 8, Grade 2: How do we live in the United States of America?

Investigation 2: What is American daily life like?

Objectives:

- Students will be able to identify and describe an urban area, a suburban, area and a rural area.
- Students will be able to listen to a scene and categorize descriptions of areas that are urban, suburban, or rural.
- Students will be able to compare and contrast features of life in an urban area, a suburban area, and a rural area.
- Students will be able to write about where they live.
- Students will be able to explain the relationship between and among urban areas, suburban areas, and rural areas.
- Students will be able to design and build a home in an urban area, a suburban area, or a rural area.
- Students will be able to write a postcard about American homes.
- Students will be able to recreate and role-play the lives of people in an urban area, a suburban area, or a rural area.
- Students will be able to identify the types of jobs Americans do.
- Students will be able to read job names and role-play the job.
- Students will be able to complete a worksheet on which they sort jobs by location.
- Students will be able to listen actively to a story about jobs and answer comprehension questions.

- Students will be able to write about a job they would like to do in the future.
- Students will be able to identify which jobs would typically be found in an urban area, a suburban area, or a rural area.
- Students will be able to identify the various modes of transportation found in America.
- Students will be able to write a story that includes three modes of transportation and provides descriptions of the environment.
- Students will be able to identify several forms of entertainment that Americans enjoy.
- Students will be able to create a “music video” to represent one form of American entertainment.
- Students will be able to write a paragraph describing what they do for entertainment.

Lesson 1: Where do American families live?

Outcome: Students will define the characteristics of urban, suburban, and rural environments.

Comparison Extension: Students create a Venn diagram of the three areas: city, suburbs, and country. They explore the differences and similarities between and among these areas, including population densities, jobs, land use, types of housing, and reasons for living in each area.

Unit 8, Grade 2: How do we live in the United States of America?

Investigation 3: How do we celebrate being American?

Objectives:

- Students will be able to listen actively to and comprehend a reading of a scene.
- Students will be able to describe what is special about birthdays and why we celebrate them.
- Students will be able to read the months of the year.
- Students will be able to tell why we celebrate the Fourth of July.
- Students will be able to complete a worksheet on Independence Day.
- Students will be able to identify symbols of American independence.
- Students will be able to compare the birth of a person to the birth of a country.
- Students will be able to identify patriotic music and its link to the Fourth of July.
- Students will be able to read patriotic song lyrics and explain the meaning of key vocabulary.
- Students will be able to sing along to patriotic music.
- Students will be able to create a marching band drum and play along to patriotic music.
- Students will be able to create a flag.
- Students will be able to listen actively to a book about parades and answer related comprehension questions.
- Students will be able to identify the parade as a common public activity for celebrating the Fourth of July.
- Students will be able to participate in a mock Fourth of July parade.
- Students will be able to write and present one important fact about the United States.
- Students will be able to perform their parade and present their fact for the cumulative performance.

Lesson 1: Why do we celebrate the Fourth of July?

Outcome: Students will define the 4th of July and make a celebratory cake.

Comparison Extension: Students learn that there is much about American that people share, and there are other things that people do differently in different parts of the country. Students list some things that people share across the country, and what is different in different parts of the country.

2-G2.0.2. Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

Unit 8, Grade 2: How do we live in the United States of America?

Investigation 2: What is American daily life like?

Objectives:

- Students will be able to identify and describe an urban area, a suburban, area and a rural area.
- Students will be able to listen to a scene and categorize descriptions of areas that are urban, suburban, or rural.
- Students will be able to compare and contrast features of life in an urban area, a suburban area, and a rural area.
- Students will be able to write about where they live.
- Students will be able to explain the relationship between and among urban areas, suburban areas, and rural areas.
- Students will be able to design and build a home in an urban area, a suburban area, or a rural area.
- Students will be able to write a postcard about American homes.
- Students will be able to recreate and role-play the lives of people in an urban area, a suburban area, or a rural area.
- Students will be able to identify the types of jobs Americans do.
- Students will be able to read job names and role-play the job.
- Students will be able to complete a worksheet on which they sort jobs by location.
- Students will be able to listen actively to a story about jobs and answer comprehension questions.
- Students will be able to write about a job they would like to do in the future.
- Students will be able to identify which jobs would typically be found in an urban area, a suburban area, or a rural area.
- Students will be able to identify the various modes of transportation found in America.
- Students will be able to write a story that includes three modes of transportation and provides descriptions of the environment.
- Students will be able to identify several forms of entertainment that Americans enjoy.
- Students will be able to create a “music video” to represent one form of American entertainment.
- Students will be able to write a paragraph describing what they do for entertainment.

Lesson 1: Where do American families live?

Outcome: Students will define the characteristics of urban, suburban, and rural environments.

Step 1: Students learn the terms “urban,” “suburban,” and “rural” and explore the human and environmental features of each.

Step 4: Students speculate what it is like to live in each area, exploring the sights, sounds, etc. Students role-play how life is lived in these areas.

Step 5: Students identify the name of the nearest big city with which they are familiar. Next, they name the suburbs that surround this city, followed by areas beyond these suburbs that are in the country. They create a diagram that demonstrates the physical relationship among the three areas. They then speculate as to why someone from the suburbs or rural areas might go into the city (for work, supplies, or cultural events), and why someone from the city may travel outwards towards rural areas (relaxation, entertainment, or food supplies).

2-G4: Human Systems

Understand how human activities help shape the Earth’s surface.

2-G4.0.1. Describe land use in the community (e.g., where people live, where services are provided, where products are made).

Unit 8, Grade 2: How do we live in the United States of America?

Investigation 2: What is American daily life like?

Objectives:

- Students will be able to identify and describe an urban area, a suburban, area and a rural area.
- Students will be able to listen to a scene and categorize descriptions of areas that are urban, suburban, or rural.
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- Students will be able to write about a job they would like to do in the future.
- Students will be able to identify which jobs would typically be found in an urban area, a suburban area, or a rural area.
- Students will be able to identify the various modes of transportation found in America.

- Students will be able to write a story that includes three modes of transportation and provides descriptions of the environment.
- Students will be able to identify several forms of entertainment that Americans enjoy.
- Students will be able to create a “music video” to represent one form of American entertainment.
- Students will be able to write a paragraph describing what they do for entertainment.

Lesson 1: Where do American families live?

Outcome: Students will define the characteristics of urban, suburban, and rural environments.

Step 1: Students learn the terms “urban,” “suburban,” and “rural” and explore the human and environmental features of each.

Step 4: Students speculate what it is like to live in each area, exploring the sights, sounds, etc. Students role-play how life is lived in these areas.

Comparison Extension: Students create a Venn diagram of the three areas: city, suburbs, and country. They explore the differences and similarities between and among these areas, including population densities, jobs, land use, types of housing, and reasons for living in each area.

Lesson 3: What types of jobs do American people do?

Outcome: Students will describe several different jobs that people have in the United States.

Research Extension: Students interview a parent or other adult in their community about their job. As a class, students come up with 5 or more questions to ask the adults about their jobs.

Economics Guide, Grades K-2

Activity 7: Learning about Jobs: Making a Job Book

2-G4.0.2. Describe the means people create for moving people, goods, and ideas within the local community.

Unit 8, Grade 2: How do we live in the United States of America?

Investigation 2: What is American daily life like?

Objectives:

- Students will be able to identify and describe an urban area, a suburban, area and a rural area.
- Students will be able to listen to a scene and categorize descriptions of areas that are urban, suburban, or rural.
- Students will be able to compare and contrast features of life in an urban area, a suburban area, and a rural area.
- Students will be able to write about where they live.
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- Students will be able to write a postcard about American homes.
- Students will be able to recreate and role-play the lives of people in an urban area, a suburban area, or a rural area.
- Students will be able to identify the types of jobs Americans do.

- Students will be able to read job names and role-play the job.
- Students will be able to complete a worksheet on which they sort jobs by location.
- Students will be able to listen actively to a story about jobs and answer comprehension questions.
- Students will be able to write about a job they would like to do in the future.
- Students will be able to identify which jobs would typically be found in an urban area, a suburban area, or a rural area.
- Students will be able to identify the various modes of transportation found in America.
- Students will be able to write a story that includes three modes of transportation and provides descriptions of the environment.
- Students will be able to identify several forms of entertainment that Americans enjoy.
- Students will be able to create a “music video” to represent one form of American entertainment.
- Students will be able to write a paragraph describing what they do for entertainment.

Lesson 4: How do we get from place to place?

Outcome: Students will describe the different modes of transportation people in American use to travel.

Step 1: Students review different modes of transportation, and which ones are best used to get to different places (e.g., car or bus to get to the store or school, plane to get to Disney World, etc.).

Step 2: Students review jobs that help people go different places (pilot, taxi driver, travel agent). Students role-play being a travel agent.

2-G4.0.3. Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

Unit 8, Grade 2: How do we live in the United States of America?

Investigation 1: What environments are found in the United States of America?

Objectives:

- Students will be able to listen actively to a reading for context clues and make predictions about the environment.
- Students will be able to identify and name the many environments represented in the United States of America.
- Students will be able to complete a worksheet on the environment of the U.S.
- Students will be able to read a list of environments on a worksheet.
- Students will be able to define “environmental diversity.”
- Students will be able to read the lyrics of a song and identify the environments described.
- Students will be able to create a map of the United States showing the various environments.
- Students will be able to recognize the diversity of plants that grow in the United States.
- Students will be able to listen actively to a story and complete a related worksheet.
- Students will be able to define “specimen” and create a specimen chart of leaves found in their area.
- Students will be able to name three or more plants on their specimen chart.

- Students will be able to research animals on the Internet.
- Students will be able to write one paragraph on animals in the U.S. in their journals.
- Students will be able to write a sentence correctly using the word “diversity.”
- Students will be able to recognize the diversity of animals that live in the United States.
- Students will be able to name several animals that live in the United States.
- Students will be able to collect family origin information and create a classroom chart using the information.
- Students will be able to recognize that everyone living in the United States, other than American Indians, originally immigrated from someplace else.
- Students will be able to define “cultural diversity.”

Lesson 5: Who lives in the United States?

Outcome: Students will understand that the United States is culturally diverse.

Step 1: Students learn about the many people who live in the United States. They are introduced to the term “cultural diversity.”

Step 2: Students learn reasons why so many people from other lands come to live in the United States, both in the past and today.

Step 3: Students collect information on the first person in their family to come to America. They make a “hands around the world” display to show all the places where their families came from and to illustrate the “cultural diversity” of the United States.

2-G5: Environment and Society

Understand the effects of human-environment interactions.

2-G5.0.1. Suggest ways people can responsibly interact with the environment in the local community.

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- Students will be able to define “cultural diversity.”

Lesson 1: What is environmental diversity?

Outcome: Students will learn that many environments exist within the United States.

Research Extension: Students write a one or two page report about the environment, geography, and history of their state.

2-G5.0.2. Describe positive and negative consequences of changing the physical environment of the local community.

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Civics and Government

2-C1: Purposes of Government

Explain why people create governments.

2-C1.0.1. Explain why people form governments.

Section 6: American Government

Objectives

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- Students will be able to identify the executive, legislative, and judicial branches as the three branches of government in the U.S. system.
- Students will be able to explain what each branch of government does and identify members of each branch.
- Students will be able to role play scenarios involving branches of government in government charades.
- Students will be able to create a three branches of government tree.
- Students will be able to explain that voting is a right of American citizens.
- Students will be able to listen to a teacher read-aloud and view a video to gather information about Election Day and voting.
- Students will be able to participate in a classroom vote by secret ballot.
- Students will be able to define “election.”
- Students will be able to listen to a story about running for president and discuss what they would do as president.
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Lesson 1: What is the purpose of each of the three branches of the United States government?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government by role playing and creating graphic organizers of the roles of each branch.

Step 1: Create a chart showing all of the reasons why our government is important.

Step 2: Divide into groups and role-play the various positions represented in the three branches of government.

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2-C1.0.2. Distinguish between government action and private action.

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2-C2: Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

2-C2.0.1. Explain how local governments balance individual rights with the common good to solve local community problems.

Civics Guide

Section 6: American Government

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Section 7: Citizenship and Community

Objectives

- Students will be able to define “citizenship.”
- Students will be able to provide examples of how they have acted as good citizens.

- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.
- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
- Students will be able to identify what individual students and classes can do to make the classroom or school a better place.
- Students will be able to set goals for being good school citizens.
- Students will be able to work in a group to create a poster illustrating ways to be good citizens at school.
- Students will be able to participate in a scenario and problem solve a citizenship issue.
- Students will be able to define “common good.”
- Students will be able to work in groups to solve school-related citizenship issues.
- Students will be able to brainstorm and decide on a project that would benefit a large group of people (serve the common good) in the school.
- Students will be able to complete a school-based service project as a class.
- Students will be able to reflect on and write about the service-project experience.
- Students will be able to define “justice.”
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- Students will be able to write or illustrate rules that have been set in their home, school or community and explain how the rules ensure that justice is served.
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- Students will be able to examine an image of diverse people and describe its details.
- Students will be able to interview classmates and describe what makes them special.
- Students will be able to create a fabric square with their name and a picture as part of a classroom diversity quilt.
- Students will be able to show classmates a personal item and describe how the item represents something about themselves.
- Students will be able to define “truth.”
- Students will be able to decide if scenes demonstrate telling the truth or tattling.
- Students will be able to write or draw what it feels like when someone does not tell the truth.

- Students will be able to recall the definition of “patriotic” and determine if they consider themselves to be patriotic.
- Students will be able to identify people who would be considered patriotic.
- Students will be able to illustrate a rule of patriotism.
- Students will be able to create patriotic puppets and share with the class.
- Students will be able to view images of community members and describe the role each plays in the community.
- Students will be able to dress up like a community member and explain why they chose to represent that person.
- Students will be able to write about what they want to be when they grow up.
- Students will be able to listen to Career Day speakers and ask questions about their jobs.
- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 3: How can we use the core democratic value, “common good” to be good American citizens?

Outcome: Students will learn how doing things for the “common good” can impact other people. They will discuss scenarios, take a stand on an issue regarding the common good, and work in groups to devise a project that will promote the common good of the school.

Step 1: Define common good and conduct a class vote promoting the common good.

Step 2: Devise solutions to some major issues that affect the common good of many people in the world.

Step 3: Create a class service project to make a contribution to the common good of the school or a charitable organization.

Step 4: Write about the experience of being part of the classroom service project.

2-C2..2. Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.

Civics Guide

Section 3: Patriotic Songs and Anthems

Objectives

- Students will be able to explain that a pledge is a promise.
- Students will be able to view a video to gather information about the Pledge of Allegiance and its meaning.
- Students will be able to listen to a teacher read-aloud to gather information about the Pledge of Allegiance and its meaning.
- Students will be able to recite the Pledge of Allegiance, following appropriate rules of respect for the pledge.
- Students will be able to identify that “The Star Spangled Banner” is the United States’ national anthem.

- Students will be able to share information about the origin of “The Star Spangled Banner.”
- Students will be able to view a video and answer questions about “The Star Spangled Banner” based on the video.
- Students will be able to listen to an oral reading of “The Star Spangled Banner” poem and listen to and sing along with the poem put to music.
- Students will be able to listen to and discuss “America the Beautiful.”
- Students will be able to identify parts of “America the Beautiful” that describe the beauty of America.
- Students will be able to listen to a teacher read-aloud and view a video about “My Country ‘Tis of Thee.”
- Students will be able to share an opinion about the song, “My Country ‘Tis of Thee.”
- Students will be able to listen to a variety of patriotic songs and vote for favorites.
- Students will be able to decorate and include patriotic song lyrics in a scrapbook.

Lesson 1: What does the United States “Pledge of Allegiance” mean and why was it written?

Outcome: Students will learn to say the Pledge of Allegiance. They will learn the history behind the Pledge.

Step 1: Introduce the Pledge of Allegiance with student volunteers.

Step 2: Play America’s Pledge of Allegiance from the DVD, *American History for Children, U.S. Songs and Poems*.

Step 3: Read the story, *I Pledge Allegiance*, by Bill Martin and Michael Sampson and discuss the illustrations.

Step 4: Learn and recite the Pledge of Allegiance.

2-C3: Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

2-C3.0.1. Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.

Civics Guide

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- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 4: What does justice mean and how can we practice it?

Outcome: Students will learn about the meaning of justice by discussing fair and unfair scenarios and creating posters that depict rules that make our country one that promotes justice.

Step 1: Define justice.

Step 2: Play a fair and unfair game.

Step 3: Complete a handout that encourages students to think about justice at home, school and their community.

2-C3.0.2. Use examples to describe how local government affects the lives of its citizens.

Civics Guide

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2-C3.0.3. Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

Civics Guide

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2-C5: Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

2-C5.0.1. Identify ways citizens participate in community decisions.

Civics Guide

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Lesson 1: What is citizenship?

Outcome: Students will learn what it means to be a good citizen by viewing a video, reading a story, and discussing examples of people who are good citizens.

Step 1: Define citizenship and view the DVD, *American Government for Children: American Citizenship*.

Step 2: Read the story, *Good Citizen Sarah*, by Virginia Kroll and discuss how she was a good citizen.

Step 3: Create a classroom mural depicting people doing acts of kindness for others.

Lesson 2: What does it mean to be a good classroom and school citizen?

Outcome: Students will learn about being good classroom citizens by setting individual and classroom citizenship goals and creating citizenship posters to hang in the school hallways.

Step 1: Discuss ways students can make their school an even better learning environment by being good classroom and school citizens.

Step 2: Set classroom goals of carrying out weekly acts of good citizenship school wide.

Step 3: Design good citizenship posters that can be hung in the hallways of the school.

Lesson 3: How can we use the core democratic value, “common good” to be good American citizens?

Outcome: Students will learn how doing things for the “common good” can impact other people. They will discuss scenarios, take a stand on an issue regarding the common good, and work in groups to devise a project that will promote the common good of the school.

Step 1: Define common good and conduct a class vote promoting the common good.

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2-C5.0.2. Distinguish between personal and civic responsibilities and explain why they are important in community life.

Civics Guide

Section 7: Citizenship and Community

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2-C5.0.3. Design and participate in community improvement projects that help or inform others (see P4.2.2).

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Economics

2-E1: Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

2-E1.0.1. Identify the opportunity cost involved in a consumer decision.

Economics Guide, Grades K-2

Activity 4: What Money Buys: Making a Catalog of Goods

Activity 5: Becoming an Informed Consumer: Getting to Know Prices

Activity 12: What Would You Do With \$100? Economic Choices

2-E1.0.2. Identify businesses in the local community.

Economics Guide, Grades K-2

Activity 7: Learning About Jobs: Making a Job Book

Activity 8: Learning about Entrepreneurs: Innovation

2-E1.0.3. Describe how businesses in the local community meet economic wants of consumers.

Economics Guide, Grades K-2

Activity 4: What Money Buys: Making a Catalog of Goods

Activity 7: Learning About Jobs: Making a Job Book

Activity 8: Learning about Entrepreneurs: Innovation

2-E1.0.4. Describe the natural, human, and capital resources needed for production of a good or service in a community.

Economics Guide, Grades K-2

Activity 7: Learning About Jobs: Making a Job Book

Activity 8: Learning about Entrepreneurs: Innovation

2-E1.0.5. Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.

Unit 1, Grade 2: Why did people start to farm?

Investigation 1: What are the ingredients for farming?

Objectives:

- Students will be able to identify soil, water, and sunshine as the necessary ingredients for farming.
- Students will be able to locate on a map Iraq, what was once Ancient Mesopotamia.
- Students will be able to cut, paste, and label four geographic features on a map.
- Students will be able to recognize that humans started to farm about 10,000 years ago.
- Students will be able to name barley and wheat as the two main crops grown in Ancient Mesopotamia.
- Students will be able to describe how ancient peoples ground grain into flour.
- Students will be able to name bread as the staple of ancient farmers' diets.

Lesson 4: What did ancient farmers grow?

Outcome: Students will understand that barley was the primary crop grown by Ancient Mesopotamian farmers, and wheat to a lesser extent. They will make clay pots for storing grain seeds.

Math/Economics Extension: Students explore food surpluses and trading by examining an example of four farming families each growing a different crop, of which they need only one-fourth for their own supply. Students learn that the remaining supply of crops is a surplus, and that the families can trade their surpluses with each other in order to have a variety of foods. Students also learn that later on, people came up with different kinds of money that they could sell their surpluses for and use to buy the things they wanted and needed.

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

2-P3.1: Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

2-P3.1.1. Identify public issues in the local community that influence the daily lives of its citizens.

Unit 4, Grade 2: How do communities connect with each other?

Investigation 1: Who were the Inca?

Objectives:

- Students will be able to identify Machu Picchu as a community where Inca people lived.
- Students will be able to listen to a poem written by Pablo Neruda about Machu Picchu and discuss its meaning.
- Students will be able to describe Machu Picchu.
- Students will be able to identify the Inca as people who lived in the Andes Mountains.
- Students will be able to label a map of Inca lands.
- Students will be able to carry out an informational reading about Inca crops and answer comprehension questions.
- Students will be able to name several foods and animals from the Andes.
- Students will be able to describe how the Inca terraced hillsides for farming.
- Students will be able to listen to a Peruvian legend and answer comprehension questions.

- Students will be able to research llamas in teams via the Internet.
- Students will be able to describe why the llama was a very important animal to the Inca.
- Students will be able to listen to an Incan creation myth and participate in a discussion of the story.
- Students will be able to identify the sun's role in the Inca's creation myth.

Lesson 5: How did the Inca come to live in the Andes Mountains?

Outcome: Students will create a sun to symbolize the Inca's belief in the life-giving powers of the Sun.

Community Extension: Students write about what their community should do to make life better for everyone who lives there. This could be done individually or as a group.

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2-P3.1.2. Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.

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2-P3.1.3. Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.

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2-P3.3: Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

2-P3.3.1. Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

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- Students will be able to explain how they plan to reach their goal of being a good community citizen.

Lesson 3: How can we use the core democratic value, “common good” to be good American citizens?

Outcome: Students will learn how doing things for the “common good” can impact other people. They will discuss scenarios, take a stand on an issue regarding the common good, and work in groups to devise a project that will promote the common good of the school.

Step 1: Define common good and conduct a class vote promoting the common good.

Step 2: Devise solutions to some major issues that affect the common good of many people in the world.

Step 3: Create a class service project to make a contribution to the common good of the school or a charitable organization.

Step 4: Write about the experience of being part of the classroom service project.

2-P4.2: Citizen Involvement

Act constructively to further the public good.

2-P4.2.1. Develop and implement an action plan to address or inform others about a public issue.

Civics Guide

Section 7: Citizenship and Community

Objectives

- Students will be able to define “citizenship.”
- Students will be able to provide examples of how they have acted as good citizens.
- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.
- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
- Students will be able to identify what individual students and classes can do to make the classroom or school a better place.
- Students will be able to set goals for being good school citizens.
- Students will be able to work in a group to create a poster illustrating ways to be good citizens at school.

- Students will be able to participate in a scenario and problem solve a citizenship issue.
- Students will be able to define “common good.”
- Students will be able to work in groups to solve school-related citizenship issues.
- Students will be able to brainstorm and decide on a project that would benefit a large group of people (serve the common good) in the school.
- Students will be able to complete a school-based service project as a class.
- Students will be able to reflect on and write about the service-project experience.
- Students will be able to define “justice.”
- Students will be able to examine scenarios and determine what treatment is fair or unfair.
- Students will be able to write or illustrate rules that have been set in their home, school or community and explain how the rules ensure that justice is served.
- Students will be able to define “equality.”
- Students will be able to participate in a discussion about times in history when people were not considered as equals.
- Students will be able to explain that differences make people unique, but everyone deserves equal treatment.
- Students will be able to make dolls to represent their unique selves and link them together to demonstrate equality.
- Students will be able to write “I am Unique” poems and share poems with the class.
- Students will be able to identify what makes them unique individuals.
- Students will be able to brainstorm ethnic groups in the community.
- Students will be able to examine an image of diverse people and describe its details.
- Students will be able to interview classmates and describe what makes them special.
- Students will be able to create a fabric square with their name and a picture as part of a classroom diversity quilt.
- Students will be able to show classmates a personal item and describe how the item represents something about themselves.
- Students will be able to define “truth.”
- Students will be able to decide if scenes demonstrate telling the truth or tattling.
- Students will be able to write or draw what it feels like when someone does not tell the truth.
- Students will be able to recall the definition of “patriotic” and determine if they consider themselves to be patriotic.
- Students will be able to identify people who would be considered patriotic.
- Students will be able to illustrate a rule of patriotism.
- Students will be able to create patriotic puppets and share with the class.
- Students will be able to view images of community members and describe the role each plays in the community.
- Students will be able to dress up like a community member and explain why they chose to represent that person.
- Students will be able to write about what they want to be when they grow up.

- Students will be able to listen to Career Day speakers and ask questions about their jobs.
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Step 1: Define common good and conduct a class vote promoting the common good.

Step 2: Devise solutions to some major issues that affect the common good of many people in the world.

Step 3: Create a class service project to make a contribution to the common good of the school or a charitable organization.

Step 4: Write about the experience of being part of the classroom service project.

2-P4.2.2. Participate in projects to help or inform others.

Unit 1, Grade 2: Why did people start to farm?

Investigation 1: What are the ingredients for farming?

Objectives:

- Students will be able to identify soil, water, and sunshine as the necessary ingredients for farming.
- Students will be able to locate on a map Iraq, what was once Ancient Mesopotamia.
- Students will be able to cut, paste, and label four geographic features on a map.
- Students will be able to recognize that humans started to farm about 10,000 years ago.
- Students will be able to name barley and wheat as the two main crops grown in Ancient Mesopotamia.
- Students will be able to describe how ancient peoples ground grain into flour.
- Students will be able to name bread as the staple of ancient farmers’ diets.

Lesson 2: Where did people start to farm?

Outcome: Students will understand that farming first started in Mesopotamia. They will label a map of Mesopotamia.

Current Events, Community Action Extension: As a class, students can help out an Iraqi child or children by participating in Operation Give (the program helps to send toys, school supplies, art supplies, personal and baby care items, and clothing). Students discuss how their efforts can help other children and how although their lives are different, they have much in common.

Civics Guide

Section 7: Citizenship and Community

Objectives

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- Students will be able to view a video in order to explain how people become American citizens and what it means to be a good citizen.
- Students will be able to listen to a story and identify characters who are being good citizens.
- Students will be able to create a class mural depicting characteristics of good citizens.
- Students will be able to identify what individual students and classes can do to make the classroom or school a better place.
- Students will be able to set goals for being good school citizens.
- Students will be able to work in a group to create a poster illustrating ways to be good citizens at school.
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- Students will be able to reflect on and write about the service-project experience.
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- Students will be able to define “truth.”
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- Students will be able to create patriotic puppets and share with the class.
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Step 4: Write about the experience of being part of the classroom service project.

Grade 3 **Michigan Studies**

History

3-H3: History of Michigan (Through Statehood)

Use historical thinking to understand the past.

3-H3.0.1. Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?).

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
- Students will be able to label of map of the United States with the names of all fifty states from memory.
- Students will be able to name the six regions of the United States and identify them on a map.
- Students will be able to research and present factual information about their state such as entry into the union, state flower and bird, and state song.
- Students will be able to describe the major natural features of their state.
- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.
- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 1: How do we prepare to learn from our state history textbook?

Outcome: Students will become familiar with the layout and contents of the state history textbook.

Step 3: Students conduct a reading strategy activity in order to understand why it is important they understand how to read their textbook. They learn why the information contained in their book is important and how it can teach them about their state's history.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 3: Who made important contributions to my state's history?

Outcome: Students will identify important people in their state's history and write a biography.

Step 1: Students learn that history is created through the decisions, efforts, and interactions of people. They learn that various people have made important contributions to their state's history.

Language Arts Extension: Students reflect on and write a response to the question: "How do I want to shape history?" They learn that everyday Americans can and do shape history.

3-H3.0.2. Explain how historians use primary and secondary sources to answer questions about the past.

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

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- Students will be able to differentiate between maps and globes and identify their many uses.
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- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
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Lesson 1: How do we prepare to learn from our state history textbook?

Outcome: Students will become familiar with the layout and contents of the state history textbook.

Step 3: Students conduct a reading strategy activity in order to understand why it is important they understand how to read their textbook. They learn why the information contained in their book is important and how it can teach them about their state's history.

Lesson 11: What are our state's natural resources?

Outcome: Students will research their state's natural resources, identify and research an environmental problem, and write a conservation plan.

Interview Extension: Students learn that, in addition to natural resources, every state also has cultural resources – those human artifacts and contributions that have shaped each state's history. Students learn that one such cultural resource is a state's elders, and that much can be learned from the elders in their community. Students write a list of questions that they can ask an elder in their community about what he or she remembers about the state in the past.

3-H3.0.3. Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood).

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 2: Growth and Civil War

Objectives:

- Students will be able to create a map of the state's transportation network.

- Students will be able to articulate the connection between a state's transportation infrastructure and its economy.
- Students will be able to interpret graphs and charts on the state's population.
- Students will be able to create graphs and charts on the state's population during the nineteenth century.
- Students will be able to create a replica of the state flag.
- Students will be able to describe the symbols on the state flag.
- Students will be able to retell the history of the state's flag.
- Students will be able to create a brochure describing daily life, agriculture and technology in the state during the nineteenth century.
- Students will be able to articulate the connection between food production and the human population.
- Students will be able to define slavery.
- Students will be able to write an editorial about their state's historical position on slavery.
- Students will be able to write a "letter home" from the battle fronts of the Civil War.
- Students will be able to design a memorial in honor of a Civil War hero from the state.
- Students will be able to listen to a classroom speaker on an historical topic.
- Students will be able to design a game which shows the chronology of the state's history.

Lesson 11: How did the transportation revolution help my state grow?

Outcome: Students will understand the importance of railroads and transportation systems to the state's economic growth.

Step 1: Students begin by learning the importance of transportation systems, and how they can contribute to a state's economic growth. They learn how roads and railways promote tourism, carry the state's produce and other goods to sell in other places, and allow other states' goods to come into the state.

Step 2: Students refer to their state history textbook for information on the growth of railroads, national roads and canals.

Unit 7, Grade 3: How do new discoveries change culture?

Investigation 1: How did discoveries of new forms of transport change our culture?

Objectives:

- Students will be able to make a color-coded map of the United States showing land cessions and purchases.
- Students will be able to play a game in which they demonstrate their knowledge of how each state became a part of the union.
- Students will be able to interpret and analyze data from a bar graph and make observations about the changing population of the United States.
- Students will be able to make a line graph showing population changes in 19th-century America.
- Students will be able to connect the story of Paul Bunyan to America's growth in the 19th-century.
- Students will be able to discover water routes from the Great Lakes states to the Atlantic Ocean.
- Students will be able to compare prices of transporting goods overland versus by canal.

- Students will be able to discuss and resolve economic scenarios familiar to 19th-century farmers.
- Students will be able to design an ad for the Erie Canal.
- Students will be able to connect economic growth with population growth.
- Students will be able to design a steam engine.
- Students will be able to take notes while touring a virtual museum of steamboats.
- Students will be able to read a steamboat pilot's log and extract information about the river economy and the region's growth.
- Students will be able to write a news article on how steamboats changed the country.
- Students will be able to figure out how a train works.
- Students will be able to make predictions about the nature of railroad work by listening to railroad songs.
- Students will be able to determine the steps of building a railroad.
- Students will be able to compare the video story of John Henry to the song.
- Students will be able to write a diary entry as a railroad worker.
- Students will be able to conduct an interview with a railroad worker.
- Students will be able to create a map of railroad networks.
- Students will be able to compete in teams to build a class transcontinental railroad.
- Students will be able to write a news story about the Golden Spike ceremony.
- Students will be able to connect the transportation revolution to the ten elements of culture.

Lesson 2: How did the Erie Canal start the move west?

Outcome: Students will learn how the Erie Canal opened up economic opportunities for many of the Midwestern states and western New York.

Step 2: Students learn where and what the Erie Canal is, as well as what a canal is and what it does. Students also explore how a canal is constructed.

Step 4: Students learn how the Erie Canal had an effect on the economy and population of the states affected by the construction of the canal.

3-H3.0.4. Draw upon traditional stories of American Indians (e.g., Anishinaabeg Ojibwa (Chippewa), Odawa (Ottawa), Potawatomi, Menominee, Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.

Unit 5, Grade 3: What is our state's prehistory?

Section 2: Prehistory, Native Americans, and European Contact

Objectives:

- Students will be able to formulate a hypothesis about how and why humans first migrated to the Americas.
- Students will be able to map the migration of prehistoric peoples into the Americas.
- Students will be able to define vocabulary words that pertain to prehistory and archaeology and use them in context.
- Students will be able to name the prehistoric Native Americans who lived in their state.

- Students will be able to write a journal entry from the voice of an archaeologist excavating a prehistoric site.
- Students will be able to label a map with the names of the *historic* Native Americans who lived in their state.
- Students will be able to analyze a myth or a legend and speculate about the culture of the people who created it.
- Students will be able to research the homes of Native Americans in their area via the Internet.
- Students will be able to design and create a diorama depicting a prehistoric scene from their state.
- Students will be able to identify the “three-sisters” and explain how they were grown.
- Students will be able to create a mural or book that shows Native American culture in their state.
- Students will be able to research via the Internet why European explorers were sailing the oceans, identify what they were looking for, and explain where they sailed.
- Students will be able explain the significance of Columbus’ journeys.
- Students will be able to describe the Northwest Passage.
- Students will be able to write a biography on one explorer who journeyed to North America.
- Students will be able to create a timeline of the events of their state from prehistoric migrations to contact with European settlers.
- Students will be able to describe a fort and explain why they were built.

Lesson 15: What historic Native Americans lived in our state?

Outcome: Students will label a map of the historic Native Americans who lived in their area. They will speculate about their culture based on a myth or legend.

Step 1: Students learn about the Native Americans who live(d) in their area.

Step 3: Students examine myths and legends about or from a tribe living in their state. They learn that storytelling provides insight into the beliefs and values of a people.

3-H3.0.5. Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.

Unit 5, Grade 3: What is our state’s prehistory?

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- Students will be able to describe a fort and explain why they were built.

Lesson 16: What type of shelters did Native Americans live in?

Outcome: Students will research the homes of the Native Americans in their state.

Step 1: Students recall the natural features and environment of their region, and examine what natural resources the Native Americans in their area used to build their homes.

Lesson 17: What crops did the Native Americans in our state grow?

Outcome: Students will learn about the “three sisters” and Native American cultivation.

Step 2: Students learn about the crops and foods cultivated by the Native Americans in their area.

3-H3.0.6. Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.

Unit 5, Grade 3: What is our state’s prehistory?

Section 2: Prehistory, Native Americans, and European Contact

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- Students will be able to write a biography on one explorer who journeyed to North America.
- Students will be able to create a timeline of the events of their state from prehistoric migrations to contact with European settlers.
- Students will be able to describe a fort and explain why they were built.

Lesson 21: Who came to our area?

Outcome: Students will research the early settlers in their state and describe the relations they had with Native Americans.

Step 1: Students learn the answers to such questions as “What happened when the Native Americans and the Europeans met?”; “What did they think about one another?”; “How did they communicate?”; and “What happened upon a first encounter?”

3-H3.0.7. Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).

Unit 5, Grade 3: What is our state’s prehistory?

Section 2: Prehistory, Native Americans, and European Contact

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- Students will be able to describe a fort and explain why they were built.

Lesson 22: What were forts and why were they built?

Outcome: Students will describe a fort and explain why they were built.

Step 1: Students learn what a fort is, and examine why early European settlers needed to build forts and who they were trying to protect themselves from.

Step 4: Students learn about what life inside a fort was like.

3-H3.0.8. Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.

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- Students will be able to create a timeline of the events of their state from prehistoric migrations to contact with European settlers.
- Students will be able to describe a fort and explain why they were built.

Lesson 21: Who came to our area?

Outcome: Students will research the early settlers in their state and describe the relations they had with Native Americans.

Biography Extension: Students research and write a biography on any Native Americans and/or European settlers that are famous in their region. Biographies should include where they came from (if a settler) and their accomplishments.

Unit 6, Grade 3: What is our state’s history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state’s history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state’s role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state’s path to statehood.
- Students will be able to research an influential person from their state.

- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 3: Who made important contributions to my state's history?

Outcome: Students will identify important people in their state's history and write a biography.

Step 1: Students learn that history is created through the decisions, efforts, and interactions of people. They learn that various people have made important contributions to their state's history.

Step 2: Students read in their state history textbook about important people from their region or state. They then discuss how these people's contributions shaped history.

Lesson 7: Who are some of the leaders who made my state great?

Outcome: Students will research great leaders from their state and write a short biography of a person of their choice.

Step 1: Students brainstorm a list of people from their state who have made a difference in history – civic leaders, cultural or artistic leaders, or otherwise well-known people from the state.

Step 2: Students select one person from this list to conduct a short biographical research project on.

Step 3: Students compile their biographical sketches into a classroom volume of "Who's Who in Our State."

3-H3.0.9. Describe how Michigan attained statehood.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.

- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 6: What was my state's path to statehood?

Outcome: Students will create a timeline to place in chronological order the events of their state's path to statehood.

Step 2: Students complete a reading in their state history textbook on how the state became a part of the United States.

Step 3: Students identify events or turning points that led to statehood.

Language Arts Extension: Students use their textbook or online resources to gather further information about an event that led to statehood. They then write an encyclopedia entry, which will be a short, information-packed summary of the event.

3-H3.0.10. Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).

Unit 5, Grade 3: What is our state's prehistory?

Section 2: Prehistory, Native Americans, and European Contact

Objectives:

- Students will be able to formulate a hypothesis about how and why humans first migrated to the Americas.
- Students will be able to map the migration of prehistoric peoples into the Americas.
- Students will be able to define vocabulary words that pertain to prehistory and archaeology and use them in context.
- Students will be able to name the prehistoric Native Americans who lived in their state.
- Students will be able to write a journal entry from the voice of an archaeologist excavating a prehistoric site.
- Students will be able to label a map with the names of the *historic* Native Americans who lived in their state.
- Students will be able to analyze a myth or a legend and speculate about the culture of the people who created it.
- Students will be able to research the homes of Native Americans in their area via the Internet.

- Students will be able to design and create a diorama depicting a prehistoric scene from their state.
- Students will be able to identify the “three-sisters” and explain how they were grown.
- Students will be able to create a mural or book that shows Native American culture in their state.
- Students will be able to research via the Internet why European explorers were sailing the oceans, identify what they were looking for, and explain where they sailed.
- Students will be able explain the significance of Columbus’ journeys.
- Students will be able to describe the Northwest Passage.
- Students will be able to write a biography on one explorer who journeyed to North America.
- Students will be able to create a timeline of the events of their state from prehistoric migrations to contact with European settlers.
- Students will be able to describe a fort and explain why they were built.

Lesson 21: Who came to our area?

Outcome: Students will research the early settlers in their state and describe the relations they had with Native Americans.

Step 3: In small teams, students create a timeline of the events and people they have learned about from prehistory to European contact.

Unit 6, Grade 3: What is our state’s history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state’s history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state’s role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state’s path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state’s economy.
- Students will be able to describe the structure of their state’s government.
- Students will be able to name the three branches of their state’s government and describe the role(s) of each.

- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 6: What was my state's path to statehood?

Outcome: Students will create a timeline to place in chronological order the events of their state's path to statehood.

Step 2: Students complete a reading in their state history textbook on how the state became a part of the United States.

Step 3: Students identify events or turning points that led to statehood.

Step 4: Students create a timeline with the events they have identified.

Geography

3-G1:The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

3-G1.0.1. Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
- Students will be able to label of map of the United States with the names of all fifty states from memory.
- Students will be able to name the six regions of the United States and identify them on a map.
- Students will be able to research and present factual information about their state such as entry into the union, state flower and bird, and state song.
- Students will be able to describe the major natural features of their state.
- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.
- Students will be able to analyze demographic data about the United States.

- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 3: What are maps and globes?

Outcome: Students will learn the difference between globes and maps and learn what information one can learn from both resources.

Geography/Art Extension: Students design a compass rose (graphic on maps and globes that indicates the cardinal directions) and use it to locate places or to provide general directions. For example, students may name a city southeast of Michigan's capital, or may indicate in which direction one must travel to get to the U.S. capital.

3-G1.0.2. Use thematic maps to identify and describe the physical and human characteristics of Michigan.

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
- Students will be able to label of map of the United States with the names of all fifty states from memory.
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- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.
- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 3: What are maps and globes?

Outcome: Students will learn the difference between globes and maps and learn what information one can learn from both resources.

Step 2: Students examine maps in their state history textbook and identify state boundaries, and important towns and cities.

Step 3: Students view examples of different thematic maps (political boundary, natural landforms, historical, transportation, and population) and identify characteristics these maps reveal.

Step 4: Students then fill in a blank map of Michigan with state boundaries, capitals, lakes and rivers, mountains and elevations, historical information, major transportation routes, and major population centers.

3-G2: Places and Regions

Understand how regions are created from common physical and human characteristics.

3-G2.0.1. Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
- Students will be able to label of map of the United States with the names of all fifty states from memory.
- Students will be able to name the six regions of the United States and identify them on a map.
- Students will be able to research and present factual information about their state such as entry into the union, state flower and bird, and state song.
- Students will be able to describe the major natural features of their state.
- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.
- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 8: What are some facts about our state?

Outcome: Students will learn basic information about their state. They will begin learning their state's official song.

Step1: Students refer to their state history textbook and locate information about the geography, people, and regions of their state.

Map Puzzle Extension: Students reassemble a map of their state that has been cut into puzzle pieces, using place names, natural features, etc. to reassemble it.

3-G2.0.2. Describe different regions to which Michigan belongs (e.g. Great Lakes Region, Midwest).

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
- Students will be able to label a map of the United States with the names of all fifty states from memory.
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- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.
- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 7: What are the regions in the United States?

Outcome: Students will learn the six regions of the United States and create a map of their region.

Step 1: Students identify regions of the United States and examine the region in which they live.

Unit 7, Grade 3: How do new discoveries change culture?

Investigation 1: How did discoveries of new forms of transport change our culture?

Objectives:

- Students will be able to make a color-coded map of the United States showing land cessions and purchases.
- Students will be able to play a game in which they demonstrate their knowledge of how each state became a part of the union.

- Students will be able to interpret and analyze data from a bar graph and make observations about the changing population of the United States.
- Students will be able to make a line graph showing population changes in 19th-century America.
- Students will be able to connect the story of Paul Bunyan to America's growth in the 19th-century.
- Students will be able to discover water routes from the Great Lakes states to the Atlantic Ocean.
- Students will be able to compare prices of transporting goods overland versus by canal.
- Students will be able to discuss and resolve economic scenarios familiar to 19th-century farmers.
- Students will be able to design an ad for the Erie Canal.
- Students will be able to connect economic growth with population growth.
- Students will be able to design a steam engine.
- Students will be able to take notes while touring a virtual museum of steamboats.
- Students will be able to read a steamboat pilot's log and extract information about the river economy and the region's growth.
- Students will be able to write a news article on how steamboats changed the country.
- Students will be able to figure out how a train works.
- Students will be able to make predictions about the nature of railroad work by listening to railroad songs.
- Students will be able to determine the steps of building a railroad.
- Students will be able to compare the video story of John Henry to the song.
- Students will be able to write a diary entry as a railroad worker.
- Students will be able to conduct an interview with a railroad worker.
- Students will be able to create a map of railroad networks.
- Students will be able to compete in teams to build a class transcontinental railroad.
- Students will be able to write a news story about the Golden Spike ceremony.
- Students will be able to connect the transportation revolution to the ten elements of culture.

Lesson 1: How did the United States get so big?

Outcome: Students will learn about the land cessions and purchases that made up the contiguous United States.

Geography Extension: Students are introduced to the cultural regions of the United States, as defined by geographers and as found on standardized tests. They learn that Michigan is located in the "Midwest" cultural region, along with Ohio, Indiana, Wisconsin, Illinois, Minnesota, Iowa, Missouri, North and South Dakota, Nebraska and Kansas. They learn that this cultural region is characterized by farmland and farming, and heavy industry, such as automobile manufacturing.

3-G4: Human Systems

Understand how human activities help shape the Earth's surface.

3-G4.0.1. Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and to explain the factors influencing the location of these economic activities. (E)

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 8: What jobs do people in my state perform?

Outcome: Students will learn about the jobs which create the economic base for the state.

Step 1: Students refer to their state history textbook for information on jobs and industries important to their state's economy.

Research Extension: Students select an industry important to their state's economy and research it further. They may research questions such as where is the industry centered, how much money per year does this industry generate for the state, and what the names of the companies that dominate this industry are.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 2: Growth and Civil War

Objectives:

- Students will be able to create a map of the state's transportation network.
- Students will be able to articulate the connection between a state's transportation infrastructure and its economy.
- Students will be able to interpret graphs and charts on the state's population.
- Students will be able to create graphs and charts on the state's population during the nineteenth century.
- Students will be able to create a replica of the state flag.
- Students will be able to describe the symbols on the state flag.
- Students will be able to retell the history of the state's flag.
- Students will be able to create a brochure describing daily life, agriculture and technology in the state during the nineteenth century.
- Students will be able to articulate the connection between food production and the human population.
- Students will be able to define slavery.
- Students will be able to write an editorial about their state's historical position on slavery.
- Students will be able to write a "letter home" from the battle fronts of the Civil War.
- Students will be able to design a memorial in honor of a Civil War hero from the state.
- Students will be able to listen to a classroom speaker on an historical topic.
- Students will be able to design a game which shows the chronology of the state's history.

Lesson 11: How did the transportation revolution help my state grow?

Outcome: Students will understand the importance of railroads and transportation systems to the state's economic growth.

Step 1: Students begin by learning the importance of transportation systems, and how they can contribute to a state's economic growth. They learn how roads and railways promote tourism, carry the state's produce and other goods to sell in other places, and allow other states' goods to come into the state.

Step 2: Students refer to their state history textbook for information on the growth of railroads, national roads and canals.

Step 4: Students make observations about a transportation map of their state. For example, they learn that rail lines connect major cities to one another and that there are rail lines that connect the agricultural part of their state to the major city centers.

Lesson 12: How has the population of my state changed?

Outcome: Students will make and compare graphs showing changes in the state's population over time.

Graphing Extension: Students select commodities and/or natural resources their state produces and graph their production over time.

Lesson 15: What role did agriculture play in the state's early growth?

Outcome: Students will know the agricultural goods the state produced in the nineteenth century.

Past to Present Extension: Students compare the agricultural products of the state in the nineteenth century with the agricultural output of the state currently. Students present this information in graph form or in narrative form.

Unit 7, Grade 3: How do new discoveries change culture?

Investigation 1: How did discoveries of new forms of transport change our culture?

Objectives:

- Students will be able to make a color-coded map of the United States showing land cessions and purchases.
- Students will be able to play a game in which they demonstrate their knowledge of how each state became a part of the union.
- Students will be able to interpret and analyze data from a bar graph and make observations about the changing population of the United States.
- Students will be able to make a line graph showing population changes in 19th-century America.
- Students will be able to connect the story of Paul Bunyan to America's growth in the 19th-century.
- Students will be able to discover water routes from the Great Lakes states to the Atlantic Ocean.
- Students will be able to compare prices of transporting goods overland versus by canal.
- Students will be able to discuss and resolve economic scenarios familiar to 19th-century farmers.
- Students will be able to design an ad for the Erie Canal.
- Students will be able to connect economic growth with population growth.
- Students will be able to design a steam engine.
- Students will be able to take notes while touring a virtual museum of steamboats.
- Students will be able to read a steamboat pilot's log and extract information about the river economy and the region's growth.
- Students will be able to write a news article on how steamboats changed the country.
- Students will be able to figure out how a train works.
- Students will be able to make predictions about the nature of railroad work by listening to railroad songs.
- Students will be able to determine the steps of building a railroad.
- Students will be able to compare the video story of John Henry to the song.
- Students will be able to write a diary entry as a railroad worker.
- Students will be able to conduct an interview with a railroad worker.
- Students will be able to create a map of railroad networks.
- Students will be able to compete in teams to build a class transcontinental railroad.
- Students will be able to write a news story about the Golden Spike ceremony.
- Students will be able to connect the transportation revolution to the ten elements of culture.

Lesson 1: How did the United States get so big?

Outcome: Students will learn about the land cessions and purchases that made up the contiguous United States.

Geography Extension: Students are introduced to the cultural regions of the United States, as defined by geographers and as found on standardized tests. They learn that Michigan is located in the "Midwest" cultural region, along with Ohio, Indiana, Wisconsin, Illinois, Minnesota, Iowa, Missouri, North and South Dakota, Nebraska and Kansas. They learn that

this cultural region is characterized by farmland and farming, and heavy industry, such as automobile manufacturing.

Lesson 2: How did the Erie Canal start the move west?

Outcome: Students will learn how the Erie Canal opened up economic opportunities for many of the Midwestern states and western New York.

Step 2: Students learn where and what the Erie Canal is, as well as what a canal is and what it does. Students also explore how a canal is constructed.

Step 4: Students learn how the Erie Canal had an effect on the economy and population of the states affected by the construction of the canal.

3-G4.0.2. Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
- Students will be able to label of map of the United States with the names of all fifty states from memory.
- Students will be able to name the six regions of the United States and identify them on a map.
- Students will be able to research and present factual information about their state such as entry into the union, state flower and bird, and state song.
- Students will be able to describe the major natural features of their state.
- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.
- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 12: What are our state's demographics?

Outcome: Students will research and present information about their state's demographics in a graph or chart.

Step 2: Students examine demographic information about their state.

Demographics Extension: Students examine population statistics for their town as far back as possible. They then create graphs showing how the town's population

has changed over the years, and examine and discuss trends. They speculate about whether similar growth patterns will follow in the future, and what may cause a population to change.

Section 2: Prehistory, Native Americans, and European Contact

Objectives:

- Students will be able to formulate a hypothesis about how and why humans first migrated to the Americas.
- Students will be able to map the migration of prehistoric peoples into the Americas.
- Students will be able to define vocabulary words that pertain to prehistory and archaeology and use them in context.
- Students will be able to name the prehistoric Native Americans who lived in their state.
- Students will be able to write a journal entry from the voice of an archaeologist excavating a prehistoric site.
- Students will be able to label a map with the names of the *historic* Native Americans who lived in their state.
- Students will be able to analyze a myth or a legend and speculate about the culture of the people who created it.
- Students will be able to research the homes of Native Americans in their area via the Internet.
- Students will be able to design and create a diorama depicting a prehistoric scene from their state.
- Students will be able to identify the “three-sisters” and explain how they were grown.
- Students will be able to create a mural or book that shows Native American culture in their state.
- Students will be able to research via the Internet why European explorers were sailing the oceans, identify what they were looking for, and explain where they sailed.
- Students will be able to explain the significance of Columbus’ journeys.
- Students will be able to describe the Northwest Passage.
- Students will be able to write a biography on one explorer who journeyed to North America.
- Students will be able to create a timeline of the events of their state from prehistoric migrations to contact with European settlers.
- Students will be able to describe a fort and explain why they were built.

Lesson 14: Who were the prehistoric Native Americans that lived in our area?

Outcome: Students will identify the prehistoric Native Americans who lived in their area.

They will write a journal entry from the voice of an archaeologist.

Step 1: Students learn about the prehistoric Native Americans who lived in their area. Students connect this to information previously learned (in Lesson 1) about how and why people came to the Americas.

Lesson 21: Who came to our area?

Outcome: Students will research the early settlers in their state and describe the relations they had with Native Americans.

Step 2: Students examine the first Europeans to settle in their area.

Step 3: Students create a timeline of the events and people who have settled in their area.

Biography Extension: Students research and write a biography on any Native Americans and/or European settlers that are famous in their region. Biographies should include where they came from (if a settler) and their accomplishments.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 1: Who first colonized my state?

Outcome: Students will learn about the first Europeans who colonized their state before British arrival. They will create a timeline of the period of time from 1600-1650 (or later).

Step 2: Students use their state history textbook to gather information about early European colonization in their state.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 2: Growth and Civil War

Objectives:

- Students will be able to create a map of the state's transportation network.
- Students will be able to articulate the connection between a state's transportation infrastructure and its economy.

- Students will be able to interpret graphs and charts on the state's population.
- Students will be able to create graphs and charts on the state's population during the nineteenth century.
- Students will be able to create a replica of the state flag.
- Students will be able to describe the symbols on the state flag.
- Students will be able to retell the history of the state's flag.
- Students will be able to create a brochure describing daily life, agriculture and technology in the state during the nineteenth century.
- Students will be able to articulate the connection between food production and the human population.
- Students will be able to define slavery.
- Students will be able to write an editorial about their state's historical position on slavery.
- Students will be able to write a "letter home" from the battle fronts of the Civil War.
- Students will be able to design a memorial in honor of a Civil War hero from the state.
- Students will be able to listen to a classroom speaker on an historical topic.
- Students will be able to design a game which shows the chronology of the state's history.

Lesson 12: How has the population of my state changed?

Outcome: Students will make and compare graphs showing changes in the state's population over time.

Step 1: Students refer to their state history textbook to research population changes in their state over time.

Unit 8, Grade 3: How do cultures interact and stay unique?

Investigation 1: What is the experience of immigration?

Objectives:

- Students will be able to recreate the feelings associated with moving to a new place.
- Students will be able to define vocabulary from context.
- Students will be able to create an acrostic poem describing the feelings of immigration.
- Students will be able to make bar graphs showing from which regions immigrants came and in what numbers.
- Students will be able to make globes and trace routes of emigration.
- Students will be able to adopt a nationality, research the culture and language and pretend to emigrate to the United States.
- Students will be able to perform skits demonstrating reasons why people emigrate.
- Students will be able to categorize reasons for emigration into push factors and pull factors.
- Students will be able to write letters highlighting one reason for emigration.
- Students will be able to narrow down an emigrant's packing list to the bare essentials.
- Students will be able to design and paint a traditional Russian table craft.
- Students will be able to role-play scenes of steerage conditions.
- Students will be able to write reflectively about an aspect of being processed at Ellis Island.
- Students will be able to research and reenact an aspect of processing at Ellis Island.
- Students will be able to discuss the symbolism of the Statue of Liberty.

- Students will be able to write a poem using the voice of the Statue of Liberty, addressing incoming immigrants.

Lesson 1: What is immigration?

Outcome: Students will learn many of the key terms for this unit and will learn about the influx of immigrants to the United States in the early 20th century.

Math/Graphing Extension: As a class, students create a bar graph or pie chart showing how many students in the school or the class are immigrants. This may be extended by adding parents and grandparents to the statistics.

3-G4.0.3. Describe some of the current movements of goods, people, jobs or information to, from, or within Michigan and explain reasons for the movements. (E)

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 8: What jobs do people in my state perform?

Outcome: Students will learn about the jobs which create the economic base for the state.

Step 1: Students refer to their state history textbook for information on jobs and industries important to their state's economy.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 2: Growth and Civil War

Objectives:

- Students will be able to create a map of the state's transportation network.
- Students will be able to articulate the connection between a state's transportation infrastructure and its economy.
- Students will be able to interpret graphs and charts on the state's population.
- Students will be able to create graphs and charts on the state's population during the nineteenth century.
- Students will be able to create a replica of the state flag.
- Students will be able to describe the symbols on the state flag.
- Students will be able to retell the history of the state's flag.
- Students will be able to create a brochure describing daily life, agriculture and technology in the state during the nineteenth century.
- Students will be able to articulate the connection between food production and the human population.
- Students will be able to define slavery.
- Students will be able to write an editorial about their state's historical position on slavery.
- Students will be able to write a "letter home" from the battle fronts of the Civil War.
- Students will be able to design a memorial in honor of a Civil War hero from the state.
- Students will be able to listen to a classroom speaker on an historical topic.
- Students will be able to design a game which shows the chronology of the state's history.

Lesson 11: How did the transportation revolution help my state grow?

Outcome: Students will understand the importance of railroads and transportation systems to the state's economic growth.

Step 1: Students begin by learning the importance of transportation systems, and how they can contribute to a state's economic growth. They learn how roads and railways promote tourism, carry the state's produce and other goods to sell in other places, and allow other states' goods to come into the state.

Step 2: Students refer to their state history textbook for information on the growth of railroads, national roads and canals.

Step 4: Students make observations about a transportation map of their state. For example, they learn that rail lines connect major cities to one another and that there are rail lines that connect the agricultural part of their state to the major city centers.

Lesson 12: How has the population of my state changed?

Outcome: Students will make and compare graphs showing changes in the state's population over time.

Step 1: Students refer to their state history textbook to research population changes in their state over time.

3-G4.0.4. Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern

American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

Unit 5, Grade 3: What is our state's prehistory?

Section 2: Prehistory, Native Americans, and European Contact

Objectives:

- Students will be able to formulate a hypothesis about how and why humans first migrated to the Americas.
- Students will be able to map the migration of prehistoric peoples into the Americas.
- Students will be able to define vocabulary words that pertain to prehistory and archaeology and use them in context.
- Students will be able to name the prehistoric Native Americans who lived in their state.
- Students will be able to write a journal entry from the voice of an archaeologist excavating a prehistoric site.
- Students will be able to label a map with the names of the *historic* Native Americans who lived in their state.
- Students will be able to analyze a myth or a legend and speculate about the culture of the people who created it.
- Students will be able to research the homes of Native Americans in their area via the Internet.
- Students will be able to design and create a diorama depicting a prehistoric scene from their state.
- Students will be able to identify the "three-sisters" and explain how they were grown.
- Students will be able to create a mural or book that shows Native American culture in their state.
- Students will be able to research via the Internet why European explorers were sailing the oceans, identify what they were looking for, and explain where they sailed.
- Students will be able explain the significance of Columbus' journeys.
- Students will be able to describe the Northwest Passage.
- Students will be able to write a biography on one explorer who journeyed to North America.
- Students will be able to create a timeline of the events of their state from prehistoric migrations to contact with European settlers.
- Students will be able to describe a fort and explain why they were built.

Lesson 15: What historic Native Americans lived in our state?

Outcome: Students will label a map of the historic Native Americans who lived in their area. They will speculate about their culture based on a myth or legend.

Step 1: Students learn about the Native Americans who live(d) in their area.

Step 3: Students examine myths and legends about or from a tribe living in their state. They learn that storytelling provides insight into the beliefs and values of a people.

Culture Extension: Students visit the official website of one of the tribes who live in their state. They gather information to write a culture report on the tribe today.

3-G5: Environment and Society

Understand the effects of human-environment interactions.

3-G5.0.1. Locate natural resources in Michigan and explain the consequences of their use.

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
- Students will be able to label a map of the United States with the names of all fifty states from memory.
- Students will be able to name the six regions of the United States and identify them on a map.
- Students will be able to research and present factual information about their state such as entry into the union, state flower and bird, and state song.
- Students will be able to describe the major natural features of their state.
- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.
- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 11: What are our state's natural resources?

Outcome: Students will research their state's natural resources, identify and research an environmental problem, and write a conservation plan.

Step 1: Students research their state's natural resources in their state history textbook.

Step 2: Students identify and research one environmental problem in their state and propose a conservation plan.

Step 3: Students write a letter to their Senator, Congressperson, or if a particular business is involved, to the business owner(s). In their letter, they identify themselves, identify the problem, specify the damage it is doing to nature and to people, and then propose their conservation solution.

3-G5.0.2. Describe how people adapt to, use, and modify the natural resources of Michigan. (H)

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- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

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Outcome: Students will research their state's natural resources, identify and research an environmental problem, and write a conservation plan.

Step 1: Students research their state's natural resources in their state history textbook.

Unit 5, Grade 3: What is our state's prehistory?

Section 2: Prehistory, Native Americans, and European Contact

Objectives:

- Students will be able to formulate a hypothesis about how and why humans first migrated to the Americas.
- Students will be able to map the migration of prehistoric peoples into the Americas.
- Students will be able to define vocabulary words that pertain to prehistory and archaeology and use them in context.
- Students will be able to name the prehistoric Native Americans who lived in their state.
- Students will be able to write a journal entry from the voice of an archaeologist excavating a prehistoric site.

- Students will be able to label a map with the names of the *historic* Native Americans who lived in their state.
- Students will be able to analyze a myth or a legend and speculate about the culture of the people who created it.
- Students will be able to research the homes of Native Americans in their area via the Internet.
- Students will be able to design and create a diorama depicting a prehistoric scene from their state.
- Students will be able to identify the “three-sisters” and explain how they were grown.
- Students will be able to create a mural or book that shows Native American culture in their state.
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- Students will be able explain the significance of Columbus’ journeys.
- Students will be able to describe the Northwest Passage.
- Students will be able to write a biography on one explorer who journeyed to North America.
- Students will be able to create a timeline of the events of their state from prehistoric migrations to contact with European settlers.
- Students will be able to describe a fort and explain why they were built.

Lesson 16: What type of shelters did Native Americans live in?

Outcome: Students will research the homes of the Native Americans in their state.

Step 1: Students recall the natural features and environment of their region, and examine what natural resources the Native Americans in their area used to build their homes.

Lesson 17: What crops did the Native Americans in our state grow?

Outcome: Students will learn about the “three sisters” and Native American cultivation.

Step 2: Students learn about the crops and foods cultivated by the Native Americans in their area.

Civics and Government

3-C1: Purposes of Government

Explain why people create governments.

3-C1.0.1. Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).

Unit 6, Grade 3: What is our state’s history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 9: How does my state government work?

Outcome: Students will understand the structure of their state government and the roles of each of the three branches of government.

Step 1: Students refer to their state history textbooks to learn about the structure of their state's government.

Step 4: Students describe the functions and duties of each of the three branches of government, titles of officials who work in each branch, and give real-life examples of each branch of government in action.

Current Events Extension: Students examine current newspapers to find examples of their state government in action. Students find and read articles on legislation proposed and debated, bills the governor signs or vetoes, action taken by a bureaucratic arm of the executive (e.g., the department of education, transportation, fish and game, etc.), decisions reached by a state court, or groups that aim to influence state legislation and policy. Students discuss how the decisions of state government affect their daily lives.

3-C2: Values and Principles of American Government

Understand values and principles of American constitutional democracy.

3-C2.0.1. Describe how Michigan state government reflects the principle of representative government.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

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Lesson 9: How does my state government work?

Outcome: Students will understand the structure of their state government and the roles of each of the three branches of government.

Politics Extension: Students visit their state government website and research the names and political parties (if relevant) of some people who work in the three branches of state government. These may include the governor, the lieutenant governor, the secretary of state, the state treasurer, the state senator from their district, etc.

Current Events Extension: Students examine current newspapers to find examples of their state government in action. Students find and read articles on legislation proposed and debated, bills the governor signs or vetoes, action taken by a bureaucratic arm of the executive (e.g., the department of education, transportation, fish and game, etc.), decisions reached by a state court, or groups that aim to influence state legislation and policy. Students discuss how the decisions of state government affect their daily lives.

3-C3: Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

3-C3.0.1. Distinguish between the roles of state and local government.

Unit 1, Grade 3: How does culture flow from a river?

Investigation 2: What culture grew up around the Indus River?

Objectives:

- Students will be able to make predictions about the Indus culture based on images of their architecture.
- Students will be able to discern that the cities of the Indus Valley were carefully planned and engineered.
- Students will be able to identify that the buildings and public works of the Indus cultures were sophisticated for the time period.
- Students will be able to describe some of the jobs of the Indus culture.
- Students will be able to identify and describe the crafts of the Indus.
- Students will be able to replicate some of the Indus script.
- Students will be able to attempt a translation of the Indus script.
- Students will be able to speculate about daily life in this culture.
- Students will be able to assemble a culture book on the Indus culture.

Lesson 1: What did Indus Valley cities look like?

Outcome: Students will learn where the Indus Valley is located and will make predictions about this culture based on their buildings.

Research and Writing Extension: Students contact the mayor's office, city manager or city council of their city to gain information on how building decisions are made. The city will be able to provide students with information on zoning laws, building codes and other regulations that shape the construction of a modern city.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.

- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 9: How does my state government work?

Outcome: Students will understand the structure of their state government and the roles of each of the three branches of government.

Politics Extension: Students visit their state government website and research the names and political parties (if relevant) of some people who work in the three branches of state government. These may include the governor, the lieutenant governor, the secretary of state, the state treasurer, the state senator from their district, etc.

Current Events Extension: Students examine current newspapers to find examples of their state government in action. Students find and read articles on legislation proposed and debated, bills the governor signs or vetoes, action taken by a bureaucratic arm of the executive (e.g., the department of education, transportation, fish and game, etc.), decisions reached by a state court, or groups that aim to influence state legislation and policy. Students discuss how the decisions of state government affect their daily lives.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives:

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.

- Students will be able to write an essay in response to the lesson question, “Why is a Presidential election important?”
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able analyze current news stories and learn about the real issues today’s candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

3-C3.0.2. Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).

Unit 6, Grade 3: What is our state’s history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.

- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
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- Students will be able to recount the main causes for the American Revolution.
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- Students will be able to describe the purpose of the state capital.

Lesson 9: How does my state government work?

Outcome: Students will understand the structure of their state government and the roles of each of the three branches of government.

Step 1: Students refer to their state history textbooks to learn about the structure of their state's government.

Step 4: Students describe the functions and duties of each of the three branches of government, titles of officials who work in each branch, and give real-life examples of each branch of government in action.

3-C3.0.3. Identify the three branches of state government in Michigan and the powers of each.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

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- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 9: How does my state government work?

Outcome: Students will understand the structure of their state government and the roles of each of the three branches of government.

Step 2: Students identify the three branches of government.

Step 3: Students observe that the three branches of their state's government look like the three branches of federal government.

Step 4: Students describe the functions and duties of each of the three branches of government, titles of officials who work in each branch, and give real-life examples of each branch of government in action.

Politics Extension: Students visit their state government website and research the names and political parties (if relevant) of some people who work in the three branches of state government. These may include the governor, the lieutenant governor, the secretary of state, the state treasurer, the state senator from their district, etc.

3-C3.0.4. Explain how state courts function to resolve conflict.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

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- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 9: How does my state government work?

Outcome: Students will understand the structure of their state government and the roles of each of the three branches of government.

Step 4: Students describe the functions and duties of each of the three branches of government, titles of officials who work in each branch, and give real-life examples of each branch of government in action.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives:

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"

- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

3-C3.0.5. Describe the purpose of the Michigan Constitution.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.

- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 5: What did independence mean for my state?

Outcome: Students will understand how becoming an independent nation changed people's lives.

Civics Extension: Students examine their own state's constitution.

3-C5: Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

3-C5.0.1. Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizens (e.g., respecting the rights of others, voting, obeying laws).

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
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- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
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- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 5: What did independence mean for my state?

Outcome: Students will understand how becoming an independent nation changed people's lives.

Civics Extension: Students read the Bill of Rights and explain, in their own words, what each amendment means and provide examples of how this right might be needed.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives:

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
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- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
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- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: How What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing "This Land is Your Land;" confirm the fundamental values of American democracy.

Economics

3-E1: Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

3-E1.0.1. Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
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- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 8: What jobs do people in my state perform?

Outcome: Students will learn about the jobs which create the economic base for the state.

Step 1: Students refer to their state history textbook for information about jobs and industries important to their state's economy.

Entrepreneurship Guide: How does an entrepreneur succeed in business?

Objectives:

- Students will be able to define what a business is.
- Students will be able to define what an entrepreneur is.
- Students will be able to differentiate between goods and services.
- Students will be able to explain how innovation is a new way of delivering a product.
- Students will be able to analyze stories of successful entrepreneurs.
- Students will be able to identify qualities that make a successful entrepreneur.
- Students will be able to develop ideas for a business product.
- Students will be able to define factors of production.
- Students will be able to understand the problem of scarcity.
- Students will be able to understand an opportunity cost.
- Students will be able to create a prototype of their product.
- Students will be able to refine their product based on market research

and information from focus groups.

- Students will be able to analyze the packaging and logos of successful products.
- Students will be able to design a logo for their products.
- Students will be able to understand that the goal of advertising is to sell products.
- Students will be able to understand and identify the different methods of advertising.
- Students will be able to analyze television advertisements.
- Students will be able to create a television advertisement.

Lesson 2: How do entrepreneurs develop business ideas?

Outcome: Students will develop ideas for businesses and will learn about scarcity of resources and factors of production.

Step 1: Complete a Black Line Master on interests and talents.

Step 2: Small groups work together to develop ideas for a business product.

Step 3: Students hear *A Basket of Bangles: How a Business Begins*, by Ginger Howard OR *The Have a Good Day Café*, by Frances Park and Ginger Park. They complete and discuss the Black Line Master: Factors of Production.

Step 4: Introduce and define wants, needs, and problems of scarcity.

Step 5: Continue to work on business idea and create a name for the business/product.

3-E1.0.2. Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.

Entrepreneurship Guide: How does an entrepreneur succeed in business?

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Step 3: Students hear *A Basket of Bangles: How a Business Begins*, by Ginger Howard OR *The Have a Good Day Café*, by Frances Park and Ginger Park. They complete and discuss the Black Line Master: Factors of Production.

Step 4: Introduce and define wants, needs, and problems of scarcity.

Step 5: Continue to work on business idea and create a name for the business/product.

3-E1.0.3. Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)

Entrepreneurship Guide: How does an entrepreneur succeed in business?

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Step 2: Small groups work together to develop ideas for a business product.

Step 3: Students hear *A Basket of Bangles: How a Business Begins*, by Ginger Howard OR *The Have a Good Day Café*, by Frances Park and Ginger Park. They complete and discuss the Black Line Master: Factors of Production.

Step 4: Introduce and define wants, needs, and problems of scarcity.

Step 5: Continue to work on business idea and create a name for the business/product.

Lesson 3: How do entrepreneurs create their products?

Outcome: Students will create a prototype of their business products.

Step 1: Hear the story about how teddy bears are made, *Teddy Bears From Start to Finish*, by Tanya Lee Stone OR take an online factory tour to see how teddy bears are made.

Step 2: Students create a prototype of their product.

Step 3: Groups share their prototypes. They complete the Black Line Master: Market Research.

Step 4: Students consider how they will refine their product as a result of the market research they conducted.

Step 5: Students hear the book *From Plant to Blue Jeans*, by Arthur John L'Hommedieu and consider business development.

3E1.0.5. Explain the role of business development in Michigan's economic future.

Entrepreneurship Guide: How does an entrepreneur succeed in business?

Objectives:

- Students will be able to define what a business is.
- Students will be able to define what an entrepreneur is.
- Students will be able to differentiate between goods and services.
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- Students will be able to understand that the goal of advertising is to sell products.
- Students will be able to understand and identify the different methods of advertising.
- Students will be able to analyze television advertisements.
- Students will be able to create a television advertisement.

Lesson 1: What is a business?

Outcome: Students will understand what a business is and differentiate between goods and services.

Step 1: Introduce the term, “entrepreneur” and preassess students’ prior knowledge.

Step 2: Introduce, define, and identify goods and services.

Step 3: Define and explore the term, “business.”

Step 4: Define entrepreneur and read an online story of an entrepreneur.

Step 5: Work in small groups and read about other entrepreneurs.

Step 6: Guest presentation by a local entrepreneur.

Step 7: Introduce and go over expectations for the cumulative assessment.

Lesson 3: How do entrepreneurs create their products?

Outcome: Students will create a prototype of their business products.

Step 1: Hear the story about how teddy bears are made, *Teddy Bears From Start to Finish*, by Tanya Lee Stone OR take an online factory tour to see how teddy bears are made.

Step 2: Students create a prototype of their product.

Step 3: Groups share their prototypes. They complete the Black Line Master: Market Research.

Step 4: Students consider how they will refine their product as a result of the market research they conducted.

Step 5: Students hear the book *From Plant to Blue Jeans*, by Arthur John L’Hommedieu and consider business development.

3-E2: National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

3-E2.0.1. Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).

Unit 3, Grade 3: How do cultures share goods and ideas?

Investigation 1: How did goods and ideas travel over the silk road?

Objectives:

- Students will be able to answer questions based on information presented in map form.
- Students will be able to use active listening skills to gather information about the Silk Road.
- Students will be able to identify and label the routes along which people traveled the Silk Road.
- Students will be able to recognize the geographical features that make up the regions around the Silk Road.
- Students will be able to make predictions as to how cultures shared goods and ideas on the Silk Road.
- Students will be able to discuss the perils of overland travel along the Silk Road.
- Students will be able to describe a caravan journey along the Silk Road.
- Students will be able to name the goods most often carried along the Silk Road.
- Students will be able to write a story about traveling on the Silk Road.
- Students will be able to reenact and discuss the trading of goods along the Silk Road.
- Students will be able to actively listen to a folktale and gather information about the Silk Road.
- Students will be able to write a story using characters, setting and plot elements learned from traditional folktales.
- Students will be able to analyze the features of stories of the Silk Road.
- Students will be able to use active listening to acquire information about what Marco Polo saw on his travels.
- Students will be able to discuss and summarize the importance of the travels and adventures of Marco Polo.

Lesson 1: What is the geography of the Silk Road?

Outcome: Students will review what they know of the Silk Road and begin a map of the trade route.

Economics/Geography Extension: Students look at the labels in their clothing, shoes, or on school supplies to find out where these items are made. Using a classroom map of the world, students place markers where their goods came from. Students try to recognize any patterns about where certain products are made.

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.

- Students will be able to label of map of the United States with the names of all fifty states from memory.
- Students will be able to name the six regions of the United States and identify them on a map.
- Students will be able to research and present factual information about their state such as entry into the union, state flower and bird, and state song.
- Students will be able to describe the major natural features of their state.
- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.
- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 11: What are our state's natural resources?

Outcome: Students will research their state's natural resources, identify and research an environmental problem, and write a conservation plan.

Economics Extension: Students learn what it means to have a "global economy." They carry out a study wherein they examine labels from products used in their daily life. Students list the many places these products come from. They learn that this is an illustration of what is meant by a global economy, and that many of the items they use daily are imported into the United States, sold at our stores, and consumed by us. They also learn that many products are made in the United States and exported to other countries for their consumption.

3-E3: International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

3-E3.0.1. Identify products produced in other countries and consumed by people in Michigan.

Unit 3, Grade 3: How do cultures share goods and ideas?

Investigation 1: How did goods and ideas travel over the silk road?

Objectives:

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- Students will be able to use active listening skills to gather information about the Silk Road.
- Students will be able to identify and label the routes along which people traveled the Silk Road.
- Students will be able to recognize the geographical features that make up the regions around the Silk Road.
- Students will be able to make predictions as to how cultures shared goods and ideas on the Silk Road.

- Students will be able to discuss the perils of overland travel along the Silk Road.
- Students will be able to describe a caravan journey along the Silk Road.
- Students will be able to name the goods most often carried along the Silk Road.
- Students will be able to write a story about traveling on the Silk Road.
- Students will be able to reenact and discuss the trading of goods along the Silk Road.
- Students will be able to actively listen to a folktale and gather information about the Silk Road.
- Students will be able to write a story using characters, setting and plot elements learned from traditional folktales.
- Students will be able to analyze the features of stories of the Silk Road.
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Lesson 1: What is the geography of the Silk Road?

Outcome: Students will review what they know of the Silk Road and begin a map of the trade route.

Economics/Geography Extension: Students look at the labels in their clothing, shoes, or on school supplies to find out where these items are made. Using a classroom map of the world, students place markers where their goods came from. Students try to recognize any patterns about where certain products are made.

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
- Students will be able to label a map of the United States with the names of all fifty states from memory.
- Students will be able to name the six regions of the United States and identify them on a map.
- Students will be able to research and present factual information about their state such as entry into the union, state flower and bird, and state song.
- Students will be able to describe the major natural features of their state.
- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.

- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 11: What are our state's natural resources?

Outcome: Students will research their state's natural resources, identify and research an environmental problem, and write a conservation plan.

Economics Extension: Students learn what it means to have a "global economy." They carry out a study wherein they examine labels from products used in their daily life. Students list the many places these products come from. They learn that this is an illustration of what is meant by a global economy, and that many of the items they use daily are imported into the United States, sold at our stores, and consumed by us. They also learn that many products are made in the United States and exported to other countries for their consumption.

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

3-P3.1: Identifying and Analyzing Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

3-P3.1.1. Identify public issues in Michigan that influence the daily lives of its citizens.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.

- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 9: How does my state government work?

Outcome: Students will understand the structure of their state government and the roles of each of the three branches of government.

Current Events Extension: Students examine current newspapers to find examples of their state government in action. Students find and read articles on legislation proposed and debated, bills the governor signs or vetoes, action taken by a bureaucratic arm of the executive (e.g., the department of education, transportation, fish and game, etc.), decisions reached by a state court, or groups that aim to influence state legislation and policy. Students discuss how the decisions of state government affect their daily lives.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 2: Growth and Civil War

Objectives:

- Students will be able to create a map of the state's transportation network.
- Students will be able to articulate the connection between a state's transportation infrastructure and its economy.
- Students will be able to interpret graphs and charts on the state's population.
- Students will be able to create graphs and charts on the state's population during the nineteenth century.
- Students will be able to create a replica of the state flag.
- Students will be able to describe the symbols on the state flag.
- Students will be able to retell the history of the state's flag.
- Students will be able to create a brochure describing daily life, agriculture and technology in the state during the nineteenth century.
- Students will be able to articulate the connection between food production and the human population.
- Students will be able to define slavery.
- Students will be able to write an editorial about their state's historical position on slavery.
- Students will be able to write a "letter home" from the battle fronts of the Civil War.
- Students will be able to design a memorial in honor of a Civil War hero from the state.
- Students will be able to listen to a classroom speaker on an historical topic.
- Students will be able to design a game which shows the chronology of the state's history.

Lesson 16: Which machines and technology helped the state grow?

Outcome: Students will understand the role of technology and innovation in the growth of their state during the nineteenth century.

Current Events Extension: Students peruse news stories from their state and summarize a current event of interest to the state's residents.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives:

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

3-P3.1.2. Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 1: Revolution and Statehood

Objectives:

- Students will be able to name Europeans other than the British who established colonies in America.
- Students will be able to carry out Internet research on non-British colonies in America.
- Students will be able to research and create a timeline of their state's history from 1600 – 1650.
- Students will be able to name the 13 English colonies.
- Students will be able to explain why English colonization was important to the development and history of their state.
- Students will be able to research and write a biography about an important person in their region or state.
- Students will be able to describe their state's role in the American Revolution.
- Students will be able to recount the main causes for the American Revolution.
- Students will be able to explain what the U.S. Constitution is.
- Students will be able to create a timeline showing their state's path to statehood.
- Students will be able to research an influential person from their state.
- Students will be able to write a biographical sketch of an influential person from their state.
- Students will be able to name jobs and industries important to the state's economy.
- Students will be able to describe the structure of their state's government.
- Students will be able to name the three branches of their state's government and describe the role(s) of each.
- Students will be able to name the state capital and locate it on a map.
- Students will be able to describe the purpose of the state capital.

Lesson 9: How does my state government work?

Outcome: Students will understand the structure of their state government and the roles of each of the three branches of government.

Current Events Extension: Students examine current newspapers to find examples of their state government in action. Students find and read articles on legislation proposed and debated, bills the governor signs or vetoes, action taken by a bureaucratic arm of the executive (e.g., the department of education, transportation, fish and game, etc.), decisions reached by a state court, or groups that aim to influence state legislation and policy. Students discuss how the decisions of state government affect their daily lives.

Unit 6, Grade 3: What is our state's history from the early republic to the Civil War?

Section 2: Growth and Civil War

Objectives:

- Students will be able to create a map of the state's transportation network.
- Students will be able to articulate the connection between a state's transportation infrastructure and its economy.
- Students will be able to interpret graphs and charts on the state's population.
- Students will be able to create graphs and charts on the state's population during the nineteenth century.
- Students will be able to create a replica of the state flag.
- Students will be able to describe the symbols on the state flag.
- Students will be able to retell the history of the state's flag.
- Students will be able to create a brochure describing daily life, agriculture and technology in the state during the nineteenth century.
- Students will be able to articulate the connection between food production and the human population.
- Students will be able to define slavery.
- Students will be able to write an editorial about their state's historical position on slavery.
- Students will be able to write a "letter home" from the battle fronts of the Civil War.
- Students will be able to design a memorial in honor of a Civil War hero from the state.
- Students will be able to listen to a classroom speaker on an historical topic.
- Students will be able to design a game which shows the chronology of the state's history.

Lesson 16: Which machines and technology helped the state grow?

Outcome: Students will understand the role of technology and innovation in the growth of their state during the nineteenth century.

Current Events Extension: Students peruse news stories from their state and summarize a current event of interest to the state's residents.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives:

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.

- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, “Why is a Presidential election important?”
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
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- Students will be able to describe the Electoral College.
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Lesson 3: How do Americans participate in government?

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Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

3-P3.1.3. Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.

Unit 2, Grade 3: How does a culture expand?

Investigation 3: What unique goods were produced in Ancient China and how did they get to market?

Objectives:

- Students will be able to create a “metamorphosis plate” that shows the life-cycle of a silk worm.
- Students will be able to sequence the steps in the silk-making process.
- Students will be able to describe what the Silk Road is.
- Students will be able to create a textured map of Asia and the Middle East.
- Students will be able to identify mountains, rivers, and deserts on a map.
- Students will be able to compare pottery to porcelain.
- Students will be able to make a teacup or bowl using the coil pot method.
- Students will be able to describe trade goods from China.
- Students will be able to create a collage.
- Students will be able to apply information and create a travel brochure of Ancient China for the unit-end project.

Lesson 4: What was an Ancient Chinese market like?

Outcome: Students will recreate an Ancient Chinese marketplace.

Taking a Stand Extension: Students take a stand on a contemporary issue, using what they know about social studies, core democratic principles, and the use of data. Students learn what it means to make use of their knowledge of history, geography, civics, and the philosophy of democracy and democratic principles to support their position. This exercise concludes with students writing a persuasive essay to demonstrate their positions.

3-P3.3: Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

3-P3.3.1. Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

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Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

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- Students will be able to research some of our Presidents and identify leadership qualities.
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- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.

- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

3-P4.2: Citizen Involvement

Act constructively to further the public good.

3-P4.2.1. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

Unit 2, Grade 3: How does a culture expand?

Investigation 3: What unique goods were produced in Ancient China and how did they get to market?

Objectives:

- Students will be able to create a “metamorphosis plate” that shows the life-cycle of a silk worm.
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Lesson 4: What was an Ancient Chinese market like?

Outcome: Students will recreate an Ancient Chinese marketplace.

Taking a Stand Extension: Students take a stand on a contemporary issue, using what they know about social studies, core democratic principles, and the use of data. Students learn what it means to make use of their knowledge of history, geography, civics, and the philosophy of democracy and democratic principles to support their position. This exercise concludes with students writing a persuasive essay to demonstrate their positions.

Unit 5, Grade 3: What is our state's prehistory?

Section 1: Geography and Our State

Objectives:

- Students will be able to articulate the five themes of geography.
- Students will be able to differentiate between maps and globes and identify their many uses.
- Students will be able to locate specific places on earth using lines of longitude and latitude.
- Students will be able to draw a map of the world from memory and name the world's seven continents and four oceans.
- Students will be able to label of map of the United States with the names of all fifty states from memory.
- Students will be able to name the six regions of the United States and identify them on a map.
- Students will be able to research and present factual information about their state such as entry into the union, state flower and bird, and state song.
- Students will be able to describe the major natural features of their state.
- Students will be able to identify and describe the climate of their state both regionally and locally.
- Students will be able to distinguish between renewable and nonrenewable resources.
- Students will be able to research an environmental problem in their state and write a proposed solution.
- Students will be able to analyze demographic data about the United States.
- Students will be able to analyze demographic data about their state and create a graph or chart for presentation.

Lesson 11: What are our state's natural resources?

Outcome: Students will research their state's natural resources, identify and research an environmental problem, and write a conservation plan.

Step 2: Students identify and research one environmental problem in their state and propose a conservation plan.

Step 3: Students write a letter to their Senator, Congressperson, or if a particular business is involved, to the business owner(s). In their letter, they identify themselves, identify the problem, specify the damage it is doing to nature and to people, and then propose their conservation solution.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives:

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.

- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

3-P4.2.2. Participate in projects to help or inform others.

Unit 5, Grade 3: What is our state's prehistory?

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- Students will be able to differentiate between maps and globes and identify their many uses.
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Grade 4

United States Studies

History

4-H3: History of Michigan (Beyond Statehood)

Use historical thinking to understand the past.

4-H3.0.1. Use historical inquiry questions to investigate the development of Michigan's major economic activities.

Unit 7, Grade 4: What is the modern history of our state?

Section 1: Reconstruction to World War II

Objectives

- Students will be able to define Reconstruction.
- Students will be able to name events which happened in the state during Reconstruction.
- Students will be able to create graphs which show the rapid economic and population growth in the Reconstruction period.
- Students will be able to name reasons for the growth of cities after the Civil War.
- Students will be able to identify the state's largest cities.
- Students will be able to interpret data on the growth of cities.
- Students will be able to summarize a reading on the growth of railroads and their importance to the state's economy.
- Students will be able to illustrate and describe an invention which changed people's lives.
- Students will be able to color-code a map of the world to show the countries involved in World War I.
- Students will be able to name the years of World War I.
- Students will be able to define the term "women's suffrage."
- Students will be able to explain the significance of the nineteenth amendment.
- Students will be able to memorize and recite a line from a speech by Susan B. Anthony.
- Students will be able to reenact scenes of photos of people from the Roaring 20's.
- Students will be able to write and perform a skit on how the Great Depression affected people from their state.
- Students will be able to color-code a map of the world to show the countries involved in World War II.
- Students will be able to research and present posters on aspects of the home front of World War II.
- Students will be able to research a leader from the state and deliver a speech in the first person.
- Students will be able to identify popular pastimes among people in the state.
- Students will be able to interview a guest speaker on the immigrant population and experience in the state.

Lesson 2: Why did cities grow so much after the Civil War?

Objective: Students will understand the reasons for the growth of cities in the post-Civil War era.

Lesson 3: How did railroads change life in our state?

Objective: Students will learn how railroad systems grew in the Reconstruction period, opening many economic opportunities in the state.

Lesson 4: What inventions & technology changed life in our state?

Objective: Students will learn about the automobiles, machines and technology which changed life and working conditions around the turn of the twentieth century.

Section 2: Our state in contemporary America

Objectives

- Students will be able to identify the natural resources of their state.
- Students will be able to locate and record data on jobs in their state dependent upon natural resources.
- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
- Students will be able to define free enterprise.
- Students will be able to develop a business plan for a hypothetical business.
- Students will be able to define profit and capital.
- Students will be able to name the state's biggest imports and exports.
- Students will be able to describe features of the global economy.
- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.
- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.
- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.
- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.

- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 13: What is the relationship between natural resources and jobs in our state?

Objective: Students will define natural resources, identify important natural resources from their state, and research the number of jobs connected to these resources.

Lesson 15: What is free enterprise?

Objective: Students will learn what the free enterprise economic system is and will develop a business plan to work within this system.

Lesson 19: How did the technology revolution affect our state?

Objective: Students will identify how computers revolutionized life and describe how computer technology affected their state.

Lesson 21: What is daily life like for us in our state?

Objective: Students will understand the variety of work, schooling and family life that make up the daily lives of residents of their state.

4-H3.0.2. Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)

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- Students will be able to identify the state's largest cities.
- Students will be able to interpret data on the growth of cities.
- Students will be able to summarize a reading on the growth of railroads and their importance to the state's economy.
- Students will be able to illustrate and describe an invention which changed people's lives.
- Students will be able to color-code a map of the world to show the countries involved in World War I.
- Students will be able to name the years of World War I.
- Students will be able to define the term "women's suffrage."
- Students will be able to explain the significance of the nineteenth amendment.
- Students will be able to memorize and recite a line from a speech by Susan B. Anthony.

- Students will be able to reenact scenes of photos of people from the Roaring 20's.
- Students will be able to write and perform a skit on how the Great Depression affected people from their state.
- Students will be able to color-code a map of the world to show the countries involved in World War II.
- Students will be able to research and present posters on aspects of the home front of World War II.
- Students will be able to research a leader from the state and deliver a speech in the first person.
- Students will be able to identify popular pastimes among people in the state.
- Students will be able to interview a guest speaker on the immigrant population and experience in the state.

Lesson 12: How has immigration shaped our state?

Objective: Students will learn about the immigrant population of their state.

Unit 6, Grade 4: Why do people carry their culture to new places?

Investigation 3: How did immigration help the United States grow?

Objectives

- Students will be able to identify railroads and canals as major changes in transportation at this time.
- Students will be able to graph the increase in miles of railroad track between 1820 and 1890 and explain the significance.
- Students will be able to sing traditional labor songs.
- Students will be able to create a timeline of transportation changes.
- Students will be able to identify indigenous foods to the United States and those brought by immigrants.
- Students will be able to listen to a story about foods many cultures have in common.
- Students will be able to identify railroads, canals, farms and apartments as changes in landscape during this time.
- Students will be able to conduct research regarding the history of immigration in their state.
- Students will be able to identify the contributions of immigration to American culture.
- Students will be able to present their Immigration Scrapbook to the class.

Lesson 4: What is the history of immigration in our state?

Outcome: Students will investigate how immigration has played a part in their state's growth and development.

Step 1: View immigration maps, focus in on their state and identify the major nationalities now living there.

Step 2: Compare maps of the United States at various points in the 1800s.

Step 3: Explore what the landscape of their state would have

looked like during this time and draw it.

*Step 4: Create a timeline of immigration in their state.

4-H3.0.3. Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.

Unit 7, Grade 4: What is the modern history of our state?

Section 1: Reconstruction to World War II

Objectives

- Students will be able to define Reconstruction.
- Students will be able to name events which happened in the state during Reconstruction.
- Students will be able to create graphs which show the rapid economic and population growth in the Reconstruction period.
- Students will be able to name reasons for the growth of cities after the Civil War.
- Students will be able to identify the state's largest cities.
- Students will be able to interpret data on the growth of cities.
- Students will be able to summarize a reading on the growth of railroads and their importance to the state's economy.
- Students will be able to illustrate and describe an invention which changed people's lives.
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- Students will be able to memorize and recite a line from a speech by Susan B. Anthony.
- Students will be able to reenact scenes of photos of people from the Roaring 20's.
- Students will be able to write and perform a skit on how the Great Depression affected people from their state.
- Students will be able to color-code a map of the world to show the countries involved in World War II.
- Students will be able to research and present posters on aspects of the home front of World War II.
- Students will be able to research a leader from the state and deliver a speech in the first person.
- Students will be able to identify popular pastimes among people in the state.
- Students will be able to interview a guest speaker on the immigrant population and experience in the state.

Lesson 2: Why did cities grow so much after the Civil War?

Objective: Students will understand the reasons for the growth of cities in the post-Civil War era.

Section 2: Our state in contemporary America

Objectives

- Students will be able to identify the natural resources of their state.
- Students will be able to locate and record data on jobs in their state dependent upon natural resources.
- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
- Students will be able to define free enterprise.
- Students will be able to develop a business plan for a hypothetical business.
- Students will be able to define profit and capital.
- Students will be able to name the state's biggest imports and exports.
- Students will be able to describe features of the global economy.
- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.
- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.
- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.
- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 13: What is the relationship between natural resources and jobs in our state?

Objective: Students will define natural resources, identify important natural resources from their state, and research the number of jobs connected to these resources.

4-H3.0.4. Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in Michigan during a variety of time periods from 1837 to the present. (G)

Unit 7, Grade 4: What is the modern history of our state?

Section 1: Reconstruction to World War II

Objectives

- Students will be able to define Reconstruction.
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- Students will be able to identify the state's largest cities.
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- Students will be able to summarize a reading on the growth of railroads and their importance to the state's economy.
- Students will be able to illustrate and describe an invention which changed people's lives.
- Students will be able to color-code a map of the world to show the countries involved in World War I.
- Students will be able to name the years of World War I.
- Students will be able to define the term "women's suffrage."
- Students will be able to explain the significance of the nineteenth amendment.
- Students will be able to memorize and recite a line from a speech by Susan B. Anthony.
- Students will be able to reenact scenes of photos of people from the Roaring 20's.
- Students will be able to write and perform a skit on how the Great Depression affected people from their state.
- Students will be able to color-code a map of the world to show the countries involved in World War II.
- Students will be able to research and present posters on aspects of the home front of World War II.
- Students will be able to research a leader from the state and deliver a speech in the first person.
- Students will be able to identify popular pastimes among people in the state.
- Students will be able to interview a guest speaker on the immigrant population and experience in the state.

Lesson 1: What happened in my state during Reconstruction?

Objective: Students will understand what Reconstruction was and how this post-war period affected the states.

Lesson 6: What was life like for women at the turn of the twentieth century?

Objective: Students will learn how people from their state fought for women's rights.

Lesson 7: What was life like during the roaring 20s?

Objective: Students will learn how people in the state lived during the roaring 20s and how music and literature helped create the age.

Lesson 8: How did the Depression affect our state?

Objective: Students will learn how the Depression affected people in their state during this time period.

Lesson 11: What are the pastimes of our state residents?

Objective: Students will learn about the leisure time activities popular among people from the state.

Section 2: Our state in contemporary America

Objectives

- Students will be able to identify the natural resources of their state.
- Students will be able to locate and record data on jobs in their state dependent upon natural resources.
- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
- Students will be able to define free enterprise.
- Students will be able to develop a business plan for a hypothetical business.
- Students will be able to define profit and capital.
- Students will be able to name the state's biggest imports and exports.
- Students will be able to describe features of the global economy.
- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.
- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.
- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.
- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.

- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 18: What was happening in our state during the Civil Rights era?

Objective: Students will learn about the Civil Rights era and complete a timeline to highlight important events happening in the state during that time.

Lesson 21: What is daily life like for us in our state?

Objective: Students will understand the variety of work, schooling and family life that make up the daily lives of residents of their state.

4-H3.0.5. Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that of a related activity in the past. (E)

Unit 7, Grade 4: What is the modern history of our state?

Section 1: Reconstruction to World War II

Objectives

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- Students will be able to name reasons for the growth of cities after the Civil War.
- Students will be able to identify the state's largest cities.
- Students will be able to interpret data on the growth of cities.
- Students will be able to summarize a reading on the growth of railroads and their importance to the state's economy.
- Students will be able to illustrate and describe an invention which changed people's lives.
- Students will be able to color-code a map of the world to show the countries involved in World War I.
- Students will be able to name the years of World War I.
- Students will be able to define the term "women's suffrage."
- Students will be able to explain the significance of the nineteenth amendment.
- Students will be able to memorize and recite a line from a speech by Susan B. Anthony.
- Students will be able to reenact scenes of photos of people from the Roaring 20's.
- Students will be able to write and perform a skit on how the Great Depression affected people from their state.
- Students will be able to color-code a map of the world to show the countries involved in World War II.

- Students will be able to research and present posters on aspects of the home front of World War II.
- Students will be able to research a leader from the state and deliver a speech in the first person.
- Students will be able to identify popular pastimes among people in the state.
- Students will be able to interview a guest speaker on the immigrant population and experience in the state.

Lesson 3: How did railroads change life in our state?

Objective: Students will learn how railroad systems grew in the Reconstruction period, opening many economic opportunities in the state.

Lesson 4: What inventions & technology changed life in our state?

Objective: Students will learn about the automobiles, machines and technology which changed life and working conditions around the turn of the twentieth century.

Section 2: Our state in contemporary America

Objectives

- Students will be able to identify the natural resources of their state.
- Students will be able to locate and record data on jobs in their state dependent upon natural resources.
- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
- Students will be able to define free enterprise.
- Students will be able to develop a business plan for a hypothetical business.
- Students will be able to define profit and capital.
- Students will be able to name the state's biggest imports and exports.
- Students will be able to describe features of the global economy.
- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.
- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.
- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.

- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 19: How did the technology revolution affect our state?

Objective: Students will identify how computers revolutionized life and describe how computer technology affected their state.

4-H3.0.6. Use a variety of sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)

Unit 7, Grade 4: What is the modern history of our state?

Section 1: Reconstruction to World War II

Objectives

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- Students will be able to interpret data on the growth of cities.
- Students will be able to summarize a reading on the growth of railroads and their importance to the state's economy.
- Students will be able to illustrate and describe an invention which changed people's lives.
- Students will be able to color-code a map of the world to show the countries involved in World War I.
- Students will be able to name the years of World War I.
- Students will be able to define the term "women's suffrage."
- Students will be able to explain the significance of the nineteenth amendment.
- Students will be able to memorize and recite a line from a speech by Susan B. Anthony.
- Students will be able to reenact scenes of photos of people from the Roaring 20's.
- Students will be able to write and perform a skit on how the Great Depression affected people from their state.
- Students will be able to color-code a map of the world to show the countries involved in World War II.

- Students will be able to research and present posters on aspects of the home front of World War II.
- Students will be able to research a leader from the state and deliver a speech in the first person.
- Students will be able to identify popular pastimes among people in the state.
- Students will be able to interview a guest speaker on the immigrant population and experience in the state.

Lesson 4: What inventions & technology changed life in our state?

Objective: Students will learn about the automobiles, machines and technology which changed life and working conditions around the turn of the twentieth century.

4-H3.0.7. Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (G, C, E)

Unit 7, Grade 4: What is the modern history of our state?

Section 1: Reconstruction to World War II

Objectives

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- Students will be able to memorize and recite a line from a speech by Susan B. Anthony.
- Students will be able to reenact scenes of photos of people from the Roaring 20's.
- Students will be able to write and perform a skit on how the Great Depression affected people from their state.
- Students will be able to color-code a map of the world to show the countries involved in World War II.

- Students will be able to research and present posters on aspects of the home front of World War II.
- Students will be able to research a leader from the state and deliver a speech in the first person.
- Students will be able to identify popular pastimes among people in the state.
- Students will be able to interview a guest speaker on the immigrant population and experience in the state.

Lesson 1: What happened in my state during Reconstruction?

Objective: Students will understand what Reconstruction was and how this post-war period affected the states.

Lesson 10: Who were the people who made our state great during the modern era?

Objective: Students will research a state leader from modern history and deliver a short speech in the first person.

4-H3.0.8. Describe past and current threats to Michigan's natural resources. (G, C, E)

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

Objectives

- Students will be able to identify the natural resources of their state.
- Students will be able to locate and record data on jobs in their state dependent upon natural resources.
- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
- Students will be able to define free enterprise.
- Students will be able to develop a business plan for a hypothetical business.
- Students will be able to define profit and capital.
- Students will be able to name the state's biggest imports and exports.
- Students will be able to describe features of the global economy.
- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.
- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.

- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.
- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 13: What is the relationship between natural resources and jobs in our state?

Objective: Students will define natural resources, identify important natural resources from their state, and research the number of jobs connected to these resources.

4-H3.0.9. Create timelines (using decades after 1930) to sequenced and describe important events in Michigan history; annotate with connections to the past and impact on the future.

Unit 7, Grade 4: What is the modern history of our state?

Section 1: Reconstruction to World War II

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- Students will be able to reenact scenes of photos of people from the Roaring 20's.
- Students will be able to write and perform a skit on how the Great Depression affected people from their state.
- Students will be able to color-code a map of the world to show the countries involved in World War II.
- Students will be able to research and present posters on aspects of the home front of World War II.
- Students will be able to research a leader from the state and deliver a speech in the first person.
- Students will be able to identify popular pastimes among people in the state.
- Students will be able to interview a guest speaker on the immigrant population and experience in the state.

Lesson 8: How did the Depression affect our state?

Objective: Students will learn how the Depression affected people in their state during this time period.

Lesson 9: What was World War II?

Objective: Students will learn which countries fought in World War II and why the war was fought.

Lesson 10: Who were the people who made our state great during the modern era?

Objective: Students will research a state leader from modern history and deliver a short speech in the first person.

Section 2: Our state in contemporary America

Objectives

- Students will be able to identify the natural resources of their state.
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- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
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- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 17: Who are the people who made our state great in the latter half of the twentieth century?

Objective: Students will research key contributors to the state, identify why they are important, and create a Wall of Fame to honor them.

Lesson 18: What was happening in our state during the Civil Rights era?

Objective: Students will learn about the Civil Rights era and complete a timeline to highlight important events happening in the state during that time.

Lesson 20: How have people in our state served the country during modern conflicts?

Objective: Students will identify how people in their state served the country during the Vietnam and Gulf Wars.

Lesson 22: What can I tell you about our state's modern history?

Objective: Students will deliver their speeches on an aspect of the state's modern history.

Geography

4-G1: The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

4-G1.0.1. Identify questions geographers ask in examining the United States (e.g., Where it is? What is it like there? How is it connected to other places?).

Unit 1, Grade 4: How do we recognize a civilization?

Investigation 1: How did Ancient Egypt's natural environment help to support a civilization?

Objectives

- Students will be able to identify Egypt as a country in Africa.
- Students will be able to locate Egypt on a world map.
- Students will be able to describe the climate and environment of Egypt.
- Students will be able to identify various plants and animals of Ancient Egypt.
- Students will be able to explain why people settled near the Nile River and why farming was important.
- Students will be able to identify farming and food surpluses as a defining feature of civilization.

Lesson 2: Where is Egypt?

Outcome: Students will review the world's continents and oceans. They will locate Egypt on a map.

Step 1: Review the continents and oceans.

*Step 2: Apply basic geographical knowledge in a classroom quiz.

Step 3: Confirm Egypt's location on the classroom map of the world.

Step 4: Check for understanding by completing the Black Line Master: Ticket to Egypt.

4-G1.0.2. Use cardinal and intermediate directions to describe the relative location of significant places in the United States.

Unit 1, Grade 4: How do we recognize a civilization?

Geography Extension. Over the course of the unit, students brush up on their geography skills by interacting with the many activities provided by National Geographic's Xpeditions site:

The following activities are recommended:

Get Oriented— brush up on the cardinal directions.

A Reason for the Season— learn why there are seasons.

Xpedition Hall— interactive museum that takes you on geography journeys.

4-G1.0.3. Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).

Unit 1, Grade 4: How do we recognize a civilization?

Investigation 1: How did Ancient Egypt's natural environment help to support a civilization?

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Step 4: Check for understanding by completing the Black Line Master: Ticket to Egypt.

Geography Extension. Over the course of the unit, students brush up on their geography skills by interacting with the many activities provided by National Geographic's Expeditions site:

The following activities are recommended:

Get Oriented— brush up on the cardinal directions.

A Reason for the Season— learn why there are seasons.

Xpedition Hall— interactive museum that takes you on geography journeys.

4-G1.0.4. Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Investigation 3: How did the colonial settlements of England expand?

Objectives

- Students will be able to identify natural differences between the northern and southern colonies.
- Students will be able to explain how natural differences affected the economies and industries of the regions.
- Students will be able to label a map of the colonies, showing major cities and products made there.
- Students will be able to conduct research on the establishment of the original thirteen colonies.
- Students will be able to explain what a plantation is.

- Students will be able to articulate reasons why slavery is inconsistent with democracy.
- Students will be able to show differences between the North and the South by imagining an encounter between a northern and a southern child.
- Students will be able to make decisions and express opinions about the recreation of their colonial town.
- Students will be able to reflect on their work completed during the course of this unit.

Lesson 1: How did geography affect the colonies?

Outcome: Students will understand that differences in climate and resources shaped the differences between the North and the South.

Step 1: Introduce the Investigation by reading Scene Three.

Step 2: Brainstorm how geography/climate affects how people live.

Step 3: Identify major colonial cities and mark them on a map.

Step 4: Explore regional differences in climate between the North and South, and identify respective industries.

*Step 5: Label a map with respective products from the North and South.

Lesson 4: How was life on a plantation different from life in a New England town?

Outcome: Students will compare and contrast the lives of children from the North and South.

Step 1: Review life on a plantation.

Step 2: Create a Venn diagram comparing the North and South.

*Step 3: Describe an encounter between a Puritan child and a Southern child.

Step 4: Discuss the encounters.

Unit 6, Grade 4: Why do people carry their culture to new places?

Investigation 1: What makes the United States a nation of immigrants?

Objectives

- Students will be able to listen to accounts of children of immigrants.
- Students will be able to define immigration.
- Students will be able to identify the first immigrants to what is now the United States.
- Students will be able to explain the various reasons the explorers, slaves, and pilgrims had for immigrating.
- Students will be able to compare and contrast choosing versus being forced to immigrate.
- Students will be able to understand push and pull factors.
- Students will be able to experience what it would be like to immigrate/ emigrate.
- Students will be able to explain that the Pilgrims left Europe for America to worship freely.
- Students will be able to use a map key to gain information about locations of early settlements.

- Students will be able to create a map key.
- Students will be able to define and discuss the concept of scarcity.
- Students will be able to compare and contrast the experiences of explorers, slaves and pilgrims.
- Students will be able to write about what makes the United States a nation of immigrants.

Lesson 4: Where did these groups settle?

Outcome: Students will learn where groups of explorers, slaves and pilgrims settled in what is now the United States.

*Step 1: Learn the purpose of a map key and create a map with a key.

Step 2: Identify on a map the places that Spanish and other Europeans settled.

Step 3: Identify on a map the entry points for enslaved Africans as well as the concentrations of slaves in the colonies.

Step 4: Compare and contrast maps of the same area in two different time periods.

*Step 5: Create a graph showing the religions practiced in the colonies in 1775 after people came in search of religious freedom.

Step 6: Write a journal entry regarding the importance of map keys.

Unit 6, Grade 4: Why do people carry their culture to new places?

Investigation 3: How did immigration help the United States grow?

Objectives

- Students will be able to identify railroads and canals as major changes in transportation at this time.
- Students will be able to graph the increase in miles of railroad track between 1820 and 1890 and explain the significance.
- Students will be able to sing traditional labor songs.
- Students will be able to create a timeline of transportation changes.
- Students will be able to identify indigenous foods to the United States and those brought by immigrants.
- Students will be able to listen to a story about foods many cultures have in common.
- Students will be able to identify railroads, canals, farms and apartments as changes in landscape during this time.
- Students will be able to conduct research regarding the history of immigration in their state.
- Students will be able to identify the contributions of immigration to American culture.
- Students will be able to present their Immigration Scrapbook to the class.

Lesson 3: How was the landscape of the United States affected by immigration?

Outcome: Students identify the changes in the American landscape due to immigration including massive development of farmland and the increase of large buildings in cities.

Step 1: Introduce the term landscape and review how railroads and canals changed the landscape.

Step 2: Read about Irish immigrants involved in coal mining.

Step 3 Draw a picture of a farm.

Step 4: Discuss the development of large buildings in cities to accommodate more people and draw a cityscape.

*Step 5: Write a journal entry voicing an opinion about the landscape changes in the 1800s.

4-G1.0.5. Use maps to describe elevation, climate, and patterns or population density in the United States.

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Investigation 3: How did the colonial settlements of England expand?

Objectives

- Students will be able to identify natural differences between the northern and southern colonies.
- Students will be able to explain how natural differences affected the economies and industries of the regions.
- Students will be able to label a map of the colonies, showing major cities and products made there.
- Students will be able to conduct research on the establishment of the original thirteen colonies.
- Students will be able to explain what a plantation is.
- Students will be able to articulate reasons why slavery is inconsistent with democracy.
- Students will be able to show differences between the North and the South by imagining an encounter between a northern and a southern child.
- Students will be able to make decisions and express opinions about the recreation of their colonial town.
- Students will be able to reflect on their work completed during the course of this unit.

Lesson 1: How did geography affect the colonies?

Outcome: Students will understand that differences in climate and resources shaped the differences between the North and the South.

Step 1: Introduce the Investigation by reading Scene Three.

Step 2: Brainstorm how geography/climate affects how people live.

Step 3: Identify major colonial cities and mark them on a map.

Step 4: Explore regional differences in climate between the North and South, and identify respective industries.

*Step 5: Label a map with respective products from the North and South.

4-G2: Places and Regions

Understand how regions are created from common physical and human characteristics.

4-G2.0.1. Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

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*Step 5: Label a map with respective products from the North and South.

4-G2.0.2. Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

Objectives

- Students will be able to identify the natural resources of their state.
- Students will be able to locate and record data on jobs in their state dependent upon natural resources.
- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
- Students will be able to define free enterprise.
- Students will be able to develop a business plan for a hypothetical business.
- Students will be able to define profit and capital.
- Students will be able to name the state's biggest imports and exports.
- Students will be able to describe features of the global economy.
- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.
- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.
- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.
- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 13: What is the relationship between natural resources and jobs in our state?

Objective: Students will define natural resources, identify important natural resources from their state, and research the number of jobs connected to these resources.

Lesson 14: What is our state known for in contemporary America?

Objective: Students will discover the tourist attractions of the state.

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Investigation 3: How did the colonial settlements of England expand?

Objectives

- Students will be able to identify natural differences between the northern and southern colonies.
- Students will be able to explain how natural differences affected the economies and industries of the regions.
- Students will be able to label a map of the colonies, showing major cities and products made there.
- Students will be able to conduct research on the establishment of the original thirteen colonies.
- Students will be able to explain what a plantation is.
- Students will be able to articulate reasons why slavery is inconsistent with democracy.
- Students will be able to show differences between the North and the South by imagining an encounter between a northern and a southern child.
- Students will be able to make decisions and express opinions about the recreation of their colonial town.
- Students will be able to reflect on their work completed during the course of this unit.

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Outcome: Students will understand that differences in climate and resources shaped the differences between the North and the South.

Step 1: Introduce the Investigation by reading Scene Three.

Step 2: Brainstorm how geography/climate affects how people live.

Step 3: Identify major colonial cities and mark them on a map.

Step 4: Explore regional differences in climate between the North and South, and identify respective industries.

*Step 5: Label a map with respective products from the North and South.

Lesson 2: How were the original thirteen colonies established?

Outcome: Students will identify the 13 original colonies and research key information about each, in groups.

Step 1: Preassess student knowledge of the original thirteen American colonies and record key information in the IPJ. Establish procedures and expectations for the colonies project.

Step 2: Work on a Massachusetts poster as a class.

Step 3: Assign the twelve remaining colonies to groups. Research and take notes on the colonies in groups.

Step 4: Design and create colonies posters.

*Step 5: Present colonies posters.

Step 6: Add new information to maps.

4-G4: Human Systems

Understand how human activities help shape the Earth's surface.

4-G4.0.1. Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.

Unit 6, Grade 4: Why do people carry their culture to new places?

Investigation 1: What makes the United States a nation of immigrants?

Objectives

- Students will be able to listen to accounts of children of immigrants.
- Students will be able to define immigration.
- Students will be able to identify the first immigrants to what is now the United States.
- Students will be able to explain the various reasons the explorers, slaves, and pilgrims had for immigrating.
- Students will be able to compare and contrast choosing versus being forced to immigrate.
- Students will be able to understand push and pull factors.
- Students will be able to experience what it would be like to immigrate/ emigrate.
- Students will be able to explain that the Pilgrims left Europe for America to worship freely.
- Students will be able to use a map key to gain information about locations of early settlements.
- Students will be able to create a map key.
- Students will be able to define and discuss the concept of scarcity.
- Students will be able to compare and contrast the experiences of explorers, slaves and pilgrims.
- Students will be able to write about what makes the United States a nation of immigrants.

Lesson 2: Who were the first immigrants?

Outcome: Students will learn that even the first inhabitants of what is now the United States were in fact immigrants.

Step 1: Guess who the first immigrants were.

Step 2: Identify on a map the route Asians were believed to have taken to reach North America during the ice age.

Step 3: Review the explorers from Unit 5.

*Step 4: Research on the internet the children who sailed on the

Mayflower and write and perform a skit about them.

Step 5: Learn about Africans who originally explored the new world and then were brought as slaves.

*Step 6: Write a journal entry comparing and contrasting choosing to immigrate and being forced.

Lesson 3: Why did the first immigrants come to America?

Outcome: Students will explore the variety of reasons people chose to immigrate to America and the experience of those who were forced to come as slaves.

Step 1: Play a Pictionary-style game to review the treasures of North America.

Step 2: Identify push and pull factors that caused the first immigrants to come to America.

*Step 3: Create an illustration of one of the push or pull factors.

Step 4: Take a gallery walk of classmates' illustrations.

*Step 5: Respond to classmates' artwork and reflect on your own in a journal entry.

Unit 6, Grade 4: Why do people carry their culture to new places?

Investigation 2: Who came to the United States in the 1800s?

Objectives

- Students will be able to listen to an account of Irish children during the potato famine.
- Students will be able to compare and contrast the immigrant groups from colonial times and from the 1800s.
- Students will be able to analyze a graph containing information about immigrant groups.
- Students will be able to identify that the largest immigrant groups at this time were the Irish and Chinese.
- Students will be able to understand that gold was a pull factor for Chinese immigrants.
- Students will be able to experience panning for gold.
- Students will be able to listen to a story about the discrimination of Chinese railroad workers.
- Students will be able to take a stand on the subject of discrimination.
- Students will be able to learn Irish phrases and their English meaning.
- Students will be able to write using Chinese characters.
- Students will be able to discuss the lack of laws protecting immigrants and identify laws that would have helped them.
- Students will be able to role play how a bill becomes a law.
- Students will be able to understand the Chinese Exclusion Act.

Lesson 1: What immigrant groups arrived during this time?

Outcome: Students will learn about the major immigrant groups of the time and compare them with earlier immigrant groups.

Step 1: Introduce the setting of this Investigation by reading Scene Two.

Step 2: Compare and contrast major immigrant groups from colonial times and the 1800s.

Step 3: Read about Chinese immigrants.

Step 4: Predict what attracted these groups to the United States.

Lesson 2: Why were these immigrants attracted to the United States?

Outcome: Students will review push and pull factors and learn why Irish and Chinese groups immigrated to the United States.

Step 1: Review push and pull factors from Investigation 1.

Step 2: Read about the Potato Famine in Ireland.

Step 3: View a website and read some of the push factors for Irish and German immigrants.

Step 4: Learn one of the pull factors for Chinese immigrants and pan for gold.

Step 5: Experience what it was like to travel in a steamship's small Berth and explore the concept of opportunity cost.

*Step 6: Write a journal entry describing the sights, sounds, smells and overall experience of traveling by steamship.

4-G4.0.2. Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)

Unit 6, Grade 4: Why do people carry their culture to new places?

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Step 1: Play a Pictionary-style game to review the treasures of North America.

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Step 4: Take a gallery walk of classmates' illustrations.

*Step 5: Respond to classmates' artwork and reflect on your own in a journal entry.

Lesson 4: Where did these groups settle?

Outcome: Students will learn where groups of explorers, slaves and pilgrims settled in what is now the United States.

*Step 1: Learn the purpose of a map key and create a map with a key.

Step 2: Identify on a map the places that Spanish and other Europeans settled.

Step 3: Identify on a map the entry points for enslaved Africans as well as the concentrations of slaves in the colonies.

Step 4: Compare and contrast maps of the same area in two different time periods.

*Step 5: Create a graph showing the religions practiced in the colonies in 1775 after people came in search of religious freedom.

Step 6: Write a journal entry regarding the importance of map keys.

Unit 6, Grade 4: Why do people carry their culture to new places?

Investigation 3: How did immigration help the United States grow?

Objectives

- Students will be able to identify railroads and canals as major changes in transportation at this time.
- Students will be able to graph the increase in miles of railroad track between 1820 and 1890 and explain the significance.
- Students will be able to sing traditional labor songs.
- Students will be able to create a timeline of transportation changes.
- Students will be able to identify indigenous foods to the United States and those brought by immigrants.
- Students will be able to listen to a story about foods many cultures have in common.
- Students will be able to identify railroads, canals, farms and apartments as changes in landscape during this time.
- Students will be able to conduct research regarding the history of immigration in their state.

- Students will be able to identify the contributions of immigration to American culture.
- Students will be able to present their Immigration Scrapbook to the class.

Lesson 1: How did transportation change?

Outcome: Students will understand that differences in climate and resources shaped the differences between the North and the South.

Step 1: Introduce the Investigation by reading Scene Three.

Step 2: Identify how ways of travel have changed and learn how a canal lock works.

*Step 3: Graph the increase in miles of railroad track between 1820 and 1890.

Step 4: Sing traditional folk-labor songs having to do with canals and the railroad.

*Step 5: Create a timeline of transportation changes.

Lesson 2: What new foods did immigrants bring?

Outcome: Students will identify the foods brought from other worlds which are now widely used and taste some of them.

Step 1: Identify foods that were not indigenous to the United States that immigrants brought with them.

Step 2: Taste several of these foods and learn their nutritional value.

Step 3: Share recipes from home.

Step 4: Listen to a story about foods many people have in common.

Step 5: Search for a recipe, write it and create an artwork example of the dish.

*Step 6: Write a journal entry in response to questions regarding foods brought to the United States.

Lesson 3: How was the landscape of the United States affected by immigration?

Outcome: Students identify the changes in the American landscape due to immigration including massive development of farmland and the increase of large buildings in cities.

Step 1: Introduce the term landscape and review how railroads and canals changed the landscape.

Step 2: Read about Irish immigrants involved in coal mining.

Step 3: Draw a picture of a farm.

Step 4: Discuss the development of large buildings in cities to accommodate more people and draw a cityscape.

*Step 5: Write a journal entry voicing an opinion about the landscape changes in the 1800s.

Lesson 4: What is the history of immigration in our state?

Outcome: Students will investigate how immigration has played a part in their state's growth and development.

Step 1: View immigration maps, focus in on their state and identify the major nationalities now living there.

Step 2: Compare maps of the United States at various points in the 1800s.

Step 3: Explore what the landscape of their state would have looked like during this time and draw it.

*Step 4: Create a timeline of immigration in their state.

Lesson 5: How did immigration shape American culture?

Outcome: Students will synthesize the information they learned in this unit to identify the aspects of American culture that have been shaped by immigration in general.

Step 1: Discuss the lesson question "How did immigration shape American culture.

Step 2: Learn words that originated in other locations.

Step 3: Watch the video The Lotus Seed and discuss why immigrants wanted to bring elements of home with them.

*Step 4: Write a journal entry about what the United States would be like without immigrants.

*Step 5: Present Immigrant Scrapbooks to the class.

4-G5: Environment and Society

Understand the effects of human-environment interactions.

4-G5.0.1. Assess the positive and negative effects of human activities on the physical environment of the United States.

Unit 6, Grade 4: Why do people carry their culture to new places?

Investigation 3: How did immigration help the United States grow?

Objectives

- Students will be able to identify railroads and canals as major changes in transportation at this time.
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- Students will be able to present their Immigration Scrapbook to the class.

Lesson 3: How was the landscape of the United States affected by immigration?

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Step 1: Introduce the term landscape and review how railroads and canals changed the landscape.

Step 2: Read about Irish immigrants involved in coal mining.

Step 3 Draw a picture of a farm.

Step 4: Discuss the development of large buildings in cities to accommodate more people and draw a cityscape.

*Step 5: Write a journal entry voicing an opinion about the landscape changes in the 1800s.

Civics and Government

4-C1: Purposes of Government

Explain why people create governments.

4-C1.0.1. Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.

- Students will be able to write an essay in response to the lesson question, “Why is a Presidential election important?”
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able analyze current news stories and learn about the real issues today’s candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, “This Land is Your Land.”

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie’s classic folksong, “This Land is Your Land.”

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing “This Land is Your Land;” confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of

the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

4-C1.0.2. Explain probable consequences of an absence of government and of rules and laws.

Civics Guide Election Edition: What is our civic role in American Democracy?

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- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
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- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

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Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

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Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Unit 6, Grade 4: Why do people carry their culture to new places?

Investigation 2: Who came to the United States in the 1800s?

Objectives

- Students will be able to listen to an account of Irish children during the potato famine.
- Students will be able to compare and contrast the immigrant groups from colonial times and from the 1800s.
- Students will be able to analyze a graph containing information about immigrant groups.
- Students will be able to identify that the largest immigrant groups at this time were the Irish and Chinese.

- Students will be able to understand that gold was a pull factor for Chinese immigrants.
- Students will be able to experience panning for gold.
- Students will be able to listen to a story about the discrimination of Chinese railroad workers.
- Students will be able to take a stand on the subject of discrimination.
- Students will be able to learn Irish phrases and their English meaning.
- Students will be able to write using Chinese characters.
- Students will be able to discuss the lack of laws protecting immigrants and identify laws that would have helped them.
- Students will be able to role play how a bill becomes a law.
- Students will be able to understand the Chinese Exclusion Act.

Lesson 5: How did laws and policies affect immigrants?

Step 1: Discuss the status of immigration laws in the 1800s.

Step 2: Identify laws that would have protected immigrants from some of the harsh challenges they faced.

Step 3: Watch a video of how a bill becomes a law and role play creating a law to protect the immigrants.

Step 4: Learn about the Chinese Exclusion Act of 1882.

*Step 5: Write a take a stand essay about laws that affected immigrants.

4-C1.0.3. Describe the purposes of government as identified in the Preamble of the Constitution.

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- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.

- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, “Why is a Presidential election important?”
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
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- Students will be able to research and prepare a presentation about local, state, and national government.
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- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
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- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
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- Students will be able analyze current news stories and learn about the real issues today’s candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, “This Land is Your Land.”

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie’s classic folksong, “This Land is Your Land.”

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing “This Land is Your Land;” confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that

government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

4-C2: Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

4-C2.0.1. Explain how the principles of popular sovereignty, rule of law, checks and balances, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
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- Students will be able analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing "This Land is Your Land;" confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

4-C2.0.2. Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

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- Students will be able analyze current news stories and learn about the real issues today's candidates face.
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Lesson 1: What are the values of American democracy?

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- Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.
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- Step 4: Display art projects and sing "This Land is Your Land," confirm the fundamental values of American democracy.

Unit 8, Grade 4: What ideas will people struggle for?

Investigation 1: What ideas needed change?

Objectives

- Students will be able to recognize discriminatory behavior through participation.
- Students will be able to make rules based on stereotypes
- Students will be able to experience both sides of discrimination.
- Students will be able to reflect on these simulations of discrimination.
- Students will be able to develop interview questions for people about topics covered in this investigation.
- Students will be able to understand the extent of segregation and the limits it posed on African Americans.
- Students will be able to experience the frustration of voting rights denied.
- Students will be able to compare the discrimination of African Americans to that which women faced.
- Students will be able to research black baseball players during the time of segregation in sports.
- Students will be able to research female athletes and understand the inequities of professional sports.

Lesson 1: What is discrimination?

Outcome: Students are introduced to and explore the concept of discrimination.

- Step 1: Set up the IPJ. Introduce the focus of the Investigation by reading Scene One.
- Step 2: Explore discrimination through their IPJ collage work and discussion.
- Step 3: Define discrimination and stereotypes.
- Step 4: Introduce the cumulative assessment. Conduct interviews on discrimination and record responses in the IPJ.

4-C3: Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

4-C3.0.1. Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).

Civics Guide Election Edition: What is our civic role in American Democracy?

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- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

4-C3.0.2. Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).

Civics Guide Election Edition: What is our civic role in American Democracy?

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Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

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Step 2; Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

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4-C3.0.3. Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).

Civics Guide Election Edition: What is our civic role in American Democracy?

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Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2; Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

4-C3.0.4. Describe how the powers of the federal government are separated among the branches.

Civics Guide Election Edition: What is our civic role in American Democracy?

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- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

4-C3.0.5. Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).

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- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able analyze current news stories and learn about the real issues today’s candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2; Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

Step 3: Students learn about and research the term(s) of some of our Presidents. They identify leadership qualities.

Step 4: Students write an essay in response to the lesson question, "Why is a Presidential election important?"

4-C3.0.6. Describe how the President, members of the Congress, and justices of the Supreme Court came to power (e.g., elections versus appointments).

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- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"

- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
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Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

Step 3: Students learn about and research the term(s) of some of our Presidents. They identify leadership qualities.

Step 4: Students write an essay in response to the lesson question,

“Why is a Presidential election important?”

Lesson 5: How do Presidential Elections unfold?

Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

Step 2: Set up states and Electoral College.

Step 3: Register to vote, join political parties, and nominate a candidate.

Step 4: Campaign for presidency, take polls, state debates.

Step 5: Vote in polling booths, count and compare electoral votes and popular vote.

*Step 6: Announce president-elect, inauguration, and inaugural party.

4-C3.0.7. Explain how the federal government uses taxes and spending to serve the purposes of government.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

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- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

4-C5: Roles of the Citizen in American Democracy

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.

4-C5.0.1. Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.

- Students will be able to learn and analyze the classic American folksong, “This Land is Your Land.”
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, “Why is a Presidential election important?”
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
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- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

4-C5.0.2. Describe the relationship between rights and responsibilities of citizenship.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

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Lesson 2: What is the structure of American democracy?

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4-C5.0.3. Explain why rights have limits.

Civics Guide Election Edition: What is our civic role in American Democracy?

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Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

4-C5.0.4. Describe ways citizens can work together to promote the values and principles of American democracy.

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Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

Objectives

- Students will be able to identify the natural resources of their state.
- Students will be able to locate and record data on jobs in their state dependent upon natural resources.
- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
- Students will be able to define free enterprise.
- Students will be able to develop a business plan for a hypothetical business.
- Students will be able to define profit and capital.
- Students will be able to name the state's biggest imports and exports.
- Students will be able to describe features of the global economy.
- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.

- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.
- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.
- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 20: How have people in our state served the country during modern conflicts?

Objective: Students will identify how people in their state served the country during the Vietnam and Gulf Wars.

Lesson 21: What is daily life like for us in our state?

Objective: Students will understand the variety of work, schooling and family life that make up the daily lives of residents of their state.

Economics

4-E1: Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

4-E1.0.1. Identify questions economics ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?)

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

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- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 15: What is free enterprise?

Objective: Students will learn what the free enterprise economic system is and will develop a business plan to work within this system.

Entrepreneurship Guide: How does an entrepreneur succeed in business?

Objectives

- Students will be able to define what a business is.
- Students will be able to define what an entrepreneur is.
- Students will be able to differentiate between goods and services.
- Students will be able to explain how innovation is a new way of delivering a product.
- Students will be able to analyze stories of successful entrepreneurs.
- Students will be able to identify qualities that make a successful entrepreneur.
- Students will be able to develop ideas for a business product.
- Students will be able to define factors of production.

- Students will be able to understand the problem of scarcity.
- Students will be able to understand an opportunity cost.
- Students will be able to create a prototype of their product.
- Students will be able to refine their product based on market research and information from focus groups.
- Students will be able to analyze the packaging and logos of successful products.
- Students will be able to design a logo for their products.
- Students will be able to understand that the goal of advertising is to sell products.
- Students will be able to understand and identify the different methods of advertising.
- Students will be able to analyze television advertisements.
- Students will be able to create a television advertisement.

Lesson 1: What is a business?

Outcome: Students will understand what a business is and differentiate between goods and services.

Step 1: Introduce the term, “entrepreneur” and preassess students’ prior knowledge.

Step 2: Introduce, define, and identify goods and services.

Step 3: Define and explore the term, “business.”

Step 4: Define entrepreneur and read an online story of an entrepreneur.

Step 5: Work in small groups and read about other entrepreneurs.

Step 6: Guest presentation by a local entrepreneur.

Step 7: Introduce and go over expectations for the cumulative assessment.

Lesson 2: How do entrepreneurs develop business ideas?

Outcome: Students will develop ideas for businesses and will learn about scarcity of resources, and factors of production.

Step 1: Complete a Black Line Master on interests and talents.

Step 2: Small groups work together to develop ideas for a business product.

Step 3: Students hear *A Basket of Bangles: How a Business Begins*, by Ginger Howard OR *They Have a Good Day Café*, by Frances Park

and Ginger Park. They complete and discuss the Black Line

Master: Factors of Production.

Step 4: Introduce and define wants, needs, and problem of scarcity.

*Step 5: Continue to work on business idea and create a name for the business/product.

4-E1.0.2. Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

Objectives

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- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 15: What is free enterprise?

Objective: Students will learn what the free enterprise economic system is and will develop a business plan to work within this system.

4-E1.0.3. Describe how positive (e.g., responding to a sale, saving money, earning money) and negative (e.g., library fines, overdue video rental fees) incentives influence behavior in a market economy.

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

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- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 15: What is free enterprise?

Objective: Students will learn what the free enterprise economic system is and will develop a business plan to work within this system.

4-E1.0.4. Explain how price affects decisions about purchasing goods and services (substitute goods).

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

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Lesson 15: What is free enterprise?

Objective: Students will learn what the free enterprise economic system is and will develop a business plan to work within this system.

Entrepreneurship Guide: How does an entrepreneur succeed in business?

Objectives

- Students will be able to define what a business is.
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- Students will be able to refine their product based on market research and information from focus groups.
- Students will be able to analyze the packaging and logos of successful products.
- Students will be able to design a logo for their products.
- Students will be able to understand that the goal of advertising is to sell products.
- Students will be able to understand and identify the different methods of advertising.
- Students will be able to analyze television advertisements.
- Students will be able to create a television advertisement.

Lesson 4: How do entrepreneurs prepare their products for market?

Outcome: Students will analyze who are the potential consumers of their products and how best to reach them through their marketing. Students will analyze and design logos.

Step 1: Students consider who the primary consumers of their products are likely to be.

Step 2: Students target how to reach their market by working on the Black Line Master: Preparing the Product for Market.

Step 3: Introduce, examine, and analyze logos.

Step 4: Groups design a logo for their product.

Lesson 5: How do entrepreneurs sell their products?

Outcome: Students will explore the power of advertising by designing print and media advertisements.

Step 1: Introduce and discuss the goals of advertisements.

Step 2: Students explore how advertisers get people's attention. They complete the Black Line Master: Ways of Advertising.

Step 3: Students work in their product groups and design a print advertisement for their product.

Step 4: Students examine and analyze television advertisements.

Step 5: Groups create a TV ad for their product.

Step 6: Groups present their cumulative assessment – their marketing campaign.

4-E1.0.5. Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)

Unit 7, Grade 4: What is the modern history of our state?

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Lesson 2: How do entrepreneurs develop business ideas?

Outcome: Students will develop ideas for businesses and will learn about scarcity of resources, and factors of production.

Step 1: Complete a Black Line Master on interests and talents.

Step 2: Small groups work together to develop ideas for a business product.

Step 3: Students hear *A Basket of Bangles: How a Business Begins*, by Ginger Howard OR *They Have a Good Day Café*, by Frances Park

and Ginger Park. They complete and discuss the Black Line

Master: Factors of Production.

Step 4: Introduce and define wants, needs, and problem of scarcity.

*Step 5: Continue to work on business idea and create a name for the business/product.

Lesson 3: How do entrepreneurs create their products?

Outcome: Students will create a prototype of their business products.

Step 1: Hear the story about how teddy bears are made, *Teddy Bears From Start to Finish*, by Tanya Lee Stone OR take an online factory tour to see how teddy bears are made.

Step 2: Students create a prototype of their product.

Step 3: Groups share their prototypes. They complete the Black Line

Master: Market Research.

Step 4: Students consider how they will refine their product as a result of the market research they conducted.

Step 5: Students hear the book *From Plant to Blue Jeans*, by Arthur John L'Hommedieu and consider business development.

4-E1.0.6. Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

Objectives

- Students will be able to identify the natural resources of their state.
- Students will be able to locate and record data on jobs in their state dependent upon natural resources.
- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
- Students will be able to define free enterprise.
- Students will be able to develop a business plan for a hypothetical business.
- Students will be able to define profit and capital.
- Students will be able to name the state's biggest imports and exports.
- Students will be able to describe features of the global economy.
- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.
- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.

- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.
- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 15: What is free enterprise?

Objective: Students will learn what the free enterprise economic system is and will develop a business plan to work within this system.

Entrepreneurship Guide: How does an entrepreneur succeed in business?

Objectives

- Students will be able to define what a business is.
- Students will be able to define what an entrepreneur is.
- Students will be able to differentiate between goods and services.
- Students will be able to explain how innovation is a new way of delivering a product.
- Students will be able to analyze stories of successful entrepreneurs.
- Students will be able to identify qualities that make a successful entrepreneur.
- Students will be able to develop ideas for a business product.
- Students will be able to define factors of production.
- Students will be able to understand the problem of scarcity.
- Students will be able to understand an opportunity cost.
- Students will be able to create a prototype of their product.
- Students will be able to refine their product based on market research and information from focus groups.
- Students will be able to analyze the packaging and logos of successful products.
- Students will be able to design a logo for their products.
- Students will be able to understand that the goal of advertising is to sell products.
- Students will be able to understand and identify the different methods of advertising.
- Students will be able to analyze television advertisements.
- Students will be able to create a television advertisement.

Lesson 2: How do entrepreneurs develop business ideas?

Outcome: Students will develop ideas for businesses and will learn about scarcity of resources, and factors of production.

Step 1: Complete a Black Line Master on interests and talents.

Step 2: Small groups work together to develop ideas for a business product.

Step 3: Students hear *A Basket of Bangles: How a Business Begins*, by

Ginger Howard OR *They Have a Good Day Café*, by Frances Park and Ginger Park. They complete and discuss the Black Line

Master: Factors of Production.

Step 4: Introduce and define wants, needs, and problem of scarcity.

*Step 5: Continue to work on business idea and create a name for the business/product.

Lesson 4: How do entrepreneurs prepare their products for market?

Outcome: Students will analyze who are the potential consumers of their products and how best to reach them through their marketing. Students will analyze and design logos.

Step 1: Students consider who the primary consumers of their products are likely to be.

Step 2: Students target how to reach their market by working on the Black Line Master: Preparing the Product for Market.

Step 3: Introduce, examine, and analyze logos.

Step 4: Groups design a logo for their product.

Lesson 5: How do entrepreneurs sell their products?

Outcome: Students will explore the power of advertising by designing print and media advertisements.

Step 1: Introduce and discuss the goals of advertisements.

Step 2: Students explore how advertisers get people's attention. They complete the Black Line Master: Ways of Advertising.

Step 3: Students work in their product groups and design a print advertisement for their product.

Step 4: Students examine and analyze television advertisements.

Step 5: Groups create a TV ad for their product.

Step 6: Groups present their cumulative assessment – their marketing campaign.

4-E1.0.7. Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

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- Students will be able to create a tourist brochure for their state showing the state's greatest attractions.
- Students will be able to define free enterprise.
- Students will be able to develop a business plan for a hypothetical business.
- Students will be able to define profit and capital.
- Students will be able to name the state's biggest imports and exports.
- Students will be able to describe features of the global economy.
- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.
- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.
- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.
- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

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- Students will be able to understand and identify the different methods of advertising.
- Students will be able to analyze television advertisements.
- Students will be able to create a television advertisement.

Lesson 1: What is a business?

Outcome: Students will understand what a business is and differentiate between goods and services.

Step 1: Introduce the term, “entrepreneur” and preassess students’ prior knowledge.

Step 2: Introduce, define, and identify goods and services.

Step 3: Define and explore the term, “business.”

Step 4: Define entrepreneur and read an online story of an entrepreneur.

Step 5: Work in small groups and read about other entrepreneurs.

Step 6: Guest presentation by a local entrepreneur.

Step 7: Introduce and go over expectations for the cumulative assessment.

Lesson 2: How do entrepreneurs develop business ideas?

Outcome: Students will develop ideas for businesses and will learn about scarcity of resources, and factors of production.

Step 1: Complete a Black Line Master on interests and talents.

Step 2: Small groups work together to develop ideas for a business product.

Step 3: Students hear *A Basket of Bangles: How a Business Begins*, by Ginger Howard OR *They Have a Good Day Café*, by Frances Park and Ginger Park. They complete and discuss the Black Line

Master: Factors of Production.

Step 4: Introduce and define wants, needs, and problem of scarcity.

*Step 5: Continue to work on business idea and create a name for the business/product.

Lesson 3: How do entrepreneurs create their products?

Outcome: Students will create a prototype of their business products.

Step 1: Hear the story about how teddy bears are made, *Teddy Bears From Start to Finish*, by Tanya Lee Stone OR take an online factory tour to see how teddy bears are made.

Step 2: Students create a prototype of their product.

Step 3: Groups share their prototypes. They complete the Black Line Master: Market Research.

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Step 4: Students examine and analyze television advertisements.

Step 5: Groups create a TV ad for their product.

Step 6: Groups present their cumulative assessment – their marketing campaign.

4-E1.0.8. Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)

Unit 7, Grade 4: What is the modern history of our state?

Section 2: Our state in contemporary America

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- Students will be able to name the state's biggest imports and exports.
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- Students will be able to research and take notes on an important person who made contributions to their state.
- Students will be able to create and present a biography poster that shows the accomplishments of the person they've researched.
- Students will be able to define and explain what civil rights are.
- Students will be able to research and create a timeline of the Civil Rights Movement highlighting events in their state.
- Students will be able to actively listen to some speeches by Martin Luther King, Jr., and respond through personal connection journaling.
- Students will be able to carry out Internet research on the development and impact of computer technology; they will present their findings.
- Students will be able to write about how computer technology has affected their lives.
- Students will be able to review and complete a worksheet on core democratic values.
- Students will be able to read informational text about the Vietnam and Gulf wars and answer questions.
- Students will be able to identify several ways that U.S. citizens can serve our country in times of conflict.
- Students will be able to name the U.S. military branches.
- Students will be able to make collages which show what daily life in the state looks like.
- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 15: What is free enterprise?

Objective: Students will learn what the free enterprise economic system is and will develop a business plan to work within this system.

4-E2: National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

4-E2.0.1. Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)

Unit 7, Grade 4: What is the modern history of our state?

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Lesson 15: What is free enterprise?

Objective: Students will learn what the free enterprise economic system is and will develop a business plan to work within this system.

Unit 7, Grade 4

Economics Extension. Students learn about the stock market crash of 1929.

4-E3: International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

4-E3.0.1. Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).

Unit 7, Grade 4: What is the modern history of our state?

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- Students will be able to deliver an expository speech on an aspect of their state's modern history.

Lesson 16: How does the global economy affect our state?

Objective: Students will learn what the global economy is, what role their state plays in it, and debate the pros and cons of the global economy.

Unit 7, Grade 4

Economics/Geography Extension. Students look at a variety of products they use or have in their homes and write down the countries where the items were made.

Business Extension. Students learn about the U.S.' efforts to promote investment abroad and discover why the government believes foreign investment is good for the American economy.

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

4-P3.1: Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

4-P3.1.1. Identify public issues in the United States that influence the daily lives of its citizens.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.

- Students will be able to write an essay in response to the lesson question, “Why is a Presidential election important?”
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able analyze current news stories and learn about the real issues today’s candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

4-P3.1.2. Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.

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Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

4-P3.1.3. Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.

Unit 8, Grade 4: What ideas will people struggle for?

Investigation 1: What ideas needed change?

Objectives

- Students will be able to recognize discriminatory behavior through participation.
- Students will be able to make rules based on stereotypes
- Students will be able to experience both sides of discrimination.
- Students will be able to reflect on these simulations of discrimination.
- Students will be able to develop interview questions for people about topics covered in this investigation.
- Students will be able to understand the extent of segregation and the limits it posed on African Americans.
- Students will be able to experience the frustration of voting rights denied.
- Students will be able to compare the discrimination of African Americans to that which women faced.
- Students will be able to research black baseball players during the time of segregation in sports.
- Students will be able to research female athletes and understand the inequities of professional sports.

Lesson 1: What is discrimination?

Outcome: Students are introduced to and explore the concept of discrimination.

Step 1: Set up the IPJ. Introduce the focus of the Investigation by reading Scene One.

Step 2: Explore discrimination through their IPJ collage work and discussion.

Step 3: Define discrimination and stereotypes.

Step 4: Introduce the cumulative assessment. Conduct interviews on discrimination and record responses in the IPJ.

4-P3.3: Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

4-P3.3.1. Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

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Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Unit 6, Grade 4: Why do people carry their culture to new places?

Investigation 2: Who came to the United States in the 1800s?

Objectives

- Students will be able to listen to an account of Irish children during the potato famine.
- Students will be able to compare and contrast the immigrant groups from colonial times and from the 1800s.
- Students will be able to analyze a graph containing information about immigrant groups.
- Students will be able to identify that the largest immigrant groups at this time were the Irish and Chinese.
- Students will be able to understand that gold was a pull factor for Chinese immigrants.
- Students will be able to experience panning for gold.
- Students will be able to listen to a story about the discrimination of Chinese railroad workers.
- Students will be able to take a stand on the subject of discrimination.
- Students will be able to learn Irish phrases and their English meaning.
- Students will be able to write using Chinese characters.
- Students will be able to discuss the lack of laws protecting immigrants and identify laws that would have helped them.
- Students will be able to role play how a bill becomes a law.
- Students will be able to understand the Chinese Exclusion Act.

Lesson 5: How did laws and policies affect immigrants?

Step 1: Discuss the status of immigration laws in the 1800s.

Step 2: Identify laws that would have protected immigrants from some of the harsh challenges they faced.

Step 3: Watch a video of how a bill becomes a law and role play creating a law to protect the immigrants.

Step 4: Learn about the Chinese Exclusion Act of 1882.

*Step 5: Write a take a stand essay about laws that affected immigrants.

Unit 8, Grade 4: What ideas will people struggle for?

Investigation 3: How did African Americans struggle for equality?

Objectives

- Students will be able to identify violent and non-violent means of conflict resolution.
- Students will be able to participate in a non-violent demonstration.
- Students will be able to read oral histories of the Civil Rights Movement.
- Students will be able to experience bus segregation.
- Students will be able to plan a non-violent movement to end bus segregation.
- Students will be able to role-play the Supreme Court making the Brown decision.
- Students will be able to put themselves in the shoes of the Little Rock Nine.
- Students will be able to recite the speeches of Martin Luther King.
- Students will be able to understand the rhetorical devices Martin Luther King used in his speeches.
- Students will be able to present an audio-visual mosaic of oral histories from the Civil Rights Movement.

Lesson 5: How can I tell the stories of these struggles?

Outcome: Students will demonstrate their knowledge of this unit and the essential question, "What ideas will people struggle for?"

Step 1: Make decisions about which Oral Histories to present.

Step 2: Create a poster/collage on equal rights/civil rights.

Step 3: Make presentations.

Step 4: Record thoughts in the IPJ and sing "We Shall Overcome."

Step 5: Students to write an opinion essay on the issue of ensuring freedom and equal rights today.

4-P4.2: Citizen Involvement

Act constructively to further the public good.

4-P4.2.1. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able analyze current news stories and learn about the real issues today's candidates face.

- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Writing/Civics Extension. Using the Mayflower Compact as a model, students work in groups to write a compact to highlight the purpose and responsibility of their group in a classroom community.

Civics Extension. Begin by asking students how a “Town Meeting” might work in a classroom today and what its purpose would be. Have students work together to decide on ground rules for the class’ town meeting. Practice holding a town meeting with a fictional issue that could arise in your class (or a real issue). At the end of the meeting, ask students how it went. What rules might they need to change in order for the meeting to run more smoothly? When might meetings be called? By whom? What should be the result of a meeting?

4-P4.2.2. Participate in projects to help or inform others.

Civics Guide Election Edition: What is our civic role in American Democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, “This Land is Your Land.”
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.

- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, “Why is a Presidential election important?”
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
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- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able analyze current news stories and learn about the real issues today’s candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected,

and send it.

Unit 8, Grade 4: What ideas will people struggle for?

Investigation 3: How did African Americans struggle for equality?

Objectives

- Students will be able to identify violent and non-violent means of conflict resolution.
- Students will be able to participate in a non-violent demonstration.
- Students will be able to read oral histories of the Civil Rights Movement.
- Students will be able to experience bus segregation.
- Students will be able to plan a non-violent movement to end bus segregation.
- Students will be able to role-play the Supreme Court making the Brown decision.
- Students will be able to put themselves in the shoes of the Little Rock Nine.
- Students will be able to recite the speeches of Martin Luther King.
- Students will be able to understand the rhetorical devices Martin Luther King used in his speeches.
- Students will be able to present an audio-visual mosaic of oral histories from the Civil Rights Movement.

Lesson 5: How can I tell the stories of these struggles?

Outcome: Students will demonstrate their knowledge of this unit and the essential question, "What ideas will people struggle for?"

Step 1: Make decisions about which Oral Histories to present.

Step 2: Create a poster/collage on equal rights/civil rights.

Step 3: Make presentations.

Step 4: Record thoughts in the IPJ and sing "We Shall Overcome."

Step 5: Students to write an opinion essay on the issue of ensuring freedom and equal rights today.

Unit 5, Grade 4: How do people plant the seeds of a new civilization?

Writing/Civics Extension. Using the Mayflower Compact as a model, students work in groups to write a compact to highlight the purpose and responsibility of their group in a classroom community.

Civics Extension. Begin by asking students how a "Town Meeting" might work in a classroom today and what its purpose would be. Have students work together to decide on ground rules for the class' town meeting. Practice holding a town meeting with a fictional issue that could arise in your class (or a real issue). At the end of the meeting, ask students how it went. What rules might they need to change in order for the meeting to run more smoothly? When might meetings be called? By whom? What should be the result of a meeting?

Grade 5

U1.1: American Indian Life in the Americas

Describe the life of peoples living in North American before European exploration.

5-U1.1.1. Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

Unit 4, Grade 5: What was the cultural landscape of the Pre-Columbian world?

Investigation 2: Who were the First People of North America?

Objectives:

- Students will be able to identify that the terms Native American Indians, American Indians, and First People are used interchangeably and refer to the indigenous people of North America.
- Students will be able to read and analyze a Native American myth and extrapolate the values reflected within.
- Students will be able to carry out Internet research on pre-contact Native American demographics.
- Students will be able to read from Faces magazine about Native American languages, and work in pairs to complete a word puzzle.
- Students will be able to engage in a focused discussion about pre-contact North America.
- Students will be able to carry out Internet research on the history and culture of Southeastern tribes.
- Students will be able to script and present a news-style report about the Southeast tribes.
- Students will be able to describe the natural environment and some human-made features of the American Southwest.
- Students will be able to carry out a jigsaw reading about several of the major tribes of the American Southwest.
- Students will be able to create a poster about one of the tribes of the Southwest and make a presentation.
- Students will be able to identify the Northwest Coast Indians, locate them on a map, and describe basic information about their culture.
- Students will be able to carry out Internet research on Northwest Coast Indian art.
- Students will be able to apply their visual literacy skills and create a Northwest Coast Indian inspired piece of art using felt and buttons.
- Students will be able to write a reflection piece about what they have learned about the Northwest Coast Indians through their art.
- Students will be able to analyze a quotation and glean from it what they can about the Indians of the Great Plains.
- Students will be able to carry out Internet research about the Plains Indians and demonstrate an understanding of the basics of their culture.
- Students will be able to design clothing that reflects both their individuality and culture.

Lesson 1: How were North America's native peoples distributed before colonization?

Outcome: Students will be introduced to the diversity of Native tribes in pre-contact North America.

Step 3: Students learn about the enormous diversity of tribes in pre-contact North America and map out the five generalized regions that they will be studying in this unit (Southeast, desert Southwest, Pacific Northwest, Great Plains, and eastern Woodlands).

Lesson 3: How did people live in the desert Southwest?

Outcome: Students will gain an understanding of the demographics, history, and cultural patterns of American Indians in the Southwest.

Geography/Geology Extension: Students explore in more depth the deserts found in the North American West.

Investigation 3: Who are the Woodland Indians?

Objectives:

- Students will be able to learn the basics of Northeastern Woodland Indian culture via an Internet tour.
- Students will be able to create a map of the Native American regions they have learned about so far.
- Students will be able to identify the two main language groups of the Northeastern Woodland Indians.
- Students will be able to name and identify at least 4 Northeastern Woodland Indian tribes.
- Students will be able to observe items and make predictions about the daily lives of Northeastern Woodland Indians.
- Students will be able to create a model of a longhouse.
- Students will be able to compare and contrast modern life with daily life for Northeastern Woodland Indians.
- Students will be able to write from the perspective of a Northeastern Woodland child.
- Students will be able to interpret the meaning of Native American proverbs.
- Students will be able to learn from proverbs about the relationship between Northeastern Woodland Indians and the land.
- Students will be able to discuss their opinion about viewing land as property.
- Students will be able to use evidence from their studies to write about what modern people can learn from Native Americans' relationship with the land.
- Students will be able to carry out a simulation that addresses sharing territory and conflict resolution.
- Students will be able to read excerpts of "The Great Law of Peace," which is the constitution of the Iroquois Nation.
- Students will be able to work through a problem Iroquois-style.
- Students will be able to make facsimiles of wampum records of history.
- Students will be able to present and read aloud their cumulative assessment books.

Lesson 1: What tribes make up the Northeastern Woodlands Indians?

Outcome: Students will be introduced to the Northeastern Woodland Indians, identify various tribes, and create a map.

Step 2: Students create a “First Peoples” map (of the Native Americans they have learned about so far – Southeast, Southwest, Pacific Northwest, Great Plains, and Woodland cultures).

5-U1.1.2. Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment.

Unit 4, Grade 5: What was the cultural landscape of the Pre-Columbian world?

Investigation 2: Who were the First People of North America?

Objectives:

- Students will be able to identify that the terms Native American Indians, American Indians, and First People are used interchangeably and refer to the indigenous people of North America.
- Students will be able to read and analyze a Native American myth and extrapolate the values reflected within.
- Students will be able to carry out Internet research on pre-contact Native American demographics.
- Students will be able to read from Faces magazine about Native American languages, and work in pairs to complete a word puzzle.
- Students will be able to engage in a focused discussion about pre-contact North America.
- Students will be able to carry out Internet research on the history and culture of Southeastern tribes.
- Students will be able to script and present a news-style report about the Southeast tribes.
- Students will be able to describe the natural environment and some human-made features of the American Southwest.
- Students will be able to carry out a jigsaw reading about several of the major tribes of the American Southwest.
- Students will be able to create a poster about one of the tribes of the Southwest and make a presentation.
- Students will be able to identify the Northwest Coast Indians, locate them on a map, and describe basic information about their culture.
- Students will be able to carry out Internet research on Northwest Coast Indian art.
- Students will be able to apply their visual literacy skills and create a Northwest Coast Indian inspired piece of art using felt and buttons.
- Students will be able to write a reflection piece about what they have learned about the Northwest Coast Indians through their art.
- Students will be able to analyze a quotation and glean from it what they can about the Indians of the Great Plains.
- Students will be able to carry out Internet research about the Plains Indians and demonstrate an understanding of the basics of their culture.
- Students will be able to design clothing that reflects both their individuality and culture.

Lesson 3: How did people live in the desert Southwest?

Outcome: Students will gain an understanding of the demographics, history, and cultural patterns of American Indians in the Southwest.

Step 1: Students are introduced to the environment and some features, both natural and human-made, of the American Southwest. They speculate what life would be like for the people living in these desert environments, and how they would utilize the natural resources for food, shelter, travel, etc., and the benefits and difficulties of living in this environ.

Lesson 4: How did people live in the Pacific Northwest?

Outcome: Students will gain an understanding of the demographics, history, and cultural patterns of American Indians in the Northwest.

Step 1: Students research the homes, plants, animals, clothing, and traditions of the Northwest Coast Indians.

5-U1.1.3. Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (C, E)

Unit 4, Grade 5: What was the cultural landscape of the Pre-Columbian world?

Investigation 3: Who are the Woodland Indians?

Objectives:

- Students will be able to learn the basics of Northeastern Woodland Indian culture via an Internet tour.
- Students will be able to create a map of the Native American regions they have learned about so far.
- Students will be able to identify the two main language groups of the Northeastern Woodland Indians.
- Students will be able to name and identify at least 4 Northeastern Woodland Indian tribes.
- Students will be able to observe items and make predictions about the daily lives of Northeastern Woodland Indians.
- Students will be able to create a model of a longhouse.
- Students will be able to compare and contrast modern life with daily life for Northeastern Woodland Indians.
- Students will be able to write from the perspective of a Northeastern Woodland child.
- Students will be able to interpret the meaning of Native American proverbs.
- Students will be able to learn from proverbs about the relationship between Northeastern Woodland Indians and the land.
- Students will be able to discuss their opinion about viewing land as property.
- Students will be able to use evidence from their studies to write about what modern people can learn from Native Americans' relationship with the land.
- Students will be able to carry out a simulation that addresses sharing territory and conflict resolution.
- Students will be able to read excerpts of "The Great Law of Peace," which is the constitution of the Iroquois Nation.
- Students will be able to work through a problem Iroquois-style.

- Students will be able to make facsimiles of wampum records of history.
- Students will be able to present and read aloud their cumulative assessment books.

Lesson 1: What tribes make up the Northeastern Woodlands Indians?

Outcome: Students will be introduced to the Northeastern Woodland Indians, identify various tribes, and create a map.

Step 1: Students are introduced to the Northeastern Woodland Indians and learn the basics of their culture (languages, houses, food, clothing, etc.)

Current Events Extension: Students learn about the lives of Native American Indians today.

Lesson 2: What was a Woodland family like?

Outcome: Students will learn about daily life among the Woodland Indians.

Step 2: Students explore the daily life of a Woodland family – what they used for shelter, what they ate, what they used to make clothing, what jobs family members would have, what they would do for entertainment, etc.

Research Extension: Students further investigate other aspects of daily life for Northeastern Woodland Indians.

Lesson 3: What were Woodland Indians' views on "property" and land use?

Outcome: Students will discover Native beliefs about being "keepers of the earth," not owners.

Step 1: Students read a Native American quote and learn that it illustrates the Northeastern Woodland beliefs that it is important to be respectful of nature, land, and the Earth because it provides for everyone's survival.

Step 2: Students make predictions about the relationship between the Northeastern Woodland tribes and the land they inhabited.

Lesson 4: How did the Woodland Indians solve problems?

Outcome: Students will explore the Iroquois Nation's processes and procedures for identifying issues and resolving problems.

Step 1: Students participate in a simulation activity to demonstrate the nature of conflict and resolution among the Woodland Indians.

Step 2: Students learn that the shared system of rules and laws is called the "The Iroquois Constitution," and that these ideas about government, property, and roles of people prefigure many of the ideas Americans see in our own Constitution. Students then learn about the principle of unanimity, and how this practice of the Iroquois decision-makers differs from the majority rule we have in our nation.

Step 3: Students try out what it is like to use the rules, principles, and ideas of the Iroquois Constitution to solve the kinds of problems the Lords of the Longhouse faced.

Step 4: Students learn that tribes in the Iroquois Nation used wampum beads to record history and to communicate important events.

U1.2: European Exploration

Identify the causes and consequences of European exploration and colonization.

5-U1.2.1. Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (C)

Unit 5, Grade 5: How did three worlds converge?

Investigation 1: What took place in North America after European explorers learned of its existence?

Objectives:

- Students will be able to recall key findings from the previous unit.
- Students will be able to identify the term *Pre-Columbian* as referring to the world before Columbus' 1492 voyage to America.
- Students will be able to articulate the essential importance of Columbus' 1492 voyage as an event that set off European exploration and colonization.
- Students will be able to role-play the family of a Spanish explorer in the early sixteenth century.
- Students will be able to compare maps of North America from different times during the sixteenth century and note the increasing geographical knowledge they reflect.
- Students will be able to participate in and reflect on an experiential activity suggestive of early explorers' journeys with scant geographical knowledge.
- Students will be able to write in the first person as a European explorer to the Americas in the sixteenth century.
- Students will be able to define and describe differences between primary and secondary sources.
- Students will be able to interpret data from maps showing European motives for exploration.
- Students will be able to read a primary source letter from the late fifteenth century showing European motives for exploration.
- Students will be able to transfer graphic data from maps to written text about early European expeditions to America.
- Students will be able to participate in a jigsaw research activity on one key European explorer and present findings to the class.
- Students will be able to define the Columbian Exchange.
- Students will be able to predict which items and ideas were exchanged in the Columbian Exchange.
- Students will be able to research agricultural products exchanged in the Columbian Exchange.
- Students will be able to read about the country's oldest city as a case study for how the Columbian Exchange took place.
- Students will be able to read about a Native American tribe and their decimation as a case study for how the Columbian Exchange affected the native population.
- Students will be able to write from the perspective of a Native American about the Columbian Exchange.
- Students will be able to perform a skit about the Europeans' realization that the Northwest Passage was less important than exploiting the natural resources of North America.
- Students will be able to enact a *tableau vivant* about the French fur trade.
- Students will be able to read an article and answer questions about the beaver fur trade.
- Students will be able to read about the origins of the Hudson's Bay Company.

- Students will be able to complete a Venn diagram showing the differences and similarities of the French and British approaches to colonizing and settling in North America.
- Students will be able to listen to and then discuss a narrative of the first Africans brought to America.
- Students will be able to imagine the individual stories of real people the maps and other secondary source data tell us.
- Students will be able to invent a person from one of the three worlds and tell this person's story.

Lesson 1: What events and ideas spurred exploration?

Outcome: Students will identify Columbus' voyage to the Americas as an event that set off the exploration and subsequent colonization of the western hemisphere.

Step 2: Students examine a scenario of a Spanish explorer setting off for exploration in the 1500s. The scenario includes references to tools and innovations that made sixteenth-century exploration viable: the compass, the astrolabe, updated maps, and better ships.

Step 3: Students study a series of maps over a one-hundred-year period of time from 1490 to 1590.

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

- Students will be able to identify the British as those who first successfully colonized the Eastern seaboard of America.
- Students will be able to identify the three main reasons early English settlers came to America—to find wealth, for religious freedom, and for a better life.
- Students will be able to name Roanoke, Jamestown, and Plymouth as the first three English settlements in America.
- Students will be able to carry out team research on the Internet about one of the first three English colonies in America: Roanoke, Jamestown, and Plymouth.
- Student will be able to present their team Internet findings to the class.
- Students will be able to identify Roanoke as a colony that did not survive and Jamestown and Plymouth as colonies that did endure.
- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.
- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- Students will be able to identify the 4 Middle Colonies as New York, Pennsylvania, New Jersey, and Delaware.
- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.

- Students will be able to carry out paired Internet research on one of the 13 original colonies in America.
- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.
- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
- Students will be able to learn about and listen to colonial music (fife and drums) via the Internet.
- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.
- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 1: What were the first English settlements in North America?

Outcome: Students will learn about the first English settlements at Roanoke, Jamestown, and Plymouth.

Geography Extension: Students learn that colonists had to cross the Atlantic Ocean in a ship with limited resources, and that to find their way, they used the astrolabe to calculate latitude. They learn, however, that calculating longitude was more problematic, and that the way they used (time and speed) was not very accurate.

5-U.1.2.2. Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (C, E)

Unit 5, Grade 5: How did three worlds converge?

Investigation 1: What took place in North America after European explorers learned of its existence?

Objectives:

- Students will be able to recall key findings from the previous unit.
- Students will be able to identify the term *Pre-Columbian* as referring to the world before Columbus' 1492 voyage to America.
- Students will be able to articulate the essential importance of Columbus' 1492 voyage as an event that set off European exploration and colonization.
- Students will be able to role-play the family of a Spanish explorer in the early sixteenth century.
- Students will be able to compare maps of North America from different times during the sixteenth century and note the increasing geographical knowledge they reflect.
- Students will be able to participate in and reflect on an experiential activity suggestive of early explorers' journeys with scant geographical knowledge.
- Students will be able to write in the first person as a European explorer to the Americas in the sixteenth century.
- Students will be able to define and describe differences between primary and secondary sources.
- Students will be able to interpret data from maps showing European motives for exploration.
- Students will be able to read a primary source letter from the late fifteenth century showing European motives for exploration.
- Students will be able to transfer graphic data from maps to written text about early European expeditions to America.
- Students will be able to participate in a jigsaw research activity on one key European explorer and present findings to the class.
- Students will be able to define the Columbian Exchange.
- Students will be able to predict which items and ideas were exchanged in the Columbian Exchange.
- Students will be able to research agricultural products exchanged in the Columbian Exchange.
- Students will be able to read about the country's oldest city as a case study for how the Columbian Exchange took place.
- Students will be able to read about a Native American tribe and their decimation as a case study for how the Columbian Exchange affected the native population.
- Students will be able to write from the perspective of a Native American about the Columbian Exchange.
- Students will be able to perform a skit about the Europeans' realization that the Northwest Passage was less important than exploiting the natural resources of North America.
- Students will be able to enact a *tableau vivant* about the French fur trade.
- Students will be able to read an article and answer questions about the beaver fur trade.
- Students will be able to read about the origins of the Hudson's Bay Company.
- Students will be able to complete a Venn diagram showing the differences and similarities of the French and British approaches to colonizing and settling in North America.

- Students will be able to listen to and then discuss a narrative of the first Africans brought to America.
- Students will be able to imagine the individual stories of real people the maps and other secondary source data tell us.
- Students will be able to invent a person from one of the three worlds and tell this person's story.

Lesson 1: What events and ideas spurred exploration?

Outcome: Students will identify Columbus' voyage to the Americas as an event that set off the exploration and subsequent colonization of the western hemisphere.

Horticultural Extension: Students learn about the Columbian Exchange and the massive agricultural influence this left on both sides of the Atlantic Ocean. They learn about the agricultural products of the Columbian Exchange and reflect on the cultural interaction the exchange of food brings with it.

Environmental Research Extension: Students learn how the earthworm, brought over on English ships in plant samples, transformed the environment along the eastern seaboard, and how the variety of tobacco favored by the Europeans left the soil of this region depleted.

Lesson 2: Who were the most notable explorers of North America?

Outcome: Students will learn about the main sixteenth-century explorers of North America and their national affiliations.

Step 1: Students review the meaning of the terms "primary sources" and "secondary sources."

Step 2: Students learn that Europeans sought a sea route to Asia to support new national economies. They learn how the Ottoman Empire cut off European trade routes to the Middle East, India and China, and review the goods from Asia for which Europeans wanted to trade.

Step 3: Students learn who many European nations sponsored voyages of exploration – to trade with Asia and find new, cheap, and abundant natural resources to expand their national economies.

Step 4: Students learn about the most notable explorers of North America.

Step 5: Students work in groups to study one European explorer in more detail.

History Extension: Students learn about how the Vikings arrived in North America long before the Spanish, French, and British did. They review images of the first Viking settlement in North America.

Archaeology Extension: Students learn about one of the obstacles of exploration - the shipwreck - and that not all European explorers made it to their destinations or back home again.

Lesson 4: How did different European nations explore and colonize North America?

Outcome: Students will learn about the role of fur trading in the early years of European exploration and settlement in North America.

Step 1: Students learn about European population growth in North America, and which European nations expanded their claims and which European settlements were subsumed or wiped out of these settlements and claims.

Step 2: Students will perform a skit from the perspectives of an English merchant, a French fur trader, and an English settler, and will learn how each of these

represents a different aspect of the new world economy and had different motivations for exploration and colonization.

U1.3: African Life Before the 16th Century

Describe the lives of peoples living in western Africa prior to the 16th century.

5-U1.3.1. Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, and southern Africa).

Unit 4, Grade 5: What was the cultural landscape of the Pre-Columbian world?

Investigation 1: How did people live in West African long ago?

Objectives:

- Students will be able to enact a kinesthetic timeline of history for two millennia.
- Students will be able to predict how pre-Columbian cultures may have changed as a result of European contact.
- Students will be able to compare pre-Columbian world maps with modern world maps.
- Students will be able to establish West Africa as the region from which slaves were taken to forced labor in the Americas.
- Students will be able to create a color-coded map of the climate zones of Africa.
- Students will be able to play a geography game to reinforce climate zones with African country names.
- Students will be able to identify West African empires on historical maps.
- Students will be able to listen to and analyze the story of Mansa Musa.
- Students will be able to take reflective notes on character and plot.
- Students will be able to write about their own daily lives.
- Students will be able to prepare and sample West African food.
- Students will be able to view a slide show on the Kente cloth.
- Students will be able to write diary entries in the voice of a West African child of long ago.
- Students will be able to take notes on an art slide show.
- Students will be able to offer a creative interpretation of a West African folktale.
- Students will be able to listen to modern West African music.
- Students will be able to identify West African influence in Brazilian religious traditions.
- Students will be able to research and write about the transatlantic slave trade.
- Students will be able to identify several elements and ideas from West African heritage.

Lesson 1: What are the regions of Africa?

Outcome: Students will explore the unit essential question and make predictions about human interaction based on climate zones.

Step 4: Students identify specific countries in Africa, identify the oceans and seas around Africa, and describe geographical or climatic features of Africa. Students then explore the different regions of Africa.

Step 5: Students identify countries located within each region of Africa.

Geography Extension: Students research and present West African countries. They select a country from this region, view images, read a description of the country and study the facts

about population, land size, GDP, etc. Students copy and color the country's flag and make a short presentation of information on their modern West African country.

5-U1.3.2. Describe the life and cultural development of people living in western African before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade.

Unit 4, Grade 5: What was the cultural landscape of the Pre-Columbian world?

Investigation 1: How did people live in West African long ago?

Objectives:

- Students will be able to enact a kinesthetic timeline of history for two millennia.
- Students will be able to predict how pre-Columbian cultures may have changed as a result of European contact.
- Students will be able to compare pre-Columbian world maps with modern world maps.
- Students will be able to establish West Africa as the region from which slaves were taken to forced labor in the Americas.
- Students will be able to create a color-coded map of the climate zones of Africa.
- Students will be able to play a geography game to reinforce climate zones with African country names.
- Students will be able to identify West African empires on historical maps.
- Students will be able to listen to and analyze the story of Mansa Musa.
- Students will be able to take reflective notes on character and plot.
- Students will be able to write about their own daily lives.
- Students will be able to prepare and sample West African food.
- Students will be able to view a slide show on the Kente cloth.
- Students will be able to write diary entries in the voice of a West African child of long ago.
- Students will be able to take notes on an art slide show.
- Students will be able to offer a creative interpretation of a West African folktale.
- Students will be able to listen to modern West African music.
- Students will be able to identify West African influence in Brazilian religious traditions.
- Students will be able to research and write about the transatlantic slave trade.
- Students will be able to identify several elements and ideas from West African heritage.

Lesson 2: What was West Africa like 600 years ago?

Outcome: Students will learn about the political and economic structure of the West African empires. They will hear the story of Mansa Musa.

Step 1: Students review the climate zones found in West Africa, and name some modern countries in West Africa. They then speculate what West Africa looked like 600 years ago.

Step 3: Students view a map of West and North Africa as it looked politically 600 years ago. They determine the political entities in West Africa before there were modern countries, what the name of the largest empire in West Africa was, what the source of wealth for this empire was, and what the name of the tribe that occupied the Sahara was. They also view trade routes, and speculate on the role of

the Tuaregs in West African trade routes. Students learn that West Africa was a region of great wealth, and that much of this wealth depended on the trade routes they see on the map.

Lesson 3: How did ordinary West Africans live in the past?

Outcome: Students will learn about the food sources, shelters, and clothing of West Africans.

Step 2: Students explore the most basic of human needs – food – and explore some of the staple crops and food produce West Africa has.

Step 3: Students learn that daily life in West Africa centuries ago was a labor-intensive experience. They explore an exhibition on the history and making of Kente cloth.

Step 4: Students explore the available building materials in the natural environment of West Africa and explore the architecture of family dwellings.

They also learn about mosques and that Islam is the prevalent religion in West Africa.

Cultural Geography Extension: Students take a virtual tour of a school in Ghana, and compare and contrast this school with their own.

U1.4: Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and American Indian people in the late 15th through the 17th century.

5-U1.4.1. Describe the convergence of Europeans, American Indians and Africans in North American after 1492 from the perspective of these three groups.

Unit 5, Grade 5: How did three worlds converge?

Investigation 1: What took place in North America after European explorers learned of its existence?

Objectives:

- Students will be able to recall key findings from the previous unit.
- Students will be able to identify the term *Pre-Columbian* as referring to the world before Columbus' 1492 voyage to America.
- Students will be able to articulate the essential importance of Columbus' 1492 voyage as an event that set off European exploration and colonization.
- Students will be able to role-play the family of a Spanish explorer in the early sixteenth century.
- Students will be able to compare maps of North America from different times during the sixteenth century and note the increasing geographical knowledge they reflect.
- Students will be able to participate in and reflect on an experiential activity suggestive of early explorers' journeys with scant geographical knowledge.
- Students will be able to write in the first person as a European explorer to the Americas in the sixteenth century.
- Students will be able to define and describe differences between primary and secondary sources.
- Students will be able to interpret data from maps showing European motives for exploration.

- Students will be able to read a primary source letter from the late fifteenth century showing European motives for exploration.
- Students will be able to transfer graphic data from maps to written text about early European expeditions to America.
- Students will be able to participate in a jigsaw research activity on one key European explorer and present findings to the class.
- Students will be able to define the Columbian Exchange.
- Students will be able to predict which items and ideas were exchanged in the Columbian Exchange.
- Students will be able to research agricultural products exchanged in the Columbian Exchange.
- Students will be able to read about the country's oldest city as a case study for how the Columbian Exchange took place.
- Students will be able to read about a Native American tribe and their decimation as a case study for how the Columbian Exchange affected the native population.
- Students will be able to write from the perspective of a Native American about the Columbian Exchange.
- Students will be able to perform a skit about the Europeans' realization that the Northwest Passage was less important than exploiting the natural resources of North America.
- Students will be able to enact a *tableau vivant* about the French fur trade.
- Students will be able to read an article and answer questions about the beaver fur trade.
- Students will be able to read about the origins of the Hudson's Bay Company.
- Students will be able to complete a Venn diagram showing the differences and similarities of the French and British approaches to colonizing and settling in North America.
- Students will be able to listen to and then discuss a narrative of the first Africans brought to America.
- Students will be able to imagine the individual stories of real people the maps and other secondary source data tell us.
- Students will be able to invent a person from one of the three worlds and tell this person's story.

Lesson 5: What was the effect of the Columbian Exchange on the three worlds?

Outcome: Students will learn about the interactions among European colonists, African slaves and Native Americans during the early Colonial period.

Step 1: Students learn how Europeans' geographic knowledge improved in the early years of North American exploration, and how this affected Native Americans.

Step 2: Students learn about West African slaves and the reasons they were brought into North America.

Step 4: Students invent a person that represents one of the "world" which converged together in North America (a European, a Native American, or a West African), and write an essay about the cultural background, life, etc. from the perspective of that person.

5-U1.4.2. Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (C, E)

Unit 4, Grade 5: What was the cultural landscape of the Pre-Columbian world?

Investigation 2: Who were the First People of North America?

Objectives:

- Students will be able to identify that the terms Native American Indians, American Indians, and First People are used interchangeably and refer to the indigenous people of North America.
- Students will be able to read and analyze a Native American myth and extrapolate the values reflected within.
- Students will be able to carry out Internet research on pre-contact Native American demographics.
- Students will be able to read from Faces magazine about Native American languages, and work in pairs to complete a word puzzle.
- Students will be able to engage in a focused discussion about pre-contact North America.
- Students will be able to carry out Internet research on the history and culture of Southeastern tribes.
- Students will be able to script and present a news-style report about the Southeast tribes.
- Students will be able to describe the natural environment and some human-made features of the American Southwest.
- Students will be able to carry out a jigsaw reading about several of the major tribes of the American Southwest.
- Students will be able to create a poster about one of the tribes of the Southwest and make a presentation.
- Students will be able to identify the Northwest Coast Indians, locate them on a map, and describe basic information about their culture.
- Students will be able to carry out Internet research on Northwest Coast Indian art.
- Students will be able to apply their visual literacy skills and create a Northwest Coast Indian inspired piece of art using felt and buttons.
- Students will be able to write a reflection piece about what they have learned about the Northwest Coast Indians through their art.
- Students will be able to analyze a quotation and glean from it what they can about the Indians of the Great Plains.
- Students will be able to carry out Internet research about the Plains Indians and demonstrate an understanding of the basics of their culture.
- Students will be able to design clothing that reflects both their individuality and culture.

Lesson 4: How did people live in the Pacific Northwest?

Outcome: Students will gain an understanding of the demographics, history, and cultural patterns of American Indians in the Northwest.

Ethics Debate Extension: Students learn that until the late 20th century, Native Americans did not “own their past.” They were not recognized as people until 1879, were not citizens until 1924, and could not vote until 1948. Students learn that this meant that their sacred grounds and gravesites were open to any person or researcher to dig up, and that any artifact or skeletal remains found belonged to the researcher, not the tribe. Students read about the Religious Freedom Act and the Graves Protection and Repatriation Act that returned rights to the Native Americans.

Unit 5, Grade 5: How did three worlds converge?

Investigation 1: What took place in North America after European explorers learned of its existence?

Objectives:

- Students will be able to recall key findings from the previous unit.
- Students will be able to identify the term *Pre-Columbian* as referring to the world before Columbus’ 1492 voyage to America.
- Students will be able to articulate the essential importance of Columbus’ 1492 voyage as an event that set off European exploration and colonization.
- Students will be able to role-play the family of a Spanish explorer in the early sixteenth century.
- Students will be able to compare maps of North America from different times during the sixteenth century and note the increasing geographical knowledge they reflect.
- Students will be able to participate in and reflect on an experiential activity suggestive of early explorers’ journeys with scant geographical knowledge.
- Students will be able to write in the first person as a European explorer to the Americas in the sixteenth century.
- Students will be able to define and describe differences between primary and secondary sources.
- Students will be able to interpret data from maps showing European motives for exploration.
- Students will be able to read a primary source letter from the late fifteenth century showing European motives for exploration.
- Students will be able to transfer graphic data from maps to written text about early European expeditions to America.
- Students will be able to participate in a jigsaw research activity on one key European explorer and present findings to the class.
- Students will be able to define the Columbian Exchange.
- Students will be able to predict which items and ideas were exchanged in the Columbian Exchange.
- Students will be able to research agricultural products exchanged in the Columbian Exchange.
- Students will be able to read about the country’s oldest city as a case study for how the Columbian Exchange took place.
- Students will be able to read about a Native American tribe and their decimation as a case study for how the Columbian Exchange affected the native population.

- Students will be able to write from the perspective of a Native American about the Columbian Exchange.
- Students will be able to perform a skit about the Europeans' realization that the Northwest Passage was less important than exploiting the natural resources of North America.
- Students will be able to enact a *tableau vivant* about the French fur trade.
- Students will be able to read an article and answer questions about the beaver fur trade.
- Students will be able to read about the origins of the Hudson's Bay Company.
- Students will be able to complete a Venn diagram showing the differences and similarities of the French and British approaches to colonizing and settling in North America.
- Students will be able to listen to and then discuss a narrative of the first Africans brought to America.
- Students will be able to imagine the individual stories of real people the maps and other secondary source data tell us.
- Students will be able to invent a person from one of the three worlds and tell this person's story.

Lesson 2: Who were the most notable explorers of North America?

Outcome: Students will learn about the main sixteenth-century explorers of North America and their national affiliations.

Step 1: Students review the meaning of the terms "primary sources" and "secondary sources."

Step 2: Secondary sources map interpretation activity. Students learn that Europeans sought a sea route to Asia to support new national economies. They learn how the Ottoman Empire cut off European trade routes to the Middle East, India and China, and review the goods from Asia for which Europeans wanted to trade.

Step 3: Read primary source letter from 15th century. Students learn who many European nations sponsored voyages of exploration – to trade with Asia and find new, cheap, and abundant natural resources to expand their national economies.

Lesson 3: What was the Columbian Exchange?

Outcome: Students will learn about the transatlantic exchange of agricultural products and the effect of early colonization on Native American populations.

Step 2: Students learn about the founding of St. Augustine, and the reasons the Spanish established missions and military forts in this area.

Step 3: Students look at the Columbian Exchange from the perspective of Native Americans. They examine the differences between Native Americans' and Europeans' views on land ownership, and how this led to conflict between the two groups.

Lesson 4: How did different European nations explore and colonize North America?

Outcome: Students will learn about the role of fur trading in the early years of European exploration and settlement in North America.

Step 1: Students learn about European population growth in North America, and which European nations expanded their claims and which European settlements were subsumed or wiped out of these settlements and claims. Students also

examine maps and learn that the land claimed by Europeans had previously been occupied by Native American tribes.

5-U1.4.3. Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (C, E)

Unit 5, Grade 5: How did three worlds converge?

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Objectives:

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- Students will be able to write from the perspective of a Native American about the Columbian Exchange.

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- Students will be able to read about the origins of the Hudson's Bay Company.
- Students will be able to complete a Venn diagram showing the differences and similarities of the French and British approaches to colonizing and settling in North America.
- Students will be able to listen to and then discuss a narrative of the first Africans brought to America.
- Students will be able to imagine the individual stories of real people the maps and other secondary source data tell us.
- Students will be able to invent a person from one of the three worlds and tell this person's story.

Lesson 4: How did different European nations explore and colonize North America?

Outcome: Students will learn about the role of fur trading in the early years of European exploration and settlement in North America.

Step 1: Students learn about European population growth in North America, and which European nations expanded their claims and which European settlements were subsumed or wiped out of these settlements and claims. Students also examine maps and learn that the land claimed by Europeans had previously been occupied by Native American tribes.

Step 2: Students will perform a skit from the perspectives of an English merchant, a French fur trader, and an English settler, and will learn how each of these represents a different aspect of the new world economy and had different motivations for exploration and colonization. They will learn that while the British wanted Native American land, the French found that they could obtain valuable beaver pelts by trading with the Native Americans.

5-U1.4.4. Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (E)

Unit 5, Grade 5: How did three worlds converge?

Investigation 1: What took place in North America after European explorers learned of its existence?

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- Students will be able to articulate the essential importance of Columbus' 1492 voyage as an event that set off European exploration and colonization.
- Students will be able to role-play the family of a Spanish explorer in the early sixteenth century.

- Students will be able to compare maps of North America from different times during the sixteenth century and note the increasing geographical knowledge they reflect.
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- Students will be able to listen to and then discuss a narrative of the first Africans brought to America.
- Students will be able to imagine the individual stories of real people the maps and other secondary source data tell us.
- Students will be able to invent a person from one of the three worlds and tell this person's story.

Lesson 5: What was the effect of the Columbian Exchange on the three worlds?

Outcome: Students will learn about the interactions among European colonists, African slaves and Native Americans during the early Colonial period.

Step 1: Students learn how Europeans' geographic knowledge improved in the early years of North American exploration, and how this affected Native Americans.

Step 2: Students learn about West African slaves and the reasons they were brought into North America.

Step 3: Students examine a series of maps showing the Atlantic Slave Trade, Native American Population Density, Armed Conflict with Native Americans, etc. and consider how the data the maps convey affected people during that time.

Step 4: Students invent a person that represents one of the "world" which converged together in North America (a European, a Native American, or a West African), and write an essay about the cultural background, life, etc. from the perspective of that person.

U2.1: European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.

5-U2.1.1. Describe significant developments in the Southern colonies, including:

- **patterns of settlement and control including the impact of geography (landforms and climate) on settlement**
- **establishment of Jamestown**
- **development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia)**
- **relationships with American Indians (e.g., Powhatan)**
- **development of colonial representative assemblies (House of Burgesses)**
- **development of slavery**

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

- Students will be able to identify the British as those who first successfully colonized the Eastern seaboard of America.
- Students will be able to identify the three main reasons early English settlers came to America—to find wealth, for religious freedom, and for a better life.
- Students will be able to name Roanoke, Jamestown, and Plymouth as the first three English settlements in America.
- Students will be able to carry out team research on the Internet about one of the first three English colonies in America: Roanoke, Jamestown, and Plymouth.
- Student will be able to present their team Internet findings to the class.
- Students will be able to identify Roanoke as a colony that did not survive and Jamestown and Plymouth as colonies that did endure.
- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.

- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.
- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- Students will be able to identify the 4 Middle Colonies as New York, Pennsylvania, New Jersey, and Delaware.
- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Students will be able to carry out paired Internet research on one of the 13 original colonies in America.
- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.
- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
- Students will be able to learn about and listen to colonial music (fife and drums) via the Internet.
- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.
- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 1: What were the first English settlements in North America?

Outcome: Students will learn about the first English settlements at Roanoke, Jamestown, and Plymouth.

Step 4: Students learn about the colonies of Roanoke, Jamestown, and Plymouth, where they were located, why settlers came to these colonies, and the significance of events that happened at these colonies.

Lesson 3: In what ways were the colonies similar and different?

Outcome: In teams, students will learn about the history of the colonies. They will create a broadside of their colony to try and persuade class members that their colony offers the greatest advantages and opportunities.

Step 2: Students choose a colony and conduct further research on that colony.

Step 3: Students create a broadside encouraging people to come to their colony.

These broadsides will include information such as natural resources, climate and geography in their colony

Lesson 4: How did people live in the colonies?

Outcome: In small computer teams, students will learn about the social and communal life in an American colony.

Step 4: Students summarize what daily life was like in the colonies, including some ways colonists made a living, the life of slaves in the colonies, the lives of women in the colonies, aspects of the colonial community, and ways colonists stayed in touch with the rest of the world.

5-U2.1.2. Describe significant developments in the New England colonies, including:

- **patterns of settlement and control including the impact of geography (landforms and climate) on settlement**
- **relations with American Indians (e.g., Pequot/King Phillip's War)**
- **growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies**
- **the development of government including establishment of town meetings, development of colonial legislatures, and growth of royal government**
- **religious tensions in Massachusetts that led to the establishment of other colonies in New England. (C, E)**

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- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
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Lesson 3: In what ways were the colonies similar and different?

Outcome: In teams, students will learn about the history of the colonies. They will create a broadside of their colony to try and persuade class members that their colony offers the greatest advantages and opportunities.

Step 2: Students choose a colony and conduct further research on that colony.

Step 3: Students create a broadside encouraging people to come to their colony.

These broadsides will include information such as natural resources, climate and geography in their colony

Lesson 4: How did people live in the colonies?

Outcome: In small computer teams, students will learn about the social and communal life in an American colony.

Step 4: Students summarize what daily life was like in the colonies, including some ways colonists made a living, the life of slaves in the colonies, the lives of women in the colonies, aspects of the colonial community, and ways colonists stayed in touch with the rest of the world.

5-U2.1.3. Describe significant developments in the Middle Colonies, including:

- **patterns of settlement and control including the impact of geography (landforms and climate) on settlement**
- **the growth of Middle Colonies economies (e.g., breadbasket)**
- **the Dutch settlements in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies**
- **immigration patterns leading to ethnic diversity in the Middle Colonies. (C, E)**

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

- Students will be able to identify the British as those who first successfully colonized the Eastern seaboard of America.
- Students will be able to identify the three main reasons early English settlers came to America—to find wealth, for religious freedom, and for a better life.
- Students will be able to name Roanoke, Jamestown, and Plymouth as the first three English settlements in America.
- Students will be able to carry out team research on the Internet about one of the first three English colonies in America: Roanoke, Jamestown, and Plymouth.
- Student will be able to present their team Internet findings to the class.
- Students will be able to identify Roanoke as a colony that did not survive and Jamestown and Plymouth as colonies that did endure.
- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.
- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- Students will be able to identify the 4 Middle Colonies as New York, Pennsylvania, New Jersey, and Delaware.

- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Students will be able to carry out paired Internet research on one of the 13 original colonies in America.
- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.
- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
- Students will be able to learn about and listen to colonial music (fife and drums) via the Internet.
- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.
- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 1: What were the first English settlements in North America?

Outcome: Students will learn about the first English settlements at Roanoke, Jamestown, and Plymouth.

Step 4: Students learn about the colonies of Roanoke, Jamestown, and Plymouth, where they were located, why settlers came to these colonies, and the significance of events that happened at these colonies.

Lesson 3: In what ways were the colonies similar and different?

Outcome: In teams, students will learn about the history of the colonies. They will create a broadside of their colony to try and persuade class members that their colony offers the greatest advantages and opportunities.

Step 2: Students choose a colony and conduct further research on that colony.

Step 3: Students create a broadside encouraging people to come to their colony. These broadsides will include information such as natural resources, climate and geography in their colony

Lesson 4: How did people live in the colonies?

Outcome: In small computer teams, students will learn about the social and communal life in an American colony.

Step 4: Students summarize what daily life was like in the colonies, including some ways colonists made a living, the life of slaves in the colonies, the lives of women in the colonies, aspects of the colonial community, and ways colonists stayed in touch with the rest of the world.

5-U2.1.4. Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies.

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

- Students will be able to identify the British as those who first successfully colonized the Eastern seaboard of America.
- Students will be able to identify the three main reasons early English settlers came to America—to find wealth, for religious freedom, and for a better life.
- Students will be able to name Roanoke, Jamestown, and Plymouth as the first three English settlements in America.
- Students will be able to carry out team research on the Internet about one of the first three English colonies in America: Roanoke, Jamestown, and Plymouth.
- Student will be able to present their team Internet findings to the class.
- Students will be able to identify Roanoke as a colony that did not survive and Jamestown and Plymouth as colonies that did endure.
- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.
- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- Students will be able to identify the 4 Middle Colonies as New York, Pennsylvania, New Jersey, and Delaware.
- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Students will be able to carry out paired Internet research on one of the 13 original colonies in America.
- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.
- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.

- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
- Students will be able to learn about and listen to colonial music (fife and drums) via the Internet.
- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.
- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 2: What were the 13 British colonies?

Outcome: Students will learn the three regional divisions of colonies: The New England Colonies, the Middle Colonies, and the Southern Colonies.

Step 2: Students differentiate between the three regional divisions of colonies.

Step 3: Students make maps of the 13 Colonies and color code the colony names to represent New England, Middle, and Southern Colonies. They include geographic features, natural resources, and products made in each region on their maps.

Math Extension: Using a pie chart showing population by colony in 1750, students calculate actual population numbers for each colony given a total population of 1 million.

Demographics Extension: Students create graphs charting the population of the 13 original colonies.

U2.2: European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact upon the life of Africans.

5-U2.2.1. Describe Triangular Trade including:

- the trade routes
- the people and goods that were traded
- the Middle Passage
- its impact on life in Africa. (E)

Unit 5, Grade 5: How did three worlds converge?

Investigation 3: Why were Africans enslaved and brought to the American colonies?

Objectives:

- Students will be able to define indentured servitude and slavery.
- Students will be able to compare and contrast the similarities and differences between indentured servitude and slavery.
- Students will be able to identify Jamestown as the first place in the colonies where some indentured servants were African.
- Students will be able to define “slave.”
- Students will be able to read about the African slave trade via the Internet and complete a Black Line Master.
- Students will be able to describe what the slave trade was like in Africa.
- Students will be able to situate American slavery in the broader historical context of the slave trade.
- Students will be able to take an Internet “trip” to West Africa and report on its cultures today.
- Students will be able to read excerpts of writings by African Americans who have visited West Africa today, via the Internet, and compare and contrast their points of view.
- Students will be able to describe how Africans were captured and what they were traded for.
- Students will be able to read about the Middle Passage via the Internet and complete a nonfiction “map” Black Line Master.
- Students will be able to define and describe the Middle Passage.
- Students will be able to read primary source documents—slave narratives—via the Internet.
- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas and submit it as a word-processed document.
- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas.
- Students will be able to complete a map of the slave trade.
- Students will be able to read about slaves’ arrival in America via the Internet and complete a vocabulary-based Black Line Master.
- Students will be able to explain what a slave might expect upon arrival in the American colonies.
- Students will be able to read about the Quaker stand against slavery and complete a Black Line Master about what they have read.
- Students will be able to examine and discuss Tom Feeling’s artwork about the Middle Passage via the Internet.
- Students will be able to represent what they have learned about slavery in a piece of visual art.

Lesson 2: What was the slave trade?

Outcome: Students will learn about the West African and European slave trade.

Step 1: Students review the concept of slavery, and that the roots of slavery in the colonies were in the Jamestown settlement. Students then learn that the slave trade refers to the capture of Africans, often by Africans, and the sale or trade of them to Europeans for labor.

Step 2: Students review maps of “Destinations of Atlantic Slave Trade” that show trade routes and numbers of slaves traded over these routes.

Geography Extension: Students shade in the regions on a map of Africa where the slave trade operated. They then research, mark, and label the modern countries in these regions.

Internet Extension: Students explore the mission of slave traders – business, philosophy, etc.

Research Extension: Students take Internet trips to West Africa today, including Sierra Leone and Liberia. They examine these countries’ history and culture, and make comparisons between a country today and long ago.

Lesson 3: What was the Middle Passage?

Outcome: Students will read about the Middle Passage and complete a nonfiction map on their reading.

Step 1: Students review what the slave trade was, how long it lasted, what some of the goods slaves were traded for were, and what happened after Africans were captured in Africa. They then learn that the Middle Passage refers to the journey by sea from Africa to America.

Lesson 4: What could captured Africans expect once in America?

Outcome: Students will complete a map of the slave trade and then learn about what happened to captured Africans once in America.

Step 2: Students label a map of the slave trade with trade routes and the Middle Passage. They also label routes with goods that were traded along these routes.

5-U2.2.2. Describe the life of enslaved Africans and free Africans in the American colonies.

Unit 5, Grade 5: How did three worlds converge?

Investigation 3: Why were Africans enslaved and brought to the American colonies?

Objectives:

- Students will be able to define indentured servitude and slavery.
- Students will be able to compare and contrast the similarities and differences between indentured servitude and slavery.
- Students will be able to identify Jamestown as the first place in the colonies where some indentured servants were African.
- Students will be able to define “slave.”
- Students will be able to read about the African slave trade via the Internet and complete a Black Line Master.
- Students will be able to describe what the slave trade was like in Africa.
- Students will be able to situate American slavery in the broader historical context of the slave trade.
- Students will be able to take an Internet “trip” to West Africa and report on its cultures today.
- Students will be able to read excerpts of writings by African Americans who have visited West Africa today, via the Internet, and compare and contrast their points of view.
- Students will be able to describe how Africans were captured and what they were traded for.
- Students will be able to read about the Middle Passage via the Internet and complete a nonfiction “map” Black Line Master.

- Students will be able to define and describe the Middle Passage.
- Students will be able to read primary source documents—slave narratives—via the Internet.
- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas and submit it as a word-processed document.
- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas.
- Students will be able to complete a map of the slave trade.
- Students will be able to read about slaves' arrival in America via the Internet and complete a vocabulary-based Black Line Master.
- Students will be able to explain what a slave might expect upon arrival in the American colonies.
- Students will be able to read about the Quaker stand against slavery and complete a Black Line Master about what they have read.
- Students will be able to examine and discuss Tom Feeling's artwork about the Middle Passage via the Internet.
- Students will be able to represent what they have learned about slavery in a piece of visual art.

Lesson 3: What was the Middle Passage?

Outcome: Students will read about the Middle Passage and complete a nonfiction map on their reading.

Biography Extension: Students learn about the lives of two 18th century slaves, with very different experiences, who were both educated and wrote their stories, and both ended up being freedmen. Students discuss and/or write about the perspectives and stories of these historical persons.

Lesson 4: What could captured Africans expect once in America?

Outcome: Students will complete a map of the slave trade and then learn about what happened to captured Africans once in America.

Step 5: Students describe the conditions enslaved Africans faced, the lack of rights enslaved Africans had and the reasons they remained enslaved.

5-U2.2.3. Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture.

Unit 5, Grade 5: How did three worlds converge?

Investigation 3: Why were Africans enslaved and brought to the American colonies?

Objectives:

- Students will be able to define indentured servitude and slavery.
- Students will be able to compare and contrast the similarities and differences between indentured servitude and slavery.
- Students will be able to identify Jamestown as the first place in the colonies where some indentured servants were African.
- Students will be able to define "slave."

- Students will be able to read about the African slave trade via the Internet and complete a Black Line Master.
- Students will be able to describe what the slave trade was like in Africa.
- Students will be able to situate American slavery in the broader historical context of the slave trade.
- Students will be able to take an Internet “trip” to West Africa and report on its cultures today.
- Students will be able to read excerpts of writings by African Americans who have visited West Africa today, via the Internet, and compare and contrast their points of view.
- Students will be able to describe how Africans were captured and what they were traded for.
- Students will be able to read about the Middle Passage via the Internet and complete a nonfiction “map” Black Line Master.
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- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas and submit it as a word-processed document.
- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas.
- Students will be able to complete a map of the slave trade.
- Students will be able to read about slaves’ arrival in America via the Internet and complete a vocabulary-based Black Line Master.
- Students will be able to explain what a slave might expect upon arrival in the American colonies.
- Students will be able to read about the Quaker stand against slavery and complete a Black Line Master about what they have read.
- Students will be able to examine and discuss Tom Feeling’s artwork about the Middle Passage via the Internet.
- Students will be able to represent what they have learned about slavery in a piece of visual art.

Lesson 3: What was the Middle Passage?

Outcome: Students will read about the Middle Passage and complete a nonfiction map on their reading.

Internet/Literature Extension: Students explore the book, *Roots*, its author, Alex Haley, and slavery.

Lesson 4: What could captured Africans expect once in America?

Outcome: Students will complete a map of the slave trade and then learn about what happened to captured Africans once in America.

Folklore Extension: Students learn about the tradition of storytelling among slaves by exploring African-American folklore.

U2.3: Life in Colonial America

Distinguish among and explain the reasons for regional differences in colonial America.

5-U2.3.1. Locate the New England, Middle, and Southern colonies on a map.

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

- Students will be able to identify the British as those who first successfully colonized the Eastern seaboard of America.
- Students will be able to identify the three main reasons early English settlers came to America—to find wealth, for religious freedom, and for a better life.
- Students will be able to name Roanoke, Jamestown, and Plymouth as the first three English settlements in America.
- Students will be able to carry out team research on the Internet about one of the first three English colonies in America: Roanoke, Jamestown, and Plymouth.
- Student will be able to present their team Internet findings to the class.
- Students will be able to identify Roanoke as a colony that did not survive and Jamestown and Plymouth as colonies that did endure.
- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.
- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- Students will be able to identify the 4 Middle Colonies as New York, Pennsylvania, New Jersey, and Delaware.
- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Students will be able to carry out paired Internet research on one of the 13 original colonies in America.
- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.
- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.

- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
- Students will be able to learn about and listen to colonial music (fife and drums) via the Internet.
- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.
- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 2: What were the 13 British colonies?

Outcome: Students will learn the three regional divisions of colonies: The New England Colonies, the Middle Colonies, and the Southern Colonies.

Step 2: Students differentiate between the three regional divisions of colonies.

Step 3: Students make maps of the 13 Colonies and color code the colony names to represent New England, Middle, and Southern Colonies. They include geographic features, natural resources, and products made in each region on their maps.

5-U2.3.2. Describe the daily life of people living in the New England, Middle, and Southern colonies.

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

- Students will be able to identify the British as those who first successfully colonized the Eastern seaboard of America.
- Students will be able to identify the three main reasons early English settlers came to America—to find wealth, for religious freedom, and for a better life.
- Students will be able to name Roanoke, Jamestown, and Plymouth as the first three English settlements in America.
- Students will be able to carry out team research on the Internet about one of the first three English colonies in America: Roanoke, Jamestown, and Plymouth.
- Student will be able to present their team Internet findings to the class.
- Students will be able to identify Roanoke as a colony that did not survive and Jamestown and Plymouth as colonies that did endure.
- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.

- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- Students will be able to identify the 4 Middle Colonies as New York, Pennsylvania, New Jersey, and Delaware.
- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.
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- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.
- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
- Students will be able to learn about and listen to colonial music (fife and drums) via the Internet.
- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.
- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 4: How did people live in the colonies?

Outcome: In small computer teams, students will learn about the social and communal life in an American colony.

Step 4: Students summarize what daily life was like in the colonies, including some ways colonists made a living, the life of slaves in the colonies, the lives of women in the colonies, aspects of the colonial community, and ways colonists stayed in touch with the rest of the world.

5-U2.3.3. Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians).

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

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- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.
- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- Students will be able to identify the 4 Middle Colonies as New York, Pennsylvania, New Jersey, and Delaware.
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- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.

- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
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- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 4: How did people live in the colonies?

Outcome: In small computer teams, students will learn about the social and communal life in an American colony.

Step 4: Students summarize what daily life was like in the colonies, including some ways colonists made a living, the life of slaves in the colonies, the lives of women in the colonies, aspects of the colonial community, and ways colonists stayed in touch with the rest of the world.

Investigation 3: Why were Africans enslaved and brought to the American colonies?

Objectives:

- Students will be able to define indentured servitude and slavery.
- Students will be able to compare and contrast the similarities and differences between indentured servitude and slavery.
- Students will be able to identify Jamestown as the first place in the colonies where some indentured servants were African.
- Students will be able to define “slave.”
- Students will be able to read about the African slave trade via the Internet and complete a Black Line Master.
- Students will be able to describe what the slave trade was like in Africa.
- Students will be able to situate American slavery in the broader historical context of the slave trade.
- Students will be able to take an Internet “trip” to West Africa and report on its cultures today.
- Students will be able to read excerpts of writings by African Americans who have visited West Africa today, via the Internet, and compare and contrast their points of view.
- Students will be able to describe how Africans were captured and what they were traded for.
- Students will be able to read about the Middle Passage via the Internet and complete a nonfiction “map” Black Line Master.
- Students will be able to define and describe the Middle Passage.

- Students will be able to read primary source documents—slave narratives—via the Internet.
- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas and submit it as a word-processed document.
- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas.
- Students will be able to complete a map of the slave trade.
- Students will be able to read about slaves' arrival in America via the Internet and complete a vocabulary-based Black Line Master.
- Students will be able to explain what a slave might expect upon arrival in the American colonies.
- Students will be able to read about the Quaker stand against slavery and complete a Black Line Master about what they have read.
- Students will be able to examine and discuss Tom Feeling's artwork about the Middle Passage via the Internet.
- Students will be able to represent what they have learned about slavery in a piece of visual art.

Lesson 1: What is indentured servitude and how did it develop into slavery in the American colonies?

Outcome: Students will compare and contrast indentured servitude and slavery; they will learn that slavery in the American Colonies has its roots in the Jamestown settlement.

Step 2: Students learn about indentured servitude and the beginning of slavery in the colonies. They learn about how indentured servants were often treated, what rights they had, and how indentured servitude is similar to and different from slavery.

Internet/Writing Extension: Students learn more about indentured servitude. They then role-play a poor person in England in 1645 who is given the opportunity to go to America as an indentured servant. They write a response to this invitation, citing the reasons for their decision.

5-U2.3.4. Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

- Students will be able to identify the British as those who first successfully colonized the Eastern seaboard of America.
- Students will be able to identify the three main reasons early English settlers came to America—to find wealth, for religious freedom, and for a better life.
- Students will be able to name Roanoke, Jamestown, and Plymouth as the first three English settlements in America.
- Students will be able to carry out team research on the Internet about one of the first three English colonies in America: Roanoke, Jamestown, and Plymouth.
- Student will be able to present their team Internet findings to the class.

- Students will be able to identify Roanoke as a colony that did not survive and Jamestown and Plymouth as colonies that did endure.
- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.
- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- Students will be able to identify the 4 Middle Colonies as New York, Pennsylvania, New Jersey, and Delaware.
- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Students will be able to carry out paired Internet research on one of the 13 original colonies in America.
- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.
- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
- Students will be able to learn about and listen to colonial music (fife and drums) via the Internet.
- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.
- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 4: How did people live in the colonies?

Outcome: In small computer teams, students will learn about the social and communal life in an American colony.

Step 4: Students summarize what daily life was like in the colonies, including some ways colonists made a living, the life of slaves in the colonies, the lives of women in the colonies, aspects of the colonial community, and ways colonists stayed in touch with the rest of the world.

Investigation 3: Why were Africans enslaved and brought to the American colonies?

Objectives:

- Students will be able to define indentured servitude and slavery.
- Students will be able to compare and contrast the similarities and differences between indentured servitude and slavery.
- Students will be able to identify Jamestown as the first place in the colonies where some indentured servants were African.
- Students will be able to define “slave.”
- Students will be able to read about the African slave trade via the Internet and complete a Black Line Master.
- Students will be able to describe what the slave trade was like in Africa.
- Students will be able to situate American slavery in the broader historical context of the slave trade.
- Students will be able to take an Internet “trip” to West Africa and report on its cultures today.
- Students will be able to read excerpts of writings by African Americans who have visited West Africa today, via the Internet, and compare and contrast their points of view.
- Students will be able to describe how Africans were captured and what they were traded for.
- Students will be able to read about the Middle Passage via the Internet and complete a nonfiction “map” Black Line Master.
- Students will be able to define and describe the Middle Passage.
- Students will be able to read primary source documents—slave narratives—via the Internet.
- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas and submit it as a word-processed document.
- Students will be able to write a first person narrative from the voice of a captured slave in route to the Americas.
- Students will be able to complete a map of the slave trade.
- Students will be able to read about slaves’ arrival in America via the Internet and complete a vocabulary-based Black Line Master.
- Students will be able to explain what a slave might expect upon arrival in the American colonies.
- Students will be able to read about the Quaker stand against slavery and complete a Black Line Master about what they have read.
- Students will be able to examine and discuss Tom Feeling’s artwork about the Middle Passage via the Internet.

- Students will be able to represent what they have learned about slavery in a piece of visual art.

Lesson 1: What is indentured servitude and how did it develop into slavery in the American colonies?

Outcome: Students will compare and contrast indentured servitude and slavery; they will learn that slavery in the American Colonies has its roots in the Jamestown settlement.

Step 2: Students learn about indentured servitude and the beginning of slavery in the colonies. They learn about how indentured servants were often treated, what rights they had, and how indentured servitude is similar to and different from slavery.

5-U2.3.5. Make generalizations about the reasons for regional differences in colonial America.

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

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- Students will be able to name Roanoke, Jamestown, and Plymouth as the first three English settlements in America.
- Students will be able to carry out team research on the Internet about one of the first three English colonies in America: Roanoke, Jamestown, and Plymouth.
- Student will be able to present their team Internet findings to the class.
- Students will be able to identify Roanoke as a colony that did not survive and Jamestown and Plymouth as colonies that did endure.
- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.
- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
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- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Students will be able to carry out paired Internet research on one of the 13 original colonies in America.
- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.

- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
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- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.
- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 1: What were the first English settlements in North America?

Outcome: Students will learn about the first English settlements at Roanoke, Jamestown, and Plymouth.

Step 4: Students learn about the colonies of Roanoke, Jamestown, and Plymouth, where they were located, why settlers came to these colonies, and the significance of events that happened at these colonies.

Lesson 3: In what ways were the colonies similar and different?

Outcome: In teams, students will learn about the history of the colonies. They will create a broadside of their colony to try and persuade class members that their colony offers the greatest advantages and opportunities.

Step 2: Students choose a colony and conduct further research on that colony.

Step 3: Students create a broadside encouraging people to come to their colony. These broadsides will include information such as natural resources, climate and geography in their colony

U3.1: Causes of the American Revolution

Identify the major political, economic, and ideological reasons for the American Revolution.

5-U3.1.1. Describe the role of the French and Indian War, how British policy towards the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. (C, E)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 1: Why did the American colonies decide to break free from British rule?

Objectives:

- Students will be able to comprehend the changing relationship between England and the American colonies.
- Students will be able to identify the French and Indian War as the catalyst that triggered England to impose a series of taxes on American colonists.
- Students will be able to identify the Proclamation of 1763, the Quartering Act of 1765, and the Stamp Act of 1765 as three laws imposed by England onto American colonists that angered them.
- Students will be able to explain the purpose of Proclamation of 1763, the Quartering Act, and the Stamp Act.
- Students will be able to explain what “taxation without representation” means.
- Students will be able to describe what is known about the Boston Massacre and the impact it had.
- Students will be able to articulate what the Tea Act was and why it angered colonists.
- Students will be able to identify that the Boston Tea Party was a protest to the Tea Act.
- Students will be able to view an excerpt of a DVD to gather information about the Boston Massacre and the Boston Tea Party.
- Students will be able to debate whether the use of violence is acceptable in any situation.
- Students will be able to distinguish the positions of both the Patriots and Loyalists and accurately explain their perspectives.
- Students will be able to write a first person narrative describing the many reasons for the rising tension between colonists and England.
- Students will be able to consider and discuss the question: “Are people able to govern themselves?”
- Students will be able to review a timeline of events leading to the American Revolution and answer comprehension questions.
- Students will be able to describe the significance of Paul Revere’s famous midnight ride warning colonial militia that the British were coming.
- Students will be able to identify the start of the American Revolution with the battles at Lexington and Concord, Massachusetts.

Lesson 1: What made American colonists dissatisfied with British rule?

Outcome: Students will learn about the French and Indian War, the Proclamation of 1763, and the Quartering Act of 1765. They will understand how colonists felt about each.

Step 2: Students learn about the many things England did that angered the American colonists between the years of 1754 and 1775, and that all of these events ultimately led to the Revolutionary War. Students learn what the French and Indian War and the Quartering Act were.

Step 3: Students learn that prior to these events, colonists were happy and proud to be a part of the British Empire and to be ruled by a monarchy, and that independence was not a concept they even thought about.

Step 5: Students examine maps of North American before and after the French and Indian War, and learn how the war was very costly to England, and about the Proclamation of 1763 and why this angered the colonists.

Step 6: Students learn that Britain imposed taxes on the colonists to alleviate their economic burdens as a result of the war. Students also learn that the reason for the Quartering Act and the Proclamation was directly related to the outcome of the French and Indian War and increased tension between the colonies and England.

Social Studies Extension: Students learn more about the French and Indian War, and speculate on how the world might have been different if the French had won the war rather than the British.

Social Studies Extension: Students read and make decisions about the issue of taxation after the French and Indian War. Students can examine the issue from either the British government's standpoint or the American colonists' standpoint.

5-U3.1.2. Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the intolerable Acts, and the Boston Massacre.

Unit 6, Grade 5: How do colonies become a nation?

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- Students will be able to describe the significance of Paul Revere's famous midnight ride warning colonial militia that the British were coming.
- Students will be able to identify the start of the American Revolution with the battles at Lexington and Concord, Massachusetts.

Lesson 2: What does taxation without representation mean?

Outcome: Students will learn about the Stamp Act of 1765, tea taxes, the Boston Tea Party of 1773, and the concept of "taxation without representation."

Step 1: Students carry out an experiential activity that will help them to connect to how colonists may have felt about the Stamp Act and the concept of taxation without representation.

Step 2: Students learn about the Stamp Act of 1765, the Townshend Acts of 1767, and the Boston Tea Party of 1773, and how both England and the colonists reacted to these events.

Step 3: Students further explore the concept of "taxation without representation" and why it made the colonists angry.

History Extension: Students learn about the Sons of Liberty and the ways they protested against the British, including the Boston Tea Party.

Lesson 3: What was the Boston Massacre?

Outcome: Students will learn about the Boston Massacre of 1770. They will recognize how and why this event and the others led to the Revolutionary War.

Step 3: Students learn about the Boston Massacre, its causes, and consequences.

5-U3.1.3. Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British and colonial views on authority and the use of power without authority differed (views on representative government).

Unit 6, Grade 5: How do colonies become a nation?

Investigation 1: Why did the American colonies decide to break free from British rule?

Objectives:

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Step 3: Students learn that prior to these events, colonists were happy and proud to be a part of the British Empire and to be ruled by a monarchy, and that independence was not a concept they even thought about.

Step 5: Students examine maps of North American before and after the French and Indian War, and learn how the war was very costly to England, and about the Proclamation of 1763 and why this angered the colonists.

Step 6: Students learn that Britain imposed taxes on the colonists to alleviate their economic burdens as a result of the war. Students also learn that the reason for the Quartering Act and the Proclamation was directly related to the outcome of the French and Indian War and increased tension between the colonies and England.

Lesson 2: What does taxation without representation mean?

Outcome: Students will learn about the Stamp Act of 1765, tea taxes, the Boston Tea Party of 1773, and the concept of “taxation without representation.”

Step 1: Students carry out an experiential activity that will help them to connect to how colonists may have felt about the Stamp Act and the concept of taxation without representation.

Step 2: Students learn about the Stamp Act of 1765, the Townshend Acts of 1767, and the Boston Tea Party of 1773, and how both England and the colonists reacted to these events.

Step 3: Students further explore the concept of “taxation without representation” and why it made the colonists angry.

5-U3.1.4. Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 1: Why did the American colonies decide to break free from British rule?

Objectives:

- Students will be able to comprehend the changing relationship between England and the American colonies.
- Students will be able to identify the French and Indian War as the catalyst that triggered England to impose a series of taxes on American colonists.
- Students will be able to identify the Proclamation of 1763, the Quartering Act of 1765, and the Stamp Act of 1765 as three laws imposed by England onto American colonists that angered them.
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- Students will be able to explain what “taxation without representation” means.
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- Students will be able to write a first person narrative describing the many reasons for the rising tension between colonists and England.
- Students will be able to consider and discuss the question: “Are people able to govern themselves?”
- Students will be able to review a timeline of events leading to the American Revolution and answer comprehension questions.
- Students will be able to describe the significance of Paul Revere’s famous midnight ride warning colonial militia that the British were coming.
- Students will be able to identify the start of the American Revolution with the battles at Lexington and Concord, Massachusetts.

Lesson 4: Did all colonists want independence?

Outcome: Students will learn about the differing perspectives of the Patriots and the Loyalists on the issue of American independence.

History Extension: Students read and make decisions about the issue of the Intolerable Acts and the First Continental Congress.

Investigation 2: What was the American Revolution?

Objectives:

- Students will be able to role-play Patriots and Loyalists discussing the battles at Lexington and Concord.
- Students will be able to read *From Colonies to Country* about the Second Continental Congress and understand why delegates convened.
- Students will be able to identify the two main decisions reached at the Second Continental Congress that: 1) the colonies would declare their independence, and 2) George Washington would be the General of the Continental Army.
- Students will be able to write an editorial about the selection of George Washington as General and about the impending war.
- Students will be able to read from the primary source document, the Declaration of Independence, and comprehend its significance.
- Students will be able to explain that the Declaration of Independence is a document that absolves colonists' allegiance to the British Crown.
- Students will be able to identify Thomas Jefferson as the key author of the Declaration of Independence.
- Students will be able to recognize that formally declaring independence was a radical and bold act.
- Students will be able to step into the shoes of a Continental soldier at the beginning of the war and write a letter home describing the conditions.
- Students will be able to carry out jigsaw Internet research on the military weaponry used during the American Revolution.
- Students will be able to create posters of what they learned about the weapon they researched and present their findings.
- Students will be able to name several significant battles of the Revolutionary War and explain their significance.
- Students will be able to research and identify several key officers of the Continental Army and the battles they were in.
- Students will be able to read about the Battle at Yorktown and answer critical thinking questions about the end of the Revolutionary War.
- Students will be able to recognize the Treaty of Paris, 1783, as the document that formally ended the Revolutionary War and marked the establishment of the United States of America.
- Students will be able to carry out biographical research on John Adams, Benjamin Franklin, and John Jay.
- Students will be able to role-play a conversation between John Adams, Benjamin Franklin, and John Jay about the Treaty of Paris.
- Students will be able to write an opinion essay on whether or not the American Revolution was revolutionary.

Lesson 1: What was the Second Continental Congress?

Outcome: Students will recognize that two important outcomes of the Second Continental Congress were naming George Washington as General and agreeing to write the Declaration of Independence.

Step1: Students role-play Patriots and Loyalists discussing the battles of Lexington and Concord. They learn that the Second Continental Congress met to discuss the issues arising from continued British presence in the colonies.

Lesson 2: Why is the Declaration of Independence so important?

Outcome: Students will learn about the Declaration of Independence and understand its significance.

Step 1: Students learn that the Declaration of Independence is a primary source document that arose from Americans' decision to formally declare their independence from England due to all the grievances they had.

Step 3: Students view a video segment that discusses the Continental Congress' writing and signing of the Declaration of Independence.

Social Studies Extension: Students read and make decisions about uniting the states or staying separate. They read a segment on the Second Continental Congress and whether the states should join together or stay separate, divide into two teams, and hold a debate arguing for both perspectives.

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.
- Students will be able to listen to a read-aloud on the setting of the Constitutional Convention.
- Students will be able to interpret art about the writing of the Constitution.
- Students will be able to develop a personal connection to the concept of compromise.
- Students will be able to read textbook chapters on key compromises in the Constitution and take notes on graphic organizers.
- Students will be able to debate key compromises in the Constitution.
- Students will be able to explore the metaphor of the branches of government.
- Students will be able to represent kinesthetically the branches of government.
- Students will be able to read a textbook chapter on the structure of government and record key ideas for a study guide.
- Students will be able to peruse the Constitution as part of an information scavenger hunt.
- Students will be able to sing and memorize the Preamble.
- Students will be able to read a short play, which dramatizes the need for a Bill of Rights.
- Students will be able to learn key vocabulary from the Bill of Rights.
- Students will be able to read a textbook chapter on the Bill of Rights.
- Students will be able to study one amendment closely, paraphrase its meaning, and design a poster celebrating the freedoms and rights it protects.
- Students will be able to write a personal connection journal entry in which they explore which rights seem most important to them.

- Students will be able to write and perform an original skit about a conflict from this period of history.

Lesson 1: What problems did the new United States face because of the Articles of Confederation?

Outcome: Students will understand that the intentional weaknesses built into the Articles of Confederation made the newly independent states ineffective as a political entity.

Step 2: Students read about the Articles of Confederation and its specific problems.

5-U3.1.5. Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 2: What was the American Revolution?

Objectives:

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- Students will be able to carry out jigsaw Internet research on the military weaponry used during the American Revolution.
- Students will be able to create posters of what they learned about the weapon they researched and present their findings.
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- Students will be able to research and identify several key officers of the Continental Army and the battles they were in.
- Students will be able to read about the Battle at Yorktown and answer critical thinking questions about the end of the Revolutionary War.

- Students will be able to recognize the Treaty of Paris, 1783, as the document that formally ended the Revolutionary War and marked the establishment of the United States of America.
- Students will be able to carry out biographical research on John Adams, Benjamin Franklin, and John Jay.
- Students will be able to role-play a conversation between John Adams, Benjamin Franklin, and John Jay about the Treaty of Paris.
- Students will be able to write an opinion essay on whether or not the American Revolution was revolutionary.

Lesson 2: Why is the Declaration of Independence so important?

Outcome: Students will learn about the Declaration of Independence and understand its significance.

Step 1: Students learn that the Declaration of Independence is a primary source document that arose from Americans' decision to formally declare their independence from England due to all the grievances they had.

Step 3: Students read the Declaration of Independence. They confirm that the middle of the document is made up of the complaints against King George III.

5-U3.1.6. Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.

Unit 6, Grade 5: How do colonies become a nation?

Investigation 1: Why did the American colonies decide to break free from British rule?

Objectives:

- Students will be able to comprehend the changing relationship between England and the American colonies.
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- Students will be able to debate whether the use of violence is acceptable in any situation.
- Students will be able to distinguish the positions of both the Patriots and Loyalists and accurately explain their perspectives.

- Students will be able to write a first person narrative describing the many reasons for the rising tension between colonists and England.
- Students will be able to consider and discuss the question: “Are people able to govern themselves?”
- Students will be able to review a timeline of events leading to the American Revolution and answer comprehension questions.
- Students will be able to describe the significance of Paul Revere’s famous midnight ride warning colonial militia that the British were coming.
- Students will be able to identify the start of the American Revolution with the battles at Lexington and Concord, Massachusetts.

Lesson 3: What was the Boston Massacre?

Outcome: Students will learn about the Boston Massacre of 1770. They will recognize how and why this event and the others led to the Revolutionary War.

Biography Extension: Students learn about some of the many famous revolutionaries that were involved in shaping the responses to England, and for advocating independence when many were still unsure. Students research Samuel Adams, Abigail Adams, John Adams, and Josiah Quincy.

Lesson 4: Did all colonists want independence?

Outcome: Students will learn about the differing perspectives of the Patriots and the Loyalists on the issue of American independence.

Biographical Extension: Students learn that Benjamin Franklin was first a Loyalist and then a Patriot after he felt the British were unwilling to work reasonably with the colonies. Students read all about Benjamin Franklin, from his boyhood, to his discoveries, to his contributions to the United States.

Investigation 2: What was the American Revolution?

Objectives:

- Students will be able to role-play Patriots and Loyalists discussing the battles at Lexington and Concord.
- Students will be able to read *From Colonies to Country* about the Second Continental Congress and understand why delegates convened.
- Students will be able to identify the two main decisions reached at the Second Continental Congress that: 1) the colonies would declare their independence, and 2) George Washington would be the General of the Continental Army.
- Students will be able to write an editorial about the selection of George Washington as General and about the impending war.
- Students will be able to read from the primary source document, the Declaration of Independence, and comprehend its significance.
- Students will be able to explain that the Declaration of Independence is a document that absolves colonists’ allegiance to the British Crown.
- Students will be able to identify Thomas Jefferson as the key author of the Declaration of Independence.
- Students will be able to recognize that formally declaring independence was a radical and bold act.

- Students will be able to step into the shoes of a Continental soldier at the beginning of the war and write a letter home describing the conditions.
- Students will be able to carry out jigsaw Internet research on the military weaponry used during the American Revolution.
- Students will be able to create posters of what they learned about the weapon they researched and present their findings.
- Students will be able to name several significant battles of the Revolutionary War and explain their significance.
- Students will be able to research and identify several key officers of the Continental Army and the battles they were in.
- Students will be able to read about the Battle at Yorktown and answer critical thinking questions about the end of the Revolutionary War.
- Students will be able to recognize the Treaty of Paris, 1783, as the document that formally ended the Revolutionary War and marked the establishment of the United States of America.
- Students will be able to carry out biographical research on John Adams, Benjamin Franklin, and John Jay.
- Students will be able to role-play a conversation between John Adams, Benjamin Franklin, and John Jay about the Treaty of Paris.
- Students will be able to write an opinion essay on whether or not the American Revolution was revolutionary.

Lesson 1: What was the Second Continental Congress?

Outcome: Students will recognize that two important outcomes of the Second Continental Congress were naming George Washington as General and agreeing to write the Declaration of Independence.

Reading Extension: Students read more about the nomination of George Washington as the Commander in Chief of the Continental Army and his role in the Revolutionary War.

History Extension: Students learn about the publication and influence of *Common Sense*, by Thomas Paine. They also learn about the life of Thomas Paine.

Lesson 3: What can we learn from the battles at Breed's and Bunker Hill?

Outcome: Students will learn about how battles were fought and what weapons were used. They will understand the great odds the Continental Army faced, which was exemplified by the battles at Breed's Hill and Bunker Hill.

Biography Extension: Students learn more about George Washington and stage a one-person, first person monologue about his accomplishments.

5-U3.1.7. Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

- Students will be able to identify the British as those who first successfully colonized the Eastern seaboard of America.
- Students will be able to identify the three main reasons early English settlers came to America—to find wealth, for religious freedom, and for a better life.
- Students will be able to name Roanoke, Jamestown, and Plymouth as the first three English settlements in America.
- Students will be able to carry out team research on the Internet about one of the first three English colonies in America: Roanoke, Jamestown, and Plymouth.
- Student will be able to present their team Internet findings to the class.
- Students will be able to identify Roanoke as a colony that did not survive and Jamestown and Plymouth as colonies that did endure.
- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
- Students will be able to explain navigational issues with calculating longitude at the time the British were colonizing America.
- Students will be able to name the 13 British colonies and mark them on a map.
- Students will be able to identify the 4 New England colonies as Massachusetts, Rhode Island, Connecticut, and New Hampshire.
- Students will be able to identify the 4 Middle Colonies as New York, Pennsylvania, New Jersey, and Delaware.
- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Students will be able to carry out paired Internet research on one of the 13 original colonies in America.
- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.
- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
- Students will be able to learn about and listen to colonial music (fife and drums) via the Internet.
- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.

- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 2: What were the 13 British colonies?

Outcome: Students will learn the three regional divisions of colonies: The New England Colonies, the Middle Colonies, and the Southern Colonies.

Step 1: Students role-play the leader of a colony (e.g., Governor John White, Captain John Smith, William Bradford).

5-U3.1.8. Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

Unit 5, Grade 5: How did three worlds converge?

Investigation 2: How did the English settle and live in the American colonies?

Objectives:

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- Students will be able to identify the three main reasons early English settlers came to America—to find wealth, for religious freedom, and for a better life.
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- Student will be able to present their team Internet findings to the class.
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- Students will be able to make educated guesses about the fate of the colonists at Roanoke. They will be able to write a short essay on their speculations.
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- Students will be able to identify the 5 Southern Colonies as Maryland, Virginia, North Carolina, South Carolina, and Georgia.
- Students will be able to carry out paired Internet research on one of the 13 original colonies in America.

- Students will be able to work in pairs and create a broadside enticing others to settle in their colony based on their Internet findings.
- Students will be able to describe the main industries of the New England (farming, lumber, fishing, shipbuilding and trade), Middle (crop and cattle farming), and Southern Colonies (tobacco and rice plantations).
- Students will be able to link the main industries of the colonies with the geography and environment.
- Students will be able to describe several aspects of colonial social life, including the differences between women's and men's lives, entertainment, family life, and leisure.
- Students will be able to explain the role of the church and religion in Colonial America.
- Students will be able to complete a Black Line Master that guides them through an interactive website (text, puzzles, audio, and video) that provides information about colonial daily life.
- Students will be able to read articles and answer questions about Quakers—their history, beliefs, and contributions to America.
- Students will be able to locate a pen pal via the Internet who is a Quaker and correspond with him or her about being a Quaker today.
- Students will be able to learn about and listen to colonial music (fife and drums) via the Internet.
- Students will be able to identify who the Puritans were and describe what their beliefs and lives were like.
- Students will be able to speculate as to why the Puritans launched a witch-hunt in the late 1600s.
- Students will be able to carry out Internet research about the Salem witch trials and complete a Black Line Master while navigating the site.
- Students will be able to compare and contrast popular music of today with Puritan music and extrapolate how music reflects culture.

Lesson 5: What was life like in the Puritan colonies?

Outcome: Students will learn about the Puritans and the Salem Witch Trials of 1692.

Step 1: Students learn who the Puritans were and why they crossed the Atlantic and settled in the colonies.

Step 2: Students perform a skit and learn about the Salem Witch Trials.

Step 3: Students role-play a different solution to the Salem witchcraft accusations.

U3.2: The American Revolution and its Consequences

Explain the multi-faceted nature of the American Revolution and its consequences.

5-U3.2.1. Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. (E)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 2: What was the American Revolution?

Objectives:

- Students will be able to role-play Patriots and Loyalists discussing the battles at Lexington and Concord.
- Students will be able to read *From Colonies to Country* about the Second Continental Congress and understand why delegates convened.
- Students will be able to identify the two main decisions reached at the Second Continental Congress that: 1) the colonies would declare their independence, and 2) George Washington would be the General of the Continental Army.
- Students will be able to write an editorial about the selection of George Washington as General and about the impending war.
- Students will be able to read from the primary source document, the Declaration of Independence, and comprehend its significance.
- Students will be able to explain that the Declaration of Independence is a document that absolves colonists' allegiance to the British Crown.
- Students will be able to identify Thomas Jefferson as the key author of the Declaration of Independence.
- Students will be able to recognize that formally declaring independence was a radical and bold act.
- Students will be able to step into the shoes of a Continental soldier at the beginning of the war and write a letter home describing the conditions.
- Students will be able to carry out jigsaw Internet research on the military weaponry used during the American Revolution.
- Students will be able to create posters of what they learned about the weapon they researched and present their findings.
- Students will be able to name several significant battles of the Revolutionary War and explain their significance.
- Students will be able to research and identify several key officers of the Continental Army and the battles they were in.
- Students will be able to read about the Battle at Yorktown and answer critical thinking questions about the end of the Revolutionary War.
- Students will be able to recognize the Treaty of Paris, 1783, as the document that formally ended the Revolutionary War and marked the establishment of the United States of America.
- Students will be able to carry out biographical research on John Adams, Benjamin Franklin, and John Jay.
- Students will be able to role-play a conversation between John Adams, Benjamin Franklin, and John Jay about the Treaty of Paris.
- Students will be able to write an opinion essay on whether or not the American Revolution was revolutionary.

Lesson 3: What can we learn from the Battles at Breed's and Bunker Hill?

Outcome: Students will learn about how battles were fought and what weapons were used. They will understand the great odds the Continental Army faced, which was exemplified by the battles at Breed's Hill and Bunker Hill.

Step 1: Students explore what a soldier's life may have been like during the Revolutionary War, focusing on training, weapons, skill with weapons, environment, transportation, etc.

Step 3: Students research military weaponry during the Revolutionary War.

Lesson 4: What was the course of the war?

Outcome: Students will explore the Revolutionary War's major battles and some of the historical figures who participated in them.

Step 1: Students review some of the difficulties faced by the Continental Army (untrained soldiers and lack of weapons vs. the most powerful military in the world, etc.) and role-play a debate between American and British soldiers arguing why each side will win the war based on its advantages (strong military power) or ideals (desire for freedom).

Step 2: Students examine some of the battles of the Revolutionary War, learning about the advantages and disadvantages of how troops traveled from place to place, how officers communicated with each other, knowledge of terrain, and how the British brought troops and supplies over the Atlantic.

5-U3.2.2. Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.

Unit 6, Grade 5: How do colonies become a nation?

Investigation 2: What was the American Revolution?

Objectives:

- Students will be able to role-play Patriots and Loyalists discussing the battles at Lexington and Concord.
- Students will be able to read *From Colonies to Country* about the Second Continental Congress and understand why delegates convened.
- Students will be able to identify the two main decisions reached at the Second Continental Congress that: 1) the colonies would declare their independence, and 2) George Washington would be the General of the Continental Army.
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- Students will be able to carry out biographical research on John Adams, Benjamin Franklin, and John Jay.
- Students will be able to role-play a conversation between John Adams, Benjamin Franklin, and John Jay about the Treaty of Paris.
- Students will be able to write an opinion essay on whether or not the American Revolution was revolutionary.

Lesson 4: What was the course of the war?

Outcome: Students will explore the Revolutionary War's major battles and some of the historical figures who participated in them.

Step 3: Students learn about the major battles of the Revolutionary War and the significance of each.

Lesson 5: How did the war end?

Outcome: Students will study the Battle at Yorktown and learn about the Treaty of Paris, which formally ended the war.

Step 1: Students read about the Battle of Yorktown and the end of the war.

5-U3.2.3. Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.

Unit 6, Grade 5: How do colonies become a nation?

Investigation 1: Why did the American colonies decide to break free from British rule?

Objectives:

- Students will be able to comprehend the changing relationship between England and the American colonies.
- Students will be able to identify the French and Indian War as the catalyst that triggered England to impose a series of taxes on American colonists.
- Students will be able to identify the Proclamation of 1763, the Quartering Act of 1765, and the Stamp Act of 1765 as three laws imposed by England onto American colonists that angered them.
- Students will be able to explain the purpose of Proclamation of 1763, the Quartering Act, and the Stamp Act.
- Students will be able to explain what "taxation without representation" means.
- Students will be able to describe what is known about the Boston Massacre and the impact it had.
- Students will be able to articulate what the Tea Act was and why it angered colonists.
- Students will be able to identify that the Boston Tea Party was a protest to the Tea Act.

- Students will be able to view an excerpt of a DVD to gather information about the Boston Massacre and the Boston Tea Party.
- Students will be able to debate whether the use of violence is acceptable in any situation.
- Students will be able to distinguish the positions of both the Patriots and Loyalists and accurately explain their perspectives.
- Students will be able to write a first person narrative describing the many reasons for the rising tension between colonists and England.
- Students will be able to consider and discuss the question: “Are people able to govern themselves?”
- Students will be able to review a timeline of events leading to the American Revolution and answer comprehension questions.
- Students will be able to describe the significance of Paul Revere’s famous midnight ride warning colonial militia that the British were coming.
- Students will be able to identify the start of the American Revolution with the battles at Lexington and Concord, Massachusetts.

Lesson 3: What was the Boston Massacre?

Outcome: Students will learn about the Boston Massacre of 1770. They will recognize how and why this event and the others led to the Revolutionary War.

Biography Extension: Students learn about some of the many famous revolutionaries that were involved in shaping the responses to England, and for advocating independence when many were still unsure. Students research Samuel Adams, Abigail Adams, John Adams, and Josiah Quincy.

Investigation 2: What was the American Revolution?

Objectives:

- Students will be able to role-play Patriots and Loyalists discussing the battles at Lexington and Concord.
- Students will be able to read *From Colonies to Country* about the Second Continental Congress and understand why delegates convened.
- Students will be able to identify the two main decisions reached at the Second Continental Congress that: 1) the colonies would declare their independence, and 2) George Washington would be the General of the Continental Army.
- Students will be able to write an editorial about the selection of George Washington as General and about the impending war.
- Students will be able to read from the primary source document, the Declaration of Independence, and comprehend its significance.
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- Students will be able to identify Thomas Jefferson as the key author of the Declaration of Independence.
- Students will be able to recognize that formally declaring independence was a radical and bold act.
- Students will be able to step into the shoes of a Continental soldier at the beginning of the war and write a letter home describing the conditions.

- Students will be able to carry out jigsaw Internet research on the military weaponry used during the American Revolution.
- Students will be able to create posters of what they learned about the weapon they researched and present their findings.
- Students will be able to name several significant battles of the Revolutionary War and explain their significance.
- Students will be able to research and identify several key officers of the Continental Army and the battles they were in.
- Students will be able to read about the Battle at Yorktown and answer critical thinking questions about the end of the Revolutionary War.
- Students will be able to recognize the Treaty of Paris, 1783, as the document that formally ended the Revolutionary War and marked the establishment of the United States of America.
- Students will be able to carry out biographical research on John Adams, Benjamin Franklin, and John Jay.
- Students will be able to role-play a conversation between John Adams, Benjamin Franklin, and John Jay about the Treaty of Paris.
- Students will be able to write an opinion essay on whether or not the American Revolution was revolutionary.

Lesson 2: Why is the Declaration of Independence so important?

Outcome: Students will learn about the Declaration of Independence and understand its significance.

History Extension: Students read and consider Jefferson's paragraph about slavery that was deleted from the Declaration of Independence. They speculate what history would be like if it had been left in the document.

5-U3.2.4. Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). (C)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 2: What was the American Revolution?

Objectives:

- Students will be able to role-play Patriots and Loyalists discussing the battles at Lexington and Concord.
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- Students will be able to identify the two main decisions reached at the Second Continental Congress that: 1) the colonies would declare their independence, and 2) George Washington would be the General of the Continental Army.
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- Students will be able to role-play a conversation between John Adams, Benjamin Franklin, and John Jay about the Treaty of Paris.
- Students will be able to write an opinion essay on whether or not the American Revolution was revolutionary.

Lesson 5: How did the war end?

Outcome: Students will study the Battle at Yorktown and learn about the Treaty of Paris, which formally ended the war.

Step 2: Students learn about the Treaty of Paris and its significance.

Step 3: Students step into the shoes of and role-play the personages of the three American negotiators for the Treaty of Paris: 1) John Adams, 2) Benjamin Franklin, and 3) John Jay.

U3.3: Creating New Government(s) and a New Constitution

Explain some of the challenges faced by the new nation under the Articles of Confederation, and analyze the development of the Constitution as a new plan for governing.

5-U3.3.1. Describe the powers of the national government and state governments under the Articles of Confederation.

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.
- Students will be able to listen to a read-aloud on the setting of the Constitutional Convention.
- Students will be able to interpret art about the writing of the Constitution.
- Students will be able to develop a personal connection to the concept of compromise.
- Students will be able to read textbook chapters on key compromises in the Constitution and take notes on graphic organizers.
- Students will be able to debate key compromises in the Constitution.
- Students will be able to explore the metaphor of the branches of government.
- Students will be able to represent kinesthetically the branches of government.
- Students will be able to read a textbook chapter on the structure of government and record key ideas for a study guide.
- Students will be able to peruse the Constitution as part of an information scavenger hunt.
- Students will be able to sing and memorize the Preamble.
- Students will be able to read a short play, which dramatizes the need for a Bill of Rights.
- Students will be able to learn key vocabulary from the Bill of Rights.
- Students will be able to read a textbook chapter on the Bill of Rights.
- Students will be able to study one amendment closely, paraphrase its meaning, and design a poster celebrating the freedoms and rights it protects.
- Students will be able to write a personal connection journal entry in which they explore which rights seem most important to them.
- Students will be able to write and perform an original skit about a conflict from this period of history.

Lesson 1: What problems did the new United States face because of the Articles of Confederation?

Outcome: Students will understand that the intentional weaknesses built into the Articles of Confederation made the newly independent states ineffective as a political entity.

Step 1: Students learn that the main problem of the Articles of Confederation was that each of the individual states had more power than the national government.

Step 2: Students learn more about the specific problems with the Articles of Confederation.

Step 3: Students learn that some of the conflicts and problems the Articles of Confederation presented to Americans in the new nation included 1) Congress had less power than the states, 2) States had their own kinds of money, 3) There were different rules in each state, 4) There were often steep taxes to trade goods between and among the states, and 5) Some states had their own militaries, and some of these were larger and more powerful than the militaries of the national government.

5-U3.3.2. Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). (C)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
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5-U3.3.3. Explain why the Constitutional Convention was convened and why the Constitution was written. (C)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.
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- Students will be able to study one amendment closely, paraphrase its meaning, and design a poster celebrating the freedoms and rights it protects.
- Students will be able to write a personal connection journal entry in which they explore which rights seem most important to them.
- Students will be able to write and perform an original skit about a conflict from this period of history.

Lesson 2: What took place at the Constitutional Convention?

Outcome: Students will understand the main compromises that make up the Constitution: representation, slavery, and balance of power.

Step 1: Students learn that the Constitutional Convention met in order to attempt to rectify the problems with the Articles of Confederation. Students learn the importance of the word “compromise” for understanding how the U.S. Constitution was made.

Step 4: Students learn that the U.S. Constitution defines the structure of government and how laws and decisions are made.

5-U3.3.4. Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). (C)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.
- Students will be able to listen to a read-aloud on the setting of the Constitutional Convention.
- Students will be able to interpret art about the writing of the Constitution.
- Students will be able to develop a personal connection to the concept of compromise.
- Students will be able to read textbook chapters on key compromises in the Constitution and take notes on graphic organizers.
- Students will be able to debate key compromises in the Constitution.
- Students will be able to explore the metaphor of the branches of government.
- Students will be able to represent kinesthetically the branches of government.
- Students will be able to read a textbook chapter on the structure of government and record key ideas for a study guide.
- Students will be able to peruse the Constitution as part of an information scavenger hunt.
- Students will be able to sing and memorize the Preamble.
- Students will be able to read a short play, which dramatizes the need for a Bill of Rights.
- Students will be able to learn key vocabulary from the Bill of Rights.
- Students will be able to read a textbook chapter on the Bill of Rights.
- Students will be able to study one amendment closely, paraphrase its meaning, and design a poster celebrating the freedoms and rights it protects.
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- Students will be able to write and perform an original skit about a conflict from this period of history.

Lesson 2: What took place at the Constitutional Convention?

Outcome: Students will understand the main compromises that make up the Constitution: representation, slavery, and balance of power.

Step 4: Students learn that the Constitution included three main compromises: state versus federal power, population and representation, and slavery.

5-U3.3.5. Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.
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- Students will be able to learn key vocabulary from the Bill of Rights.
- Students will be able to read a textbook chapter on the Bill of Rights.
- Students will be able to study one amendment closely, paraphrase its meaning, and design a poster celebrating the freedoms and rights it protects.
- Students will be able to write a personal connection journal entry in which they explore which rights seem most important to them.
- Students will be able to write and perform an original skit about a conflict from this period of history.

Lesson 3: How does the Constitution structure our federal government?

Outcome: Students will understand the federalist system. They will explore the roles of the branches of government, along with the concepts of separation of powers and checks and balances.

Step 1: Students learn that the American government is divided into branches, and that these branches each have a separate function and set of powers (separation of powers), and that each branch has a way to make sure another branch doesn't get too powerful (checks and balances).

5-U3.3.6. Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (E.g., enumerated and reserved powers). (C)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.
- Students will be able to listen to a read-aloud on the setting of the Constitutional Convention.
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- Students will be able to read a textbook chapter on the Bill of Rights.
- Students will be able to study one amendment closely, paraphrase its meaning, and design a poster celebrating the freedoms and rights it protects.
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Lesson 3: How does the Constitution structure our federal government?

Outcome: Students will understand the federalist system. They will explore the roles of the branches of government, along with the concepts of separation of powers and checks and balances.

Step 1: Students learn that the American government is divided into branches, and that these branches each have a separate function and set of powers (separation of powers), and that each branch has a way to make sure another branch doesn't get too powerful (checks and balances).

5-U.3.3.7. Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.
- Students will be able to listen to a read-aloud on the setting of the Constitutional Convention.
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- Students will be able to learn key vocabulary from the Bill of Rights.
- Students will be able to read a textbook chapter on the Bill of Rights.
- Students will be able to study one amendment closely, paraphrase its meaning, and design a poster celebrating the freedoms and rights it protects.
- Students will be able to write a personal connection journal entry in which they explore which rights seem most important to them.
- Students will be able to write and perform an original skit about a conflict from this period of history.

Lesson 4: What is the Bill of Rights?

Outcome: Students will understand the context for the creation of the Bill of Rights and study the essential rights and freedoms these first ten amendments protect.

Step 1: Students learn about some of the objections certain people had about the newly created Constitution, including the concern that it did not protect the rights of the people. Students learn that Madison proposed to write a Bill of Rights and introduce them as amendments to the Constitution, in order to appease those who threatened to speak out against ratifying the Constitution.

5-U.3.3.8. Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.
- Students will be able to listen to a read-aloud on the setting of the Constitutional Convention.
- Students will be able to interpret art about the writing of the Constitution.
- Students will be able to develop a personal connection to the concept of compromise.
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- Students will be able to debate key compromises in the Constitution.
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- Students will be able to read a textbook chapter on the structure of government and record key ideas for a study guide.
- Students will be able to peruse the Constitution as part of an information scavenger hunt.
- Students will be able to sing and memorize the Preamble.
- Students will be able to read a short play, which dramatizes the need for a Bill of Rights.
- Students will be able to learn key vocabulary from the Bill of Rights.
- Students will be able to read a textbook chapter on the Bill of Rights.
- Students will be able to study one amendment closely, paraphrase its meaning, and design a poster celebrating the freedoms and rights it protects.
- Students will be able to write a personal connection journal entry in which they explore which rights seem most important to them.
- Students will be able to write and perform an original skit about a conflict from this period of history.

Lesson 4: What is the Bill of Rights?

Outcome: Students will understand the context for the creation of the Bill of Rights and study the essential rights and freedoms these first ten amendments protect.

Step 3: Students do a close reading of the first four amendments to the Constitution. They learn that these first four are considered the cornerstone freedoms of the American democracy.

Step 4: In groups, students will read an amendment from the Bill of Rights, paraphrase its meaning in their own words, and design a poster showing what rights and/or freedoms the amendment protects.

Current Events Extension: Students are challenged to create a Bill of Rights scrapbook, a collection of current news articles and clippings that make reference to any aspect of the first ten amendments.

P3.1: Identifying and Analyzing Public Issues

Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

5-P3.1.1. Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.
- Students will be able to listen to a read-aloud on the setting of the Constitutional Convention.
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- Students will be able to peruse the Constitution as part of an information scavenger hunt.
- Students will be able to sing and memorize the Preamble.
- Students will be able to read a short play, which dramatizes the need for a Bill of Rights.
- Students will be able to learn key vocabulary from the Bill of Rights.
- Students will be able to read a textbook chapter on the Bill of Rights.

- Students will be able to study one amendment closely, paraphrase its meaning, and design a poster celebrating the freedoms and rights it protects.
- Students will be able to write a personal connection journal entry in which they explore which rights seem most important to them.
- Students will be able to write and perform an original skit about a conflict from this period of history.

Lesson 4: What is the Bill of Rights?

Outcome: Students will understand the context for the creation of the Bill of Rights and study the essential rights and freedoms these first ten amendments protect.

Current Events Extension: Students are challenged to create a Bill of Rights scrapbook, a collection of current news articles and clippings that make reference to any aspect of the first ten amendments.

Unit 8, Grade 5: Who are we?

Investigation 2: How did we change over the twentieth century?

Objectives:

- Students will be able to examine graphs showing immigration data over the century.
- Students will be able to read and respond to stories of immigrants.
- Students will be able to create symbols representing immigration's effect on America.
- Students will be able to analyze early twentieth century art to make observations about work.
- Students will be able to compare jobs in America from 1900 to 2000.
- Students will be able to explore technological changes in the agricultural industry and its effects on jobs and the economy.
- Students will be able to write what they learned about changes in work over the century.
- Students will be able to search for answers to a population treasure hunt using U.S. Census figures.
- Students will be able to create population density maps showing growth in America over the century.
- Students will be able to create bar graphs showing different kinds of demographic information over the century.
- Students will be able to create a collage addressing the question of why sports are important to Americans.
- Students will be able to conduct mini-research projects on a popular American sport.
- Students will be able to design a Jackie Robinson baseball card that summarizes the story of how he broke the color barrier in professional baseball.
- Students will be able to take notes on women in sports.
- Students will be able to write about how sports have changed and how they have changed us.
- Students will be able to conduct a mini-research project on an aspect of schooling in the twentieth century.
- Students will be able to take notes on the major issues in education over the century.
- Students will be able to create a school picture that summarizes what they have learned about changes in public education over the twentieth century.

Lesson 1: How has immigration shaped America?

Outcome: Students will understand aspects of the immigrant experience and will examine the trends in immigration over the course of the twentieth century.

Poetry Extension: Students read the Walt Whitman poem, "You, Whoever You Are," and point out lines that show the speaker is talking about immigrants, lines where the speaker is welcoming immigrants to America, and lines that show the speaker feels the land belongs to everyone. Students may write their own poems on immigration modeled after Whitman's.

Research Extension: Students read more about the history of immigration by examining a timeline that includes year-by-year descriptions of immigration patterns and describes important legislation that affected the flow of immigrants to the U.S.

Lesson 2: How have our jobs changed?

Outcome: Students will examine the changes in jobs over the century as reflections of changes in the American economy.

Internet Research Extension: Students examine the history and purpose of the Social Security program.

Lesson 3: How has the population changed?

Outcome: Students will examine U.S. population figures from the twentieth century and create maps and bar graphs to show the changes.

Debate Extension: Students debate a real dilemma the Census Bureau faces: How to count people who are bi- or multi-racial. Students learn that to some people, choosing a race for the sake of the census is inaccurate and can be degrading. They learn that counting these people as "half-people" (or even further reducing the fractions in the case of multi-racial people) rings of the fractional compromises in the Constitution over counting slaves. Students prepare their thoughts and ideas on this question and debate the topic.

Lesson 5: How has school changed over the twentieth century?

Outcome: Students will understand the changes public school education has undergone in the past century, from school desegregation and coeducation to bilingual education and women teachers.

Debate Extension: Students research the issue of bilingual education and then stage a classroom debate in which they take a side on the question: Should public schools support bilingual education? Why or why not?

5-P3.1.2. Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.

Unit 6, Grade 5: How do colonies become a nation?

Investigation 3: What are the ideas and decisions that formed us as a nation?

Objectives:

- Students will be able to read and perform a dialogue about finding the inherent drama in history.
- Students will be able to read a textbook chapter on the Articles of Confederation and take notes on a graphic organizer.
- Students will be able to write a short skit about the problems of the Articles of Confederation.

- Students will be able to listen to a read-aloud on the setting of the Constitutional Convention.
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- Students will be able to read a textbook chapter on the structure of government and record key ideas for a study guide.
- Students will be able to peruse the Constitution as part of an information scavenger hunt.
- Students will be able to sing and memorize the Preamble.
- Students will be able to read a short play, which dramatizes the need for a Bill of Rights.
- Students will be able to learn key vocabulary from the Bill of Rights.
- Students will be able to read a textbook chapter on the Bill of Rights.
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- Students will be able to write a personal connection journal entry in which they explore which rights seem most important to them.
- Students will be able to write and perform an original skit about a conflict from this period of history.

Lesson 4: What is the Bill of Rights?

Outcome: Students will understand the context for the creation of the Bill of Rights and study the essential rights and freedoms these first ten amendments protect.

Current Events Extension: Students are challenged to create a Bill of Rights scrapbook, a collection of current news articles and clippings that make reference to any aspect of the first ten amendments.

Unit 8, Grade 5: Who are we?

Investigation 2: How did we change over the twentieth century?

Objectives:

- Students will be able to examine graphs showing immigration data over the century.
- Students will be able to read and respond to stories of immigrants.
- Students will be able to create symbols representing immigration's effect on America.
- Students will be able to analyze early twentieth century art to make observations about work.
- Students will be able to compare jobs in America from 1900 to 2000.
- Students will be able to explore technological changes in the agricultural industry and its effects on jobs and the economy.
- Students will be able to write what they learned about changes in work over the century.
- Students will be able to search for answers to a population treasure hunt using U.S. Census figures.

- Students will be able to create population density maps showing growth in America over the century.
- Students will be able to create bar graphs showing different kinds of demographic information over the century.
- Students will be able to create a collage addressing the question of why sports are important to Americans.
- Students will be able to conduct mini-research projects on a popular American sport.
- Students will be able to design a Jackie Robinson baseball card that summarizes the story of how he broke the color barrier in professional baseball.
- Students will be able to take notes on women in sports.
- Students will be able to write about how sports have changed and how they have changed us.
- Students will be able to conduct a mini-research project on an aspect of schooling in the twentieth century.
- Students will be able to take notes on the major issues in education over the century.
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Poetry Extension: Students read the Walt Whitman poem, "You, Whoever You Are," and point out lines that show the speaker is talking about immigrants, lines where the speaker is welcoming immigrants to America, and lines that show the speaker feels the land belongs to everyone. Students may write their own poems on immigration modeled after Whitman's.

Research Extension: Students read more about the history of immigration by examining a timeline that includes year-by-year descriptions of immigration patterns and describes important legislation that affected the flow of immigrants to the U.S.

Lesson 2: How have our jobs changed?

Outcome: Students will examine the changes in jobs over the century as reflections of changes in the American economy.

Internet Research Extension: Students examine the history and purpose of the Social Security program.

Lesson 3: How has the population changed?

Outcome: Students will examine U.S. population figures from the twentieth century and create maps and bar graphs to show the changes.

Debate Extension: Students debate a real dilemma the Census Bureau faces: How to count people who are bi- or multi-racial. Students learn that to some people, choosing a race for the sake of the census is inaccurate and can be degrading. They learn that counting these people as "half-people" (or even further reducing the fractions in the case of multi-racial people) rings of the fractional compromises in the Constitution over counting slaves. Students prepare their thoughts and ideas on this question and debate the topic.

Lesson 5: How has school changed over the twentieth century?

Outcome: Students will understand the changes public school education has undergone in the past century, from school desegregation and coeducation to bilingual education and women teachers.

Debate Extension: Students research the issue of bilingual education and then stage a classroom debate in which they take a side on the question: Should public schools support bilingual education? Why or why not?

5-P3.1.3. Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.

Unit 8, Grade 5: Who are we?

Investigation 2: How did we change over the twentieth century?

Objectives:

- Students will be able to examine graphs showing immigration data over the century.
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- Students will be able to create symbols representing immigration's effect on America.
- Students will be able to analyze early twentieth century art to make observations about work.
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- Students will be able to create a school picture that summarizes what they have learned about changes in public education over the twentieth century.

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welcoming immigrants to America, and lines that show the speaker feels the land belongs to everyone. Students may write their own poems on immigration modeled after Whitman's. Research Extension: Students read more about the history of immigration by examining a timeline that includes year-by-year descriptions of immigration patterns and describes important legislation that affected the flow of immigrants to the U.S.

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Lesson 5: How has school changed over the twentieth century?

Outcome: Students will understand the changes public school education has undergone in the past century, from school desegregation and coeducation to bilingual education and women teachers.

Debate Extension: Students research the issue of bilingual education and then stage a classroom debate in which they take a side on the question: Should public schools support bilingual education? Why or why not?

P3.3: Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

5-P3.3.1. Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

Unit 8, Grade 5: Who are we?

Investigation 2: How did we change over the twentieth century?

Objectives:

- Students will be able to examine graphs showing immigration data over the century.
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- Students will be able to create symbols representing immigration's effect on America.
- Students will be able to analyze early twentieth century art to make observations about work.
- Students will be able to compare jobs in America from 1900 to 2000.
- Students will be able to explore technological changes in the agricultural industry and its effects on jobs and the economy.
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- Students will be able to search for answers to a population treasure hunt using U.S. Census figures.
- Students will be able to create population density maps showing growth in America over the century.
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- Students will be able to take notes on the major issues in education over the century.
- Students will be able to create a school picture that summarizes what they have learned about changes in public education over the twentieth century.

Lesson 3: How has the population changed?

Outcome: Students will examine U.S. population figures from the twentieth century and create maps and bar graphs to show the changes.

Debate Extension: Students debate a real dilemma the Census Bureau faces: How to count people who are bi- or multi-racial. Students learn that to some people, choosing a race for the sake of the census is inaccurate and can be degrading. They learn that counting these people as “half-people” (or even further reducing the fractions in the case of multi-racial people) rings of the fractional compromises in the Constitution over counting slaves. Students prepare their thoughts and ideas on this question and debate the topic.

Lesson 5: How has school changed over the twentieth century?

Outcome: Students will understand the changes public school education has undergone in the past century, from school desegregation and coeducation to bilingual education and women teachers.

Debate Extension: Students research the issue of bilingual education and then stage a classroom debate in which they take a side on the question: Should public schools support bilingual education? Why or why not?

P4.2: Citizen Involvement

Act constructively to further the public good.

P4.2.1. Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

Unit 1, Grade 5: How do we unlock the mysteries of a civilization?

Investigation 1: What are data?

Objectives:

- Students will be able to infer information from clues.
- Students will be able to define “archaeology.”
- Students will be able to sequence the steps archaeologists go through when they find a site.
- Students will be able to describe different types of data through careful observation.
- Students will be able to identify three broad categories of data – artifacts, ecofacts, and context.
- Students will be able to explain what context is and why it is important.
- Students will be able to articulate what archaeologists can learn through the analysis of data.
- Students will be able to identify bas-relief as an artistic method.
- Students will be able to create a bas-relief artifact.

Lesson 3: What is an artifact?

Outcome: Students will learn that artifacts are objects and the remains of objects made by humans. They will make their own bas-relief artifact.

Ethics/Language Arts Extension: Students hold a debate representing the two sides of an issue on whether to excavate a proposed archaeological site, either from the point of view of the archaeologists (who feel it is important that people learn about the history of the region) and the local people (who feel that digging in their area would be a violation of their religious and cultural beliefs). Students attempt to understand each side’s point of view, and try to come up with ways to resolve the dilemma.

Unit 7, Grade 5: How can technology change life?

Investigation 1: What was the Industrial Revolution?

Objectives:

- Students will be able to make predictions about the Industrial Revolution from inference and prior knowledge.
- Students will be able to create a classroom definition of the “Industrial Revolution.”
- Students will be able to describe the geographical reason for the location of early textile factories.
- Students will be able to locate Massachusetts and surrounding New England states on a map.
- Students will be able to explain the significance of the spinning jenny and related inventions of the early Industrial Revolution.
- Students will be able to research the “boarding house system” via the Internet.
- Students will be able to read primary source documents on boarding house rules and answer comprehension questions.
- Students will be able to write an acrostic poem about Lowell mill girls.
- Students will be able to articulate several reasons why people chose to move from farms to cities.
- Students will be able to read a description of factory life and answer comprehension questions.
- Students will be able to describe the changing role of women in the mid 19th century.
- Students will be able to articulate the many reasons why mill girls went on strike.

- Students will be able to research child labor via the Internet.
- Students will be able to develop visual literacy skills by examining the child labor photographs of Lewis Hine.
- Students will be able to read about transcendentalism and answer comprehension questions.
- Students will be able to identify Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau as founders of the transcendentalist movement.
- Students will be able to read about 19th-century coal mining and answer questions.

Lesson 4: Why were children put to work during the Industrial Revolution?

Outcome: Students will explain the reasons for child labor during the Industrial Revolution and will describe the working conditions of child laborers.

Research Extension: Students explore the use of child labor today in countries throughout the world. Students explore what child labor is, where it still exists, and what they could do to help. They can also compare their day to a child laborer.

Investigation 3: How did the Industrial Revolution bring about new ways of knowing?

Objectives:

- Students will be able to research five significant scientists via the Internet: Marie Curie, Mary Somerville, Louis Pasteur, Charles Darwin, and Gregor Mendel.
- Students will be able to create an artistic representation of their Internet research about a scientist and present them to the class.
- Students will be able to explain how Marie Curie's discovery of radium changed medical science.
- Students will be able to identify Mary Somerville's contributions to math and physics.
- Students will be able to identify at least two life-changing discoveries made by Louis Pasteur.
- Students will be able to describe the importance of Pasteurization to their lives today.
- Students will be able to give a simple explanation of Darwin's theory of natural selection.
- Students will be able to identify Gregor Mendel as the father of genetics.
- Students will be able to define genetics and demonstrate an understanding of its importance to medical science.
- Students will be able to hone their visual literacy skills by examining and analyzing Impressionistic and Expressionistic paintings.
- Students will be able to identify Claude Monet as a key painter in the Impressionism style of art.
- Students will be able to examine the art of Vincent Van Gogh and identify him as an Expressionist painter.
- Students will be able to paint a "starry night" painting and write a poem based on Van Gogh's classic painting, "Starry Night."
- Students will be able to listen to the music of Frédéric Chopin and learn a simple Polonaise dance.
- Students will be able to write and illustrate a poem inspired by the music of Claude Debussy.

- Students will be able to read about H. G. Wells and answer questions about his life and works.
- Students will be able to read an excerpt of Wells' novel, *The Time Machine*, and explain how it conveys the author's views of Victorian society.
- Students will be able to write an opinion essay on the question of whether literature has the power of social reform.
- Students will be able to create a timeline of important figures, events, and discoveries of the Industrial Revolution.

Lesson 4: How did writing change during the Industrial Revolution?

Outcome: Students will describe how H.G. Wells tried to change Victorian thought through his science fiction.

Writing Extension: Students write their own science fiction story that conveys a warning to society today, speculating on what will happen in the future if we don't change something about the way we do things today. For example, students may incorporate what happens in the future if we don't reduce pollution today.

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives:

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.

- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

P4.2.2. Participate in projects to help or inform others.

Unit 1, Grade 5: How do we unlock the mysteries of a civilization?

Investigation 1: What are data?

Objectives:

- Students will be able to infer information from clues.
- Students will be able to define "archaeology."
- Students will be able to sequence the steps archaeologists go through when they find a site.
- Students will be able to describe different types of data through careful observation.
- Students will be able to identify three broad categories of data – artifacts, ecofacts, and context.
- Students will be able to explain what context is and why it is important.
- Students will be able to articulate what archaeologists can learn through the analysis of data.
- Students will be able to identify bas-relief as an artistic method.

- Students will be able to create a bas-relief artifact.

Lesson 3: What is an artifact?

Outcome: Students will learn that artifacts are objects and the remains of objects made by humans. They will make their own bas-relief artifact.

Ethics/Language Arts Extension: Students hold a debate representing the two sides of an issue on whether to excavate a proposed archaeological site, either from the point of view of the archaeologists (who feel it is important that people learn about the history of the region) and the local people (who feel that digging in their area would be a violation of their religious and cultural beliefs). Students attempt to understand each side's point of view, and try to come up with ways to resolve the dilemma.

Unit 7, Grade 5: How can technology change life?

Investigation 1: What was the Industrial Revolution?

Objectives:

- Students will be able to make predictions about the Industrial Revolution from inference and prior knowledge.
- Students will be able to create a classroom definition of the "Industrial Revolution."
- Students will be able to describe the geographical reason for the location of early textile factories.
- Students will be able to locate Massachusetts and surrounding New England states on a map.
- Students will be able to explain the significance of the spinning jenny and related inventions of the early Industrial Revolution.
- Students will be able to research the "boarding house system" via the Internet.
- Students will be able to read primary source documents on boarding house rules and answer comprehension questions.
- Students will be able to write an acrostic poem about Lowell mill girls.
- Students will be able to articulate several reasons why people chose to move from farms to cities.
- Students will be able to read a description of factory life and answer comprehension questions.
- Students will be able to describe the changing role of women in the mid 19th century.
- Students will be able to articulate the many reasons why mill girls went on strike.
- Students will be able to research child labor via the Internet.
- Students will be able to develop visual literacy skills by examining the child labor photographs of Lewis Hine.
- Students will be able to read about transcendentalism and answer comprehension questions.
- Students will be able to identify Margaret Fuller, Ralph Waldo Emerson, and Henry David Thoreau as founders of the transcendentalist movement.
- Students will be able to read about 19th-century coal mining and answer questions.

Lesson 4: Why were children put to work during the Industrial Revolution?

Outcome: Students will explain the reasons for child labor during the Industrial Revolution and will describe the working conditions of child laborers.

Research Extension: Students explore the use of child labor today in countries throughout the world. Students explore what child labor is, where it still exists, and what they could do to help. They can also compare their day to a child laborer.

Investigation 3: How did the Industrial Revolution bring about new ways of knowing?

Objectives:

- Students will be able to research five significant scientists via the Internet: Marie Curie, Mary Somerville, Louis Pasteur, Charles Darwin, and Gregor Mendel.
- Students will be able to create an artistic representation of their Internet research about a scientist and present them to the class.
- Students will be able to explain how Marie Curie's discovery of radium changed medical science.
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- Students will be able to identify at least two life-changing discoveries made by Louis Pasteur.
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- Students will be able to write and illustrate a poem inspired by the music of Claude Debussy.
- Students will be able to read about H. G. Wells and answer questions about his life and works.
- Students will be able to read an excerpt of Wells' novel, *The Time Machine*, and explain how it conveys the author's views of Victorian society.
- Students will be able to write an opinion essay on the question of whether literature has the power of social reform.
- Students will be able to create a timeline of important figures, events, and discoveries of the Industrial Revolution.

Lesson 4: How did writing change during the Industrial Revolution?

Outcome: Students will describe how H.G. Wells tried to change Victorian thought through his science fiction.

Writing Extension: Students write their own science fiction story that conveys a warning to society today, speculating on what will happen in the future if we don't change something about the way we do things today. For example, students may incorporate what happens in the future if we don't reduce pollution today.

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives:

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
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- Students will be able to research and prepare a presentation about local, state, and national government.
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- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.

- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Michigan Correlation, Grade 6

This correlation indicates how Mosaica's Social Studies curriculum fulfills the objectives found in Michigan's Curriculum Framework.

Grade 6

Western Hemisphere Studies

History

6-H1: The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 4: What are Africa's connections to the United States?

Objectives

- Students will be able to explain the health, peace, and economic challenges of Africa today.
- Students will be able to list at least four U.S. organizations that connect to and support the people of Africa in addressing their challenges.
- Students will be able to research via the Internet and describe the mission and work of three U.S. organizations that provide aide and services to Africa.
- Students will be able to read an informational reading and complete a worksheet.
- Students will be able to use the CD-ROM, *Africa Inspirer*, to prepare for a debate on modern Africa.
- Students will be able to write a summary of a scientific article.
- Students will be able to use the CD-ROM set, *The Complete National Geographic* OR *National Geographic Magazine* set, to research the discoveries of American scientists in Africa.
- Students will be able to describe some of the contributions of the Leakey family to science.
- Students will be able to identify the contributions of Jane Goodall and Dian Fossey.
- Students will be able to use active listening to take notes on scientific discoveries in Africa.
- Students will be able to name three or more words that came from Africa.
- Students will be able to research African folktales on the Internet.
- Students will be able to explain how American folktales were influenced by African folktales.
- Students will be able to illustrate a folktale.

- Students will be able to conduct independent Internet research on African-American writers.
- Students will be able to explain how the African-American experience has influenced some American writers.
- Students will be able to use active listening to understand the main idea of an African-American story and folktale.
- Students will be able to analyze the African influences on American literature and African-American folktales.
- Students will be able to use reflective writing to predict the outcome of a story.
- Students will be able to demonstrate comprehension of plot by illustrating and sequencing a story.
- Students will be able to identify how African music has influenced many forms of American music.
- Students will be able to compare and contrast musical styles through Internet research and listening to CDs.
- Students will be able to define the Blues.
- Students will be able to define “cultural influence.”
- Students will be able to explain how western traditions influence African performance.
- Students will be able to view a video and to analyze African dance styles.
- Students will be able to identify at least one pressing problem in Africa’s future.
- Students will be able to prioritize a list of problems facing Africa.
- Students will be able to use active listening to gather information from an oral reading.
- Students will be able to organize notes regarding the challenges of Modern Africa.
- Students will be able to present information orally in an organized and logical fashion.

Lesson 1: How does America support Africa?

Outcome: Students will describe at least four ways that American organizations provide support to the people of Africa.

Lesson 5: What is in Africa’s future?

Outcome: Students will conduct a forum on Africa’s future and propose solutions to some of the challenges facing the continent as their Cumulative Assessment Project.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 2: What happened to Nigeria because of European colonization?

Objectives

- Students will be able to complete a scavenger hunt for demographic and geographic facts via the Internet about Nigeria.
- Students will be able to research the indigenous ethnic populations of Nigeria and categorize information about these cultures.

- **Students will be able to organize information and make predictions based on their organization.**
- Students will be able to connect their knowledge of colonies from American history to the study of Africa.
- Students will be able to use the Internet and CD-ROM resources to learn about life in Colonial Nigeria.
- Students will be able to read about colonialism in Africa and teach a lesson to the class.
- **Students will be able to debate the rights and wrongs of colonialism.**
- **Students will be able to write an essay that describes their stand on colonialism in Africa.**
- Students will be able to revise, edit, and publish an essay.
- **Students will be able to explain the challenges Nigeria faced as an independent nation.**
- Students will be able to use the Internet and other resources to prepare a report on Nigeria.
- Students will be able to integrate Internet research to create African inspired art and orations.
- **Students will be able to explain why knowledge of Nigeria is important for Americans to understand.**
- **Students will be able to write and read a speech describing why Americans should know about Nigeria.**
- Students will be able to continue to collect and organize news stories on current events in Africa.
- Students will be able to research Wole Soyinka using a variety of electronic media and his importance to African literature.
- Students will be able to examine an author's biographical information as related to the text.
- Students will be able to analyze scenes from Wole Soyinka's plays to understand the scene dynamics, themes, and beats.
- Students will be able to rewrite scenes from a play in their own words.
- Students will be able to create improvisations based on characters from a play.
- Students will be able to examine characters in a play.
- Students will be able to connect cultural, social, and historical influences to selections read.
- Students will be able to explore the elements of scene work (beats, objectives, pacing, blocking).
- **Students will be able to explore differences and similarities between contemporary African life and American life.**
- Students will be able to create three pieces of Nigerian inspired art.
- Students will be able to discuss their artistic process.

Lesson 1: What was Nigeria like before colonization?

Outcome: Students will learn basic facts about Nigeria. Students will learn about the major African societies that lived there prior to English colonization.

Lesson 2: What was Nigeria like when it was an English colony?

Outcome: Students will learn that Nigeria was a colony of Britain during the late nineteenth and much of the twentieth century. Students will learn about the toll on the Nigerian population exacted by colonization.

Lesson 3: What happened when Nigeria became an independent nation?

Outcome: Students will learn about the struggles Nigeria has had as an independent nation.

Lesson 4: Who is Wole Soyinka?

Outcome: Students will learn about the Nigerian playwright Wole Soyinka and stage adaptations of his work, *The Beatification of Area Boy*.

Lesson 5: What is Nigerian art like?

Outcome: Students will learn about Nigerian art. Students will create their own artwork.

6-H1.1. Temporal Thinking

Use historical conceptual devices to organize and study the past.

6 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 1: How do people live today in the lands of Latin America?

Objectives

- Students will be able to select one Latin American country, research it, and write a formal report on it.
- Students will be able to recognize that Latin America includes South America, Central America, and parts of North America and the Caribbean.
- Students will be able to locate, label, and create a map of the countries of Latin America.
- Students will be able to explain why it is called Latin America.
- Students will be able to conduct Internet research to create a map of South America.
- Students will be able to read for information and answer questions about El Salvador.
- Students will be able to recognize that Latin America is home to many diverse natural environments, and describe specific examples.
- Students will be able to map major geographic features of Latin America.
- Students will be able to conduct Internet research to locate the major geographic features of Latin America.
- Students will be able to explain that most modern Latin American countries were previously colonies of Spain.

- Students will be able to state that Spanish is the predominant language of most Latin American countries.
- Students will be able to read for information and describe how and when most Latin American countries gained their independence.
- Students will be able to recognize the samba as one type of Latin American music and dance, and know that it originated in Brazil.
- Students will be able to read and comprehend the English translation of lyrics from Brazilian songs and identify the feelings they invoke.
- Students will be able to construct percussion instruments from household “junk” and kitchen items and play along with a samba recording.
- Students will be able to write predictions about Latin American art in their journals.
- Students will be able to conduct Internet research and answer related questions about Latin American art.
- Students will be able to describe examples of modern art from Latin America and name the artists who created them.
- Students will be able to create chalk drawings of figures or fruits inspired by the style of Colombian painter Fernando Botero.
- Students will be able to point out that modern art from Latin America reflects life in the modern world, while also containing elements from Latin America’s history and culture.
- Students will be able to conduct Internet research to find examples of modern Latin American art.

Lesson 3: How did some Latin American countries win their independence?

Outcome: Students will be introduced to people and events from independence movements that freed various Latin American countries from Spanish rule. They will confirm the country they will research for their cumulative assessment project.

Exploration 2: How does modern Mexico reflect its ancient and
Colonial past?

Objectives

- Students will be able to research and record information about the regions of modern Mexico.
- Students will be able to take notes on the regions of Mexico by actively listening to oral reports.
- Students will be able to create a travel brochure enticing visitors to Mexico.
- Students will be able to locate and label many places in Mexico on a map.
- Student will be able to present information about Mexico to the class.
- Students will be able to take an Internet tour of the regions of Mexico.
- Students will be able to research one era of Mexican history via the Internet.
- Students will be able to create a poster summarizing the key people and events of one era of Mexican history.
- Students will be able to present information to the class about the era of Mexican history they researched.

- Students will be able to identify Benito Juarez, Miguel Hidalgo y Costilla, and Porfirio Díaz and explain the roles each played in the history of Mexico.
- Students will be able to research one era of Mexican history via the Internet.
- Students will be able to use a word processor to prepare and present a report on a period of Mexican history.
- Students will be able to identify the artwork of Mexican artists Jose Clemente Orozco, David Siquieros, Diego Rivera, and Frida Kahlo.
- Students will be able to write about their impressions of Mexican artwork.
- Students will be able to create a painting in the style and spirit of contemporary Mexican art.
- Students will explore Internet galleries to view the work of Mexican artists.
- Students will be able to define personification, metaphor, and imagery and find examples of each Mexican literature.
- Students will be able to read and analyze selections of literature from modern Mexico.
- Students will be able to write a poem in the style of Mexican poetry they have read.
- Students will be able to learn and dance a social dance from southern Mexico and explain the role of such activities in traditional community life.
- Students will be able to explain how traditional community activities link the past with the present.

Lesson 2: What is the history of Mexico after colonization?

Outcome: Students will learn about six periods of Mexico's history through Internet research.

Exploration 2: How does modern Mexico reflect its ancient and Colonial past?

Objectives

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- Students will be able to take notes on the regions of Mexico by actively listening to oral reports.
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- Students will be able to research one era of Mexican history via the Internet.
- Students will be able to create a poster summarizing the key people and events of one era of Mexican history.
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Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 4: How do traditions from Africa's past show the beliefs and values of the people?

Objectives

- Students will be able to describe how the slave trade affected West Africa.
- Students will be able to write an essay on African slavery in which they take a stand on this topic using a core democratic value and data from a reading.
- Students will be able to view and analyze a video about the effects of the slave trade.
- Students will be able to research slavery using a CD-ROM encyclopedia.
- Students will be able to define "proverb."
- Students will be able to explain that one tradition of Africa's past is that elders pass along wisdom through stories and proverbs.
- Students will be able to use the Internet to identify and explain three or more African proverbs.
- Students will be able to explain how proverbs were used in Africa and why they are a tradition.
- Students will be able to relate an African proverb to life today.
- Students will be able to explain the overall importance of masks to societies in Africa's past.
- Students will be able to describe the materials and techniques used to create masks.
- Students will be able to view and analyze examples of African art on a museum website.
- Students will be able to research and report on African masks using the CD-ROM, Encarta Africana OR the Internet.
- Students will be able to perform a call and response song about Africa.
- Students will be able to present facts about Africa's past accurately role-playing a griot.
- Students will be able to listen to African music on the Internet and compare and contrast music from different traditions.
- Students will be able to present facts about Africa's past using appropriate music, artifacts, and emotion.

Lesson 2: In what ways do Africans share their wisdom?

Outcome: Students will define “proverb.” They will explain several African proverbs and relate them to life in Africa’s past and their own lives today.

Lesson 5: How do I celebrate my knowledge of Africa?

Outcome: Students will listen to African music and create their own call and response style songs. They will present their culminating project—a griot’s tale reviewing the four explorations from the unit.

6 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 2: Who are the Maya?

Objectives

- Students will be able to make predictions about Maya culture based on viewing images of Maya architecture.
- Students will be able to create a map of the extent of Maya civilization.
- Students will be able to research the Maya through reading articles from the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, and present their research in oral reports.
- Students will be able to navigate the CD-ROM, *Exploring the Lost Maya*, or websites to gain more information about the Mayan civilization.
- Students will be able to record five facts about the Maya.
- Students will be able to make predictions about the Maya based on reading an important myth from their literary tradition.
- Students will be able to use interactive Internet sites to explore Mayan writing, numbers, and myth.
- Students will be able to read, summarize and present chapters of the *Popul Vuh*.
- Students will be able to make a Maya codex to retell a story.
- Students will be able to write poems about the Maya using themes or ideas from Maya literature.
- Students will be able to describe how the Maya year is organized into kins, uinals, tuns, katuns, and baktuns.

- Students will be able to identify the differences between the Tzolkin calendar, the Haab calendar, and the Long Count calendar.
- Students will be able to use the interactive CD-ROM, *Exploring the Lost Maya* or video to investigate the Mayan calendar.
- Students will be able to use interactive Internet sites to understand the Mayan calendar.
- Students will be able to translate their birthday to the Mayan calendar.
- Students will be able to make an almanac for the Maya year, using knowledge of the importance of their calendar for seasonal and religious events.
- Students will be able to research gods of the Maya pantheon.
- Students will be able to write a first-person monologue from the point-of-view of a Maya god.
- Students will be able to read about and then role-play different classes within the Maya social structure.
- Students will be able to create Maya-style works of stone art.
- Students will be able to conduct Internet research to examine Mayan art and to create their own Mayan inspired art.
- Students will be able to write and design a Maya rulebook describing the beliefs and ways of life of the Maya.
- Students will be able to make predictions about the collapse of the classic Maya civilization.
- Students will be able to research the theories of the collapse of the classic Maya civilization and support one in writing.
- Students will be able to conduct Internet research to gather information for a PowerPoint “documentary” they will make about the Maya.
- Students will be able to use the CD-ROM set, *The Complete National Geographic*, OR *National Geographic Magazine*, to gather information for their “documentary” about the Maya.
- Students will be able to download images from the Internet for their “documentary” about the Maya.

Lesson 3: What was the Mayan Calendar like?

Outcome: Students will learn the components of the Maya calendar, how it works, and its religious significance.

6-H1.2. Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

6 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
 - Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
 - Students will be able to identify the differences in time zones between major cities.
 - Students will be able to identify how lines of longitude are related to time zones.
 - Students will be able to read maps to determine the relative distances between areas in the world.
 - Students will be able to use the Internet to research and gather information about different types of maps.
 - Students will be able to develop a definition of a map and cite its key functions.
 - Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
 - Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
 - Students will be able to make a map to communicate specific information.
 - Students will be able to make a freehand sketch of the continent of Africa.
 - Students will be able to predict the factuality of statements about African geography.
 - Students will be able to create a map labeling the major physiographic features of Africa.
 - Students will be able to use Internet research to discover the symmetry of the African climate above and below the Equator.
 - Students will be able to make a climate map of Africa.
 - Students will be able to read about the diverse places of Africa and what makes them unique.
 - Students will be able to write a poem about the geographical diversity of Africa.
 - Students will be able to draw a house suited to the environment in which they live.
 - Students will be able to read about the four climate zones of Africa and predict how people live in each.
 - Students will be able to read articles and take notes on the different regions of Africa and how people have adapted to each.
 - Students will be able to write and perform a skit showing how people have adapted to various regions of Africa.
 - Students will be able to study how traditional food of Africa is affected by regional differences.
 - Students will be able to read and analyze African tales and myths.
- Students will be able to explore regional specialties in arts and technology.

Lesson 1: What are the basic skills of geography?

Outcome: Students will review basic skills of geography and mapping terms.

Lesson 2: What is the geography of Africa?

Outcome: Students create a map of Africa and identify the major physiographic features of the continent.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 1: What is “Modern Africa” and how did it emerge?

Objectives

- Students will be able to create a collage assembling their initial impressions of modern Africa.
- Students will be able to take a geography pre-test in which they name as many African nations as they can.
- Students will be able to research a modern African country via the Internet and other resources, and then present this information to the class, using visual aids.
- Students will be able to create a political map of Africa.
- Students will be able to read, collect, and organize news articles on contemporary issues in Africa.
- Students will be able to read about agricultural products in Africa and create a coded map of these products.
- Students will be able to research the importance of minerals to the modern African economy.
- Students will be able to use the Internet to research and draw conclusions about the resources of Modern Africa.
- Students will be able to write want ads for jobs showing the variety of economic activity in Africa.
- Students will be able to explain why European powers were interested in carving up Africa.
- Students will be able to use the Internet and CD-ROM resources to prepare for a press conference on Modern Africa.
- Students will be able to identify questions to be answered regarding Modern Africa.
- Students will be able to listen to modern African music and make observations about instrumentation and rhythm.
- Students will be able to read about traditional cultures in modern Africa.
- Students will be able to use the Internet, *The Complete National Geographic* CD-ROM set OR *National Geographic Magazine* set and other resources to research traditional African cultures.
- Students will be able to use the Internet to research African art.
- Students will be able to define the term *stylization* as it pertains to art.
- Students will be able to create stylized cardboard cutouts.
- Students will be able to describe, analyze, interpret, and judge their own work.

Lesson 3: How did the map of Modern Africa evolve?

Outcome: Students will learn how European colonialism shaped the history and map of Modern Africa.

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 1: Who lived in Pre-Columbian America?

Objectives

- Students will be able to read a map of Latin America with key geographic features.
- Students will be able to use the term “Pre-Columbian America” to refer to Latin America *prior* to the discovery of the Americas by Columbus.
- Students will be able to match artifacts with the culture that created them.
- Students will be able to conduct Internet research on the peoples of ancient America.
- Students will be able to identify the Olmec as a Pre-Columbian culture that lived near the Gulf of Mexico in what is today Mexico.
- Students will be able to compare and contrast articles from different decades on the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to use Internet research to analyze and interpret Olmec art.
- Students will be able to research information about the Olmec, complete a Black Line Master, present, and compare information.
- Students will be able to analyze and interpret archaeological hypotheses about the Olmec.
- Students will be able to identify the Teotihuacáanos as a Pre-Columbian culture that lived in what is today central Mexico.
- Students will be able to research the Teotihuacáanos via a book, the Internet, and the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to write a creative story / scene set in Ancient Teotihuacán.
- Students will be able perform their Ancient Teotihuacán story / scene.
- Students will be able to identify the Moche as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to conduct Internet research on the ancient cultures of Peru.
- Students will be able to research and summarize key information about the Moche.
- Students will be able to present key information to the class about their research findings on the Moche.
- Students will be able to identify the Nazca as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to hypothesize about the Nazca through artifacts.
- Students will be able to conduct Internet research on the Nazca and make predictions about their culture.
- Students will be able to research the Nazca and present information on a “glyph” chart.

Lesson 1: What is the geography of Latin America?

Outcome: Students are introduced to Latin America and learn about its geography. They will learn that Latin America is referred to as Pre-Columbian America prior to the time of the arrival of Columbus.

Lesson 2: Who were the Olmec?

Outcome: Students are introduced to four Pre-Columbian cultures. They will study the Olmec in more depth and acquire a general understanding of their culture.

6 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
- Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Students will be able to identify the differences in time zones between major cities.
- Students will be able to identify how lines of longitude are related to time zones.
- Students will be able to read maps to determine the relative distances between areas in the world.
- Students will be able to use the Internet to research and gather information about different types of maps.
- Students will be able to develop a definition of a map and cite its key functions.
- Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
- Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
- Students will be able to make a map to communicate specific information.
- Students will be able to make a freehand sketch of the continent of Africa.
- Students will be able to predict the factuality of statements about African geography.
- Students will be able to create a map labeling the major physiographic features of Africa.
- Students will be able to use Internet research to discover the symmetry of the African climate above and below the Equator.
- Students will be able to make a climate map of Africa.
- **Students will be able to read about the diverse places of Africa and what makes them unique.**
- Students will be able to write a poem about the geographical diversity of Africa.
- Students will be able to draw a house suited to the environment in which they live.
- **Students will be able to read about the four climate zones of Africa and predict how people live in each.**
- **Students will be able to read articles and take notes on the different regions of Africa and how people have adapted to each.**

- Students will be able to write and perform a skit showing how people have adapted to various regions of Africa.
- Students will be able to study how traditional food of Africa is affected by regional differences.
- **Students will be able to read and analyze African tales and myths.**
- Students will be able to explore regional specialties in arts and technology.

Lesson 3: Is Africa a geographically diverse continent?

Outcome: Students learn that Africa is home to some of the greatest variety in climate, elevation, rainfall, and flora and fauna.

Lesson 4: How does geography influence life in Africa?

Outcome: Students learn how African people have adapted to and live in the varied climates of Africa.

Lesson 5: What are some of the cultures of Africa?

Outcome: Students study myths, eat traditional food and receive a general cultural introduction to Africa.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 2: How did trade build the glory of West Africa?

Objectives

- Students will be able to identify the Sahara Desert as the greatest barrier between Africa and Europe and Asia.
- Students will be able to explain what geographic and climatic conditions lead to the growth of large kingdoms in West Africa.
- Students will be able to compare and contrast the Sahel, the Sahara, and savanna by conducting Internet research.
- **Students will be able to research the lives and customs of the Tuareg using Internet resources.**
- Students will be able to identify wangara.
- Students will be able to role-play the salt and gold trade of the ancient West African empires.
- Students will be able to understand the value of salt in the hot climate of Africa.
- Students will be able to create an advertisement for salt or gold.
- **Students will be able to research African rock art on the Internet and create their own artwork.**
- Students will be able to download and print photos from the Internet to use in an African scrapbook.

- Students will be able to take notes on the story of the rise and fall of the Kingdom of Ghana.
- Students will be able to identify the region occupied by the Kingdom of Ghana.
- Students will be able to make oral reports based on readings.
- Students will be able to research African gold weights on the Internet and make clay sculptures based on their research.
- Students will be able to identify which parts of Africa are Muslim.
- Students will be able to explain the five pillars of Islam.
- Students will be able to explain animism.
- **Students will be able to research the reach of Islam into Africa using Internet resources.**
- **Students will be able to research and report on important figures in Islam using Internet resources.**
- **Students will be able to read statistics about Islam from a chart.**
- Students will be able to write a news story describing how Islam got to Africa and how the religion is practiced there.
- **Students will be able to research and report on how Islam influenced African art.**
- Students will be able to identify the West African Kingdoms that succeeded Ghana.
- Students will be able to view and discuss a video segment that provides information about the rise of kingdoms in West Africa.
- Students will be able to use the Internet to research and identify Sundiata, Mansa Musa, Abukari II, Sunni Ali Bar, and Askia Muhammed Touré.
- Students will be able to debate the attributes of a ruler.
- Students will be able to produce a cartoon, which recreates the story of Mansa Musa's pilgrimage to Mecca and the history of his reign or of the sights in Timbuktu.
- Students will be able to place in an historical timeline the succession of the West African empires.
- Students will be able to identify the Kingdom of Benin.
- Students will be able to use the Internet to view images of Benin art and then identify and describe Benin sculpture.
- Students will be able to identify brass casting as a sculptural medium.
- Students will be able to make a commemorative mask.

Lesson 1: Why did great civilizations grow in West Africa?

Outcome: Students will learn why West Africa was home to several advanced civilizations.

Lesson 2: What was the Kingdom of Ghana?

Outcome: Students learn about the Kingdom of Ghana.

Lesson 3: How did Islam change West Africa?

Outcome: Students learn that Islam came to Africa with the Arab traders and many West and North Africans converted to this religion.

Lesson 4: What followed the Kingdom of Ghana?

Outcome: Students learn about the prosperous trading empires of that succeeded Ghana - Mali, and Songhay.

Lesson 5: What was art like in the Kingdom of Benin?

Outcome: Students will be able to recognize art from the Kingdom of Benin. They will design and make a commemorative mask

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 3: What made the medieval kingdoms of Central and Southern Africa unique?

Objectives

- Students will be able to describe some features of the landscape of southern Africa.
- Students will be able to identify Bantu as a language family connecting widely scattered peoples.
- Students will be able to describe the structures the Bantu people built, and the importance of family, gender, and age in Bantu culture.
- Students will be able to explain how migrations of West African Bantu-speaking people changed central and southern Africa.
- Students will be able to identify the Kongo Kingdom, its resources, and the relationship between the Kongo and the Portuguese.
- Students will be able to identify the Zimbabwe state, the temple at Great Zimbabwe, and the reasons for Zimbabwe's decline.
- Students will be able to identify the central African, Swahili coastal trading states, including Kilwa (in present-day Tanzania).
- Students will be able to use a timeline to examine some of the migrations of Bantu-speaking people.
- Students will be able to take a practice standardized test as they demonstrate their ability to read and understand a timeline.
- **Students will be able to research the lives of some European explorers using Internet resources.**
- Students will be able to identify Queen Nzinga, and describe her relationship with the Portuguese and the beginnings of the slave trade.
- Students will be able to identify the San people of the Kalahari Desert and describe how they differ from other Southern African societies.
- Students will be able to use the CD-ROMs, Encarta Africana or online resources and The Complete National Geographic OR National Geographic Magazine, June 1963, "Bushmen of the Kalahari," and "Africa's Bushman Art Treasures to research the societies of Central and Southern Africa.
- **Students will be able to conduct Internet research to make reports on the societies and notable individuals of Central and Southern Africa.**
- Students will be able to identify a Griot as a performer of praise songs.

- Students will be able to explain why courage, a command of words, and a good voice are the most important qualities of a Griot.
- Students will be able to view images and listen to some Griots' music via the Internet.
- **Students will be able to research African folktales on the Internet.**
- Students will be able to analyze traditional African music.
- Students will be able to explain the importance of the dance-drumming tradition, and how music and dance are linked in traditional African music.
- **Students will be able to research African dance drumming using the Internet and draw conclusions about it.**
- Students will be able to create a traditional African musical instrument.
- Students will be able to view a video and draw conclusions about African dance.
- Students will be able to research video archives about African dance on the Internet.
- Students will be able to create drumbeats and dance steps.
- Students will be able to experience the performance dynamic between the drummer and dancers.

Lesson 1: What were some of the cultures and peoples of Central and Southern Africa?

Outcome: Students are introduced to the medieval kingdoms and states of Central and Southern Africa.

Lesson 2: How do I discover more about the societies of Central and Southern Africa?

Outcome: Students conduct further research on three medieval African societies—the Kongo Kingdom, Great Zimbabwe, and the San people.

Lesson 3: What is a Griot?

Outcome: Students will understand the role of the Griot and his or her importance to African societies.

Lesson 4: Why are drums important in African societies?

Outcome: Students will learn about African drums, and then make and explore one of their own.

Lesson 5: How does dance relate to drumming in African societies?

Outcome: Students will experience African dance drumming.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 1: What is “Modern Africa” and how did it emerge?

Objectives

- Students will be able to create a collage assembling their initial impressions of modern Africa.
- Students will be able to take a geography pre-test in which they name as many African nations as they can.
- **Students will be able to research a modern African country via the Internet and other resources, and then present this information to the class, using visual aids.**
- Students will be able to create a political map of Africa.
- **Students will be able to read, collect, and organize news articles on contemporary issues in Africa.**
- **Students will be able to read about agricultural products in Africa and create a coded map of these products.**
- **Students will be able to research the importance of minerals to the modern African economy.**
- **Students will be able to use the Internet to research and draw conclusions about the resources of Modern Africa.**
- Students will be able to write want ads for jobs showing the variety of economic activity in Africa.
- Students will be able to explain why European powers were interested in carving up Africa.
- Students will be able to use the Internet and CD-ROM resources to prepare for a press conference on Modern Africa.
- Students will be able to identify questions to be answered regarding Modern Africa.
- Students will be able to listen to modern African music and make observations about instrumentation and rhythm.
- **Students will be able to read about traditional cultures in modern Africa.**
- Students will be able to use the Internet, *The Complete National Geographic* CD-ROM set OR *National Geographic Magazine* set and other resources to research traditional African cultures.
- **Students will be able to use the Internet to research African art.**
- Students will be able to define the term *stylization* as it pertains to art.
- Students will be able to create stylized cardboard cutouts.
- Students will be able to describe, analyze, interpret, and judge their own work.

Lesson 1: What is the political landscape of modern Africa?

Outcome: Students will create a map of modern Africa and begin research on one of the continent’s countries.

Lesson 2: What resources are found in Africa?

Outcome: Students will learn that the nations of modern Africa have complex economies with a variety of important agricultural and mineral products.

Lesson 3: How did the map of Modern Africa evolve?

Outcome: Students will learn how European colonialism shaped the history and map of Modern Africa.

Lesson 4: Did African cultures survive?

Outcome: Students will learn how traditional arts and ways of life still shape the cultures of modern Africa.

Lesson 5: Did African art change?

Outcome: Students will learn about stylization in African art and create their own stylized art.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 2: What happened to Nigeria because of European colonization?

Objectives

- Students will be able to complete a scavenger hunt for demographic and geographic facts via the Internet about Nigeria.
- **Students will be able to research the indigenous ethnic populations of Nigeria and categorize information about these cultures.**
- Students will be able to organize information and make predictions based on their organization.
- Students will be able to connect their knowledge of colonies from American history to the study of Africa.
- Students will be able to use the Internet and CD-ROM resources to learn about life in Colonial Nigeria.
- **Students will be able to read about colonialism in Africa and teach a lesson to the class.**
- Students will be able to debate the rights and wrongs of colonialism.
- Students will be able to write an essay that describes their stand on colonialism in Africa.
- Students will be able to revise, edit, and publish an essay.
- Students will be able to explain the challenges Nigeria faced as an independent nation.
- **Students will be able to use the Internet and other resources to prepare a report on Nigeria.**
- Students will be able to integrate Internet research to create African inspired art and orations.
- Students will be able to explain why knowledge of Nigeria is important for Americans to understand.
- Students will be able to write and read a speech describing why Americans should know about Nigeria.
- Students will be able to continue to collect and organize news stories on current events in Africa.
- **Students will be able to research Wole Soyinka using a variety of electronic media and his importance to African literature.**

- Students will be able to examine an author's biographical information as related to the text.
- Students will be able to analyze scenes from Wole Soyinka's plays to understand the scene dynamics, themes, and beats.
- Students will be able to rewrite scenes from a play in their own words.
- Students will be able to create improvisations based on characters from a play.
- Students will be able to examine characters in a play.
- Students will be able to connect cultural, social, and historical influences to selections read.
- Students will be able to explore the elements of scene work (beats, objectives, pacing, blocking).
- Students will be able to explore differences and similarities between contemporary African life and American life.
- Students will be able to create three pieces of Nigerian inspired art.
- Students will be able to discuss their artistic process.

Lesson 1: What was Nigeria like before colonization?

Outcome: Students will learn basic facts about Nigeria. Students will learn about the major African societies that lived there prior to English colonization.

Lesson 2: What was Nigeria like when it was an English colony?

Outcome: Students will learn that Nigeria was a colony of Britain during the late nineteenth and much of the twentieth century. Students will learn about the toll on the Nigerian population exacted by colonization.

Lesson 3: What happened when Nigeria became an independent nation?

Outcome: Students will learn about the struggles Nigeria has had as an independent nation.

Lesson 4: Who is Wole Soyinka?

Outcome: Students will learn about the Nigerian playwright Wole Soyinka and stage adaptations of his work, *The Beatification of Area Boy*.

Lesson 5: What is Nigerian art like?

Outcome: Students will learn about Nigerian art. Students will create their own artwork.

6 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 3: What was South Africa's road to nationhood?

Objectives

- Students will be able to read and summarize the meaning of an African proverb.
- Students will be able to locate geographic and demographic facts about modern South Africa via the Internet.
- Students will be able to identify the Zulu.
- Students will be able to identify questions that need to be answered about modern South Africa.
- Students will be able to create a coded map of modern South Africa, including political boundaries, natural resources, and geographic features.
- Students will be able to make an annotated timeline of South African history.
- Students will be able to define "Apartheid."
- Students will be able to connect their study of Apartheid with segregation in the United States.
- Students will be able to role-play the discrimination and experience the unfairness of Apartheid.
- Students will be able to conduct research using the Internet, *The Complete National Geographic OR National Geographic Magazines*, and other sources to understand the system of Apartheid in South Africa.
- Students will be able to conduct Internet research to learn the biographies of important civil rights workers.
- Students will be able to read the beginning of *Cry, the Beloved Country* and connect cultural, social, and historical influences to selections read.
- Students will be able to select quotations from *Cry, the Beloved Country* and explain their significance.
- Students will be able to formulate questions about Apartheid and conduct a "talk show" on what life is like under Apartheid.
- Students will be able to develop a list of grievances about Apartheid.
- Students will be able to speculate about what they could do to abolish Apartheid.
- Students will be able to design posters or radio/television ads questioning Apartheid.
- Students will be able to outline a course of action to bring down Apartheid.
- Students will be able to identify at least three means of protest used by the fighters against Apartheid
- Students will be able to discuss the qualities of a hero.
- Students will be able to use active listening skills to gather information about Nelson Mandela.
- Students will be able to read for information in order to write about Nelson Mandela.
- **Students will be able to distinguish first from third person point of view and write a diary entry about a day in the life of Nelson Mandela.**
- Students will be able to conduct Internet research to learn about the life of Nelson Mandela.
- Students will be able to read the speeches of Nelson Mandela and describe how the author's style elicits emotional response from the reader.
- Students will be able to recite and analyze a speech of Nelson Mandela.
- Students will be able to role-play an interview with Nelson Mandela.
- Students will be able to write a short play about a part of Nelson Mandela's life.

- Students will be able to read and identify newspaper articles for the Africa in the News project.
- Students will be able to conduct Internet research to learn about events in contemporary South Africa.
- Students will be able to present an oral report on a current event in South Africa.
- Students will be able to design a travel brochure describing a trip to modern South Africa and summarizing key facts.
- Students will be able to read for information and answer a worksheet.
- Students will be able to create a glossary of terms for the study of modern South Africa.

Lesson 4: Who is Nelson Mandela?

Outcome: Students are introduced to and will learn about Nelson Mandela, the leader of the anti-Apartheid movement and first black president of South Africa.

6 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 2: What happened to Nigeria because of European colonization?

Objectives

- Students will be able to complete a scavenger hunt for demographic and geographic facts via the Internet about Nigeria.
- Students will be able to research the indigenous ethnic populations of Nigeria and categorize information about these cultures.
- Students will be able to organize information and make predictions based on their organization.
- Students will be able to connect their knowledge of colonies from American history to the study of Africa.
- Students will be able to use the Internet and CD-ROM resources to learn about life in Colonial Nigeria.
- Students will be able to read about colonialism in Africa and teach a lesson to the class.
- Students will be able to debate the rights and wrongs of colonialism.
- Students will be able to write an essay that describes their stand on colonialism in Africa.
- Students will be able to revise, edit, and publish an essay.
- Students will be able to explain the challenges Nigeria faced as an independent nation.
- Students will be able to use the Internet and other resources to prepare a report on Nigeria.
- Students will be able to integrate Internet research to create African inspired art and orations.
- Students will be able to explain why knowledge of Nigeria is important for Americans to understand.

- Students will be able to write and read a speech describing why Americans should know about Nigeria.
- Students will be able to continue to collect and organize news stories on current events in Africa.
- Students will be able to research Wole Soyinka using a variety of electronic media and his importance to African literature.
- Students will be able to examine an author's biographical information as related to the text.
- Students will be able to analyze scenes from Wole Soyinka's plays to understand the scene dynamics, themes, and beats.
- Students will be able to rewrite scenes from a play in their own words.
- Students will be able to create improvisations based on characters from a play.
- Students will be able to examine characters in a play.
- Students will be able to connect cultural, social, and historical influences to selections read.
- Students will be able to explore the elements of scene work (beats, objectives, pacing, blocking).
- Students will be able to explore differences and similarities between contemporary African life and American life.
- Students will be able to create three pieces of Nigerian inspired art.
- Students will be able to discuss their artistic process.

Lesson 1: What was Nigeria like before colonization?

Outcome: Students will learn basic facts about Nigeria. Students will learn about the major African societies that lived there prior to English colonization.

Lesson 2: What was Nigeria like when it was an English colony?

Outcome: Students will learn that Nigeria was a colony of Britain during the late nineteenth and much of the twentieth century. Students will learn about the toll on the Nigerian population exacted by colonization.

Lesson 3: What happened when Nigeria became an independent nation?

Outcome: Students will learn about the struggles Nigeria has had as an independent nation.

Lesson 4: Who is Wole Sayinko?

Outcome: Students will learn about the Nigerian playwright Wole Soyinka and stage adaptations of his work, *The Beatification of Area Boy*.

Lesson 5: What is Nigerian art like?

Outcome: Students will learn about Nigerian art. Students will create their own artwork.

6 – H1.2.5 Identify the role of the individual in history and the significance of one person's ideas.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 2: How did trade build the glory of West Africa?

Objectives

- Students will be able to identify the Sahara Desert as the greatest barrier between Africa and Europe and Asia.
- Students will be able to explain what geographic and climatic conditions lead to the growth of large kingdoms in West Africa.
- Students will be able to compare and contrast the Sahel, the Sahara, and savanna by conducting Internet research.
- Students will be able to research the lives and customs of the Tuareg using Internet resources.
- Students will be able to identify wangara.
- Students will be able to role-play the salt and gold trade of the ancient West African empires.
- Students will be able to understand the value of salt in the hot climate of Africa.
- Students will be able to create an advertisement for salt or gold.
- Students will be able to research African rock art on the Internet and create their own artwork.
- Students will be able to download and print photos from the Internet to use in an African scrapbook.
- Students will be able to take notes on the story of the rise and fall of the Kingdom of Ghana.
- Students will be able to identify the region occupied by the Kingdom of Ghana.
- Students will be able to make oral reports based on readings.
- Students will be able to research African gold weights on the Internet and make clay sculptures based on their research.
- Students will be able to identify which parts of Africa are Muslim.
- Students will be able to explain the five pillars of Islam.
- Students will be able to explain animism.
- Students will be able to research the reach of Islam into Africa using Internet resources.
- **Students will be able to research and report on important figures in Islam using Internet resources.**
- Students will be able to read statistics about Islam from a chart.
- Students will be able to write a news story describing how Islam got to Africa and how the religion is practiced there.
- Students will be able to research and report on how Islam influenced African art.
- Students will be able to identify the West African Kingdoms that succeeded Ghana.

- Students will be able to view and discuss a video segment that provides information about the rise of kingdoms in West Africa.
- **Students will be able to use the Internet to research and identify Sundiata, Mansa Musa, Abukari II, Sunni Ali Bar, and Askia Muhammed Touré.**
- Students will be able to debate the attributes of a ruler.
- **Students will be able to produce a cartoon, which recreates the story of Mansa Musa's pilgrimage to Mecca and the history of his reign or of the sights in Timbuktu.**
- Students will be able to place in an historical timeline the succession of the West African empires.
- Students will be able to identify the Kingdom of Benin.
- Students will be able to use the Internet to view images of Benin art and then identify and describe Benin sculpture.
- Students will be able to identify brass casting as a sculptural medium.
- Students will be able to make a commemorative mask.

Lesson 1: Why did great civilizations grow in West Africa?

Outcome: Students will learn why West Africa was home to several advanced civilizations.

Lesson 2: What was the Kingdom of Ghana?

Outcome: Students learn about the Kingdom of Ghana.

Lesson 3: How did Islam change West Africa?

Outcome: Students learn that Islam came to Africa with the Arab traders and many West and North Africans converted to this religion.

Lesson 4: What followed the Kingdom of Ghana?

Outcome: Students learn about the prosperous trading empires of that succeeded Ghana - Mali, and Songhay.

Lesson 5: What was art like in the Kingdom of Benin?

Outcome: Students will be able to recognize art from the Kingdom of Benin. They will design and make a commemorative mask.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 3: What made the medieval kingdoms of Central and

Southern Africa unique?

Objectives

- Students will be able to describe some features of the landscape of southern Africa.
- Students will be able to identify Bantu as a language family connecting widely scattered peoples.
- Students will be able to describe the structures the Bantu people built, and the importance of family, gender, and age in Bantu culture.
- Students will be able to explain how migrations of West African Bantu-speaking people changed central and southern Africa.
- Students will be able to identify the Kongo Kingdom, its resources, and the relationship between the Kongo and the Portuguese.
- Students will be able to identify the Zimbabwe state, the temple at Great Zimbabwe, and the reasons for Zimbabwe's decline.
- Students will be able to identify the central African, Swahili coastal trading states, including Kilwa (in present-day Tanzania).
- Students will be able to use a timeline to examine some of the migrations of Bantu-speaking people.
- Students will be able to take a practice standardized test as they demonstrate their ability to read and understand a timeline.
- **Students will be able to research the lives of some European explorers using Internet resources.**
- **Students will be able to identify Queen Nzinga, and describe her relationship with the Portuguese and the beginnings of the slave trade.**
- Students will be able to identify the San people of the Kalahari Desert and describe how they differ from other Southern African societies.
- Students will be able to use the CD-ROMs, Encarta Africana or online resources and The Complete National Geographic OR National Geographic Magazine, June 1963, "Bushmen of the Kalahari," and "Africa's Bushman Art Treasures to research the societies of Central and Southern Africa.
- **Students will be able to conduct Internet research to make reports on the societies and notable individuals of Central and Southern Africa.**
- Students will be able to identify a Griot as a performer of praise songs.
- Students will be able to explain why courage, a command of words, and a good voice are the most important qualities of a Griot.
- Students will be able to view images and listen to some Griots' music via the Internet.
- Students will be able to research African folktales on the Internet.
- Students will be able to analyze traditional African music.
- Students will be able to explain the importance of the dance-drumming tradition, and how music and dance are linked in traditional African music.
- Students will be able to research African dance drumming using the Internet and draw conclusions about it.
- Students will be able to create a traditional African musical instrument.
- Students will be able to view a video and draw conclusions about African dance.
- Students will be able to research video archives about African dance on the Internet.
- Students will be able to create drumbeats and dance steps.
- Students will be able to experience the performance dynamic between the drummer and dancers.

Lesson 1: What were some of the cultures and peoples of Central and Southern Africa?

Outcome: Students are introduced to the medieval kingdoms and states of Central and Southern Africa.

Lesson 2: How do I discover more about the societies of Central and Southern Africa?

Outcome: Students conduct further research on three medieval African societies—the Kongo Kingdom, Great Zimbabwe, and the San people.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 2: What happened to Nigeria because of European colonization?

Objectives

- Students will be able to complete a scavenger hunt for demographic and geographic facts via the Internet about Nigeria.
- Students will be able to research the indigenous ethnic populations of Nigeria and categorize information about these cultures.
- Students will be able to organize information and make predictions based on their organization.
- Students will be able to connect their knowledge of colonies from American history to the study of Africa.
- Students will be able to use the Internet and CD-ROM resources to learn about life in Colonial Nigeria.
- Students will be able to read about colonialism in Africa and teach a lesson to the class.
- Students will be able to debate the rights and wrongs of colonialism.
- Students will be able to write an essay that describes their stand on colonialism in Africa.
- Students will be able to revise, edit, and publish an essay.
- Students will be able to explain the challenges Nigeria faced as an independent nation.
- Students will be able to use the Internet and other resources to prepare a report on Nigeria.
- Students will be able to integrate Internet research to create African inspired art and orations.
- Students will be able to explain why knowledge of Nigeria is important for Americans to understand.
- Students will be able to write and read a speech describing why Americans should know about Nigeria.
- Students will be able to continue to collect and organize news stories on current events in Africa.

- **Students will be able to research Wole Soyinka using a variety of electronic media and his importance to African literature.**
- Students will be able to examine an author's biographical information as related to the text.
- Students will be able to analyze scenes from Wole Soyinka's plays to understand the scene dynamics, themes, and beats.
- Students will be able to rewrite scenes from a play in their own words.
- Students will be able to create improvisations based on characters from a play.
- Students will be able to examine characters in a play.
- Students will be able to connect cultural, social, and historical influences to selections read.
- Students will be able to explore the elements of scene work (beats, objectives, pacing, blocking).
- Students will be able to explore differences and similarities between contemporary African life and American life.
- Students will be able to create three pieces of Nigerian inspired art.
- Students will be able to discuss their artistic process.

Lesson 4: Who is Wole Soyinka?

Outcome: Students will learn about the Nigerian playwright Wole Soyinka and stage adaptations of his work, *The Beatification of Area Boy*.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 3: What was South Africa's road to nationhood?

Objectives

- Students will be able to read and summarize the meaning of an African proverb.
- Students will be able to locate geographic and demographic facts about modern South Africa via the Internet.
- Students will be able to identify the Zulu.
- Students will be able to identify questions that need to be answered about modern South Africa.
- Students will be able to create a coded map of modern South Africa, including political boundaries, natural resources, and geographic features.
- Students will be able to make an annotated timeline of South African history.
- Students will be able to define "Apartheid."
- Students will be able to connect their study of Apartheid with segregation in the United States.
- Students will be able to role-play the discrimination and experience the unfairness of Apartheid.

- Students will be able to conduct research using the Internet, *The Complete National Geographic OR National Geographic Magazines*, and other sources to understand the system of Apartheid in South Africa.
- **Students will be able to conduct Internet research to learn the biographies of important civil rights workers.**
- Students will be able to read the beginning of *Cry, the Beloved Country* and connect cultural, social, and historical influences to selections read.
- Students will be able to select quotations from *Cry, the Beloved Country* and explain their significance.
- Students will be able to formulate questions about Apartheid and conduct a “talk show” on what life is like under Apartheid.
- Students will be able to develop a list of grievances about Apartheid.
- Students will be able to speculate about what they could do to abolish Apartheid.
- Students will be able to design posters or radio/television ads questioning Apartheid.
- Students will be able to outline a course of action to bring down Apartheid.
- Students will be able to identify at least three means of protest used by the fighters against Apartheid
- Students will be able to discuss the qualities of a hero.
- **Students will be able to use active listening skills to gather information about Nelson Mandela.**
- **Students will be able to read for information in order to write about Nelson Mandela.**
- **Students will be able to distinguish first from third person point of view and write a diary entry about a day in the life of Nelson Mandela.**
- **Students will be able to conduct Internet research to learn about the life of Nelson Mandela.**
- **Students will be able to read the speeches of Nelson Mandela and describe how the author’s style elicits emotional response from the reader.**
- **Students will be able to recite and analyze a speech of Nelson Mandela.**
- **Students will be able to role-play an interview with Nelson Mandela.**
- **Students will be able to write a short play about a part of Nelson Mandela’s life.**
- Students will be able to read and identify newspaper articles for the Africa in the News project.
- Students will be able to conduct Internet research to learn about events in contemporary South Africa.
- Students will be able to present an oral report on a current event in South Africa.
- Students will be able to design a travel brochure describing a trip to modern South Africa and summarizing key facts.
- Students will be able to read for information and answer a worksheet.
- Students will be able to create a glossary of terms for the study of modern South Africa.

Lesson 4: Who is Nelson Mandela?

Outcome: Students are introduced to and will learn about Nelson Mandela, the leader of the anti-Apartheid movement and first black president of South Africa.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 4: What are Africa's connections to the United States?

Objectives

- Students will be able to explain the health, peace, and economic challenges of Africa today.
- Students will be able to list at least four U.S. organizations that connect to and support the people of Africa in addressing their challenges.
- Students will be able to research via the Internet and describe the mission and work of three U.S. organizations that provide aide and services to Africa.
- Students will be able to read an informational reading and complete a worksheet.
- Students will be able to use the CD-ROM, *Africa Inspirer*, to prepare for a debate on modern Africa.
- Students will be able to write a summary of a scientific article.
- Students will be able to use the CD-ROM set, *The Complete National Geographic* OR *National Geographic Magazine* set, to research the discoveries of American scientists in Africa.
- **Students will be able to describe some of the contributions of the Leakey family to science.**
- **Students will be able to identify the contributions of Jane Goodall and Dian Fossey.**
- Students will be able to use active listening to take notes on scientific discoveries in Africa.
- Students will be able to name three or more words that came from Africa.
- Students will be able to research African folktales on the Internet.
- Students will be able to explain how American folktales were influenced by African folktales.
- Students will be able to illustrate a folktale.
- Students will be able to conduct independent Internet research on African-American writers.
- Students will be able to explain how the African-American experience has influenced some American writers.
- Students will be able to use active listening to understand the main idea of an African-American story and folktale.
- Students will be able to analyze the African influences on American literature and African-American folktales.
- Students will be able to use reflective writing to predict the outcome of a story.
- Students will be able to demonstrate comprehension of plot by illustrating and sequencing a story.
- Students will be able to identify how African music has influenced many forms of American music.
- Students will be able to compare and contrast musical styles through Internet research and listening to CDs.
- Students will be able to define the Blues.
- Students will be able to define "cultural influence."
- Students will be able to explain how western traditions influence African performance.
- Students will be able to view a video and to analyze African dance styles.
- Students will be able to identify at least one pressing problem in Africa's future.
- Students will be able to prioritize a list of problems facing Africa.

- Students will be able to use active listening to gather information from an oral reading.
- Students will be able to organize notes regarding the challenges of Modern Africa.
- Students will be able to present information orally in an organized and logical fashion.

Lesson 2: Did scientific discoveries in Africa influence America?

Outcome: Students will explore the work of the Leakey family, Jane Goodall, and Dian Fossey. Students will create summaries of the articles.

H1.4. Historical Understanding

Use historical concepts, patterns, and themes to study the past.

6 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 2: How did trade build the glory of West Africa?

Objectives

- Students will be able to identify the Sahara Desert as the greatest barrier between Africa and Europe and Asia.
- Students will be able to explain what geographic and climatic conditions lead to the growth of large kingdoms in West Africa.
- Students will be able to compare and contrast the Sahel, the Sahara, and savanna by conducting Internet research.
- **Students will be able to research the lives and customs of the Tuareg using Internet resources.**
- Students will be able to identify wangara.
- **Students will be able to role-play the salt and gold trade of the ancient West African empires.**
- Students will be able to understand the value of salt in the hot climate of Africa.
- Students will be able to create an advertisement for salt or gold.
- Students will be able to research African rock art on the Internet and create their own artwork.
- Students will be able to download and print photos from the Internet to use in an African scrapbook.
- **Students will be able to take notes on the story of the rise and fall of the Kingdom of Ghana.**
- Students will be able to identify the region occupied by the Kingdom of Ghana.
- Students will be able to make oral reports based on readings.
- Students will be able to research African gold weights on the Internet and make clay sculptures based on their research.

- Students will be able to identify which parts of Africa are Muslim.
- **Students will be able to explain the five pillars of Islam.**
- Students will be able to explain animism.
- Students will be able to research the reach of Islam into Africa using Internet resources.
- Students will be able to research and report on important figures in Islam using Internet resources.
- Students will be able to read statistics about Islam from a chart.
- Students will be able to write a news story describing how Islam got to Africa and how the religion is practiced there.
- Students will be able to research and report on how Islam influenced African art.
- Students will be able to identify the West African Kingdoms that succeeded Ghana.
- Students will be able to view and discuss a video segment that provides information about the rise of kingdoms in West Africa.
- Students will be able to use the Internet to research and identify Sundiata, Mansa Musa, Abukari II, Sunni Ali Bar, and Askia Muhammed Touré.
- Students will be able to debate the attributes of a ruler.
- Students will be able to produce a cartoon, which recreates the story of Mansa Musa's pilgrimage to Mecca and the history of his reign or of the sights in Timbuktu.
- Students will be able to place in an historical timeline the succession of the West African empires.
- Students will be able to identify the Kingdom of Benin.
- Students will be able to use the Internet to view images of Benin art and then identify and describe Benin sculpture.
- Students will be able to identify brass casting as a sculptural medium.
- Students will be able to make a commemorative mask.

Lesson 1: Why did great civilizations grow in West Africa?

Outcome: Students will learn why West Africa was home to several advanced civilizations.

Lesson 2: What was the Kingdom of Ghana?

Outcome: Students learn about the Kingdom of Ghana.

Lesson 3: How did Islam change West Africa?

Outcome: Students learn that Islam came to Africa with the Arab traders and many West and North Africans converted to this religion.

Lesson 4: What followed the Kingdom of Ghana?

Outcome: Students learn about the prosperous trading empires of that succeeded Ghana - Mali, and Songhay.

Lesson 5: What was art like in the Kingdom of Benin?

Outcome: Students will be able to recognize art from the Kingdom of Benin. They will design and make a commemorative mask.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 1: What is “Modern Africa” and how did it emerge?

Objectives

- Students will be able to create a collage assembling their initial impressions of modern Africa.
- Students will be able to take a geography pre-test in which they name as many African nations as they can.
- Students will be able to research a modern African country via the Internet and other resources, and then present this information to the class, using visual aids.
- **Students will be able to create a political map of Africa.**
- **Students will be able to read, collect, and organize news articles on contemporary issues in Africa.**
- Students will be able to read about agricultural products in Africa and create a coded map of these products.
- **Students will be able to research the importance of minerals to the modern African economy.**
- **Students will be able to use the Internet to research and draw conclusions about the resources of Modern Africa.**
- Students will be able to write want ads for jobs showing the variety of economic activity in Africa.
- Students will be able to explain why European powers were interested in carving up Africa.
- Students will be able to use the Internet and CD-ROM resources to prepare for a press conference on Modern Africa.
- Students will be able to identify questions to be answered regarding Modern Africa.
- Students will be able to listen to modern African music and make observations about instrumentation and rhythm.
- **Students will be able to read about traditional cultures in modern Africa.**
- Students will be able to use the Internet, *The Complete National Geographic* CD-ROM set OR *National Geographic Magazine* set and other resources to research traditional African cultures.
- Students will be able to use the Internet to research African art.
- Students will be able to define the term *stylization* as it pertains to art.
- Students will be able to create stylized cardboard cutouts.
- Students will be able to describe, analyze, interpret, and judge their own work.

Lesson 1: What is the political landscape of modern Africa?

Outcome: Students will create a map of modern Africa and begin research on one of the continent’s countries.

Lesson 2: What resources are found in Africa?

Outcome: Students will learn that the nations of modern Africa have complex economies with a variety of important agricultural and mineral products.

Lesson 4: Did African cultures survive?

Outcome: Students will learn how traditional arts and ways of life still shape the cultures of modern Africa.

Lesson 5: Did African art change?

Outcome: Students will learn about stylization in African art and create their own stylized art.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 4: What are Africa's connections to the United States?

Objectives

- **Students will be able to explain the health, peace, and economic challenges of Africa today.**
- Students will be able to list at least four U.S. organizations that connect to and support the people of Africa in addressing their challenges.
- Students will be able to research via the Internet and describe the mission and work of three U.S. organizations that provide aide and services to Africa.
- Students will be able to read an informational reading and complete a worksheet.
- Students will be able to use the CD-ROM, *Africa Inspirer*, to prepare for a debate on modern Africa.
- Students will be able to write a summary of a scientific article.
- Students will be able to use the CD-ROM set, *The Complete National Geographic* OR *National Geographic Magazine* set, to research the discoveries of American scientists in Africa.
- Students will be able to describe some of the contributions of the Leakey family to science.
- Students will be able to identify the contributions of Jane Goodall and Dian Fossey.
- Students will be able to use active listening to take notes on scientific discoveries in Africa.
- Students will be able to name three or more words that came from Africa.
- Students will be able to research African folktales on the Internet.
- Students will be able to explain how American folktales were influenced by African folktales.
- Students will be able to illustrate a folktale.
- Students will be able to conduct independent Internet research on African-American writers.

- Students will be able to explain how the African-American experience has influenced some American writers.
- Students will be able to use active listening to understand the main idea of an African-American story and folktale.
- Students will be able to analyze the African influences on American literature and African-American folktales.
- Students will be able to use reflective writing to predict the outcome of a story.
- Students will be able to demonstrate comprehension of plot by illustrating and sequencing a story.
- Students will be able to identify how African music has influenced many forms of American music.
- Students will be able to compare and contrast musical styles through Internet research and listening to CDs.
- Students will be able to define the Blues.
- Students will be able to define “cultural influence.”
- Students will be able to explain how western traditions influence African performance.
- Students will be able to view a video and to analyze African dance styles.
- Students will be able to identify at least one pressing problem in Africa’s future.
- Students will be able to prioritize a list of problems facing Africa.
- Students will be able to use active listening to gather information from an oral reading.
- Students will be able to organize notes regarding the challenges of Modern Africa.
- Students will be able to present information orally in an organized and logical fashion.

Lesson 1: How does America support Africa?

Outcome: Students will describe at least four ways that American organizations provide support to the people of Africa.

Lesson 2: Did scientific discoveries in Africa influence America?

Outcome: Students will explore the work of the Leakey family, Jane Goodall, and Dian Fossey. Students will create summaries of the articles.

Lesson 3: Did Africa influence American writers?

Outcome: Students will identify how African oral traditions and folklore have influenced American folklore and literature.

Lesson 4: What is Africa’s influence on American music and dance?

Outcome: Students will understand that American music and dance are influenced by African music and dance.

Lesson 5: What is in Africa’s future?

Outcome: Students will conduct a forum on Africa's future and propose solutions to some of the challenges facing the continent as their Cumulative Assessment Project.

6 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
- Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Students will be able to identify the differences in time zones between major cities.
- Students will be able to identify how lines of longitude are related to time zones.
- Students will be able to read maps to determine the relative distances between areas in the world.
- Students will be able to use the Internet to research and gather information about different types of maps.
- Students will be able to develop a definition of a map and cite its key functions.
- Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
- Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
- Students will be able to make a map to communicate specific information.
- Students will be able to make a freehand sketch of the continent of Africa.
- Students will be able to predict the factuality of statements about African geography.
- Students will be able to create a map labeling the major physiographic features of Africa.
- Students will be able to use Internet research to discover the symmetry of the African climate above and below the Equator.
- Students will be able to make a climate map of Africa.
- Students will be able to read about the diverse places of Africa and what makes them unique.
- Students will be able to write a poem about the geographical diversity of Africa.
- Students will be able to draw a house suited to the environment in which they live.
- **Students will be able to read about the four climate zones of Africa and predict how people live in each.**
- **Students will be able to read articles and take notes on the different regions of Africa and how people have adapted to each.**
- **Students will be able to write and perform a skit showing how people have adapted to various regions of Africa.**

- **Students will be able to study how traditional food of Africa is affected by regional differences.**
- Students will be able to read and analyze African tales and myths.
Students will be able to explore regional specialties in arts and technology..

Lesson 3: Is Africa a geographically diverse continent?

Outcome: Students learn that Africa is home to some of the greatest variety in climate, elevation, rainfall, and flora and fauna.

Lesson 4: How does geography influence life in Africa?

Outcome: Students learn how African people have adapted to and live in the varied climates of Africa.

6 – H1.4.3 Use historical perspective to analyze global issues faced by humans long ago and today.

6-W1: WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

6-W1.1. Peopling of the Earth

Describe the spread of people in the Western Hemisphere in Era 1.

6 – W1.1.1 Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).

6 – W1.1.2 Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).

6-W1.2. Agricultural Revolution

Describe the Agricultural Revolution and explain why it is a turning point in history.

6 – W1.2.1 Describe the transition from hunter gatherers to sedentary agriculture (domestication of plants and animals).

6 – W1.2.2 Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 3: What were the beliefs and accomplishments of the Inca?

Objectives

- Students will be able to determine that Inca mummies reveal information about Inca life and beliefs.
- Students will be able to use the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, to see images of and read about Incan mummies.
- Students will be able to explore Internet sites created by PBS to learn about the Incan mummies.
- Students will be able to identify at least three ways in which the mummies revealed information about Inca religion.
- Students will be able to identify at least three ways in which the mummies reveal information about Inca daily life.
- Students will be able to view a video and answer questions about the Inca.
- Students will be able to identify Pachacuti and the ways in which he unified the Inca Empire.
- Students will be able to identify the extent of the Inca Empire.
- Students will be able to explain how the Inca adapted to life in the Andes Mountains.
- Students will be able to explain the structure of the Inca social/political organization.
- Students will be able to identify the role of the Sapa Inca.
- Students will use Internet resources and CD-ROM resources to research the accomplishments of the Inca.
- Students will be able to list at least 5 major accomplishments of the Inca.
- Students will be able to describe the importance of at least 5 major accomplishments of the Inca.
- Students will be able to make a poster of an Incan accomplishment.
- Students will be able to make a model of an Incan temple.
- Students will be able to identify Atahualpa.
- Students will be able to identify the events within the Inca Empire prior to the Spanish invasion.
- Students will be able to identify Pizarro.
- Students will be able to identify the events that led to Spanish conquest of the Inca Empire.
- Students will be able to explain how the Spanish invasion and civil war led to the demise of the Inca Empire.
- Students will be able to use Internet resources to take a virtual tour of Machu Picchu.
- Students will be able to explain what Machu Picchu reveals about the beliefs and accomplishments of the Inca.
- Students will be able to formulate a hypothesis on what they believe the function of Machu Picchu was.

Lesson 2: How did the Inca Empire come into being?

Outcome: Students will understand where and how the Inca Empire came into being.

Exploration 4: What led to the rise and fall of the Aztecs?

Objectives

- Students will be able to summarize the Aztec legend describing the creation of the Aztec Empire.
- Students will be able to conduct Internet research and answer questions about the rise of the Aztecs.
- Students will be able to view a video and answer questions about the Aztecs.
- Students will be able to determine at least three cultural and/or political factors that contributed to the rise of Aztec civilization.
- Students will be able to identify at least four aspects of Aztec daily life.
- Students will be able to conduct Internet research on the products of an Aztec market.
- Students will be able to describe the organization of and products at an Aztec market.
- Students will be able to explain how Aztec poetry reveals aspects of Aztec culture.
- Students will be able to explain the importance of religion in Aztec life.
- Students will be able to identify at least three Aztec gods or goddesses.
- Students will be able to describe the function of at least three Aztec gods or goddesses.
- Students will view a video and conduct Internet research to gather information for a report.
- Students will be able to describe the conflict between the Spanish and the Aztecs.
- Students will be able to identify Montezuma and Cortés.
- Students will be able to identify and explain at least three factors that led to the conquest of the Aztecs by the Spanish.
- Students will be able to view a video and answer question about the conflict between the Spanish and the Aztecs.
- Students will be able to conduct Internet research to find images for the creation of a codex chronicling the fall of the Aztecs.
- Students will be able to create a museum exhibit about ancient civilizations of the Americas.

Lesson 2: What was daily life like for the Aztecs?

Outcome: Students will describe elements of Aztec culture. They will create a model artifact for Aztec market day.

6 – W1.2.3 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

6-W2: WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

6-W2.1. Early Civilizations and Early Pastoral Societies

Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.

6 – W2.1.1 Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.

6 – W2.1.2 Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).

6 – W2.1.3 Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 1: Who lived in Pre-Columbian America?

Objectives

- Students will be able to read a map of Latin America with key geographic features.
- Students will be able to use the term “Pre-Columbian America” to refer to Latin America *prior* to the discovery of the Americas by Columbus.
- Students will be able to match artifacts with the culture that created them.
- Students will be able to conduct Internet research on the peoples of ancient America.
- Students will be able to identify the Olmec as a Pre-Columbian culture that lived near the Gulf of Mexico in what is today Mexico.
- Students will be able to compare and contrast articles from different decades on the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to use Internet research to analyze and interpret Olmec art.
- Students will be able to research information about the Olmec, complete a Black Line Master, present, and compare information.
- Students will be able to analyze and interpret archaeological hypotheses
- about the Olmec.
- Students will be able to identify the Teotihuacáns as a Pre-Columbian culture that lived in what is today central Mexico.

- Students will be able to research the Teotihuacáanos via a book, the Internet, and the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to write a creative story / scene set in Ancient Teotihuacán.
- Students will be able perform their Ancient Teotihuacán story / scene.
- Students will be able to identify the Moche as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to conduct Internet research on the ancient cultures of Peru.
- Students will be able to research and summarize key information about the Moche.
- Students will be able to present key information to the class about their research findings on the Moche.
- Students will be able to identify the Nazca as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to hypothesize about the Nazca through artifacts.
- Students will be able to conduct Internet research on the Nazca and make predictions about their culture.
- Students will be able to research the Nazca and present information on a “glyph” chart.

Lesson 2: Who were the Olmec?

Outcome: Students are introduced to four Pre-Columbian cultures. They will study the Olmec in more depth and acquire a general understanding of their culture.

Exploration 3: What were the beliefs and accomplishments of the Inca?

Objectives

- Students will be able to determine that Inca mummies reveal information about Inca life and beliefs.
- Students will be able to use the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, to see images of and read about Incan mummies.
- Students will be able to explore Internet sites created by PBS to learn about the Incan mummies.
- Students will be able to identify at least three ways in which the mummies revealed information about Inca religion.
- Students will be able to identify at least three ways in which the mummies reveal information about Inca daily life.
- Students will be able to view a video and answer questions about the Inca.
- Students will be able to identify Pachacuti and the ways in which he unified the Inca Empire.
- Students will be able to identify the extent of the Inca Empire.
- Students will be able to explain how the Inca adapted to life in the Andes Mountains.
- Students will be able to explain the structure of the Inca social/political organization.
- Students will be able to identify the role of the Sapa Inca.
- Students will use Internet resources and CD-ROM resources to research the accomplishments of the Inca.

- Students will be able to list at least 5 major accomplishments of the Inca.
- Students will be able to describe the importance of at least 5 major accomplishments of the Inca.
- Students will be able to make a poster of an Incan accomplishment.
- Students will be able to make a model of an Incan temple.
- Students will be able to identify Atahualpa.
- Students will be able to identify the events within the Inca Empire prior to the Spanish invasion.
- Students will be able to identify Pizarro.
- Students will be able to identify the events that led to Spanish conquest of the Inca Empire.
- Students will be able to explain how the Spanish invasion and civil war led to the demise of the Inca Empire.
- Students will be able to use Internet resources to take a virtual tour of Machu Picchu.
- Students will be able to explain what Machu Picchu reveals about the beliefs and accomplishments of the Inca.
- Students will be able to formulate a hypothesis on what they believe the function of Machu Picchu was.

Lesson 2: How did the Inca Empire come into being?

Outcome: Students will understand where and how the Inca Empire came into being.

Exploration 4: What led to the rise and fall of the Aztecs?

Objectives

- Students will be able to summarize the Aztec legend describing the creation of the Aztec Empire.
- Students will be able to conduct Internet research and answer questions about the rise of the Aztecs.
- Students will be able to view a video and answer questions about the Aztecs.
- Students will be able to determine at least three cultural and/or political factors that contributed to the rise of Aztec civilization.
- Students will be able to identify at least four aspects of Aztec daily life.
- Students will be able to conduct Internet research on the products of an Aztec market.
- Students will be able to describe the organization of and products at an Aztec market.
- Students will be able to explain how Aztec poetry reveals aspects of Aztec culture.
- Students will be able to explain the importance of religion in Aztec life.
- Students will be able to identify at least three Aztec gods or goddesses.
- Students will be able to describe the function of at least three Aztec gods or goddesses.
- Students will view a video and conduct Internet research to gather information for a report.
- Students will be able to describe the conflict between the Spanish and the Aztecs.
- Students will be able to identify Montezuma and Cortés.

- Students will be able to identify and explain at least three factors that led to the conquest of the Aztecs by the Spanish.
- Students will be able to view a video and answer question about the conflict between the Spanish and the Aztecs.
- Students will be able to conduct Internet research to find images for the creation of a codex chronicling the fall of the Aztecs.
- Students will be able to create a museum exhibit about ancient civilizations of the Americas.

Lesson 2: What was daily life like for the Aztecs?

Outcome: Students will describe elements of Aztec culture. They will create a model artifact for Aztec market day.

6 – W2.1.4 Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 3: What were the beliefs and accomplishments of the Inca?

Objectives

- Students will be able to determine that Inca mummies reveal information about Inca life and beliefs.
- Students will be able to use the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, to see images of and read about Incan mummies.
- Students will be able to explore Internet sites created by PBS to learn about the Incan mummies.
- Students will be able to identify at least three ways in which the mummies revealed information about Inca religion.
- Students will be able to identify at least three ways in which the mummies reveal information about Inca daily life.
- Students will be able to view a video and answer questions about the Inca.
- Students will be able to identify Pachacuti and the ways in which he unified the Inca Empire.
- Students will be able to identify the extent of the Inca Empire.
- Students will be able to explain how the Inca adapted to life in the Andes Mountains.
- Students will be able to explain the structure of the Inca social/political organization.
- Students will be able to identify the role of the Sapa Inca.
- Students will use Internet resources and CD-ROM resources to research the accomplishments of the Inca.
- Students will be able to list at least 5 major accomplishments of the Inca.

- Students will be able to describe the importance of at least 5 major accomplishments of the Inca.
- Students will be able to make a poster of an Incan accomplishment.
- Students will be able to make a model of an Incan temple.
- Students will be able to identify Atahualpa.
- Students will be able to identify the events within the Inca Empire prior to the Spanish invasion.
- Students will be able to identify Pizarro.
- Students will be able to identify the events that led to Spanish conquest of the Inca Empire.
- Students will be able to explain how the Spanish invasion and civil war led to the demise of the Inca Empire.
- Students will be able to use Internet resources to take a virtual tour of Machu Picchu.
- Students will be able to explain what Machu Picchu reveals about the beliefs and accomplishments of the Inca.
- Students will be able to formulate a hypothesis on what they believe the function of Machu Picchu was.

Lesson 2: How did the Inca Empire come into being?

Outcome: Students will understand where and how the Inca Empire came into being.

Exploration 4: What led to the rise and fall of the Aztecs?

Objectives

- Students will be able to summarize the Aztec legend describing the creation of the Aztec Empire.
- Students will be able to conduct Internet research and answer questions about the rise of the Aztecs.
- Students will be able to view a video and answer questions about the Aztecs.
- Students will be able to determine at least three cultural and/or political factors that contributed to the rise of Aztec civilization.
- Students will be able to identify at least four aspects of Aztec daily life.
- Students will be able to conduct Internet research on the products of an Aztec market.
- Students will be able to describe the organization of and products at an Aztec market.
- Students will be able to explain how Aztec poetry reveals aspects of Aztec culture.
- Students will be able to explain the importance of religion in Aztec life.
- Students will be able to identify at least three Aztec gods or goddesses.
- Students will be able to describe the function of at least three Aztec gods or goddesses.
- Students will view a video and conduct Internet research to gather information for a report.
- Students will be able to describe the conflict between the Spanish and the Aztecs.
- Students will be able to identify Montezuma and Cortés.
- Students will be able to identify and explain at least three factors that led to the conquest of the Aztecs by the Spanish.

- Students will be able to view a video and answer question about the conflict between the Spanish and the Aztecs.
- Students will be able to conduct Internet research to find images for the creation of a codex chronicling the fall of the Aztecs.
- Students will be able to create a museum exhibit about ancient civilizations of the Americas.

Lesson 2: What was daily life like for the Aztecs?

Outcome: Students will describe elements of Aztec culture. They will create a model artifact for Aztec market day.

6-W3: WHG Era 3 – Classical Traditions and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment. Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)

6-W3.1 Classical Traditions and Major Empires in the Western Hemisphere

Describe empires and agrarian civilizations in Mesoamerica and South America.

6 – W3.1.1 Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 1: Who lived in Pre-Columbian America?

Objectives

- Students will be able to read a map of Latin America with key geographic features.
- Students will be able to use the term “Pre-Columbian America” to refer to Latin America prior to the discovery of the Americas by Columbus.
- Students will be able to match artifacts with the culture that created them.
- Students will be able to conduct Internet research on the peoples of ancient America.
- Students will be able to identify the Olmec as a Pre-Columbian culture that lived near the Gulf of Mexico in what is today Mexico.
- Students will be able to compare and contrast articles from different decades on the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to use Internet research to analyze and interpret Olmec art.

- Students will be able to research information about the Olmec, complete a Black Line Master, present, and compare information.
- Students will be able to analyze and interpret archaeological hypotheses about the Olmec.
- Students will be able to identify the Teotihuacáanos as a Pre-Columbian culture that lived in what is today central Mexico.
- Students will be able to research the Teotihuacáanos via a book, the Internet, and the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to write a creative story / scene set in Ancient Teotihuacán.
- Students will be able perform their Ancient Teotihuacán story / scene.
- Students will be able to identify the Moche as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to conduct Internet research on the ancient cultures of Peru.
- Students will be able to research and summarize key information about the Moche.
- Students will be able to present key information to the class about their research findings on the Moche.
- Students will be able to identify the Nazca as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to hypothesize about the Nazca through artifacts.
- Students will be able to conduct Internet research on the Nazca and make predictions about their culture.
- Students will be able to research the Nazca and present information on a “glyph” chart.

Lesson 1: What is the geography of Latin America?

Outcome: Students are introduced to Latin America and learn about its geography. They will learn that Latin America is referred to as Pre-Columbian America prior to the time of the arrival of Columbus.

Lesson 2: Who were the Olmec?

Outcome: Students are introduced to four Pre-Columbian cultures. They will study the Olmec in more depth and acquire a general understanding of their culture.

Lesson 3: Who were the Teotihuacáanos?

Outcome: Students are introduced to and research the Teotihuacáanos of Central Mexico. They will work in teams to create a scene inspired by the Ancient Teotihuacáanos.

Lesson 4: Who were the Moche?

Outcome: Students are introduced to and will learn about the Moche of Peru.

Lesson 5: Who were the Nazca?

Outcome: Students are introduced to the Nazca of Southern Peru. They will learn about and speculate on what Nazca geoglyphs and artifacts reveal about their beliefs, art, and daily life.

Exploration 2: Who are the Maya?

Objectives

- Students will be able to make predictions about Maya culture based on viewing images of Maya architecture.
- Students will be able to create a map of the extent of Maya civilization.
- Students will be able to research the Maya through reading articles from the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, and present their research in oral reports.
- Students will be able to navigate the CD-ROM, *Exploring the Lost Maya*, or websites to gain more information about the Mayan civilization.
- Students will be able to record five facts about the Maya.
- Students will be able to make predictions about the Maya based on reading an important myth from their literary tradition.
- Students will be able to use interactive Internet sites to explore Mayan writing, numbers, and myth.
- Students will be able to read, summarize and present chapters of the *Popul Vuh*.
- Students will be able to make a Maya codex to retell a story.
- Students will be able to write poems about the Maya using themes or ideas from Maya literature.
- Students will be able to describe how the Maya year is organized into kins, uinals, tuns, katuns, and baktuns.
- Students will be able to identify the differences between the Tzolkin calendar, the Haab calendar, and the Long Count calendar.
- Students will be able to use the interactive CD-ROM, *Exploring the Lost Maya* or video to investigate the Mayan calendar.
- Students will be able to use interactive Internet sites to understand the Mayan calendar.
- Students will be able to translate their birthday to the Mayan calendar.
- Students will be able to make an almanac for the Maya year, using knowledge of the importance of their calendar for seasonal and religious events.
- Students will be able to research gods of the Maya pantheon.
- Students will be able to write a first-person monologue from the point-of-view of a Maya god.
- Students will be able to read about and then role-play different classes within the Maya social structure.
- Students will be able to create Maya-style works of stone art.
- Students will be able to conduct Internet research to examine Mayan art and to create their own Mayan inspired art.
- Students will be able to write and design a Maya rulebook describing the beliefs and ways of life of the Maya.

- Students will be able to make predictions about the collapse of the classic Maya civilization.
- Students will be able to research the theories of the collapse of the classic Maya civilization and support one in writing.
- Students will be able to conduct Internet research to gather information for a PowerPoint “documentary” they will make about the Maya.
- Students will be able to use the CD-ROM set, *The Complete National Geographic*, OR *National Geographic Magazine*, to gather information for their “documentary” about the Maya.
- Students will be able to download images from the Internet for their “documentary” about the Maya.

Lesson 1: What are some of Maya’s achievements?

Outcome: Students will carry out research on the Mayan civilization to gain an overview of their many achievements and culture.

Lesson 2: What was the literature and writing of the Maya?

Outcome: Students will learn that the Maya had a logographic system of writing and will study some of the stories from the Maya literary tradition.

Lesson 3: What was the Mayan Calendar like?

Outcome: Students will learn the components of the Maya calendar, how it works, and its religious significance.

Lesson 4: What were the beliefs and social structure of the Maya?

Outcome: Students will learn about the pantheon of Maya gods and Maya worshipping practices, and will discover the connection between Maya social structure and their religion.

Lesson 5: What happened to the Maya?

Outcome: Students will explore some of the theories of the collapse of the Classic Maya and will learn how the Maya survive as a people and a culture today.

Exploration 3: What were the beliefs and accomplishments of the Inca?

Objectives

- Students will be able to determine that Inca mummies reveal information about Inca life and beliefs.

- Students will be able to use the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, to see images of and read about Incan mummies.
- Students will be able to explore Internet sites created by PBS to learn about the Incan mummies.
- Students will be able to identify at least three ways in which the mummies revealed information about Inca religion.
- Students will be able to identify at least three ways in which the mummies reveal information about Inca daily life.
- Students will be able to view a video and answer questions about the Inca.
- Students will be able to identify Pachacuti and the ways in which he unified the Inca Empire.
- Students will be able to identify the extent of the Inca Empire.
- Students will be able to explain how the Inca adapted to life in the Andes Mountains.
- Students will be able to explain the structure of the Inca social/political organization.
- Students will be able to identify the role of the Sapa Inca.
- Students will use Internet resources and CD-ROM resources to research the accomplishments of the Inca.
- Students will be able to list at least 5 major accomplishments of the Inca.
- Students will be able to describe the importance of at least 5 major accomplishments of the Inca.
- Students will be able to make a poster of an Incan accomplishment.
- Students will be able to make a model of an Incan temple.
- Students will be able to identify Atahualpa.
- Students will be able to identify the events within the Inca Empire prior to the Spanish invasion.
- Students will be able to identify Pizarro.
- Students will be able to identify the events that led to Spanish conquest of the Inca Empire.
- Students will be able to explain how the Spanish invasion and civil war led to the demise of the Inca Empire.
- Students will be able to use Internet resources to take a virtual tour of Machu Picchu.
- Students will be able to explain what Machu Picchu reveals about the beliefs and accomplishments of the Inca.
- Students will be able to formulate a hypothesis on what they believe the function of Machu Picchu was.

Lesson 1: What is the mummy's secret?

Outcome: Students are introduced to the Inca and will understand that Incan mummies reveal information about the life and beliefs of the Inca people.

Lesson 2: How did the Inca Empire come into being?

Outcome: Students will understand where and how the Inca Empire came into being.

Lesson 3: What were the achievements of the Inca?

Outcome: Students will identify, explore, and explain the importance of several Inca accomplishments.

Lesson 4: What happened to the Inca?

Outcome: Students will understand how the Inca Empire met its end at the hands of the Spanish.

Lesson 5: Are we still learning about the Inca?

Outcome: Students will understand that Machu Picchu reveals more information about the beliefs and accomplishments of the Inca and provides us with new mysteries about the Inca.

Exploration 4: What led to the rise and fall of the Aztecs?

Objectives

- Students will be able to summarize the Aztec legend describing the creation of the Aztec Empire.
- Students will be able to conduct Internet research and answer questions about the rise of the Aztecs.
- Students will be able to view a video and answer questions about the Aztecs.
- Students will be able to determine at least three cultural and/or political factors that contributed to the rise of Aztec civilization.
- Students will be able to identify at least four aspects of Aztec daily life.
- Students will be able to conduct Internet research on the products of an Aztec market.
- Students will be able to describe the organization of and products at an Aztec market.
- Students will be able to explain how Aztec poetry reveals aspects of Aztec culture.
- Students will be able to explain the importance of religion in Aztec life.
- Students will be able to identify at least three Aztec gods or goddesses.
- Students will be able to describe the function of at least three Aztec gods or goddesses.
- Students will view a video and conduct Internet research to gather information for a report.
- Students will be able to describe the conflict between the Spanish and the Aztecs.
- Students will be able to identify Montezuma and Cortés.
- Students will be able to identify and explain at least three factors that led to the conquest of the Aztecs by the Spanish.
- Students will be able to view a video and answer question about the conflict between the Spanish and the Aztecs.
- Students will be able to conduct Internet research to find images for the creation of a codex chronicling the fall of the Aztecs.
- Students will be able to create a museum exhibit about ancient civilizations of the Americas.

Lesson 1: How did the Aztec build their empire?

Outcome: Students will understand the religious, cultural, and political factors that led to the rise of the Aztec empire.

Lesson 2: What was daily life like for the Aztecs?

Outcome: Students will describe elements of Aztec culture. They will create a model artifact for Aztec market day.

Lesson 3: What were the religious practices of the Aztec?

Outcome: Students will explain the significance of religion in Aztec daily life and will describe the function of Aztec gods and goddesses.

Lesson 4: How did the "Cycle of Nations" end for the Aztec?

Outcome: Students will learn about the conquest of the Aztec by the Spanish. Students will explain factors that enabled the Spanish to conquer the Aztecs.

Lesson 5: How do we honor the civilizations of Pre-Columbian America?

Outcome: Students will create their culminating project, a museum exhibit, depicting aspects of the civilizations explored during this quarter.

6 – W3.1.2 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 3: What were the beliefs and accomplishments of the Inca?

Objectives

- Students will be able to determine that Inca mummies reveal information about Inca life and beliefs.
- Students will be able to use the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, to see images of and read about Incan mummies.
- Students will be able to explore Internet sites created by PBS to learn about the Incan mummies.
- Students will be able to identify at least three ways in which the mummies revealed information about Inca religion.
- Students will be able to identify at least three ways in which the mummies reveal information about Inca daily life.
- Students will be able to view a video and answer questions about the Inca.
- Students will be able to identify Pachacuti and the ways in which he unified the Inca Empire.

- Students will be able to identify the extent of the Inca Empire.
- Students will be able to explain how the Inca adapted to life in the Andes Mountains.
- Students will be able to explain the structure of the Inca social/political organization.
- Students will be able to identify the role of the Sapa Inca.
- Students will use Internet resources and CD-ROM resources to research the accomplishments of the Inca.
- Students will be able to list at least 5 major accomplishments of the Inca.
- Students will be able to describe the importance of at least 5 major accomplishments of the Inca.
- Students will be able to make a poster of an Incan accomplishment.
- Students will be able to make a model of an Incan temple.
- Students will be able to identify Atahualpa.
- Students will be able to identify the events within the Inca Empire prior to the Spanish invasion.
- Students will be able to identify Pizarro.
- Students will be able to identify the events that led to Spanish conquest of the Inca Empire.
- Students will be able to explain how the Spanish invasion and civil war led to the demise of the Inca Empire.
- Students will be able to use Internet resources to take a virtual tour of Machu Picchu.
- Students will be able to explain what Machu Picchu reveals about the beliefs and accomplishments of the Inca.
- Students will be able to formulate a hypothesis on what they believe the function of Machu Picchu was.

Lesson 1: What is the mummy's secret?

Outcome: Students are introduced to the Inca and will understand that Incan mummies reveal information about the life and beliefs of the Inca people.

Lesson 2: How did the Inca Empire come into being?

Outcome: Students will understand where and how the Inca Empire came into being.

Lesson 3: What were the achievements of the Inca?

Outcome: Students will identify, explore, and explain the importance of several Inca accomplishments.

Exploration 4: What led to the rise and fall of the Aztecs?

Objectives

- Students will be able to summarize the Aztec legend describing the creation of the Aztec Empire.

- Students will be able to conduct Internet research and answer questions about the rise of the Aztecs.
- Students will be able to view a video and answer questions about the Aztecs.
- Students will be able to determine at least three cultural and/or political factors that contributed to the rise of Aztec civilization.
- Students will be able to identify at least four aspects of Aztec daily life.
- Students will be able to conduct Internet research on the products of an Aztec market.
- Students will be able to describe the organization of and products at an Aztec market.
- Students will be able to explain how Aztec poetry reveals aspects of Aztec culture.
- Students will be able to explain the importance of religion in Aztec life.
- Students will be able to identify at least three Aztec gods or goddesses.
- Students will be able to describe the function of at least three Aztec gods or goddesses.
- Students will view a video and conduct Internet research to gather information for a report.
- Students will be able to describe the conflict between the Spanish and the Aztecs.
- Students will be able to identify Montezuma and Cortés.
- Students will be able to identify and explain at least three factors that led to the conquest of the Aztecs by the Spanish.
- Students will be able to view a video and answer question about the conflict between the Spanish and the Aztecs.
- Students will be able to conduct Internet research to find images for the creation of a codex chronicling the fall of the Aztecs.
- Students will be able to create a museum exhibit about ancient civilizations of the Americas.

Lesson 1: How did the Aztec build their empire?

Outcome: Students will understand the religious, cultural, and political factors that led to the rise of the Aztec empire.

Lesson 2: What was daily life like for the Aztecs?

Outcome: Students will describe elements of Aztec culture. They will create a model artifact for Aztec market day.

6 – W3.1.3 Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 1: Who lived in Pre-Columbian America?

Objectives

- Students will be able to read a map of Latin America with key geographic features.

- Students will be able to use the term “Pre-Columbian America” to refer to Latin America *prior* to the discovery of the Americas by Columbus.
- Students will be able to match artifacts with the culture that created them.
- Students will be able to conduct Internet research on the peoples of ancient America.
- Students will be able to identify the Olmec as a Pre-Columbian culture that lived near the Gulf of Mexico in what is today Mexico.
- Students will be able to compare and contrast articles from different decades on the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to use Internet research to analyze and interpret Olmec art.
- Students will be able to research information about the Olmec, complete a Black Line Master, present, and compare information.
- Students will be able to analyze and interpret archaeological hypotheses about the Olmec.
- Students will be able to identify the Teotihuacáanos as a Pre-Columbian culture that lived in what is today central Mexico.
- Students will be able to research the Teotihuacáanos via a book, the Internet, and the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to write a creative story / scene set in Ancient Teotihuacán.
- Students will be able perform their Ancient Teotihuacán story / scene.
- Students will be able to identify the Moche as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to conduct Internet research on the ancient cultures of Peru.
- Students will be able to research and summarize key information about the Moche.
- Students will be able to present key information to the class about their research findings on the Moche.
- Students will be able to identify the Nazca as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to hypothesize about the Nazca through artifacts.
- Students will be able to conduct Internet research on the Nazca and make predictions about their culture.
- Students will be able to research the Nazca and present information on a “glyph” chart.

Lesson 1: What is the geography of Latin America?

Outcome: Students are introduced to Latin America and learn about its geography. They will learn that Latin America is referred to as Pre-Columbian America prior to the time of the arrival of Columbus.

Lesson 2: Who were the Olmec?

Outcome: Students are introduced to four Pre-Columbian cultures. They will study the Olmec in more depth and acquire a general understanding of their culture.

Lesson 3: Who were the Teotihuacáños?

Outcome: Students are introduced to and research the Teotihuacáños of Central Mexico. They will work in teams to create a scene inspired by the Ancient Teotihuacáños.

Lesson 4: Who were the Moche?

Outcome: Students are introduced to and will learn about the Moche of Peru.

Lesson 5: Who were the Nazca?

Outcome: Students are introduced to the Nazca of Southern Peru. They will learn about and speculate on what Nazca geoglyphs and artifacts reveal about their beliefs, art, and daily life.

Exploration 2: Who are the Maya?

Objectives

- Students will be able to make predictions about Maya culture based on viewing images of Maya architecture.
- Students will be able to create a map of the extent of Maya civilization.
- Students will be able to research the Maya through reading articles from the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, and present their research in oral reports.
- Students will be able to navigate the CD-ROM, *Exploring the Lost Maya*, or websites to gain more information about the Mayan civilization.
- Students will be able to record five facts about the Maya.
- Students will be able to make predictions about the Maya based on reading an important myth from their literary tradition.
- Students will be able to use interactive Internet sites to explore Mayan writing, numbers, and myth.
- Students will be able to read, summarize and present chapters of the *Popul Vuh*.
- Students will be able to make a Maya codex to retell a story.
- Students will be able to write poems about the Maya using themes or ideas from Maya literature.
- Students will be able to describe how the Maya year is organized into kins, uinals, tuns, katuns, and baktuns.
- Students will be able to identify the differences between the Tzolkin calendar, the Haab calendar, and the Long Count calendar.
- Students will be able to use the interactive CD-ROM, *Exploring the Lost Maya* or video to investigate the Mayan calendar.
- Students will be able to use interactive Internet sites to understand the Mayan calendar.
- Students will be able to translate their birthday to the Mayan calendar.
- Students will be able to make an almanac for the Maya year, using knowledge of the importance of their calendar for seasonal and religious events.

- Students will be able to research gods of the Maya pantheon.
- Students will be able to write a first-person monologue from the point-of-view of a Maya god.
- Students will be able to read about and then role-play different classes within the Maya social structure.
- Students will be able to create Maya-style works of stone art.
- Students will be able to conduct Internet research to examine Mayan art and to create their own Mayan inspired art.
- Students will be able to write and design a Maya rulebook describing the beliefs and ways of life of the Maya.
- Students will be able to make predictions about the collapse of the classic Maya civilization.
- Students will be able to research the theories of the collapse of the classic Maya civilization and support one in writing.
- Students will be able to conduct Internet research to gather information for a PowerPoint “documentary” they will make about the Maya.
- Students will be able to use the CD-ROM set, *The Complete National Geographic*, OR *National Geographic Magazine*, to gather information for their “documentary” about the Maya.
- Students will be able to download images from the Internet for their “documentary” about the Maya.

Lesson 1: What are some of Maya’s achievements?

Outcome: Students will carry out research on the Mayan civilization to gain an overview of their many achievements and culture.

Lesson 2: What was the literature and writing of the Maya?

Outcome: Students will learn that the Maya had a logographic system of writing and will study some of the stories from the Maya literary tradition.

Lesson 3: What was the Mayan Calendar like?

Outcome: Students will learn the components of the Maya calendar, how it works, and its religious significance.

Lesson 4: What were the beliefs and social structure of the Maya?

Outcome: Students will learn about the pantheon of Maya gods and Maya worshipping practices, and will discover the connection between Maya social structure and their religion.

Lesson 5: What happened to the Maya?

Outcome: Students will explore some of the theories of the collapse of the Classic Maya and will learn how the Maya survive as a people and a culture today.

Exploration 3: What were the beliefs and accomplishments of the Inca?

Objectives

- Students will be able to determine that Inca mummies reveal information about Inca life and beliefs.
- Students will be able to use the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, to see images of and read about Incan mummies.
- Students will be able to explore Internet sites created by PBS to learn about the Incan mummies.
- Students will be able to identify at least three ways in which the mummies revealed information about Inca religion.
- Students will be able to identify at least three ways in which the mummies reveal information about Inca daily life.
- Students will be able to view a video and answer questions about the Inca.
- Students will be able to identify Pachacuti and the ways in which he unified the Inca Empire.
- Students will be able to identify the extent of the Inca Empire.
- Students will be able to explain how the Inca adapted to life in the Andes Mountains.
- Students will be able to explain the structure of the Inca social/political organization.
- Students will be able to identify the role of the Sapa Inca.
- Students will use Internet resources and CD-ROM resources to research the accomplishments of the Inca.
- Students will be able to list at least 5 major accomplishments of the Inca.
- Students will be able to describe the importance of at least 5 major accomplishments of the Inca.
- Students will be able to make a poster of an Incan accomplishment.
- Students will be able to make a model of an Incan temple.
- Students will be able to identify Atahualpa.
- Students will be able to identify the events within the Inca Empire prior to the Spanish invasion.
- Students will be able to identify Pizarro.
- Students will be able to identify the events that led to Spanish conquest of the Inca Empire.
- Students will be able to explain how the Spanish invasion and civil war led to the demise of the Inca Empire.
- Students will be able to use Internet resources to take a virtual tour of Machu Picchu.
- Students will be able to explain what Machu Picchu reveals about the beliefs and accomplishments of the Inca.
- Students will be able to formulate a hypothesis on what they believe the function of Machu Picchu was.

Lesson 1: What is the mummy's secret?

Outcome: Students are introduced to the Inca and will understand that Incan mummies reveal information about the life and beliefs of the Inca people.

Lesson 2: How did the Inca Empire come into being?

Outcome: Students will understand where and how the Inca Empire came into being.

Lesson 3: What were the achievements of the Inca?

Outcome: Students will identify, explore, and explain the importance of several Inca accomplishments.

Lesson 4: What happened to the Inca?

Outcome: Students will understand how the Inca Empire met its end at the hands of the Spanish.

Lesson 5: Are we still learning about the Inca?

Outcome: Students will understand that Machu Picchu reveals more information about the beliefs and accomplishments of the Inca and provides us with new mysteries about the Inca.

Exploration 4: What led to the rise and fall of the Aztecs?

Objectives

- Students will be able to summarize the Aztec legend describing the creation of the Aztec Empire.
- Students will be able to conduct Internet research and answer questions about the rise of the Aztecs.
- Students will be able to view a video and answer questions about the Aztecs.
- Students will be able to determine at least three cultural and/or political factors that contributed to the rise of Aztec civilization.
- Students will be able to identify at least four aspects of Aztec daily life.
- Students will be able to conduct Internet research on the products of an Aztec market.
- Students will be able to describe the organization of and products at an Aztec market.
- Students will be able to explain how Aztec poetry reveals aspects of Aztec culture.
- Students will be able to explain the importance of religion in Aztec life.
- Students will be able to identify at least three Aztec gods or goddesses.
- Students will be able to describe the function of at least three Aztec gods or goddesses.
- Students will view a video and conduct Internet research to gather information for a report.
- Students will be able to describe the conflict between the Spanish and the Aztecs.

- Students will be able to identify Montezuma and Cortés.
- Students will be able to identify and explain at least three factors that led to the conquest of the Aztecs by the Spanish.
- Students will be able to view a video and answer question about the conflict between the Spanish and the Aztecs.
- Students will be able to conduct Internet research to find images for the creation of a codex chronicling the fall of the Aztecs.
- Students will be able to create a museum exhibit about ancient civilizations of the Americas.

Lesson 1: How did the Aztec build their empire?

Outcome: Students will understand the religious, cultural, and political factors that led to the rise of the Aztec empire.

Lesson 2: What was daily life like for the Aztecs?

Outcome: Students will describe elements of Aztec culture. They will create a model artifact for Aztec market day.

Lesson 3: What were the religious practices of the Aztec?

Outcome: Students will explain the significance of religion in Aztec daily life and will describe the function of Aztec gods and goddesses.

Lesson 4: How did the “Cycle of Nations” end for the Aztec?

Outcome: Students will learn about the conquest of the Aztec by the Spanish. Students will explain factors that enabled the Spanish to conquer the Aztecs.

Lesson 5: How do we honor the civilizations of Pre-Columbian America?

Outcome: Students will create their culminating project, a museum exhibit, depicting aspects of the civilizations explored during this quarter.

6 – W3.1.4 Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 1: Who lived in Pre-Columbian America?

Objectives

- Students will be able to read a map of Latin America with key geographic features.
- Students will be able to use the term “Pre-Columbian America” to refer to Latin America *prior* to the discovery of the Americas by Columbus.
- Students will be able to match artifacts with the culture that created them.
- Students will be able to conduct Internet research on the peoples of ancient America.
- Students will be able to identify the Olmec as a Pre-Columbian culture that lived near the Gulf of Mexico in what is today Mexico.
- Students will be able to compare and contrast articles from different decades on the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to use Internet research to analyze and interpret Olmec art.
- Students will be able to research information about the Olmec, complete a Black Line Master, present, and compare information.
- Students will be able to analyze and interpret archaeological hypotheses about the Olmec.
- Students will be able to identify the Teotihuacáanos as a Pre-Columbian culture that lived in what is today central Mexico.
- Students will be able to research the Teotihuacáanos via a book, the Internet, and the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to write a creative story / scene set in Ancient Teotihuacán.
- Students will be able perform their Ancient Teotihuacán story / scene.
- Students will be able to identify the Moche as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to conduct Internet research on the ancient cultures of Peru.
- Students will be able to research and summarize key information about the Moche.
- Students will be able to present key information to the class about their research findings on the Moche.
- Students will be able to identify the Nazca as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to hypothesize about the Nazca through artifacts.
- Students will be able to conduct Internet research on the Nazca and make predictions about their culture.
- Students will be able to research the Nazca and present information on a “glyph” chart.

Lesson 1: What is the geography of Latin America?

Outcome: Students are introduced to Latin America and learn about its geography. They will learn that Latin America is referred to as Pre-Columbian America prior to the time of the arrival of Columbus.

Lesson 2: Who were the Olmec?

Outcome: Students are introduced to four Pre-Columbian cultures. They will study the Olmec in more depth and acquire a general understanding of their culture.

Lesson 3: Who were the Teotihuacáños?

Outcome: Students are introduced to and research the Teotihuacáños of Central Mexico. They will work in teams to create a scene inspired by the Ancient Teotihuacáños.

Lesson 4: Who were the Moche?

Outcome: Students are introduced to and will learn about the Moche of Peru.

Lesson 5: Who were the Nazca?

Outcome: Students are introduced to the Nazca of Southern Peru. They will learn about and speculate on what Nazca geoglyphs and artifacts reveal about their beliefs, art, and daily life.

Exploration 2: Who are the Maya?

Objectives

- Students will be able to make predictions about Maya culture based on viewing images of Maya architecture.
- Students will be able to create a map of the extent of Maya civilization.
- Students will be able to research the Maya through reading articles from the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, and present their research in oral reports.
- Students will be able to navigate the CD-ROM, *Exploring the Lost Maya*, or websites to gain more information about the Mayan civilization.
- Students will be able to record five facts about the Maya.
- Students will be able to make predictions about the Maya based on reading an important myth from their literary tradition.
- Students will be able to use interactive Internet sites to explore Mayan writing, numbers, and myth.
- Students will be able to read, summarize and present chapters of the *Popul Vuh*.
- Students will be able to make a Maya codex to retell a story.
- Students will be able to write poems about the Maya using themes or ideas from Maya literature.
- Students will be able to describe how the Maya year is organized into kins, uinals, tuns, katuns, and baktuns.
- Students will be able to identify the differences between the Tzolkin calendar, the Haab calendar, and the Long Count calendar.
- Students will be able to use the interactive CD-ROM, *Exploring the Lost Maya* or video to investigate the Mayan calendar.
- Students will be able to use interactive Internet sites to understand the Mayan calendar.
- Students will be able to translate their birthday to the Mayan calendar.
- Students will be able to make an almanac for the Maya year, using knowledge of the importance of their calendar for seasonal and religious events.

- Students will be able to research gods of the Maya pantheon.
- Students will be able to write a first-person monologue from the point-of-view of a Maya god.
- Students will be able to read about and then role-play different classes within the Maya social structure.
- Students will be able to create Maya-style works of stone art.
- Students will be able to conduct Internet research to examine Mayan art and to create their own Mayan inspired art.
- Students will be able to write and design a Maya rulebook describing the beliefs and ways of life of the Maya.
- Students will be able to make predictions about the collapse of the classic Maya civilization.
- Students will be able to research the theories of the collapse of the classic Maya civilization and support one in writing.
- Students will be able to conduct Internet research to gather information for a PowerPoint “documentary” they will make about the Maya.
- Students will be able to use the CD-ROM set, *The Complete National Geographic*, OR *National Geographic Magazine*, to gather information for their “documentary” about the Maya.
- Students will be able to download images from the Internet for their “documentary” about the Maya.

Lesson 1: What are some of Maya’s achievements?

Outcome: Students will carry out research on the Mayan civilization to gain an overview of their many achievements and culture.

Lesson 2: What was the literature and writing of the Maya?

Outcome: Students will learn that the Maya had a logographic system of writing and will study some of the stories from the Maya literary tradition.

Lesson 3: What was the Mayan Calendar like?

Outcome: Students will learn the components of the Maya calendar, how it works, and its religious significance.

Lesson 4: What were the beliefs and social structure of the Maya?

Outcome: Students will learn about the pantheon of Maya gods and Maya worshipping practices, and will discover the connection between Maya social structure and their religion.

Lesson 5: What happened to the Maya?

Outcome: Students will explore some of the theories of the collapse of the Classic Maya and will learn how the Maya survive as a people and a culture today.

Exploration 3: What were the beliefs and accomplishments of the Inca?

Objectives

- Students will be able to determine that Inca mummies reveal information about Inca life and beliefs.
- Students will be able to use the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, to see images of and read about Incan mummies.
- Students will be able to explore Internet sites created by PBS to learn about the Incan mummies.
- Students will be able to identify at least three ways in which the mummies revealed information about Inca religion.
- Students will be able to identify at least three ways in which the mummies reveal information about Inca daily life.
- Students will be able to view a video and answer questions about the Inca.
- Students will be able to identify Pachacuti and the ways in which he unified the Inca Empire.
- Students will be able to identify the extent of the Inca Empire.
- Students will be able to explain how the Inca adapted to life in the Andes Mountains.
- Students will be able to explain the structure of the Inca social/political organization.
- Students will be able to identify the role of the Sapa Inca.
- Students will use Internet resources and CD-ROM resources to research the accomplishments of the Inca.
- Students will be able to list at least 5 major accomplishments of the Inca.
- Students will be able to describe the importance of at least 5 major accomplishments of the Inca.
- Students will be able to make a poster of an Incan accomplishment.
- Students will be able to make a model of an Incan temple.
- Students will be able to identify Atahualpa.
- Students will be able to identify the events within the Inca Empire prior to the Spanish invasion.
- Students will be able to identify Pizarro.
- Students will be able to identify the events that led to Spanish conquest of the Inca Empire.
- Students will be able to explain how the Spanish invasion and civil war led to the demise of the Inca Empire.
- Students will be able to use Internet resources to take a virtual tour of Machu Picchu.
- Students will be able to explain what Machu Picchu reveals about the beliefs and accomplishments of the Inca.
- Students will be able to formulate a hypothesis on what they believe the function of Machu Picchu was.

Lesson 1: What is the mummy's secret?

Outcome: Students are introduced to the Inca and will understand that Incan mummies reveal information about the life and beliefs of the Inca people.

Lesson 2: How did the Inca Empire come into being?

Outcome: Students will understand where and how the Inca Empire came into being.

Lesson 3: What were the achievements of the Inca?

Outcome: Students will identify, explore, and explain the importance of several Inca accomplishments.

Lesson 4: What happened to the Inca?

Outcome: Students will understand how the Inca Empire met its end at the hands of the Spanish.

Lesson 5: Are we still learning about the Inca?

Outcome: Students will understand that Machu Picchu reveals more information about the beliefs and accomplishments of the Inca and provides us with new mysteries about the Inca.

Exploration 4: What led to the rise and fall of the Aztecs?

Objectives

- Students will be able to summarize the Aztec legend describing the creation of the Aztec Empire.
- Students will be able to conduct Internet research and answer questions about the rise of the Aztecs.
- Students will be able to view a video and answer questions about the Aztecs.
- Students will be able to determine at least three cultural and/or political factors that contributed to the rise of Aztec civilization.
- Students will be able to identify at least four aspects of Aztec daily life.
- Students will be able to conduct Internet research on the products of an Aztec market.
- Students will be able to describe the organization of and products at an Aztec market.
- Students will be able to explain how Aztec poetry reveals aspects of Aztec culture.
- Students will be able to explain the importance of religion in Aztec life.
- Students will be able to identify at least three Aztec gods or goddesses.
- Students will be able to describe the function of at least three Aztec gods or goddesses.
- Students will view a video and conduct Internet research to gather information for a report.
- Students will be able to describe the conflict between the Spanish and the Aztecs.

- Students will be able to identify Montezuma and Cortés.
- Students will be able to identify and explain at least three factors that led to the conquest of the Aztecs by the Spanish.
- Students will be able to view a video and answer question about the conflict between the Spanish and the Aztecs.
- Students will be able to conduct Internet research to find images for the creation of a codex chronicling the fall of the Aztecs.
- Students will be able to create a museum exhibit about ancient civilizations of the Americas.

Lesson 1: How did the Aztec build their empire?

Outcome: Students will understand the religious, cultural, and political factors that led to the rise of the Aztec empire.

Lesson 2: What was daily life like for the Aztecs?

Outcome: Students will describe elements of Aztec culture. They will create a model artifact for Aztec market day.

Lesson 3: What were the religious practices of the Aztec?

Outcome: Students will explain the significance of religion in Aztec daily life and will describe the function of Aztec gods and goddesses.

Lesson 4: How did the “Cycle of Nations” end for the Aztec?

Outcome: Students will learn about the conquest of the Aztec by the Spanish. Students will explain factors that enabled the Spanish to conquer the Aztecs.

Lesson 5: How do we honor the civilizations of Pre-Columbian America?

Outcome: Students will create their culminating project, a museum exhibit, depicting aspects of the civilizations explored during this quarter.

6 – W3.1.5 Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 1: Who lived in Pre-Columbian America?

Objectives

- Students will be able to read a map of Latin America with key geographic features.
- Students will be able to use the term “Pre-Columbian America” to refer to Latin America *prior* to the discovery of the Americas by Columbus.
- Students will be able to match artifacts with the culture that created them.
- Students will be able to conduct Internet research on the peoples of ancient America.
- Students will be able to identify the Olmec as a Pre-Columbian culture that lived near the Gulf of Mexico in what is today Mexico.
- Students will be able to compare and contrast articles from different decades on the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to use Internet research to analyze and interpret Olmec art.
- Students will be able to research information about the Olmec, complete a Black Line Master, present, and compare information.
- Students will be able to analyze and interpret archaeological hypotheses about the Olmec.
- Students will be able to identify the Teotihuacáanos as a Pre-Columbian culture that lived in what is today central Mexico.
- Students will be able to research the Teotihuacáanos via a book, the Internet, and the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to write a creative story / scene set in Ancient Teotihuacán.
- Students will be able perform their Ancient Teotihuacán story / scene.
- Students will be able to identify the Moche as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to conduct Internet research on the ancient cultures of Peru.
- Students will be able to research and summarize key information about the Moche.
- Students will be able to present key information to the class about their research findings on the Moche.
- Students will be able to identify the Nazca as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to hypothesize about the Nazca through artifacts.
- Students will be able to conduct Internet research on the Nazca and make predictions about their culture.
- Students will be able to research the Nazca and present information on a “glyph” chart.

Lesson 1: What is the geography of Latin America?

Outcome: Students are introduced to Latin America and learn about its geography. They will learn that Latin America is referred to as Pre-Columbian America prior to the time of the arrival of Columbus.

Lesson 2: Who were the Olmec?

Outcome: Students are introduced to four Pre-Columbian cultures. They will study the Olmec in more depth and acquire a general understanding of their culture.

Lesson 3: Who were the Teotihuacáños?

Outcome: Students are introduced to and research the Teotihuacáños of Central Mexico. They will work in teams to create a scene inspired by the Ancient Teotihuacáños.

Lesson 4: Who were the Moche?

Outcome: Students are introduced to and will learn about the Moche of Peru.

Lesson 5: Who were the Nazca?

Outcome: Students are introduced to the Nazca of Southern Peru. They will learn about and speculate on what Nazca geoglyphs and artifacts reveal about their beliefs, art, and daily life.

Exploration 2: Who are the Maya?

Objectives

- Students will be able to make predictions about Maya culture based on viewing images of Maya architecture.
- Students will be able to create a map of the extent of Maya civilization.
- Students will be able to research the Maya through reading articles from the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, and present their research in oral reports.
- Students will be able to navigate the CD-ROM, *Exploring the Lost Maya*, or websites to gain more information about the Mayan civilization.
- Students will be able to record five facts about the Maya.
- Students will be able to make predictions about the Maya based on reading an important myth from their literary tradition.
- Students will be able to use interactive Internet sites to explore Mayan writing, numbers, and myth.
- Students will be able to read, summarize and present chapters of the *Popul Vuh*.
- Students will be able to make a Maya codex to retell a story.
- Students will be able to write poems about the Maya using themes or ideas from Maya literature.
- Students will be able to describe how the Maya year is organized into kins, uinals, tuns, katuns, and baktuns.
- Students will be able to identify the differences between the Tzolkin calendar, the Haab calendar, and the Long Count calendar.
- Students will be able to use the interactive CD-ROM, *Exploring the Lost Maya* or video to investigate the Mayan calendar.
- Students will be able to use interactive Internet sites to understand the Mayan calendar.
- Students will be able to translate their birthday to the Mayan calendar.
- Students will be able to make an almanac for the Maya year, using knowledge of the importance of their calendar for seasonal and religious events.

- Students will be able to research gods of the Maya pantheon.
- Students will be able to write a first-person monologue from the point-of-view of a Maya god.
- Students will be able to read about and then role-play different classes within the Maya social structure.
- Students will be able to create Maya-style works of stone art.
- Students will be able to conduct Internet research to examine Mayan art and to create their own Mayan inspired art.
- Students will be able to write and design a Maya rulebook describing the beliefs and ways of life of the Maya.
- Students will be able to make predictions about the collapse of the classic Maya civilization.
- Students will be able to research the theories of the collapse of the classic Maya civilization and support one in writing.
- Students will be able to conduct Internet research to gather information for a PowerPoint “documentary” they will make about the Maya.
- Students will be able to use the CD-ROM set, *The Complete National Geographic*, OR *National Geographic Magazine*, to gather information for their “documentary” about the Maya.
- Students will be able to download images from the Internet for their “documentary” about the Maya.

Lesson 1: What are some of Maya’s achievements?

Outcome: Students will carry out research on the Mayan civilization to gain an overview of their many achievements and culture.

Lesson 2: What was the literature and writing of the Maya?

Outcome: Students will learn that the Maya had a logographic system of writing and will study some of the stories from the Maya literary tradition.

Lesson 3: What was the Mayan Calendar like?

Outcome: Students will learn the components of the Maya calendar, how it works, and its religious significance.

Lesson 4: What were the beliefs and social structure of the Maya?

Outcome: Students will learn about the pantheon of Maya gods and Maya worshipping practices, and will discover the connection between Maya social structure and their religion.

Lesson 5: What happened to the Maya?

Outcome: Students will explore some of the theories of the collapse of the Classic Maya and will learn how the Maya survive as a people and a culture today.

Exploration 3: What were the beliefs and accomplishments of the Inca?

Objectives

- Students will be able to determine that Inca mummies reveal information about Inca life and beliefs.
- Students will be able to use the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*, to see images of and read about Incan mummies.
- Students will be able to explore Internet sites created by PBS to learn about the Incan mummies.
- Students will be able to identify at least three ways in which the mummies revealed information about Inca religion.
- Students will be able to identify at least three ways in which the mummies reveal information about Inca daily life.
- Students will be able to view a video and answer questions about the Inca.
- Students will be able to identify Pachacuti and the ways in which he unified the Inca Empire.
- Students will be able to identify the extent of the Inca Empire.
- Students will be able to explain how the Inca adapted to life in the Andes Mountains.
- Students will be able to explain the structure of the Inca social/political organization.
- Students will be able to identify the role of the Sapa Inca.
- Students will use Internet resources and CD-ROM resources to research the accomplishments of the Inca.
- Students will be able to list at least 5 major accomplishments of the Inca.
- Students will be able to describe the importance of at least 5 major accomplishments of the Inca.
- Students will be able to make a poster of an Incan accomplishment.
- Students will be able to make a model of an Incan temple.
- Students will be able to identify Atahualpa.
- Students will be able to identify the events within the Inca Empire prior to the Spanish invasion.
- Students will be able to identify Pizarro.
- Students will be able to identify the events that led to Spanish conquest of the Inca Empire.
- Students will be able to explain how the Spanish invasion and civil war led to the demise of the Inca Empire.
- Students will be able to use Internet resources to take a virtual tour of Machu Picchu.
- Students will be able to explain what Machu Picchu reveals about the beliefs and accomplishments of the Inca.
- Students will be able to formulate a hypothesis on what they believe the function of Machu Picchu was.

Lesson 1: What is the mummy's secret?

Outcome: Students are introduced to the Inca and will understand that Incan mummies reveal information about the life and beliefs of the Inca people.

Lesson 2: How did the Inca Empire come into being?

Outcome: Students will understand where and how the Inca Empire came into being.

Lesson 3: What were the achievements of the Inca?

Outcome: Students will identify, explore, and explain the importance of several Inca accomplishments.

Lesson 4: What happened to the Inca?

Outcome: Students will understand how the Inca Empire met its end at the hands of the Spanish.

Lesson 5: Are we still learning about the Inca?

Outcome: Students will understand that Machu Picchu reveals more information about the beliefs and accomplishments of the Inca and provides us with new mysteries about the Inca.

Exploration 4: What led to the rise and fall of the Aztecs?

Objectives

- Students will be able to summarize the Aztec legend describing the creation of the Aztec Empire.
- Students will be able to conduct Internet research and answer questions about the rise of the Aztecs.
- Students will be able to view a video and answer questions about the Aztecs.
- Students will be able to determine at least three cultural and/or political factors that contributed to the rise of Aztec civilization.
- Students will be able to identify at least four aspects of Aztec daily life.
- Students will be able to conduct Internet research on the products of an Aztec market.
- Students will be able to describe the organization of and products at an Aztec market.
- Students will be able to explain how Aztec poetry reveals aspects of Aztec culture.
- Students will be able to explain the importance of religion in Aztec life.
- Students will be able to identify at least three Aztec gods or goddesses.
- Students will be able to describe the function of at least three Aztec gods or goddesses.
- Students will view a video and conduct Internet research to gather information for a report.
- Students will be able to describe the conflict between the Spanish and the Aztecs.

- Students will be able to identify Montezuma and Cortés.
- Students will be able to identify and explain at least three factors that led to the conquest of the Aztecs by the Spanish.
- Students will be able to view a video and answer question about the conflict between the Spanish and the Aztecs.
- Students will be able to conduct Internet research to find images for the creation of a codex chronicling the fall of the Aztecs.
- Students will be able to create a museum exhibit about ancient civilizations of the Americas.

Lesson 1: How did the Aztec build their empire?

Outcome: Students will understand the religious, cultural, and political factors that led to the rise of the Aztec empire.

Lesson 2: What was daily life like for the Aztecs?

Outcome: Students will describe elements of Aztec culture. They will create a model artifact for Aztec market day.

Lesson 3: What were the religious practices of the Aztec?

Outcome: Students will explain the significance of religion in Aztec daily life and will describe the function of Aztec gods and goddesses.

Lesson 4: How did the “Cycle of Nations” end for the Aztec?

Outcome: Students will learn about the conquest of the Aztec by the Spanish. Students will explain factors that enabled the Spanish to conquer the Aztecs.

Lesson 5: How do we honor the civilizations of Pre-Columbian America?

Outcome: Students will create their culminating project, a museum exhibit, depicting aspects of the civilizations explored during this quarter.

Geography

6-G1: The World in Spatial Terms: Geographical Habits of Mind

Describe the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use

geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

6-G1.1. Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

6 – G1.1.1 Describe how geographers use mapping to represent places and natural and human phenomena in the world.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
- Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Students will be able to identify the differences in time zones between major cities.
- Students will be able to identify how lines of longitude are related to time zones.
- Students will be able to read maps to determine the relative distances between areas in the world.
- Students will be able to use the Internet to research and gather information about different types of maps.
- Students will be able to develop a definition of a map and cite its key functions.
- Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
- Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
- Students will be able to make a map to communicate specific information.
- Students will be able to make a freehand sketch of the continent of Africa.
- Students will be able to predict the factuality of statements about African geography.
- Students will be able to create a map labeling the major physiographic features of Africa.
- Students will be able to use Internet research to discover the symmetry of the African climate above and below the Equator.
- Students will be able to make a climate map of Africa.
- Students will be able to read about the diverse places of Africa and what makes them unique.
- Students will be able to write a poem about the geographical diversity of Africa.
- Students will be able to draw a house suited to the environment in which they live.
- Students will be able to read about the four climate zones of Africa and predict how people live in each.

- Students will be able to read articles and take notes on the different regions of Africa and how people have adapted to each.
- Students will be able to write and perform a skit showing how people have adapted to various regions of Africa.
- Students will be able to study how traditional food of Africa is affected by regional differences.
- Students will be able to read and analyze African tales and myths.
Students will be able to explore regional specialties in arts and technology.

Lesson 1: What are the basic skills of geography?

Outcome: Students will review basic skills of geography and mapping terms.

Lesson 2: What is the geography of Africa?

Outcome: Students create a map of Africa and identify the major physiographic features of the continent.

Lesson 3: Is Africa a geographically diverse continent?

Outcome: Students learn that Africa is home to some of the greatest variety in climate, elevation, rainfall, and flora and fauna.

Lesson 4: How does geography influence life in Africa?

Outcome: Students learn how African people have adapted to and live in the varied climates of Africa.

6 – G1.1.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 1: Who lived in Pre-Columbian America?

Objectives

- Students will be able to read a map of Latin America with key geographic features.
- Students will be able to use the term “Pre-Columbian America” to refer to Latin America *prior* to the discovery of the Americas by Columbus.
- Students will be able to match artifacts with the culture that created them.
- Students will be able to conduct Internet research on the peoples of ancient America.

- Students will be able to identify the Olmec as a Pre-Columbian culture that lived near the Gulf of Mexico in what is today Mexico.
- Students will be able to compare and contrast articles from different decades on the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to use Internet research to analyze and interpret Olmec art.
- Students will be able to research information about the Olmec, complete a Black Line Master, present, and compare information.
- Students will be able to analyze and interpret archaeological hypotheses about the Olmec.
- Students will be able to identify the Teotihuacáanos as a Pre-Columbian culture that lived in what is today central Mexico.
- Students will be able to research the Teotihuacáanos via a book, the Internet, and the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to write a creative story / scene set in Ancient Teotihuacán.
- Students will be able perform their Ancient Teotihuacán story / scene.
- Students will be able to identify the Moche as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to conduct Internet research on the ancient cultures of Peru.
- Students will be able to research and summarize key information about the Moche.
- Students will be able to present key information to the class about their research findings on the Moche.
- Students will be able to identify the Nazca as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to hypothesize about the Nazca through artifacts.
- Students will be able to conduct Internet research on the Nazca and make predictions about their culture.
- Students will be able to research the Nazca and present information on a “glyph” chart.

Lesson 1: What is the geography of Latin America?

Outcome: Students are introduced to Latin America and learn about its geography. They will learn that Latin America is referred to as Pre-Columbian America prior to the time of the arrival of Columbus.

6-G1.2. Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

6 – G1.2.1 Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.

Quarter 3, Grade 6-MI: What was culture like in Pre-Columbian America?

Exploration 1: Who lived in Pre-Columbian America?

Objectives

- Students will be able to read a map of Latin America with key geographic features.
- Students will be able to use the term “Pre-Columbian America” to refer to Latin America *prior* to the discovery of the Americas by Columbus.
- Students will be able to match artifacts with the culture that created them.
- Students will be able to conduct Internet research on the peoples of ancient America.
- Students will be able to identify the Olmec as a Pre-Columbian culture that lived near the Gulf of Mexico in what is today Mexico.
- Students will be able to compare and contrast articles from different decades on the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to use Internet research to analyze and interpret Olmec art.
- Students will be able to research information about the Olmec, complete a Black Line Master, present, and compare information.
- Students will be able to analyze and interpret archaeological hypotheses about the Olmec.
- Students will be able to identify the Teotihuacáanos as a Pre-Columbian culture that lived in what is today central Mexico.
- Students will be able to research the Teotihuacáanos via a book, the Internet, and the CD-ROM, *The Complete National Geographic*, OR *National Geographic Magazine*.
- Students will be able to write a creative story / scene set in Ancient Teotihuacán.
- Students will be able perform their Ancient Teotihuacán story / scene.
- Students will be able to identify the Moche as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to conduct Internet research on the ancient cultures of Peru.
- Students will be able to research and summarize key information about the Moche.
- Students will be able to present key information to the class about their research findings on the Moche.
- Students will be able to identify the Nazca as a Pre-Columbian culture that lived in what is today Peru.
- Students will be able to hypothesize about the Nazca through artifacts.
- Students will be able to conduct Internet research on the Nazca and make predictions about their culture.
- Students will be able to research the Nazca and present information on a “glyph” chart.

Lesson 1: What is the geography of Latin America?

Outcome: Students are introduced to Latin America and learn about its geography. They will learn that Latin America is referred to as Pre-Columbian America prior to the time of the arrival of Columbus.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 1: How do people live today in the lands of Latin America?

Objectives

- Students will be able to select one Latin American country, research it, and write a formal report on it.
- Students will be able to recognize that Latin America includes South America, Central America, and parts of North America and the Caribbean.
- Students will be able to locate, label, and create a map of the countries of Latin America.
- Students will be able to explain why it is called Latin America.
- Students will be able to conduct Internet research to create a map of South America.
- Students will be able to read for information and answer questions about El Salvador.
- Students will be able to recognize that Latin America is home to many diverse natural environments, and describe specific examples.
- Students will be able to map major geographic features of Latin America.
- Students will be able to conduct Internet research to locate the major geographic features of Latin America.
- Students will be able to explain that most modern Latin American countries were previously colonies of Spain.
- Students will be able to state that Spanish is the predominant language of most Latin American countries.
- Students will be able to read for information and describe how and when most Latin American countries gained their independence.
- Students will be able to recognize the samba as one type of Latin American music and dance, and know that it originated in Brazil.
- Students will be able to read and comprehend the English translation of lyrics from Brazilian songs and identify the feelings they invoke.
- Students will be able to construct percussion instruments from household “junk” and kitchen items and play along with a samba recording.
- Students will be able to write predictions about Latin American art in their journals.
- Students will be able to conduct Internet research and answer related questions about Latin American art.
- Students will be able to describe examples of modern art from Latin America and name the artists who created them.
- Students will be able to create chalk drawings of figures or fruits inspired by the style of Colombian painter Fernando Botero.
- Students will be able to point out that modern art from Latin America reflects life in the modern world, while also containing elements from Latin America’s history and culture.
- Students will be able to conduct Internet research to find examples of modern Latin American art.

Lesson 1: What are the countries of Latin America?

Outcome: Students will learn the countries of Latin America, what they have in common, and create a map. Students are introduced to their cumulative assessment project.

Lesson 2: What is Latin America's geography?

Outcome: Students will become familiar with the diverse geography of Latin America.

6 – G1.2.2 Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
- Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Students will be able to identify the differences in time zones between major cities.
- Students will be able to identify how lines of longitude are related to time zones.
- Students will be able to read maps to determine the relative distances between areas in the world.
- Students will be able to use the Internet to research and gather information about different types of maps.
- Students will be able to develop a definition of a map and cite its key functions.
- Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
- Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
- Students will be able to make a map to communicate specific information.
- Students will be able to make a freehand sketch of the continent of Africa.
- Students will be able to predict the factuality of statements about African geography.
- Students will be able to create a map labeling the major physiographic features of Africa.
- Students will be able to use Internet research to discover the symmetry of the African climate above and below the Equator.
- Students will be able to make a climate map of Africa.
- Students will be able to read about the diverse places of Africa and what makes them unique.
- Students will be able to write a poem about the geographical diversity of Africa.
- Students will be able to draw a house suited to the environment in which they live.
- Students will be able to read about the four climate zones of Africa and predict how people live in each.
- Students will be able to read articles and take notes on the different regions of Africa and how people have adapted to each.

- Students will be able to write and perform a skit showing how people have adapted to various regions of Africa.
- Students will be able to study how traditional food of Africa is affected by regional differences.
- Students will be able to read and analyze African tales and myths.
Students will be able to explore regional specialties in arts and technology.

Lesson 1: What are the basic skills of geography?

Outcome: Students will review basic skills of geography and mapping terms.

Lesson 2: What is the geography of Africa?

Outcome: Students create a map of Africa and identify the major physiographic features of the continent.

Lesson 3: Is Africa a geographically diverse continent?

Outcome: Students learn that Africa is home to some of the greatest variety in climate, elevation, rainfall, and flora and fauna.

Lesson 4: How does geography influence life in Africa?

Outcome: Students learn how African people have adapted to and live in the varied climates of Africa.

6 – G1.2.3 Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
- Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Students will be able to identify the differences in time zones between major cities.
- Students will be able to identify how lines of longitude are related to time zones.
- Students will be able to read maps to determine the relative distances between areas in the world.

- Students will be able to use the Internet to research and gather information about different types of maps.
- Students will be able to develop a definition of a map and cite its key functions.
- Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
- Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
- Students will be able to make a map to communicate specific information.
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- Students will be able to explore regional specialties in arts and technology.

Lesson 1: What are the basic skills of geography?

Outcome: Students will review basic skills of geography and mapping terms.

Lesson 2: What is the geography of Africa?

Outcome: Students create a map of Africa and identify the major physiographic features of the continent.

Lesson 3: Is Africa a geographically diverse continent?

Outcome: Students learn that Africa is home to some of the greatest variety in climate, elevation, rainfall, and flora and fauna.

Lesson 4: How does geography influence life in Africa?

Outcome: Students learn how African people have adapted to and live in the varied climates of Africa.

6 – G1.2.4 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
- Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Students will be able to identify the differences in time zones between major cities.
- Students will be able to identify how lines of longitude are related to time zones.
- Students will be able to read maps to determine the relative distances between areas in the world.
- Students will be able to use the Internet to research and gather information about different types of maps.
- Students will be able to develop a definition of a map and cite its key functions.
- Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
- Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
- Students will be able to make a map to communicate specific information.
- Students will be able to make a freehand sketch of the continent of Africa.
- Students will be able to predict the factuality of statements about African geography.
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- Students will be able to use Internet research to discover the symmetry of the African climate above and below the Equator.
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- Students will be able to read about the four climate zones of Africa and predict how people live in each.
- Students will be able to read articles and take notes on the different regions of Africa and how people have adapted to each.
- Students will be able to write and perform a skit showing how people have adapted to various regions of Africa.
- Students will be able to study how traditional food of Africa is affected by regional differences.

- Students will be able to read and analyze African tales and myths.
Students will be able to explore regional specialties in arts and technology.

Lesson 1: What are the basic skills of geography?

Outcome: Students will review basic skills of geography and mapping terms.

Lesson 2: What is the geography of Africa?

Outcome: Students create a map of Africa and identify the major physiographic features of the continent.

Lesson 3: Is Africa a geographically diverse continent?

Outcome: Students learn that Africa is home to some of the greatest variety in climate, elevation, rainfall, and flora and fauna.

Lesson 4: How does geography influence life in Africa?

Outcome: Students learn how African people have adapted to and live in the varied climates of Africa.

6 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to answer geographic questions.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
- Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Students will be able to identify the differences in time zones between major cities.
- Students will be able to identify how lines of longitude are related to time zones.
- Students will be able to read maps to determine the relative distances between areas in the world.
- Students will be able to use the Internet to research and gather information about different types of maps.
- Students will be able to develop a definition of a map and cite its key functions.

- Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
- Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
- Students will be able to make a map to communicate specific information.
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- Students will be able to read and analyze African tales and myths.
- Students will be able to explore regional specialties in arts and technology.

Lesson 1: What are the basic skills of geography?

Outcome: Students will review basic skills of geography and mapping terms.

Lesson 2: What is the geography of Africa?

Outcome: Students create a map of Africa and identify the major physiographic features of the continent.

6 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 1: How do people live today in the lands of Latin America?

Objectives

- Students will be able to select one Latin American country, research it, and write a formal report on it.
- Students will be able to recognize that Latin America includes South America, Central America, and parts of North America and the Caribbean.
- Students will be able to locate, label, and create a map of the countries of Latin America.
- Students will be able to explain why it is called Latin America.
- Students will be able to conduct Internet research to create a map of South America.
- Students will be able to read for information and answer questions about El Salvador.
- Students will be able to recognize that Latin America is home to many diverse natural environments, and describe specific examples.
- Students will be able to map major geographic features of Latin America.
- Students will be able to conduct Internet research to locate the major geographic features of Latin America.
- Students will be able to explain that most modern Latin American countries were previously colonies of Spain.
- Students will be able to state that Spanish is the predominant language of most Latin American countries.
- Students will be able to read for information and describe how and when most Latin American countries gained their independence.
- Students will be able to recognize the samba as one type of Latin American music and dance, and know that it originated in Brazil.
- Students will be able to read and comprehend the English translation of lyrics from Brazilian songs and identify the feelings they invoke.
- Students will be able to construct percussion instruments from household “junk” and kitchen items and play along with a samba recording.
- Students will be able to write predictions about Latin American art in their journals.
- Students will be able to conduct Internet research and answer related questions about Latin American art.
- Students will be able to describe examples of modern art from Latin America and name the artists who created them.
- Students will be able to create chalk drawings of figures or fruits inspired by the style of Colombian painter Fernando Botero.
- Students will be able to point out that modern art from Latin America reflects life in the modern world, while also containing elements from Latin America’s history and culture.
- Students will be able to conduct Internet research to find examples of modern Latin American art.

Lesson 1: What are the countries of Latin America?

Outcome: Students will learn the countries of Latin America, what they have in common, and create a map. Students are introduced to their cumulative assessment project.

Lesson 2: What is Latin America’s geography?

Outcome: Students will become familiar with the diverse geography of Latin America.

6-G1.3. Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

6 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 1: How do people live today in the lands of Latin America?

Objectives

- Students will be able to select one Latin American country, research it, and write a formal report on it.
- Students will be able to recognize that Latin America includes South America, Central America, and parts of North America and the Caribbean.
- Students will be able to locate, label, and create a map of the countries of Latin America.
- Students will be able to explain why it is called Latin America.
- Students will be able to conduct Internet research to create a map of South America.
- Students will be able to read for information and answer questions about El Salvador.
- Students will be able to recognize that Latin America is home to many diverse natural environments, and describe specific examples.
- Students will be able to map major geographic features of Latin America.
- Students will be able to conduct Internet research to locate the major geographic features of Latin America.
- Students will be able to explain that most modern Latin American countries were previously colonies of Spain.
- Students will be able to state that Spanish is the predominant language of most Latin American countries.
- Students will be able to read for information and describe how and when most Latin American countries gained their independence.
- Students will be able to recognize the samba as one type of Latin American music and dance, and know that it originated in Brazil.
- Students will be able to read and comprehend the English translation of lyrics from Brazilian songs and identify the feelings they invoke.
- Students will be able to construct percussion instruments from household “junk” and kitchen items and play along with a samba recording.
- Students will be able to write predictions about Latin American art in their journals.
- Students will be able to conduct Internet research and answer related questions about Latin American art.
- Students will be able to describe examples of modern art from Latin America and name the artists who created them.

- Students will be able to create chalk drawings of figures or fruits inspired by the style of Colombian painter Fernando Botero.
- Students will be able to point out that modern art from Latin America reflects life in the modern world, while also containing elements from Latin America's history and culture.
- Students will be able to conduct Internet research to find examples of modern Latin American art.

Lesson 1: What are the countries of Latin America?

Outcome: Students will learn the countries of Latin America, what they have in common, and create a map. Students are introduced to their cumulative assessment project.

Lesson 2: What is Latin America's geography?

Outcome: Students will become familiar with the diverse geography of Latin America.

6 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 1: How do people live today in the lands of Latin America?

Objectives

- Students will be able to select one Latin American country, research it, and write a formal report on it.
- Students will be able to recognize that Latin America includes South America, Central America, and parts of North America and the Caribbean.
- Students will be able to locate, label, and create a map of the countries of Latin America.
- Students will be able to explain why it is called Latin America.
- Students will be able to conduct Internet research to create a map of South America.
- Students will be able to read for information and answer questions about El Salvador.
- Students will be able to recognize that Latin America is home to many diverse natural environments, and describe specific examples.
- Students will be able to map major geographic features of Latin America.
- Students will be able to conduct Internet research to locate the major geographic features of Latin America.
- Students will be able to explain that most modern Latin American countries were previously colonies of Spain.
- Students will be able to state that Spanish is the predominant language of most Latin American countries.

- Students will be able to read for information and describe how and when most Latin American countries gained their independence.
- Students will be able to recognize the samba as one type of Latin American music and dance, and know that it originated in Brazil.
- Students will be able to read and comprehend the English translation of lyrics from Brazilian songs and identify the feelings they invoke.
- Students will be able to construct percussion instruments from household “junk” and kitchen items and play along with a samba recording.
- Students will be able to write predictions about Latin American art in their journals.
- Students will be able to conduct Internet research and answer related questions about Latin American art.
- Students will be able to describe examples of modern art from Latin America and name the artists who created them.
- Students will be able to create chalk drawings of figures or fruits inspired by the style of Colombian painter Fernando Botero.
- Students will be able to point out that modern art from Latin America reflects life in the modern world, while also containing elements from Latin America’s history and culture.
- Students will be able to conduct Internet research to find examples of modern Latin American art.

Lesson 1: What are the countries of Latin America?

Outcome: Students will learn the countries of Latin America, what they have in common, and create a map. Students are introduced to their cumulative assessment project.

Lesson 2: What is Latin America’s geography?

Outcome: Students will become familiar with the diverse geography of Latin America.

6 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 1: What is “Modern Africa” and how did it emerge?

Objectives

- Students will be able to create a collage assembling their initial impressions of modern Africa.
- Students will be able to take a geography pre-test in which they name as many African nations as they can.
- Students will be able to research a modern African country via the Internet and other resources, and then present this information to the class, using visual aids.

- Students will be able to create a political map of Africa.
- Students will be able to read, collect, and organize news articles on contemporary issues in Africa.
- Students will be able to read about agricultural products in Africa and create a coded map of these products.
- Students will be able to research the importance of minerals to the modern African economy.
- Students will be able to use the Internet to research and draw conclusions about the resources of Modern Africa.
- Students will be able to write want ads for jobs showing the variety of economic activity in Africa.
- Students will be able to explain why European powers were interested in carving up Africa.
- Students will be able to use the Internet and CD-ROM resources to prepare for a press conference on Modern Africa.
- Students will be able to identify questions to be answered regarding Modern Africa.
- Students will be able to listen to modern African music and make observations about instrumentation and rhythm.
- Students will be able to read about traditional cultures in modern Africa.
- Students will be able to use the Internet, *The Complete National Geographic* CD-ROM set OR *National Geographic Magazine* set and other resources to research traditional African cultures.
- Students will be able to use the Internet to research African art.
- Students will be able to define the term *stylization* as it pertains to art.
- Students will be able to create stylized cardboard cutouts.
- Students will be able to describe, analyze, interpret, and judge their own work.

Lesson 1: What is the political landscape of modern Africa?

Outcome: Students will create a map of modern Africa and begin research on one of the continent's countries.

Lesson 2: What resources are found in Africa?

Outcome: Students will learn that the nations of modern Africa have complex economies with a variety of important agricultural and mineral products.

Lesson 3: How did the map of Modern Africa evolve?

Outcome: Students will learn how European colonialism shaped the history and map of Modern Africa.

Lesson 4: Did African cultures survive?

Outcome: Students will learn how traditional arts and ways of life still shape the cultures of modern Africa.

Lesson 5: Did African art change?

Outcome: Students will learn about stylization in African art and create their own stylized art.

6-G2: Places and Regions

Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

6-G2.1. Physical Characteristics of Place

Describe the physical characteristics of places.

6 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.
- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
- Students will be able to identify five ethnic groups of Brazil and explain their history.
- Students will be able to conduct Internet research on one ethnic group from Brazil and present their findings in a narrative.
- Students will be able to describe in writing what they might see in a Brazilian café.
- Students will be able to read for information and answer questions about Brazilian playwright, Augusto Boal.
- Students will be able to describe how Forum Theater is a tool for solving social and political problems.
- Students will be able to create their own play that addresses a social problem in the style of Augusto Boal.
- Students will be able to write a paragraph explaining how Forum Theater reflects life in Brazil.
- Students will be able to explore Capoeira using the Internet and video resources.
- Students will be able to read for information about the Amazon rainforest and answer questions on a worksheet.
- Students will be able to identify some of the many natural resources of the rainforest.
- Students will be able to carry out Internet research to learn about the Amazon rainforest.

- Students will be able to describe at least three problems resulting from the development of the rainforest.
- Students will be able to describe at least six strategies to preserve the rainforest.
- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

6 – G2.1.2 Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
- Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Students will be able to identify the differences in time zones between major cities.
- Students will be able to identify how lines of longitude are related to time zones.
- Students will be able to read maps to determine the relative distances between areas in the world.
- Students will be able to use the Internet to research and gather information about different types of maps.
- Students will be able to develop a definition of a map and cite its key functions.

- Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
- Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
- Students will be able to make a map to communicate specific information.
- Students will be able to make a freehand sketch of the continent of Africa.
- Students will be able to predict the factuality of statements about African geography.
- Students will be able to create a map labeling the major physiographic features of Africa.
- Students will be able to use Internet research to discover the symmetry of the African climate above and below the Equator.
- Students will be able to make a climate map of Africa.
- Students will be able to read about the diverse places of Africa and what makes them unique.
- Students will be able to write a poem about the geographical diversity of Africa.
- Students will be able to draw a house suited to the environment in which they live.
- Students will be able to read about the four climate zones of Africa and predict how people live in each.
- Students will be able to read articles and take notes on the different regions of Africa and how people have adapted to each.
- Students will be able to write and perform a skit showing how people have adapted to various regions of Africa.
- Students will be able to study how traditional food of Africa is affected by regional differences.
- Students will be able to read and analyze African tales and myths.
- Students will be able to explore regional specialties in arts and technology.

Lesson 1: What are the basic skills of geography?

Outcome: Students will review basic skills of geography and mapping terms.

Lesson 2: What is the geography of Africa?

Outcome: Students create a map of Africa and identify the major physiographic features of the continent.

Lesson 3: Is Africa a geographically diverse continent?

Outcome: Students learn that Africa is home to some of the greatest variety in climate, elevation, rainfall, and flora and fauna.

Lesson 4: How does geography influence life in Africa?

Outcome: Students learn how African people have adapted to and live in the varied climates of Africa.

6-G2.2. Human Characteristics of Place

Describe the human characteristics of places.

6 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 1: What is “Modern Africa” and how did it emerge?

Objectives

- Students will be able to create a collage assembling their initial impressions of modern Africa.
- Students will be able to take a geography pre-test in which they name as many African nations as they can.
- Students will be able to research a modern African country via the Internet and other resources, and then present this information to the class, using visual aids.
- Students will be able to create a political map of Africa.
- Students will be able to read, collect, and organize news articles on contemporary issues in Africa.
- Students will be able to read about agricultural products in Africa and create a coded map of these products.
- Students will be able to research the importance of minerals to the modern African economy.
- Students will be able to use the Internet to research and draw conclusions about the resources of Modern Africa.
- Students will be able to write want ads for jobs showing the variety of economic activity in Africa.
- Students will be able to explain why European powers were interested in carving up Africa.
- Students will be able to use the Internet and CD-ROM resources to prepare for a press conference on Modern Africa.
- Students will be able to identify questions to be answered regarding Modern Africa.
- Students will be able to listen to modern African music and make observations about instrumentation and rhythm.
- Students will be able to read about traditional cultures in modern Africa.
- Students will be able to use the Internet, *The Complete National Geographic* CD-ROM set OR *National Geographic Magazine* set and other resources to research traditional African cultures.
- Students will be able to use the Internet to research African art.
- Students will be able to define the term *stylization* as it pertains to art.
- Students will be able to create stylized cardboard cutouts.
- Students will be able to describe, analyze, interpret, and judge their own work.

Lesson 1: What is the political landscape of modern Africa?

Outcome: Students will create a map of modern Africa and begin research on one of the continent's countries.

Lesson 2: What resources are found in Africa?

Outcome: Students will learn that the nations of modern Africa have complex economies with a variety of important agricultural and mineral products.

Lesson 3: How did the map of Modern Africa evolve?

Outcome: Students will learn how European colonialism shaped the history and map of Modern Africa.

Exploration 2: How does modern Mexico reflect its ancient and

Colonial past?

Objectives

- Students will be able to research and record information about the regions of modern Mexico.
- Students will be able to take notes on the regions of Mexico by actively listening to oral reports.
- Students will be able to create a travel brochure enticing visitors to Mexico.
- Students will be able to locate and label many places in Mexico on a map.
- Student will be able to present information about Mexico to the class.
- Students will be able to take an Internet tour of the regions of Mexico.
- Students will be able to research one era of Mexican history via the Internet.
- Students will be able to create a poster summarizing the key people and events of one era of Mexican history.
- Students will be able to present information to the class about the era of Mexican history they researched.
- Students will be able to identify Benito Juarez, Miguel Hidalgo y Costilla, and Porfirio Díaz and explain the roles each played in the history of Mexico.
- Students will be able to research one era of Mexican history via the Internet.
- Students will be able to use a word processor to prepare and present a report on a period of Mexican history.
- Students will be able to identify the artwork of Mexican artists Jose Clemente Orozco, David Siquieros, Diego Rivera, and Frida Kahlo.
- Students will be able to write about their impressions of Mexican artwork.
- Students will be able to create a painting in the style and spirit of contemporary Mexican art.
- Students will explore Internet galleries to view the work of Mexican artists.
- Students will be able to define personification, metaphor, and imagery and find examples of each Mexican literature.
- Students will be able to read and analyze selections of literature from modern Mexico.
- Students will be able to write a poem in the style of Mexican poetry they have read.

- Students will be able to learn and dance a social dance from southern Mexico and explain the role of such activities in traditional community life.
- Students will be able to explain how traditional community activities link the past with the present.

Lesson 1: What is Mexico like?

Outcome: Students are introduced to modern Mexico through an online activity, and will create and present a travel brochure. They will complete a map of Mexico.

Lesson 2: What is the history of Mexico after colonization?

Outcome: Students will learn about six periods of Mexico's history through Internet research.

6 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 1: What is "Modern Africa" and how did it emerge?

Objectives

- Students will be able to create a collage assembling their initial impressions of modern Africa.
- Students will be able to take a geography pre-test in which they name as many African nations as they can.
- Students will be able to research a modern African country via the Internet and other resources, and then present this information to the class, using visual aids.
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- Students will be able to read about agricultural products in Africa and create a coded map of these products.
- Students will be able to research the importance of minerals to the modern African economy.
- Students will be able to use the Internet to research and draw conclusions about the resources of Modern Africa.
- Students will be able to write want ads for jobs showing the variety of economic activity in Africa.
- Students will be able to explain why European powers were interested in carving up Africa.
- Students will be able to use the Internet and CD-ROM resources to prepare for a press conference on Modern Africa.

- Students will be able to identify questions to be answered regarding Modern Africa.
- Students will be able to listen to modern African music and make observations about instrumentation and rhythm.
- Students will be able to read about traditional cultures in modern Africa.
- Students will be able to use the Internet, *The Complete National Geographic* CD-ROM set OR *National Geographic Magazine* set and other resources to research traditional African cultures.
- Students will be able to use the Internet to research African art.
- Students will be able to define the term *stylization* as it pertains to art.
- Students will be able to create stylized cardboard cutouts.
- Students will be able to describe, analyze, interpret, and judge their own work.

Lesson 1: What is the political landscape of modern Africa?

Outcome: Students will create a map of modern Africa and begin research on one of the continent's countries.

Lesson 2: What resources are found in Africa?

Outcome: Students will learn that the nations of modern Africa have complex economies with a variety of important agricultural and mineral products.

Lesson 3: How did the map of Modern Africa evolve?

Outcome: Students will learn how European colonialism shaped the history and map of Modern Africa.

Lesson 4: Did African cultures survive?

Outcome: Students will learn how traditional arts and ways of life still shape the cultures of modern Africa.

Lesson 5: Did African art change?

Outcome: Students will learn about stylization in African art and create their own stylized art.

6 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 3: What made the medieval kingdoms of Central and Southern Africa unique?

Objectives

- Students will be able to describe some features of the landscape of southern Africa.
- Students will be able to identify Bantu as a language family connecting widely scattered peoples.
- Students will be able to describe the structures the Bantu people built, and the importance of family, gender, and age in Bantu culture.
- Students will be able to explain how migrations of West African Bantu-speaking people changed central and southern Africa.
- Students will be able to identify the Kongo Kingdom, its resources, and the relationship between the Kongo and the Portuguese.
- Students will be able to identify the Zimbabwe state, the temple at Great Zimbabwe, and the reasons for Zimbabwe's decline.
- Students will be able to identify the central African, Swahili coastal trading states, including Kilwa (in present-day Tanzania).
- Students will be able to use a timeline to examine some of the migrations of Bantu-speaking people.
- Students will be able to take a practice standardized test as they demonstrate their ability to read and understand a timeline.
- Students will be able to research the lives of some European explorers using Internet resources.
- Students will be able to identify Queen Nzinga, and describe her relationship with the Portuguese and the beginnings of the slave trade.
- Students will be able to identify the San people of the Kalahari Desert and describe how they differ from other Southern African societies.
- Students will be able to use the CD-ROMs, Encarta Africana or online resources and The Complete National Geographic OR National Geographic Magazine, June 1963, "Bushmen of the Kalahari," and "Africa's Bushman Art Treasures to research the societies of Central and Southern Africa.
- Students will be able to conduct Internet research to make reports on the societies and notable individuals of Central and Southern Africa.
- Students will be able to identify a Griot as a performer of praise songs.
- Students will be able to explain why courage, a command of words, and a good voice are the most important qualities of a Griot.
- Students will be able to view images and listen to some Griots' music via the Internet.
- Students will be able to research African folktales on the Internet.
- Students will be able to analyze traditional African music.
- Students will be able to explain the importance of the dance-drumming tradition, and how music and dance are linked in traditional African music.
- Students will be able to research African dance drumming using the Internet and draw conclusions about it.
- Students will be able to create a traditional African musical instrument.

- Students will be able to view a video and draw conclusions about African dance.
- Students will be able to research video archives about African dance on the Internet.
- Students will be able to create drumbeats and dance steps.
- Students will be able to experience the performance dynamic between the drummer and dancers.

Lesson 1: What were some of the cultures and peoples of Central and Southern Africa?

Outcome: Students are introduced to the medieval kingdoms and states of Central and Southern Africa.

Lesson 2: How do I discover more about the societies of Central and Southern Africa?

Outcome: Students conduct further research on three medieval African societies—the Kongo Kingdom, Great Zimbabwe, and the San people.

Lesson 3: What is a Griot?

Outcome: Students will understand the role of the Griot and his or her importance to African societies.

Lesson 4: Why are drums important in African societies?

Outcome: Students will learn about African drums, and then make and explore one of their own.

Lesson 5: How does dance relate to drumming in African societies?

Outcome: Students will experience African dance drumming.

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 1: What is unique about the geography of Africa?

Objectives

- Students will be able to identify key terms of geography, including longitude, latitude, time zone, and equator.
- Students will be able to identify Global Positioning Systems (GPS) and Geographic Information Systems (GIS).
- Students will be able to identify the differences in time zones between major cities.
- Students will be able to identify how lines of longitude are related to time zones.

- Students will be able to read maps to determine the relative distances between areas in the world.
- Students will be able to use the Internet to research and gather information about different types of maps.
- Students will be able to develop a definition of a map and cite its key functions.
- Students will be able to discover problems with flat maps by creating a globe out of a tennis ball.
- Students will be able to peruse atlases and online maps to find out what kind of information one can glean from maps.
- Students will be able to make a map to communicate specific information.
- Students will be able to make a freehand sketch of the continent of Africa.
- Students will be able to predict the factuality of statements about African geography.
- Students will be able to create a map labeling the major physiographic features of Africa.
- Students will be able to use Internet research to discover the symmetry of the African climate above and below the Equator.
- Students will be able to make a climate map of Africa.
- Students will be able to read about the diverse places of Africa and what makes them unique.
- Students will be able to write a poem about the geographical diversity of Africa.
- Students will be able to draw a house suited to the environment in which they live.
- Students will be able to read about the four climate zones of Africa and predict how people live in each.
- Students will be able to read articles and take notes on the different regions of Africa and how people have adapted to each.
- Students will be able to write and perform a skit showing how people have adapted to various regions of Africa.
- Students will be able to study how traditional food of Africa is affected by regional differences.
- Students will be able to read and analyze African tales and myths.
- Students will be able to explore regional specialties in arts and technology.

Lesson 1: What are the basic skills of geography?

Outcome: Students will review basic skills of geography and mapping terms.

Lesson 2: What is the geography of Africa?

Outcome: Students create a map of Africa and identify the major physiographic features of the continent.

Lesson 3: Is Africa a geographically diverse continent?

Outcome: Students learn that Africa is home to some of the greatest variety in climate, elevation, rainfall, and flora and fauna.

Lesson 4: How does geography influence life in Africa?

Outcome: Students learn how African people have adapted to and live in the varied climates of Africa.

Lesson 5: What are some of the cultures of Africa?

Outcome: Students study myths, eat traditional food and receive a general cultural introduction to Africa.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 1: What is “Modern Africa” and how did it emerge?

Objectives

- Students will be able to create a collage assembling their initial impressions of modern Africa.
- Students will be able to take a geography pre-test in which they name as many African nations as they can.
- Students will be able to research a modern African country via the Internet and other resources, and then present this information to the class, using visual aids.
- Students will be able to create a political map of Africa.
- Students will be able to read, collect, and organize news articles on contemporary issues in Africa.
- Students will be able to read about agricultural products in Africa and create a coded map of these products.
- Students will be able to research the importance of minerals to the modern African economy.
- Students will be able to use the Internet to research and draw conclusions about the resources of Modern Africa.
- Students will be able to write want ads for jobs showing the variety of economic activity in Africa.
- Students will be able to explain why European powers were interested in carving up Africa.
- Students will be able to use the Internet and CD-ROM resources to prepare for a press conference on Modern Africa.
- Students will be able to identify questions to be answered regarding Modern Africa.
- Students will be able to listen to modern African music and make observations about instrumentation and rhythm.
- Students will be able to read about traditional cultures in modern Africa.
- Students will be able to use the Internet, *The Complete National Geographic* CD-ROM set OR *National Geographic Magazine* set and other resources to research traditional African cultures.
- Students will be able to use the Internet to research African art.
- Students will be able to define the term *stylization* as it pertains to art.
- Students will be able to create stylized cardboard cutouts.
- Students will be able to describe, analyze, interpret, and judge their own work.

Lesson 1: What is the political landscape of modern Africa?

Outcome: Students will create a map of modern Africa and begin research on one of the continent's countries.

Lesson 2: What resources are found in Africa?

Outcome: Students will learn that the nations of modern Africa have complex economies with a variety of important agricultural and mineral products.

Lesson 3: How did the map of Modern Africa evolve?

Outcome: Students will learn how European colonialism shaped the history and map of Modern Africa.

Lesson 4: Did African cultures survive?

Outcome: Students will learn how traditional arts and ways of life still shape the cultures of modern Africa.

Lesson 5: Did African art change?

Outcome: Students will learn about stylization in African art and create their own stylized art.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.
- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
- Students will be able to identify five ethnic groups of Brazil and explain their history.
- Students will be able to conduct Internet research on one ethnic group from Brazil and present their findings in a narrative.
- Students will be able to describe in writing what they might see in a Brazilian café.
- Students will be able to read for information and answer questions about Brazilian playwright, Augusto Boal.
- Students will be able to describe how Forum Theater is a tool for solving social and political problems.

- Students will be able to create their own play that addresses a social problem in the style of Augusto Boal.
- Students will be able to write a paragraph explaining how Forum Theater reflects life in Brazil.
- Students will be able to explore Capoeira using the Internet and video resources.
- Students will be able to read for information about the Amazon rainforest and answer questions on a worksheet.
- Students will be able to identify some of the many natural resources of the rainforest.
- Students will be able to carry out Internet research to learn about the Amazon rainforest.
- Students will be able to describe at least three problems resulting from the development of the rainforest.
- Students will be able to describe at least six strategies to preserve the rainforest.
- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 2: How is the population of Brazil diverse?

Outcome: Students will identify five different groups of people who live in Brazil today. They will describe the history and customs of each.

6-G3: Physical Systems

Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

6-G3.1. Physical Processes

Describe the physical processes that shape the patterns of the Earth's surface.

6 – G3.1.1 Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 1: What is "Modern Africa" and how did it emerge?

Objectives

- Students will be able to create a collage assembling their initial impressions of modern Africa.

- Students will be able to take a geography pre-test in which they name as many African nations as they can.
- Students will be able to research a modern African country via the Internet and other resources, and then present this information to the class, using visual aids.
- Students will be able to create a political map of Africa.
- Students will be able to read, collect, and organize news articles on contemporary issues in Africa.
- Students will be able to read about agricultural products in Africa and create a coded map of these products.
- Students will be able to research the importance of minerals to the modern African economy.
- Students will be able to use the Internet to research and draw conclusions about the resources of Modern Africa.
- Students will be able to write want ads for jobs showing the variety of economic activity in Africa.
- Students will be able to explain why European powers were interested in carving up Africa.
- Students will be able to use the Internet and CD-ROM resources to prepare for a press conference on Modern Africa.
- Students will be able to identify questions to be answered regarding Modern Africa.
- Students will be able to listen to modern African music and make observations about instrumentation and rhythm.
- Students will be able to read about traditional cultures in modern Africa.
- Students will be able to use the Internet, *The Complete National Geographic* CD-ROM set OR *National Geographic Magazine* set and other resources to research traditional African cultures.
- Students will be able to use the Internet to research African art.
- Students will be able to define the term *stylization* as it pertains to art.
- Students will be able to create stylized cardboard cutouts.
- Students will be able to describe, analyze, interpret, and judge their own work.

Lesson 1: What is the political landscape of modern Africa?

Outcome: Students will create a map of modern Africa and begin research on one of the continent's countries.

Lesson 2: What resources are found in Africa?

Outcome: Students will learn that the nations of modern Africa have complex economies with a variety of important agricultural and mineral products.

Lesson 3: How did the map of Modern Africa evolve?

Outcome: Students will learn how European colonialism shaped the history and map of Modern Africa.

Lesson 4: Did African cultures survive?

Outcome: Students will learn how traditional arts and ways of life still shape the cultures of modern Africa.

Lesson 5: Did African art change?

Outcome: Students will learn about stylization in African art and create their own stylized art.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.
- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
- Students will be able to identify five ethnic groups of Brazil and explain their history.
- Students will be able to conduct Internet research on one ethnic group from Brazil and present their findings in a narrative.
- Students will be able to describe in writing what they might see in a Brazilian café.
- Students will be able to read for information and answer questions about Brazilian playwright, Augusto Boal.
- Students will be able to describe how Forum Theater is a tool for solving social and political problems.
- Students will be able to create their own play that addresses a social problem in the style of Augusto Boal.
- Students will be able to write a paragraph explaining how Forum Theater reflects life in Brazil.
- Students will be able to explore Capoeira using the Internet and video resources.
- Students will be able to read for information about the Amazon rainforest and answer questions on a worksheet.
- Students will be able to identify some of the many natural resources of the rainforest.
- Students will be able to carry out Internet research to learn about the Amazon rainforest.
- Students will be able to describe at least three problems resulting from the development of the rainforest.
- Students will be able to describe at least six strategies to preserve the rainforest.
- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 2: How is the population of Brazil diverse?

Outcome: Students will identify five different groups of people who live in Brazil today. They will describe the history and customs of each.

6-G3.2. Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

6 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).

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- Students will be able to carry out Internet research to learn about the Amazon rainforest.
- Students will be able to describe at least three problems resulting from the development of the rainforest.
- Students will be able to describe at least six strategies to preserve the rainforest.
- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

6 – G3.2.2 Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

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- Students will be able to summarize at least one current news article regarding the rainforest.
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- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

6-G4: Human Systems

Explain that human activities may be seen on Earth's surface.

6-G4.1. Cultural Mosaic

Describe the characteristics, distribution and complexity of Earth's cultural mosaic.

6 – G4.1.1 Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 1: How do people live today in the lands of Latin America?

Objectives

- Students will be able to select one Latin American country, research it, and write a formal report on it.
- Students will be able to recognize that Latin America includes South America, Central America, and parts of North America and the Caribbean.
- Students will be able to locate, label, and create a map of the countries of Latin America.
- Students will be able to explain why it is called Latin America.
- Students will be able to conduct Internet research to create a map of South America.
- Students will be able to read for information and answer questions about El Salvador.
- Students will be able to recognize that Latin America is home to many diverse natural environments, and describe specific examples.
- Students will be able to map major geographic features of Latin America.
- Students will be able to conduct Internet research to locate the major geographic features of Latin America.
- Students will be able to explain that most modern Latin American countries were previously colonies of Spain.
- Students will be able to state that Spanish is the predominant language of most Latin American countries.
- Students will be able to read for information and describe how and when most Latin American countries gained their independence.
- Students will be able to recognize the samba as one type of Latin American music and dance, and know that it originated in Brazil.
- Students will be able to read and comprehend the English translation of lyrics from Brazilian songs and identify the feelings they invoke.
- Students will be able to construct percussion instruments from household “junk” and kitchen items and play along with a samba recording.
- Students will be able to write predictions about Latin American art in their journals.
- Students will be able to conduct Internet research and answer related questions about Latin American art.
- Students will be able to describe examples of modern art from Latin America and name the artists who created them.
- Students will be able to create chalk drawings of figures or fruits inspired by the style of Colombian painter Fernando Botero.
- Students will be able to point out that modern art from Latin America reflects life in the modern world, while also containing elements from Latin America’s history and culture.
- Students will be able to conduct Internet research to find examples of modern Latin American art.

Lesson 1: What are the countries of Latin America?

Outcome: Students will learn the countries of Latin America, what they have in common, and create a map. Students are introduced to their cumulative assessment project.

Lesson 2: What is Latin America's geography?

Outcome: Students will become familiar with the diverse geography of Latin America.

Lesson 3: How did some Latin American countries win their independence?

Outcome: Students will be introduced to people and events from independence movements that freed various Latin American countries from Spanish rule. They will confirm the country they will research for their cumulative assessment project.

Lesson 4: What is samba?

Outcome: Students are introduced Latin American music by exploring the Brazilian samba. They will explore the musical and lyrical elements of samba, make percussion instruments from household "junk" and kitchen items, then learn to play and sing parts of a classic samba.

Lesson 5: Who are some contemporary Latin American artists?

Outcome: Students will explore examples of modern art from Latin America, take a closer look at the paintings of Colombian artist Fernando Botero, and create chalk drawings in a similar style.

Exploration 2: How does modern Mexico reflect its ancient and
Colonial past?

Objectives

- Students will be able to research and record information about the regions of modern Mexico.
- Students will be able to take notes on the regions of Mexico by actively listening to oral reports.
- Students will be able to create a travel brochure enticing visitors to Mexico.
- Students will be able to locate and label many places in Mexico on a map.
- Student will be able to present information about Mexico to the class.
- Students will be able to take an Internet tour of the regions of Mexico.
- Students will be able to research one era of Mexican history via the Internet.
- Students will be able to create a poster summarizing the key people and events of one era of Mexican history.

- Students will be able to present information to the class about the era of Mexican history they researched.
- Students will be able to identify Benito Juarez, Miguel Hidalgo y Costilla, and Porfirio Díaz and explain the roles each played in the history of Mexico.
- Students will be able to research one era of Mexican history via the Internet.
- Students will be able to use a word processor to prepare and present a report on a period of Mexican history.
- Students will be able to identify the artwork of Mexican artists Jose Clemente Orozco, David Siquieros, Diego Rivera, and Frida Kahlo.
- Students will be able to write about their impressions of Mexican artwork.
- Students will be able to create a painting in the style and spirit of contemporary Mexican art.
- Students will explore Internet galleries to view the work of Mexican artists.
- Students will be able to define personification, metaphor, and imagery and find examples of each Mexican literature.
- Students will be able to read and analyze selections of literature from modern Mexico.
- Students will be able to write a poem in the style of Mexican poetry they have read.
- Students will be able to learn and dance a social dance from southern Mexico and explain the role of such activities in traditional community life.
- Students will be able to explain how traditional community activities link the past with the present.

Lesson 1: What is Mexico like?

Outcome: Students are introduced to modern Mexico through an online activity, and will create and present a travel brochure. They will complete a map of Mexico.

Lesson 2: What is the history of Mexico after colonization?

Outcome: Students will learn about six periods of Mexico's history through Internet research.

Lesson 3: What does Mexican art tell us about Mexico?

Outcome: Students will learn about contemporary Mexican art and how it reflects the culture of Mexico.

Lesson 4: What are some features of contemporary Mexican literature?

Outcome: Students will read and analyze selections of literature from modern Mexico.

Lesson 5: What is a Mexican social dance?

Outcome: Students will learn about and experience, La Botella, a Mexican social dance.

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.
- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
- Students will be able to identify five ethnic groups of Brazil and explain their history.
- Students will be able to conduct Internet research on one ethnic group from Brazil and present their findings in a narrative.
- Students will be able to describe in writing what they might see in a Brazilian café.
- Students will be able to read for information and answer questions about Brazilian playwright, Augusto Boal.
- Students will be able to describe how Forum Theater is a tool for solving social and political problems.
- Students will be able to create their own play that addresses a social problem in the style of Augusto Boal.
- Students will be able to write a paragraph explaining how Forum Theater reflects life in Brazil.
- Students will be able to explore Capoeira using the Internet and video resources.
- Students will be able to read for information about the Amazon rainforest and answer questions on a worksheet.
- Students will be able to identify some of the many natural resources of the rainforest.
- Students will be able to carry out Internet research to learn about the Amazon rainforest.
- Students will be able to describe at least three problems resulting from the development of the rainforest.
- Students will be able to describe at least six strategies to preserve the rainforest.
- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 2: How is the population of Brazil diverse?

Outcome: Students will identify five different groups of people who live in Brazil today. They will describe the history and customs of each.

Lesson 3: What is the Theater of the Oppressed?

Outcome: Students are introduced to Augusto Boal and his Theater of the Oppressed. They create their own act in the style of his work.

Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 4: What are Africa's connections to the United States?

Objectives

- Students will be able to explain the health, peace, and economic challenges of Africa today.
- Students will be able to list at least four U.S. organizations that connect to and support the people of Africa in addressing their challenges.
- Students will be able to research via the Internet and describe the mission and work of three U.S. organizations that provide aide and services to Africa.
- Students will be able to read an informational reading and complete a worksheet.
- Students will be able to use the CD-ROM, *Africa Inspirer*, to prepare for a debate on modern Africa.
- Students will be able to write a summary of a scientific article.
- Students will be able to use the CD-ROM set, *The Complete National Geographic OR National Geographic Magazine* set, to research the discoveries of American scientists in Africa.
- Students will be able to describe some of the contributions of the Leakey family to science.
- Students will be able to identify the contributions of Jane Goodall and Dian Fossey.
- Students will be able to use active listening to take notes on scientific discoveries in Africa.
- Students will be able to name three or more words that came from Africa.
- Students will be able to research African folktales on the Internet.
- Students will be able to explain how American folktales were influenced by African folktales.
- Students will be able to illustrate a folktale.
- Students will be able to conduct independent Internet research on African-American writers.
- Students will be able to explain how the African-American experience has influenced some American writers.
- Students will be able to use active listening to understand the main idea of an African-American story and folktale.
- Students will be able to analyze the African influences on American literature and African-American folktales.

- Students will be able to use reflective writing to predict the outcome of a story.
- Students will be able to demonstrate comprehension of plot by illustrating and sequencing a story.
- Students will be able to identify how African music has influenced many forms of American music.
- Students will be able to compare and contrast musical styles through Internet research and listening to CDs.
- Students will be able to define the Blues.
- Students will be able to define “cultural influence.”
- Students will be able to explain how western traditions influence African performance.
- Students will be able to view a video and to analyze African dance styles.
- Students will be able to identify at least one pressing problem in Africa’s future.
- Students will be able to prioritize a list of problems facing Africa.
- Students will be able to use active listening to gather information from an oral reading.
- Students will be able to organize notes regarding the challenges of Modern Africa.
- Students will be able to present information orally in an organized and logical fashion.

Lesson 1: How does America support Africa?

Outcome: Students will describe at least four ways that American organizations provide support to the people of Africa.

Lesson 2: Did scientific discoveries in Africa influence America?

Outcome: Students will explore the work of the Leakey family, Jane Goodall, and Dian Fossey. Students will create summaries of the articles.

Lesson 3: Did Africa influence American writers?

Outcome: Students will identify how African oral traditions and folklore have influenced American folklore and literature.

Lesson 4: What is Africa’s influence on American music and dance?

Outcome: Students will understand that American music and dance are influenced by African music and dance.

Lesson 5: What is in Africa’s future?

Outcome: Students will conduct a forum on Africa’s future and propose solutions to some of the challenges facing the continent as their Cumulative Assessment Project.

6-G4.2. Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products, and ideas.

6 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 4: How do traditions from Africa's past show the beliefs and values of the people?

Objectives

- Students will be able to describe how the slave trade affected West Africa.
- Students will be able to write an essay on African slavery in which they take a stand on this topic using a core democratic value and data from a reading.
- Students will be able to view and analyze a video about the effects of the slave trade.
- Students will be able to research slavery using a CD-ROM encyclopedia.
- Students will be able to define "proverb."
- Students will be able to explain that one tradition of Africa's past is that elders pass along wisdom through stories and proverbs.
- Students will be able to use the Internet to identify and explain three or more African proverbs.
- Students will be able to explain how proverbs were used in Africa and why they are a tradition.
- Students will be able to relate an African proverb to life today.
- Students will be able to explain the overall importance of masks to societies in Africa's past.
- Students will be able to describe the materials and techniques used to create masks.
- Students will be able to view and analyze examples of African art on a museum website.
- Students will be able to research and report on African masks using the CD-ROM, Encarta Africana OR the Internet.
- Students will be able to perform a call and response song about Africa.
- Students will be able to present facts about Africa's past accurately role-playing a griot.
- Students will be able to listen to African music on the Internet and compare and contrast music from different traditions.
- Students will be able to present facts about Africa's past using appropriate music, artifacts, and emotion.

Lesson 1: How did slavery grow in Africa?

Outcome: Students will understand the roots of the slave trade in West Africa and how it affected Africans.

Lesson 2: In what ways do Africans share their wisdom?

Outcome: Students will define “proverb.” They will explain several African proverbs and relate them to life in Africa’s past and their own lives today.

Lesson 3: How do we understand African art?

Outcome: Students will describe the look and purpose of masks from Africa’s past. They will create a model of an African mask.

Lesson 4: How do art and stories come together?

Outcome: Students will understand how traditional African stories can affect African art.

Lesson 5: How do I celebrate my knowledge of Africa?

Outcome: Students will listen to African music and create their own call and response style songs. They will present their culminating project—a griot’s tale reviewing the four explorations from the unit.

6-G4.3. Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

6 – G4.3.1 Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
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Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 2: How is the population of Brazil diverse?

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Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

6 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).

Quarter 1, Grade 6, Michigan Edition: What were the cultures and kingdoms that made medieval Africa great?

Exploration 2: How did trade build the glory of West Africa?

Objectives

- Students will be able to identify the Sahara Desert as the greatest barrier between Africa and Europe and Asia.
- Students will be able to explain what geographic and climatic conditions lead to the growth of large kingdoms in West Africa.
- Students will be able to compare and contrast the Sahel, the Sahara, and savanna by conducting Internet research.
- Students will be able to research the lives and customs of the Tuareg using Internet resources.
- Students will be able to identify wangara.
- Students will be able to role-play the salt and gold trade of the ancient West African empires.
- Students will be able to understand the value of salt in the hot climate of Africa.
- Students will be able to create an advertisement for salt or gold.
- Students will be able to research African rock art on the Internet and create their own artwork.
- Students will be able to download and print photos from the Internet to use in an African scrapbook.
- Students will be able to take notes on the story of the rise and fall of the Kingdom of Ghana.
- Students will be able to identify the region occupied by the Kingdom of Ghana.
- Students will be able to make oral reports based on readings.
- Students will be able to research African gold weights on the Internet and make clay sculptures based on their research.
- Students will be able to identify which parts of Africa are Muslim.
- Students will be able to explain the five pillars of Islam.
- Students will be able to explain animism.
- Students will be able to research the reach of Islam into Africa using Internet resources.
- Students will be able to research and report on important figures in Islam using Internet resources.
- Students will be able to read statistics about Islam from a chart.
- Students will be able to write a news story describing how Islam got to Africa and how the religion is practiced there.
- Students will be able to research and report on how Islam influenced African art.
- Students will be able to identify the West African Kingdoms that succeeded Ghana.

- Students will be able to view and discuss a video segment that provides information about the rise of kingdoms in West Africa.
- Students will be able to use the Internet to research and identify Sundiata, Mansa Musa, Abukari II, Sunni Ali Bar, and Askia Muhammed Touré.
- Students will be able to debate the attributes of a ruler.
- Students will be able to produce a cartoon, which recreates the story of Mansa Musa's pilgrimage to Mecca and the history of his reign or of the sights in Timbuktu.
- Students will be able to place in an historical timeline the succession of the West African empires.
- Students will be able to identify the Kingdom of Benin.
- Students will be able to use the Internet to view images of Benin art and then identify and describe Benin sculpture.
- Students will be able to identify brass casting as a sculptural medium.
- Students will be able to make a commemorative mask.

Lesson 1: Why did great civilizations grow in West Africa?

Outcome: Students will learn why West Africa was home to several advanced civilizations.

Lesson 2: What was the Kingdom of Ghana?

Outcome: Students learn about the Kingdom of Ghana.

Lesson 3: How did Islam change West Africa?

Outcome: Students learn that Islam came to Africa with the Arab traders and many West and North Africans converted to this religion.

Lesson 4: What followed the Kingdom of Ghana?

Outcome: Students learn about the prosperous trading empires of that succeeded Ghana - Mali, and Songhay.

Lesson 5: What was art like in the Kingdom of Benin?

Outcome: Students will be able to recognize art from the Kingdom of Benin. They will design and make a commemorative mask.

Exploration 3: What made the medieval kingdoms of Central and Southern Africa unique?

Objectives

- Students will be able to describe some features of the landscape of southern Africa.
- Students will be able to identify Bantu as a language family connecting widely scattered peoples.

- Students will be able to describe the structures the Bantu people built, and the importance of family, gender, and age in Bantu culture.
 - Students will be able to explain how migrations of West African Bantu-speaking people changed central and southern Africa.
 - Students will be able to identify the Kongo Kingdom, its resources, and the relationship between the Kongo and the Portuguese.
 - Students will be able to identify the Zimbabwe state, the temple at Great Zimbabwe, and the reasons for Zimbabwe's decline.
 - Students will be able to identify the central African, Swahili coastal trading states, including Kilwa (in present-day Tanzania).
 - Students will be able to use a timeline to examine some of the migrations of Bantu-speaking people.
 - Students will be able to take a practice standardized test as they demonstrate their ability to read and understand a timeline.
 - Students will be able to research the lives of some European explorers using Internet resources.
 - Students will be able to identify Queen Nzinga, and describe her relationship with the Portuguese and the beginnings of the slave trade.
 - Students will be able to identify the San people of the Kalahari Desert and describe how they differ from other Southern African societies.
 - Students will be able to use the CD-ROMs, Encarta Africana or online resources and The Complete National Geographic OR National Geographic Magazine, June 1963, "Bushmen of the Kalahari," and "Africa's Bushman Art Treasures to research the societies of Central and Southern Africa.
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- Students will be able to conduct Internet research to make reports on the societies and notable individuals of Central and Southern Africa.
 - Students will be able to identify a Griot as a performer of praise songs.
 - Students will be able to explain why courage, a command of words, and a good voice are the most important qualities of a Griot.
 - Students will be able to view images and listen to some Griots' music via the Internet.
 - Students will be able to research African folktales on the Internet.
 - Students will be able to analyze traditional African music.
 - Students will be able to explain the importance of the dance-drumming tradition, and how music and dance are linked in traditional African music.
 - Students will be able to research African dance drumming using the Internet and draw conclusions about it.
 - Students will be able to create a traditional African musical instrument.
 - Students will be able to view a video and draw conclusions about African dance.
 - Students will be able to research video archives about African dance on the Internet.
 - Students will be able to create drumbeats and dance steps.
 - Students will be able to experience the performance dynamic between the drummer and dancers.

Lesson 1: What were some of the cultures and peoples of Central and Southern Africa?

Outcome: Students are introduced to the medieval kingdoms and states of Central and Southern Africa.

Lesson 2: How do I discover more about the societies of Central and Southern Africa?

Outcome: Students conduct further research on three medieval African societies—the Kongo Kingdom, Great Zimbabwe, and the San people.

Lesson 3: What is a Griot?

Outcome: Students will understand the role of the Griot and his or her importance to African societies.

Lesson 4: Why are drums important in African societies?

Outcome: Students will learn about African drums, and then make and explore one of their own.

Lesson 5: How does dance relate to drumming in African societies?

Outcome: Students will experience African dance drumming.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.
- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
- Students will be able to identify five ethnic groups of Brazil and explain their history.
- Students will be able to conduct Internet research on one ethnic group from Brazil and present their findings in a narrative.
- Students will be able to describe in writing what they might see in a Brazilian café.
- Students will be able to read for information and answer questions about Brazilian playwright, Augusto Boal.
- Students will be able to describe how Forum Theater is a tool for solving social and political problems.

- Students will be able to create their own play that addresses a social problem in the style of Augusto Boal.
- Students will be able to write a paragraph explaining how Forum Theater reflects life in Brazil.
- Students will be able to explore Capoeira using the Internet and video resources.
- Students will be able to read for information about the Amazon rainforest and answer questions on a worksheet.
- Students will be able to identify some of the many natural resources of the rainforest.
- Students will be able to carry out Internet research to learn about the Amazon rainforest.
- Students will be able to describe at least three problems resulting from the development of the rainforest.
- Students will be able to describe at least six strategies to preserve the rainforest.
- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 2: How is the population of Brazil diverse?

Outcome: Students will identify five different groups of people who live in Brazil today. They will describe the history and customs of each.

Lesson 3: What is the Theater of the Oppressed?

Outcome: Students are introduced to Augusto Boal and his Theater of the Oppressed. They create their own act in the style of his work.

Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

6-G4.4. Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

6 – G4.4.1 Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 1: What is “Modern Africa” and how did it emerge?

Objectives

- Students will be able to create a collage assembling their initial impressions of modern Africa.
- Students will be able to take a geography pre-test in which they name as many African nations as they can.
- Students will be able to research a modern African country via the Internet and other resources, and then present this information to the class, using visual aids.
- Students will be able to create a political map of Africa.
- Students will be able to read, collect, and organize news articles on contemporary issues in Africa.
- Students will be able to read about agricultural products in Africa and create a coded map of these products.
- Students will be able to research the importance of minerals to the modern African economy.
- Students will be able to use the Internet to research and draw conclusions about the resources of Modern Africa.
- Students will be able to write want ads for jobs showing the variety of economic activity in Africa.
- Students will be able to explain why European powers were interested in carving up Africa.
- Students will be able to use the Internet and CD-ROM resources to prepare for a press conference on Modern Africa.
- Students will be able to identify questions to be answered regarding Modern Africa.
- Students will be able to listen to modern African music and make observations about instrumentation and rhythm.
- Students will be able to read about traditional cultures in modern Africa.
- Students will be able to use the Internet, *The Complete National Geographic* CD-ROM set OR *National Geographic Magazine* set and other resources to research traditional African cultures.
- Students will be able to use the Internet to research African art.
- Students will be able to define the term *stylization* as it pertains to art.
- Students will be able to create stylized cardboard cutouts.
- Students will be able to describe, analyze, interpret, and judge their own work.

Lesson 1: What is the political landscape of modern Africa?

Outcome: Students will create a map of modern Africa and begin research on one of the continent's countries.

Lesson 2: What resources are found in Africa?

Outcome: Students will learn that the nations of modern Africa have complex economies with a variety of important agricultural and mineral products.

Lesson 3: How did the map of Modern Africa evolve?

Outcome: Students will learn how European colonialism shaped the history and map of Modern Africa.

Lesson 4: Did African cultures survive?

Outcome: Students will learn how traditional arts and ways of life still shape the cultures of modern Africa.

Lesson 5: Did African art change?

Outcome: Students will learn about stylization in African art and create their own stylized art.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.
- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
- Students will be able to identify five ethnic groups of Brazil and explain their history.
- Students will be able to conduct Internet research on one ethnic group from Brazil and present their findings in a narrative.
- Students will be able to describe in writing what they might see in a Brazilian café.
- Students will be able to read for information and answer questions about Brazilian playwright, Augusto Boal.
- Students will be able to describe how Forum Theater is a tool for solving social and political problems.
- Students will be able to create their own play that addresses a social problem in the style of Augusto Boal.

- Students will be able to write a paragraph explaining how Forum Theater reflects life in Brazil.
- Students will be able to explore Capoeira using the Internet and video resources.
- Students will be able to read for information about the Amazon rainforest and answer questions on a worksheet.
- Students will be able to identify some of the many natural resources of the rainforest.
- Students will be able to carry out Internet research to learn about the Amazon rainforest.
- Students will be able to describe at least three problems resulting from the development of the rainforest.
- Students will be able to describe at least six strategies to preserve the rainforest.
- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 2: How is the population of Brazil diverse?

Outcome: Students will identify five different groups of people who live in Brazil today. They will describe the history and customs of each.

Exploration 4: How has Latin American culture become part of life

in the United States?

Objectives

- Students will be able to study census statistics about Latin American people in the United States.
- Students will be able to create either a bar graph or a pie chart from census data about the Latin American population in the U.S.
- Students will be able to draw conclusions about the patterns of Latin American settlement in the U.S.
- Students will be able to access the Internet to find graph templates.
- Students will be able to describe how California, Texas, Arizona, New Mexico and the island of Puerto Rico have direct connections with Latin America through their Spanish colonial heritage.
- Students will be able to explain that the United States gained the lands of California, Arizona, Texas, and New Mexico in 1848 as a result of a war against Mexico.
- Students will be able to view a video actively and to answer questions to understand about Hispanic settlement/migration in the United States.
- Students will be able to conduct Internet research about the history of the United States and Mexico and take notes in their IPB.
- Students will be able to read for information about Puerto Rico and complete a worksheet.
- Students will be able to explain that the United States gained Puerto Rico in 1898 as the result of a war against Spain.
- Students will be able to summarize a brief history of Puerto Rico.
- Students will be able to research and analyze examples of artwork created by U.S. artists of Latino heritage.

- Students will be able to select artworks that appeal to them and explain why.
- Students will be able to conclude that many Hispanic artists tell their stories of living in the United States through their artwork.
- Students will be able to conduct Internet research to view and analyze examples of art by artists of Latino heritage.
- Students will be able to present an oral report summarizing their research on a selected Latin American country.
- Students will be able to create a Hispanic feast to celebrate their knowledge of modern Latin America and to and showcase their country reports.

Lesson 1: How many Latin Americans live in the United States?

Outcome: Students will be introduced to the Latin American population of the United States.

Lesson 2: What U.S. lands were once Spanish lands?

Outcome: Students will understand that California, Texas, Arizona, and New Mexico have direct connections with Latin America through their Spanish colonial heritage, particularly Mexico.

Lesson 3: Why is Puerto Rico a commonwealth of the United States?

Outcome: Students will explore the history of Puerto Rico and understand when, why, and how it became a U.S. commonwealth.

Lesson 4: What artistic contributions have Latin Americans made to the United States?

Outcome: Students will explore and analyze artistic contributions to the U.S. by artists of Latino heritage.

Lesson 5: How can we celebrate our shared culture?

Outcome: Students will have a celebration in honor of the knowledge they've gained over the quarter. They will feast on Spanish foods and showcase their country reports.

Entrepreneurship Guide

Objectives

- Students will be able to read the stories of successful entrepreneurs and apply the lessons of their lives to their own businesses.
- Students will be able to define the term innovation.
- Students will be able to describe the relationship among producers, products, and consumers.
- Students will be able to differentiate between goods and services.
- Students will be able to learn from an entrepreneur how to start a business.

- Students will be able to form their own businesses.
- Students will be able to write a business plan.
- Students will be able to describe the problem of scarcity.
- Students will be able to explain what an opportunity cost is.
- Students will be able to classify what the factors of production are: human resources, natural resources, and capital resources.
- Students will be able to weigh costs and benefits for their own businesses.
- Students will be able to explain how businesses borrow money from banks.
- Students will be able to calculate the cost of loans by learning about interest rates.
- Students will be able to explain what company stock is and why companies sell shares.
- Students will be able to role-play shareholders at an annual meeting.
- Students will be able to differentiate among the roles of owners, managers, and workers.
- Students will be able to describe the purpose of a labor union.
- Students will be able to graph interest rates and stock performance over a period of time.
- Students will be able to describe how competition helps and hurts businesses.
- Students will be able to compare competing businesses.
- Students will be able to develop a pricing formula for their products.
- Students will be able to understand profit.
- Students will be able to define the term market.
- Students will be able to identify different advertising strategies.
- Students will be able to explain how the law of supply and demand works.
- Students will be able to define surplus and shortage.
- Students will be able to describe what taxation is.
- Students will be able to describe and give examples of regulation.
- Students will be able to demonstrate how taxes and regulation affect businesses.
- Students will be able to examine how American businesses conduct trade with foreign countries.

6 – G4.4.2 Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.

6-G5: Environment and Society

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

6-G5.1. Humans and the Environment

Describe how human actions modify the environment.

6 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere

(water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 1: How do people live today in the lands of Latin America?

Objectives

- Students will be able to select one Latin American country, research it, and write a formal report on it.
- Students will be able to recognize that Latin America includes South America, Central America, and parts of North America and the Caribbean.
- Students will be able to locate, label, and create a map of the countries of Latin America.
- Students will be able to explain why it is called Latin America.
- Students will be able to conduct Internet research to create a map of South America.
- Students will be able to read for information and answer questions about El Salvador.
- Students will be able to recognize that Latin America is home to many diverse natural environments, and describe specific examples.
- Students will be able to map major geographic features of Latin America.
- Students will be able to conduct Internet research to locate the major geographic features of Latin America.
- Students will be able to explain that most modern Latin American countries were previously colonies of Spain.
- Students will be able to state that Spanish is the predominant language of most Latin American countries.
- Students will be able to read for information and describe how and when most Latin American countries gained their independence.
- Students will be able to recognize the samba as one type of Latin American music and dance, and know that it originated in Brazil.
- Students will be able to read and comprehend the English translation of lyrics from Brazilian songs and identify the feelings they invoke.
- Students will be able to construct percussion instruments from household “junk” and kitchen items and play along with a samba recording.
- Students will be able to write predictions about Latin American art in their journals.
- Students will be able to conduct Internet research and answer related questions about Latin American art.
- Students will be able to describe examples of modern art from Latin America and name the artists who created them.
- Students will be able to create chalk drawings of figures or fruits inspired by the style of Colombian painter Fernando Botero.
- Students will be able to point out that modern art from Latin America reflects life in the modern world, while also containing elements from Latin America’s history and culture.
- Students will be able to conduct Internet research to find examples of modern Latin American art.

Lesson 1: What are the countries of Latin America?

Outcome: Students will learn the countries of Latin America, what they have in common, and create a map. Students are introduced to their cumulative assessment project.

Lesson 2: What is Latin America's geography?

Outcome: Students will become familiar with the diverse geography of Latin America.

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.
- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
- Students will be able to identify five ethnic groups of Brazil and explain their history.
- Students will be able to conduct Internet research on one ethnic group from Brazil and present their findings in a narrative.
- Students will be able to describe in writing what they might see in a Brazilian café.
- Students will be able to read for information and answer questions about Brazilian playwright, Augusto Boal.
- Students will be able to describe how Forum Theater is a tool for solving social and political problems.
- Students will be able to create their own play that addresses a social problem in the style of Augusto Boal.
- Students will be able to write a paragraph explaining how Forum Theater reflects life in Brazil.
- Students will be able to explore Capoeira using the Internet and video resources.
- Students will be able to read for information about the Amazon rainforest and answer questions on a worksheet.
- Students will be able to identify some of the many natural resources of the rainforest.
- Students will be able to carry out Internet research to learn about the Amazon rainforest.
- Students will be able to describe at least three problems resulting from the development of the rainforest.
- Students will be able to describe at least six strategies to preserve the rainforest.
- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

6 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.
- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
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- Students will be able to write a paragraph explaining how Forum Theater reflects life in Brazil.
- Students will be able to explore Capoeira using the Internet and video resources.

- Students will be able to read for information about the Amazon rainforest and answer questions on a worksheet.
- Students will be able to identify some of the many natural resources of the rainforest.
- Students will be able to carry out Internet research to learn about the Amazon rainforest.
- Students will be able to describe at least three problems resulting from the development of the rainforest.
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- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 2: How is the population of Brazil diverse?

Outcome: Students will identify five different groups of people who live in Brazil today. They will describe the history and customs of each.

Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

6 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.

- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
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- Students will be able to describe at least three problems resulting from the development of the rainforest.
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- Students will be able to summarize at least one current news article regarding the rainforest.
- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 1: What is Brazil's geography like?

Outcome: Students will identify, describe, and map the five diverse geographical regions of Brazil.

Lesson 2: How is the population of Brazil diverse?

Outcome: Students will identify five different groups of people who live in Brazil today. They will describe the history and customs of each.

Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

6-G5.2. Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

6– G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 3: What makes Brazil diverse?

Objectives

- Students will be able to identify and locate five geographical regions of Brazil.
- Students will be able to describe the diverse geography of the five regions of Brazil.
- Students will be able to label a map of Brazil with key features and then create a classroom-sized map in scale.
- Students will be able to explore Brazil through an Internet tour.
- Students will be able to view a video and answer questions about the regions of Brazil.
- Students will be able to carry out independent Internet research on one of the five regions of Brazil and then present the information to the class.
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- Students will be able to describe at least six strategies to preserve the rainforest.
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- Students will be able to write a proposal for allocating rainforest resources.
- Students will be able to conduct Internet research on strategies to save the rainforest.

Lesson 4: What are some of the resources of the Amazon rainforest?

Outcome: Students will carry out Internet research about the Amazon rainforest.

Lesson 5: What are some issues facing the Amazon?

Outcome: Students will research an issue of the Amazon, create a poster, and present their findings to the class.

6-G6: Global Issues Past and Present (H1.4.3, G1.2.6)

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

6-G6.1. Global Topic Investigation and Issue Analysis (P2)

6 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

Contemporary Investigation Topics:

Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.

Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.

Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.

Human-Environmental Interactions – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.

Natural Disasters – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.

6 – G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography

WHG Era 1:

Population Growth and Resources – Investigate how population growth affects resource availability.

Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

WHG Era 2:

Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

WHG Era 3:

Development – Investigate economic effects on development in a region and its ecosystems and societies.

Civics and government

6-C1: Purposes of Government

Analyze how people identify, organize, and accomplish the purposes of government.

6-C1.1. Nature of Civic Life, Politics, and Government

Describe Civic Life, Politics, and Government and explain their relationships.

6 – C1.1.1 Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 2: What happened to Nigeria because of European colonization?

Objectives

- Students will be able to complete a scavenger hunt for demographic and geographic facts via the Internet about Nigeria.
- Students will be able to research the indigenous ethnic populations of Nigeria and categorize information about these cultures.
- **Students will be able to organize information and make predictions based on their organization.**
- Students will be able to connect their knowledge of colonies from American history to the study of Africa.
- Students will be able to use the Internet and CD-ROM resources to learn about life in Colonial Nigeria.
- Students will be able to read about colonialism in Africa and teach a lesson to the class.
- **Students will be able to debate the rights and wrongs of colonialism.**
- **Students will be able to write an essay that describes their stand on colonialism in Africa.**
- Students will be able to revise, edit, and publish an essay.
- **Students will be able to explain the challenges Nigeria faced as an independent nation.**
- Students will be able to use the Internet and other resources to prepare a report on Nigeria.
- Students will be able to integrate Internet research to create African inspired art and orations.
- **Students will be able to explain why knowledge of Nigeria is important for Americans to understand.**
- **Students will be able to write and read a speech describing why Americans should know about Nigeria.**
- Students will be able to continue to collect and organize news stories on current events in Africa.
- Students will be able to research Wole Soyinka using a variety of electronic media and his importance to African literature.
- Students will be able to examine an author's biographical information as related to the text.
- Students will be able to analyze scenes from Wole Soyinka's plays to understand the scene dynamics, themes, and beats.
- Students will be able to rewrite scenes from a play in their own words.
- Students will be able to create improvisations based on characters from a play.
- Students will be able to examine characters in a play.

- Students will be able to connect cultural, social, and historical influences to selections read.
- Students will be able to explore the elements of scene work (beats, objectives, pacing, blocking).
- **Students will be able to explore differences and similarities between contemporary African life and American life.**
- Students will be able to create three pieces of Nigerian inspired art.
- Students will be able to discuss their artistic process.

Lesson 1: What was Nigeria like before colonization?

Outcome: Students will learn basic facts about Nigeria. Students will learn about the major African societies that lived there prior to English colonization.

Lesson 2: What was Nigeria like when it was an English colony?

Outcome: Students will learn that Nigeria was a colony of Britain during the late nineteenth and much of the twentieth century. Students will learn about the toll on the Nigerian population exacted by colonization.

Lesson 3: What happened when Nigeria became an independent nation?

Outcome: Students will learn about the struggles Nigeria has had as an independent nation.

Lesson 4: Who is Wole Soyinka?

Outcome: Students will learn about the Nigerian playwright Wole Soyinka and stage adaptations of his work, *The Beatification of Area Boy*.

Lesson 5: What is Nigerian art like?

Outcome: Students will learn about Nigerian art. Students will create their own artwork.

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."

- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing "This Land is Your Land," confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

Step 3: Students learn about and research the term(s) of some of our Presidents. They identify leadership qualities.

Step 4: Students write an essay in response to the lesson question, "Why is a Presidential election important?"

Lesson 5: How do Presidential Elections unfold?

Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

Step 2: Set up states and Electoral College.

Step 3: Register to vote, join political parties, and nominate a candidate.

Step 4: Campaign for presidency, take polls, state debates.

Step 5: Vote in polling booths, count and compare electoral votes and popular vote.

*Step 6: Announce president-elect, inauguration, and inaugural party.

6-C3: Structure and Functions of Government

Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

6-C3.6. Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

6 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.

Quarter 2, Grade 6, Michigan Edition: How has modern Africa retained its diversity and independence?

Exploration 2: What happened to Nigeria because of European colonization?

Objectives

- Students will be able to complete a scavenger hunt for demographic and geographic facts via the Internet about Nigeria.
- Students will be able to research the indigenous ethnic populations of Nigeria and categorize information about these cultures.
- **Students will be able to organize information and make predictions based on their organization.**
- Students will be able to connect their knowledge of colonies from American history to the study of Africa.
- Students will be able to use the Internet and CD-ROM resources to learn about life in Colonial Nigeria.
- Students will be able to read about colonialism in Africa and teach a lesson to the class.
- **Students will be able to debate the rights and wrongs of colonialism.**
- **Students will be able to write an essay that describes their stand on colonialism in Africa.**
- Students will be able to revise, edit, and publish an essay.
- **Students will be able to explain the challenges Nigeria faced as an independent nation.**
- Students will be able to use the Internet and other resources to prepare a report on Nigeria.
- Students will be able to integrate Internet research to create African inspired art and orations.
- **Students will be able to explain why knowledge of Nigeria is important for Americans to understand.**
- **Students will be able to write and read a speech describing why Americans should know about Nigeria.**
- Students will be able to continue to collect and organize news stories on current events in Africa.
- Students will be able to research Wole Soyinka using a variety of electronic media and his importance to African literature.
- Students will be able to examine an author's biographical information as related to the text.
- Students will be able to analyze scenes from Wole Soyinka's plays to understand the scene dynamics, themes, and beats.
- Students will be able to rewrite scenes from a play in their own words.
- Students will be able to create improvisations based on characters from a play.
- Students will be able to examine characters in a play.
- Students will be able to connect cultural, social, and historical influences to selections read.
- Students will be able to explore the elements of scene work (beats, objectives, pacing, blocking).
- **Students will be able to explore differences and similarities between contemporary African life and American life.**
- Students will be able to create three pieces of Nigerian inspired art.
- Students will be able to discuss their artistic process.

Lesson 1: What was Nigeria like before colonization?

Objectives

- Students will be able to complete a scavenger hunt for demographic and geographic facts via the Internet about Nigeria.
- Students will be able to research the indigenous ethnic populations of Nigeria and categorize information about these cultures.
- **Students will be able to organize information and make predictions based on their organization.**
- Students will be able to connect their knowledge of colonies from American history to the study of Africa.
- Students will be able to use the Internet and CD-ROM resources to learn about life in Colonial Nigeria.
- Students will be able to read about colonialism in Africa and teach a lesson to the class.
- **Students will be able to debate the rights and wrongs of colonialism.**
- **Students will be able to write an essay that describes their stand on colonialism in Africa.**
- Students will be able to revise, edit, and publish an essay.
- **Students will be able to explain the challenges Nigeria faced as an independent nation.**
- Students will be able to use the Internet and other resources to prepare a report on Nigeria.
- Students will be able to integrate Internet research to create African inspired art and orations.
- **Students will be able to explain why knowledge of Nigeria is important for Americans to understand.**
- **Students will be able to write and read a speech describing why Americans should know about Nigeria.**
- Students will be able to continue to collect and organize news stories on current events in Africa.
- Students will be able to research Wole Soyinka using a variety of electronic media and his importance to African literature.
- Students will be able to examine an author's biographical information as related to the text.
- Students will be able to analyze scenes from Wole Soyinka's plays to understand the scene dynamics, themes, and beats.
- Students will be able to rewrite scenes from a play in their own words.
- Students will be able to create improvisations based on characters from a play.
- Students will be able to examine characters in a play.
- Students will be able to connect cultural, social, and historical influences to selections read.
- Students will be able to explore the elements of scene work (beats, objectives, pacing, blocking).
- **Students will be able to explore differences and similarities between contemporary African life and American life.**
- Students will be able to create three pieces of Nigerian inspired art.
- Students will be able to discuss their artistic process.

Lesson 1: What was Nigeria like before colonization?

Outcome: Students will learn basic facts about Nigeria. Students will learn about the major African societies that lived there prior to English colonization.

Lesson 2: What was Nigeria like when it was an English colony?

Outcome: Students will learn that Nigeria was a colony of Britain during the late nineteenth and much of the twentieth century. Students will learn about the toll on the Nigerian population exacted by colonization.

Lesson 3: What happened when Nigeria became an independent nation?

Outcome: Students will learn about the struggles Nigeria has had as an independent nation.

Lesson 4: Who is Wole Soyinka?

Outcome: Students will learn about the Nigerian playwright Wole Soyinka and stage adaptations of his work, *The Beatification of Area Boy*.

Lesson 5: What is Nigerian art like?

Outcome: Students will learn about Nigerian art. Students will create their own artwork.

Exploration 4: How has Latin American culture become part of life
in the United States?

Objectives

- Students will be able to study census statistics about Latin American people in the United States.
- Students will be able to create either a bar graph or a pie chart from census data about the Latin American population in the U.S.
- Students will be able to draw conclusions about the patterns of Latin American settlement in the U.S.
- Students will be able to access the Internet to find graph templates.
- Students will be able to describe how California, Texas, Arizona, New Mexico and the island of Puerto Rico have direct connections with Latin America through their Spanish colonial heritage.
- Students will be able to explain that the United States gained the lands of California, Arizona, Texas, and New Mexico in 1848 as a result of a war against Mexico.
- Students will be able to view a video actively and to answer questions to understand about Hispanic settlement/migration in the United States.
- Students will be able to conduct Internet research about the history of the United States and Mexico and take notes in their IPB.
- Students will be able to read for information about Puerto Rico and complete a worksheet.

- Students will be able to explain that the United States gained Puerto Rico in 1898 as the result of a war against Spain.
- Students will be able to summarize a brief history of Puerto Rico.
- Students will be able to research and analyze examples of artwork created by U.S. artists of Latino heritage.
- Students will be able to select artworks that appeal to them and explain why.
- Students will be able to conclude that many Hispanic artists tell their stories of living in the United States through their artwork.
- Students will be able to conduct Internet research to view and analyze examples of art by artists of Latino heritage.
- Students will be able to present an oral report summarizing their research on a selected Latin American country.
- Students will be able to create a Hispanic feast to celebrate their knowledge of modern Latin America and to and showcase their country reports.

Lesson 1: How many Latin Americans live in the United States?

Outcome: Students will be introduced to the Latin American population of the United States.

Lesson 2: What U.S. lands were once Spanish lands?

Outcome: Students will understand that California, Texas, Arizona, and New Mexico have direct connections with Latin America through their Spanish colonial heritage, particularly Mexico.

Lesson 3: Why is Puerto Rico a commonwealth of the United States?

Outcome: Students will explore the history of Puerto Rico and understand when, why, and how it became a U.S. commonwealth.

Lesson 4: What artistic contributions have Latin Americans made to the United States?

Outcome: Students will explore and analyze artistic contributions to the U.S. by artists of Latino heritage.

Lesson 5: How can we celebrate our shared culture?

Outcome: Students will have a celebration in honor of the knowledge they've gained over the quarter. They will feast on Spanish foods and showcase their country reports.

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing "This Land is Your Land;" confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2; Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

Step 3: Students learn about and research the term(s) of some of our Presidents. They identify leadership qualities.

Step 4: Students write an essay in response to the lesson question, "Why is a Presidential election important?"

Lesson 5: How do Presidential Elections unfold?

Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

Step 2: Set up states and Electoral College.

Step 3: Register to vote, join political parties, and nominate a candidate.

Step 4: Campaign for presidency, take polls, state debates.

Step 5: Vote in polling booths, count and compare electoral votes and popular vote.

*Step 6: Announce president-elect, inauguration, and inaugural party.

6 – C3.6.2 Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 4: How has Latin American culture become part of life in the United States?

Objectives

- Students will be able to study census statistics about Latin American people in the United States.
- Students will be able to create either a bar graph or a pie chart from census data about the Latin American population in the U.S.

- Students will be able to draw conclusions about the patterns of Latin American settlement in the U.S.
- Students will be able to access the Internet to find graph templates.
- Students will be able to describe how California, Texas, Arizona, New Mexico and the island of Puerto Rico have direct connections with Latin America through their Spanish colonial heritage.
- Students will be able to explain that the United States gained the lands of California, Arizona, Texas, and New Mexico in 1848 as a result of a war against Mexico.
- Students will be able to view a video actively and to answer questions to understand about Hispanic settlement/migration in the United States.
- Students will be able to conduct Internet research about the history of the United States and Mexico and take notes in their IPB.
- Students will be able to read for information about Puerto Rico and complete a worksheet.
- Students will be able to explain that the United States gained Puerto Rico in 1898 as the result of a war against Spain.
- Students will be able to summarize a brief history of Puerto Rico.
- Students will be able to research and analyze examples of artwork created by U.S. artists of Latino heritage.
- Students will be able to select artworks that appeal to them and explain why.
- Students will be able to conclude that many Hispanic artists tell their stories of living in the United States through their artwork.
- Students will be able to conduct Internet research to view and analyze examples of art by artists of Latino heritage.
- Students will be able to present an oral report summarizing their research on a selected Latin American country.
- Students will be able to create a Hispanic feast to celebrate their knowledge of modern Latin America and to and showcase their country reports.

Lesson 1: How many Latin Americans live in the United States?

Outcome: Students will be introduced to the Latin American population of the United States.

Lesson 2: What U.S. lands were once Spanish lands?

Outcome: Students will understand that California, Texas, Arizona, and New Mexico have direct connections with Latin America through their Spanish colonial heritage, particularly Mexico.

Lesson 3: Why is Puerto Rico a commonwealth of the United States?

Outcome: Students will explore the history of Puerto Rico and understand when, why, and how it became a U.S. commonwealth.

Lesson 4: What artistic contributions have Latin Americans made to the United States?

Outcome: Students will explore and analyze artistic contributions to the U.S. by artists of Latino heritage.

Lesson 5: How can we celebrate our shared culture?

Outcome: Students will have a celebration in honor of the knowledge they've gained over the quarter. They will feast on Spanish foods and showcase their country reports.

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.

- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing "This Land is Your Land;" confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

Step 3: Students learn about and research the term(s) of some of our Presidents. They identify leadership qualities.

Step 4: Students write an essay in response to the lesson question, "Why is a Presidential election important?"

Lesson 5: How do Presidential Elections unfold?

Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

Step 2: Set up states and Electoral College.

Step 3: Register to vote, join political parties, and nominate a candidate.

Step 4: Campaign for presidency, take polls, state debates.

Step 5: Vote in polling booths, count and compare electoral votes and popular vote.

*Step 6: Announce president-elect, inauguration, and inaugural party.

6-C4: Relationship of United States to Other Nations AND World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.

6-C4.3. Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

6 – C4.3.1 Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 4: How has Latin American culture become part of life

in the United States?

Objectives

- Students will be able to study census statistics about Latin American people in the United States.
- Students will be able to create either a bar graph or a pie chart from census data about the Latin American population in the U.S.
- Students will be able to draw conclusions about the patterns of Latin American settlement in the U.S.
- Students will be able to access the Internet to find graph templates.
- Students will be able to describe how California, Texas, Arizona, New Mexico and the island of Puerto Rico have direct connections with Latin America through their Spanish colonial heritage.
- Students will be able to explain that the United States gained the lands of California, Arizona, Texas, and New Mexico in 1848 as a result of a war against Mexico.
- Students will be able to view a video actively and to answer questions to understand about Hispanic settlement/migration in the United States.
- Students will be able to conduct Internet research about the history of the United States and Mexico and take notes in their IPB.
- Students will be able to read for information about Puerto Rico and complete a worksheet.
- Students will be able to explain that the United States gained Puerto Rico in 1898 as the result of a war against Spain.
- Students will be able to summarize a brief history of Puerto Rico.
- Students will be able to research and analyze examples of artwork created by U.S. artists of Latino heritage.
- Students will be able to select artworks that appeal to them and explain why.
- Students will be able to conclude that many Hispanic artists tell their stories of living in the United States through their artwork.
- Students will be able to conduct Internet research to view and analyze examples of art by artists of Latino heritage.

- Students will be able to present an oral report summarizing their research on a selected Latin American country.
- Students will be able to create a Hispanic feast to celebrate their knowledge of modern Latin America and to and showcase their country reports.

Lesson 1: How many Latin Americans live in the United States?

Outcome: Students will be introduced to the Latin American population of the United States.

Lesson 2: What U.S. lands were once Spanish lands?

Outcome: Students will understand that California, Texas, Arizona, and New Mexico have direct connections with Latin America through their Spanish colonial heritage, particularly Mexico.

Lesson 3: Why is Puerto Rico a commonwealth of the United States?

Outcome: Students will explore the history of Puerto Rico and understand when, why, and how it became a U.S. commonwealth.

Lesson 4: What artistic contributions have Latin Americans made to the United States?

Outcome: Students will explore and analyze artistic contributions to the U.S. by artists of Latino heritage.

Lesson 5: How can we celebrate our shared culture?

Outcome: Students will have a celebration in honor of the knowledge they've gained over the quarter. They will feast on Spanish foods and showcase their country reports.

Entrepreneurship Guide

Objectives

- Students will be able to read the stories of successful entrepreneurs and apply the lessons of their lives to their own businesses.
- Students will be able to define the term innovation.
- Students will be able to describe the relationship among producers, products, and consumers.
- Students will be able to differentiate between goods and services.
- Students will be able to learn from an entrepreneur how to start a business.
- Students will be able to form their own businesses.
- Students will be able to write a business plan.
- Students will be able to describe the problem of scarcity.
- Students will be able to explain what an opportunity cost is.

- Students will be able to classify what the factors of production are: human resources, natural resources, and capital resources.
- Students will be able to weigh costs and benefits for their own businesses.
- Students will be able to explain how businesses borrow money from banks.
- Students will be able to calculate the cost of loans by learning about interest rates.
- Students will be able to explain what company stock is and why companies sell shares.
- Students will be able to role-play shareholders at an annual meeting.
- Students will be able to differentiate among the roles of owners, managers, and workers.
- Students will be able to describe the purpose of a labor union.
- Students will be able to graph interest rates and stock performance over a period of time.
- Students will be able to describe how competition helps and hurts businesses.
- Students will be able to compare competing businesses.
- Students will be able to develop a pricing formula for their products.
- Students will be able to understand profit.
- Students will be able to define the term market.
- Students will be able to identify different advertising strategies.
- Students will be able to explain how the law of supply and demand works.
- Students will be able to define surplus and shortage.
- Students will be able to describe what taxation is.
- Students will be able to describe and give examples of regulation.
- Students will be able to demonstrate how taxes and regulation affect businesses.
- Students will be able to examine how American businesses conduct trade with foreign countries.

6 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 4: How has Latin American culture become part of life

in the United States?

Objectives

- Students will be able to study census statistics about Latin American people in the United States.
- Students will be able to create either a bar graph or a pie chart from census data about the Latin American population in the U.S.
- Students will be able to draw conclusions about the patterns of Latin American settlement in the U.S.
- Students will be able to access the Internet to find graph templates.

- Students will be able to describe how California, Texas, Arizona, New Mexico and the island of Puerto Rico have direct connections with Latin America through their Spanish colonial heritage.
- Students will be able to explain that the United States gained the lands of California, Arizona, Texas, and New Mexico in 1848 as a result of a war against Mexico.
- Students will be able to view a video actively and to answer questions to understand about Hispanic settlement/migration in the United States.
- Students will be able to conduct Internet research about the history of the United States and Mexico and take notes in their IPB.
- Students will be able to read for information about Puerto Rico and complete a worksheet.
- Students will be able to explain that the United States gained Puerto Rico in 1898 as the result of a war against Spain.
- Students will be able to summarize a brief history of Puerto Rico.
- Students will be able to research and analyze examples of artwork created by U.S. artists of Latino heritage.
- Students will be able to select artworks that appeal to them and explain why.
- Students will be able to conclude that many Hispanic artists tell their stories of living in the United States through their artwork.
- Students will be able to conduct Internet research to view and analyze examples of art by artists of Latino heritage.
- Students will be able to present an oral report summarizing their research on a selected Latin American country.
- Students will be able to create a Hispanic feast to celebrate their knowledge of modern Latin America and to and showcase their country reports.

Lesson 1: How many Latin Americans live in the United States?

Outcome: Students will be introduced to the Latin American population of the United States.

Lesson 2: What U.S. lands were once Spanish lands?

Outcome: Students will understand that California, Texas, Arizona, and New Mexico have direct connections with Latin America through their Spanish colonial heritage, particularly Mexico.

Lesson 3: Why is Puerto Rico a commonwealth of the United States?

Outcome: Students will explore the history of Puerto Rico and understand when, why, and how it became a U.S. commonwealth.

Lesson 4: What artistic contributions have Latin Americans made to the United States?

Outcome: Students will explore and analyze artistic contributions to the U.S. by artists of Latino heritage.

Lesson 5: How can we celebrate our shared culture?

Outcome: Students will have a celebration in honor of the knowledge they've gained over the quarter. They will feast on Spanish foods and showcase their country reports.

Entrepreneurship Guide

Objectives

- Students will be able to read the stories of successful entrepreneurs and apply the lessons of their lives to their own businesses.
- Students will be able to define the term innovation.
- Students will be able to describe the relationship among producers, products, and consumers.
- Students will be able to differentiate between goods and services.
- Students will be able to learn from an entrepreneur how to start a business.
- Students will be able to form their own businesses.
- Students will be able to write a business plan.
- Students will be able to describe the problem of scarcity.
- Students will be able to explain what an opportunity cost is.
- Students will be able to classify what the factors of production are: human resources, natural resources, and capital resources.
- Students will be able to weigh costs and benefits for their own businesses.
- Students will be able to explain how businesses borrow money from banks.
- Students will be able to calculate the cost of loans by learning about interest rates.
- Students will be able to explain what company stock is and why companies sell shares.
- Students will be able to role-play shareholders at an annual meeting.
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- Students will be able to demonstrate how taxes and regulation affect businesses.
- Students will be able to examine how American businesses conduct trade with foreign countries.

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing "This Land is Your Land;" confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2; Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

Step 3: Students learn about and research the term(s) of some of our Presidents. They identify leadership qualities.

Step 4: Students write an essay in response to the lesson question, “Why is a Presidential election important?”

Lesson 5: How do Presidential Elections unfold?

Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

Step 2: Set up states and Electoral College.

Step 3: Register to vote, join political parties, and nominate a candidate.

Step 4: Campaign for presidency, take polls, state debates.

Step 5: Vote in polling booths, count and compare electoral votes and popular vote.

*Step 6: Announce president-elect, inauguration, and inaugural party.

6 – C4.3.3 Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 4: How has Latin American culture become part of life in the United States?

Objectives

- Students will be able to study census statistics about Latin American people in the United States.

- Students will be able to create either a bar graph or a pie chart from census data about the Latin American population in the U.S.
- Students will be able to draw conclusions about the patterns of Latin American settlement in the U.S.
- Students will be able to access the Internet to find graph templates.
- Students will be able to describe how California, Texas, Arizona, New Mexico and the island of Puerto Rico have direct connections with Latin America through their Spanish colonial heritage.
- Students will be able to explain that the United States gained the lands of California, Arizona, Texas, and New Mexico in 1848 as a result of a war against Mexico.
- Students will be able to view a video actively and to answer questions to understand about Hispanic settlement/migration in the United States.
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- Students will be able to summarize a brief history of Puerto Rico.
- Students will be able to research and analyze examples of artwork created by U.S. artists of Latino heritage.
- Students will be able to select artworks that appeal to them and explain why.
- Students will be able to conclude that many Hispanic artists tell their stories of living in the United States through their artwork.
- Students will be able to conduct Internet research to view and analyze examples of art by artists of Latino heritage.
- Students will be able to present an oral report summarizing their research on a selected Latin American country.
- Students will be able to create a Hispanic feast to celebrate their knowledge of modern Latin America and to and showcase their country reports.

Lesson 1: How many Latin Americans live in the United States?

Outcome: Students will be introduced to the Latin American population of the United States.

Lesson 2: What U.S. lands were once Spanish lands?

Outcome: Students will understand that California, Texas, Arizona, and New Mexico have direct connections with Latin America through their Spanish colonial heritage, particularly Mexico.

Lesson 3: Why is Puerto Rico a commonwealth of the United States?

Outcome: Students will explore the history of Puerto Rico and understand when, why, and how it became a U.S. commonwealth.

Lesson 4: What artistic contributions have Latin Americans made to the United States?

Outcome: Students will explore and analyze artistic contributions to the U.S. by artists of Latino heritage.

Lesson 5: How can we celebrate our shared culture?

Outcome: Students will have a celebration in honor of the knowledge they've gained over the quarter. They will feast on Spanish foods and showcase their country reports.

Entrepreneurship Guide

Objectives

- Students will be able to read the stories of successful entrepreneurs and apply the lessons of their lives to their own businesses.
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- Students will be able to examine how American businesses conduct trade with foreign countries.

Economics

6-E1: The Market Economy

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

6-E1.1. Individual, Business, and Government Choices

Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.

6 – E1.1.1 Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).

Entrepreneurship Guide

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6-E2: The National Economy

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

6-E2.3. Role of Government

Describe how national governments make decisions that affect the national economy

6 – E2.3.1 Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

Quarter 4, Grade 6-MI: How is modern Latin America diverse?

Exploration 4: How has Latin American culture become part of life
in the United States?

Objectives

- Students will be able to study census statistics about Latin American people in the United States.
- Students will be able to create either a bar graph or a pie chart from census data about the Latin American population in the U.S.
- Students will be able to draw conclusions about the patterns of Latin American settlement in the U.S.
- Students will be able to access the Internet to find graph templates.
- Students will be able to describe how California, Texas, Arizona, New Mexico and the island of Puerto Rico have direct connections with Latin America through their Spanish colonial heritage.
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Lesson 1: How many Latin Americans live in the United States?

Outcome: Students will be introduced to the Latin American population of the United States.

Lesson 2: What U.S. lands were once Spanish lands?

Outcome: Students will understand that California, Texas, Arizona, and New Mexico have direct connections with Latin America through their Spanish colonial heritage, particularly Mexico.

Lesson 3: Why is Puerto Rico a commonwealth of the United States?

Outcome: Students will explore the history of Puerto Rico and understand when, why, and how it became a U.S. commonwealth.

Lesson 4: What artistic contributions have Latin Americans made to the United States?

Outcome: Students will explore and analyze artistic contributions to the U.S. by artists of Latino heritage.

Lesson 5: How can we celebrate our shared culture?

Outcome: Students will have a celebration in honor of the knowledge they've gained over the quarter. They will feast on Spanish foods and showcase their country reports.

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing "This Land is Your Land;" confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

Step 3: Students learn about and research the term(s) of some of our Presidents. They identify leadership qualities.

Step 4: Students write an essay in response to the lesson question, “Why is a Presidential election important?”

Lesson 5: How do Presidential Elections unfold?

Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

Step 2: Set up states and Electoral College.

Step 3: Register to vote, join political parties, and nominate a candidate.

Step 4: Campaign for presidency, take polls, state debates.

Step 5: Vote in polling booths, count and compare electoral votes and popular vote.

*Step 6: Announce president-elect, inauguration, and inaugural party.

6-E3: International Economy

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

6-E3.1. Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

6 – E3.1.1 Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.

Entrepreneurship Guide
Objectives

- Students will be able to read the stories of successful entrepreneurs and apply the lessons of their lives to their own businesses.
- Students will be able to define the term innovation.
- Students will be able to describe the relationship among producers, products, and consumers.
- Students will be able to differentiate between goods and services.
- Students will be able to learn from an entrepreneur how to start a business.
- Students will be able to form their own businesses.
- Students will be able to write a business plan.
- Students will be able to describe the problem of scarcity.
- Students will be able to explain what an opportunity cost is.
- Students will be able to classify what the factors of production are: human resources, natural resources, and capital resources.
- Students will be able to weigh costs and benefits for their own businesses.
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- Students will be able to describe the purpose of a labor union.
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- Students will be able to describe what taxation is.
- Students will be able to describe and give examples of regulation.
- Students will be able to demonstrate how taxes and regulation affect businesses.
- Students will be able to examine how American businesses conduct trade with foreign countries.

6 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

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6 – E3.1.3 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).

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- Students will be able to classify what the factors of production are: human resources, natural resources, and capital resources.
- Students will be able to weigh costs and benefits for their own businesses.
- Students will be able to explain how businesses borrow money from banks.
- Students will be able to calculate the cost of loans by learning about interest rates.
- Students will be able to explain what company stock is and why companies sell shares.
- Students will be able to role-play shareholders at an annual meeting.
- Students will be able to differentiate among the roles of owners, managers, and workers.
- Students will be able to describe the purpose of a labor union.
- Students will be able to graph interest rates and stock performance over a period of time.
- Students will be able to describe how competition helps and hurts businesses.
- Students will be able to compare competing businesses.
- Students will be able to develop a pricing formula for their products.
- Students will be able to understand profit.
- Students will be able to define the term market.
- Students will be able to identify different advertising strategies.
- Students will be able to explain how the law of supply and demand works.
- Students will be able to define surplus and shortage.
- Students will be able to describe what taxation is.
- Students will be able to describe and give examples of regulation.
- Students will be able to demonstrate how taxes and regulation affect businesses.
- Students will be able to examine how American businesses conduct trade with foreign countries.

6-E3.3. Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

6 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)

Entrepreneurship Guide

Objectives

- Students will be able to read the stories of successful entrepreneurs and apply the lessons of their lives to their own businesses.

- Students will be able to define the term innovation.
- Students will be able to describe the relationship among producers, products, and consumers.
- Students will be able to differentiate between goods and services.
- Students will be able to learn from an entrepreneur how to start a business.
- Students will be able to form their own businesses.
- Students will be able to write a business plan.
- Students will be able to describe the problem of scarcity.
- Students will be able to explain what an opportunity cost is.
- Students will be able to classify what the factors of production are: human resources, natural resources, and capital resources.
- Students will be able to weigh costs and benefits for their own businesses.
- Students will be able to explain how businesses borrow money from banks.
- Students will be able to calculate the cost of loans by learning about interest rates.
- Students will be able to explain what company stock is and why companies sell shares.
- Students will be able to role-play shareholders at an annual meeting.
- Students will be able to differentiate among the roles of owners, managers, and workers.
- Students will be able to describe the purpose of a labor union.
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- Students will be able to demonstrate how taxes and regulation affect businesses.
- Students will be able to examine how American businesses conduct trade with foreign countries.

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

6-P3.1. Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

6 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

- **Identify public policy issues related to global topics and issues studied.**
- **Clearly state the issue as a question of public policy orally or in written form.**
- **Use inquiry methods to acquire content knowledge and appropriate data about the issue.**
- **Identify the causes and consequences and analyze the impact, both positive and negative.**
- **Share and discuss findings of research and issue analysis in group discussions and debates.**
- **Compose a persuasive essay justifying the position with a reasoned Argument.**
- **Develop an action plan to address or inform others about the issue at the local to global scales.**

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, "Why is a Presidential election important?"
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.

- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.
- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing "This Land is Your Land;" confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2: Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

Step 3: Students learn about and research the term(s) of some of our Presidents. They identify leadership qualities.

Step 4: Students write an essay in response to the lesson question, "Why is a Presidential election important?"

Lesson 5: How do Presidential Elections unfold?

Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

Step 2: Set up states and Electoral College.

Step 3: Register to vote, join political parties, and nominate a candidate.

Step 4: Campaign for presidency, take polls, state debates.

Step 5: Vote in polling booths, count and compare electoral votes and popular vote.

*Step 6: Announce president-elect, inauguration, and inaugural party.

6-P4.2. Citizen Involvement

Act constructively to further the public good.

6 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, “This Land is Your Land.”
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
- Students will be able to research and learn about the three branches of government via the Internet.
- Students will be able to identify and describe the basic responsibilities of each of the three branches of the U.S. government.
- Students will be able to play a game of charades representing the various duties of the three branches of government.
- Students will be able to speculate about what a president does.
- Students will be able to step-into-the-shoes of the President of the United States via a PBS website.
- Students will be able to research some of our Presidents and identify leadership qualities.
- Students will be able to write an essay in response to the lesson question, “Why is a Presidential election important?”
- Students will be able to identify a problem, brainstorm solutions, and map out steps to resolve the issue.
- Students will be able to explain the various duties of local, state, and national government.
- Students will be able to research and prepare a presentation about local, state, and national government.
- Students will be able to write a letter to a local, state, or national representative about an issue they feel passionate about.
- Students will be able to send a polished letter to an elected official about an issue they feel deeply about.
- Students will be able to review and share their prior knowledge of presidential elections.
- Students will be able to describe the Electoral College.

- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

Step 3: Students learn basic information about our nation and make postcards.

Step 4: Display art projects and sing "This Land is Your Land;" confirm the fundamental values of American democracy.

Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

Step 2; Learn about the three branches of government via the Internet.

Step 3: Play a game of charades representing the various duties of the three branches of government.

Step 4: Create a government tree depicting the responsibilities of each of the three branches of the U.S. government.

Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

Step 4: Write a letter to a representative about the issue selected, and send it.

Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

Step 3: Students learn about and research the term(s) of some of our Presidents. They identify leadership qualities.

Step 4: Students write an essay in response to the lesson question, "Why is a Presidential election important?"

Lesson 5: How do Presidential Elections unfold?

Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

Step 2: Set up states and Electoral College.

Step 3: Register to vote, join political parties, and nominate a candidate.

Step 4: Campaign for presidency, take polls, state debates.

Step 5: Vote in polling booths, count and compare electoral votes and popular vote.

*Step 6: Announce president-elect, inauguration, and inaugural party.

6 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, “This Land is Your Land.”
- Students will be able to research basic information about our nation via the computer and make informational postcards.
- Students will be able to brainstorm about rules and laws, and identify that government is responsible for making laws.
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- Students will be able to review and share their prior knowledge of presidential elections.
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- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.

- Students will be able analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

Step 2: Listen to and explore Woody Guthrie's classic folksong, "This Land is Your Land."

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Lesson 2: What is the structure of American democracy?

Outcome: Students will learn about the Executive Branch, Legislative Branch and the Judiciary Branch of the government.

Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

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Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

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Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

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Step 3: Register to vote, join political parties, and nominate a candidate.

Step 4: Campaign for presidency, take polls, state debates.

Step 5: Vote in polling booths, count and compare electoral votes and popular vote.

*Step 6: Announce president-elect, inauguration, and inaugural party.

6 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

Civics Guide Election Edition: What is our civic role in American democracy?

Why do we need government?

Objectives

- Students will be able to identify the fundamental values of American democracy.
- Students will be able to learn and analyze the classic American folksong, "This Land is Your Land."
- Students will be able to research basic information about our nation via the computer and make informational postcards.
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- Students will be able to carry out a mock election including registering to vote, exploring political parties, nominating candidates, campaigning, taking polls, staging debates, voting, and electing a leader.
- Students will be able to identify the two major political parties in the U.S.: Republicans and Democrats.
- Students will be able to explain the major positions of the Republican and Democratic parties.
- Students will be able to analyze current news stories and learn about the real issues today's candidates face.
- Students will be able to make a Paragon™ American Scrapbook, to which they will add vocabulary, notes, worksheets, and projects over the course of the unit.

Lesson 1: What are the values of American democracy?

Outcome: Students are introduced to the values embraced in American democracy through the song, "This Land is Your Land."

Step 1: Introduce the unit by inviting students to brainstorm why so many people move to the U.S. from around the world.

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Lesson 2: What is the structure of American democracy?

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Step 1: Brainstorm about rules and laws, and identify that government is responsible for making laws.

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Lesson 3: How do Americans participate in government?

Outcome: Students will be introduced to local, state, and national levels of government, select an issue, and write to a representative.

Step 1: Identify a problem, brainstorm solutions, map out steps to resolve the issue.

Step 2: Research and prepare a presentation about local, state, and national government.

Step 3: Identify an issue, research it, identify the best representative to address the issue, and prepare to write a letter.

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Lesson 4: Why is a Presidential election important?

Outcome: Students will research an American President, identify leadership qualities, and write about the importance of presidential elections.

Step 1: Invite students to role-play being President and then lead a discussion around the question: What does a president do?

Step 2: Students step into the shoes of the President of the United States via a PBS website.

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Lesson 5: How do Presidential Elections unfold?

Outcome: Students will learn about the presidential elections, from primaries to the general election, by staging a mock presidential election.

Step 1: Review prior knowledge of presidential elections.

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Michigan Correlation, Grade 7

This correlation indicates how Mosaica's Social Studies curriculum fulfills the objectives found in Michigan's Curriculum Framework.

Grade 7

Eastern Hemisphere Studies

History

7 - H1 The world in temporal terms: Historical habits of mind

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

7-H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

7 – H1.1.1 Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 2: How has Hinduism influenced Indian culture?

- Students will be able to read a timeline.

Exploration 3: What impact did Ancient Indian leaders have on their empires?

- Students will be able to use the Internet to explore the extent of the Mauryan Empire.
- Students will be able to identify the key rulers of the Mauryan Empire.
- Students will be able to read facts about Chandragupta and write a short narrative describing his role in forming the Mauryan Empire.
- Students will be able to read information about and describe the strategies used to establish and extend the Mauryan Empire.
- Students will be able to describe the positive impact of Ashoka's leadership on the Mauryan Empire.
- Students will be able to interpret selections of Ashoka's edicts.
- Students will be able to categorize the edicts to explain how Ashoka promoted unity.
- Students will be able to read an article and identify at least three reasons for the fall of the Mauryan Empire.
- Students will be able to explain the spread of culture in the absence of a strong central government.

- Students will be able to take notes on Gupta achievements as they listen to group presentations.
- Students will be able to describe at least three Gupta achievements from the fourth century.
- Students will be able to explain why the period of Gupta is called a “Golden Age.”
- Students will be able to explain why Gupta kings promoted religious tolerance.
- Students will be able to describe the social and legal position of women and men during the Gupta period.
- Students will be able to identify one way in which the caste system affected life in the Gupta Empire.
- Students will be able to describe major achievements of the Gupta period.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to define dynasty.
- Students will be able to research and compare and contrast the Han, Tang, Song, Yuan, and Ming dynasties.
- Students will be able to describe the style of rule during each dynasty.
- Students will be able to interpret data on a graph and answer questions.

Lesson 2: What were challenges of Imperial Rule?

Outcome: Students will understand the effect of China’s geography on Imperial rule. They will also define and describe the benefits and drawbacks of various styles of governance.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to understand Tang China’s influence on modern western culture.
- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to describe the Yuan Dynasty under the Mongol ruler, Kublai Khan.

Exploration 3: What was life like in feudal Japan?

- Students will be able to identify six historical time periods of Japan and research one via the Internet.
- Students will be able to take notes about six Japanese historical time periods from their classmates’ presentations.
- Students will be able to make a timeline of Japanese history.

Lesson 2: What is the history of Japan?

Outcome: Students are introduced to and will learn about Japan's history.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to describe how the Golden Age of the Islamic Empire flourished in Cordoba.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3 Lesson 5

Interpreting Charts Activity. Students interpret information about 18th century events and information, which will help them put into context Captain James Cook's explorations by identifying other events of the same time period. Either working in pairs or individually, distribute the Black Line Master: **Events and Inventions of the 18th Century** and give students time to work. Go over the answers as a class by using the **Answer Key**. Have students insert their completed Black Line Master into their IPB.

7 – H1.1.2 Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to understand that astronomy was important in the Ancient Islamic world to accurately determine the correct times and direction of prayer.
- Students will be able to identify five Muslim astronomers and name their key observations or discoveries.

- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.

7 – H1.2: Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

7 – H1.2.1 Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to explain the features of early Indus civilization through viewing and analyzing artifacts and images.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to interpret data on a graph and answer questions.
- Students will be able to read informational books, do research on the Internet, and present their findings.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to correctly locate and map the Arabian Peninsula including Mecca and Medina.
- Students will be able to explore the geography of the Arabian Peninsula through a PowerPoint Presentation.
- Students will be able to identify the Qur'an and the hadith.
- Students will be able to describe the principles outlined in the Five Pillars.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to locate on a map the extent of the Islamic Empire under Abbasid rule.
- Students will be able to identify Baghdad as the capital city of the Islamic Empire under Abbasid rule.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify The Arabian Nights as an example of great literature from the Islamic world.
- Students will be able to summarize and dramatize key stories from The Arabian Nights.
- Students will be able to explain how The Arabian Nights tell us about history and culture of the Middle East.
- Students will be able to use the Internet to research Islamic illuminated manuscripts.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to describe the work of a cultural anthropologist.
- Students will be able to support their hypothesis with current scientific research.
- Students will be able to use the Internet and software to conduct research on Melanesia and Micronesia.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to describe the scientific impact of Cook's first voyage.

Exploration 3 Lesson 1

Team Research. Let students know that, in groups, they are going to explore one part or "leg" of Cook's first voyage in detail. Divide students into three groups and assign each group one "leg" of the voyage:

1. Voyage to Tahiti
2. Voyage to New Zealand
3. Voyage to Eastern Australia

Explain that they will use excerpts from Cook's journals and Internet resources to document their journey. Have students open their IPB to the next page and write the heading, "Field Notes." Tell students they will do the following for their "field notes":

- **Describe** the new land and people
- Create one sketch of a new discovery (new map, new species of plant or animal, the people, etc.)
- **Explain** the scientific impact of their part of the voyage (HINT: cartography, **geography**, anthropology, health and medicine, botany, etc.)

Distribute the appropriate Black Line Master to each group—Black Line Masters: **Tahiti**, **New Zealand**, or **Eastern Australia**. These contain passages from Cook's journals.

Exploration 3 Lesson 2

Connection

Show the image of Captain Cook's voyages. Remind students that James Cook made three voyages to Oceania. Ask:

- What did he discover on these voyages? (plants, animals, people, lands)
- What impact did these voyages have on the world at large? (new scientific discoveries, new land and maps charted)
- What impact do you think Cook's voyages had on the native people of the lands he visited?

Show the image of Cook landing in Hawaii. Have students **describe** the picture. Then ask them to open their IPB to the next page and write the heading, "Meeting Captain Cook." Have students write about seeing Cook and his men arrive on Hawaii from the perspective of a native Hawaiian.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to chart and graph unemployment rates and export partners for Australia and Oceania.

7 – H1.2.2 Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 2: How has Hinduism influenced Indian culture?

- Students will be able to read and identify the importance of the Ramayana to Indian culture.
- Students will be able to identify the main characters of the Ramayana including Ram, Lakshmana, Hanuman, Sita, and Ravana.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to explore the Bedouin and the beginnings of Islam through a video.
- Students will be able to identify the Qur'an and the hadith.
- Students will be able to describe the principles outlined in the Five Pillars.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify The Arabian Nights as an example of great literature from the Islamic world.
- Students will be able to summarize and dramatize key stories from The Arabian Nights.
- Students will be able to explain how The Arabian Nights tell us about history and culture of the Middle East.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3 Lesson 1

Team Research. Let students know that, in groups, they are going to explore one part or “leg” of Cook’s first voyage in detail. Divide students into three groups and assign each group one “leg” of the voyage:

4. Voyage to Tahiti
5. Voyage to New Zealand
6. Voyage to Eastern Australia

Explain that they will use excerpts from Cook’s journals and Internet resources to document their journey. Have students open their IPB to the next page and write the heading, “Field Notes.” Tell students they will do the following for their “field notes”:

- **Describe** the new land and people
- Create one sketch of a new discovery (new map, new species of plant or animal, the people, etc.)
- **Explain** the scientific impact of their part of the voyage (HINT: cartography, **geography**, anthropology, health and medicine, botany, etc.)

Distribute the appropriate Black Line Master to each group—Black Line Masters: **Tahiti, New Zealand, or Eastern Australia.** These contain passages from Cook’s journals.

7 – H1.2.3 Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to explore the Bedouin and the beginnings of Islam through a video.
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- Students will be able to describe the principles outlined in the Five Pillars.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify The Arabian Nights as an example of great literature from the Islamic world.
- Students will be able to summarize and dramatize key stories from The Arabian Nights.
- Students will be able to explain how The Arabian Nights tell us about history and culture of the Middle East.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to define ethnocentric.
- Students will be able to explain why an ethnocentric description may be subjective.

Exploration 3 Lesson 2

Distribute the Black Line Master: **Cook's Hawaii**.

As a class, read the entry. Then ask:

- How did Cook describe the Hawaiians?
- Do you think the Hawaiians would have described themselves this way? Why or why not?
- What viewpoint did Cook have? (a European point of view)

Write the phrase, "Ethnocentric View" on the board and pronounce for students. Ask:

- What do you think an ethnocentric [ETH no SEN trik] view is? (the belief that your own **culture** is the best culture and that the way things are done in your culture is the *right* way)
- Were Cook's observations ethnocentric? Why or why not?
- If someone such as Cook observes a culture with an ethnocentric view, is the observation accurate?

Students may disagree on whether or not an ethnocentric observation is accurate. Encourage students to defend their opinions. Point out that cultural anthropologists recognize that for the most part people around the world, including us, are ethnocentric. It is their job to overcome their own ethnocentrism when learning about other cultures.

Tell students that you are going to read Cook's description from the Black Line Master: **Cook's Hawaii** again, but this time, you would like them to pay close attention to the language. Have students circle any words or phrases that they feel are ethnocentric.

7 – H1.2.4 Compare and evaluate competing historical perspectives about the past based on proof.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to define ethnocentric.
- Students will be able to explain why an ethnocentric description may be subjective.
- Students will be able to identify three ways in which Cook's voyages had a negative impact of the native people of Oceania.

Exploration 3 Lesson 2

Show the image of Cook landing in Hawaii. Have students **describe** the picture. Then ask them to open their IPB to the next page and write the heading, "Meeting Captain Cook." Have students write about seeing Cook and his men arrive on Hawaii from the perspective of a native Hawaiian.

When finished, have students share their entries.

Confirm that they might have felt fearful, excited, curious, and even in awe. They might have run away or even fought. Then ask:

- Do you think the lives of natives changed when European explorers visited these new lands? How?
- Do you think it is possible for visitors to observe and participate in a **culture** without changing it?

Let students know they are going to explore this question next.

Discovery Activities

Class Discussion. Have students reread their journal entry. Then ask:

- Do you think Cook described the encounter the same way you, as natives, did? Why or why not?

Tell students they are going to find out. Distribute the Black Line Master: **Cook's Hawaii.**

As a class, read the entry. Then ask:

- How did Cook describe the Hawaiians?
- Do you think the Hawaiians would have described themselves this way? Why or why not?
- What viewpoint did Cook have? (a European point of view)

Write the phrase, "Ethnocentric View" on the board and pronounce for students. Ask:

- What do you think an ethnocentric [ETH no SEN trik] view is? (the belief that your own **culture** is the best culture and that the way things are done in your culture is the *right* way)
- Were Cook's observations ethnocentric? Why or why not?
- If someone such as Cook observes a culture with an ethnocentric view, is the observation accurate?

Students may disagree on whether or not an ethnocentric observation is accurate. Encourage students to defend their opinions. Point out that cultural anthropologists recognize that for the most part people around the world, including us, are ethnocentric. It is their job to overcome their own ethnocentrism when learning about other cultures.

Tell students that you are going to read Cook's description from the Black Line Master: **Cook's Hawaii** again, but this time, you would like them to pay close attention to the language. Have students circle any words or phrases that they feel are ethnocentric.

7 – H1.2.5 Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to describe the work of a cultural anthropologist.
- Students will be able to define "ethnography."

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to define ethnocentric.
- Students will be able to explain why an ethnocentric description may be subjective.
- Students will be able to identify three ways in which Cook's voyages had a negative impact of the native people of Oceania.

Exploration 3 Lesson 2

Show the image of Cook landing in Hawaii. Have students **describe** the picture. Then ask them to open their IPB to the next page and write the heading, "Meeting Captain Cook." Have students write about seeing Cook and his men arrive on Hawaii from the perspective of a native Hawaiian.

When finished, have students share their entries.

Confirm that they might have felt fearful, excited, curious, and even in awe. They might have run away or even fought. Then ask:

- Do you think the lives of natives changed when European explorers visited these new lands? How?
- Do you think it is possible for visitors to observe and participate in a **culture** without changing it?

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Discovery Activities

Class Discussion. Have students reread their journal entry. Then ask:

- Do you think Cook described the encounter the same way you, as natives, did? Why or why not?

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As a class, read the entry. Then ask:

- How did Cook describe the Hawaiians?
- Do you think the Hawaiians would have described themselves this way? Why or why not?
- What viewpoint did Cook have? (a European point of view)

Write the phrase, "Ethnocentric View" on the board and pronounce for students. Ask:

- What do you think an ethnocentric [ETH no SEN trik] view is? (the belief that your own **culture** is the best culture and that the way things are done in your culture is the *right* way)
- Were Cook's observations ethnocentric? Why or why not?
- If someone such as Cook observes a culture with an ethnocentric view, is the observation accurate?

Students may disagree on whether or not an ethnocentric observation is accurate. Encourage students to defend their opinions. Point out that cultural anthropologists recognize that for the most part people around the world, including us, are ethnocentric. It is their job to overcome their own ethnocentrism when learning about other cultures.

Tell students that you are going to read Cook's description from the Black Line Master: **Cook's Hawaii** again, but this time, you would like them to pay close attention to the language. Have students circle any words or phrases that they feel are ethnocentric.

7 – H1.2.6 Identify the role of the individual in history and the significance of one person's ideas.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 2: How has Hinduism influenced Indian culture?

- Students will be able to identify Siddhartha Gautama and understand how he became the Buddha.

Exploration 3: What impact did Ancient Indian leaders have on their empires?

- Students will be able to read facts about Chandragupta and write a short narrative describing his role in forming the Mauryan Empire.
- Students will be able to read information about and describe the strategies used to establish and extend the Mauryan Empire.
- Students will be able to describe the positive impact of Ashoka's leadership on the Mauryan Empire.
- Students will be able to interpret selections of Ashoka's edicts.
- Students will be able to categorize the edicts to explain how Ashoka promoted unity.

Lesson 1: What was the Mauryan Empire?

Outcome: Students will identify the key rulers of the Mauryan Empire. They will understand the strategies used to establish and extend the Mauryan Empire.

Lesson 2: What were Ashoka's Edicts?

Outcome: Students will explain why Ashoka converted to Buddhism. They will explain the role of his edicts to spread Buddhist philosophy throughout the empire.

Exploration 4: How did India achieve its independence in the 20th century?

- Students will be able to name the three key Mogul emperors; Babur, Akbar, and Shah Jahan and describe their impact on India.
- Students will be able to identify the Moguls as Muslim invaders and conquerors of India.
- Students will be able to explain how Indian rulers strengthened their empires through religious tolerance.
- Students will be able to identify Gandhi as the principal leader of the Indian independence movement.
- Students will be able to create a timeline showing the major events of Gandhi's life.
- Students will be able to describe how Gandhi's experiences shaped him into the principal leader of the Indian independence movement.
- Students will be able to identify the impact Gandhi's Satyagraha or non-violence movement had on India.
- Students will be able to write an essay taking a stand on whether or not Gandhi's non-violent protests were successful.
- Students will be able to use the Internet to conduct research on the life of Nehru.
- Students will be able to identify Nehru as a political leader of the Indian independence movement.

- Students will be able to create a timeline showing the key events in the life of Nehru.
- Students will be able to describe the impact of Nehru on India.
- Students will be able to compare the lives of Nehru and Gandhi.
- Students will be able to write a story about Nehru's life.
- Students will be able to identify Ravi Shankar as one of the most influential musicians of India.
- Students will be able to listen to Indian music and identify the raga.
- Students will be able to identify the sitar as an Indian instrument.
- Students will be able to explain how Indian music can convey India's culture.

Lesson 1: What was the Mogul Empire?

Outcome: Students will explore and describe the development and achievements of the Mogul Empire.

Lesson 3: Who was Mahatma Gandhi?

Outcome: Students will identify the key events of Gandhi's life by creating a timeline. They will explain the impact his non-violent protests had on the movement for Indian independence.

Lesson 4: Who Was Jawaharlal Nehru?

Outcome: Students will identify Jawaharlal Nehru and explain his political impact on India.

Lesson 5: How does music connect India's past to its present?

Outcome: Students will explore the music of one of India's greatest musicians. They will explain how the history and current independence of India influences Indian music today.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify Shi Huangdi as the first emperor of China and list at least three ways in which he unified his empire.
- Students will be able to research and compare and contrast the Han, Tang, Song, Yuan, and Ming dynasties.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to understand Tang China's influence on modern western culture.
- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to describe the Yuan Dynasty under the Mongol ruler, Kublai Khan.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to identify Muhammad and describe his call to prophethood.
- Students will be able to describe Muhammad's journey to Medina, and its significance.
- Students will be able to explore the Bedouin and the beginnings of Islam through a video.
- Students will be able to identify five Muslim astronomers and name their key observations or discoveries.
- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.
- Students will be able to use the Internet to research Muslim astronomers.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to identify the main caliphs who ruled the Islamic Empire during the 150 years after Muhammad's death.
- Students will be able to describe how these caliphs expanded the Islamic Empire.
- Students will be able to use the Internet to research Abbasid caliphs.
- Students will be able to identify Rumi as a famous Persian poet during the Golden Age of the Islamic Empire.
- Students will be able to explain that the teachings of the Islamic faith encouraged advancements in medicine.
- Students will be able to identify the advancements made by Ibn Sina, Abu al-Qasim, and Abu Bakr al-Razi.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.
- Students will be able to use the Internet to research advancements Islamic scientists made to medicine.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify Süleyman the Magnificent and describe key features of his reign.
- Students will be able to describe political and cultural achievements of the Ottoman Empire.
- Students will be able to express opinions in oral argument.
- Students will be able to use books and the Internet to research and make decisions about Süleyman the Magnificent.
- Students will be able to identify the Safavid Empire and describe two achievements made during its development.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to describe the scientific impact of Cook's first voyage.
- Students will be able to use the Internet to research James Cook and his voyages.
- Students will be able to identify three ways in which Cook's voyages had a negative impact of the native people of Oceania.

7 – H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

7 – H1.4.1 Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to explain the effect changing geography may have had on Indus civilization.

Lesson 1: Where was the first ancient Indian settlement?

Outcome: Students will locate India and describe its key geographic features. They will identify the location of the first ancient settlement.

Exploration 2: How has Hinduism influenced Indian culture?

- Students will be able to gather information about Hinduism through a listening activity.
- Students will be able to use books to research and report on Hinduism.
- Students will be able to explain how Aryan beliefs formed the basis of Hinduism.
- Students will be able to explain how the Hindu caste system was influential in the creation of Buddhism.
- Students will be able to articulate how the Ramayana teaches Hindus about dharma and other cultural norms.
- Students will be able to gather information about Buddhism through reading and listening activities.
- Students will be able to articulate how Buddhism grew out of Hinduism.

Lesson 1: What is Hinduism?

Outcome: Students will learn about the historic development and basic tenets of Hinduism.

Lesson 4: How did Hinduism influence Buddhism?

Outcome: Students will learn the basic tenets of Buddhism and how it grew out of Hinduism.

Lesson 5: What Hindu beliefs continue in modern times?

Outcome: Students will explore ancient and modern Hindu traditions.

Exploration 3: What impact did Ancient Indian leaders have on their empires?

- Students will be able to interpret selections of Ashoka's edicts.
- Students will be able to categorize the edicts to explain how Ashoka promoted unity.
- Students will be able to explain the spread of culture in the absence of a strong central government.
- Students will be able to describe the social and legal position of women and men during the Gupta period.
- Students will be able to explain where Indian Classical art began.
- Students will be able to describe early Indian painting and sculpture.
- Students will be able to use the Internet to conduct research on the art of Ajanta.
- Students will be able to describe the caves of Ajanta.
- Students will be able to create group murals in the style of the "Golden Age of India."
- Students will be able to write an explanation describing how their mural depicts the achievements of the Gupta Empire.

Lesson 2: What were Ashoka's Edicts?

Outcome: Students will explain why Ashoka converted to Buddhism. They will explain the role of his edicts to spread Buddhist philosophy throughout the empire.

Lesson 3: Why did the Mauryan Empire collapse?

Outcome: Students will explain the reasons for the decline of the Mauryan Empire.

Lesson 4: What were the achievements of the Gupta?

Outcome: Students will explain how the Gupta Empire became unified and strong. They will explain why the Gupta Empire is known as the "Golden Age" of India and describe major achievements of the Gupta period.

Lesson 5: What are the caves of Ajanta?

Outcome: Students will explore, describe, and apply the style of early Indian painting and explain the significance of the caves of Ajanta.

Exploration 4: How did India achieve its independence in the 20th century?

- Students will be able to identify the Moguls as Muslim invaders and conquerors of India.
- Students will be able to explain the personal and political reasons for the building of the Taj Mahal.
- Students will be able to gather information about British colonization of India through reading.

- Students will be able to articulate that India was ruled by Britain for nearly 200 years.
- Students will be able to explain the cause and result of the Sepoy mutiny (Uprising of 1857).
- Students will be able to identify the role of the East India Company.
- Students will be able to explain how the conditions of British colonization inspired the formation of the Indian Nationalist movement.
- Students will be able to describe how Gandhi's experiences shaped him into the principal leader of the Indian independence movement.
- Students will be able to identify the impact Gandhi's Satyagraha or non-violence movement had on India.
- Students will be able to explain how Indian music can convey India's culture.
- Students will be able to identify Nehru as a political leader of the Indian independence movement.
- Students will be able to write an essay taking a stand on whether or not Gandhi's non-violent protests were successful.

Lesson 2: What effect did British Colonization have in India?

Outcome: Students will describe the development and effect of British rule in India.

Lesson 3: Who was Mahatma Gandhi?

Outcome: Students will identify the key events of Gandhi's life by creating a timeline. They will explain the impact his non-violent protests had on the movement for Indian independence.

Lesson 4: Who Was Jawaharlal Nehru?

Outcome: Students will identify Jawaharlal Nehru and explain his political impact on India.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to use the dictionary, write definitions, and demonstrate an understanding of aristocracy, meritocracy, and nepotism.
- Students will be able to identify the three belief systems: Confucianism, Buddhism, and Daoism.
- Students will be able to identify the name of and at least one detail about the person who founded each of the belief systems and describe the main tenets of each.
- Students will be able to research Chinese ceramics via the Internet, describe features, and identify the time periods.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to label the trade routes used by the empire.

- Students will be able to identify the products exchanged on the Silk Road during the Tang dynasty.
- Students will be able to read, analyze, and identify the structure of poetry from China.
- Students will be able to develop an understanding of the relationship between Chinese painting and poetry.
- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to explain how the spread of printing led to social changes.
- Students will be able to describe 5 or more significant innovations of the Song Dynasty and their influence on modern culture.
- Students will be able to research Song Dynasty innovations via the Internet and create a “scroll” to showcase what they’ve learned.
- Students will be able to compare and contrast the dates of Imperial Chinese and European technological innovations.

Exploration 3: What was life like in feudal Japan?

- Students will be able to read an informational article on Samurai warriors; they will be able to define Shogun and Samurai.
- Students will be able to view a video and take organized notes about three forms of traditional Japanese theater— Noh, Bunraku, and Kabuki.

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.
- Students will be able to carry out a paired reading on Shinto and answer questions.
- Students will be able to identify Shinto as the principle religious practice of the Japanese people and understand it embraces three fundamental attitudes; reverence for nature, respect for ancestors, and thankfulness.
- Students will be able to describe how a Zen garden synthesizes important aspects of Japanese culture including Shinto and Buddhism.
- Students will be able to read about woodblock print artist, Hokusai, and recognize his contributions and accomplishments.
- Students will be able to identify Japanese cultural influences on woodblock prints such as use of yin yang and images of the environment.
- Students will be able to read, analyze, and identify the structure of haiku.
- Students will be able to write a haiku poem and utilize its defining features (reference to nature, 5-7-5 syllabic structure, present tense).

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to explore the Bedouin and the beginnings of Islam through a video.
- Students will be able to identify the Qur'an and the hadith.
- Students will be able to describe the principles outlined in the Five Pillars.
- Students will be able to explain the importance of the city of Mecca.
- Students will be able to use the Internet to conduct research on the principles of Islam.
- Students will be able to identify that a major form of Islamic art uses repeating or tessellating geometric shapes.
- Students will be able to explain that the Islamic tradition of using tessellating geometric patterns expressed Islamic beliefs about the infinite power of God and reminded believers of the rules presented in the Five Pillars.
- Students will be able to understand that astronomy was important in the Ancient Islamic world to accurately determine the correct times and direction of prayer.
- Students will be able to identify five Muslim astronomers and name their key observations or discoveries.
- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.
- Students will be able to use the Internet to research Muslim astronomers.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to explain how Islam attracted new converts under Abbasid rule.
- Students will be able to describe the House of Wisdom and explain why it fostered an exchange of ideas.
- Students will be able to explain how the Abbasids fostered the flourishing of the arts and sciences.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to outline the steps for making paper.
- Students will be able to describe how paper was used for banking, scholarly endeavors, government business, and religion.
- Students will be able to identify how paper helped the Islamic Empire flourish.
- Students will be able to use the Internet to research the role of paper in the Islamic Empire.
- Students will be able to describe that Persian music and poetry have similarities in structure and feeling.
- Students will be able to identify that Persian music and poetry, similar to other forms of Islamic art, feature repeating patterns to symbolize the infiniteness of God.
- Students will be able to describe at least three advancements Islamic scientists made to medicine.

- Students will be able to explain that the teachings of the Islamic faith encouraged advancements in medicine.
- Students will be able to use the Internet to research advancements Islamic scientists made to medicine.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to identify common elements of Islamic mosque architecture.
- Students will be able to describe Spanish Muslim architecture.
- Students will be able to explain how Spanish Muslim architecture was influenced by other cultures.
- Students will be able to compare and contrast mosques in various regions of the Islamic Empire.
- Students will be able to use the Internet to research Islamic architecture.
- Students will be able to research Islamic mosques through a PowerPoint Presentation.
- Students will be able to describe the style of Andalusian poetry.
- Students will be able to compare and contrast Andalusian poetry with Persian influenced Islamic poetry.
- Students will be able to write a poem in the Andalusian style.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify the Mamluks.
- Students will be able to explain why the Mamluk elite supported the arts.
- Students will be able to create a repousse, using Islamic design and Arabic letter(s).
- Students will be able to use the Internet to research Mamluk art.
- Students will be able to use the Internet to research Islamic illuminated manuscripts.
- Students will be able to identify the Safavid Empire and describe two achievements made during its development.
- Students will be able to identify The Arabian Nights as an example of great literature from the Islamic world.
- Students will be able to summarize and dramatize key stories from The Arabian Nights.
- Students will be able to explain how The Arabian Nights tell us about history and culture of the Middle East.
- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.
- Students will be able to understand the internal forces that weakened Islamic Empires.

- Students will be able to identify that military defeats in Eastern Europe weakened the Ottoman Empire.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to explain how Polynesian navigators sailed over the open ocean with simple technology.
- Students will be able to explain how and why early migrants carried plants with them when traveling to new lands.
- Students will be able to explain how and why Polynesians made their clothing from tree bark.
- Students will be able to identify Easter Island as the most remote, populated island in the world.
- Students will be able to identify moai and speculate as to why the people of Easter Island made these huge stone carvings.
- Students will be able to write a short, hypothetical ethnography about the ancient inhabitants of Easter Island.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to identify ways in which Australian Aborigines expressed their values through visual art, music and dance.
- Students will be able to explain why Australian Aborigines honor nature.
- Students will be able to describe common values shared by different tribes on New Guinea.
- Students will be able to explain the importance of the yam to Oceanic cultures.
- Students will be able to identify the Maori.
- Students will be able to research the Maori through video.
- Students will be able to describe why the Maori developed into fierce warriors.
- Students will be able to identify Samoan social structure.
- Students will be able to describe the various tasks performed by the Samoans in order to survive.
- Students will be able to describe the importance of dance in Samoan society.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to describe the scientific impact of Cook's first voyage.
- Students will be able to identify three ways in which Cook's voyages had a negative impact of the native people of Oceania.
- Students will be able to use the Internet, books, and software to conduct research on the lives of early Australian settlers.
- Students will be able to describe the life of at least one early settler before and after his or her arrival in New South Wales.

- Students will be able to describe the challenges and successes of life in an early Australian settlement.
- Students will be able to identify examples of Aboriginal and settler culture.
- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to define Gross Domestic Product and Balance of Trade.
- Students will be able to create a table showing the GDP's and balance of trade figures for Australia and Oceania.
- Students will be able to chart and graph unemployment rates and export partners for Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.
- Students will be able to read and write about modern Aborigines in Australia.
- Students will be able to describe how Australia and Oceania is multicultural.
- Students will be able to explore Australian English as a multicultural aspect of Australia.
- Students will be able to use the Internet to conduct research on the natural features and buildings of Australia and Oceania.
- Students will be able to identify key natural features and buildings of Australia and Oceania that symbolize cultural beliefs.

7 – H1.4.2 Describe and use themes of history to study patterns of change and continuity.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to use the dictionary, write definitions, and demonstrate an understanding of aristocracy, meritocracy, and nepotism.
- Students will be able to write “want ads” describing the attributes needed for good leadership.
- Students will be able to define dynasty.

- Students will be able to research and compare and contrast the Han, Tang, Song, Yuan, and Ming dynasties.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to label the trade routes used by the empire.
- Students will be able to identify the products exchanged on the Silk Road during the Tang dynasty.
- Students will be able to demonstrate an understanding of the Chinese perception of the power and strength of nature and the relative insignificance of humans.
- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to explain how the spread of printing led to social changes.
- Students will be able to describe 5 or more significant innovations of the Song Dynasty and their influence on modern culture.
- Students will be able to compare and contrast the dates of Imperial Chinese and European technological innovations.

Exploration 3: What was life like in feudal Japan?

- Students will be able to describe how the geography and population of Japan has influenced culture.
- Students will be able to identify six historical time periods of Japan and research one via the Internet.
- Students will be able to take notes about six Japanese historical time periods from their classmates' presentations.

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to demonstrate an understanding of why and how people first populated Australia.
- Students will be able to create a hypothesis that explains why and how people first migrated to Australia.
- Students will be able to explain how and why early migrants carried plants with them when traveling to new lands.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to describe common values shared by different tribes on New Guinea.
- Students will be able to identify Samoan social structure.
- Students will be able to describe the various tasks performed by the Samoans in order to survive.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to describe the scientific impact of Cook's first voyage.
- Students will be able to use the Internet to research James Cook and his voyages.
- Students will be able to identify three ways in which Cook's voyages had a negative impact of the native people of Oceania.
- Students will be able to describe the challenges and successes of life in an early Australian settlement.
- Students will be able to identify examples of Aboriginal and settler culture.
- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.
- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to define Gross Domestic Product and Balance of Trade.
- Students will be able to create a table showing the GDP's and balance of trade figures for Australia and Oceania.
- Students will be able to chart and graph unemployment rates and export partners for Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.
- Students will be able to read and write about modern Aborigines in Australia.
- Students will be able to describe how Australia and Oceania is multicultural.

7 – H1.4.3 Use historical perspectives to analyze global issues faced by humans long ago and today.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to explain the effect changing geography may have had on Indus civilization.

Lesson 1: Where was the first ancient Indian settlement?

Outcome: Students will locate India and describe its key geographic features. They will identify the location of the first ancient settlement.

Exploration 3: What impact did Ancient Indian leaders have on their empires?

- Students will be able to read an article and identify at least three reasons for the fall of the Mauryan Empire.
- Students will be able to explain the spread of culture in the absence of a strong central government.

Exploration 4: How did India achieve its independence in the 20th century?

- Students will be able to identify the Moguls as Muslim invaders and conquerors of India.
- Students will be able to explain how Indian rulers strengthened their empires through religious tolerance.
- Students will be able to gather information about British colonization of India through reading.
- Students will be able to articulate that India was ruled by Britain for nearly 200 years.
- Students will be able to explain the cause and result of the Sepoy mutiny (Uprising of 1857).
- Students will be able to identify the role of the East India Company.
- Students will be able to explain how the conditions of British colonization inspired the formation of the Indian Nationalist movement.
- Students will be able to write an essay taking a stand on whether or not Gandhi's non-violent protests were successful.
- Students will be able to explain how Indian music can convey India's culture.
- Students will be able to describe how modern Indian music can connect the past and the present.

Lesson 2: What effect did British Colonization have in India?

Outcome: Students will describe the development and effect of British rule in India.

Lesson 3: Who was Mahatma Gandhi?

Outcome: Students will identify the key events of Gandhi's life by creating a timeline. They will explain the impact his non-violent protests had on the movement for Indian independence.

Lesson 4: Who Was Jawaharlal Nehru?

Outcome: Students will identify Jawaharlal Nehru and explain his political impact on India.

Lesson 5: How does music connect India's past to its present?

Outcome: Students will explore the music of one of India's greatest musicians. They will explain how the history and current independence of India influences Indian music today.

Lesson 6: How can we tell the history of India through technology?

Outcome: Students will create and present their cumulative assessments, the PowerPoint presentations on the history of India.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to define Imperial China.
- Students will be able to describe at least one challenge of ruling such a vast land.
- Students will be able to write "want ads" describing the attributes needed for good leadership.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to describe 5 or more significant innovations of the Song Dynasty and their influence on modern culture.
- Students will be able to compare and contrast the dates of Imperial Chinese and European technological innovations.

Exploration 3: What was life like in feudal Japan?

- Students will be able to describe how the geography and population of Japan has influenced culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to explain how Islam attracted new converts under Abbasid rule.
- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.

- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to describe the House of Wisdom and explain why it fostered an exchange of ideas.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to define the Crusades and explain how they began.
- Students will be able to describe the purpose and results of the main Crusades.
- Students will be able to use the Internet to research the purpose and results of the Crusades.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.
- Students will be able to understand the internal forces that weakened Islamic Empires.
- Students will be able to identify that military defeats in Eastern Europe weakened the Ottoman Empire.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to demonstrate an understanding of why and how people first populated Australia.
- Students will be able to create a hypothesis that explains why and how people first migrated to Australia.
- Students will be able to explain how and why early migrants carried plants with them when traveling to new lands.
- Students will be able to explain how and why Polynesians made their clothing from tree bark.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to identify ways in which Australian Aborigines expressed their values through visual art, music and dance.
- Students will be able to explain the importance of the yam to Oceanic cultures.
- Students will be able to identify Samoan social structure.
- Students will be able to describe the various tasks performed by the Samoans in order to survive.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to describe the scientific impact of Cook's first voyage.
- Students will be able to identify three ways in which Cook's voyages had a negative impact of the native people of Oceania.
- Students will be able to describe the challenges and successes of life in an early Australian settlement.
- Students will be able to identify examples of Aboriginal and settler culture.
- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.
- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to outline threats to the environment in Australia and Oceania.
- Students will be able to read and write about modern Aborigines in Australia.

W1 WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.

Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

W1.1 Peopling of the Earth

Describe the spread of people in the Eastern Hemisphere in Era 1.

7 – W1.1.1 Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to label a map of India with key geographic features.
- Students will be able to explain why the Indus Valley was a suitable area for settlement.

- Students will be able to explain the features of early Indus civilization through viewing and analyzing artifacts and images.
- Students will be able to explain the effect changing geography may have had on Indus civilization.
- Students will be able to explain the features of a civilization and how these apply to the first Indian civilization.

Lesson 1: Where was the first ancient Indian settlement?

Outcome: Students will locate India and describe its key geographic features. They will identify the location of the first ancient settlement.

Lesson 2: What was life like in Mohenjo-Daro?

Outcome: Students will learn about the Indus Valley civilization through and exploration of the ancient site of Mohenjo-Daro.

Exploration 3: What impact did Ancient Indian leaders have on their empires?

- Students will be able to read an article and identify at least three reasons for the fall of the Mauryan Empire.
- Students will be able to explain the spread of culture in the absence of a strong central government.
- Students will be able to describe the social and legal position of women and men during the Gupta period.

Lesson 1: What was the Mauryan Empire?

Outcome: Students will identify the key rulers of the Mauryan Empire. They will understand the strategies used to establish and extend the Mauryan Empire.

Lesson 3: Why did the Mauryan Empire collapse?

Outcome: Students will explain the reasons for the decline of the Mauryan Empire.

Exploration 4: How did India achieve its independence in the 20th century?

- Students will be able to identify the Moguls as Muslim invaders and conquerors of India.
- Students will be able to gather information about British colonization of India through reading.
- Students will be able to articulate that India was ruled by Britain for nearly 200 years.

Lesson 1: What was the Mogul Empire?

Outcome: Students will explore and describe the development and achievements of the Mogul Empire.

Lesson 2: What effect did British Colonization have in India?

Outcome: Students will describe the development and effect of British rule in India.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify 12 major physical features of China and label them on a map.
- Students will be able to describe China's vast and diverse geography.
- Students will be able to identify Shi Huangdi as the first emperor of China and list at least three ways in which he unified his empire.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to label the trade routes used by the empire.
- Students will be able to identify the products exchanged on the Silk Road during the Tang dynasty.

Exploration 3: What was life like in feudal Japan?

- Students will be able to describe how the geography and population of Japan has influenced culture.
- Students will be able to use the Internet to conduct research on the geography of Japan.
- Students will be able to identify six historical time periods of Japan and research one via the Internet.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to correctly locate and map the Arabian Peninsula including Mecca and Medina.
- Students will be able to describe the major environment of the Arabian Peninsula.
- Students will be able to identify at least five ways that the Bedouin interacted with and adapted to their environment.
- Students will be able to explore the geography of the Arabian Peninsula through a PowerPoint Presentation.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to describe how Spain became part of the Islamic Empire.
- Students will be able to locate and label Cordoba.
- Students will be able to describe how the Golden Age of the Islamic Empire flourished in Cordoba.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to recognize Australia as an island continent.
- Students will be able to demonstrate an understanding of why and how people first populated Australia.
- Students will be able to create a hypothesis that explains why and how people first migrated to Australia.
- Students will be able to support their hypothesis with current scientific research.
- Students will be able to explain how Polynesian navigators sailed over the open ocean with simple technology.
- Students will be able to explain how and why early migrants carried plants with them when traveling to new lands.
- Students will be able to explain how and why Polynesians made their clothing from tree bark.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to explain the importance of the yam to Oceanic cultures.
- Students will be able to describe the various tasks performed by the Samoans in order to survive.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to identify the location and date of an early Australian settlement.
- Students will be able to explain why people created at least one early Australian settlement.
- Students will be able to describe the challenges and successes of life in an early Australian settlement.

7 – W1.1.2 Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to explain why the Indus Valley was a suitable area for settlement.
- Students will be able to explain the features of early Indus civilization through viewing and analyzing artifacts and images.

- Students will be able to hypothesize and write about daily life in Mohenjo-Daro [mo HEN joe DARo].
- Students will be able to explain the features of a civilization and how these apply to the first Indian civilization.

Lesson 1: Where was the first ancient Indian settlement?

Outcome: Students will locate India and describe its key geographic features. They will identify the location of the first ancient settlement.

Lesson 2: What was life like in Mohenjo-Daro?

Outcome: Students will learn about the Indus Valley civilization through and exploration of the ancient site of Mohenjo-Daro.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Calligraphy Extension. Tell students that Chinese writing, calligraphy, was and is also considered a form of art. Chinese writing is remarkable in that it is basically the same as it was 3,000 years ago when the Chinese first developed it. Ask:

- Why is the continuity of Chinese writing beneficial? (People of modern day, who know how to read and write Chinese characters, can comprehend information that is over 3,000 years old. It provides historians and archaeologists with a more definitive understanding of the events that happened.)

Students explore calligraphy at two websites where they;

- View an impressive collection of the works of master Chinese calligraphers.
- Read a historical description of calligraphy.

Archaeology Extension. Students conduct research about Kublai Khan's lost fleet and the work of underwater archaeologists.

W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history.

7 – W1.2.1 Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to label a map of India with key geographic features.

- Students will be able to explain why the Indus Valley was a suitable area for settlement.
- Students will be able to explain the effect changing geography may have had on Indus civilization.

Lesson 1: Where was the first ancient Indian settlement?

Outcome: Students will locate India and describe its key geographic features. They will identify the location of the first ancient settlement.

Lesson 2: What was life like in Mohenjo-Daro?

Outcome: Students will learn about the Indus Valley civilization through and exploration of the ancient site of Mohenjo-Daro.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1 Lesson 1

Check for Understanding

Ask students to label the next clean page of their IPB, "Geography of China." Instruct them to write one paragraph, 5 – 6 sentences, describing the geography of China. Have them include as much detail as possible to convey China's size and diverse **environment**.

Exploration 2 Lesson 3

Archeology Extension. Encourage students to become virtual archeologists and explore the discoveries made regarding Ancient Chinese agriculture. Students go to the site:

Ancient Chinese Rice Archeological Project

<http://www.carleton.ca/%7Ebgordon/Rice/>

Once at the site, they can click photo galleries and **history** links to discover great images and information about recent archeological discoveries in China and what they tell us about Chinese innovation and contribution.

Internet / Research Extension. Explore various achievements in more detail. Direct students to the following websites:

Ancient Chinese Technology

<http://library.thinkquest.org/23062/index.html>

Investigate this 1998 ThinkQuest Challenge entry on the topic of Ancient Chinese Technology. Link to advancements in various categories including: Domestic and Industrial Technology, Agriculture, Transportation, and Warfare.

Exploration 3 Lesson 1

Discovery Activities

Tell students they are now going to have the opportunity to learn more about the **geography** of Japan. Distribute the Black Line Master: **Geography of Japan**. Have students read through the information and answer the questions. When done, go over the questions using the Answer Key. Then, have them place it in the IPB.

Ask students the following:

- What predictions can you make about how **geography** affects life in Japan? (Japanese people may eat a lot of seafood, they may find farming difficult because most of the land is mountainous, they may be good sailors, they may be isolated from other countries because of the water barriers, earthquakes and volcanic eruptions may be a common occurrence, etc.)

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to use the Internet to conduct research on Oceania.
- Students will be able to label a map of Oceania (Australia, Melanesia, Micronesia, and Polynesia) with key geographic features.
- Students will be able to name several islands and provide basic facts about Oceanic cultures.
- Students will be able to recognize Australia as an island continent.
- Students will be able to explain how and why early migrants carried plants with them when traveling to new lands.
- Students will be able to explain how and why Polynesians made their clothing from tree bark.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to use the Internet to conduct research on yam masks.
- Students will be able to explain the importance of the yam to Oceanic cultures.

7 – W1.2.2 Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to label a map of India with key geographic features.
- Students will be able to explain why the Indus Valley was a suitable area for settlement.

- Students will be able to explain the effect changing geography may have had on Indus civilization.

Lesson 1: Where was the first ancient Indian settlement?

Outcome: Students will locate India and describe its key geographic features. They will identify the location of the first ancient settlement.

Lesson 2: What was life like in Mohenjo-Daro?

Outcome: Students will learn about the Indus Valley civilization through and exploration of the ancient site of Mohenjo-Daro.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to label the trade routes used by the empire.
- Students will be able to identify the products exchanged on the Silk Road during the Tang dynasty.
- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.

Exploration 3: What was life like in feudal Japan?

- Students will be able to describe how the geography and population of Japan has influenced culture.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to use the Internet to conduct research on yam masks.
- Students will be able to explain the importance of the yam to Oceanic cultures.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to use the Internet, books, and software to conduct research on the lives of early Australian settlers.
- Students will be able to identify the location and date of an early Australian settlement.
- Students will be able to explain why people created at least one early Australian settlement.
- Students will be able to describe the challenges and successes of life in an early Australian settlement.
- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.

7 – W1.2.3 Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to compare and contrast the dates of Imperial Chinese and European technological innovations.

Lesson 5: What did Marco Polo see in China?

Outcome: Students will identify the Mongols and describe life in China under the rule of Kublai Khan. They will compare and contrast technological innovation in Imperial China and Europe.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to explain how paper came from China to the Islamic world.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to describe how Spain became part of the Islamic Empire.
- Students will be able to write an essay comparing and contrasting Cordoba and Baghdad.

W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 B.C.E./B.C.

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

W2.1 Early Civilizations and Early Pastoral Societies

Analyze early Eastern Hemisphere civilizations and pastoral societies.

7 – W2.1.1 Describe the importance of the development of human language, oral and written, and its relationship to the development of culture

- verbal vocalizations
- standardization of physical (rock, bird) and abstract (love, fear) words
- pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 2: How has Hinduism influenced Indian culture?

- Students will be able to identify the significance of stories as learning devices.
- Students will be able to explore the importance of performance as a means of transmitting the Ramayana in a pre-literate society.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to explain how the spread of printing led to social changes.

Exploration 3: What was life like in feudal Japan?

- Students will be able to research the traditional theater of Japan via the Internet; create a kamisibai (text and illustrations), and; present them to the class.

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.

Exploration 1 Lesson 5

Cumulative Assessment. Distribute the Black Line Masters: **Quarter 2, Grade 7 Student Page** and **Quarter 2, Grade 7 Rubric**. Introduce the cumulative assessment and go over goals, expectations, and process. Inform students that for the first half of this quarter they are studying Imperial China, and for the second half, they will be studying Feudal Japan. Both China and Japan have long traditions of ceramics, and both have influenced one another. For their project, they will be making a papier-mâché vase and then decorating one half with Chinese images and symbols, and the other half with Japanese images and symbols.

They will also need to write a two-page paper describing how China and Japan are similar and different. Have students add their Black Line Masters to their IPB.

When students are ready to start decorating the first half of the vase, direct them to the following Internet sites to explore Chinese images and symbols:

Symbolism on Chinese Porcelain

<http://collection.rin.ru/cgi-bin/eng/article.pl?id=158>

Chinese Symbolism

<http://www.asianartmall.com/refsymbols.htm>

The above sites give information on the meanings behind Chinese symbols such as dragon, tiger, and bamboo. Students can view images of several of these symbols by revisiting the site listed below:

Splendors of Imperial China

<http://www.asianart.com/splendors/index.html>

Distribute the Black Line Master: **Chinese Symbolism** so they may sketch the images and symbols they are interested in including on their vases.

Exploration 4 Lesson 6

Completing the vase. Students complete their vases. Distribute paint and brushes as necessary. Remind students to complete one side with Japanese images, motifs, and symbols and the other with Chinese and that they should keep in mind the question:

- What are the similarities and differences between Imperial China and Feudal Japan?"

Students also write a summary statement that **explains** the symbols and images on their vases in relation to this question. Have them do this on an index card so that they may display this with their vase.

Check for Understanding

Presentation. Students present their vases. Remind students that they will have two minutes to:

- Choose and **explain** the significance of one symbol from each side of their vase
- Explain **what they feel was the most significant influence China had on Japan. They should support their statement.**

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Discovery Activities

Internet Research. Distribute the Black Line Master: **Paper and the Golden Age of Islam** to each student and then have them go to the site:

Islam: Empire of Faith

<http://www.pbs.org/empires/islam/innopaper.html>

Once at the site, students read about the importance of paper and answer the questions on their Black Line Master. Review with the Black Line Master: **Paper and the Golden Age of Islam, Answer Key.** To review ask:

- Why was paper important to the growth of the Islamic Empire?

Confirm that it was essential for creating **government** documents, for the growth of intellectual **life** and the spread of learning, and for supporting the **economy** of the empire. Have students place their Black Line Masters in their IPB.

Check for Understanding

Have students look at and/or think about the paper they just created. Ask:

- What did the people of the Islamic Empire write on the paper they created? (**government** orders, checks, translations of texts, books, etc.)
- What language did they use for all these? Why? (They used only Arabic—the language of Allah.)
- How did this help the Islamic Empire? (It strengthened and unified the empire. All Muslims, wherever they lived, needed to know Arabic so that they could read the Qu’ran. Also, people of the empire were able to become more educated because they knew Arabic and could read the many other texts available to them.)

Distribute the Black Line Master: **Arabic Descriptors**. Explain that these are three words written in Arabic calligraphy. Their English translations are adjacent. Instruct students to choose the word that they feel best **describes** what paper did for the Islamic Empire. They should then cut out the Arabic word and glue it to one side of the paper they created. Then on a separate piece of paper, they should write a paragraph **explaining** their choice including the meaning of the word and **supporting** details. Students glue this paper to the opposite side of their hand-made paper.

Have students place their papers in their IPB.

Through their research, role-play, discussion, and writing, did students:

- **Explain** how paper came from China to the Islamic world?
- Outline the steps for making paper?
- **Describe** how paper was used for banking, scholarly endeavors, **government** business, and religion?
- Identify how paper helped the Islamic Empire flourish?
- **7 – W2.1.2 Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).**

Quarter 1, Grade 7, Michigan Edition: What is India’s history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to label a map of India with key geographic features.

- Students will be able to identify the location of the first Indian civilization.
- Students will be able to explain why the Indus Valley was a suitable area for settlement.
- Students will be able to explain the features of early Indus civilization through viewing and analyzing artifacts and images.

Lesson 1: Where was the first ancient Indian settlement?

Outcome: Students will locate India and describe its key geographic features. They will identify the location of the first ancient settlement.

Quarter 3, Exploration 2 Lesson 2

Discovery Activities

Guided Mapwork. Have students take out their Black Line Master: **Map of the Islamic Empire** from Lesson 1. Students **locate** and label Baghdad, and the Tigris and Euphrates Rivers. Use the transparency of the map of the Islamic Empire as a guide. Ask:

- Where was Baghdad located?
- Why would this **location** be a good **place** for a capital city?

Have students open their IPB to the next clean page and write the heading, “Baghdad.” Confirm that the moving of the capital to Baghdad was an excellent **military location** for a city. Enemies would have to cross one of the rivers to attack. Islamic troops could travel by land or water route to spread the word of Islam. Its centralized location, between two rivers, allowed it to link the eastern world with the West. The rivers provided fertile land and water for irrigation allowing the inhabitants to increase their food production, and, thereby **support** an ever-growing **population**. The move of the capital also helped to foster the Golden Age of the Islamic Empire.

7 – W2.1.3 Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to understand Tang China’s influence on modern western culture.
- Students will be able to label the trade routes used by the empire.
- Students will be able to identify the products exchanged on the Silk Road during the Tang dynasty.
- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to explain how the spread of printing led to social changes.

- Students will be able to describe 5 or more significant innovations of the Song Dynasty and their influence on modern culture.
- Students will be able to compare and contrast the dates of Imperial Chinese and European technological innovations.

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.
- Students will be able to research the Internet and read other print materials to learn about China's influence on Japanese culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to describe how paper was used for banking, scholarly endeavors, government business, and religion.
- Students will be able to describe at least three advancements Islamic scientists made to medicine.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.

7 – W2.1.4 Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to explain how the spread of printing led to social changes.
- Students will be able to describe 5 or more significant innovations of the Song Dynasty and their influence on modern culture.
- Students will be able to compare and contrast the dates of Imperial Chinese and European technological innovations.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to research Baghdad by viewing a video.
- Students will be able to describe the House of Wisdom and explain why it fostered an exchange of ideas.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to describe how paper was used for banking, scholarly endeavors, government business, and religion.
- Students will be able to identify how paper helped the Islamic Empire flourish.
- Students will be able to describe at least three advancements Islamic scientists made to medicine.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.
- Students will be able to use the Internet to research advancements Islamic scientists made to medicine.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to describe how the Golden Age of the Islamic Empire flourished in Cordoba.
- Students will be able to write an essay comparing and contrasting Cordoba and Baghdad.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to explain how and why early migrants carried plants with them when traveling to new lands.
- Students will be able to explain how and why Polynesians made their clothing from tree bark.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to describe the life of at least one early settler before and after his or her arrival in New South Wales.
- Students will be able to identify the location and date of an early Australian settlement.
- Students will be able to identify examples of Aboriginal and settler culture.
- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.

7 – W2.1.5 Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

This could be addressed in Quarter 2 with an extension activity.

W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 B.C.E./B.C. to 300 C.E./A.D.

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.

W3.1 Classical Traditions in Regions of the Eastern Hemisphere

Analyze classical civilizations and empires and their lasting impact on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.

7 – W3.1.1 Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to label the trade routes used by the empire.
- Students will be able to identify the products exchanged on the Silk Road during the Tang dynasty.
- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to explain how the spread of printing led to social changes.

- Students will be able to describe 5 or more significant innovations of the Song Dynasty and their influence on modern culture.

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.
- Students will be able to research the Internet and read other print materials to learn about China's influence on Japanese culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to describe how paper was used for banking, scholarly endeavors, government business, and religion.
- Students will be able to describe at least three advancements Islamic scientists made to medicine.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.
- Students will be able to use the Internet to research advancements Islamic scientists made to medicine.

7 – W3.1.2 Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify Shi Huangdi as the first emperor of China and list at least three ways in which he unified his empire.
- Students will be able to use the dictionary, write definitions, and demonstrate an understanding of aristocracy, meritocracy, and nepotism.
- Students will be able to research and compare and contrast the Han, Tang, Song, Yuan, and Ming dynasties.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to understand Tang China's influence on modern western culture.
- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to describe the Yuan Dynasty under the Mongol ruler, Kublai Khan.

Exploration 4: What are some features of Japanese culture?

- Students will be able to compare and contrast the cultures of Ancient China and Feudal Japan.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to describe the major environment of the Arabian Peninsula.
- Students will be able to identify at least five ways that the Bedouin interacted with and adapted to their environment.
- Students will be able to explore the geography of the Arabian Peninsula through a PowerPoint Presentation.

7– W3.1.3 Compare and contrast the defining characteristics of a city-state, civilization, and empire.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to explain the features of a civilization and how these apply to the first Indian civilization.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to define dynasty.
- Students will be able to research and compare and contrast the Han, Tang, Song, Yuan, and Ming dynasties.
- Students will be able to interpret data on a graph and answer questions.
- Students will be able to read informational books, do research on the Internet, and present their findings.

Exploration 4: What are some features of Japanese culture?

- Students will be able to compare and contrast the cultures of Ancient China and Feudal Japan.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to identify the main caliphs who ruled the Islamic Empire during the 150 years after Muhammad's death.
- Students will be able to describe how these caliphs expanded the Islamic Empire.
- Students will be able to locate on a map the extent of the Islamic Empire under Abbasid rule.

7 – W3.1.4 Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.

This could be addressed in Quarter 3 with an extension activity or as a connection activity in Quarter 1.

7 – W3.1.5 Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to interact with classical Indian music by creating a piece of visual art.
- Students will be able to describe their process of creating musically inspired art.

Lesson 4: What did classical Indian Music sound like?

Outcome: Students are introduced to classical Indian music and will create a piece of art inspired by the music.

Exploration 2: How has Hinduism influenced Indian culture?

- Students will be able to describe the basic Hindu beliefs.
- Students will be able to describe the Hindu caste system.
- Students will be able to identify the basic tenets of Buddhism.
- Students will be able to compare and contrast Hinduism and Buddhism.
- Students will be able to identify the four castes of Hindu society.
- Students will be able to identify various traditions and rituals in modern India today and understand the connections to the ancient past.
- Students will be able to use the Internet to conduct research on mudras—Indian dance movements.
- Students will be able to research the Hindu dance through video.

Lesson 1: What is Hinduism?

Outcome: Students will learn about the historic development and basic tenets of Hinduism.

Lesson 4: How did Hinduism influence Buddhism?

Outcome: Students will learn the basic tenets of Buddhism and how it grew out of Hinduism.

Lesson 5: What Hindu beliefs continue in modern times?

Outcome: Students will explore ancient and modern Hindu traditions.

Lesson 6: How does classical Indian dance tell stories?

Outcome: Students will create an Indian-inspired dance and understand how classical Indian dance tells stories.

Exploration 3: What impact did Ancient Indian leaders have on their empires?

- Students will be able to explain the spread of culture in the absence of a strong central government.
- Students will be able to describe the social and legal position of women and men during the Gupta period.
- Students will be able to identify one way in which the caste system affected life in the Gupta Empire.
- Students will be able to explain where Indian Classical art began.
- Students will be able to describe early Indian painting and sculpture.
- Students will be able to use the Internet to conduct research on the art of Ajanta.
- Students will be able to describe the caves of Ajanta.
- Students will be able to create group murals in the style of the “Golden Age of India.”

Exploration 4: How did India achieve its independence in the 20th century?

- Students will be able to identify the Moguls as Muslim invaders and conquerors of India.

- Students will be able to explain how Indian rulers strengthened their empires through religious tolerance.
- Students will be able to explain the personal and political reasons for the building of the Taj Mahal.
- Students will be able to explain the cause and result of the Sepoy mutiny (Uprising of 1857).
- Students will be able to explain how the conditions of British colonization inspired the formation of the Indian Nationalist movement.
- Students will be able to identify Ravi Shankar as one of the most influential musicians of India.
- Students will be able to listen to Indian music and identify the raga.
- Students will be able to identify the sitar as an Indian instrument.
- Students will be able to explain how Indian music can convey India's culture.
- Students will be able to describe how modern Indian music can connect the past and the present.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to use the dictionary, write definitions, and demonstrate an understanding of aristocracy, meritocracy, and nepotism.
- Students will be able to identify the three belief systems: Confucianism, Buddhism, and Daoism.
- Students will be able to identify the name of and at least one detail about the person who founded each of the belief systems and describe the main tenets of each.
- Students will be able to research Chinese ceramics via the Internet, describe features, and identify the time periods.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to demonstrate an understanding of the Chinese perception of the power and strength of nature and the relative insignificance of humans.
- Students will be able to read, analyze, and identify the structure of poetry from China.
- Students will be able to write a poem in the spirit of Tang poetry.
- Students will be able to develop an understanding of the relationship between Chinese painting and poetry.
- Students will be able to identify that the Song Dynasty first recognized timbre.
- Students will be able to define "timbre."
- Students will be able to explain distinguishing characteristics of Chinese folk music.

- Students will be able to use the Internet to conduct research on Chinese music and musical instruments.

Exploration 3: What was life like in feudal Japan?

- Students will be able to retell, write, and illustrate a children's book based on a Japanese myth.
- Students will be able to read an informational article on Samurai warriors; they will be able to define Shogun and Samurai.
- Students will be able to view a video and take organized notes about three forms of traditional Japanese theater— Noh, Bunraku, and Kabuki.
- Students will be able to research the traditional theater of Japan via the Internet; create a kamisibai (text and illustrations), and; present them to the class.

Exploration 4: What are some features of Japanese culture?

- Students will be able to carry out a paired reading on Shinto and answer questions.
- Students will be able to identify Shinto as the principle religious practice of the Japanese people and understand it embraces three fundamental attitudes; reverence for nature, respect for ancestors, and thankfulness.
- Students will be able to research Zen gardens via the Internet and answer comprehension questions.
- Students will be able to explain the symbolism of the key elements of Zen gardens.
- Students will be able to describe how a Zen garden synthesizes important aspects of Japanese culture including Shinto and Buddhism.
- Students will be able to identify Japanese cultural influences on woodblock prints such as use of yin yang and images of the environment.
- Students will be able to describe how woodblock prints are created.
- Students will be able to explain how woodblock prints were shaped by key features of Japanese culture including Shinto, Buddhist beliefs.
- Students will be able to read, analyze, and identify the structure of haiku.
- Students will be able to write a haiku poem and utilize its defining features (reference to nature, 5-7-5 syllabic structure, present tense).
- Students will be able to explain how haiku is shaped by Shinto reverence for nature and Zen Buddhist simplicity.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to identify the Qur'an and the hadith.
- Students will be able to describe the principles outlined in the Five Pillars.
- Students will be able to explain the importance of the city of Mecca.

- Students will be able to use the Internet to conduct research on the principles of Islam.
- Students will be able to identify that a major form of Islamic art uses repeating or tessellating geometric shapes.
- Students will be able to explain that the Islamic tradition of using tessellating geometric patterns expressed Islamic beliefs about the infinite power of God and reminded believers of the rules presented in the Five Pillars.
- Students will be able to research Islamic art by viewing a video.
- Students will be able to understand that astronomy was important in the Ancient Islamic world to accurately determine the correct times and direction of prayer.
- Students will be able to identify five Muslim astronomers and name their key observations or discoveries.
- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to explain how the Abbasids fostered the flourishing of the arts and sciences.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to identify Rumi as a famous Persian poet during the Golden Age of the Islamic Empire.
- Students will be able to describe that Persian music and poetry have similarities in structure and feeling.
- Students will be able to identify that Persian music and poetry, similar to other forms of Islamic art, feature repeating patterns to symbolize the infiniteness of God.
- Students will be able to describe at least three advancements Islamic scientists made to medicine.
- Students will be able to identify the advancements made by Ibn Sina, Abu al-Qasim, and Abu Bakr al-Razi.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.
- Students will be able to use the Internet to research advancements Islamic scientists made to medicine.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to identify common elements of Islamic mosque architecture.
- Students will be able to describe Spanish Muslim architecture.

- Students will be able to explain how Spanish Muslim architecture was influenced by other cultures.
- Students will be able to compare and contrast mosques in various regions of the Islamic Empire.
- Students will be able to describe the style of Andalusian poetry.
- Students will be able to compare and contrast Andalusian poetry with Persian influenced Islamic poetry.
- Students will be able to define the Crusades and explain how they began.
- Students will be able to describe the purpose and results of the main Crusades.
- Students will be able to use the Internet to research the purpose and results of the Crusades.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify the Mamluks.
- Students will be able to explain why the Mamluk elite supported the arts.
- Students will be able to create a repousse, using Islamic design and Arabic letter(s).
- Students will be able to use the Internet to research Mamluk art.
- Students will be able to describe political and cultural achievements of the Ottoman Empire.
- Students will be able to identify The Arabian Nights as an example of great literature from the Islamic world.
- Students will be able to summarize and dramatize key stories from The Arabian Nights.
- Students will be able to explain how The Arabian Nights tell us about history and culture of the Middle East.
- Students will be able to understand the internal forces that weakened Islamic Empires.
- Students will be able to identify that military defeats in Eastern Europe weakened the Ottoman Empire.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to identify Easter Island as the most remote, populated island in the world.
- Students will be able to identify moai and speculate as to why the people of Easter Island made these huge stone carvings.
- Students will be able to write a short, hypothetical ethnography about the ancient inhabitants of Easter Island.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to identify ways in which Australian Aborigines expressed their values through visual art, music and dance.
- Students will be able to define “Dreamtime.”
- Students will be able to identify a didgeridoo and how it was used.
- Students will be able to describe the purpose of and dance a *yoi*.
- Students will be able to use the Internet to conduct research on *ta moko*.
- Students will be able to define *haka* and *ta moko*.
- Students will be able to explain how the Maori used art and dance to convey their fierceness.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to explain how natural features and manmade structures can symbolize beliefs of a culture.
- Students will be able to use the Internet to conduct research on the natural features and buildings of Australia and Oceania.
- Students will be able to identify key natural features and buildings of Australia and Oceania that symbolize cultural beliefs.
- Students will be able to design their own building symbolizing Australia and Oceania.

7 – W3.1.6 Use historic and modern maps to locate and describe trade networks among empires in the classical era.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to label the trade routes used by the empire.
- Students will be able to identify the products exchanged on the Silk Road during the Tang dynasty.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to locate on a map the extent of the Islamic Empire under Abbasid rule.
- Students will be able to identify Baghdad as the capital city of the Islamic Empire under Abbasid rule.
- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.

7 – W3.1.7 Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to identify Baghdad as the capital city of the Islamic Empire under Abbasid rule.
- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to describe the House of Wisdom and explain why it fostered an exchange of ideas.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to outline the steps for making paper.
- Students will be able to describe how paper was used for banking, scholarly endeavors, government business, and religion.
- Students will be able to identify how paper helped the Islamic Empire flourish.
- Students will be able to use the Internet to research the role of paper in the Islamic Empire.

7 – W3.1.8 Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 3: What impact did Ancient Indian leaders have on their empires?

- Students will be able to use the Internet to explore the extent of the Mauryan Empire.
- Students will be able to read information about and describe the strategies used to establish and extend the Mauryan Empire.
- Students will be able to identify the key rulers of the Mauryan Empire.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to research and compare and contrast the Han, Tang, Song, Yuan, and Ming dynasties.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to identify Baghdad as the capital city of the Islamic Empire under Abbasid rule.
- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to describe the House of Wisdom and explain why it fostered an exchange of ideas.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to outline the steps for making paper.
- Students will be able to describe how paper was used for banking, scholarly endeavors, government business, and religion.
- Students will be able to identify how paper helped the Islamic Empire flourish.
- Students will be able to use the Internet to research the role of paper in the Islamic Empire.

7 – W3.1.9 Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 2: How has Hinduism influenced Indian culture?

- Students will be able to read and identify the importance of the Ramayana to Indian culture.
- Students will be able to identify the main characters of the Ramayana including Ram, Lakshmana, Hanuman, Sita, and Ravana.
- Students will be able to articulate how the Ramayana teaches Hindus about dharma and other cultural norms.
- Students will be able to identify the significance of stories as learning devices.
- Students will be able to explore the importance of performance as a means of transmitting the Ramayana in a pre-literate society.

Exploration 3: What impact did Ancient Indian leaders have on their empires?

- Students will be able to read facts about Chandragupta and write a short narrative describing his role in forming the Mauryan Empire.
- Students will be able to read information about and describe the strategies used to establish and extend the Mauryan Empire.

- Students will be able to describe the positive impact of Ashoka's leadership on the Mauryan Empire.
- Students will be able to interpret selections of Ashoka's edicts.
- Students will be able to categorize the edicts to explain how Ashoka promoted unity.
- Students will be able to read an article and identify at least three reasons for the fall of the Mauryan Empire.
- Students will be able to explain the spread of culture in the absence of a strong central government.

Lesson 1: What was the Mauryan Empire?

Outcome: Students will identify the key rulers of the Mauryan Empire. They will understand the strategies used to establish and extend the Mauryan Empire.

Lesson 2: What were Ashoka's Edicts?

Outcome: Students will explain why Ashoka converted to Buddhism. They will explain the role of his edicts to spread Buddhist philosophy throughout the empire.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify Shi Huangdi as the first emperor of China and list at least three ways in which he unified his empire.
- Students will be able to use the dictionary, write definitions, and demonstrate an understanding of aristocracy, meritocracy, and nepotism.
- Students will be able to identify the three belief systems: Confucianism, Buddhism, and Daoism.
- Students will be able to identify the name of and at least one detail about the person who founded each of the belief systems and describe the main tenets of each.
- Students will be able to define dynasty.

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.
- Students will be able to research the Internet and read other print materials to learn about China's influence on Japanese culture.
- Students will be able to compare and contrast the cultures of Ancient China and Feudal Japan.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to outline the steps for making paper.
- Students will be able to describe how paper was used for banking, scholarly endeavors, government business, and religion.
- Students will be able to identify how paper helped the Islamic Empire flourish.
- Students will be able to use the Internet to research the role of paper in the Islamic Empire.

7 – W3.1.10 Create a time line that illustrates the rise and fall of classical empires during the classical period.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to research and compare and contrast the Han, Tang, Song, Yuan, and Ming dynasties.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to understand Tang China's influence on modern western culture.
- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.

Exploration 3: What was life like in feudal Japan?

- Students will be able to make a timeline of Japanese history.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2 Lesson 1

Students conduct internet research about and create a timeline showing the succession of caliphs of the Islamic Empire and their key achievements related to the growth of the empire.

W3.2 Growth and Development of World Religions

Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism and Islam grew and their significance. (Islam is included here even though it came after 300 C.E./A.D.)

7 – W3.2.1 Identify and describe the beliefs of the five major world religions.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 2: How has Hinduism influenced Indian culture?

- Students will be able to gather information about Hinduism through a listening activity.
- Students will be able to use books to research and report on Hinduism.
- Students will be able to read a timeline.
- Students will be able to explain how Aryan beliefs formed the basis of Hinduism.
- Students will be able to describe the basic Hindu beliefs.
- Students will be able to describe the Hindu caste system.
- Students will be able to explain how the Hindu caste system was influential in the creation of Buddhism.
- Students will be able to gather information about Buddhism through reading and listening activities.
- Students will be able to articulate how Buddhism grew out of Hinduism.
- Students will be able to identify Siddhartha Gautama and understand how he became the Buddha.
- Students will be able to identify the basic tenets of Buddhism.
- Students will be able to compare and contrast Hinduism and Buddhism

Lesson 1: What is Hinduism?

Outcome: Students will learn about the historic development and basic tenets of Hinduism.

Lesson 4: How did Hinduism influence Buddhism?

Outcome: Students will learn the basic tenets of Buddhism and how it grew out of Hinduism.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify the three belief systems: Confucianism, Buddhism, and Daoism.
- Students will be able to identify the name of and at least one detail about the person who founded each of the belief systems and describe the main tenets of each.
- Students will be able to analyze quotations that pertain to Confucianism, Buddhism, and Daoism, and discuss their meanings.

Lesson 3: What were the different philosophies of Imperial China?

Outcome: Students will understand the key tenets of Confucianism, Buddhism, and Daoism. They will analyze quotations from each, discuss the meanings, and predict the effect these philosophies had on leadership.

Exploration 4: What are some features of Japanese culture?

- Students will be able to identify Shinto as the principle religious practice of the Japanese people and understand it embraces three fundamental attitudes; reverence for nature, respect for ancestors, and thankfulness.
- Students will be able to recall that every Shinto ceremony, whether elaborate or part of a daily task, involves four elements; purification, an offering, prayer, and a symbolic feast.
- Students will be able to describe how a Zen garden synthesizes important aspects of Japanese culture including Shinto and Buddhism.
- Students will be able to explain how woodblock prints were shaped by key features of Japanese culture including Shinto, Buddhist beliefs.
- Students will be able to explain how haiku is shaped by Shinto reverence for nature and Zen Buddhist simplicity.

Lesson 2: What is Shinto?

Outcome: Students will describe Shinto and explain how it influences Japanese culture.

Lesson 3: What is a Zen garden?

Outcome: Students will identify the symbolic elements of a Zen Garden. They will explain how a Zen garden synthesizes major elements of Japanese culture.

Lesson 4: What is a woodblock print?

Outcome: Students are introduced to Hokusai Katsushika and his work. They will create a facsimile of a block print in the Ukiyo-e style.

Lesson 5: What is Haiku?

Outcome: Students will understand the elements and structure of a traditional haiku and write their own.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to identify Muhammad and describe his call to prophethood.
- Students will be able to describe Muhammad's journey to Medina, and its significance.
- Students will be able to explore the Bedouin and the beginnings of Islam through a video.

- Students will be able to identify the Qur'an and the hadith.
- Students will be able to describe the principles outlined in the Five Pillars.
- Students will be able to explain the importance of the city of Mecca.
- Students will be able to use the Internet to conduct research on the principles of Islam.

7 – W3.2.2 Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.

This could be addressed with an extension activity near the end of Quarter 3 after Islam is studied. There may already be an activity to pull from our World Religions Quarter.

7 – W3.2.3 Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia. (*National Geography Standard 6, p. 73*)

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 3: What impact did Ancient Indian leaders have on their empires?

- Students will be able to describe the positive impact of Ashoka's leadership on the Mauryan Empire.
- Students will be able to interpret selections of Ashoka's edicts.
- Students will be able to categorize the edicts to explain how Ashoka promoted unity.

Exploration 4: How did India achieve its independence in the 20th century?

- Students will be able to explain how Indian rulers strengthened their empires through religious tolerance.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify the three belief systems: Confucianism, Buddhism, and Daoism.
- Students will be able to identify the name of and at least one detail about the person who founded each of the belief systems and describe the main tenets of each.
- Students will be able to analyze quotations that pertain to Confucianism, Buddhism, and Daoism, and discuss their meanings.

Lesson 3: What were the different philosophies of Imperial China?

Outcome: Students will understand the key tenets of Confucianism, Buddhism, and Daoism. They will analyze quotations from each, discuss the meanings, and predict the effect these philosophies had on leadership.

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.
- Students will be able to research the Internet and read other print materials to learn about China's influence on Japanese culture.

GEOGRAPHY

G1 The World in Spatial Terms: Geographical Habits of Mind (foundational expectations addressed in grade 6)

Study the relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing the information to explain the patterns and relationships they reveal both between and among people, their cultures, and the natural environment. Identify and access information, evaluate it using criteria based on concepts and themes, and use geography in problem solving and decision making. Explain and use key conceptual devices (places and regions, spatial patterns and processes) that geographers use to organize information and inform their study of the world.

G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

7 – G1.1.1 Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to label a map of India with key geographic features.
- Students will be able to research India's geography through video and PowerPoint presentation.
- Students will be able to identify the location of the first Indian civilization.

Lesson 1: Where was the first ancient Indian settlement?

Outcome: Students will locate India and describe its key geographic features. They will identify the location of the first ancient settlement.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify 12 major physical features of China and label them on a map.
- Students will be able to interpret data on a graph and answer questions.
- Students will be able to read informational books, do research on the Internet, and present their findings.

Lesson 1: What is the geography of China?

Outcome: Students will locate and explore the geographic features of China and complete a map.

Exploration 3: What was life like in feudal Japan?

- Students will be able to locate Japan on a map of the world.
- Students will be able to define longitude and latitude.
- Students will be able to describe how the geography and population of Japan has influenced culture.
- Students will be able to use the Internet to conduct research on the geography of Japan.

Lesson 1: What is the geography of Japan?

Outcome: Students will learn about the geography of Japan and explore how the land affects its culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to correctly locate and map the Arabian Peninsula including Mecca and Medina.
- Students will be able to explore the geography of the Arabian Peninsula through a PowerPoint Presentation.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to locate on a map the extent of the Islamic Empire under Abbasid rule.
- Students will be able to research Baghdad by viewing a video.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to locate and label Cordoba.
- Students will be able to research Cordoba by viewing a video.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to use the Internet to conduct research on Oceania.
- Students will be able to label a map of Oceania (Australia, Melanesia, Micronesia, and Polynesia) with key geographic features.
- Students will be able to name several islands and provide basic facts about Oceanic cultures.
- Students will be able to recognize Australia as an island continent.
- Students will be able to identify and name the main islands of Melanesia and Micronesia.
- Students will be able to research independently at least 3 islands of Melanesia and Micronesia and write basic facts about each.
- Students will be able to explain how Polynesian navigators sailed over the open ocean with simple technology.
- Students will be able to identify Easter Island as the most remote, populated island in the world.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to describe common values shared by different tribes on New Guinea.
- Students will be able to identify Samoan social structure.
- Students will be able to describe the various tasks performed by the Samoans in order to survive.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to describe the scientific impact of Cook's first voyage.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to create maps of modern Australia and Oceania.
- Students will be able to use the Internet to conduct research on modern Oceania.
- Students will be able to research key countries of modern Oceania.
- Students will be able to describe the key geographic features of five or more countries of modern Oceania.

- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to define the Great Barrier Reef.

7 – G1.1.2 Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).

This could be addressed as an extension activity near the end of Quarter 4 after all regions have been studied.

G1.2 Geographical Inquiry and Analysis

Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the larger world context.

7 – G1.2.1 Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to label a map of India with key geographic features

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify 12 major physical features of China and label them on a map.
- Students will be able to describe China's vast and diverse geography.

Lesson 1: What is the geography of China?

Outcome: Students will locate and explore the geographic features of China and complete a map.

Exploration 3: What was life like in feudal Japan?

- Students will be able to locate Japan on a map of the world.
- Students will be able to define longitude and latitude.
- Students will be able to use the Internet to conduct research on the geography of Japan.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to use the Internet to conduct research on Oceania.
- Students will be able to label a map of Oceania (Australia, Melanesia, Micronesia, and Polynesia) with key geographic features.
- Students will be able to name several islands and provide basic facts about Oceanic cultures.
- Students will be able to recognize Australia as an island continent.
- Students will be able to identify and name the main islands of Melanesia and Micronesia.
- Students will be able to identify Easter Island as the most remote, populated island in the world.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to describe the scientific impact of Cook's first voyage.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to create maps of modern Australia and Oceania.
- Students will be able to use the Internet to conduct research on modern Oceania.
- Students will be able to research key countries of modern Oceania.
- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to define the Great Barrier Reef.

7 – G1.2.2 Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.

This could be addressed as an extension activity in any of the quarters in Grade 7 within exploration 1.

7 – G1.2.3 Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to research India's geography through video and PowerPoint presentation.

- Students will be able to research features of Indus Valley civilization via the Internet.
- Students will be able to explain the effect changing geography may have had on Indus civilization.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 3: What was life like in feudal Japan?

- Students will be able to use the Internet to conduct research on the geography of Japan.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to use the Internet to conduct research on Oceania.
- Students will be able to label a map of Oceania (Australia, Melanesia, Micronesia, and Polynesia) with key geographic features.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to describe the scientific impact of Cook's first voyage.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to create maps of modern Australia and Oceania.
- Students will be able to use the Internet to conduct research on modern Oceania.
- Students will be able to research key countries of modern Oceania.
- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to define the Great Barrier Reef.

7 – G1.2.4 Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 3: What was life like in feudal Japan?

- Students will be able to describe how the geography and population of Japan has influenced culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 4 Lesson 4

Internet / Graphing Extension. Students conduct extended research on the number and area of the Muslim **population** today. Direct students to the following Internet site:

Muslim Population Statistics

http://www.factbook.net/muslim_pop.php

Once at the site, students cite **population** information by country showing the population of Muslims worldwide. Instruct students to then put their information into a bar graph.

7 – G1.2.5 Use information from modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns of the Eastern Hemisphere to answer geographic questions.

Maps and data are used to analyze spatial patterns, weather and ocean currents within our science curriculum.

7 – G1.2.6 Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to research India's geography through video and PowerPoint presentation.
- Students will be able to give a short presentation on one of the features of Indus Valley civilization.
- Students will be able to hypothesize and write about daily life in Mohenjo-Daro [mo HEN joe DAro].
- Students will be able to use the Internet to conduct research on the Indus civilization seals.
- Students will be able to write a story about "A Day in the Life at Mohenjo-Daro" based on what they have learned.
- Students will be able to hypothesize and write about what they think seals were used for.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify 12 major physical features of China and label them on a map.
- Students will be able to describe China's vast and diverse geography.
- Students will be able to describe at least one challenge of ruling such a vast land.

Exploration 3: What was life like in feudal Japan?

- Students will be able to use the Internet to conduct research on the geography of Japan.
- Students will be able to describe how the geography and population of Japan has influenced culture.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.
- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to create maps of modern Australia and Oceania.
- Students will be able to use the Internet to conduct research on modern Oceania.
- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to define the Great Barrier Reef.
- Students will be able to describe an animal from the ecosystem of the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.

G1.3 Geographical Understanding

Use geographic themes, knowledge about processes and concepts to study the Earth.

7 – G1.3.1 Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to label a map of India with key geographic features.
- Students will be able to research India's geography through video and PowerPoint presentation.
- Students will be able to identify the location of the first Indian civilization.
- Students will be able to explain why the Indus Valley was a suitable area for settlement.
- Students will be able to explain the features of early Indus civilization through viewing and analyzing artifacts and images.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to correctly locate and map the Arabian Peninsula including Mecca and Medina.
- Students will be able to describe the major environment of the Arabian Peninsula.
- Students will be able to identify at least five ways that the Bedouin interacted with and adapted to their environment.
- Students will be able to explore the geography of the Arabian Peninsula through a PowerPoint Presentation.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to label a map of Oceania (Australia, Melanesia, Micronesia, and Polynesia) with key geographic features.
- Students will be able to name several islands and provide basic facts about Oceanic cultures.
- Students will be able to recognize Australia as an island continent.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.
- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.

7 – G1.3.2 Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify 12 major physical features of China and label them on a map.
- Students will be able to describe China's vast and diverse geography.
- Students will be able to describe at least one challenge of ruling such a vast land.

Exploration 3: What was life like in feudal Japan?

- Students will be able to use the Internet to conduct research on the geography of Japan.
- Students will be able to describe how the geography and population of Japan has influenced culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to locate on a map the extent of the Islamic Empire under Abbasid rule.
- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to define al-Andalus and the Iberian Peninsula.
- Students will be able to understand that Spain was part of the Islamic Empire.
- Students will be able to describe how Spain became part of the Islamic Empire.
- Students will be able to locate and label Cordoba.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to use the Internet to conduct research on Oceania.
- Students will be able to label a map of Oceania (Australia, Melanesia, Micronesia, and Polynesia) with key geographic features.
- Students will be able to explain how Polynesian navigators sailed over the open ocean with simple technology.
- Students will be able to explain how and why early migrants carried plants with them when traveling to new lands.
- Students will be able to explain how and why Polynesians made their clothing from tree bark.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to describe common values shared by different tribes on New Guinea.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to identify the location and date of an early Australian settlement.
- Students will be able to explain why people created at least one early Australian settlement.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to create maps of modern Australia and Oceania.
- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.

7 – G1.3.3 Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify 12 major physical features of China and label them on a map.
- Students will be able to describe China's vast and diverse geography.

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to label the trade routes used by the empire.
- Students will be able to identify the products exchanged on the Silk Road during the Tang dynasty.

Exploration 3: What was life like in feudal Japan?

- Students will be able to locate Japan on a map of the world.
- Students will be able to define longitude and latitude.
- Students will be able to describe how the geography and population of Japan has influenced culture.

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.
- Students will be able to research the Internet and read other print materials to learn about China's influence on Japanese culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to describe how Spain became part of the Islamic Empire.
- Students will be able to write an essay comparing and contrasting Cordoba and Baghdad.
- Students will be able to explain how Spanish Muslim architecture was influenced by other cultures.
- Students will be able to compare and contrast mosques in various regions of the Islamic Empire.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.
- Students will be able to identify that military defeats in Eastern Europe weakened the Ottoman Empire.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to explain how Polynesian navigators sailed over the open ocean with simple technology.
- Students will be able to explain how and why early migrants carried plants with them when traveling to new lands.
- Students will be able to explain how and why Polynesians made their clothing from tree bark.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to describe common values shared by different tribes on New Guinea.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to identify the location and date of an early Australian settlement.

G2 Places and Regions

Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

7 – G2.1.1 Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to label a map of India with key geographic features.
- Students will be able to explain why the Indus Valley was a suitable area for settlement.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify 12 major physical features of China and label them on a map.
- Students will be able to describe China's vast and diverse geography.

Exploration 3: What was life like in feudal Japan?

- Students will be able to describe how the geography and population of Japan has influenced culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to correctly locate and map the Arabian Peninsula including Mecca and Medina.
- Students will be able to describe the major environment of the Arabian Peninsula.
- Students will be able to identify at least five ways that the Bedouin interacted with and adapted to their environment.
- Students will be able to explore the geography of the Arabian Peninsula through a PowerPoint Presentation.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to label a map of Oceania (Australia, Melanesia, Micronesia, and Polynesia) with key geographic features.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to create maps of modern Australia and Oceania.
- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.

7 – G2.1.2 Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.

This could be addressed as an extension activity in Quarter 4 after all regions have been studied.

G2.2 Human Characteristics of Place

Describe the human characteristics of places.

7 – G2.2.1 Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to explain the features of early Indus civilization through viewing and analyzing artifacts and images.
- Students will be able to research features of Indus Valley civilization via the Internet.
- Students will be able to give a short presentation on one of the features of Indus Valley civilization.
- Students will be able to hypothesize and write about daily life in Mohenjo-Daro [mo HEN joe DARo].
- Students will be able to explain the features of a civilization and how these apply to the first Indian civilization.
- Students will be able to write a story about "A Day in the Life at Mohenjo-Daro" based on what they have learned.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture

in the areas of government, painting, clothing, architecture, writing, tea, and religion.

- Students will be able to research the Internet and read other print materials to learn about China's influence on Japanese culture.
- Students will be able to compare and contrast the cultures of Ancient China and Feudal Japan.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to explore the Bedouin and the beginnings of Islam through a video.
- Students will be able to identify the Qur'an and the hadith.
- Students will be able to describe the principles outlined in the Five Pillars.
- Students will be able to identify that a major form of Islamic art uses repeating or tessellating geometric shapes.
- Students will be able to explain that the Islamic tradition of using tessellating geometric patterns expressed Islamic beliefs about the infinite power of God and reminded believers of the rules presented in the Five Pillars.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to identify the main caliphs who ruled the Islamic Empire during the 150 years after Muhammad's death.
- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to describe how paper was used for banking, scholarly endeavors, government business, and religion.
- Students will be able to identify how paper helped the Islamic Empire flourish.
- Students will be able to use the Internet to research the role of paper in the Islamic Empire.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to identify common elements of Islamic mosque architecture.
- Students will be able to compare and contrast mosques in various regions of the Islamic Empire.
- Students will be able to use the Internet to research Islamic architecture.
- Students will be able to research Islamic mosques through a PowerPoint Presentation.
- Students will be able to define the Crusades and explain how they began.

- Students will be able to describe the purpose and results of the main Crusades.
- Students will be able to use the Internet to research the purpose and results of the Crusades.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to describe the rise of the Ottoman Empire.
- Students will be able to describe political and cultural achievements of the Ottoman Empire.
- Students will be able to explain how The Arabian Nights tell us about history and culture of the Middle East.
- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to identify moai and speculate as to why the people of Easter Island made these huge stone carvings.
- Students will be able to write a short, hypothetical ethnography about the ancient inhabitants of Easter Island.

Exploration 2: In what ways did the peoples of Oceania communicate their values?

- Students will be able to identify ways in which Australian Aborigines expressed their values through visual art, music and dance.
- Students will be able to define “Dreamtime.”
- Students will be able to identify a didgeridoo and how it was used.
- Students will be able to describe the purpose of and dance a *yoï*.
- Students will be able to explain why Australian Aborigines honor nature.
- Students will be able to describe common values shared by different tribes on New Guinea.
- Students will be able to use the Internet to conduct research on yam masks.
- Students will be able to explain the importance of the yam to Oceanic cultures.
- Students will be able to research the Maori through video.
- Students will be able to describe why the Maori developed into fierce warriors.
- Students will be able to explain how the Maori used art and dance to convey their fierceness.
- Students will be able to use the Internet to conduct research on *ta moko*.
- Students will be able to define *haka* and *ta moko*.
- Students will be able to identify Samoan social structure.
- Students will be able to describe the importance of dance in Samoan society.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to use the Internet to conduct research on the First Fleet and explain its purpose.
- Students will be able to describe the life of at least one early settler before and after his or her arrival in New South Wales.
- Students will be able to identify the location and date of an early Australian settlement.
- Students will be able to explain why people created at least one early Australian settlement.
- Students will be able to describe the challenges and successes of life in an early Australian settlement.
- Students will be able to identify examples of Aboriginal and settler culture.
- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.
- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to read and write about modern Aborigines in Australia.
- Students will be able to describe how Australia and Oceania is multicultural.
- Students will be able to explore Australian English as a multicultural aspect of Australia.
- Students will be able to identify key natural features and buildings of Australia and Oceania that symbolize cultural beliefs.

7 – G2.2.2 Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.
- Students will be able to research the Internet and read other print materials to learn about China's influence on Japanese culture.
- Students will be able to compare and contrast the cultures of Ancient China and Feudal Japan.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to identify three ways in which Cook's voyages had a negative impact of the native people of Oceania.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to define Gross Domestic Product and Balance of Trade.
- Students will be able to create a table showing the GDP's and balance of trade figures for Australia and Oceania.
- Students will be able to chart and graph unemployment rates and export partners for Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.

7 – G2.2.3 Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.

G3 Physical Systems

Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

G3.1 Physical Processes

Describe the physical processes that shape the patterns of the Earth's surface.

7 – G3.1.1 Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).

This GLCE is covered thoroughly between our 6th and 7th grade science units of study.

G3.2 Ecosystems

Describe the characteristics and spatial distribution of ecosystems on the Earth's surface.

7 – G3.2.1 Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).

This GLCE is covered thoroughly between our 6th and 7th grade science units of study.

7 – G3.2.2 Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).

Exploration 2 Lesson 2

Discovery Activities

Guided Mapwork. Have students take out their Black Line Master: Map of the Islamic Empire from Lesson 1. Students locate and label Baghdad, and the Tigris and Euphrates Rivers. Use the transparency of the map of the Islamic Empire as a guide. Ask:

- Where was Baghdad located?
- Why would this location be a good place for a capital city?

Have students open their IPB to the next clean page and write the heading, "Baghdad." Confirm that the moving of the capital to Baghdad was an excellent military location for a city. Enemies would have to cross one of the rivers to attack. Islamic troops could travel by land or water route to spread the word of Islam. Its centralized location, between two rivers, allowed it to link the eastern world with the West. The rivers provided fertile land and water for irrigation allowing the inhabitants to increase their food production, and, thereby support an ever-growing population. The move of the capital also helped to foster the Golden Age of the Islamic Empire. Ask:

- What is a Golden Age? (The span of time when the arts, sciences, and overall culture of an empire flourishes.)
- Why might the location of Baghdad have helped to foster the "Golden Age of the Islamic Empire?"

Confirm that again its central location and access by both land and water allowed goods and ideas to travel throughout Baghdad and the empire. Then write the phrase, "Afro-Eurasian trade" on the board and explain that Baghdad became the center of Afro-Eurasian trade. Have students add this to their journals.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to create maps of modern Australia and Oceania.
- Students will be able to use the Internet to conduct research on modern Oceania.
- Students will be able to research key countries of modern Oceania.
- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to define the Great Barrier Reef.
- Students will be able to describe an animal from the ecosystem of the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.

G4 Human Systems

Explain that human activities may be seen on Earth's surface. Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

G4.1 Cultural Mosaic

Describe the characteristics, distribution and complexity of Earth's cultural mosaic.

7 – G4.1.1 Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify the three belief systems: Confucianism, Buddhism, and Daoism.
- Students will be able to identify the name of and at least one detail about the person who founded each of the belief systems and describe the main tenets of each.

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.
- Students will be able to research the Internet and read other print materials to learn about China's influence on Japanese culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to identify Baghdad as the capital city of the Islamic Empire under Abbasid rule.
- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to describe how Spain became part of the Islamic Empire.
- Students will be able to describe how the Golden Age of the Islamic Empire flourished in Cordoba.
- Students will be able to write an essay comparing and contrasting Cordoba and Baghdad.
- Students will be able to explain how Spanish Muslim architecture was influenced by other cultures.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.

7 – G4.1.2 Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.

Students complete 2 quarters of study of Africa in Grade 6 where content meets this GLCE.

G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products and ideas.

7 – G4.2.1 List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to summarize how key Islamic observations or discoveries in astronomy affected the world.

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to define Gross Domestic Product and Balance of Trade.
- Students will be able to create a table showing the GDP's and balance of trade figures for Australia and Oceania.
- Students will be able to chart and graph unemployment rates and export partners for Australia and Oceania.

- Students will be able to identify environmental concerns in Australia and Oceania.

G4.3 Patterns of Human Settlement

Describe patterns, processes and functions of human settlement.

7 – G4.3.1 Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to create maps of modern Australia and Oceania.
- Students will be able to use the Internet to conduct research on modern Oceania.
- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.

Students also complete 2 quarters of study of Africa in Grade 6 where content meets this GLCE.

7 – G4.3.2 Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).

Quarter 1, Grade 7, Michigan Edition: What is India's history?

Exploration 1: What were the ancient cities of India like?

- Students will be able to describe the diverse physical geography of India.
- Students will be able to label a map of India with key geographic features.
- Students will be able to explain why the Indus Valley was a suitable area for settlement.
- Students will be able to explain the effect changing geography may have had on Indus civilization.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to identify 12 major physical features of China and label them on a map.
- Students will be able to describe China's vast and diverse geography.
- Students will be able to describe at least one challenge of ruling such a vast land.

Exploration 3: What was life like in feudal Japan?

- Students will be able to describe how the geography and population of Japan has influenced culture.
- Students will be able to use the Internet to conduct research on the geography of Japan.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to research Baghdad by viewing a video.
- Students will be able to identify Baghdad as the capital city of the Islamic Empire under Abbasid rule.
- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 1: How and when did people come to live in Oceania?

- Students will be able to use the Internet to conduct research on Oceania.
- Students will be able to label a map of Oceania (Australia, Melanesia, Micronesia, and Polynesia) with key geographic features.
- Students will be able to name several islands and provide basic facts about Oceanic cultures.
- Students will be able to recognize Australia as an island continent.
- Students will be able to demonstrate an understanding of why and how people first populated Australia.
- Students will be able to create a hypothesis that explains why and how people first migrated to Australia.

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to chart Captain James Cook's first voyage.
- Students will be able to describe the life of at least one early settler before and after his or her arrival in New South Wales.
- Students will be able to identify the location and date of an early Australian settlement.

- Students will be able to explain why people created at least one early Australian settlement.
- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.
- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.

G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.

7 – G4.4.1 Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 4: What are some features of Japanese culture?

- Students will be able to recognize how China influenced Japanese culture in the areas of government, painting, clothing, architecture, writing, tea, and religion.
- Students will be able to research the Internet and read other print materials to learn about China's influence on Japanese culture.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to describe how Baghdad was the center of trade between Africa, Asia, and Europe.
- Students will be able to identify the goods and ideas exchanged in Baghdad that helped to foster the Golden Age of the Islamic Empire.
- Students will be able to explain how paper came from China to the Islamic world.
- Students will be able to explain why the writings of Islamic scientists and physicians were used as textbooks in Europe for hundreds of years.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to describe how Spain became part of the Islamic Empire.
- Students will be able to identify factors that led to the decay of the Abbasid dynasty.
- Students will be able to identify the Seljuk Turks.
- Students will be able to define the Crusades and explain how they began.
- Students will be able to describe the purpose and results of the main Crusades.
- Students will be able to use the Internet to research the purpose and results of the Crusades.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.
- Students will be able to identify that military defeats in Eastern Europe weakened the Ottoman Empire.
- Students will be able to research the decline of the Ottoman Empire through a video.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.
- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

7 – G4.4.2 Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).

This will require some discussion as to where it can best be addressed.

G5 Environment and Society

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

G5.1 Humans and the Environment

Describe how human actions modify the environment.

7 – G5.1.1 Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to define the Great Barrier Reef.
- Students will be able to describe an animal from the ecosystem of the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.

7 – G5.1.2 Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to define the Great Barrier Reef.

- Students will be able to describe an animal from the ecosystem of the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.

7 – G5.1.3 Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to identify the location and date of an early Australian settlement
- Students will be able to describe the challenges and successes of life in an early Australian settlement.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to define the Great Barrier Reef.
- Students will be able to describe an animal from the ecosystem of the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.

G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

7 – G5.2.1 Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 1: How did the rise of Islam affect the people of the Middle East?

- Students will be able to describe the major environment of the Arabian Peninsula.
- Students will be able to identify at least five ways that the Bedouin interacted with and adapted to their environment.
- Students will be able to explore the geography of the Arabian Peninsula through a PowerPoint Presentation.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to describe the key geographic features of five or more countries of modern Oceania.
- Students will be able to observe the importance of agriculture and mining in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to define the Great Barrier Reef.
- Students will be able to describe an animal from the ecosystem of the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.

G6 Global Issues Past and Present (H1.4.3, G1.2.6)

Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.

G6.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

7 – G6.1.1 Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

Exploration 4: How did India achieve its independence in the 20th century?

- Students will be able to write an essay taking a stand on whether or not Gandhi's non-violent protests were successful.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 2: How did the innovations of ancient China contribute to modern culture?

- Students will be able to describe the economic growth, commercialization, and urbanization of the Song Dynasty.
- Students will be able to explain how the spread of printing led to social changes.
- Students will be able to describe 5 or more significant innovations of the Song Dynasty and their influence on modern culture.

Exploration 4: What are some features of Japanese culture?

- Students will be able to write a 1 – 2 page story about the life of a Japanese child.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.
- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to identify environmental concerns in Australia and Oceania.
- Students will be able to use the Internet to conduct research on the Great Barrier Reef.
- Students will be able to describe an animal from the ecosystem of the Great Barrier Reef.
- Students will be able to outline threats to the environment in Australia and Oceania.

Exploration 4 Lesson 3

Taking a Stand. Students take a stand on an environmental issue facing Australia. Using the Black Line Master: **Taking a Stand, Economic Development and Environmental Protection**, they write an essay in which they make a recommendation about how to protect the Great Barrier Reef and maintain economic stability in Queensland, Australia. You may wish to encourage students to take on the role of an interested party as they formulate their recommendation.

Review the required elements of the essay (clear stated position, supporting data, etc.), as well as your expectations for a well-written paper. You can share the **Exemplar** with students before they start to research or write so they have a sample of what is expected and good writing.

Contemporary Investigation Topics

Conflict, Stability, and Change – Investigate the significance of conflict, stability, and change in governmental systems within the region.

Diversity and Nationalism – Investigate the tensions that may develop between cultural diversity and nationalism within a country and their consequences.

Urbanization – Investigate urbanization and its consequences for the world's population.

Oil and Society – Investigate the significance of how oil has changed nations as both consumers and producers of this natural resource.

Children in the World – Investigate issues affecting children such as health, labor, and war.

Regional Cooperation – Explain the significance of and barriers to regional cooperation.

7 – G6.1.2 Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)

Note: Additional global investigation topics have been identified for connections to World History Eras 1, 2, and 3 studies. Students investigate contemporary topics and issues that they have studied in an ancient world history context. The investigations may be addressed at the conclusion of each Era or may be included at the conclusion of the course.

Contemporary Investigation Topics – Related to Content in World History and Contemporary Geography

WHG Era 1

Population Growth and Resources – Investigate how population growth affects resource availability.

Migration – Investigate the significance of migrations of peoples and the resulting benefits and challenges.

WHG Era 2

Sustainable Agriculture – Investigate the significance of sustainable agriculture and its role in helping societies produce enough food for people.

WHG Era 3

Development – Investigate economic effects on development in a region and its ecosystems and societies.

Religious Conflict – Investigate conflict that arises from varying religious beliefs.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to identify factors that led to the decay of the Abbasid dynasty.
- Students will be able to identify the Seljuk Turks.
- Students will be able to define the Crusades and explain how they began.
- Students will be able to describe the purpose and results of the main Crusades.
- Students will be able to use the Internet to research the purpose and results of the Crusades.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify Süleyman the Magnificent and describe key features of his reign.
- Students will be able to describe political and cultural achievements of the Ottoman Empire.
- Students will be able to express opinions in oral argument.
- Students will be able to use books and the Internet to research and make decisions about Süleyman the Magnificent.
- Students will be able to identify the economic, technological, and industrial advancements of Europe in the 16th and 17th centuries and describe how they weakened power in the Ottoman Empire.
- Students will be able to understand the internal forces that weakened Islamic Empires.
- Students will be able to identify that military defeats in Eastern Europe weakened the Ottoman Empire.

CIVICS AND GOVERNMENT

C1 Purposes of Government

Analyze how people identify, organize, and accomplish the purposes of government.

C1.1 Nature of Civic Life, Politics, and Government

Describe civic life, politics and government and explain their relationships.

7 – C1.1.1 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, theocracies, dictatorships, and representative governments.

Quarter 2, Grade 7-MI: How do cultures influence one another?

Exploration 1: How did early rulers of China overcome the challenges of ruling a vast and diverse country?

- Students will be able to use the dictionary, write definitions, and demonstrate an understanding of aristocracy, meritocracy, and nepotism.
- Students will be able to write “want ads” describing the attributes needed for good leadership.

Lesson 2: What were challenges of Imperial Rule?

Outcome: Students will understand the effect of China’s geography on Imperial rule. They will also define and describe the benefits and drawbacks of various styles of governance.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 2: How did the Islamic Empire develop and flourish?

- Students will be able to identify the main caliphs who ruled the Islamic Empire during the 150 years after Muhammad’s death.
- Students will be able to describe how these caliphs expanded the Islamic Empire.
- Students will be able to explain how Islam attracted new converts under Abbasid rule.
- Students will be able to explain how the Abbasids fostered the flourishing of the arts and sciences.

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to identify factors that led to the decay of the Abbasid dynasty.
- Students will be able to identify the Seljuk Turks.
- Students will be able to define the Crusades and explain how they began.
- Students will be able to describe the purpose and results of the main Crusades.
- Students will be able to use the Internet to research the purpose and results of the Crusades.

Exploration 4: What was the world of Imperial Islam?

- Students will be able to identify Süleyman the Magnificent and describe key features of his reign.
- Students will be able to use books and the Internet to research and make decisions about Süleyman the Magnificent.
- Students will be able to identify the Safavid Empire and describe two achievements made during its development.
- Students will be able to understand the internal forces that weakened Islamic Empires.

C3 Structure and Functions of Government

Explain that governments are structured to serve the people. Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how nation-states may interact.

7 – C3.6.1 Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.

Quarter 3, Grade 7, Michigan Edition: How did the rise of Islam affect the world?

Exploration 3: What happened when the Islamic Empire spread to Europe?

- Students will be able to identify factors that led to the decay of the Abbasid dynasty.
- Students will be able to identify the Seljuk Turks.
- Students will be able to define the Crusades and explain how they began.
- Students will be able to describe the purpose and results of the main Crusades.
- Students will be able to use the Internet to research the purpose and results of the Crusades.

C4 Relationship of United States to Other Nations and World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force and threat of force.

C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

7 – C4.3.1 Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.

- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

7 – C4.3.2 Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

- Students will be able to explain how Australian settlers and Australian Aborigines differed in their view of land ownership.
- Students will be able to use the Internet to conduct research on the conflicts over land use.
- Students will be able to describe the impact resulting from the conflict between Aborigines and settlers over land ownership.

7 – C4.3.3 Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).

This could be addressed as an extension activity within Quarter 4 after the governments of the Eastern Hemisphere have been studied.

ECONOMICS

E1 The Market Economy

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy.

7 – E1.1.1 Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement).

Paragon Plus Economics Guide

Lesson 4: How does a business compete and succeed?

7 – E1.1.2 Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to define Gross Domestic Product and Balance of Trade.
- Students will be able to create a table showing the GDP's and balance of trade figures for Australia and Oceania.
- Students will be able to chart and graph unemployment rates and export partners for Australia and Oceania.

Paragon Plus Economics Guide

Lesson 3: How do businesses work?

Lesson 4: How does a business compete and succeed?

E2 The National Economy

Use economic concepts, terminology, and data to identify and describe how a national economy functions. They study the role of government as a provider of goods and services within a national economy.

E2.3 Role of Government

Describe how national governments make decisions that affect the national economy.

7 – E2.3.1 Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).

Paragon Plus Economics Guide

Lesson 5: What is government's role in private business?

- Students will be able to describe what taxation is.
- Students will be able to describe and give examples of regulation.
- Students will be able to demonstrate how taxes and regulation affect businesses.
- Students will be able to examine how American businesses conduct trade with foreign countries.

E3 International Economy

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

7 – E3.1.1 Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to define Gross Domestic Product and Balance of Trade.
- Students will be able to create a table showing the GDP's and balance of trade figures for Australia and Oceania.

Students also complete two quarters of study on Africa in Grade 6 in which content meets this GLCE.

7 – E3.1.2 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).

Paragon Plus Economics Guide

Students work in business teams to get a real business started from the ground up. Their work in the course of the exploration includes developing a business plan, getting production started, working out a pricing formula, and planning an effective marketing strategy. Business teams will present the outcome of their work in the final lesson of this exploration.

7 – E3.1.3 Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to define Gross Domestic Product and Balance of Trade.
- Students will be able to create a table showing the GDP's and balance of trade figures for Australia and Oceania.

7 – E3.1.4 Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).

This could be addressed as an extension activity.

E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

7 – E3.3.1 Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 4: What is unique about modern Australia and Oceania?

- Students will be able to use the Internet to conduct research on the economies of Australia and Oceania.
- Students will be able to define Gross Domestic Product and Balance of Trade.
- Students will be able to create a table showing the GDP's and balance of trade figures for Australia and Oceania.
- Students will be able to chart and graph unemployment rates and export partners for Australia and Oceania.

Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Citizen Involvement

7 – P3.1.1 Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

- Identify public policy issues related to global topics and issues studied.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to acquire content knowledge and appropriate data about the issue.

- **Identify the causes and consequences and analyze the impact, both positive and negative.**
- **Share and discuss findings of research and issue analysis in group discussions and debates.**
- **Compose a persuasive essay justifying the position with a reasoned argument.**
- **Develop an action plan to address or inform others about the issue at the local to global scales.**

Quarter 4, Grade 7, MI Edition: What is culture?

Exploration 3: What was the impact of Captain James Cook's voyages to Oceania?

Exploration 4 Lesson 3

Taking a Stand. Students take a stand on an environmental issue facing Australia. Using the Black Line Master: **Taking a Stand, Economic Development and Environmental Protection**, they write an essay in which they make a recommendation about how to protect the Great Barrier Reef and maintain economic stability in Queensland, Australia. You may wish to encourage students to take on the role of an interested party as they formulate their recommendation. Review the required elements of the essay (clear stated position, supporting data, etc.), as well as your expectations for a well-written paper. You can share the **Exemplar** with students before they start to research or write so they have a sample of what is expected and good writing.

P4.2 Citizen Involvement

Act constructively to further the public good.

7 – P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

This could be addressed with an activity within the Civics Guide.

7 – P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

7 – P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

The above GLCE's can be addressed with the planning and execution of a service learning project within any of the four quarters.

The Constitution

Quarter 1, Grade 8, Special Edition: How did the Constitution come to be the law of the land?

Exploration 1: How did the United States become a democracy?

Objectives

- Students will be able to review the main reasons for the War for Independence.
- Students will be able to define the role of government, including taxation, public safety, education, and public works.
- Students will be able to define and explain the idea of anarchy.
- Students will be able to predict the type of government Americans would want after fighting the Revolutionary War.
- Students will be able to research and present the different systems of government, including: democracy, republic, monarchy, theocracy, oligarchy, dictatorship, communism, and tribal.
- Students will be able to find the current forms of government for twenty-five modern countries.
- Students will be able to peruse the Articles of Confederation and find examples of Americans wanting freedom from government.
- Students will be able to predict problems of a government with so little power.
- Students will be able to read an essay on life after the Revolution and take organized notes.
- Students will be able to view and take notes on a video segment to gather information about the problems with the Articles of Confederation.
- Students will be able to role-play the conflicts among the states.
- Students will be able to confirm that the federal government prints U.S. currency.
- Students will be able to simulate the problems of each state printing its own currency.
- Students will be able to role-play the problem of inflation and currency devaluation that struck the states after the Revolutionary War.

The Constitution

- Students will be able to recount the causes and events of Shays' Rebellion.
- Students will be able to tour the U.S. Mint via the Internet and learn about Colonial currency.
- Students will be able to analyze the weaknesses of the Articles of Confederation.
- Students will be able to research the signers of the Articles of Confederation via the Internet and create bar graphs (which may be computer generated) on selected information; e.g., occupations, countries of origin, etc.
- Students will be able to write about the purpose of government.
- Students will be able to view and discuss a video segment that provides information about the Constitutional Convention of 1787.
- Students will be able to identify when, where, and why the Constitutional Convention of 1787 was held.

Lesson 1: What do governments do?

Outcome: Students will learn that after the revolution, Americans needed to establish a government to replace that of the British monarch. Students will explore the roles and responsibilities of government, and learn about anarchy.

Lesson 2: What types of governments have people created?

Outcome: Students will learn about the many forms of government people have created and lived under in recorded history.

U3.3 Creating New Government(s) and a New Constitution

Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing.

8 - U3.3.1 Explain the reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands). (C2)

The Constitution

Lesson 3: What were the Articles of Confederation?

Outcome: Students will learn that the structure of government for the United States after the American Revolution was a loose association of independent states, governed by a weak central government under the Articles of Confederation.

Reading Extension over Shay's Rebellion.

8 - U3.3.2 Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)

Lesson 4: Why didn't the Articles of Confederation work?

Outcome: Students will explore the weaknesses in the Articles of Confederation.

Reading for Information and Video segments (for more on economic challenges including Shay's Rebellion)

Lesson 5: Who attended the Constitutional Convention of 1787 and why?

Outcome: Students will learn who came to the Constitutional Convention in 1787 and what their expectations were.

Exploration 2: How was the Constitution designed and written?

Objectives

- Students will be able to step into the shoes of delegates confronted with moral dilemmas and the political need to compromise.
- Students will be able to design a pamphlet showing the three plans for government presented at the Constitutional Convention.
- Students will be able to create graphic organizers to show the compromises of the Constitution.
- Students will be able to identify the responsibilities and requirements of individuals in each branch of government.

The Constitution

- Students will be able to study the branches of government via the Internet and create a 3-column chart that outlines the responsibilities of each.
- Students will be able to identify elected officials at the federal level and at the state level (their state) via the Internet and explain to which branch of government they belong.
- Students will be able to make rhymed couplets to summarize information about the branches of government.
- Students will be able to read about checks and balances via the Internet and complete a Black Line Master.
- Students will be able to create various scenarios of the checks and balances within the branches of government.
- Students will be able to list many examples of checks and balances.
- Students will be able to reflect on and record their opinions of the Constitution.
- Students will be able to learn and recite the Preamble.
- Students will be able to view and discuss a video segment about the process of ratifying the Constitution.
- Students will be able to consider in writing whether they would have voted to ratify the Constitution or not.
- Students will be able to view and analyze portraits of early American leaders.
- Students will be able to examine portraits of George Washington via the Internet and summarize his characteristics captured in the paintings.
- Students will be able to make a portrait of George Washington, infusing their drawing with "character."
- Students will be able to define the term "citizen."
- Students will be able to describe the rights and responsibilities of American citizens.
- Students will be able to describe the characteristics of good citizenship.
- Students will be able to teach a lesson in citizenship to younger students.

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8 - U3.3.3 Describe the major issues debated at the Constitutional Convention including the distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.

8 - U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.

Lesson 1: What compromises were made at the Constitutional Convention of 1787?

Outcome: Students will learn that the Constitution is a "bundle of compromises," from the Great Compromise between the large and small states, to the 3/5 Compromise that allowed Southern states to count slaves in their total population.

Lesson 2: What are the three branches of government?

Outcome: Students will learn that the Constitution provides for a federalist system of government that has three branches: the legislative, made up of the House of Representatives and the Senate; the executive, headed by the President of the United States, and; the judicial, whose highest court is the Supreme Court.

8 - U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.

Lesson 3: How do checks and balances work?

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Outcome: Students will learn about the system of checks and balances in the Constitution, which ensures that no branch of government, or any single individual, wields too much power over the others.

8 - U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)

8 - U3.3.7 Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)

Lesson 4: How was the Constitution ratified?

Outcome: Students will develop their own opinions on the Constitution, whether the compromises were fair and if the federalist system gives enough power to the states. Students will learn about the process for ratification.

Paragon Profiles link to Federalist Papers

Video "A New Nation 1776-1815" mentions the Northwest Ordinance

Lesson 5: What can portraits tell us about our nation's early leaders?

Outcome: Students learn that 18th-century portraits revealed characteristics of the subject. Students create their own portrait of George Washington, emphasizing an emotion or characteristic.

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Citizen Involvement

Act constructively to further the public good.

8 - P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

8 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

8 - P4.2.3 Participate in projects to help or inform others (e.g., service learning projects).

Lesson 6: What is the role of an American citizen?

Outcome: Students will know the roles and responsibilities of being an American citizen.

Lesson extensions may be used to address national and/or international concerns.

Exploration 3: How does the Bill of Rights protect our freedom?

Objectives

- Students will be able to describe in their own words what rights and freedoms are.
- Students will be able to debate the pros and cons of writing a Bill of Rights for the U.S. Constitution, taking the positions of the Federalists and the Antifederalists.
- Students will be able to research women's rights in the 1780s via the Internet and then compare and contrast them, using a Venn diagram, with women's rights today.
- Students will be able to write about a time they thought their rights were overlooked.
- Students will be able to defend in writing their opinion about what the most important right or freedom is.
- Students will be able to make predictions about what the Bill of Rights protects.
- Students will be able to take notes on a reading about the Bill of Rights and summarize what each amendment does.
- Students will be able to research the Universal Declaration of Human Rights via the Internet and compare and contrast it to

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the U.S. Bill of Rights. They will explain whether or not they think it should be supported worldwide.

- Students will be able to illustrate the amendment they believe most affects their age group.
- Students will be able to play a game of charades, pantomiming situations in which rights and freedoms protected in the Bill of Rights are needed.
- Students will be able to consider the limits on freedoms outlined in the First Amendment.
- Students will be able to debate a free speech issue.
- Students will be able to design a mural with symbols of the First Amendment freedoms.
- Students will be able to research, write and perform a skit on the topic of dress codes as a free speech issue.
- Students will be able to research and explain Supreme Court cases based on the First Amendment via the Internet and then tell whether or not they agree with the verdict.
- Students will be able to write a scene with a setting, character development, and plot that showcases knowledge of the Bill of Rights.
- Students will be able to identify a right they feel is not being supported and upheld by government. They then determine the level of government that should hear about this injustice.
- Students will be able to find the office and email addresses of the appropriate officials via the Internet and write to the appropriate person.
- Students will be able to define and describe the following legal terms having to do with individual rights: equal protection, habeas corpus, self-incrimination, double jeopardy, right of appeal, and due process.
- Students will be able to explain how the tenth amendment gives broad powers to the states.
- Students will be able to differentiate between the powers of the federal and state governments.
- Students will be able to define federalism.
- Students will be able to define and describe the voting processes initiative, recall, and referendum.

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Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.

8 - U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present - Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

8 - U3.3.5 Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2)

Lesson 1: Why a Bill of Rights?

Outcome: Students will learn why the Bill of Rights was written and its importance to the ratification of the Constitution.

Lesson Extension "Women and the Law" may be used for an investigation topic to address 8-U6.2.1

8 - U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)

Lesson 2: What rights were considered important by our founding fathers?

Outcome: Students will learn how the decisions were made about what to include in the Bill of Rights.

Lesson 3: What freedoms and rights are safeguarded by the Bill of Rights?

The Constitution

Outcome: Students will learn the content of the first ten amendments to the Constitution.

Lesson 4: What rights does the First Amendment protect?

Outcome: Students will learn the freedoms guaranteed in the First Amendment: speech, religion, assembly, and press.

Lesson 5: Why is the Bill of Rights so important?

Outcome: Students will consider what life would be like without the Bill of Rights.

8 - U3.3.6 Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)

Lesson 6: What is the role of the states in a federal government?

Outcome: Students will understand that the states are delegated power and authority to do what the U.S. Constitution does not otherwise outline for the federal government. Students will know that the federalist system includes three levels of government: the federal, state, and local levels, each of which has the power to tax and spend money and to make and enforce laws.

Exploration 4: How does the Constitution keep the government running?

Objectives

- Students will be able to read a biography of George Washington via the Internet and complete a Black Line Master.
- Students will be able to design a campaign poster for George Washington in which they review his experience and qualifications for the office of president.
- Students will be able to read a short biography and take notes on the key events of George Washington's presidency.
- Students will be able to read an adaptation of Washington's farewell address.
- Students will be able to write a letter to John Adams from George Washington's point of view.

The Constitution

- Students will be able to listen to and analyze the features of a patriotic song via the Internet.
- Students will be able to make up a folk song that demonstrates their philosophy about the role of government.
- Students will be able to write which philosophy of government they prefer and explain why.
- Students will be able to respond to questions about the origins of the two-party system.
- Students will be able to make campaign souvenirs for a Federalist or Democratic-Republican presidential candidate.
- Students will be able to participate in a debate on government between a Federalist and Democratic-Republican candidate for president.
- Students will be able to make a collage that shows symbols of their political philosophies.
- Students will be able to explore the present day Democratic and Republican platforms at their official websites.
- Students will be able to recount the steps taken in the process of a presidential election.
- Students will be able to research the Electoral College system via the Internet and complete a Black Line Master.
- Students will be able to write an opinion piece about the Electoral College.
- Students will be able to explain the importance of the Marbury vs. Madison case.
- Students will be able to research and take notes on the current Supreme Court and Supreme Court Justices via the Internet.
- Students will be able to create a flow chart of our government structure and purpose.
- Students will be able to write a first person narrative of a historical character and present it to the class.

Challenges to an Emerging Nation

Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.

8 – U4.1.1 Washington's Farewell – Use Washington's Farewell

Address to analyze the most significant challenges the new nation

The Constitution

faced and the extent to which subsequent Presidents heeded Washington's advice. (C4)

Lesson 1: What was Washington's presidency like?

Outcome: Students will learn about the nation's first president and the key events of Washington's presidency. They will be introduced to their cumulative assessment project.

8 - U4.1.3 Challenge of Political Conflict - Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over

- relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3)
- foreign relations (e.g., French Revolution, relations with Great Britain) (C3)
- economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)

8 - U4.1.2 Establishing America's Place in the World - Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)

Lesson 2: How and why did political parties begin?

Outcome: Students will learn about how and why the two-party political system began.

Paragon Profiles address economic policy

Biography of Pinckney included in Paragon Profiles

The Constitution

8 - U3.3.4 Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.

Lesson 3: How does our election process work?

Outcome: Students will learn about the election process in the United States with an emphasis on the Electoral College.

8 - U4.1.4 Establishing a National Judiciary and Its Power - Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in *Marbury v. Madison* (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., *McCulloch v. Maryland*, *Dartmouth College v. Woodward*, *Gibbons v. Ogden*). (C3, E1.4, 2.2)

Lesson 4: What is the role of the Supreme Court?

Outcome: Students will learn about the role of judicial review the Supreme Court has assumed since *Marbury vs. Madison*. Students learn about major Supreme Court cases of the twentieth century.

8 - U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present - Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

Lesson 5: How will we present our cumulative assessments?

Outcome: Students present their cumulative assessment.

Western Expansion

Quarter 2, Grade 8, Special Edition: How did Manifest Destiny shape the United States and its people?

Exploration 1: How did the United States grow in the early 19th century?

Objectives

- Students will be able to describe the Louisiana Purchase as the land acquired by the United States from France in 1803, from the Mississippi River to the Rocky Mountains.
- Students will be able to label key geographical features of the Louisiana Purchase on a map, including the Mississippi, Missouri, Columbia, and Yellowstone Rivers; St. Louis and New Orleans; and the Rocky Mountains.
- Students will be able to recount the significance of the Louisiana Purchase to the United States.
- Students will be able to name Thomas Jefferson as the President who facilitated the Louisiana Purchase and the expedition of Lewis and Clark.
- Students will be able to identify Meriwether Lewis and William Clark as the leaders of the Louisiana Territory expedition.
- Students will be able to identify Sacagawea and explain her significance to the Lewis and Clark expedition.
- Students will be able to view a video of the Lewis and Clark expedition, take notes while watching, complete a Black Line Master, and then discuss the information.
- Students will be able to analyze primary source material from Lewis and Clark's expedition; including illustrations, journal entries, and a map.
- Students will be able to write their own journal entries from the perspective of an expedition member.
- Students will be able to tell why the Lewis and Clark expedition was important.
- Students will be able to research an Internet site that provides biographical information about the Corps on the Lewis and Clark expedition. They will select one member and take detailed notes about him.
- Students will be able to identify the War of 1812 as the second war fought against Britain in less than 50 years.

Western Expansion

- Students will be able to describe at least three of the events of the War of 1812.
- Students will be able to name Andrew Jackson as the general who led and won the battle at New Orleans.
- Students will be able to comprehend the historical context for the writing of the Star Spangled Banner.

Challenges to an Emerging Nation

Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges

8 - U4.1.2 Establishing America's Place in the World - Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)

Regional and Economic Growth

Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.

8 - U4.2.3 Westward Expansion - Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1)

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including the size of the United States and land use

Lesson 1: What was the Louisiana Purchase?

Outcome: Students will learn about the Louisiana Purchase and its significance.

Lesson 2: What was the Lewis and Clark expedition?

Outcome: Students are introduced to Meriwether Lewis and

Western Expansion

William Clark and will learn about their expedition west.

Lesson 3: How did Lewis and Clark document their expedition?

Outcome: Students will view images of Lewis and Clark's journals, and then create their own expedition journals that they will add to in the following lessons.

Lesson 4: What was recorded in the expedition journals?

Objective: Students will step into the shoes of one of the members of the Lewis and Clark expedition and add information, both text and pictures, to their journal.

8 - U4.1.2 Establishing America's Place in the World - Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)

Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.

8 - U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present - Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

Lesson 5: Why was the War of 1812 fought?

Outcome: Students will learn about the War of 1812 and the writing of the Star Spangled Banner.

What if scenarios from "Check for Understanding" and/or History Extension are both appropriate bases for 8 - U6.2.1

Western Expansion

Exploration 2: Where and why were Americans resettling?

Objectives

- Students will be able to name and place in chronological order the first seven Presidents of the United States.
- Students will be able to research information about one of America's first seven Presidents via the Internet and present their findings.
- Students will be able to identify several reasons why Andrew Jackson was different from the first six presidents.
- Students will be able to identify several reasons why the election of Andrew Jackson was considered a victory for the common man.
- Students will be able to identify the Trail of Tears as the forced removal of the Cherokee Indians from their homelands.
- Students will be able to read oral histories about the Trail of Tears and draw conclusions from the readings.
- Students will be able to write from the voice of a Cherokee Indian on the Trail of Tears.
- Students will be able to decide whether or not they would have trekked the Oregon Trail if they lived in the mid-1800s and state their reasons why.
- Students will be able to identify the beginning and ending points of the Oregon Trail.
- Students will be able to locate and label many places and geographic features of significance along the Oregon Trail.
- Students will be able to explore and analyze the art of Albert Bierstadt via the Internet and paint a landscape picture in the style and spirit of his work.
- Students will be able to describe some of the physical obstacles faced by the pioneers on the Oregon Trail.
- Students will be able to identify and describe the different types of wagons the pioneers used to travel the Oregon Trail.
- Students will be able to describe some of the objects and provisions the pioneers brought with them in their wagons.
- Students will be able to identify the food the pioneers ate, and describe how the pioneers acquired and prepared food on the Oregon Trail.

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- Students will be able to identify some of the people the pioneers met on the way west, and describe an encounter.
- Students will be able to research, in teams, one aspect of daily life on the Oregon Trail via the Internet. They will make a formal presentation of their findings.
- Students will be able to work in small groups to create mini-dramas about some of the different groups of people who made the West their home.
- Students will be able to carry out independent research on the California Gold Rush.
- Students will be able to research, in teams, the California Gold Rush via the Internet and create a skit that demonstrates their findings.
- Students will be able to explain the impact the California Gold Rush had on Californios and on California.
- Students will be able to carry out independent Internet research on the Mormon trek to Utah.
- Students will be able to compare and contrast the Puritan experience in New England to that of the Mormons in the West.

8 - U4.1.2 Establishing America's Place in the World - Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)

Lesson 1: Who were America's first seven presidents?

Outcome: Students will review the nation's first seven Presidents and will identify the changes the election of Andrew Jackson ushered in.

Discussion of Monroe Doctrine during study of James Monroe

8 - U4.2.3 Westward Expansion - Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native

Western Expansion

lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1)

8 - U4.2.4 Consequences of Expansion - Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2)

Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

8 - P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

- Identify a national public policy issue.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
- Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
- Identify and apply core democratic values or constitutional principles.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue

America in the Last Half of the 19th Century

Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century.

The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century.

Western Expansion

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians

Lesson 2: What was the Trail of Tears?

Outcome: Students will learn about Indian removal and the Trail of Tears.

This entire lesson presents a rich opportunity to address a public policy issue as required by 8 - P3.1.1

Lesson 3: What was the Oregon Trail?

Outcome: Students are introduced to the Oregon Trail, will create a map, and will learn about the geographical challenges the pioneers faced as they traveled west.

Lesson 4: What was daily life like on the Oregon Trail?

Outcome: Students will learn about daily life on the Oregon Trail.

Lesson 5: Who were the Forty-Niners?

Outcome: Students will learn about the California Gold Rush and its impact on westward expansion.

Exploration 3: What were the interactions like between the many cultural groups in the West?

Objectives

- Students will be able to describe how California Indians were treated by missionaries, Rancheros, Forty-niners, and the California government.
- Students will be able to explain why the California Indian population dropped from 300,000 to 30,000 in a span of 75 - 80 years.
- Students will be able to view a video segment on the California Indians and answer questions while viewing.

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- Students will be able to research the California Indians via the Internet and, with the information from the video, make a presentation of their findings to the class.
- Students will be able to define "homesteading."
- Students will be able to articulate many reasons people opted to homestead.
- Students will be able to write about what homesteaders gained by homesteading.
- Students will be able to fill out a claim to homestead on the Great Plains in the second half of the 19th century.
- Students will be able to examine historical photographs of sod houses via the Internet and draw conclusions about their shape and structure.
- Students will be able to construct a model of a sod house based on their Internet research.
- Students will be able to conduct independent Internet research on statehood between 1850 and 1900, and calculate the percentage of states added during this time period. They may create a computer-generated bar graph or other type of chart to present their findings.
- Students will be able to label a map of Plains Indians tribes based on a map found on the Internet.
- Students will be able to view a video segment about the massacre at Sand Creek, answer questions, and discuss.
- Students will be able to write about their thoughts and feelings of how our government treated the Indians, based the information provided in the video.
- Students will be able to carry out independent Internet research on North American Indian Treaties.
- Students will be able to write a word-processed and edited paper on why our government did not honor any of the North American Indian Treaties they researched.
- Students will be able to carry out independent Internet research on a North American Indian Tribe today.
- Students will be able to write a word-processed and edited paper on one North American Indian tribe today, which includes an overview of their history and their status today.

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- Students will be able to view a video segment about the Battle of Little Bighorn, take notes, and discuss.
- Students will be able to take notes while viewing a video.
- Students will be able to make predictions from viewing works of art.
- Students will be able to create a commemorative shield or coup stick and speak about it.
- Students will be able to view a collection of historical photographs of Native Americans on the Internet and write a follow-up piece on their thoughts and impressions.
- Students will be able to identify what the Railway Act of 1862 was.
- Students will be able to convey factual information about the transcontinental railroad.
- Students will be able to research several Internet sites that have historical photographs of the railroad and its construction, along with informative text.
- Students will be able to synthesize their Internet research and convey factual information about the transcontinental railroad through a role-play.
- Students will be able to write a first person narrative about how the railroad affected a hypothetical person living in the late 19th century.
- Students will be able to carry out independent Internet research on Chinese Americans' contributions to the building of railroads in the West.
- Students will be able to take notes as they research Chinese Americans' contributions to railroad building and then submit a word-processed, edited report on their findings.
- Students will be able to add key information to their cumulative assessment timelines.

8 - U4.2.4 Consequences of Expansion - Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2)

Western Expansion

8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

- Identify a national public policy issue.
- Clearly state the issue as a question of public policy orally or in written form.
- Use inquiry methods to trace the origins of the issue and to acquire data about the issue.
- Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.
- Identify and apply core democratic values or constitutional principles.
- Share and discuss findings of research and issue analysis in group discussions and debates.
- Compose a persuasive essay justifying the position with a reasoned argument.
- Develop an action plan to address or inform others about the issue

8 – U6.1.1 America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians

Lesson 1: What is the story of the California Indians?

Outcome: Students will learn about the California Indians at the hands of missionaries, Rancheros, Forty-niners, and the California government.

8 – U6.1.1 America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2)

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Lesson 2: Who are homesteaders?

Outcome: Students will read about homesteading, build a model of a sod house, and fill out a homesteading "claim."

8 - U4.2.3 Westward Expansion - Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1)

8 - U4.2.4 Consequences of Expansion - Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2)

8 - P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians

8 - U4.1.2 Establishing America's Place in the World - Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4)

8 - U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present - Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a

Western Expansion

connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

Lesson 3: The Plains Indians - give in or fight? (Part I)

Outcome: Students will explore efforts by some Plains Indians to keep the peace and will learn about the Sand Creek massacre.

Above and Beyond section analyses various treaties with the North American Native Americans, provides students an opportunity to do a past/present analysis per 8-U6.2.1

Lesson 4: The Plains Indians - give in or fight? (Part II)

Outcome: Students will learn about the Battle of Little Bighorn. They will make a shield to commemorate the Indians' struggle.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- systems of transportation (canals and railroads, including the Transcontinental Railroad)
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2)

Lesson 5: How did developments in transportation change the West?

Outcome: Students will learn about the Railway Act of 1862 and the building of the Transcontinental Railroad. They will consider how it impacted several groups of people.

Lesson extensions delve into issues of Chinese workers who immigrated to work on the railroad

Exploration 4: What is the history of the American Southwest?

Western Expansion

Objectives

- Students will be able to identify the Santa Fe Trail as a route between St. Louis, Missouri and Santa Fe, New Mexico.
- Students will be able to understand that the Santa Fe Trail led to the eventual settlement of the Southwest by Americans.
- Students will be able to label and color code a map of the Southwest in 1810, 1830, and add the Santa Fe Trail based on maps located on the Internet.
- Students will be able to locate and mark on a map Spanish lands, Mexican lands, the modern-day states of the Southwest, and the Santa Fe Trail.
- Students will be able to describe how Mexico's defeat of Spain and independence affected Anglo settlers.
- Students will be able to describe the events at the Alamo, what happened shortly after, and its significance.
- Students will be able to carry out independent Internet research on the events at the Alamo and then submit a word-processed, edited report on their findings, or another type of presentation.
- Students will be able to identify General Antonio López de Santa Anna, Stephen Austin, and Sam Houston.
- Students will be able to identify the year that Texas won its independence from Mexico and became a republic and the year Texas joined the U.S. as the 28th state.
- Students will be able to explore how individuals and their decisions affect the outcome of events.
- Students will be able to work on characterization skills.
- Students will be able to engage in creative speculation based on historical fact.
- Students will be able to identify the dates of the Mexican-American war.
- Students will be able to describe the tensions between Mexico and the U.S. that led to the Mexican-American War.
- Students will be able to carry out team research on the Internet about the Mexican-American War and then present their findings to the class.
- Students will be able to relate the significance of the Treaty of Guadalupe Hidalgo.

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- Students will be able to identify the area of land the U.S. acquired after the Mexican-American War.
- Students will be able to reflect on the concept of manifest destiny.
- Students will be able to hold a debate on how Americans carried out their perceived task of manifest destiny.
- Students will be able to write a persuasive essay stating their stand on manifest destiny— right or wrong?
- Students will be able to present their cumulative assessment projects— their Lewis and Clark journals and their timelines.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including the size of the United States and land use

Lesson 1: What was the Santa Fe Trail?

Outcome: Students will locate the southwestern portion of the United States on a map of the United States. They will learn about Zebulon Pike, William Becknell, and the Santa Fe Trail.

Lesson 2: What happened at the Alamo?

Outcome: Students will learn about the battle at the Alamo and Texan statehood.

Lesson 3: The Alamo: What If?

Outcome: Students will explore the question, "What if General Santa Anna had made a different decision at the Alamo?" through a theater activity.

8 - U4.2.3 Westward Expansion - Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1)

Lesson 4: What was the Mexican-American War?

Western Expansion

Outcome: Students will read about the Mexican-American War and the land the United States acquired as a result.

Lesson 5: What do you think about how America fulfilled its "manifest destiny"?

Outcome: Students will debate how America fulfilled its "manifest destiny" and present their cumulative assessment projects.

The Civil War

Quarter 3, Grade 8, Special Edition: How did the Civil War divide and reshape the United States?

Exploration 1: What were the causes for division?

Objectives

- Students will be able to analyze the text of the Declaration of Independence and the Constitution and discover their contradictions on the issues of freedom and slavery.
- Students will be able to develop a definition of the concept of Civil War.
- Students will be able to role-play a founding father and write what they would have done about the issue of slavery in the Constitution.
- Students will be able to identify northern states and southern states.
- Students will be able to describe the climate and geography of each region.
- Students will be able to describe particulars about the population of each region, and where people tended to live in the North and South.
- Students will be able to identify the North as a manufacturing region and the South as an agricultural region.
- Students will be able to carry out independent Internet research on Eli Whitney and the invention of the cotton gin. They will then hold a debate around the question, "Who invented the cotton gin?"
- Students will be able to compare and contrast transportation in each region.
- Students will be able to depict aspects of culture in each region.
- Students will be able to describe the Southern climate as warm and humid, and identify it as an ideal climate for farming.
- Students will be able to describe the Northern climate as hot in summer and cold in the winter, and identify it as less ideal for farming.
- Students will be able to explain how geographical features of the North and South influenced the type of society that developed in each region.

The Civil War

- Students will be able to complete successfully the sequence of steps for the Virginia Reel and/or a square dance.
- Students will be able to match the rhythm and character of each dance to the music.
- Students will be able to identify the instruments used in each musical piece.
- Students will be able to identify prominent figures from the Civil War era and describe their views on slavery.
- Students will be able to describe slavery from a slave's point of view.
- Students will be able to identify and describe the Underground Railroad.
- Students will be able to carry out team research on the Internet about slavery during the 1860s and then present their findings to the class.
- Students will be able to carry out independent Internet research on the Underground Railroad and create a map of its routes and safe houses.
- Students will be able to identify abolitionism and abolitionists.
- Students will be able to explain the main arguments of those who were opposed to slavery.
- Students will be able to explain the main arguments of those who were in favor of slavery.
- Students will be able to articulate their own view on slavery.

8 - U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2)

8 - U4.2.2 The Institution of Slavery - Explain the ideology of the institution of slavery, its policies, and consequences.

Lesson 1: What was America's promise of freedom?

Outcome: Students will review key historical documents, such as the Declaration of Independence and the Constitution, and will identify the fundamental

The Civil War

contradictions of a country that guarantees both slavery and freedom.

Regional and Economic Growth

Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.

8 - U4.2.1 Comparing Northeast and the South - Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of

- agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4)
- industry, including entrepreneurial development of new industries, such as textiles (E1.1)
- the labor force including labor incentives and changes in labor forces (E1.2)
- immigration and the growth of nativism
- race relations

8 - U4.2.2 The Institution of Slavery - Explain the ideology of the institution of slavery, its policies, and consequences.

Lesson 2: How were the North and South different?

Outcome: Students are introduced to some of the geographical, political, and ideological differences between the North and the South.

8 - U4.2.1 Comparing Northeast and the South - Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of

- agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4)
- industry, including entrepreneurial development of new industries, such as textiles (E1.1)
- the labor force including labor incentives and changes in labor forces (E1.2)

The Civil War

- immigration and the growth of nativism
- race relations

The Coming of the Civil War

Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.

8 - U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2)

8 - U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)

Lesson 3: How did differences in geography lead to different ways of life?

Outcome: Students will show how the geography of the North and the South contributed to the development of two very different ways of life.

Lesson Extension discusses rights of states in the context of pre-Civil War America

Lesson 4: What uniquely American pastime did people enjoy during the Civil War era?

Outcome: Students will learn one or two dances that were popular during the Civil War era.

8 - U5.1.1 Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)

8 - U5.1.3 Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)

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8 - U5.1.5 Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)

8 - U4.2.2 The Institution of Slavery - Explain the ideology of the institution of slavery, its policies, and consequences.

8 - U5.1.4 Describe how the following increased sectional tensions

- the Compromise of 1850 including the Fugitive Slave Act

8 - U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present - Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

Lesson 5: How did slavery become the main cause for division?

Outcome: Students will understand some of the different perspectives people had on slavery in the mid-1800s and will research an aspect of slavery.

Exploration 2: How did division lead to war?

Objectives

- Students will be able to predict how westward expansion affected the interests of the South.
- Students will be able to identify the Missouri Compromise, The Compromise of 1850, the Kansas-Nebraska Act, 1854, and the Dred Scott Case, and articulate how these historical conflicts led to the Civil War.
- Students will be able to discuss the underlying issue of the Dred Scott decision: if a slave makes it to a free state, is s/he free?

The Civil War

- Students will be able to discuss the geographical effects of the Missouri Compromise, The Compromise of 1850, the Kansas-Nebraska Act, 1854, and the Dred Scott Case.
- Students will be able to discuss and understand Lincoln's stand on slavery.
- Students will be able to look closely at a section of Lincoln's famous "House Divided" speech and analyze what these words meant to the nation.
- Students will be able to carry out Internet research on The Lincoln-Douglas Debates of 1858, find compelling excerpts, and analyze them from a 21st century perspective.
- Students will be able to explain how the presidential election of 1860 further fueled the Civil War.
- Students will be able to describe and discuss the idea of secession.
- Students will be able to carry out Internet research on the Ordinance of Secession of 1860, analyze it in light of an excerpt from the Declaration of Independence, and write about whether or not states have the right to secede.
- Students will be able to identify the attack on Fort Sumter as the opening engagement of the Civil War.
- Students will be able to identify and describe the roles of key historical figures of the Civil War.
- Students will be able to write an original monologue based on factual information.
- Students will be able to represent leading historical figures from the pre-Civil War period in a panel discussion in which the differing perspectives of these historical figures are voiced and respectfully debated.
- Students will be able to identify several historical figures from the pre-Civil War period who believed that the union should be preserved.
- Students will be able to identify several historical figures from the pre-Civil War period who believed that the South should secede from the Union.
- Students will be able to write statements describing their personal views on the ideas of leading historical figures from

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the pre-Civil War period and take a position on whether the Civil War was inevitable.

8 - U4.2.4 Consequences of Expansion - Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2)

8 - U5.1.4 Describe how the following increased sectional tensions

- the Missouri Compromise (1820)
- the Compromise of 1850 including the Fugitive Slave Act
- the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas
- the Dred Scott v. Sandford decision (1857)

Lesson 1: How did slavery expand as the nation grew?

Outcome: Students will learn how these historical conflicts led to the Civil War: The Missouri Compromise, The Compromise of 1850, and the Dred Scott Case.

Civil War

Evaluate the multiple causes, key events, and complex consequences of the Civil War.

8 - U5.2.3 Examine Abraham Lincoln's presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

Lesson 2: Why did the election of 1860 increase tensions?

Outcome: Students will understand what the election of Abraham Lincoln symbolized to the slaveholding South.

8 - U5.1.6 Describe how major issues debated at the Constitutional Convention such as disagreements over the

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distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2)

8 - U5.2.1 Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2)

8 - U5.2.3 Examine Abraham Lincoln's presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

Lesson 3: What opinions and events led to secession?

Outcome: Students will understand what secession meant and will explore opinions held by historical figures about which course of action to take.

Lesson 4: How did the conflict become war?

Outcome: Students will explore the conflicting views of leading historical figures in 1861, and develop a personal viewpoint on whether the nation should engage in a civil war.

Exploration 3: What happened during the Civil War?

Objectives

- Students will be able to predict which side, the North or South, was better equipped for war.
- Students will be able to create a map with appropriate icons comparing the advantages of the North and South at the start of the war.
- Students will be able to research information about Civil War soldiers and write journal entries using the points of view of soldiers from both sides.

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- Students will be able to write a statement describing how expectations for a "short and glorious" war contrasted with the reality of Civil War army life.
- Students will be able to view a video segment on the Civil War and take notes.
- Students will be able to study a map of Civil War battles and make observations about the course of the war.
- Students will be able to carry out Internet research in small groups on one battle of the Civil War and present their findings to the class.
- Students will be able to explain the differences between the Northern and Southern military campaigns.
- Students will be able to articulate how soldiers may have felt on the battlefields during the Civil War.
- Students will be able to work together to research and report important battle information.
- Students will be able to identify major battles of the Civil War.
- Students will be able to plot on a map or graph, which may be computer generated, the ten costliest battles of the Civil War based on statistics found on the Internet.
- Students will be able to use geography skills to interpret maps, legends, and icons.
- Students will be able to demonstrate a sense of empathy for the tragic loss of life during the Civil War.
- Students will be able to write letters home from the perspective of Civil War soldiers.
- Students will be able to think about the moral questions raised by the Civil War.
- Students will be able to predict the impact the Emancipation Proclamation had on the Civil War.
- Students will be able to view a video segment called, "From Gettysburg to Victory," take notes, and hold a discussion on the information.
- Students will be able to analyze the Gettysburg Address.
- Students will be able to memorize the Gettysburg Address.
- Students will be able to explain details from a historical painting depicting the surrender at Appomattox.

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- Students will be able to view a video segment on African Americans' contributions to the Civil War and take notes.
- Students will be able to identify African-Americans as key participants in the Civil War.
- Students will be able to summarize key facts from a primary source article.
- Students will be able to discuss the problems faced by African-American soldiers.
- Students will be able to view a video segment on women's contributions to the Civil War and take notes.
- Students will be able to explain the increasingly important role of women during the Civil War.
- Students will be able to identify key information within the readings, video, and Internet sources.
- Students will be able to explain how the war created opportunities for women.
- Students will be able to recognize the variety of war songs shared by African-Americans, Northerners, and Southerners during the Civil War.
- Students will be able to write a postcard that reflects the possible attitudes of a novice soldier and a veteran soldier.
- Students will be able to understand that music is an important primary historical source.
- Students will be able to understand the role of music in advancing each side's cause.
- Students will be able to research and analyze the music and lyrics of Civil War era songs via the Internet. They will present the song they selected to the class and share their reactions and impressions.

8 - U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the

- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4)

The Civil War

8 - U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

Lesson 1: How did both sides supply and outfit their soldiers?

Outcome: Students will learn how the armies of the Union and the Confederacy were equipped for the Civil War and will explore what army life was like for soldiers on both sides.

8 - U5.2.2 Make an argument to explain the reasons why the North won the Civil War by considering the

- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4)

8 - U5.2.3 Examine Abraham Lincoln's presidency with respect to

- his military and political leadership
- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

8 - U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

Lesson 2: What were some major battles of the Civil War?

Outcome: Students will identify the major battles of the Civil War and step into the role of Civil War soldiers.

8 - U5.2.3 Examine Abraham Lincoln's presidency with respect to

- his military and political leadership

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- the evolution of his emancipation policy (including the Emancipation Proclamation)
- and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

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- critical events and battles in the war
- the political and military leadership of the North and South
- the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4)

8 – U4.2.4 Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2)

8 – U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

8 – P3.1.1 Identify, research, analyze, discuss, and defend a position on a national public policy issue.

Lesson 3: What were the turning points of the Civil War?

Outcome: Students will learn about the Emancipation Proclamation, the Battle of Gettysburg, the Gettysburg Address and surrender at Appomattox.

8 – U5.2.4 Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.

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8 - U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

Lesson 4: How did African-Americans fight for liberty?

Outcome: Students will understand the contributions made by African-American soldiers and other African-Americans during the Civil War.

8 - U5.2.5 Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments.

Lesson 5: How did women save lives and contribute to the war effort?

Outcome: Students will understand the contributions of women in the Civil War.

Lesson 6: What war songs did Civil War soldiers sing?

Outcome: Students will explore and analyze war songs from the Civil War era.

Exploration 4: How did the Civil War reshape the nation?

Objectives

- Students will be able to analyze Lincoln's plans for Reconstruction.
- Students will be able to discuss the language and intent of Lincoln's Second Inaugural Address.
- Students will be able to carry out group research via the Internet on Lincoln's assassination and present their findings.
- Students will be able to weigh the effect of Lincoln's assassination on Reconstruction.
- Students will be able to differentiate between the Reconstruction plans of Andrew Johnson and the Radical Republicans.

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- Students will be able to evaluate the various plans for Reconstruction.
- Students will be able to explain the importance of the 13th, 14th, and 15th Amendments.
- Students will be able to read and summarize a debate between a radical Republican senator and a Southern democrat.
- Students will be able to identify major components of the Reconstruction era, e.g., the Freedman's Bureau, the Black Codes, carpetbaggers, scalawags, the Ku Klux Klan, etc.
- Students will be able to analyze demographic and voting data from the Reconstructed South.
- Students will be able to examine maps to make observations about demographic distributions.
- Students will be able to explain how the lives of African-Americans changed due to Reconstruction, e.g., the right to vote, opportunities for education, the election of African-American legislators, etc.
- Students will be able to carry out Internet research on various aspects of Reconstruction and report their findings to the class.
- Students will be able to craft short monologues from the perspectives of African Americans during Reconstruction.
- Students will be able to compare and contrast songs of protest.
- Students will be able to explain the connection between Reconstruction and the Civil Rights Movement.
- Students will be able to develop an opinion on whether they think Reconstruction was a success or not.
- Students will be able to place events from the Civil War and Reconstruction period on an annotated timeline based on information found on the Internet.
- Students will be able to listen to audio clips of Civil War and Civil Rights songs via the Internet. They will compare and contrast the songs in terms of tone, content, tempo, and chorus.
- Students will be able to write and perform an original poem, song, or monologue that demonstrates their knowledge of the Civil War and Reconstruction.

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- 8 - U5.2.3 Examine Abraham Lincoln's presidency with respect to
- his military and political leadership
 - the evolution of his emancipation policy (including the Emancipation Proclamation)
 - and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)

Reconstruction

Using evidence, develop an argument regarding the character and consequences of Reconstruction.

- 8 - U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.

Lesson 1: What were Lincoln's plans for reuniting the nation prior to his assassination?

Outcome: Students will learn about President Lincoln's plans for Reconstruction and the effect his assassination had on Reconstruction.

- 8 - U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.

- 8 - U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

Lesson 2: How did the Radical Republicans impact Reconstruction?

Outcome: Students will learn about the impact of the plans for

Reconstruction proposed by a group of northern congressmen known as the Radical Republicans.

U4.3 Reform Movements

The Civil War

Analyze the growth of antebellum American reform movements.

8 - U4.3.1 Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. (C2)

8 - U5.3.2 Describe the early responses to the end of the Civil War by describing the

- policies of the Freedmen's Bureau (E2.2)
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)

8 - U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5)

Lesson 3: How did freedmen live during Reconstruction?

Outcome: Students will learn about the Freedmen's Bureau, and study the electoral victories and passion for education in the black communities.

8 - U5.3.2 Describe the early responses to the end of the Civil War by describing the

- policies of the Freedmen's Bureau (E2.2)
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)

8 - U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.

8 - U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present - Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a

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connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans

Lesson 4: How do the events of Reconstruction fit on a timeline?

Outcome: Students will learn about the key events of the Reconstruction period and place these on an annotated chronology.

8 - U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5)

8 - U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present - Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

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- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans

Lesson 5: How has the struggle for civil rights continued since Reconstruction?

Outcome: Students will learn about the long road toward Civil Rights, starting after Reconstruction.

19th-Century America

Quarter 4, Grade 8, Special Edition: How do citizens bring about social change?

Exploration 1: How do ideas shape reform movements?

Objectives

- Students will be able to define the term "social reform."
- Students will be able to speculate on why citizens in a democracy might want to effect social change.
- Students will be able to perform and discuss a skit on social reform.
- Students will be able to conduct a "thought experiment" on the role of literacy in social reform.
- Students will be able to read an article on transcendentalism.
- Students will be able to define terms on transcendentalism.
- Students will be able to read excerpts from Emerson's "Nature" and "Self-Reliance."
- Students will be able to create a found poem on transcendentalism.
- Students will be able to research and present a transcendentalist.
- Students will be able to participate in a role-play round-table discussion of transcendentalists.
- Students will be able to create and discuss a nature sketch.
- Students will be able to view an art show on the Hudson River School artists.
- Students will be able to create a class mural featuring elements of Hudson River School art.
- Students will be able to brainstorm ideas about an ideal classroom and connect these ideas to transcendentalism.
- Students will be able to glean information about nineteenth-century schools from an online "Then" and "Now" show.
- Students will be able to role-play a nineteenth-century school.
- Students will be able to read excerpts of Horace Mann's writings.
- Students will be able to deliver a speech expounding on an idea of Horace Mann's.
- Students will be able to read and analyze an article on the environmental movement.

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- Students will be able to debate the Forest Reserve Act of 1891.

Lesson 1: What is social reform?

Outcome: Students will learn what a social reform movement is and understand its place in a democracy.

Citizen Involvement

Act constructively to further the public good.

8 - P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

Lesson 2: What was the Transcendentalist Movement?

Outcome: Students will learn the philosophy and ideas of the Transcendentalist Movement.

8 - P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

Lesson 3: Who was involved in the Transcendentalist Movement?

Outcome: Students will learn about the Transcendentalists Ralph Waldo Emerson, Henry David Thoreau, Bronson and Louisa May Alcott, Margaret Fuller, Walt Whitman, and Emily Dickinson.

Lesson 4: How did artists portray the times?

Outcome: Students will learn about the Hudson River School artists whose art was the visual embodiment of transcendental ideals.

8 - U4.3.1 Explain the origins of the American education system and Horace Mann's campaign for free compulsory public education. (C2)

Lesson 5: What was public education like in the 19th century?

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Outcome: Students will learn what typical nineteenth-century schools were like and how Horace Mann led a movement to change public schools.

8 - P4.2.1 Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.

8 - P4.2.2 Engage in activities intended to contribute to solving a national or international problem studied.

8 - P4.2.3 Participate in projects to help or inform others (e.g., service learning projects)

Lesson 6: How did the environmental movement begin?

Outcome: Students will learn about how the environmental movement started in the nineteenth century and how John Muir helped establish the country's first National Park.

Lesson content addresses 8-P4.2.1. Extension opportunities for 4.2.2 and 4.2.3.

Exploration 2: How did women's rights and roles change in the 19th century?

Objectives

- Students will be able to analyze statistical information about women and write a one paragraph summary on their findings.
- Students will be able to name several specific rights that were denied to American women in the 19th century.
- Students will be able to research the legal and social status of 19th century women.
- Students will be able to compare and contrast their beliefs about the role and status of women today with what they learned about 19th century women.
- Students will be able to analyze and evaluate whether or not there was a "gendered" agenda to the passage, "all men were created equal."

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- Students will be able to recount the significance of the Seneca Falls convention in 1948, New York.
- Students will be able to read, interpret, and analyze a primary source document, the Declaration of Sentiments.
- Students will be able to articulate and explain several specific grievances that women had in regard to their legal and social status.
- Students will be able to evaluate and write an opinion piece on the accomplishments of the 19th century women's rights movement.
- Students will be able to identify Elizabeth Cady Stanton and Susan B. Anthony as dynamic leaders of the women's rights movement.
- Students will be able to research the lives of Elizabeth Cady Stanton and Susan B. Anthony and write a 2-page essay on one woman.
- Students will be able to give an oral presentation explaining the significance of either Elizabeth Cady Stanton or Susan B. Anthony.
- Students will be able to create a poster that summarizes the work of Elizabeth Cady Stanton or Susan B. Anthony.
- Students will be able to identify the work and contributions of Jane Addams, Dorothea Dix, and Elizabeth Blackwell to social reform.
- Students will be able to research the lives and accomplishments of Jane Addams, Dorothea Dix, or Elizabeth Blackwell and make an oral presentation.
- Students will be able to ponder the great losses to the medical profession when women were barred from entering and practicing in it.
- Students will be able to research the work conditions brought on by the Industrial Revolution.
- Students will be able to identify Lucy Parsons and Mother Jones and explain the contributions they made to labor reform.
- Students will be able to write an opinion piece on the successes and failures of the 19th century women's movement.

Lesson 1: What was women's political status in the 19th century?

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Outcome: Students will compare and contrast, and evaluate the status of women in the U.S. now and in the 19th century.

8 - U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)

8 - U4.3.2 Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement.

Lesson 2: What happened at Seneca Falls in 1848?

Outcome: Students will interpret, analyze, and understand primary source documents written at the Seneca Falls convention in 1848.

Extension activities allow for studying the role of Sojourner Truth

8 - U4.3.3 Analyze the antebellum women's rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)

8 - U4.3.5 Evaluate the role of religion in shaping antebellum reform movements. (C2)

Lesson 3: How did Elizabeth Cady Stanton continue to champion for the rights of women along with Susan B. Anthony?

Outcome: Students will carry out an overview of the extensive body of work Elizabeth Cady Stanton and Susan B. Anthony accomplished.

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Extension activity introduces students to Lucretia Mott a feminist and Quaker minister, and also to Stanton's work related to sexism inherent in the Bible.

Lesson 4: What reform efforts did women contribute to in health and medicine?

Outcome: Students will research the lives and accomplishments of Jane Addams, Dorothea Dix, and Elizabeth Blackwell to health and medicine.

Lesson 5: How did women contribute to labor reform?

Outcome: Students will learn about 19th century industrial labor and women's efforts to improve conditions for the working class.

Exploration 3: How did industrialization transform the United States?

Objectives

- Students will be able to make predictions about the industrialization of the United States.
- Students will be able to view video segments about industrialization and identify key points.
- Students will be able to conduct Internet research about inventions that were important in the development of an industrialized nation.
- Students will be able to create advertisements for inventions in the style of the period.
- Students will be able to identify key people, places, events, and ideas that were instrumental in industrialization.
- Students will be able to make predictions about industrialists' contributions.
- Students will be able to read for information about key industrialists and complete a Venn diagram.
- Students will be able to conduct Internet research about key industrialists and present their findings to the class.
- Students will be able to read an excerpt from a primary source and summarize the information.

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- Students will be able to define philanthropy and explain how it relates to the industrialists.
- Students will be able to synthesize information about the industrialists and create a visual presentation of key points.
- Students will be able to listen for information in a teacher read-aloud and demonstrate the information they hear.
- Students will be able to define monopoly.
- Students will be able to use maps, graphs, and text in an atlas to gather information about working conditions in the industrial U.S.
- Students will be able to conduct research on labor unrest and the emergence of labor unions.
- Students will be able to present information in a role play showing various points of view.
- Students will be able to examine visual and written primary source documents to understand conflicting viewpoints about industrialists.
- Students will be able to decide if industrialists were “monster monopolists or marketplace heroes,” and support their decision with facts.
- Students will be able to write an editorial about big corporations and the average worker and support their opinion with facts.
- Students will be able to listen to a teacher read-aloud about farming and discuss key points.
- Students will be able to write a diary entry as a prediction about farm life in the 1800s.
- Students will be able to view video segments about farming and ranching and answer guiding questions.
- Students will be able to identify reasons for changes in agricultural production in the U.S.
- Students will be able to use maps, graphs, and text in an atlas to gather information about farming, ranching, and changes in the Great Plains and western U.S.
- Students will be able to conduct Internet research about agricultural issues, farmers’ organizations, and the emergence of populism.

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- Students will be able to write a diary entry from a farmer's perspective to describe farm life in the latter half of the 1800s.
- Students will be able to read about a 19th-century immigrant and draw conclusions about the life and work of immigrants.
- Students will be able to use maps, graphs, and text in an atlas to identify immigrant groups and patterns of immigration.
- Students will be able to conduct Internet research about immigration in the 1800s and present key information to the class.
- Students will be able to view video segments to understand life in the cities and the urbanization of the U.S.
- Students will be able to examine visual and written primary source documents to understand conflicting viewpoints about immigration.
- Students will be able to state an opinion about the lives of immigrants and support it with facts.
- Students will be able to role play immigrant life in the 1800s.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- **systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2)**
- **economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers**

Lesson 1: Who were the industrial giants and how did their industries develop?

Outcome: Students will understand how the United States began to shift from being an agrarian nation to becoming industrialized. They will identify inventions and processes important to industrialization.

Extension activities delve further into the issues surrounding expansion of the railroads and resulting impact

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on steamboat travel when bridges were built across the Mississippi

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers**

Lesson 2: What is philanthropy and how did early American entrepreneurs contribute to social reform?

Outcome: Students will identify key industrialists and explore the issues associated with their businesses. They will examine the philanthropic legacy of the industrialists.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers**

Lesson 3: What inventions contributed to the growing American economy?

Outcome: Students will understand concerns about the business practices of the large corporations and learn about government regulations. They will explore the rise of the labor movement.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers**

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Lesson 4: How did farming change with the industrialization of America?

Outcome: Students will understand the impact of industrialization on farming and ranching. They will explore agricultural issues and movements. They will be introduced to the ideas of the Populist Party.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- **population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America**

Lesson 5: How did government policies impact business and the economy?

Outcome: Students will understand how industrialization and immigration contributed to the growth of cities. They will identify key immigrant groups and explain issues surrounding immigration.

Exploration 4: What was the social response to "freedmen" after the Civil War?

Objectives

- Students will be able to define "Reconstruction."
- Students will be able to describe what the Freedmen's Bureau was and how it helped freed slaves.
- Students will be able to identify the rights that the 13th, 14th, and 15th amendments and the Civil Rights act of 1875 gave freed slaves.
- Students will be able to describe and summarize how freedmen used the reforms and opportunities created in the early years of Reconstruction to better their lives.
- Students will be able to write a news article describing how African Americans used the opportunities given them.
- Students will be able to define "disenfranchise" and give examples of how free blacks were disenfranchised.
- Students will be able to describe Jim Crow laws and the effect they had on the lives of African Americans.

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- Students will be able to understand the effect of the Plessy v. Ferguson decision on the lives of African Americans.
- Students will be able to read about Booker T. Washington and W.E.B. DuBois and compare and contrast how each proposed African Americans should fight against disenfranchisement.
- Students will be able to write a one-page description of disenfranchisement in the South and how people were trying to fight against it.
- Students will be able to identify why the Ku Klux Klan began and describe how they advanced their agenda.
- Students will be able to describe how and why the Ku Klux Klan continued to be a racist, terrorist organization in the 20th century by reading and discussing primary source documents.
- Students will be able to create a timeline showing the history of the KKK noting key historical issues that affected its development.
- Students will be able to identify Ida B. Wells and describe her influence and achievements.
- Students will be able to understand the power of media and symbolically convey this power with an artistic tribute to Ida B. Wells.
- Students will be able to describe in writing, the violence and intimidation tactics of the KKK and what they would do to fight against the organization.
- Students will be able to identify the Exodusters and where and why they migrated.
- Students will be able to explain why many African Americans migrated from the South to the North from the late 19th to the mid-20th century.
- Students will be able to understand why the African American urban population grew and the rural population decreased from the 1890s to the mid-20th century.
- Students will be able to describe what life was like for the migrants once they arrived in the North.
- Students will be able to identify the type of work African Americans did once they migrated to the North.

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- Students will be able to create a painting showing one aspect of the African American migration to the West or the North in the style of Jacob Lawrence.
- Students will be able to describe in writing, the African American migration.
- Students will be able to define "discrimination," "racism," and "institutionalized racism."
- Students will be able to give examples of discrimination, racism and institutionalized racism during the 19th and 20th centuries.
- Students will be able to explain efforts people made to combat discrimination and institutionalized racism in the 19th and 20th centuries.
- Students will be able to research the mission, history, and work of current civil rights organizations via the Internet and note how these efforts connect to those made in the 19th and early 20th centuries.
- Students will be able to write a brochure or give an oral presentation on a civil rights organization.
- Students will be able to take notes summarizing information given in a presentation.
- Students will be able to write an essay on the lasting influence of a social reform movement.

8 - U5.3.1 Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.

8 - U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme

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Court's decision in Plessy v. Ferguson, and the response of African Americans

8 - U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

Lesson 1: What were former slaves' lives like during Reconstruction?

Outcome: Students will learn that that freedmen used the new rights and freedoms created during the early years of Reconstruction such as, voting rights and educational opportunities, to better their lives.

Extension lessons address increasing role of African Americans in state and federal government after the Civil War.

8 - U5.3.2 Describe the early responses to the end of the Civil War by describing the

- policies of the Freedmen's Bureau (E2.2)**
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)**

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans**

8 - U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

Lesson 2: What was the Freedmen's Bureau?

Outcome: Students will define "disenfranchisement" and give examples of how free blacks were disenfranchised.

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They will research two leading African American Civil Rights leaders of the time and explain how each proposed African Americans should fight against disenfranchisement.

8 - U5.3.2 Describe the early responses to the end of the Civil War by describing the

- policies of the Freedmen's Bureau (E2.2)
- restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)

8 - U6.1.1 America at Century's End - Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans

8 - U5.3.4 Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.

Lesson 3: How were free blacks disenfranchised?

Outcome: Students will create a timeline showing key historical events as related to the history of the KKK. They will research the influence and achievements of Ida B. Wells and create a powerful art collage to honor her social reform efforts and convey the power of media.

8 - U5.3.3 Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan.

Lesson 4: What is the Ku Klux Klan?

Outcome: Students will explore the African American migration to the West and to the North. They will describe the old and new lives of these migrants and create a painting

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in the style of Jacob Lawrence showing one aspect of the migration.

8 - U6.2.1 United States History Investigation Topic and Issue Analysis, Past and Present - Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action.

Lesson 5: How can social reform movements combat institutionalized racism and discrimination?

Outcome: Students will review the discrimination and institutionalized racism of the 19th and 20th centuries and explain efforts people made to combat this. They will learn that many social reform organizations that exist today are continuing this fight.

8-U6.2.1 is addressed specifically through lessons 4 and 5 as well as the cumulative assessment for this Unit.