

**Teacher's Guide**

**Exploring Pennsylvania:  
Our Geography, History, Economics, and Government**

by

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## A Medley of Suggested Teaching Strategies

Many of the lessons require similar teaching strategies, although diversity of teaching methods is recommended whenever possible. We are suggesting these strategies because of their commonality, and because we think you know best what instructional decisions will work with your group of students. At the end of each chapter in this guide, we have suggested extension and/or assessment activities. We would encourage you to read these sections before you begin teaching each chapter. Those activities, along with the *Student Activity Book (SAB)*, will be helpful in planning for instruction. In addition, there are many thematic or integrative strands and higher order thinking skills for your students interspersed throughout the text and this teacher's guide. We also encourage the use of technology and the Internet where appropriate and feasible. Here are some common core teaching strategies for this text.

### Geographic Skills

1. Mapping Skills (state, national, and world) - Use maps and globes frequently.  
locating places, reading legends, using cardinal and intermediate directions, use of scale, grids, latitude and longitude, etc.
2. Time Line Skills and Sequencing of Events
3. Graphing Skills
4. Making Maps

### Pre-Reading Activities

1. KWL (What I Know, What I Want to Know, What I Learned)
2. For Prior Knowledge (Venn Diagrams, Webbing, Concept Mapping, Graphic Organizers)
3. Skim Subtitles, boldfaced words (use the SQ of the SQ3R portion)
4. Predicting the contents of the lesson
5. Setting the purpose for reading  
Write questions (part of KWL), read review questions, read for answers
6. Look at and analyze pictures, graphs, maps, and charts.
7. Use the DOG (Daily Oral Geography) technique for review of previous concepts.
8. Use the index and glossary.

### Reading and Teaching Strategies during Reading

1. Shared Reading – to, with, or by someone
2. Guided Reading
3. Directed Reading Activity (DRA)
4. Directed Reading Thinking Activity (DRTA)
5. Supply related trade books
6. Reading Buddies
7. Visual tools or graphic organizers, such as Webbing or concept mapping for each section
8. Predict what will happen next.

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

9. Jigsaw (Each person reads and studies part of a section. Then, he/she teaches what he/she learned to the group. Student peers can quiz or question.
10. Check for understanding with questions; it is also a good time to think about and incorporate higher level thinking questions (impact questions).
11. Bring in related resources and books on various topics. Create a resource table.
12. Use the pictures in the text to create and answer questions. All pictures have questions in the captions.

### **After Reading the Lesson**

1. After reading, answer summary questions either individually, in pairs, in small groups cooperatively, orally, or with questions pre-prepared for an overhead projector (students can write answers on the overhead).
2. Summarizing the concepts orally or in writing
3. Retell in one's own words
4. Identify main ideas
5. Think-Pair-Share
6. Discussion of Main Ideas
7. Keep portfolios of indicators of learning (projects, tests, worksheets, etc.)
8. How will you handle the "Summary Questions" at the end of each lesson? Will you assign the questions as homework, as an activity for finding the answer (skimming and scanning), as a shared-paired exercise, etc.? Will you grade any of the review questions or use them as a study guide for chapter tests?

### **Vocabulary Activities**

1. Dictionary skills
2. Use the Glossary frequently for vocabulary activities. For example, on page 169 in your glossary in the left column, the teacher says, "I am thinking of a word that means 'not living, gone forever.'" Students look and find the answer. You can do this as a written activity with different clues for different groups of children.
3. Use the vocabulary activities in the *Student Activity Book (SAB)*.
3. Cloze technique
4. Use words in context.
5. Use the "new" words as spelling words for the week.

## **Suggested Teaching Strategies for Readers below Grade Level**

We think that many of the methods under the section "A Medley of Suggested Teaching Strategies" will work toward helping readers below grade level gain greater comprehension of the conceptual material. According to research, there are three factors that are most critical for greater

understanding of content books. They are 1) *reading comprehension strategies*, 2) *development and reinforcement of vocabulary terms*, and 3) *study skills techniques* (e.g. - SQ3R or PQ4R). Along with the

aforesaid "medley," you can try other ideas that have been successful. They are:

1. Make study guides with not-to-be-missed questions of important material.
2. Place the material on CD-ROMs or DVRs so students can listen to the content. Visual tools, such as graphic organizers are very helpful.
3. Use a storyteller mode for presenting the information.
4. Present the information through puppets or a class mascot.
5. Devise meaningful AV materials - they are the "spice" of teaching and learning.
6. Use the "every pupil response technique" (EPRT) to check understanding. The use of slate boards works well, or thumbs up and thumbs down if you agree or disagree, or word cards for everyone to use in response to questions.
7. Another technique is called "Questioning the Author." Work with your students to rewrite passages that are not clear to them. It may be to simplify the meaning of passages in relevant terms they understand.
8. For unfamiliar words, use the word attack plan of "continue reading," "frame it," "sound it," "find familiar parts," "use a dictionary," and "ask."
9. Create learning centers and/or academic games to reinforce the material.

### Suggested Procedures for Assessment

All teachers have to provide grades or benchmark progress reports of their students. Again, how you accomplish these reports become your decisions. Student assessment procedures can be divided into 3 different categories - process, product, and performance. Realistically, and to be consistent with the new guidelines for measuring achievement, grades will emerge more from the product and performance categories. Nine (9) chapter tests are available in the *Teacher's Resource Binder*.

**Process assessment** should deal with what is happening during the teaching of the material. Are the students learning or are they having difficulty? What should be done differently? This involves you as much as your students. Are you achieving the suggested objectives? How do you know without it becoming a matter of the "cardiac" principle? - in my heart, I feel I did!

**Product assessment** should deal with the end outcomes. What have your students learned? How much have they achieved or to what degrees have they achieved the objectives or outcomes for the lesson or chapter? Chapter tests would be a good indicator of product assessment.

**Performance assessment** should focus on actual indicators of what students are able to perform. Special care should be given to providing the necessary rubric or criteria for assessing a project. Therefore, descriptions of your criteria and a weighting emphasis should be provided to your students.

In that way, one can avoid the "cardiac" principle (in my heart, I think your project is worth a C) of grading. Taskstream is an on-line source that has scoring rubrics for about 25 different kinds of projects ( <http://www.taskstream.com> )

It is suggested that you also perform a diagnostic check on your teaching behaviors. Were you well planned? Did you ask questions to check for understanding? Were the instructional materials appropriate for your students? One way we contribute to our professional growth is to constantly monitor it without being judgmental. The ultimate purposes underlying this premise are for the benefit of our students and to reaffirm our commitment to teach with a purpose.

Other ideas for assessing your students' progress could be chosen from Chart 1. This list will allow you a variety of options. You will need to delineate the criteria for an acceptable performance.

Chart 1 – Alternative Assessments

concept maps	research paper	writing portfolio	diary or journal
oral presentation	oral questioning	activity sheets	sequencing
learning centers	projects	portfolios	dictated stories
chapter tests	learning logs	spelling inventory	writing vocabulary
self-assessment checklist	problem solving groups	vocabulary/spelling records	shared reading/writing experiences
writing samples or writing prompts	assignments (review questions)	illustrations/charts/graphs	summaries of trade books read
grading montages, models, etc.	grading cooperative learning projects	SWIRL activities	

### **Objectives/Strategies/Answer Key/Chapter Extension Activities**

The following information provides you with lesson objectives, some suggested teaching strategies (check "A Medley of Teaching Strategies" on pages 1-3), an answer key to the summary questions, and formative and summative assessment ideas, as well as suggested extension and/or assessment activities at the end of each chapter.

Before delving into the main text, we suggest that you use Activities 1, 2, and 3 from the *Student Activity Book*. They deal with skills of finding information in the book, such as using the Table of Contents, Index, and Glossary.

## Chapter 1 Opener – What are the political and physical features of Pennsylvania?

### Materials:

1. *ExPA*, p. 1
2. *SAB*, pp. 1, 2, and 3

### Suggested Teaching Strategies

1. Convey to students that the chapter opener presents the five main ideas for studying geography. These ideas will be used throughout the 11 lessons on Geography and in History lessons as well.
2. Relate the five themes to the satellite map of PA or to other pictures in the text such as the one on page 20. All five themes can be shown on the map. For example, for movement, people and products are moved over waterways, such as rivers and lakes. For regions, the ridge and valley region can be clearly seen on the map.
3. Before you delve into the book, we recommend that you incorporate activities from the *Student Activity Book*. The first three activities are “Using the Table of Contents,” “Using the Index,” and “Using the Glossary.”
4. Use Google Earth to help convey the information. If you do not have the application, you will need to download it for free in order to use it.

## Chapter 1 - Lesson 1 – Where can Pennsylvania be found?

### Materials

1. *ExPA*, pp. 2-5
2. *SAB*, Activity 4, “Using Cardinal and Intermediate Directions”
3. *SAB*, Activity 5, “Where Can Pennsylvania Be Found”

**Objectives:** Each student will have the opportunity to:

1. locate and identify the seven major continents.
2. locate and identify North America, the United States, and Pennsylvania.
3. differentiate among continents, countries, and states.
4. locate and identify border states surrounding Pennsylvania.
5. locate and identify the natural features that border Pennsylvania. **Reading Strategies**
6. differentiate between political and physical maps.
7. identify other examples of panhandles.
8. explain what the Mason-Dixon Line is.

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

### Suggested Teaching Strategies

**Note: SWIRL is an acronym that represents ELA’s Speaking, Writing, Informational Reading, Listening, Language, and Literature.**

1. See Reading Strategies.

2. Review the location and names of seven continents on globes or world maps. Describe a continent's location in relationship to another continent using directions - for example, "The first continent to the west of North America is \_\_\_\_\_. " Asia is the answer.
3. Conduct the lesson as a DRTA (Directed Reading Thinking Activity). As students read the material, ask questions that check for understanding (formative assessment).
4. Review cardinal and intermediate directions with students by playing "Directions Scavenger Hunt." Hide several items in various locations in the classroom. One child is the hunter. Provide oral directions, using directions, until each item is located. Continue until all items are found.  
Note: This activity also reinforces the concept of location.
5. Incorporate SWIRL activities as time allows. SWIRL also incorporates differentiated instruction and higher level thinking skills.
6. Complete the Summary Questions as a form of discussion, or as an assessment component.
7. Differentiated Instruction: See Reading Strategies above. For instance, have students use a map of PA provided in the book. Have the students work in pairs. One child reads "finger trip" around PA. The other child traces the route. Have each one switch roles.
8. Note: SAB stands for the student's *Student Activity Book*. Have students turn to SAB Activities 4 and 5. Activity 4 deals with cardinal and intermediate directions and Activity 5 is concerned with the vocabulary words of Lesson 1.
9. If you do not have this book, check Penns Valley Publisher's on-line support for the vocabulary activity.

### Answers to Lesson 1 on page 5

1. countries, states, cities (counties, parks)
2. rivers, mountains, valleys, oceans (lakes, bays, gulfs)
3. a. New York b. Ohio and West Virginia c. West Virginia, Maryland, and Delaware  
d. New Jersey and New York
4. border or a boundary
5. Lake Erie and Delaware River

### Assessment

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions
  - C. spot check your objectives to ascertain to what degree they were achieved
  - D. informal feedback on the SWIRL activities
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading answers to activities in the SAB, if desired
  - C. grading the Chapter 1 Test

## Chapter 1 - Lesson 2 – What are the physical features of Pennsylvania?

### Materials

1. *ExPA*, pp. 6-10
2. *SAB*, Activity 7, “What Are the Physical Features of Pennsylvania?”
3. *SAB*, Activity 6, “Watch Out for These Snakes!”
4. *SAB*, Activity 8, “Pennsylvania Mammal Brochure”

**Objectives:** Each student will have the opportunity to:

1. describe the physical features of Pennsylvania.
2. explain what population density is.
3. compare and contrast the size and population density of Pennsylvania with other states.
4. differentiate between weather and climate.
5. use proper geographic terms to identify the physical features of our state.
6. differentiate between lotic and lentic water forms.
7. cite details about our state’s trees, wildlife, hunting and fishing.

### Suggested Teaching Strategies

1. See the Reading Strategies box.
2. This lesson has many vocabulary words. These terms are common geographical ones. Using them in discussions will help to embed these terms in students’ vocabularies.
3. If desired, have students complete the **SWIRL** activities. **SWIRL** incorporates the Student State Standards, differentiated instruction, and higher level thinking skills.
4. The desert statement involves writing whereas the population density activity involves pairs planning and presenting. Various objects could be used in the population density display, such as marbles, BBs, dog food bits, etc.
5. Integrate a science lesson on precipitation and temperature. Record precipitation and/or temperatures for a month. Graph the results. Have students draw conclusions.
6. Summary Questions can be assigned as homework, as paired work, or as part of class discussion.
7. Have students turn to *SAB* Activity 7 to complete the vocabulary activity. If you do not have this book, check Penns Valley Publishers on-line support.
8. We have incorporated two other **SWIRL**-related activities. These activities can be done at any time. **They can also be completed as part of your Language Arts/Reading Program.** One is a 2 page reading on Snakes and the other is a research project on Pennsylvania Mammal Brochure. The rubric for the brochure is contained on the last page (56) of this document.

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

### Answers to Lesson 2 on page 10

1. Five different geographic features are that Pennsylvania has plains, hills, mountains, plateaus, valleys, highland, gorges, glens, and ridges.



2. Pennsylvania has 279 more persons per square mile than Montana. Our population density is quite crowded compared to Montana. However, New Jersey has 4 times more people living in each square mile than Pennsylvania. Pennsylvania is not nearly as crowded as New Jersey.
3. Pennsylvania has four seasons with cold winters and warm summers. We have cool weather in spring and fall. We get on the average of 42 inches of precipitation a year. We can have flooding, drought, and very bad storms.

landforms

water forms

- |              |        |        |             |         |
|--------------|--------|--------|-------------|---------|
| 4. mountains | ridges | rivers | ponds       | streams |
| plateaus     | plains | lakes  | reservoirs  |         |
| valleys      | hills  | creeks | tributaries |         |
5. A river system is a large river that has many other smaller waterways flowing into them
  6. Lotic water is flowing water whereas lentic water is water not flowing.
  7. More than half (50%) of our state is covered with forests.
  8. trees - oak, hickory, beech, hemlock, or pines (there are many others)
  9. deer, bear, turkey, ruffed grouse,
  10. Fishing is popular because we have so many good places from which to fish – streams, rivers, lakes, and ponds. People enjoy fishing.

**SWIRL Activity on a desert on p. 10**

Pennsylvania would be a desert region. Our state would not have the large forests and trees it has. There would not be as many streams or rivers in our state. The farming would probably be more for grazing animals. Our wildlife and plant life would be much different. The landforms could be similar, but not what is on or in them. The landscape would be drier. We might have irrigation farming.

**Assessment**

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions
  - C. spot check your objectives to ascertain to what degree they were achieved
  - D. informal feedback on the **SWIRL** activities
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading answers to vocabulary activity in the SAB, if desired
  - C. grading the **SWIRL** activities on Snakes, or the PA Mammal Brochure
  - D. grading the Chapter 1 Test

*Chapter 1 - Lesson 3 - How were the different parts of Pennsylvania formed?*

**Materials**

1. *ExPA*, pp. 11-14
2. *SAB*, Activity 10, "Syllabifying Our Vocabulary Words"

3. *SAB*, Activity 9, “Locating and Labeling Political and Physical Features”

**Objectives:** Each student will have the opportunity to:

1. use key terms and locate key places accurately.
2. identify and explain the natural forces that changed our land.
3. distinguish between folding and faulting.
4. describe how natural forces built up or wore away land and water forms.

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

**Suggested Teaching Strategies**

1. See the Reading Strategies box.
2. List specific examples of natural forces at work in your area (not all areas had glaciers).
3. Incorporate the vocabulary activity “Syllabifying Our Vocabulary Words.” If you do not have the *SAB*, check Penns Valley Publishers on-line support material.
4. *SAB* Activity 9 involves knowledge from all three lessons – an excellent labeling activity.
5. Other activities are contained in *Pennsylvania Geography*. (2011). 5<sup>th</sup> Edition. Penns Valley Publishers, Chapter 3.

**Answers to Lesson 3 on page 14**

1. A. erosion and/or weathering B. folding C. faulting D. glacier E. gravity
2. Folding occurs when natural forces beneath the earth's surface very slowly push an area of land upward to form mountains and plateaus.
3. Faulting occurs when land slowly rises or sinks because of a crack or weakness in the earth's surface.
4. Glaciers built up land formations by leaving large deposits of rock, stone, and soil to form plateaus and mountains.
5. Glaciers wore away the land by gouging and scraping the earth's surface to form streams, rivers, and lakes.
6. Mt. Davis was formed by the folding process.
7. When the earth's climate became warmer, the glaciers melted and withdrew from the land. Glaciers carved channels to start our river, creeks, and streams. They also gouged out parts of land to form lakes of different sizes.
8. Erosion and gravity is slowly, but constantly, at work because water forces wear away the soil and land. Soil is carried away by the work of gravity in our streams and rivers. Freezing weather causes smaller rocks to break apart. These smaller parts are carried away by wind and water.
9. Glaciers are not shaping the physical features of Pennsylvania today.

**Assessment**

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions

- C. spot check your objectives to ascertain to what degree they were achieved
  - D. informal feedback on the **SWIRL** activities
2. **Summative**
- A. grading answers to Summary Questions, if desired
  - B. grading answers to both *SAB* activities, if desired
  - C. grading the Chapter 1 Test

### **Suggested Projects for Extension and/or Assessment - Chapter 1**

1. Have students make relief maps from clay or flour and salt.
2. Make population density maps that illustrate the concept. Children interested in farming could make population density maps of cows. (New Zealand has 80 million sheep and four million people!) A correlation could be drawn that as human population becomes less dense, the cow population becomes more dense, and conversely (depending on the geographic region).
3. It is possible to conduct the PA Mammal Brochure activity as an enrichment exercise.

## *Chapter 2 – What are the geographic regions of Pennsylvania called?*

### **Materials**

1. p. 15 in *ExPA* (Chapter Opener)

**Objectives:** Each student will have the opportunity to:

1. identify and label the five geographic regions of Pennsylvania.
2. compare a physical map of Pennsylvania with a regions map of our state.

### **Suggested Teaching Strategies**

1. This page of material sets up an advanced organizer for the next 4 lessons. In addition, students can learn the major geographic regions of PA as well as compare those regions with the physical map of our state.
2. For the lessons on the regions, Google Earth would be helpful. If you do not have the application, you will need to download it for free in order to use it.

## *Chapter 2- Lesson 4 – Where are the Atlantic Coastal and Erie Plains of Pennsylvania?*

### **Materials**

1. *ExPA*, pp. 16-21
2. *ExPA*, p. 15
3. Map of PA with interstate roads on it (SWIRL activity)
4. Map of U. S.

**Objectives:** Each student will have the opportunity to:

1. locate the Atlantic Coastal and Erie Plains.
2. describe the physical features that dominate each landform region.
3. identify major cities in each region.
4. explain “lake effect.”

5. associate the major types of industry with each city in the region.
6. compare and contrast Philadelphia and Erie.
7. associate vocabulary words with their definitions.

- |   |   |
|---|---|
| <input type="checkbox"/> Shared Reading                     | <input type="checkbox"/> Guided Reading |
| <input type="checkbox"/> Reading Buddies                    | <input type="checkbox"/> Jigsaw         |
| <input type="checkbox"/> Directed Reading Activity          |   |
| <input type="checkbox"/> Directed Reading Thinking Activity |   |
| <input type="checkbox"/> Study Guide Reading                |   |

**Suggested Teaching Strategies**

1. See the Reading Strategies Box. It's your choice as to what reading strategies you use to convey the information.
2. Map work is essential. Draw your student's attention to the map inset on p. 16. Note that the regions are diagonally situated from each other. Also, have students locate and trace the water routes a ship can take from Erie and Philadelphia to the Atlantic Ocean. (p. iii)
3. Use the questions in the captions to generate discussion and higher level thinking.
4. Take some time to expand students' understanding of the Lake Effect snow. In paired-share, have them diagram and explain Lake Effect to each other.
5. This would be a good time to develop the concept of industry, or major economic activity, that goes on in these regions. This theme is embedded in many of the lessons.

**SWIRL Activities on p. 21**

1. A. 17 feet  
B. 28 feet
2. Answers will vary.
3. Answers will vary
4. Philadelphia would have the higher population density.

**Answers to Lesson 4 on p. 21**

- |       |        |        |        |
|-------|--------|--------|--------|
| 1. E  | 8. E   | 15. E  | 22. PH |
| 2. PH | 9. PH  | 16. PH | 23. BC |
| 3. PH | 10. PH | 17. BC | 24. E  |
| 4. PH | 11. E  | 18. PH | 25. E  |
| 5. E  | 12. PH | 19. E  | 26. E  |
| 6. E  | 13. BC | 20. PH | 27. PH |
| 7. PH | 14. PH | 21. PH |        |

**Assessment**

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions,
  - C. spot check your objectives to ascertain to what degree they were achieved
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading the Chapter 2 Test

***Chapter 2- Lesson 5 – Where is the Piedmont region?***

**Materials**

1. *ExPA*, pp. 22-26
2. *ExPA*, p. 15

**Objectives:** Each student will have the opportunity to:

1. locate the Piedmont region.
2. describe the physical features that dominate this landform region.
3. identify the major cities of the region.
4. associate the major types of industry with each city in the region.
5. associate vocabulary words with their definitions.

__Shared Reading	__Guided Reading
__Reading Buddies	__Jigsaw
__Directed Reading Activity	
__Directed Reading Thinking Activity	
__Study Guide Reading	

**Suggested Teaching Strategies**

1. See the Reading Strategies Box. It's your choice as to what reading strategies you use to convey the information.
2. Map work is essential once again. Draw your student's attention to the map inset on p. 22.
3. Use the questions in the captions to generate discussing, listening, and higher level thinking. Sometimes, they deal with right and wrong answers; sometimes, they do not. Some may require your input. For example, if your students do not have background knowledge about the Amish, you may need to explain what modern conveniences are. The answer to the caption would be "There are no electrical lines to be seen in this photo." (Not to be confused with newer housing developments where electrical lines are buried.)
4. Reinforce the concept of industry, or major economic activity, that goes on in this region. This theme is embedded in many of the lessons.
5. **SWIRL** – Have students share their answers from the **SWIRL** activities.

**Answers to Lesson 5 on p. 26**

1. hills
2. southeast
3. Reading
4. Gettysburg
5. York

<b>Matching:</b> Reading = 1, 6, 8    Lancaster = 1, 3, 7, 8, 13, 15
York = 2, 8, 10, 11, 14    Hershey = 4, 5, 9, 13    Hanover = 12
Gettysburg = 8, 13

**Assessment**

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions and SWIRL activities,
  - C. spot check your objectives to ascertain to what degree they were achieved
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading the Chapter 2 Test

*Chapter 2- Lesson 6 – Where is the Ridge and Valley region?*

**Materials**

1. ExPA, pp. 27-32
2. ExPA, p. 15
3. SAB, Activity 11, "Our State Symbols"

**Objectives:** Each student will have the opportunity to:

1. locate the Ridge and Valley region.
2. describe the physical features that dominate this landform region.
3. identify the major cities, rivers, mountains, and valleys of the region.
4. associate the major types of industry with each city in the region.
5. associate vocabulary words with their definitions.

<input type="checkbox"/> _Shared Reading	<input type="checkbox"/> _Guided Reading
<input type="checkbox"/> _Reading Buddies	<input type="checkbox"/> _Jigsaw
<input type="checkbox"/> _Directed Reading Activity	
<input type="checkbox"/> _Directed Reading Thinking Activity	
<input type="checkbox"/> _Study Guide Reading	

**Suggested Teaching Strategies**

1. See the Reading Strategies Box. It's your choice as to what reading strategies you use to convey the information.
2. Map work is essential once again. Draw your student's attention to the map inset on p. 27. Use the **SWIRL** activity and the map on p. 15 to locate the 10 communities in this lesson. In addition, there are rivers, mountains, and valleys to locate. Help students with directional terms of eastern, northeastern, central, and western parts of the region.
3. Use the questions in the captions to generate discussing, listening, and higher level thinking. The caption activity on logos (p. 32) can be expanded to include logos for other products.
4. Reinforce the notion of symbols by employing the activity on "Our State Symbols."
5. Reinforce the concept of industry, or major economic activity, that goes on in this region. This theme is embedded throughout the book.
6. **SWIRL** – Have students share their answers from the **SWIRL** activity on logos.

**Answers to Lesson 6 on p. 32**

1. Valleys and mountains (and one would be correct by saying hills)
2. Altoona
3. Allentown
4. State College
5. Harrisburg

<b>Matching:</b>	Allentown = 1, 5, 8, 9	Bethlehem = 13	Easton = 5, 6
	Hazleton = 7	Wilkes-Barre = 4, 5, 7, 10, 12	Scranton = 2, 5, 7, 12
	Harrisburg = 8, 11	Williamsport = 3, 14, 15	State College = 8
	Altoona = 8, 12		

**Assessment**

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions,
  - C. spot check your objectives to ascertain to what degree they were achieved
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading answers to the symbol activity in the *SAB*, if desired
  - C. grading the Chapter 2 Test

**Chapter 2- Lesson 7 – Where is the Allegheny Plateau region?**

**Materials**

1. *ExPA*, pp. 33-38
2. *ExPA*, map on p. 15
3. *SAB*, Activity 12, "Classifying Information on the Landform Regions"

**Objectives: Each student will have the opportunity to:**

1. locate the Allegheny Plateau region.
2. describe the physical features that dominate this landform region.
3. identify the major cities, mountains, rivers, and sites of the region.
4. associate the major types of industry with each city in the region.
5. associate vocabulary words with their definitions.

- |  |
|--|
| <ul style="list-style-type: none"><li>__ Shared Reading</li><li>__ Reading Buddies</li><li>__ Directed Reading Activity</li><li>__ Directed Reading Thinking Activity</li><li>__ Study Guide Reading</li><li>__ Guided Reading</li><li>__ Jigsaw</li></ul> |
|--|

**Suggested Teaching Strategies**

1. See the Reading Strategies Box.
2. While many places can be found on the physical map of PA on p. iv, it would be helpful to use a state map to locate the many sites of the Allegheny Plateau.
3. Use the questions in the captions to generate discussing, listening, and higher level thinking. The photo on p. 34 of Bushkill Falls would be an excellent opportunity to promote the senses. Vicariously standing on the bridge, have students use descriptive words for sight, sound, smell, and touch. (not sure about taste!)
4. Reinforce the concept of industry, or major economic activity, that goes on in this region. This theme is embedded throughout the book.
5. Activity 12 is designed to reinforce concepts from Lessons 4-7.
6. **SWIRL** – on p. 38 is an optional, small research report. There are an abundance of interesting places from which to choose or for you to assign pairs of students.

**Answers to Lesson 7 on p. 38**

1. more than ½ of our state (actually about 58% of our state)
2. rugged, mountains, gorges, forests, scenic
3. Pittsburgh
4. Johnstown
5. soft coal
6. towns built by coal mine owners that still exist today
7. steel, iron, glass (some students might say coal)
8. highways, rivers, railroads, and airport travel meet and crisscross in Pittsburgh
9. coal
10. answers will vary

**Assessment**

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions,
  - C. spot check your objectives to ascertain to what degree they were achieved
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading answers to Activity 12 in the *SAB*, if desired
  - C. grading the SWIRL research report using a rubric
  - D. grading the Chapter 3 Test

## Chapter 3 – How have Pennsylvania’s natural resources contributed to its economic growth?

### Materials

1. p. 39 in *ExPA* (Chapter Opener)

**Objective:** Each student will have the opportunity to:

1. associate vocabulary words with their definitions

### Suggested Teaching Strategies

1. Use the read and discuss method.
2. There are 5 vocabulary words, 4 of which are central to understanding the concepts presented in this chapter. Spend some time developing the concepts associated with natural resources, renewable resources, non-renewable resources, and economy.

## Chapter 3 - Lesson 8 – What are our state’s water resources?

### Materials

1. *ExPA*, pp. 40-44
2. *ExPA*, p. iv
3. *SAB*, Activity 13, Identifying the Water Forms of Pennsylvania

<input type="checkbox"/> Shared Reading
<input type="checkbox"/> Reading Buddies
<input type="checkbox"/> Directed Reading Activity
<input type="checkbox"/> Directed Reading Thinking Activity
<input type="checkbox"/> Study Guide Reading
<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Jigsaw

**Objectives:** Each student will have the opportunity to:

1. differentiate between lentic and lotic water resources.
2. identify and locate three major river systems in our state.
3. identify and locate other major water forms (reservoirs) in our state.
4. explain the major uses of our water forms.
5. explain how electricity is created by nuclear fuels and hydropower.
6. associate vocabulary words with their definitions.

### Suggested Teaching Strategies

1. See "the Reading Strategies Box."
2. With the **SWIRL** activity on p. 40, have your students locate the water forms as they proceed through the lesson. Locations of reservoirs are your discretion but students should know they are scattered in various parts of the state.
3. Use Google Earth to look at the many places listed in this lesson. If you do not have the application, you will need to download it for free in order to use it.
4. Teach a mnemonic device in which to remember the difference between the meaning of lentic and lotic. One device would be that the “o” in lotic equals the “o” in moving water. And the “t” in still equals still water.
5. Review the water cycle and its importance for fresh water using the diagram on p. 41.
6. Incorporate the SWIRL activity on p. 42. Having students create a graphic organizer will help them to remember the major rivers of our state, plus you can have students add rivers such as Beaver or Clarion on the organizer.
7. Web the different purposes and uses of water.
8. The captions present an interesting array of mini-activities that will engage your students.
9. Integrate science with a lesson on how electric energy is produced by nuclear energy and the force of falling water (hydroelectric).



10. If so desired, the **SWIRL** activity on p. 44 is an optional, small research report on dams, lakes, and reservoirs.
11. Incorporate the SAB activity “Identifying the Water Forms of Pennsylvania” to reinforce the concepts.

### Answers to Lesson 8 on page 44

1. **A.** lakes, ponds, reservoirs, and wetlands **B.** springs, runs, creeks, rivers, and streams
2. Delaware, Susquehanna, and Ohio river systems
3. Run-off water travels over land until it reaches a body of water in which to empty. Ground water seeps into the earth to feed springs and ponds.
4. A refuge is a place where plants and animals are protected and not disturbed by humans.
5. Pymatuning Reservoir in western PA, Raystown Lake in central PA, Kinzua Dam or Allegheny Reservoir in northern PA
6. The main uses of our water forms are to 1) transport goods and products, 2) obtain drinking water, 3) create electricity, 4) fun and recreation.
7. Electricity from using nuclear fuel is created by tremendous heat and steam that is used to turn an engine called a turbine that generates electricity. Hydroelectric power is created by the force of water falling onto a turbine that generates electricity.
8. Two main purposes of reservoirs and dams are for controlling floods, producing electricity, or recreation.

### Assessment

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions
  - C. checking student’s graphic organizers
  - D. spot check your objectives to ascertain to what degree they were achieved
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading answers to SAB activity # 12, if desired
  - C. grading the **SWIRL** research report using a rubric
  - D. grading the Chapter 3 Test (**We suggest giving the test in 2 installments.**)

## *Chapter 3 - Lesson 9 – What natural resources can be found on and under our land?*

### Materials

1. *ExPA*, pp. 45-49
2. *SAB*, Activity 14, Pennsylvania Farm Show Products
3. calculator (students might need one, although Activity 14 can be done without one)

**Objectives:** Each student will have the opportunity to:

1. differentiate between renewable and non-renewable natural resources
2. explain the different kinds of farms.
3. describe how our forests are helpful to the people of Pennsylvania.
4. identify and describe how our fossil fuels are used.
5. differentiate between metallic and non-metallic natural resources.

6. associate products with the different mineral resources.
7. associate vocabulary words with their definitions.

### Suggested Teaching Strategies

1. Similar to Lesson 5
2. Complete the "SWIRL Activity" on glass products on page 49 in the text.
3. Web our natural resources and the various useful products obtained from them.
4. When you cover types of farms, one that Pennsylvania is well known for is **Christmas trees**. It was inadvertently left out of the text. Indiana County claims it is the Christmas tree capital of the world. However, other states sell more Christmas trees than does Pennsylvania.
5. The SAB activity "Pennsylvania Farm Show Products" is an integration of math, particularly money.
6. **Correction:** In the Summary Questions #6, the question asked students to list two metallic minerals. The content does not supply the answer. Direct students to information in Lesson 7 on the Allegheny Plateau. Pittsburgh is the corporate headquarters for aluminum. Actually, students could list any metallic mineral like gold or silver. They just are not found in our state.
7. Additional information can be found on the Internet at the Fish and Game Commission's website is <http://www.fishandgame.com>

### Answers to Lesson 9 - page 49

1. crude oil, natural gas, hard and soft coal
2. coal
3. Agriculture means to work the soil for the purpose of producing crops and/or for raising animals for their products.
4. **A.** farming = dairy, orchard, chicken, pig, beef farm, truck farm, Christmas trees, etc. **B.** beef, chicken, eggs, milk, ice cream, cheese, turkey, buffalo meat, pork, lamb, etc.
5. Our forests help to 1) keep the land from eroding, 2) provide a home for many plants and animals, 3) give off oxygen, 4) provide us with many wood products, 5) give us places for recreation and beauty, and so on.
6. **A.** metallic = The main metallic mineral mined is iron ore. PA is headquarters to bauxite mining companies but bauxite is not mined in our state. **B.** iron and steel products and aluminum products
7. **A.** sand, limestone, slate, clay, stones **B.** glass products, cement, concrete products, roof tiles, bricks
8. Answers will vary.
9. Answers will vary.

### Assessment

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions
  - C. spot check your objectives to ascertain to what degree they were achieved
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading answers SAB Activity 14, if desired
  - C. grading the Chapter 3 Test **(We suggest giving the test in 2 installments.)**

## Chapter 3 – Lesson 10 – How do our human resources influence our state’s economy?

### Materials

1. *ExPA*, pp. 50-54
2. *SAB*, Activity 15, What Is the Difference between Goods and Services?

**Objectives:** Each student will have the opportunity to:

1. define human resources and economy.
2. explain the population characteristics of Pennsylvania.
3. explain the differences among rural, urban, and suburban areas.
4. explain the basic terms associated with an economy.
5. differentiate between jobs in industry versus those in service.
6. classify jobs, or occupations, into their proper category.
7. associate vocabulary words with their definitions.

<input type="checkbox"/> Shared Reading
<input type="checkbox"/> Reading Buddies
<input type="checkbox"/> Directed Reading Activity
<input type="checkbox"/> Directed Reading Thinking Activity
<input type="checkbox"/> Study Guide Reading
<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Jigsaw

### Suggested Teaching Strategies

1. See the Reading Strategies Box.
2. **Note:** While you are developing or reinforcing the concepts of urban and rural, include the vocabulary word of suburban and its meaning.
3. Allow time for discussion about what an economy is. Many people and students do not understand why they need to learn about what the economy is. Besides being encompassed in state standards, students are consumers and they need to understand the basic concepts of economic principles. They live these principles every day as do you and we. This is a good point at which to hold a discussion.
4. Web the econowords in sets as they are developed. There are many concepts among those terms so it will take some time. Include examples associated with the terms. You can refer to the graphic organizer as we study economic principles throughout the text.
5. Use the photos and captions to help develop and reinforce the concepts in this lesson.
6. Use Activity 15 from the *Student Activity Book*, "What Is the Difference between Goods and Services?" This is a solid reinforcement activity.

### Answers to Lesson 10 on page 54

1. Human resources are about 12 million people in our state. However, not everyone is of working age!
2. 8 out of 10 people live in urban areas; 2 out of 10 people live in rural areas
3. Answers will vary     A. need = water   B. want = iPod   C. good = shoes   D. service = teacher  
E. producer = industrial worker   F. consumer = you   G. import = cacao bean   H. export = chocolate bars
4. Answers will vary.     industrial-type jobs = mining coal, producing steel, making cars, etc.  
service-type jobs = doctors, mechanics, teachers, etc.
5. Answers will vary.     An industrial business is one that makes a product or good, such as toys or foods. A service business is one that provides a service to people, such as banks, teachers, postal workers, and many types of stores. A huge service industry is the wireless phenomenon.
6. A. industrial jobs = 23 workers   B. service jobs = 77 workers

## Assessment

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions
  - C. spot check your objectives to ascertain to what degree they were achieved
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading answers to SAB Activity #15, if desired
  - C. grading the Chapter 3 Test (**We suggest giving the test in 2 installments.**)

## *Chapter 3 - Lesson 11 – How can we keep our environment healthy?*

### Materials

1. *ExPA*, pp. 55-60
2. *SAB*, Activity 16, Vocabulary Words for Our State’s Environment

**Objectives:** Each student will have the opportunity to:

1. define what the environment is.
2. identify major environmental concerns/problems in our state (which are global).
3. discuss environmental issues using correct terminology.
4. cite ways he/she can help to protect and preserve (solutions) our environment.
5. associate vocabulary words with their correct meaning.

### Suggested Teaching Strategies

1. Select one: Read and discuss, DRTA, shared-paired, Jigsaw, Study Guide reading, etc.
2. The focus of this lesson is the problems/solutions (PCS) approach. Pennsylvania Core Standards support the inclusion of this approach within textual writing.
3. Web the problems as per air, land, and water pollution problems, and then classify solutions or potential solutions as per category. Stress that we will not be able to live off or on the land if our environment does not remain clean
4. Use the photos and captions as discussion themes.
5. Your authors have noted that many special events held by organizations, such as churches and Boy/Girl/Cub Scouts, do not recycle plastic and foam products. This would be an excellent opportunity for students to appeal to these organizations to create a recycling program.
6. In the **SWIRL** activity, pair students so that they can research websites to create a list of ways to save energy within their families, the school, and certain organizations. For example, the Department of Conservation and Natural Resources (DCNR) maintains a website that would be helpful. It is: <http://www.dcnr.state.pa.us>
7. Incorporate *SAB* Activity 16, “Vocabulary Words for Our State’s Environment.”

### Answers to Lesson 11 on page 60

1. air, water, and soil
2. When burned, fossil fuels give off harmful chemicals and pollute the air we breathe.
3. Dirty chemicals mix with water droplets. Rain, snow, and sleet contain these harmful chemicals.
4. It eats away at buildings, pollutes our environment, and destroys our plant and animal life.

5. Landfills take up space. We are running out of space for solid wastes. Items buried in landfills will not break down easily. They can leak dangerous chemicals that can get into the fresh water supply.
6. Wastewater is dirty water put into sewer lines by homes and businesses.
7. It goes through many steps to be cleaned and returned to rivers and streams.
8. Recycling is important because 1) we use fewer natural resources, 2) we use less energy, and 3) we create less litter.
9. Nuclear energy causes heat pollution of our rivers and can, if uncontrolled, give off dangerous gases.
10. Laws have been passed that require coal companies to return the land to its original shape. Soil must be returned and trees must be planted on the land that was stripped away.
11. The Farmland Preservation Act is considered a solution because preserves farmland for future farming activity. This means less land will be polluted or lost to housing or mall development.

### Assessment

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions
  - C. spot check your objectives to ascertain to what degree they were achieved
  - D. ascertaining how well the **SWIRL** activity on compiling wise energy decisions is done
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading answers to vocabulary activity in the *SAB*, if desired
  - C. grading the Chapter 3 Test (**We suggest giving the test in 2 installments.**)
  - D. grading the ways to save energy and wise use of our natural resources list, if desired

### Suggested Projects for Extension and/or Assessment - Chapter 3

1. Make a chart with the following headings: Soils, Forests, Water Forms, Fossil Fuels, Landforms, Minerals, and Occupations for Humans. Brainstorm in small groups to list as many examples as possible. This activity could be done before reading Chapter 3 (a form of KWL), and then, recorded on following the reading of Chapter 3 material. Keep the chart for future reference.
2. Plan various make-believe trips in PA beginning with one's hometown. Use a PA map and its scale (use of scale could be a lesson itself) of miles to determine total distance. Compare the time a particular trip would encompass if the traveler walked, drove an Amish buggy, or drove a car.
3. Use the local environment to invite resource speakers. For instance, invite a local farmer to discuss his/her business. Modern technology plays an important role in farming today. Also, at any place in the state, our state claims, we are within 25 miles of a state park. Invite a park ranger, forest ranger, and/or game warden to discuss their roles. Hunting and fishing seasons could be discussed.
4. Research projects (clearly explain in writing your criteria) could be used as product or performance assessments. For instance, research the differences between a national forest, a state forest, a state park, game lands, natural areas, etc. Or, research the many kinds of wildlife or plant life in our state. A specific research report on our poisonous snakes could be one such project. National and state guidelines call for students to use a variety of sources in locating

information, such as reference books, CD-ROMs, DVDs, groups (Game Commission), magazines, and resource people. (Author's note: There is an on-line agency known as Taskstream that provides assistance for teachers (for a fee) in developing scoring rubrics for projects. This agency also has all of the state and national standards available as well as the capacity for planning units and lesson plans. The web address is <http://www.taskstream.com>

5. Use websites on the Internet to locate "research material" for reports. For example, the Department of Conservation and Natural Resources (DCNR) maintains a website. It is: <http://www.dcnr.state.pa.us> The Fish and Game Commission's website is <http://www.fishandgame.com>.

## Chapter 4 – Who were the first people of Pennsylvania?

### Materials

1. *ExPA*, p. 61 (Chapter Opener)

**Objective:** Each student will have the opportunity to:

1. differentiate between an archeologist and historian.

### Suggested Teaching Strategies

1. We enter the history phase of our text. Key concepts to discuss are the roles of historians and archeologists. Point this out to your students.
2. Point out that this page presents an advanced organizer as to the concepts to appear in Lessons 12-14 on the first people to inhabit Pennsylvania.
3. Have a discussion on the captions, particularly the toy animal.

## Chapter 4 - Lesson 12 – What Native American tribes were located in Pennsylvania?

### Materials

1. *EXPA*, pp. 62-66
2. *SAB*, Activity 18, The Dream Story Legend

**Objectives:** Each student will have the opportunity to:

1. trace the migration routes of the early Native Americans.
2. identify and locate some of the early Native American tribes in Pennsylvania.
3. distinguish between the Iroquois and Algonquin-speaking tribes.
4. compare and contrast how the Iroquois and Algonquin tribes were organized.
5. describe what is contained in the Meadowcroft Rock Shelter.

<ul style="list-style-type: none"><li><input type="checkbox"/> Shared Reading</li><li><input type="checkbox"/> Reading Buddies</li><li><input type="checkbox"/> Directed Reading Activity</li><li><input type="checkbox"/> Directed Reading Thinking Activity</li><li><input type="checkbox"/> Study Guide Reading</li><li><input type="checkbox"/> Guided Reading</li><li><input type="checkbox"/> Jigsaw</li></ul>
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### Suggested Teaching Strategies

1. Canvas your school and community libraries to locate more information on the Eastern Woodland tribes. It's old but Paul Wallace's book on *Indians of Pennsylvania* has useful information, especially on tribal locations. There are many websites devoted to Native Americans.
2. There are many collections of local folklore and legends about Native Americans. A field trip to an original Native American location would be exciting, if possible.
3. See the Reading Box Strategies, as well as "Extension Activities" for Chapter 4.

4. The Meadowcroft Rockshelter National Historic Landmark was an exciting archeological find and presents evidence to refute the previous dating of the arrival of the Native American. Relate this to the information on p. 61 about one of the roles of historians is to find and interpret new evidence that counters "old facts."
5. Introduce the term artifacts (original relics) as shown on pp. 63-64. See if students can tell the difference between an original and a reproduction.
6. Work with the Pennsylvania Core Standards of "compare/contrast, and problem solving.
7. Have students share the results of their cooperative work from the **SWIRL** activities.
8. Use *SAB*, Activity 18, "The Dream Story Legend" as a Pennsylvania Core Standard exercise.

### Answers to Lesson 12 on page 66

1. Asia
2. between 12,000 - 16,000 years ago (New evidence suggests 16,000 years or more ago.)
3. Christopher Columbus thought he had discovered India. He called the native people Indians.
4. archeologist
5. by language
6. Algonquins (sometimes spelled Algonkians) and Iroquois
7. The Iroquois organized 5 tribes to form a stronger "League of Nations" than the Algonquins. Algonquins were less structured and had no such political organization.
8. clans
9. the women
10. The Algonquins were governed by a council of men with a chief. The Iroquois were governed by a tribal council of chiefs. A head chief was selected. In both cases, women selected the council members.
11. Both groups had villages called clans. Both groups named their clans after animals. Women chose tribal leaders, and they removed them as well. They had no written laws, courts, judges, police, etc.

### Assessment

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions
  - C. spot check your objectives to ascertain to what degree they were achieved
  - D. ascertaining how well the **SWIRL** activity on tasks on p. 66
  - E. informal assessment of *SAB* writing activity
2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading the Chapter 4 Test

## *Chapter 4 - Lesson 13 - Native American Tribes in PA - Part 2*

### Materials

1. *ExPA*, pp. 67-72
2. *SAB*, Activity 19, Making Sense out of Syllables
3. *SAB*, Activity 17, Native American Tribes in Pennsylvania

<input type="checkbox"/> Shared Reading
<input type="checkbox"/> Reading Buddies
<input type="checkbox"/> Directed Reading Activity
<input type="checkbox"/> Directed Reading Thinking Activity
<input type="checkbox"/> Study Guide Reading
<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Jigsaw

**Objectives:** Each student will have the opportunity to:

1. describe the three styles of homes the Algonquins built.
2. describe the style of home the Iroquois built.
3. contrast lifestyles between the Iroquois and Algonquin tribes.
4. categorize work roles among the tribes' children, men, and women.
5. compare the tribes' transportation systems.
6. describe the importance of bartering and wampum in Native American culture.
7. appreciate that Native Americans had the same basic needs as people do today.

### Suggested Teaching Strategies

1. Same as Lesson 12
2. In some communities, there are individuals or historical societies that have many Native American artifacts. They are usually very enthusiastic to share their expertise and actual examples of these artifacts.
3. The **SWIRL** activities are designed to employ Pennsylvania Core Standards. Their main focus is for students to work together on the tasks.
4. Incorporate the vocabulary activity from the *SAB*, "Making Sense out of Syllables."
5. *SAB* Activity 17 is designed to reinforce knowledge from Lessons 12 and 13.

### Answers to Lesson 13 on page 72

1. circular or domed, rectangular, coned, longhouse
2. Iroquois built longhouses for many families whereas the Algonquin built wigwams for individual families. Iroquois built fences around their villages. Algonquins built sweat lodges.
3. squash, beans, and corn
4. men = hunted for food, cleared land for a garden, made weapons, protected the village, and made canoes women = owned the house, cared for the garden, made pottery, cleaned the hunted food, and made clothing children = Boys were trained to do men's work and girls were trained to do women's work.
5. dresses, leggings, moccasins, shirts
6. Barter means to trade one good or product for something else.
7. They received all kinds of goods and products for furs from the fur traders.
8. Four purposes of wampum were to 1) record stories and events, 2) record peace treaties, 3) to show a title, and 4) marriage proposal
9. The canoe was the only way to haul people, goods, and supplies over water.
10. The birch bark canoe was lighter and lasted longer than the elm canoe..
11. Many of our modern roads followed the paths made by the Native Americans.

### Assessment

1. **Formative**
  - A. questioning and monitoring to check for comprehension
  - B. checking answers to Summary Questions
  - C. spot check your objectives to ascertain to what degree they were achieved
  - D. ascertaining how well the **SWIRL** activity on various tasks of Native American life
  - E. informal assessment of the *SAB* Activity # 17



2. **Summative**
  - A. grading answers to Summary Questions, if desired
  - B. grading answers to vocabulary activity #19 in the SAB, if desired
  - C. grading the Chapter 4 Test

### *Chapter 4 - Lesson 14 - Early European Settlements in Pennsylvania*

**Materials:**

1. *ExPA*, pp. 73-77
2. *SAB*, Activity 20, Europeans Settlers Rush to North America

**Objectives:** Each student will have the opportunity to:

1. describe the "Age of Exploration."
2. identify the European countries that were establishing colonies in our region.
3. define what conflict means, today, and in a historical sense.
4. sequence the events of how the English obtained control of our region.
5. identify contributions of the Swedes and Dutch to our land.

<input type="checkbox"/> Shared Reading <span style="float: right;"><input type="checkbox"/> Jigsaw</span>
<input type="checkbox"/> Reading Buddies <span style="float: right;"><input type="checkbox"/> Guided Reading</span>
<input type="checkbox"/> Directed Reading Activity <span style="float: right;"><input type="checkbox"/> Directed Reading Thinking Activity</span>
<input type="checkbox"/> Study Guide Reading <span style="float: right;"></span>

**Suggested Teaching Strategies**

1. Choose a Reading Strategy.
2. Use a European map to locate countries that were involved in exploration -- mainly England, France, Portugal, Holland, Spain, and Sweden.
3. Use the *SAB* Activity 20 to reinforce the idea of crowding of nations in geographic areas.
4. Use a simulation exercise to demonstrate what happens when everybody or several people (nations) want the same thing so badly. Use something that almost everybody likes - such as money or a swimming pool! Make sure your group of students has the emotional maturity to handle this demonstration.
5. This would be a good time to work with conflict resolution ideas. Pose a number of scenarios for potential conflict. Besides fighting a war, allow students to suggest a number of ways of solving conflict. Use current events as examples.
6. Set up a table with makeshift Swedish, Dutch, and English colonies in this region. Put dates by the colonies. As they are "swept" from the historical stage, take a broom and sweep them from the scene. "Time marches on" with different nations taking control of a region.
7. Employ the **SWIRL** activities.

**Answers to Lesson 14 on page 77**

**Note:** Ask students what was the Age of Exploration? **Answer:** It was a time when European nations sent their ships to explore regions of the world

1. Ships' captains thought the world was flat and they would sail off the end of the earth.
2. Amerigo Vespucci was the first person to suggest that South America was a "new world," and not India.
3. Sweden, England, France, Holland (Dutch), Spain, (although not mentioned, Portugal).
4. gold and spices
5. Native Americans did not believe in land ownership.
6. The Schuylkill River was not seen by early Dutch explorers. They named the river Schuylkill when they discover it. In the Dutch language, Schuylkill means hidden river.
7. It was located on Tinicum Island, 20 miles south of Philadelphia

8. The Dutch sent ships and an army to capture the Swedish colony.
9. The English King sent ships and an army to capture the Dutch colonies.
10. The Swedes contributed log cabins and cows. The Dutch contributed sleighs, ice skates, food, and the Santa Claus tradition.

**Assessment**

**Formative**

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of Activity 20 from *SAB*

**Summative**

1. grading answers to Summary Questions, if desired
2. grading the Chapter 4 Test

**Suggested Projects for Extension and/or Assessment - Chapter 4**

1. Choose the role of a Native American man, woman, or child. Write a short autobiography or diary including one's responsibilities.
2. Provide various items to be "purchased." Role play transactions using the bartering system. Then, role play transactions using "currency." Compare and contrast advantages and disadvantages.
3. Construct models of Native American villages (homes, sweat lodges, picket fences, canoes, gardens, water sources, etc

***Chapter 5 – How did William Penn attract people to Pennsylvania?***

***Chapter 5 – Lesson 15 – Who was William Penn?***

**Materials**

1. *ExPA*, pp. 78 (Chapter Opener), and 79 - 83
2. *SAB*, Activity 21, What Were William Penn’s Dreams, p. 22

- |   |   |
|---|---|
| <input type="checkbox"/> Shared Reading                     | <input type="checkbox"/> Jigsaw         |
| <input type="checkbox"/> Reading Buddies                    | <input type="checkbox"/> Guided Reading |
| <input type="checkbox"/> Directed Reading Activity          |   |
| <input type="checkbox"/> Directed Reading Thinking Activity |   |
| <input type="checkbox"/> Study Guide Reading                |   |

**Objectives:** Each student will have the opportunity to:

1. explain who William Penn was.
2. identify why William Penn started the colony of Pennsylvania.
3. identify the ideas behind William Penn’s colony.
4. describe what Penn’s colony looked like.
5. explain what important laws were created for Penn’s colony.
6. identify who the Quakers were and why the king did not approve of their church.

**Suggested Teaching Strategies**

1. See the Reading Strategies Box.
2. Have students create a vanity plate out of letters or numbers to create a license plate describing the colony of Pennsylvania.

3. Have students infer using a graphic organizer or free write why William Penn is the “father” of democracy.
4. Use Activity 21 PCS writing exercise “What Were William Penn’s Dreams.
5. Have students complete a think, ink, and share. Allow students to write a response to one of the captions in the Chapter Opener or Lesson 15.
6. Use the following website to view an actor speaking about Quakers in the New World QR code [http://www.teachertube.com/viewVideo.php?video\\_id=19601](http://www.teachertube.com/viewVideo.php?video_id=19601) or use the following QR code



A QR code also known as a quick response code is a type of bar code that is used to provide easy access to information through a smartphone or tablet. This process is known as mobile tagging. Smartphone or tablet owners will need to find an app in which they can use their camera on their device. After downloading the app, all the user needs to do is point and shoot at a QR code like taking a picture. Whatever information the QR code possesses will show up on your smart device.

7. Allow students to create a podcast or video in the format of a newscast or interview with William Penn. Students can create questions and answers based on the information in the text.
8. Have students create a website or blog about the exploration of the “New World.” What are they seeing, feeling, smelling, experiencing? Have students describe these features.

### Answers to Lesson 15 on page 83

1. He was charming, a great negotiator, fair, treated others like equals.
2. Penn wanted to create a place where people of all religions could live in peace.
3. William Penn wanted to name his new colony Sylvania, which meant woods. The King of England wanted to honor William’s father, Admiral Penn, by adding Penn to Sylvania.
4. It was known as the Holy Experiment.
5. Any three of the following ideas will do: all people are born equal, religious freedom, freedom of speech, and people could run their government.
6. The Delaware taught the settlers how to use their natural resources to survive. They taught them how to hunt, fish, and trap animals. They also taught them how to farm.
7. William Penn treated the Delaware as equals.
8. Philadelphia means “City of Brotherly Love” in Greek.
9. He influenced men to create a united nation, showed a model government for the rest of the world and made sure that people would have a say in government, freedom of speech, and freedom of religion.

### Assessment

#### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of SAB activity writing exercise

### Summative

1. grading answers to Summary Questions, if desired
2. grading the Chapter 4 Test

## Chapter 5 – Lesson 16 – Why was Penn’s colony such a success?

### Materials:


1. *ExPA*, pp. 84-88
2. *SAB*, Activity 22, Religious Freedom Attracts Immigrants, p. 23

**Objectives:** Each student will have the opportunity to:

1. describe what made William Penn’s colony a success.
2. identify the religious groups that moved into Pennsylvania.
3. identify other ethnic groups that moved into Pennsylvania.
4. describe what diversity means.

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

### Suggested Teaching Strategies

1. See Reading Strategies Box. 
2. Use a European map to locate countries that were involved in relocating to Pennsylvania -- mainly England, Germany, Switzerland, and Ireland.
3. Use this lesson to talk about religious freedom and diversity of religions in our country. You could have students think about the different places of worship in their towns or cities.
4. Use the **SWIRL** activity to think about different ethnic and cultural differences we see in our country. We can use current events as well.
5. Use the reinforcement Activity 22 in the *SAB*.
6. See "Suggested Projects."

### Answers to Lesson 16 on page 88

1. They were farmers.
2. The Quakers
3. Early 1700s
4. They were called Dunkards because they baptized people by dunking them in a stream
5. Brothers and sisters worshipped in separate buildings, a hard board as a bed, or use a wooden block as a pillow
6. This law abolished slavery in Pennsylvania.
7. Quakers, Moravians, Church of the Brethren, Seventh Day Baptists, Lutherans, Mennonites, Amish, Presbyterian, Catholic
8. People who could not afford to pay for the ocean voyage and worked 7 years for people who paid the captain for their trip.

### Assessment

#### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved

### Summative

1. grading answers to Summary Questions, if desired
2. grading answers to SAB activity
3. grading the Chapter 5 Test

### Suggested Projects for Extension and/or Assessment - Chapter 5

1. If your school is able Pennsbury Manor has tours for school groups at <http://www.pennsburymanor.org/tours/pennsbury-manor-school-programs/> or you can have William Penn visit your school with information at <http://www.pennsburymanor.org/tours/william-penn-in-your-classroom/>
2. Write a narrative as an indentured servant coming to Pennsylvania, and include your feelings upon arrival in this new land.
3. Look up the definition for diplomacy and write a paragraph about how this relates to William Penn.

### *Chapter 6 – What part did Pennsylvania play in the start of a new country?*

#### Materials

1. *ExPA*, p. 89 (Chapter Opener)

#### Suggested Teaching Strategy

1. Read and discuss. Convey to students that the birth of our nation had its beginnings in Pennsylvania. Many important events leading to the development of the United States had its groundwork conducted in Philadelphia. These lessons present information that is national in its scope.

### *Chapter 6 – Lesson 17 - Why did two empires fight for control of the Pennsylvania colony?*

#### Materials

1. *ExPA*, pp. 90-96
2. *SAB*, Activity 23, Conflicts and Clashes in Colonial Pennsylvania, p. 24

**Objectives:** Each student will have the opportunity to:

1. explain why Philadelphia grew so well during colonial days.
2. describe the European settlers' impact upon the Native Americans.
3. discuss the fairness of the Walking Purchase.
4. provide examples of cause and effect (desire for fur trade led to war).
5. identify when and where the French and Indian War took place.
6. cite two results of the French and Indian War.
7. sequence events of the French and Indian War era.

<input type="checkbox"/> Shared Reading
<input type="checkbox"/> Reading Buddies
<input type="checkbox"/> Directed Reading Activity
<input type="checkbox"/> Directed Reading Thinking Activity
<input type="checkbox"/> Study Guide Reading
<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Guided Reading

#### Suggested Teaching Strategies

1. **Note:** This is a large lesson covering many historical events. You will probably need two days to cover the material. It would be advisable

- to sequence the events as well. Choose reading strategies listed on page 29.
2. If you are comfortable with the material, you could present this information like a National Park Ranger. Tell the story of the French and Indian War. More information on Fort Necessity is available at <http://www.nps.gov/fone>
  3. Use a map to locate Philadelphia and the strategic area called the Ohio River Valley.
  4. Work with the concept of cause and effect. Cause and effect is delineated in the Pennsylvania Core Standards. After discussing the concepts on p. 93, have students provide modern day examples of cause and effect issues. Set up a bulletin board with cause and effect. Use newspaper or Internet articles that show cause and effect.
  5. Hold a contest to rename the French and Indian War to more accurately portray what the war was about.
  6. This web address will put you in touch with a "trail of history" map around our state. Have children, along with your help, check it out at:  
[http://www.portal.state.pa.us/portal/server.pt/community/trails\\_of\\_history/4287](http://www.portal.state.pa.us/portal/server.pt/community/trails_of_history/4287)
  7. Use the *SAB* Activity # 23 to reinforce the concepts of this lesson.

### Answers to Lesson 17 on page 96

1. Philadelphia was an inland port protected from the Atlantic Ocean. The city was well located for trade and growth.
2. Many immigrants came to the colony for cheap land and the freedoms that were offered.
3. The Native American population decreased because they had no protection in their bodies from the European diseases of smallpox and measles.
4. The European settlers cheated when they blazed a trail through the Delaware land (cause). The result was that the walker covered much more land than the Delaware wanted to sell. The Native Americans became very angry and fighting broke out (effect).
5. England and France
6. The fur trade business was very important because there was a heavy demand for furs in Europe. Fur trading became a profitable business for Europeans.
7. Because, the Quakers of Pennsylvania were peace loving and did not believe in fighting and war. They knew that the conflict in the Ohio River Valley at the forks of the Ohio River would lead to fighting.
8. Fort Necessity was built quickly because of a great need to provide George Washington's troops with shelter against an expected French attack.
9. The French and Indian War
10. General Braddock's troops fought in open ranks. The French and Indians hid behind trees and fought. Braddock's troops were easy targets.
11. Two main results of this war were 1) England gained control of the fur trade, and 2) England gained control of the North American continent.
12. Pontiac was the chief who led the Native Americans against the colonists in the forts. Colonel Bouquet and his army were sent to stop the Native American attacks on the forts.

### Assessment

#### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved

### Summative

1. grading answers to Summary Questions, if desired
2. grading answers to SAB activity, if desired
3. grading the Chapter 6 Test

## Chapter 6 – Lesson 18 – How did Pennsylvania unite the American colonies?

### Materials

1. *ExPA*, pp. 97 - 99
2. *SAB*, Activity 24, Styles, Fashions, and Environments

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

**Objectives:** Each student will have the opportunity to:

1. explain why Pennsylvania has multiple nicknames.
2. describe why the colonies united to fight against England.
3. provide examples of cause and effect that led to the American Revolution.
4. identify when and where the colonial leaders wrote the Declaration of Independence.

### Suggested Teaching Strategies

1. Select a reading strategy to cover the lesson's content.
2. Have students create a foldable of pros and cons the colonists might have considered about declaring freedom.
3. Use the caption on page 99 to engage students in discussion about famous works of art.
4. Use the Styles, Fashions, and Environments component of Activity 24 in the *SAB*.
5. Have students write a persuasive letter using the pros and cons foldable or another graphic organizer to defend the right to declare freedom or stay joined with England.
6. Be a reporter at the Pennsylvania State House (Independence Hall) and report what is going on inside as colonial leaders decide what to do.
7. Utilize Liberty kids' activities to engage students in online activities about the Declaration of Independence. <http://libertyskids.com/parentsteachers.html>
8. Students can use Congress for Kids! Website to view a list of project ideas, an online learning module, word spy and surf with Uncle Sam.  
[http://www.congressforkids.net/Independence\\_declaration\\_1.htm](http://www.congressforkids.net/Independence_declaration_1.htm)

### Answers to Lesson 18 on page 99

1. A keystone locks an arch into place utilized in many building projects.
2. Pennsylvania was considered the keystone state because of its central location among the colonies and our state's central role in history.
3. The colonists felt they deserved to be represented in the government if they were to be taxed. "No taxation without representation"
4. The document inspired the colonists and new Continental Army to continue to fight to defeat the British Army and begin an independent nation.

### Assessment

#### Formative

1. questioning and monitoring to check for comprehension

2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. checking the plausibility of answers to the Styles, Fashions, and Environments component of the SAB

**Summative**

1. grading answers to Summary Questions, if desired
2. grading the Chapter 6 Test

**Chapter 6 – Lesson 19 – How did the American colonies gain freedom from England?**

**Materials**

1. *ExPA*, pp. 100 - 103
2. *SAB*, Activity 24, Likenesses and Differences, p. 25

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

**Objectives:** Each student will have the opportunity to:

1. explain the problems that existed before the American Revolution started for the colonies.
2. describe how General Washington finally defeated the English.
3. provide examples of how Pennsylvanians influenced the war.
4. identify when and where the key turning points of the war occurred.

**Suggested Teaching Strategies**

1. See the Reading Strategies Box.
2. Devote some time in developing the meaning of a revolution. Why would it be risky (and unwise) for the colonial army to fight the American Revolution? Have students compare the risky behavior of fighting a war that occurred in the 1770s with the risks of war today (current events connection).
3. Have students create their own artistic drawing of an event from the war.
4. Use Activity 24 “Likenesses and Differences in the Colonies” from the *SAB*.
5. Have students write a letter to the King of England asking him to end the war or to France asking for money to support the war.
6. Be a Continental Army soldier. Have students write about their experiences in a journal as they march towards Valley Forge. Have students view the VF website at [www.nps.gov/vafo](http://www.nps.gov/vafo)
7. Utilize Liberty kids’ activities to engage students in online activities at: <http://libertyskids.com/parentsteachers.html>

**Answers to Lesson 18 on page 103**

1. King George decided to fight because his leaders were not happy about the Declaration of Independence. He wanted to keep the colonies because they were a source of income through taxes.
2. They had no navy, no army, no money, no supplies, no flags, no uniforms, and no weapons. They had no formal military training either.
3. General Washington attacked first. He learned that the British were coming when the river froze over. He chose not to wait and attacked Christmas night in a terrible winter storm. He caught the British by surprise and they won within an hour of fighting.
4. Cyrus Bustill – baked bread for the troops  
Samuel Wetherill - supplied the army with uniforms



Sarah Mary Benjamin – followed her husband’s unit sewing, washing clothes and baking bread  
 Molly Pitcher – carried water to soldiers in the summer heat and took her husband’s place at a gun mount  
 Captain Molly – also took her husband’s place in the fight until she was wounded  
 Sarah Bache – organized women to sew clothes for the troops  
 Betsy Ross- - created the first flag for our nation

**Assessment**

**Formative**

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of the SAB activity, if desired

**Summative**

1. grading answers to Summary Questions, if desired
2. grading the Chapter 6 Test

***Chapter 6 – Lesson 20 – How did our new nation form?***

**Materials**

1. *ExPA*, pp. 104 - 106
2. *SAB*, Activity 25, (Celebrities during the Formation of a New Nation)
3. *SAB*, Activity 26, I Declare! Three Awesome Documents

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

**Objectives:** Each student will have the opportunity to:

1. explain why a plan for a new government was needed.
2. describe why the leaders met to draft the Constitution of the United States.
3. provide names of Americans that were influential during the writing of the Constitution.
4. identify why the Bill of Rights was created and by whom.
5. identify the key parts of the Great Compromise.

**Suggested Teaching Strategies**

1. See the Reading Strategies Box.
2. Employ Activity 25, “Celebrities during the Formation of a New Nation” from the *SAB*. It reinforces information from Lessons 18, 19, and 20.
2. Incorporate Activity 26, “I Declare! Three Awesome Documents.” It reinforces information in Lessons 18 and 20.
3. Have students create a short biography after researching one of the members of the Continental Congress. Modify or shorten the assignment by providing pre-printed information, limiting the choices or providing a graphic organizer.
4. Pair students together, have them ask each other “5 Why” questions about the Constitution or Bill of Rights to dig deeper for understanding.
5. Utilize Twitter or a blog to have students create an online discussion board about the Bill of Rights. They can discuss what additional amendments they would add and why.

### Answers to Lesson 20 on page 106

1. A new plan was necessary for government to provide a unified government of the people and to provide representation in government.
2. There were six significant problems bulleted in a list on page 105. Any two of these would correctly answer this question.
3. The Virginia plan provided each state with a different number of representatives based on population. The New Jersey plan provided each state with the same number of representatives regardless of population or size.
4. Roger Sherman wrote the Great Compromise. It was a compromise because it created a two-house legislature. It supported the New Jersey plan with a Senate with equal representatives and supported the Virginia plan with a House of Representatives based on individual state populations.
5. The Bill of Rights was deemed necessary because some states felt we needed a written promise to guarantee individual rights for every citizen.

### Assessment

#### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved

#### Summative

1. grading answers to Summary Questions, if desired
2. grading the “I Declare! Three Awesome Documents” activity in the SAB, if desired
3. grading the “Celebrities during the Formation of a New Nation,” if desired
4. grading the Chapter 6 Test

## *Chapter 7 – How did Pennsylvania become a leader in the growth of our country?*

### Materials

1. *ExPA*, p. 107

### Suggested Teaching Strategies

1. It’s a read and discuss chapter opener. It also provides students with an advance organizer. Use the caption for discussion.

## *Chapter 7 - Lesson 21 – How did Pennsylvania’s industries grow and develop?*

### Materials

1. *ExPA*, pp. 108-113
2. *SAB*, Activity 27, Conestoga Wagon Problem Solving, p. 28

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

**Objectives:** Each student will have the opportunity to:

1. use key terms to describe what is meant by industrial growth and development.

2. identify and give examples of the two main parts of industry.
3. describe the importance of a good transportation system.
4. describe the problems with moving goods to and from western Pennsylvania.
5. discuss the importance of the Conestoga Wagon.
6. cite how the word "turnpike" got its name.
7. describe how canals became a better technology for its time than wagons.
8. identify the purpose of the Allegheny Portage Railroad (how it represented a problem and a solution.).
9. compare the time it took to travel by wagon versus canal.

### Suggested Teaching Strategies

1. See the Reading Strategies Box on page 34.
2. Refer to the physical map of Pennsylvania on p. iv to reinforce the ruggedness of the land.
3. From the *SAB*, use Activity 27, "Conestoga Wagon Problem Solving." It is an integration of math.
4. Bring in resource books on the Conestoga wagon and the Canal Era. William Shank's book on *Pennsylvania Transportation History* is an excellent resource book.
5. Have students start a transportation timeline with their illustrations.
6. Tour the website Newlin's Gristmill at <http://www.newlingristmill.org/>
7. Tour the Allegheny Portage Railroad at [www.nps.gov/alpo](http://www.nps.gov/alpo)
8. Tour the National Canal Museum in Easton, PA at [www.canals.org](http://www.canals.org)

### Answers to Lesson 21 on page 113

1. Good transportation was a problem in PA because of the rugged Allegheny Mountains and Allegheny Plateau in western PA.
2. A gristmill was a place where farmers could take their corn or wheat to be ground into flour.
3. It was the only wagon capable of hauling supplies and trade items over the crude roads and rugged mountains of western Pennsylvania.
4. Harrisburg was a ferryboat crossing for Conestoga wagons and stagecoaches.
5. A turnpike was a gate at a road that was turned once a person paid his/her toll to travel over the road.
6. canals
7. It was a railroad track system built over the Allegheny Mountains that allowed canal boats to be hauled up and down the mountains
8. steam engines placed on locomotives, or the railroads

### Assessment

#### Formative

- a) questioning and monitoring to check for comprehension
- b) checking answers to Summary Questions
- c) spot check your objectives to ascertain to what degree they were achieved
- d) informal assessment of the **SWIRL** writing exercise

#### Summative

- a) grading answers to Summary Questions, if desired
- b) grading answers to Conestoga Wagon activity in the *SAB*, if desired
- c) grading the Chapter 7 Test (**We suggest giving the test in 2 installments.**)

## Chapter 7 - Lesson 22 – How did Pennsylvania develop its industries in the 1800s?

### Materials

1. *ExPA*, pp. 114-119
2. *SAB*, Activity 28, Is It Fact, Fiction, or Opinion, p. 29

### Objectives:

 Each student will have the opportunity to:

1. discuss the importance and applications of the steam engine.
2. associate key people with their contributions to Pennsylvania's industrial growth.
3. discuss the importance of technology as demonstrated by steamboats and railroads.
4. identify and associate natural resources with their industrial products.
5. explain the meaning of the term the "Industrial Revolution."
6. discuss the importance of farming during this era.
7. explain how Pennsylvania moved from home industries to large factories.

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

### Suggested Teaching Strategies

1. See Reading Strategies Box for "mining" the lesson's content.
2. Have students create a list of other machines that used the power of steam.
3. Use a map of the U. S. to trace the Ohio River from Pittsburgh to the Mississippi River to New Orleans and the Gulf of Mexico.
4. Web our state's natural resources and the resulting products. If we did not have these natural resources, how would the lack of resources impacted our industrial growth?
5. Do not forget to use the caption questions as discussion points.
6. Continue with the transportation timeline to include steamboats and railroads
7. Regarding the lesson content, use the Activity "Is It Fact, Fiction, or Opinion?" from the *SAB*.

### Answers to Lesson 22 on page 119

**Note:** Add the question, "What was the Industrial Revolution? The answer: The Industrial Revolution was a time when industries grew rapidly from small scale production in homes to large scale production in factories.

1. Conestoga wagons, canals, steam power boats, or railroads
2. The steamboat could travel along the Ohio and Mississippi Rivers all the way to New Orleans (near the Gulf of Mexico). This helped with trade and industrial growth of Pittsburgh.
3. The first tracks were wooden and could not support the heavy locomotives.
4. iron ore, coal (soft and hard), lumber, oil
5. iron ore, coal, coke, lumber, oil, textiles
6. Iron products were made from iron ore. The ore needed a hot fire to burn off its impurities. At first, charcoal made from the wood of trees provided this heat. Later, it was discovered that coke, a product of soft coal, supplied a hotter fire for making iron products from iron ore.
7.
  - a. 15
  - b. 14
  - c. 10
  - d. 12
  - e. 11
  - f. 13

## Assessment

### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of the **SWIRL** writing exercise

### Summative

1. grading answers to Summary Questions, if desired
2. grading answers on the Fact, Fiction, and Opinion activity in the SAB, if desired
3. grading the Chapter 7 Test (**We suggest giving the test in 2 installments.**)

## *Chapter 7 - Lesson 23 – What was Pennsylvania’s role in the American Civil War?*

### Materials

1. *ExPA*, pp. 120-124
2. *SAB*, Activity 29, Hiding in the Underground Railroad, p. 30

**Objectives:** Each student will have the opportunity to:

1. define what a civil war is.
2. identify when and where the American Civil War occurred.
3. explain the main reason why the American Civil War was fought.
4. discuss what the Underground Railroad was.
5. associate key people with key events during this era.
6. identify several ways Pennsylvania helped the Northern cause.
7. describe the importance of the Battle of Gettysburg.
8. cite the importance of the Gettysburg Address.

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

### Suggested Teaching Strategies

1. Read and discuss strategies.
2. Conduct a mini-survey of the world to note where other civil wars are occurring. (Syria)
3. Relate how the issue of slavery was not addressed in the Constitution or the Declaration of Independence. Slavery was one major issue of the American Civil War, but it was not the only reason the war was fought. The primary reason was to keep the country together.
4. The Gettysburg Address is another document children should know. Obtain a copy and read it to children. Explain its importance.
5. Use the pictures and captions as discussion points.
6. An Internet field trip to Gettysburg can be obtained at: <http://www.nps.gov/gett>
7. **SWIRL:** Answers will vary on the 2<sup>nd</sup> activity. Probably, the South would have won the Civil War (but that is a hypothesis).

### Answers to Lesson 23 on page 124

**Note:** You could add this question. In what ways did our state contribute to the American Civil War?

Answer: Our state contributed troops, weapons, war supplies, food, railroad transportation, etc.

1. A civil war is a war fought among the citizens of the same country.
2. The Northern states did not approve of slavery. The Southern states supported slavery.
3. She was a Quaker minister who was against slavery. She helped to organize the Philadelphia Female Antislavery Society.

4. The Underground Railroad was a network of people, roads, and hiding places to help Southern slaves escape to freedom in the North.
5. Harriet Tubman led over 300 slaves to freedom from Maryland.
6. He was against it, but nowhere in the Constitution could he find it illegal.
7. Chambersburg was raided twice by Southern troops during the Civil War. On the first raid in 1862, many horses were stolen. On the second raid in 1864, the town was burned when residents refused to pay gold to the Southern troops.
8. It was the most important battle of the Civil War. It was the turning point for the North in the American Civil War.
9. It was to provide proper burials for the dead soldiers who had been killed at the Battle of Gettysburg.
10. It was a short speech given by President Lincoln honoring the dead soldiers from the Battle of Gettysburg.

### Assessment

#### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of the **SWIRL** writing exercise
5. informal assessment of the *SAB* activity

#### Summative

1. grading answers to Summary Questions, if desired
2. grading the Chapter 7 Test (**We suggest giving the test in 2 installments.**)

## *Chapter 7 - Lesson 24 – Who were the people that made Pennsylvania an industrial giant?*

### Materials

1. *ExPA*, pp. 125-129
2. *SAB*, Activity 30, Some Huge Businesses, p. 31

Shared Reading     Jigsaw  
 Reading Buddies     Guided Reading  
 Directed Reading Activity  
 Directed Reading Thinking Activity  
 Study Guide Reading

**Objectives:** Each student will have the opportunity to:

1. define the meaning of the "Age of Big Business."
2. describe what an industrialist is and how one became known as one.
3. associate industrialists with the development of their new industrial products.
4. link technological development of the era with new products.

### Suggested Teaching Strategies

1. Read and discuss strategies.
2. The "Age of Big Business" was primed and ready. A simulation using the making of popcorn could be used to explain how rapid industrial growth occurred. Use different brands of popcorn to represent the different, new industrial products such as steel, aluminum, coke, oil refining, and cement. Pay your workers in popcorn, leaving plenty for the owner. Take out nothing for taxes - the rest is profit for the owner!
3. Use "Some Huge Businesses" from the *SAB*.

4. Make a "memory match" game or an activity that matches an individual with his or her accomplishment (based upon Lessons 21 - 25).
5. On a chart, write the names of new characters, like Andrew Carnegie. Keep adding to the list each day through these lessons. Have a daily oral review (DOR) of individuals and their accomplishments.

### Answers to Lesson 24 on page 129

**SWIRL** answers on p. 125 – iron ore = steel; soft coal = coke; aluminum; sand = glass, concrete; limestone = cement; small stones = cement; oil = gasoline, heating oil

**SWIRL** activity on p. 129 – Up until the 16<sup>th</sup> Amendment to the Constitution, industrialists did not pay federal income tax. After 1913, income taxes had to be paid by all workers.

1. The "Age of Big Business" was a time in Pennsylvania's history when industries grew very rapidly. The years it occurred were between 1860 -1900.
2. Iron was brittle and broke too easily. It was not strong enough for some uses.
3. Steel was used to build locomotives, railroad tracks, buildings, bridges, steamboats, and tools.
4. Buildings, dams, bridges, tunnels, and roads
5. steel
6. aluminum
7. Actually it's 4 natural resources. Cement is made from limestone,, sand, small stones, and water.
8. sand
9. coke and steel
10. a. 16  
b. 12  
c. 11  
d. 15  
e. 14  
f. 10

### Assessment

#### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved

#### Summative

1. grading answers to Summary Questions, if desired
2. grading answers to the SAB activity, if desired
3. grading the Chapter 7 Test (**We suggest giving the test in 2 installments.**)

## *Chapter 7 - Lesson 25 – What problems developed in Pennsylvania during the Age of Big Business?*

### Materials

1. *ExPA*, pp. 130-134
2. *SAB*, Activity 31, The Horrible Disaster at Johnstown, p. 32

__Shared Reading    __Jigsaw __Reading Buddies    __Guided Reading __Directed Reading Activity __Directed Reading Thinking Activity __Study Guide Reading
---

**Objectives:** Each student will have the opportunity to:

1. describe the working conditions of workers in the types of mines and factories.
2. discuss the impact of immigrant workers on the development of cities.
3. associate essential people with the development of their ideas for city people.
4. summarize the story of the 1889 Johnstown Flood.
5. discuss the development of early unions.

**Suggested Teaching Strategies**

1. Let us not forget about the "everyday" people who made industrial progress and growth possible. Some time should be spent on the life of the immigrant. Check the Literature-based section on page 50. Russell Freedman's books on *Kids at Work* and *Immigrant Kids* and Joan Nixon's *Ellis Island Novels* would be excellent resources. David McCullough's *Johnstown Flood* is a riveting account of the immensity of that disaster.
2. See the read and discuss strategies.
3. Caption questions pose good discussion questions.
4. Mini-reports on the different ways that coal is mined are an option.
5. New ideas/products for new times emerged during this area. Are these new ideas and products still with us today? How many kinds of Hershey products are there? How many different Heinz products are there? Do we still have an agency called the American Red Cross? Do we have Woolworth stores?
6. Students could keep a part of a journal/log on what new items they learned about their state.
7. Activities 23 and 24 - "Data Sheet on the Johnstown Flood," and "Eyewitness Accounts of the Johnstown Flood," from the *Student Activity Book*
8. Internet sources are: <http://www.nps.gov/jofl> for the Johnstown Flood National Memorial and <http://www.ohwy.com/pa/j/jotoflmu.htm> for the Johnstown Flood Museum

**Answers to Lesson 25 on page 134**

1. Mining coal was dangerous because of the threat of cave-ins, explosions, and deadly gases.
2. Low pay, long hours, dangerous work conditions as well as cave-ins, poisonous gases, and explosions
3. A union is a group of workers with similar working conditions who gather as an organization to try to improve working conditions and pay.
4. Because of growth of industry, cities of PA began to grow (more jobs).
5. Three new ideas that were started for city workers were: 1) department stores developed, 2) canned goods industry developed, 3) "five and dime" stores developed, and 4) farmers began to specialize in growing products for the city
6. Due to neglect, heavy rains caused the earthen dam to break at South Forks.
7. Johnstown was destroyed with 2,209 people losing their lives.
8. Clara Barton was the founder of the American Red Cross. She brought her agency to Johnstown to help the victims and homeless.

**Assessment**

**Formative**

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions



3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of the **SWIRL** writing exercise, or you could grade it.

#### **Summative**

1. grading answers to Summary Questions, if desired
2. grading answers to SAB activity, if desired
3. grading the Chapter 7 Test (**We suggest giving the test in 2 installments.**)

#### **Suggested Projects for Extension and/or Assessment - Chapter 7**

1. Choose a local industry (or any industry). Determine how the industry has "moved ahead" which we define as progress. Did it grow, and thus, make more profits? Did it update its technology? Consider inviting an industry representative to the classroom. Consider a field trip. A similar approach can be taken with a business that fails. Why does a business fail?
2. Review Pennsylvania's physical map on page 19 or 25. Have children think-pair-share why early transportation across our state was slow and difficult in the 1700s and 1800s.
3. Make postcards from oak tag. Draw a Conestoga wagon on the front. Address the back and write someone a short note describing how the Pennsylvania turnpike got its name.
4. At one time, Pennsylvania led the nation with 2,600 miles of railroad tracks. Using the scale of miles on the U. S. map, determine how far west one would have to travel from Philadelphia to cover 2,600 miles. In what state would the traveler end his journey?
5. Use the "Corners" strategy. Label one corner "steamboats," one corner "railroads," one corner "natural resources," and the 4th corner "farms." Each child chooses and defends his/her choice. Each group will then glean the major points that correspond to the corner title. Each group will share its findings with the whole class.
6. Using maps of Pennsylvania, locate each town/city/place cited in Chapter 7. Skimming Chapter 7 is one strategy to compile a list of places mentioned in the chapter. Also, orally explain the significance of each place as it reflects history during this time.
7. Locate the Mason-Dixon Line on a U. S. map. List the Northern states versus the Southern states. Trace the two major routes to freedom across the Mason-Dixon Line. Look at page 5 in the text.
8. Read the story of Harriet Tubman. Respond to this question: Would you have risked your life to return to the South many times to help others to freedom? Defend your answers.
9. President Lincoln thought his Gettysburg Address speech was a "wet blanket." This is an example of an idiom. Brainstorm others such as: time is flying by, hit the road, money does not grow on trees, break a leg, etc. Illustrate their literal meanings.
10. Do a "10 Minute Write." List as many words or phrases as possible that relate to Chapter 8. Times can be adjusted.
11. Web the Pennsylvania "industrial giants" named in Lesson 24. Choose one to research and write a short biography.
12. Read the short narrative or picture book *Kids at Work* by Russell Freedman. Contrast these children's jobs with the chores of today's children.
13. Use the "Summary Pairs" strategy. Pairs alternate reading and orally summarizing. One reads and summarizes while the other one checks the paragraph for accuracy and adds anything omitted. Roles are reversed for the next paragraph.
14. Teacher reads orally. At various places stop. Each student writes at least two key ideas.
15. Math Problem: In 1991, one of your textbook authors interviewed Elsie Frum in Johnstown. She was the oldest survivor of the Johnstown Flood (1883-1991). What was her age at the time of the flood? (6 years old) She was 106 years old when interviewed.

## *Chapter 8 – What were the major changes in Pennsylvania during the 20<sup>th</sup> and 21<sup>st</sup> centuries?*

### **Materials**

1. *ExPA*, p. 135 (Chapter Opener)

### **Suggested Teaching Strategy**

1. Read and discuss. Discuss why we need cell phone towers and how the branches got on the cell phone tower.

## *Chapter 8 - Lesson 26 – How did transportation systems change in the 20<sup>th</sup> century?*

### **Materials**

1. *ExPA*, pp. 136-140
2. *SAB*, Activity 32, Our Transportation Systems, p. 33

**Objectives:** Each student will have the opportunity to:

1. identify several transportation ideas that led to the development of suburbs.
2. discuss the developments of the airplane and automobile.
3. explain the importance of the gasoline engine.
4. cite practical applications for the gasoline engine.
5. explain the changes that occurred in our highways.
6. cite items that are moved through our system of pipelines.

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

### **Suggested Teaching Strategies**

1. An explanation as to why this is called the 20<sup>th</sup> century, but it is only the 1900s would be helpful. Explain the 21<sup>st</sup> century as well. Although we have not identified it as such, the 20<sup>th</sup> and 21<sup>st</sup> centuries could receive the moniker of the "Age of Technology."
2. Choose a reading strategy.
3. Again, continue with the transportation timeline as new forms of transportation are being introduced. They each created a "cause and effect" relationship. Activity 32 will be helpful in pursuit of this objective.
4. Use historical photos to contrast the social and cultural conditions that existed between the decades. For instance, notice the types of clothing worn. Note the styles of hats. Compare the modes of transportation. Why did the Stanley Steamer lose the competition to the automobile?

### **Answers to Lesson 26 on page 140**

1. Street cars were moved over tracks by horses; cable cars were moved over tracks by cable and a steam engine; trolley cars were moved by electrical lines attached from overhead.
2. They allowed suburbs to develop and people to live farther from their work.
3. gasoline engine
4. They were bicycle makers who built the first practical car in our country.
5. Mack Truck industry
6. A truck terminal is a place to store trailers until they are needed to move goods.
7. They were brothers, bike makers, inventors, and applied the gasoline engine to a device.
8. An interstate road is a non-stop road that crosses the state, or other states.

9. The Pennsylvania Turnpike was the first four lanes, non-stop road in the United States.
10. natural gas, water, oil products (some could say sewage)
11. Philadelphia, Pittsburgh, Erie

### Assessment

#### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved

#### Summative

1. grading answers to Summary Questions, if desired
2. grading answers to *SAB* activity, if desired
3. grading the Chapter 8 Test

### *Chapter 8 - Lesson 27 – What other main events occurred in Pennsylvania during the 20<sup>th</sup> century?*

### Materials

1. *ExPA*, pp. 141-145
2. *SAB*, Activity 33, Changing Lifestyles through the 20<sup>th</sup> & 21<sup>st</sup> Centuries, p. 34
3. World map or globe

**Objectives:** Each student will have the opportunity to:

1. explain when, where, and what the major wars our country was involved in.
2. describe Pennsylvania's contributions to the major wars.
3. describe what the Great Depression was.
4. explain how an economic depression occurs.
5. describe the contributions of Gifford Pinchot.
6. identify the major inventions in the telecommunications industry in the 20<sup>th</sup> and 21<sup>st</sup> century.

### Suggested Teaching Strategies

1. Choose one or more read and discuss strategies noted in Lesson 26.
2. Many more changes occurred in life and in values during the 1900s than space allowed. As you proceed through these pages, they could be chronicled in a way of your choosing.
3. If you do not conduct the **SWIRL** activity, then use maps to point out places in which our country's major wars were fought. Summarize why these wars were fought? Were they absolutely necessary? (could be controversial)
4. Prepare an overhead transparency on the "Cycle of Depression" as contained in the Blackline Masters in the *Teacher's Resource Binder*. You can draw it, or make a copier transparency.
5. Conduct the **SWIRL** activity on p. 145. You might wish to write out some answers. For example, in an economic depression, workers lose their jobs, cannot pay for their houses, lose their insurance if they had any, cannot pay for their car, cannot afford to buy things, such as cars and houses, business owners lay off people, they do not make money, business owners go out of business, etc.
6. Use the caption questions as discussion points.

7. Start a communications timeline (maybe from telegraph times in 1845) noting when all of the communication inventions (with pictures or illustrations) occurred.
8. Use Activity 33, "Changing Lifestyles . . ." from the *Student Activity Book*.
9. Find out more about the Pennsylvania Turnpike at its website: <http://www.paturndpike.com>

### Answers to Lesson 27 on page 144

1. Europe and Asia (major fighting in North Africa as well)
2. steel industries, food industries, shipbuilding, coal, weapons, clothing, etc.
3. Answers will vary. Answers should contain items such as slow down in industrial growth, businesses failed, people lost their jobs, they did not buy things, lower demand for products, did not buy new homes or could not afford to pay for their homes, etc.
4. Gifford Pinchot was elected Governor of Pennsylvania in 1930. He created many jobs that helped to end the Great Depression.
5. People were put to work on roads and public buildings. He also started the state park system. He had dams and reservoirs built.
6. The Congressional Medal of Honor is our nation's highest military medal.
7. Telecommunications is any system that sends or receives information over distances.
8. Five inventions in the telecommunications field were telegraph, phonograph, motion picture, radio, and television.

### Assessment

#### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. see if students can locate the places on a globe or map; informal assessment of the SWIRL web exercise of the effects of an economic depression.

#### Summative

1. grading answers to Summary Questions, if desired
2. grading answers to vocabulary activity in the SAB, if desired
3. grading the Chapter 8 Test

## Chapter 8 - Lesson 28 – How has life changed in Pennsylvania during the 21<sup>st</sup> century?

### Materials

1. *ExPA*, pp. 146-151
2. *SAB*, Activity 34, Tell Me More, p. 35

**Objectives:** Each student will have the opportunity to:

1. describe major changes that occurred in Pennsylvania during the 2000s.
2. identify various telecommunication devices in the 21st century.
3. describe why the Flight 93 National Memorial was constructed.
4. explain the cause and effect of the Great Recession of 2008.
5. discuss the impact that super storms have had upon Pennsylvania.
6. explain the major issues associated with Marcellus Shale.

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

### Suggested Teaching Strategies

1. Read and discuss strategies.
2. Continue with the telecommunications timeline. Also, another moniker you can employ is the 21<sup>st</sup> century, thus far, is the Age of the "Information Super Highway."
3. Relate the different ways your school has connected with the "Information Super Highway" through telecommunications.
4. Use the same Cycle of Depression transparency (online) to reinforce the concepts underlying the Great Recession of 2008
5. Emotions could "run high" with the issues in this lesson. Monitor the maturity level of your students so that reasonable discussion can take place. Have students note the emotions in the picture on page 149.;

### **Answers to Lesson 28 on page 151 and SWIRL activity**

1. text material to provide examples of
  - a. cause and effect = cause is fracking/effect is water pollution; negative growth in industry affects the job market; changes in telecommunications creates new products like cell phones Answers will vary.
  - b. comparison = super storms have features in common, such as high winds, power outages, and flooded roads and buildings Answers will vary.
  - c. problem/solution = problem is economic recession, solution is government provides money and loans; problem is how to honor people of Flight 93, solution is to build a National Memorial; problem is fracking, solution is yet to be determined (students could suggest solutions) Answers will vary.
2. Our state has had several very destructive super storms. (Answers will vary.) Two supporting details could be some storms dropped 10 inches of rain on our state. One storm produced tornadoes. Storms gave us above our state average in rain or precipitation. Students could refer to a particular storm as a supporting detail. There are a variety of answers.
3. thoughts about Flight 93 National Memorial = answers will vary.

### **Assessment**

#### **Formative**

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of the **SWIRL** writing exercise

#### **Summative**

1. grading answers to Summary Questions, if desired
2. grading answers to vocabulary activity in the *SAB*, Activity 34, if desired
3. grading the Chapter 8 Test

### **Suggested Projects for Extension and/or Assessment - Chapter 8**

1. Build a model(s) of a fictitious Pennsylvania city spanning the 20<sup>th</sup> and 21<sup>st</sup> centuries showing various modes of transportation including: street, cable, and trolley cars; subways; trains; cars; buses; trucks; airplanes; etc. This could be done in small groups or as a total class cooperative venture. Some items thrown away can make wonderful building materials such as cereal boxes, paper towel rolls, juice cans, milk jugs, meat trays, and styrofoam.

2. Fictitious scales of miles can be designed for each model city. Questions can be designed by the students asking the total miles (or feet) traveled from one location to another. Students can do the math necessary to answer their own questions.
3. Students can make a compass rose and attach it to their model city. Questions can be composed by the students in two ways. For example:
  - a. Begin at point A, travel 3 blocks west, then 2 blocks south, then 1/2 block east. Where are you?
  - b. Using the cardinal directions, how can I travel from point A to point B? Have students answer each other's questions.
4. Write at least one cause and effect statement for several of the events in this chapter, such as World War I, the Great Depression, World War II, the Great Recession, Marcellus Shale, etc.
5. Web all the forms of communication used and/or developed in the 1800s, 1900s, and the 2000s
6. Choose a form of communication. Create an advertisement promoting Pennsylvania with that communication mode in mind. Some suggested ideas could include:
  - a) writing and tape recording a poem about Pennsylvania, or developing a PowerPoint about Pennsylvania (placing the material on a DVD)
  - b) staging a mock TV talk show where "famous Pennsylvanians" are interviewed. Record the session.
  - c) writing a newspaper article or an editorial blog describing the virtues of our many state parks - perhaps a local newspaper will print it
  - d) creating a PowerPoint program on any topic in this chapter
  - e) creating a digital program on a topic of choice

### *Chapter 9 – What are the different kinds of government?*

#### **Materials**

1. *ExPA*, p. 152

#### **Suggested Teaching Strategies**

1. The important aspect of this chapter opener are:
  - identifying the different levels of government.
  - discussing why it is important to learn about government.
  - relating how our levels of government embrace William Penn’s ideals.
2. Use the information in the caption to see if your students can figure out which is the north wing and which is the south wing (left side of photo is the north wing and right side of the photo is the House of Representatives)

### *Chapter 9 - Lesson 29 – How do our local governments work?*

#### **Materials**

1. *ExPA*, pp. 153 – 157
2. *SAB*, Activity 35, Counties, Cities, and Communities, p. 36

Shared Reading     Jigsaw  
 Reading Buddies     Guided Reading  
 Directed Reading Activity  
 Directed Reading Thinking Activity  
 Study Guide Reading

#### **Objectives:** Each student will have the opportunity to:

1. define the types of local governments we have in the United States.
2. differentiate between rules and laws.

3. identify and associate the functions of local government.
4. identify and locate his/her county seat.
5. identify the names and functions of the leaders of local governments.
6. explain how a local law differs from state and national laws. (will need to read lessons on state and national government before this objective is accomplished)

### **Suggested Teaching Strategies**

1. Choose a read and discuss strategy listed on page 46.
2. Have students identify other places where people have rules to follow. Make sure they do not confuse rules with laws.
3. Use the captions in the pictures as discussion points.
4. You could assign the **SWIRL** activities to groups of students. They are designed to engage students. Note: An **inference** is a conclusion based upon the information presented. One uses clues presented in the text to figure out something the author(s) did not tell you.
5. Use teaching strategies that have been suggested for government lessons.
6. Use Activity 35 from the *Student Activity Book*, p. 36.
7. Use "Suggested Projects" for Chapter 9.

### **Answers to some SWIRL activities**

Number 2 – We have 60 Courts of Common Pleas instead of 67 because some counties do not have a large enough population. So, some county seats serve two counties.

Number 4 – Anyone who has a well and his/her own septic system (sand mound) has a water supply and wastewater treatment system.

### **Answers to Lesson 29 on page 157**

1. Answers will vary.
2. counties, cities, boroughs, and townships
3. county government
4. The elected leaders are called:
  - a. county government = commissioners
  - b. city = mayor or city manager
  - c. borough = mayor or borough manager
  - d. townships = supervisors
5. city or borough councils; mayors or city managers
6. district justices
7. All types of government can:
  - a. tax people
  - b. make laws (that are not against the state or national Constitutions)
  - c. provide services
  - d. represent people

### **Assessment**

#### **Formative**

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions

3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of the SWIRL activities

**Summative**

1. grading answers to Summary Questions, if desired
2. grading answers to vocabulary activity in the SAB, if desired
3. grading the Chapter 9 Test

**Chapter 9 - Lesson 30 – How does our state government work?**

**Materials**

1. *ExPA*, pp. 158-162
2. *SAB*, Activity 36, State Government Terms, p. 37

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

**Objectives:** Each student will have the opportunity to:

1. define the role of our state government.
2. identify and associate the functions of the three branches of state government.
3. explain how a bill becomes a law.
4. identify the duties of the state Legislative branch of government.
5. identify the duties of the state Executive branch of government.
6. identify the duties of the state Judicial branch of government.

**Suggested Teaching Strategies**

1. Use reading strategies suggested for the government lessons.
2. **SWIRL** Activity; use this activity to teach how a bill would be passed through the state legislature. Divide the students up into the House and Senate to pass new “rules” for the classroom.
3. Use Activity 36, "State Government Terms" to reinforce vocabulary words.
4. Take a tour of the State Capitol or take a virtual tour of the State Capitol at <http://www.pacapitol.com/CapitolTour/Splashpage/intro.htm>

**Answers to Lesson 30 - page 162**

1. Harrisburg
2. Legislative, Executive, and Judicial branches
3. to create state laws
4. House of Representatives and Senate
5. General Assembly
6. 203
7. 50
8. 1) House of Representatives 2 year term 2) Senate 4 year term
9. makes sure state laws are carried out
10. works closely with courts and justice system and brings charges against people, groups, or businesses
11. “watchdog”
12. make sure the court systems are running well
13. Pennsylvania’s State Supreme Court



## Assessment

### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of the **SWIRL** exercise on creating “classroom laws.”

### Summative

1. grading answers to Summary Questions, if desired
2. grading answers to vocabulary activity, if desired
3. grading the Chapter 9 test

## Chapter 9 - Lesson 31– How does our national government work?

### Materials

1. *ExPA*, pp. 163-166
2. *SAB*, Activity 37, *Tax Me! I’m Just a Kid!*, p. 38

<input type="checkbox"/> Shared Reading	<input type="checkbox"/> Jigsaw
<input type="checkbox"/> Reading Buddies	<input type="checkbox"/> Guided Reading
<input type="checkbox"/> Directed Reading Activity	
<input type="checkbox"/> Directed Reading Thinking Activity	
<input type="checkbox"/> Study Guide Reading	

**Objectives:** Each student will have the opportunity to:

1. define the role of our national government.
2. identify and associate the functions of the three branches of the national government.
3. explain the difference between national and state laws.
4. identify the duties of the national Legislative branch of government.
5. identify the duties of the national Executive branch of government.
6. identify the duties of the national Judicial branch of government.

### Suggested Teaching Strategies

1. Use reading strategies suggested for government lessons.
2. Explain the differences between state and national laws.
3. Show students replicas the Bill of Rights and Constitution to give them a better understanding of where our laws come from at the national level, or go online to see them.
4. Use the illustration on page 164 to reinforce knowledge about the branches of government.
5. Use the caption on page 165 to lead a discussion about Martin Luther King Jr. and what he believed in.
6. **SWIRL** Activity on page 166 can lead into a discussion on good citizenship and what citizenship means them.
7. Use Activity 37 "Tax Me! I’m Just a Kid!" from the *Student Activity Book*. The activity integrates money math.
8. Use Google Earth to look at our national capital as a 3D model. If you do not have the application, you will need to download it for free in order to use it.
9. Use "Suggested Projects" for Chapter 9.

### Answers to Lesson 31 - page 166

1. United State of America, Washington D.C.
2. House of Representatives and Senate
3. Congress
4. enforce federal laws and carry out policies and meet with world leaders

5. run our court systems
6. The Supreme Court
7. Accept answers that can be proven or documented from the text. Comparing is noting similarities whereas contrasting is delineating differences.

## Assessment

### Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. informal assessment of the **SWIRL** writing exercise
5. informal assessment to *SAB* Activity, if desired

### Summative

1. grading answers to Summary Questions, if desired
2. grading the Chapter 9 Test

## Suggested Projects for Extension and/or Assessment - Chapter 9

1. This chapter presents many challenging vocabulary words. Children can work in pairs to create vocabulary flash cards. Following are two suggestions:
2. Write each vocabulary word on the front of a card and the definition on the back. Pairs of students can quiz each other.
3. Write each vocabulary word and each definition on a separate card. Place all cards face down. Play the game "Memory Match."
4. Have students make their own trees with 3 branches. Label one branch "legislative," one branch "executive," and one branch "judicial." Place short phrase strips of the various functions in their proper categories.
5. Create a bulletin board with the three branches of government. Have students find newspaper articles that can be attached according to their categories.
6. Harrisburg is our capital city. Locate the capital city of each state that borders our state. Using a scale of miles, determine how far capital cities of bordering states are from Harrisburg.
7. Invite a local government official, such as your mayor, council person, or township supervisor to the classroom. Children can ask pre-written questions. This experience would lend itself to the KWL approach.
8. Contact a local government office and inquire how the children can help their community. Perhaps they can pick up litter or plant flowers.
9. Attend a public government meeting or hearing.
10. Tour a courtroom or a district justice's chambers. How is it the same and different as court rooms presented on TV? If available, tune into appropriate Court TV programs on Cable TV.

## Literature-Based Trade Books

The following annotated books are presented as to their suitability for the chapters in *Exploring Pennsylvania: Our Geography, History, Economics, and Government*. The list is not comprehensive, but it does present a representative sampling of trade books through the various eras of American and Pennsylvanian history.

Cohn, Amy L. (ed.). *From Sea to Shining Sea: A Treasury of American Folklore and Folksongs*. New York, Scholastic Inc.

There are more than 140 American folktales, songs, poems, and essays of the American epoch. The book is beautifully illustrated with over 300 in number. This folklore is a sweeping portrait of what it means to be an American.

Keehn, Sally M. *I Am Regina*. Dell Yearling.

A true story of a 10 year old Pennsylvanian girl who is kidnapped in 1755 by Native Americans and raised as an Allegheny tribe member.

Speare, Elizabeth G. *The Sign of the Beaver*. Dell Yearling.

The survival of a 13 year old boy in 1760 Maine's wilderness is dependent upon the friendship and teaching of a hesitant Native American friend.

Mohr, Nicholasa. *Felita*. Bantam Skylark.

An eight year old girl adjusts to changes in her life - moving to a new neighborhood, the illness of her grandmother - with pride in her Hispanic (Puerto Rico) heritage.

Mohr, Nicholasa. *Going Home*. Bantam Skylark.

Twelve year old Felita discovers her roots during a summer visit to Puerto Rico.

Nixon, Joan Lowery. *Ellis Island Novels*. Bantam Starfire.

A series of three novels that describe the lives of three immigrant families during their voyage to the U. S. and their attempts to build new lives against great odds.

Freedman, Russell. *Immigrant Kids*. New York, Scholastic Inc.

A poignant book depicting immigrant children coming to the U. S. in the late 1800s and early 1900s. Through the use of photography and narration, the reader becomes aware of the challenges these immigrants embraced.

Freedman, Russell. *Kids at Work*. New York, Scholastic Inc.

A moving, photo-filled chronicle of the harsh working conditions endured by children in the early 1900s.

Litowinsky, Olga. *The High Voyage: The Final Crossing of Christopher Columbus*. Delacorte Press.

Christopher Columbus invites his son Fernando to travel with him on his last voyage to the "New World." The story is taken from Fernando's diaries. It presents the "New World" as it may have appeared to the early explorers.

Monjo, F. N. *The House on Stink Alley*. Dell Yearling.

This story is about the persecution of Pilgrims in 17th century Holland. The Brewster's family father secretly prints forbidden books against the English King James. The family flees England to settle in Holland. Now, they must flee Holland on the Mayflower to freedom in America.

Stevens, Bryna. *Ben Franklin's Glass Armonica*. Dell Young Yearling.

This is a story about a musical instrument that Franklin made from glass bowls.

Sanfield, Steve. *The Adventures of High John the Conqueror*. Dell Yearling.

There are 16 tales about High John, a clever folk hero who helped the slaves and always managed to outwit "Old Master."

Collier, James Lincoln & Collier, Christopher. *Jump Ship to Freedom*. Dell Yearling.

Daniel's late father has served under General Washington in the army. His father obtained Continental notes to buy his family's freedom. However, the slave's owner, Captain Arabus, steals the notes and takes Daniel aboard his ship with the purpose of selling the boy in the West Indies.

Collier, James Lincoln & Collier, Christopher. *War Comes to Willy Freeman*. Dell Yearling.

This story is based upon historical records of the era. Willy knows that to be black, female, and free are dangerous. She sees her father's murder by the British Redcoats. She also discovers that they have taken her mother prisoner.

Collier, James Lincoln & Collier, Christopher. *Who Is Carrie?* Dell Yearling.

While the newly formed U. S. struggles to form a new government that promises peace and freedom for all, Carrie, a spunky slave from a tavern, seeks to learn her true identity.

Field, Rachel. *Calico Bush*. Dell Yearling.

The pioneer story of Marguerite, a young French orphan in the New World, who promises to serve the Sargent family for six years in return for food, shelter, and clothing.

Speare, Elizabeth Speare. G. *Calico Captive*. Dell Yearling.

This story is based upon an actual narrative of an 1807 Native American raid. Miriam Willard is taken captive and forced to travel to French Canada to be sold.

Collier, James Lincoln & Collier, Christopher. *The Clock*. Delacorte

The Industrial Revolution was supposed to bring progress, but to Annie, who must give up her dream of becoming a teacher to work in the mill to pay off her father's debts, "progress" is not what it seems.

Mitchell, Barbara. *Cornstalks and Cannonballs*. Dell Young Yearling.

Based on the War of 1812 with the British, a small Delaware community uses a combination of luck and skill to defeat the British Navy.

DeAngeli, Marguerite. *Thee, Hannah*. Delacorte.

An enduring classic of a nine year old Quaker girl who desires fine bonnets and ribbons the other girls have until she learns the true meaning of her Quaker heritage.

Richter, Conrad. *The Light in the Forest*. Bantam Starfire.

Based upon factual records of early frontier life in Pennsylvania, this novel tells of a European child raised by Native Americans. He becomes torn between the claims of blood and loyalty.

Nixon, Joan Lowery. *The Orphan Train Quartet*. Bantam Starfire.

A series of four books that follow six Kelly children on their separate journeys west by train. The Kelly children are part of over 100,000 homeless children in 1854 who were rescued from the streets of New York City and sent west to be adopted by families.

Nesbit, E. *Railway Children*. Dell Yearling Classic.

When their mother takes Roberta, Robert, and Phyllis to live in a small house in the country, the nearby railroad becomes a constant source of amusement and adventure for the children.

Shub, Elizabeth. *The White Stallion*. Bantam First Skylark.

It is 1845 and Gretchen finds herself separated from her family, pioneers on their way west. Fortunately, a white stallion comes to her rescue.

Gauch, Patricia Lee. *Thunder at Gettysburg*. Bantam First Skylark.

This story is a historically accurate account of a young girl's involvement in the Battle of Gettysburg.

McCullough, David. *The Johnstown Flood*. New York: Simon and Shuster, Inc.

A poignant tale of the incredible story behind one of the most devastating natural disasters America has ever known. (Includes actual photographs)

Taylor, Susan. *All-of-a-Kind Family*. Dell Yearling.

A series of six books about life among family members at the turn of the century in New York City (can relate to any large American city during this era).

Taylor, Mildred. *Song of the Trees*. Bantam Skylark.

This is a novel about the Logan family. When a lumber company wants to destroy the ancestral trees that surround their home, young Cassie and her family fight to save them.

Pittman, Helena Claire. *A Grain of Rice*. Bantam First Skylark.

When Pong Lo saves the life of the Emperor's daughter, he asks in return for one grain of rice doubled every day for one hundred days. By the 40th day, Pong Lo is the richest man in China and is granted the hand of the princess.

Drucker, Malka & Halperin, Michael. *Jacob's Rescue: A Holocaust Story*. Bantam Skylark.

Based upon actual accounts and events, this story is a fictionalized version of the life of eight year old Jacob Gutfelt who is rescued with his brother from the Warsaw ghetto. They are hidden by a non-Jewish family, the Roslans, for four years until the end of the war.

Lowry, Lois. *Number the Stars*. Dell Yearling.

As the Jews of Denmark face capture and relocation during the Nazi invasion of 1943, ten year old Ellen Rosen moves in with the Johansens and pretends to be one of the family.

Choi, Sook Nyui. *Year of Impossible Goodbyes*. Dell Yearling.

The riveting adventures of a ten year old who survives the oppressive Japanese and Russian occupations of North Korea in the 1940s. He escapes to South Korea.

Gordon, Sheila. *Middle of Somewhere: A Story of South Africa*. Bantam Skylark.

Faced with the destruction of its township to make way for an European suburb, nine year old Rebecca Gwala's family joins a protest that wins global attention. Through the strength of her family, the town wins its struggle to stay intact.

Cooney, Caroline B. *Operation: Homefront*. Bantam Starfire.

Laura Herrick's mom teaches kindergarten, cleans, bakes, drives, keeps house, and serves in the National Guard. When her unit is ordered to Saudi Arabia, life on the homefront changes (Persian Gulf War).

Giff, Patricia Reilly. *The War Began at Supper: Letters to Miss Loria*. Dell Yearling.

The kids in Mrs. Clark's class express their feelings about the Persian Gulf War through letters written to Miss Loria, a beloved former student teacher.

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## Pennsylvania Mammal Brochure Rubric

Name(s): \_\_\_\_\_

Category	4	3	2	1
<b>Research</b>	All research topics were completed. Many extra topics containing information were included	All research topics were completed. Some extra topics containing information were included.	Only three research topics were completed. No extra topics containing information were included.	Less than three research topics were completed.
<b>Required Elements</b>	All five required elements as well as additional information are included in the brochure.	All five required elements are included in the brochure.	The brochure is missing at least two of the required elements.	The brochure is missing three or more of the required elements.
<b>Writing</b>	Most spelling, punctuation, and grammar were correct. Writing had a natural flow that made it easy to read.	A few spelling, punctuation, and grammar errors. Some sentences did not flow smoothly.	Many spelling, punctuation, and grammar errors. Most sentences did not flow smoothly.	Sentences were short and did not flow well. Spelling, punctuation, and grammar interfere with understanding.
<b>Graphics</b>	The graphics relate to the topics and make them easier to understand.	Most of the graphics were related to the topics and most make them easier to understand.	Some of the graphics were related to the topics.	Few of the graphics used are related to the topics or there are not enough graphics.
<b>Attractiveness</b>	The brochure is exceptionally attractive in terms of design, layout, and neatness.	The brochure is attractive in terms of design, layout, and neatness.	The brochure is acceptably attractive, but there is some "blank white space."	The brochure is somewhat attractive, but there is a lot of "blank white space."
<b>Presentation</b>	The project helped the class understand the topic. I/We stood up straight. My/Our voices were easy to hear. I/We looked at my/our classmates, not at the floor. I/We did not forget what I/we were saying.	Missing one of the elements of the presentation.	Missing two of the elements of the presentation.	Missing three or more of the elements of the presentation.