

Exploring *Pennsylvania*

2nd Edition



OUR GEOGRAPHY, HISTORY, ECONOMY, AND GOVERNMENT

Pellow, Bowersox, and Wright

Penns Valley Publishers



Teacher's Resource Binder:

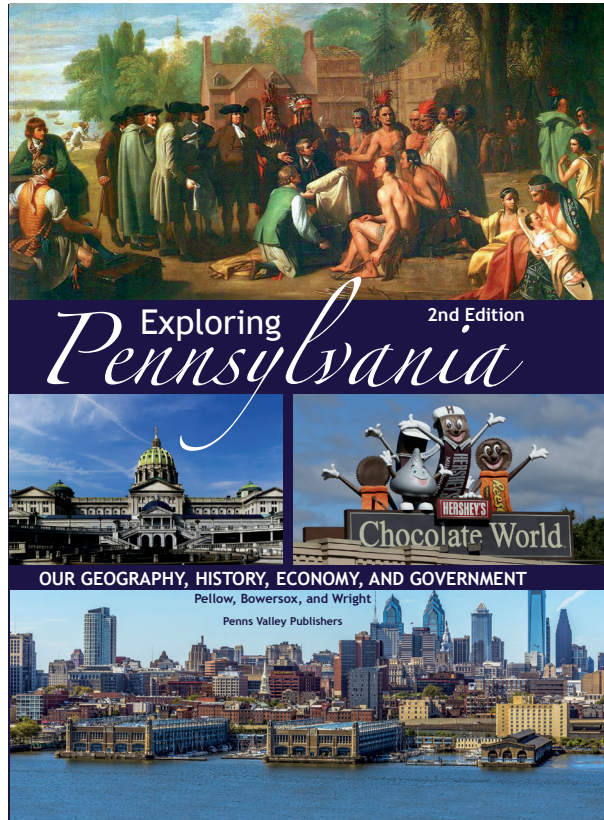
Teacher's Guide

Chapter Tests and Answer Keys

Student Activity Book Answer Key

Pennsylvania Social Studies Standards

Pennsylvania Core Standard



Teacher's Guide

Exploring Pennsylvania
Our Geography, History, Economy, and Government
2nd Edition

by
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Shippensburg University of Pennsylvania

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Teacher's Guide

Exploring Pennsylvania: Our Geography, History, Economics, and Government 2nd edition

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.
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.

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

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 175 in your glossary in the right column, the teacher says, “I am thinking of a word that means ‘no longer in existence’.” 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)*. There are also vocabulary activities online at PVP’s website.
4. Cloze technique
5. Use words in context.
6. 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/Internet,” 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 becomes 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.

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 2-3), 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.

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

Materials:

1. *ExPA*, p. 1

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 12 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 aerial one on page 22. 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 originally from the 1st edition of the *Student Activity Book*. The first three activities were “Using the Table of Contents,” “Using the Index,” and “Using the Glossary.” They can be found at PVP’s website.
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. <https://earth.google.com/download-earth.html>

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

Materials

1. *ExPA*, pp. 2-5
2. *SAB*, Activity 1, “Using Cardinal and Intermediate Directions”
3. *SAB*, Activity 2, “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.

Suggested Teaching Strategies

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

1. See Reading Strategies Box.
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. Students can 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 1 and 2. Activity 1 deals with cardinal and intermediate directions and Activity 2 is concerned with the vocabulary words of Lesson 1.

- | | |
|--------------------|------------------|
| – Shared Reading | – Study Guide |
| – Reading Buddies | Reading |
| – Directed Reading | – Guided Reading |
| Activity | – Jigsaw |
| – Directed Reading | |
| Thinking 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

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 feedback on the SWIRL activities

Summative

1. grading answers to Summary Questions, if desired
2. grading answers to Activities 1 and 2 in the *SAB*, if desired
3. grading the Chapter 1 Test

Chapter 1 - Lesson 2 – Where in the world is Pennsylvania?

Materials

1. *ExPA*, pp. 6 - 7
2. *Student Activity Book*, Activity 3 – Locating Places Using Latitude and Longitude Lines

Objectives: Each student will have the opportunity to:

1. describe characteristics of lines of latitude and longitude.
2. differentiate between lines of latitude and longitude.
3. differentiate between vertical and horizontal directions
4. define and/or explain all vocabulary words.
5. locate specific places on the earth using geographic coordinates.
6. identify key lines of latitude and longitude (i.e., Equator, Prime Meridian, IDL).
7. differentiate among the different hemispheres created by 0° latitude and 0° longitude.

Suggested Teaching Strategies

1. See the Reading Strategies Box.
2. The satellite photo on p. 6 in the text is a view of North America, the Gulf of Mexico, the Pacific Ocean. See if any of your students can identify what is shown in the photo.
3. The concepts of latitude and longitude are new concepts for fourth graders, and the direct instruction method via demonstrating the concepts is highly recommended. Thus, have your students all make a vertical line with their bodies, and a horizontal line as suggested in the text's narrative. Cull from them other examples of items that are vertical and horizontal (i.e., utility poles for vertical, and power lines or cables ((TV and telephone)) for horizontal).
4. Explain that lines of latitude and longitude are really imaginary, human-made lines created for locating places on land and water. Use globes or a large wall map to demonstrate these concepts.
5. Demonstrate (reinforce) all of the information in the text (Equator, Prime Meridian, International Date Line, Northern, Southern, Eastern, and Western Hemisphere, degrees, intersecting, days, and coordinates.
6. If anyone asks about the purpose for the International Date Line, you could get into the separation of days at that longitude and explain how the earth is divided into 24 time zones, the length of our day. However, the explanation can get complicated for fourth graders. The new day starts once you cross the IDL going west because the earth rotates on its imaginary axis from west to east. That is why the sun appears in the east in the morning and in the west as it sets.
7. There is an activity online at Penns Valley Publishers that reinforces all of the vocabulary words for this lesson. It is highly recommended that you provide your students with the activity.
8. If you have the *Student Activity Book*, refer your students to Activity 3 on "Locating Places using Latitude and Longitude Lines." The activity reinforces the concepts of degrees and intersecting coordinates.

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

Assessment

Formative

1. questioning/monitoring for comprehension and student on-task behavior
2. checking answers to Summary Questions
3. spot check your objectives to ascertain to what degree they were achieved
4. informal feedback on the SWIRL activity

Summative

1. grading answers to Activity 3 in the SAB, if desired
2. grading the Chapter 1 Test

Answers to SWIRL Activity on page 7

- A. Pacific
- B. Hawaii
- C. Australia

Answers to Summary Questions

- 1. longitude
- 2. latitude
- 3. Equator
- 4. International Date Line

Here are other questions about the lesson which were omitted because of spatial constraints.

- 1. What is the name of the special line at 0° longitude?

Answer: Prime Meridian

- 2. What two hemispheres is North America located in?

Answer: Northern and Western

- 3. What two hemispheres is Australia located in?

Answer: Southern and Eastern

- 4. What state is located at 30° North latitude and 100° West longitude?

Answer: Texas

Chapter 1 - Lesson 3 – What are the physical features of Pennsylvania?

Materials

- 1. *ExPA*, pp. 8 - 12
- 2. *SAB*, Activity 4, “Watch Out for These Snakes!”
- 3. *SAB*, Activity 5, “What Are the Physical Features of Pennsylvania?”
- 4. *SAB*, Activity 6, “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 5 to complete the vocabulary activity.
- 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 of this document.

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

Answers to Lesson 3 on page 12

1. Five different geographic features are that Pennsylvania has plains, hills, mountains, plateaus, valleys, highlands, gorges, glens, and ridges.
2. Pennsylvania has 277 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.
4.

landforms		water forms		
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. 12

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. 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 feedback on 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 SWIRL activities on Snakes, or the PA Mammal Brochure
4. grading the Chapter 1 Test

Chapter 1 - Lesson 4 - How were the different parts of Pennsylvania formed?

Materials

1. *ExPA*, pp. 13-16
2. *SAB*, Activity 7, “Locating and Labeling Political and Physical Features”
3. *SAB*, Activity 8, “Syllabifying Our Vocabulary Words”

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.

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 “Syllabicating Our Vocabulary Words.”
4. *SAB* Activity 7 involves knowledge from all three lessons – a reinforcing labeling activity.
5. Other activities are contained in *Pennsylvania Geography*. (2020). 6th Edition. Penns Valley Publishers, Chapter 3.

- | | |
|--------------------------------------|------------------|
| – Shared Reading | – Study Guide |
| – Reading Buddies | Reading |
| – Directed Reading Activity | – Guided Reading |
| – Directed Reading Thinking Activity | – Jigsaw |

Answers to Lesson 4 on page 16

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

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 feedback on the SWIRL activities

Summative

1. grading answers to Summary Questions, if desired
2. grading answers to both *SAB* activities, if desired
3. 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 denser, 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. 17 in *ExPA* (Chapter Opener)
2. *SAB*, Activity 9. “The Geographic Regions of Pennsylvania”

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.
- 3. Students can work in pairs to complete Activity 9 in the *SAB*.

Summative Assessment

- 1. Activity 9 in the *SAB* is designed to be graded, if you desire.

Chapter 2- Lesson 5 – Where are the Atlantic Coastal and Erie Plains of Pennsylvania?

Materials

- 1. *ExPA*, pp. 18-23
- 2. *ExPA*, p. 17
- 3. Map of PA with interstate roads on it (SWIRL activity)
- 4. Map of U. S. (p. iv)
- 5. *SAB*, Activity 10, “Our State Symbol”

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 a major city 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.

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 students’ attention to the map inset on p. 18. 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. iv)
- 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.
- 6. It would be interesting for your class to nominate three or four fruits that could be a symbol for our state fruit, such as apple, peach, grape, or pear. Then, they could vote on the choices. This option is contained in Activity 10 (Our State Symbols) in the *SAB*.

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

SWIRL Activities on p. 23

- 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 5 on p. 23

- | | | | |
|-------|--------|--------|--------|
| 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

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 Chapter 2 Test

Chapter 2- Lesson 6 – Where is the Piedmont region?

Materials

1. *ExPA*, pp. 24-28
2. *ExPA*, p. 17

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 in the region.
4. associate the major types of industry with each city in the region.
5. associate vocabulary words with their definitions.

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. 24.
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, on p. 24, if your students do not have background knowledge about the Amish, you may need to explain what modern devices 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.

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

Answers to Lesson 6 on p. 28

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

Assessment

Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions and SWIRL activities,
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 Chapter 2 Test

Chapter 2- Lesson 7 – Where is the Ridge and Valley region?

Materials

1. *ExPA*, pp. 29-34
2. *ExPA*, p. 17
3. *SAB*, Activity 10, “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 in the region.
4. associate the major types of industry with each city in the region.
5. associate vocabulary words with their definitions.

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. 29. Use the SWIRL activity and the map on p. 17 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. 34) can be expanded to include logos for other products.
4. Reinforce the notion of symbols by employing the *SAB* 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.

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

Answers to Lesson 7 on p. 34

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

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 symbol activity in the *SAB*, if desired
3. grading the Chapter 2 Test

Chapter 2- Lesson 8 – Where is the Allegheny Plateau region?

Materials

1. *ExPA*, pp. 35-40
2. *ExPA*, map on p. 17
3. *SAB*, Activity 11, “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 in the region.
4. associate the major types of industry with each city in the region.
5. associate vocabulary words with their definitions.

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. 36 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 11 is designed to reinforce major concepts from Lessons 5 - 8.
6. SWIRL – on p. 40 is an optional, small research report. There is an abundance of interesting places from which to choose or for you to assign pairs of students.

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

Answers to Lesson 8 on p. 40

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

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 Activity 11 in the *SAB*, if desired
3. grading the SWIRL research report using a rubric
4. grading the Chapter 2 Test

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

Materials

1. p. 41 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 9 – What are our state’s water resources?

Materials

1. *ExPA*, pp. 42-46
2. *ExPA*, p. iv
3. *SAB*, Activity 12, “Identifying the Water Forms of Pennsylvania”

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. 42, have your students locate the water forms as they proceed through the lesson. Locations of reservoirs are at your discretion but students should know they are scattered around 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 lentic equals still water.
5. Review the water cycle and its importance for fresh water using the diagram on p. 43.
6. Incorporate the SWIRL activity on p. 44. 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. 46 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.

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

Answers to Lesson 9 on page 46

1. A. lakes, ponds, reservoirs, and wetlands B. springs, runs, brooks, 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 drain. 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

Formative

1. questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. checking student's graphic organizers
4. 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 12, if desired
3. grading the SWIRL research report using a rubric
4. grading the Chapter 3 Test (We suggest giving the test in 2 installments.)

Chapter 3 - Lesson 10 – What natural resources can be found on and under our land?

Materials

1. *ExPA*, pp. 47-51
2. *SAB*, Activity 13, "Pennsylvania Farm Show Products"
3. calculator (students might need one, although Activity 13 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 9
2. Complete the SWIRL Activity" on glass products on page 51 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. Pennsylvania is the leading producer of mushrooms, supplying our nation with more than 50% of its mushrooms. Take a quick poll of your students to see who likes and dislikes mushrooms.
6. See if any of your students know of any other different types of farms, other than those listed in the text. For example, one of your authors has seen llama and emu farms in Pennsylvania.
7. The *SAB* activity "Pennsylvania Farm Show Products" is an integration of math, particularly money.

Answers to Lesson 10 - page 51

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

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 *SAB* Activity 13, if desired
3. grading the Chapter 3 Test (We suggest giving the test in 2 installments.)

Chapter 3 – Lesson 11 – How do our human resources influence our state’s economy?

Materials

1. *ExPA*, pp. 52-56
2. *SAB*, Activity 14, “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.

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 all of us. 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 14 from the *Student Activity Book*, “What Is the Difference between Goods and Services?” This is a solid reinforcement activity.

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

Answers to Lesson 11 on page 56

1. Human resources are about 13 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

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 14, if desired
3. grading the Chapter 3 Test (We suggest giving the test in 2 installments.)

Chapter 3 - Lesson 12 – How can we keep our environment healthy?

Materials

1. *ExPA*, pp. 57-62
2. *SAB*, Activity 15, “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 15, “Vocabulary Words for Our State’s Environment.”

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

Answers to Lesson 12 on page 62

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

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. ascertaining how well the SWIRL activity on compiling wise energy decisions is done

Summative

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

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 per category 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.
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. 63 (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 13-15 on the first people to inhabit Pennsylvania.
3. Have a discussion on the captions, particularly the toy animal. Actually, the answer to the scrambled letters is toy animal!

Chapter 4 - Lesson 13 – What Native American tribes were located in Pennsylvania?

Materials

1. *EXPA*, pp. 64-68
2. *SAB*, Activity 17, “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.

- | | |
|--------------------|------------------|
| – Shared Reading | – Study Guide |
| – Reading Buddies | Reading |
| – Directed Reading | – Guided Reading |
| Activity | – Jigsaw |
| – Directed Reading | |
| Thinking Activity | |

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 Americans. Relate this to the information on p. 63 about one of the roles of historians is to find and interpret new evidence that counters “old facts.” See <https://www.heinzhistorycenter.org/meadowcroft/>
5. Introduce the term artifacts (original relics) as shown on photos in the lesson. See if students can tell the difference between an original and a reproduction.
6. Reinforce the Pennsylvania Core Standards of “compare/contrast, and problem solving.
7. Have students share the results of their cooperative work from the SWIRL activity.
8. Use *SAB*, Activity 17, “The Dream Story Legend” as a Pennsylvania Core Standard exercise. It has a humorous moral.

Answers to Lesson 13 on page 68

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

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. ascertaining how well the students perform the SWIRL tasks on p. 68
5. informal assessment of *SAB* writing activity

Summative

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

Chapter 4 - Lesson 14 - Native American Tribes in PA - Part 2

Materials

1. *ExPA*, pp. 69-74
2. *SAB*, Activity 18, “Making Sense out of Syllables”
3. *SAB*, Activity 16, “Native American Tribes in Pennsylvania”

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.
8. describe how Native Americans used their natural resources provided by the environment wisely.

Suggested Teaching Strategies

1. Same as Lesson 13
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 their 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. Employ *SAB* Activity 18 “Making Sense out of Syllables.” to reinforce the vocabulary.
5. *SAB* Activity 16 is designed to reinforce knowledge from Lessons 13 and 14.

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

Answers to Lesson 14 on page 74

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, or death of a chief 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

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. ascertaining how well students did on the SWIRL activities about Native Americans
5. informal assessment of the *SAB* Activity # 16

Summative

1. grading answers to Summary Questions, if desired
2. grading answers to vocabulary activity #18 in the *SAB*, if desired
3. grading the Chapter 4 Test

Chapter 4 - Lesson 15 - Early European Settlements in Pennsylvania

Materials:

1. *ExPA*, pp. 75-79
2. *SAB*, Activity 19, “Europeans Settlers Rush to North America”

Objectives: Each student will have the opportunity to:

1. describe the “Age of Exploration.”
2. identify and locate 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 society.

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 19 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 or current political battles 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.

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

Answers to Lesson 15 on page 79

1. It was a time when European nations sent their ships to explore regions of the world
2. Ships’ captains thought the world was flat and they would sail off the end of the earth.
3. Amerigo Vespucci was the first person to suggest that South America was a “new world,” and not India.
4. Sweden, England, France, Holland (Dutch), Spain, (although not mentioned, Portugal).
5. gold and spices
6. Native Americans did not believe in land ownership.

7. 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.
8. It was located on Tinicum Island, 20 miles south of Philadelphia
9. The Dutch sent ships and an army to capture the Swedish colony.
10. The English King sent ships and an army to capture the Dutch colonies.
11. 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 19 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 16 – Who was William Penn?

Materials

1. *ExPA*, p. 80 (Chapter Opener), and pp. 81-85
2. *SAB*, Activity 20, "What Were William Penn's Dreams", p. 23

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 on the previous page.
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 20 as a 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 the Chapter Opener or one of the captions in Lesson 16.

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

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 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 16 on page 85

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 17 – Why was Penn’s colony such a success?

Materials:

1. *ExPA*, pp. 86-90
2. *SAB*, Activity 21, “Religious Freedom Attracts Immigrants,” p. 24

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.

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 21 in the *SAB*.
6. See “Suggested Projects” below.

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

Answers to Lesson 17 on page 90

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 21
3. rading 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. 91 (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 18 - Why did two empires fight for control of the Pennsylvania colony?

Materials

1. *ExPA*, pp. 92-98
2. *SAB*, Activity 22, “Conflicts and Clashes in Colonial Pennsylvania,” p. 25

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.

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 above.
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 Pittsburgh and the strategic area called the Ohio River Valley.
4. Work with the concepts of cause and effect. Cause and effect are delineated in the Pennsylvania Core Standards. After discussing the concepts on p. 95, 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 students, along with your help, check it out at: <https://m.patrailsofhistory.com/>
7. Use the *SAB* Activity # 22 to reinforce the concepts of this lesson.

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

Answers to Lesson 18 on page 98

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 19 – How did Pennsylvania unite the American colonies?

Materials

1. *ExPA*, pp. 99 - 101
2. *SAB*, Activity 23, "Styles, Fashions, and Environments"

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 101 to engage students in discussion about famous works of art.
4. Use the "Styles, Fashions, and Environments" component of Activity 23 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. Highlight the differences between the First and Second Continental Congresses.
8. There are many online websites about the Declaration of Independence.

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

Answers to Lesson 19 on page 101

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 differences between the two Continental Congresses were: From the 1st CC, the colonists agreed to stop buying imported English goods (boycott) and they wanted the King to stop passing unfair laws and taxes. From the 2nd CC, the shooting (war) had begun. The Congress appointed George Washington as Commander-in-chief of the Continental Army; Congress decided to write a Declaration of Independence from England.
5. 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 20 – How did the American colonies gain freedom from England?

Materials

1. *ExPA*, pp. 102 - 106
2. *SAB*, Activity 23, "Likenesses and Differences", p. 26

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 23 "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 or follower (women). 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
7. Have a discussion on your students' answers to the SWIRL activities about Ben Franklin on p. 106.
8. There are many websites about the American Revolution that could be explored.

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

Answers to Lesson 20 on page 105

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. Some of the risks were death, starvation, disease, infection (from wounds), loss of land, etc.
4. 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.
5. 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 21 – How did our new nation form?

Materials

1. *ExPA*, pp. 107 - 109
2. *SAB*, Activity 24, “Celebrities during the Formation of a New Nation”
3. *SAB*, Activity 25, “I Declare! Three Awesome Documents”

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 who 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 24, “Celebrities during the Formation of a New Nation” from the *SAB*. It reinforces information from Lessons 19, 20, and 21.
3. Incorporate Activity 25, “I Declare! Three Awesome Documents.” It reinforces information in Lessons 19 and 21.
4. 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.
5. Pair students together. Have them ask each other “5 Why” questions about the Constitution or Bill of Rights to dig deeper for understanding.
6. 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.

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

Answers to Lesson 21 on page 109

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 108. 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. 110

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 22 – How did Pennsylvania’s industries grow and develop?

Materials

1. *ExPA*, pp. 111-116
2. *SAB*, Activity 26, “Conestoga Wagon Problem Solving,” p. 29

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 packhorse train, wagon, and canal.

Suggested Teaching Strategies

1. See the Reading Strategies Box.
2. Refer to the physical map of Pennsylvania on p. iv to reinforce the ruggedness of the land.
3. From the *SAB*, use Activity 26, “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
8. Tour the National Canal Museum in Easton, PA at <https://canals.org/>

- | | |
|--------------------------------------|------------------|
| – Shared Reading | – Study Guide |
| – Reading Buddies | Reading |
| – Directed Reading Activity | – Guided Reading |
| – Directed Reading Thinking Activity | – Jigsaw |

Answers to Lesson 22 on page 116

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

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 Conestoga Wagon activity in the *SAB*, if desired
3. grading the Chapter 7 Test (We suggest giving the test in 2 installments.)

Chapter 7 - Lesson 23 – How did Pennsylvania develop its industries in the 1800s?

Materials

1. *ExPA*, pp. 117-122
2. *SAB*, Activity 27, “Is It Fact, Fiction, or Opinion,” p. 30

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.

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 impact 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*.

- | | |
|--------------------------------------|------------------|
| – Shared Reading | – Study Guide |
| – Reading Buddies | Reading |
| – Directed Reading Activity | – Guided Reading |
| – Directed Reading Thinking Activity | – Jigsaw |

Answers to Lesson 23 on page 122

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. The Industrial Revolution was a time when making products shifted from farms to large scale factory production by machines. Many people changed from farm work to working in factories.
8. 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 24 – Why did America fight a civil war?

Materials

1. *ExPA*, pp. 123-126

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. differentiate between free, border, and slave states.
5. define and identify well known abolitionists.
6. explain Northern and Southern viewpoints toward slavery.
7. describe key elements of the Underground Railroad.
8. define key vocabulary words.
9. identify common terms used to describe Northern and Southern troops.

Suggested Teaching Strategies:

1. See Reading Strategies Box for “mining” the lesson’s content
2. Use the map to identify Northern, Southern, and Border states. Clarify that Border states were Slave states but they never withdrew from the Union (the United States). Recruits from these states fought for each side.
3. Here is another major point of clarification. The Civil War was not fought to free the slaves, although it was a major issue of the war. First and foremost, it was fought to keep the United States together as one nation. Freeing the slaves was a major subsidiary of the war.
4. Presents a very simplified beginning of slavery in the colonies. Have students skip the ads.
https://www.youtube.com/watch?v=IUfJCh7Rd_Q
5. This website is for teachers. <https://classroom.synonym.com/teach-children-slavery-2073348.html>
6. Excellent resource if you are looking for well written books on Slavery. <https://www.scholastic.com/teachers/blog-posts/christy-crawford/teaching-about-slavery-elementary-classroom/>
7. If your class members have enough emotional maturity, reinforce the living conditions of a slave.
8. See if any students notice that the two soldiers in the photos on p. 126 are left-handed.

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

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 exercises (Hopefully, the students are able to handle the SWIRL activity on p. 126. If not, shut it down quickly).

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 25 – What was Pennsylvania’s role in the American Civil War?

Materials

1. *ExPA*, pp. 127-129
2. *SAB*, Activity 28, Hiding in the Underground Railroad, p. 31

Objectives: Each student will have the opportunity to:

1. associate key people with key events during this era.
2. identify several ways Pennsylvania helped the Northern cause.
3. describe the importance of the Battle of Gettysburg.
4. cite the importance of the Gettysburg Address.

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 that students should know. Obtain a copy and read it to your students. Analyze and explain its importance. https://americanhistory.si.edu/documentsgallery/exhibitions/gettysburg_address_2.html
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 2nd activity. Probably, the South would have won the Civil War (but that is a hypothesis).

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

Assessment

Formative

1. spot check questioning and monitoring to check for comprehension
2. checking answers to Summary Questions
3. your objectives to ascertain to what degree they were achieved
4. informal assessment of the SWIRL exercises (Hopefully, the students are able to handle the SWIRL activity on p. 126. If not, shut it down quickly.).

Summative

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

Answers to Lesson 25 on page 129

1. Our state contributed troops, weapons, war supplies, food, railroad transportation, etc.
2. 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.
3. It was the most important battle of the Civil War. It was the turning point for the North in the American Civil War.
4. It was to provide proper burials for the dead soldiers who had been killed at the Battle of Gettysburg.
5. It was a short speech given by President Lincoln honoring the dead soldiers from the Battle of Gettysburg.

Addendum: Answers to Other Questions That were eliminated because of Spatial Constraints: You can construct the questions based upon the answers.

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.

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 26 – Who were the people that made Pennsylvania an industrial giant?

Materials

1. *ExPA*, pp. 130-134
2. *SAB*, Activity 29, “Some Huge Businesses,” p. 32

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 or object with its, his, or her accomplishment (based upon Lessons 22 - 26).
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.
6. Don’t forget to use the captions on the photos as discussion points.

- | | |
|--------------------------------------|------------------|
| – Shared Reading | – Study Guide |
| – Reading Buddies | Reading |
| – Directed Reading Activity | – Guided Reading |
| – Directed Reading Thinking Activity | – Jigsaw |

Answers to Lesson 26 on page 134

SWIRL answers on p. 130 – iron ore = steel; soft coal = coke; aluminum; sand = glass, concrete; limestone = cement; small stones = cement; oil = gasoline, heating oil

SWIRL activity on p. 134 – Up until the 16th 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 also rusted). 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 d. 15
b. 12 e. 14
c. 11 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 27 – What problems developed in Pennsylvania during the Age of Big Business?

Materials

1. *ExPA*, pp. 135-139
2. *SAB*, Activity 30, “The Horrible Disaster at Johnstown,” p. 33

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 54. 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. 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

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

Answers to Lesson 27 on page 139

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 iv, 1, or 4. 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 4 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 7. Times can be adjusted.
11. Web the Pennsylvania “industrial giants” named in Lesson 26. 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 108 years old when interviewed.
16. There are many historical photos that vividly show the extent of the devastation which could generate a descriptive writing exercise.

Chapter 8 – What were the major changes in Pennsylvania during the 20th and 21st centuries?

Materials

1. *ExPA*, p. 140 (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 28 – How did PA’s transportation systems change in the 20th century?

Materials

1. *ExPA*, pp. 141-145
2. *SAB*, Activity 31, “Our Transportation Systems,” p. 34

Objectives: Each student will have the opportunity to:

1. identify several transportation systems 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.

Suggested Teaching Strategies

1. An explanation as to why this is called the 20th century, but it is only the 1900s would be helpful. Explain the 21st century as well. Although we have not identified it as such, the 20th and 21st centuries could receive the moniker of the “Age of Technology” “Age of Rapid Transportation.”
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 31 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?
5. Find out more about the Pennsylvania Turnpike at its website: <http://www.paturnpike.com>

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

Answers to Lesson 28 on page 145

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 29 – What important events occurred in Pennsylvania during the 20th century?

Materials

1. *ExPA*, pp. 146-150
2. *SAB*, Activity 32, “Changing Lifestyles through the 20th & 21st Centuries,” p. 35
3. World map or globe

Objectives: Each student will have the opportunity to:

1. explain when, where, and what 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 20th and 21st century.

Suggested Teaching Strategies

1. Choose one or more read and discuss strategies.
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, especially the Vietnam War)
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. 150. 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 32, “Changing Lifestyles . . .” from the *Student Activity Book*.
9. If needed to complement or supplement this lesson, there are a plethora of websites encompassing the main themes of this lesson.

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

Answers to Lesson 29 on page 150

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 slowdown in industrial growth, businesses failed, people lost their jobs, they did not buy things, lowered 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 30 – How has life changed in Pennsylvania during the 21st century?

Materials

1. *ExPA*, pp. 151-156
2. *SAB*, Activity 33, “Tell Me More,” p. 36
3. *SAB*, Activity 34, “I am Marcellus Shale from Pennsylvania,” p. 37

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.

Suggested Teaching Strategies

1. Read and discuss strategies.
2. Continue with the telecommunications timeline. Also, another moniker you can employ in the 21st 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 154.
6. There are two *SAB* activities devoted to this lesson which offer reinforcement of the concepts.
7. All of the major changes were incorporated in the text before the COVID-19 pandemic hit the world. However, we have addressed this world catastrophe on p. 152. You could hold a discussion on its economic impact upon our state, country, and the world.
8. When discussing Super Storm Sandy, discuss the impact of Hurricane Laura that devastated Louisiana and parts of Texas in 2020. How would it feel to have no house (maybe), no electricity, no running water, no toilets, and so on. Most roads were impassable because of flooded roadways, and downed trees and power lines. Imagine the power of 150 mph gusts of wind!

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

Answers to Lesson 30 on page 156 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 33, 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 20th and 21st centuries showing various modes of transportation including: street, cable, and trolley cars; subways; trains; cars; buses; trucks; airplanes; railroads, 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 and intermediate 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 telecommunication 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) or PA's state anthem on p. 186
 - 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 or recording PA's state anthem on p. 186

Chapter 9 – What are the different kinds of government?

Chapter Opener

Materials

1. *ExPA*, p. 157

Suggested Teaching Strategies

1. The important aspects 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 Senate (north wing) and right side of the photo is the House of Representatives (south wing)).

Chapter 9 - Lesson 31 – How do our local governments work?

Materials

1. *ExPA*, pp. 158 – 162
2. *SAB*, Activity 35, “Counties, Cities, and Communities,” p. 38

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)
7. associate key vocabulary words with their correct meanings.

Suggested Teaching Strategies

1. Choose a read and discuss strategy.
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. 38 to reinforce vocabulary terms.
7. Reinforce that taxes are collected from homeowners and businesses. The land and building are valued at so much money and that is what the taxes are based on. It’s really a fraction of the value of the property, but 4th graders are not dealing with those kinds of fractions.
8. Use “Suggested Projects” for Chapter 9 on p. 44.

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

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 31 on page 162

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 32 – How does our state government work?

Materials

1. *ExPA*, pp. 163-168
2. *SAB*, Activity 36, State Government Terms, p. 39

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.
7. associate key vocabulary words with their correct meanings.

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>

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

Answers to Lesson 32 - page 168

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 *SAB* vocabulary activity, if desired
3. grading the Chapter 9 test

Chapter 9 - Lesson 33– How does our national government work?

Materials

1. *ExPA*, pp. 169-172
2. *SAB*, Activity 37, Tax Me! I’m Just a Kid! p. 40

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.
7. associate key vocabulary words with their correct meanings.

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 170 to reinforce knowledge about the branches of government.
5. Use the caption on page 171 to lead a discussion about Abraham Lincoln and what he believed in.
6. **SWIRL** Activity on page 172 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 on p. 44.

- | | |
|--------------------------------------|------------------|
| – Shared Reading | – Study Guide |
| – Reading Buddies | Reading |
| – Directed Reading Activity | – Guided Reading |
| – Directed Reading Thinking Activity | – Jigsaw |

Answers to Lesson 33 - page 172

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. Students can work in pairs to create vocabulary flash cards. Following are two suggestions:
 - a. Write each vocabulary word on the front of a card and the definition on the back. Pairs of students can quiz each other.
 - b. Write each vocabulary word and each definition on a separate card. Place all cards face down. Play the game "Memory Match."
2. 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.
3. Create a bulletin board with the three branches of government. Have students find newspaper articles or information from other electronic sources that can be classified according to their categories.
4. 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.
5. 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.
6. Contact a local government office and inquire how the children can help their community. Perhaps they can pick up litter or plant flowers.
7. Attend a public government meeting or hearing.
8. 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 a 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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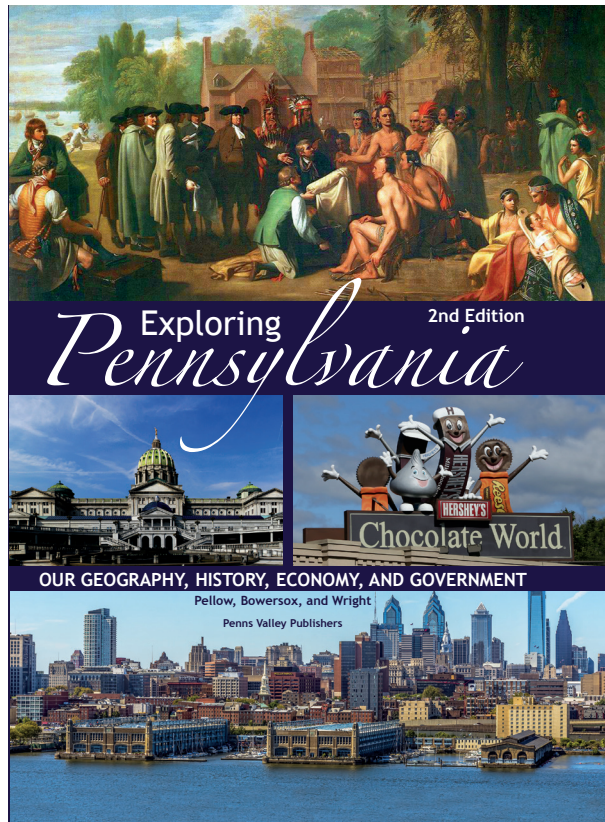
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Name(s): _____

Pennsylvania Mammal Brochure Rubric

Category	4	3	2	1
Research	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.
Required Elements	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.
Writing	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.
Graphics	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.
Attractiveness	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.”
Presentation	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.



Chapter Tests & Answer Key

Exploring Pennsylvania
Our Geography, History, Economy, and Government
2nd Edition

by
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Chapter 1 Test - What are the political and physical features of Pennsylvania?

Multiple Choice: Read each statement carefully. Select and circle the **most correct** choice among the choices of answers. (2 points each)

1. The study of the earth's political and physical features is known as:
 - a. economy
 - b. history
 - c. geography
 - d. government

2. What is a human-made line called on a map?
 - a. border
 - b. continent
 - c. mountain ridge
 - d. reservoir

3. Name the water form that shares its border with the **northwest** part of our state.
 - a. Atlantic Ocean
 - b. Chesapeake Bay
 - c. Delaware River
 - d. Lake Erie

4. Name the water form that shares its boundary with the **eastern** part of our state.
 - a. Atlantic Ocean
 - b. Chesapeake Bay
 - c. Delaware River
 - d. Lake Erie

5. In what part of our country is **Pennsylvania** located?
 - a. northwest
 - b. northeast
 - c. southwest
 - d. southeast

6. Which geographic term is a lotic water form?
 - a. lake
 - b. pond
 - c. reservoir
 - d. tributary

Turn the page!

7. Which geographic term is a lentic water form?
 - a. creek
 - b. reservoir
 - c. river
 - d. stream

8. Which one of the following forces of nature has **NOT** been involved in shaping the land and water features of our state?
 - a. faulting
 - b. folding
 - c. tornadoes
 - d. water erosion

9. Which one of the following mountain chains is **NOT** located in our state?
 - a. Adirondack
 - b. Allegheny
 - c. Laurel Highlands
 - d. Poconos

10. Which of the following is **NOT** a forest game animal?
 - a. bear
 - b. deer
 - c. rabbit
 - d. turkey

Listing: Write the names of the states that share a boundary with our state under the correct cardinal direction. Use the States' word box. **States can be used more than once. Two choices will not be used.** (1 point each)

Delaware	Kentucky	Maryland	New Jersey
New York	Ohio	Virginia	West Virginia
west	south	east	north

Turn the page!

Matching: Column B has the names of geographic terms. Column A has their definitions. Match each term in Column B to its correct definition in Column A. Clearly write the **number** of the geographic word in the blank space provided in Column A. **Two terms in Column B will not be used.** (2 points each)

Column A	Column B
_____ A. a narrow ridge of soil, rocks, and boulders	1. continent
_____ B. a lotic water form	2. desert
_____ C. somewhat flat land between two mountains	3. gorge
_____ D. very narrow passages with steep rocky sides	4. highlands
_____ E. a long, narrow landform rising steeply above the surrounding land	5. moraine
_____ F. land that is higher than the surrounding area	6. panhandle
_____ G. a group of mountains in southwest PA	7. plain
_____ H. a very large land mass	8. plateau
_____ I. a lentic water form	9. reservoir
_____ J. area that gets less than 10 inches of precipitation a year	10. ridge
	11. tributary
	12. valley

Turn the page!

Fill-in-the-Blank: Read each statement carefully. From the Word List, select and write the most correct word(s) that completes the statement. **One of the words in the list will not be used.** (2 points each) Cross off each word(s) as it is used.

Word List

climate	elevation	erosion	faulting
folding	glaciers	gravity	precipitation
population density	sea level	suburbs	weathering

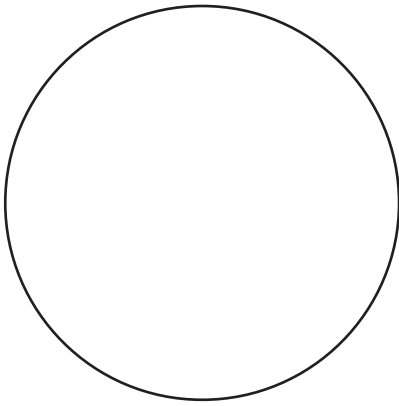
1. Large masses of moving ice are called _____ .
2. The number of people who live in a certain area is known as its _____ .
3. A process by which frozen water in the cracks of rock breaks the rock into smaller pieces is known as _____ .
4. Smaller towns bordering cities are known as _____ .
5. The height of any landform is known as its _____ .
6. The amount of rain and snow that falls is _____ .
7. A process by which a break in the earth's crust can cause landforms to form is known as _____ .
8. A process by which soil and small rocks are worn away is known as _____ .
9. A process in which mountains are formed by a force under the earth's surface pushing upwards is known as _____ .
10. The average weather a place receives over time is known as _____ .
11. A force that pulls objects toward the earth's center is _____ .

Short Answer Writing: (Complete sentences are not needed.)

A. What is the Mason-Dixon Line? (1 pt.)

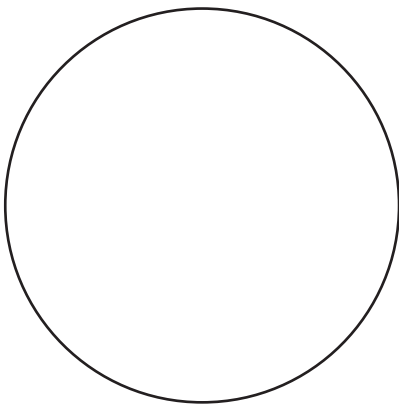
B. Why was the Mason-Dixon Line created? (1 pt.)

Labeling (16 pts)



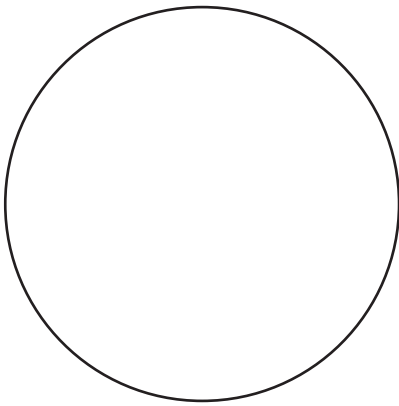
Globe 1

1. Draw the International Date Line on the globe and label it IDL.
2. Label on the globe which day is Thursday, and which is Friday.
3. Write the IDL's coordinate number by it.



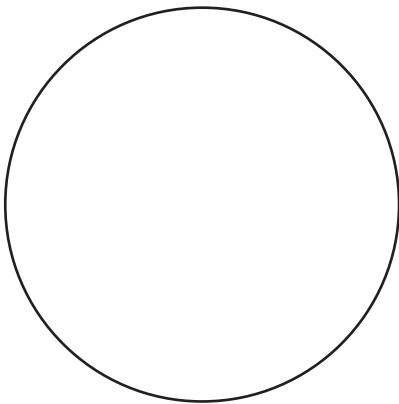
Globe 2

1. Draw the Equator on the globe and label it.
2. Label the Northern Hemisphere and Southern Hemisphere.
3. Write the Equator's coordinate number by it.



Globe 3

1. Draw the Prime Meridian on the globe and label it.
2. Label the Eastern Hemisphere and Western Hemisphere.
3. Write the Prime Meridian's coordinate number by it.



Globe 4

1. Place an X on the globe near where 80° north latitude and 40° west longitude would be.
2. Place a Z on the globe near where 60° north latitude and 100° east longitude would be.
3. Place a J on the globe near where 20° south latitude and 100° west longitude would be.
4. Place a B on the globe near where 40° south latitude and 60° east longitude would be.

Optional and given at a separate time

Performance Chapter Test 1 - Labeling Features of Pennsylvania

Using a “blank” state map of Pennsylvania, have each child label:

four (4) mountains and highlands (Pocono Mountains, Laurel Highlands, Allegheny Mountains, and Appalachian Mountains)

six (6) border states (New York, Ohio, West Virginia, Maryland, Delaware, New Jersey)

one (1) great lake (Lake Erie)

two (2) water borders (Lake Erie, Delaware River)

Conneaut Lake

Mt. Davis

Chapter 2 Test - What are the geographic regions of Pennsylvania called?

Multiple Choice: Read each statement carefully. Select and circle the **most correct choice** among the choices of answers. (2 points each)

1. Which is not a port city of Pennsylvania?
 - A. Altoona
 - B. Erie
 - C. Philadelphia
 - D. Pittsburgh

2. All of the following cities are located in the Piedmont region except?
 - A. Lancaster
 - B. Reading
 - C. Scranton
 - D. York

3. Which city is not located in the Ridge and Valley region?
 - A. Allentown
 - B. Altoona
 - C. Harrisburg
 - D. Pittsburgh

4. What is the industry called that is involved with getting people to visit places in Pennsylvania?
 - A. marketing
 - B. tourism
 - C. trade
 - D. travel

5. Factories that change crude oil into other products are called:
 - A. energy plants
 - B. heritages
 - C. ports
 - D. refineries

6. Places where ships unload or load their products are called:
 - A. factories
 - B. plants
 - C. ports
 - D. resorts

Turn the Page!

7. Which region has the lowest elevation?
 - A. Allegheny Plateau
 - B. Atlantic Coastal Plain
 - C. Erie Plain
 - D. Piedmont
8. Which region gets the Lake Effect?
 - A. Allegheny Plateau
 - B. Atlantic Coastal Plain
 - C. Erie Plain
 - D. Ridge and Valley
9. All of the following cities are located in the Piedmont region except?
 - A. Allentown
 - B. Lancaster
 - C. Reading
 - D. York
10. This region contains the largest forests.
 - A. Allegheny Plateau
 - B. Atlantic Coastal Plain
 - C. Piedmont
 - D. Ridge and Valley
11. A large port city that is closest to the Atlantic Ocean is?
 - A. Allentown
 - B. Erie
 - C. Philadelphia
 - D. Pittsburgh
12. This region is considered to be our state's largest fruit growing region.
 - A. Allegheny Plateau
 - B. Atlantic Coastal Plain
 - C. Erie Plain
 - D. Ridge and Valley
13. All of the following sites are in the Allegheny Plateau except
 - A. Bushkill Falls
 - B. Hersheypark
 - C. Johnstown Flood Museum
 - D. Drake's Oil Well

Turn the Page!

Matching - Column B has the names of vocabulary terms. Column A has their definitions. Match each term in Column B to its correct definition in Column A. Clearly write the **letter** of the vocabulary word in the blank space provided in Column A. **One term in Column B will not be used.** (2 points each)

Column A

Column B

- | | |
|---|------------------|
| 1. _____ the making, moving, and selling of goods and services | A. cargo |
| 2. _____ products made from natural gas or oil | B. employer |
| 3. _____ a place where rocks and stones are dug from the earth | C. industry |
| 4. _____ a place where ships load and unload goods and products | D. logo |
| 5. _____ a farm that grows fruit on trees | E. manufacture |
| 6. _____ person or business that hires people to work | F. metropolitan |
| 7. _____ a picture symbol of a product or service | G. migration |
| 8. _____ to make or produce | H. orchard |
| 9. _____ goods carried by ship, truck, railroad, or airplane | I. petrochemical |
| 10. _____ several cities and boroughs grouped close together | J. port |
| | K. quarry |

Short Answer

1. What is A) an urban area, B) a rural area, and C) an area of suburbs? (6 points)

A.

B.

C.

Turn the Page!

2. Write a description for a tourist brochure for **two** (2) places tourists could see among the regions if they visited our state. Provide the names of two different places and at least one detail for each place. (4 points)

A.

B.

Classifying – Listed in the table below are the five major geographic regions in our state and their abbreviations. Below the table are short phrases. Each phrase describes or can be found in one of the regions. In the blank space by each number, write the correct abbreviation for the region. (2 points each)

Allegheny Plateau (AP)	Atlantic Coastal Plain (ACP)	Erie Plain (EP)	Piedmont (P)	Ridge and Valley (RV)
---------------------------	---------------------------------	-----------------	--------------	--------------------------

- | | |
|---|---|
| 1. _____ known for lumber and Little League baseball | 9. _____ contains a peninsula |
| 2. _____ features the greatest number of suburbs | 10. _____ largest urban area |
| 3. _____ has a freshwater port to the Great Lakes | 11. _____ well known for snack food |
| 4. _____ contains our state's largest city | 12. _____ largest of the regions |
| 5. _____ contains heart of PA Dutch country | 13. _____ state capital is in this region |
| 6. _____ known for its production of chocolate | 14. _____ features Punxsutawney Phil |
| 7. _____ largest battle on North America fought here | 15. _____ known for Pine Creek Gorge |
| 8. _____ contains the cities of Allentown and Altoona | 16. _____ Crayola Factory is in this region |

Turn the Page!

True or False – Read each statement. If it is a true statement, write True in the blank. If it is a false statement, write F in the blank space. Then, correct the **underlined** part of the false sentence by crossing it out and writing the correct answer in the blank space. Use the abbreviations of the regions from the Classifying test item above. (1 pt. for each correct answer. Then, 1 pt. for each correct answer for a false statement.

1. _____ Philadelphia is located in a **rural** area. _____
2. _____ The Liberty Bell and the Betsy Ross House are located in the **Erie Plain**. _____
3. _____ Presque Isle is located in the **Atlantic Coastal Plain**. _____
4. _____ Piedmont is a French word meaning **foothill**. _____
5. _____ Steamtown National Historic Site is located in the **Allegheny Plateau**. _____
6. _____ The Conestoga wagon was developed in the **Ridge and Valley** region. _____
7. _____ One of the **main** features of the Piedmont is its **rich soils**. _____
8. _____ Wilkes-Barre and State College are located in the **Piedmont**. _____
9. _____ President James Buchanan’s retirement home is called **the White House**. _____
10. _____ One of the **main** industrial activities of the Piedmont is **tourism**. _____

Chapter 3 Test – How have PA’s natural resources contributed to its economic growth?

Multiple Choice: Read each statement carefully. Select and circle the **most correct choice** among the choices of answers. (2 points each)

1. Which one of the following is **not** a natural resource of our state?
 - a. forests
 - b. fossil fuels
 - c. silver
 - d. soils

2. Which substance is **not** a **major** mineral resource of Pennsylvania?
 - a. copper
 - b. iron ore
 - c. limestone
 - d. sand

3. Which one of the following is **not** a fossil fuel?
 - a. coal
 - b. natural gas
 - c. oil
 - d. trees

4. A natural substance that is dug or cut from the ground is a/an:
 - a. agriculture
 - b. forest
 - c. mineral
 - d. wetland

5. Working the soil, producing crops, and raising animals is known as:
 - a. agriculture
 - b. energy
 - c. livestock
 - d. quarrying

6. Which one of the following is a **nonrenewable** natural resource?
 - a. air
 - b. coal
 - c. soil
 - d. water

Turn the page!

7. A low-lying area of land that holds water is called a:
 - a. dam
 - b. reservoir
 - c. tributary
 - d. wetland
8. The place where a water form starts is known as its:
 - a. dam
 - b. mouth
 - c. source
 - d. tributary
9. The place where a water form empties into a larger water form is its:
 - a. dam
 - b. mouth
 - c. source
 - d. urban outlet
10. Human-made lakes in which water is held back by dams are called:
 - a. natural lakes
 - b. ponds
 - c. reservoirs
 - d. rivers
11. Counting the number of people every ten years is called a/an:
 - a. census
 - b. rural
 - c. suburbs
 - d. urban
12. Which one of the following choices is a want?
 - a. clean drinking water
 - b. communication system
 - c. healthy food
 - d. adequate shelter
13. A type of work that involves making products (snack foods) is called:
 - a. agriculture
 - b. construction
 - c. manufacturing
 - d. trade

Turn the Page!

14. All of the following are service jobs **EXCEPT**:
- a. communication technician
 - b. tour guide
 - c. teacher
 - d. construction worker
15. The careful, wise use of natural resources, jobs, products, and money is a/an:
- a. economy
 - b. environment
 - c. raw material
 - d. trade
16. Products that are brought into our country from other countries are:
- a. exports
 - b. harbors
 - c. imports
 - d. ports
17. Products that are sent from our country to other countries are:
- a. exports
 - b. harbors
 - c. imports
 - d. ports
18. When harmful chemicals become mixed with types of moisture, the result is:
- a. acid rain
 - b. treatment plants
 - c. toxic wastes
 - d. wastewater
19. One of the **most common** types of wastewater is called:
- a. acid rain
 - b. sewage
 - c. strip mining
 - d. toxic wastes
20. Large open areas where garbage is buried are known as:
- a. environments
 - b. junkyards
 - c. landfills
 - d. recycling

Turn the page!

21. Poisonous drums buried beneath the ground's surface are called:
- acid rain
 - landfills
 - sewage
 - toxic wastes
22. Which type of action or fuel was **not** described as a producer of electricity?
- fossil fuels
 - nuclear fuels
 - force of water
 - biomass
23. Which **major** river system is located in western Pennsylvania?
- Delaware
 - Juniata
 - Ohio
 - Susquehanna

Classifying: A list of jobs is presented in the word box below. Classify and write each phrase under its correct heading as an industrial job or service job. (1 point each)

building roads	raising trees for lumber	selling jewelry	pleading for a client in court	producing cars
mining coal	canning foods	teaching students	creating electricity	caring for the sick

Industrial Jobs

Service Jobs

Turn the page!

Matching: Column B has a group of economic terms. Column A has the definitions of those terms. Clearly write the **number** of the term in the blank space provided in Column A. **One term in Column B will not be used.** (2 points each)

Column A	Column B
_____ A. one who makes or provides goods and services?	1. consumer
_____ B. candy bars, clothing, cell phones are?	2. exports
_____ C. buying, selling, and moving goods and services is?	3. goods
_____ D. goods and services sent to other states?	4. imports
_____ E. one who buys goods and services?	5. need
_____ F. selling land, driving trucks, delivering mail are?	6. producer
_____ G. breathing clean air is a/an?	7. services
_____ H. a desire to get an item you do not need?	8. trade
_____ I. goods and services brought into our state are?	9. transportation
	10. want

Short Answer:

1. A. Identify four different types of farms. (4 pts.)

B. Identify at least one type of product that each farm produces. (4 pts)

Turn the page!

2. A. List three (3) important environmental problems that the people of Pennsylvania have to solve. (3 points)

B. Tell why it is important to solve each of these environmental problems.
Each of your three answers must contain at least one sentence. (3 points)

3. What is strip mining? (2 pts.)

4. What is recycling? (2 pts.)

Optional and administered separately from Chapter test

Performance Test 2 - Labeling Water forms of Pennsylvania

On a blank physical map of Pennsylvania, label the following water forms:

Our River Systems and Major Rivers (10)

Four Reservoirs (4)

Two Lakes (2)

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

Multiple Choice: Read each statement carefully. Select and **circle** the **most correct choice** among the choices of answers. (2 points each)

1. From what continent did the Native Americans move to North America?
 - A. Africa
 - B. Asia
 - C. Europe
 - D. South America

2. When groups of people move from one region to another, it is called a:
 - A. colony
 - B. conflict
 - C. migration
 - D. settlement

3. What is the name given to people who dig up and study old remains?
 - A. archeologists
 - B. geographers
 - C. historians
 - D. meteorologists

4. How were Native American tribes grouped in the Pennsylvania region?
 - A. culture
 - B. language
 - C. religion
 - D. tribal homes

5. Another word for Native Americans' system of trading was called:
 - A. bartering
 - B. begging
 - C. borrowing
 - D. buying

6. Native Americans lived in small villages called:
 - A. clans
 - B. councils
 - C. settlements
 - D. towns

Turn the Page!

7. Algonquin tribes lived in homes called:
 - A. longhouses
 - B. sweat lodges
 - C. wampums
 - D. wigwams

8. Native Americans' water travel in our state was by means of:
 - A. kayaks
 - B. canoes
 - C. rafts
 - D. ships

9. Which country started the first permanent settlement in Pennsylvania?
 - A. England
 - B. Germany
 - C. Holland
 - D. Sweden

10. Which country was the second one to start settlements in Pennsylvania?
 - A. England
 - B. Germany
 - C. Holland
 - D. Sweden

11. Why did the "Age of Exploration" become troubled times for the countries of Europe?
They all were:
 - A. asking for more land in which to send their criminals.
 - B. borrowing money from each other without being able to pay.
 - C. claiming the same land in the "New World."
 - D. exploring the world to spread their religions.

12. Who suggested that Columbus had really discovered a "New World?"
 - A. Christopher Columbus
 - B. William Penn
 - C. Johan Printz
 - D. Amerigo Vespucci

Turn the page!

13. Who was responsible for selecting tribal council leaders for the clans? The
 - A. elder men
 - B. women
 - C. young adults
 - D. elder men and women
14. What was the name of the powerful Native American group in New York State?
 - A. Iroquois League of Nations
 - B. Iroquois Confederacy
 - C. Iroquois Union
 - D. Iroquois Compromise

Classifying: Column B contains the names of the major groups of tribes in Pennsylvania. Column A contains phrases that refer to the Algonquin, Iroquois, or to both of them. If the phrase refers to **only** the Algonquin, write an “A” in the blank space in Column A. If the phrase refers to the Iroquois, write an “I.” If the phrase refers to a way of life that both groups used, place a “B.” (1 point each)

Column A

Column B

1. _____ lived in clans
2. _____ elm bark canoe
3. _____ Delaware
4. _____ formed a league of tribes
5. _____ wore breechcloths
6. _____ sweat lodges
7. _____ longhouse
8. _____ head chief runs tribal council
9. _____ bartering system
10. _____ wampum
11. _____ used trees and bark to build homes
12. _____ wigwams
13. _____ birch bark canoe
14. _____ women selected the councils
15. _____ Erie
16. _____ used deerskin to make clothing

A = Algonquin

I = Iroquois

B = Both

Turn the page!

Listing: List at least two roles each for the Native American men, women, and children. (6 points)

men

women

children

Short Answer: Answer the following questions. You do **not** need complete sentences. (2 points each)

1. How did the Native Americans get the name “Indians?”
2. How did the Native American system of trails help in the development of our state’s roads?
3. What is the Meadowcroft Rockshelter?
4. How did Native Americans view ownership of land?
5. Name **two** Swedish contributions and **two** Dutch contributions. (4 pts.)

Swedes

Dutch

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

Multiple Choice: Read each statement carefully. Select and **circle** the **most correct choice** among the choices of answers. (2 points each) (PA = Pennsylvania)

1. Name the person or group who began the colony of Pennsylvania.
 - A. George Washington
 - B. King of England
 - C. Native Americans
 - D. William Penn

2. What was the main reason this person or group began the colony of PA?
 - A. fur trade
 - B. money
 - C. religious freedom
 - D. wealth and empire building

3. How did the founder of PA feel the Native Americans should be treated?
 - A. fairly
 - B. harshly
 - C. punish them
 - D. put them in chains and make slaves out of them

4. What was a person called who worked for 7 years to pay off the price of his/her voyage to the “New World.”
 - A. beggar
 - B. indentured servant
 - C. protestant
 - D. slave

5. What are people called when they move from their country to settle in another place?
 - A. clippers
 - B. immigrants
 - C. migrators
 - D. prejudiced

Turn the Page!

6. Which belief was not one of William Penn's ideas?
 - A. people could govern themselves instead of by kings and queens
 - B. people should have freedom of religion
 - C. people are born equal
 - D. people need a balance of power in government
7. What religious group began the colony of Pennsylvania?
 - A. Catholics
 - B. Jewish
 - C. Quakers
 - D. Seventh Day Baptists
8. What behavior showed that William Penn treated the Delaware fairly?
 - A. He taught them how to plant corn and beans.
 - B. He started a Thanksgiving feast.
 - C. He paid them for their land.
 - D. He offered to clear their forests.
9. Which group of Native Americans helped Penn's new settlers in 1682?
 - A. Delaware
 - B. Mohawk
 - C. Shawnee
 - D. Susquehannock
10. If one person dislikes someone because of his/her race, that person is:
 - A. abolished
 - B. cloistered
 - C. diversified
 - D. prejudiced
11. A special place for religious worship is known as a/an:
 - A. cloister
 - B. diversity
 - C. heritage
 - D. immigrant
12. Which religious group did not come from Germany?
 - A. Church of the Brethren
 - B. Moravians
 - C. Pennsylvania Dutch
 - D. Quakers

Turn the Page!

Fill-in-the-Blank: Read each statement carefully. From the Word List, select and write the most correct word(s) that completes the statement. Cross out each word(s) as you use it/them. **One of the words in the list will not be used. However, some may be used more than once.** (2 points each)

Word List

African-Americans	Church of the Brethren	indentured servants	Irish (from southern Ireland)
Jewish	Methodists	Moravians	Pennsylvania Dutch
Quakers	Scots-Irish	Seventh Day Baptists	

1. This group started the first jail and first school in PA.
2. They believe in dunking their children in a stream for baptism
3. They used wooden blocks as pillows.
4. They started a church in Philadelphia in 1791.
5. They were the largest group of settlers from Germany and Switzerland.
6. They started the colony of Pennsylvania.
7. They arrived from many nations, but settled mostly in our cities.
8. They brought with them the Presbyterian religion.
9. This ethnic group brought the Catholic religion to Pennsylvania.
10. This group was composed of Mennonites, Amish, and Lutherans.
11. Children were cared for, but lived apart from their parents.
12. Ship captains paid for their voyage to the colonies. Once here, they were sold to someone for seven years of work.

Turn the Page!

Short Answer: (Each answer is worth 2 points)

1. Describe what was the Holy Experiment?
2. Describe **two** new, important ideas that William Penn started in his colony.
3. Why was the law of 1780 in Pennsylvania so important?
4. What was the Holy Experiment?
5. How did the colony of Pennsylvania receive its name?
6. Choose one or more of the following groups: Scots-Irish, Church of the Brethren, Seventh Day Baptists, Moravians, and Quakers. Write any two facts or beliefs that you know about the group(s) you selected. Be sure to identify the group(s) before you write your fact or belief. **The facts or beliefs must be different than the ones covered on this test. They can be from one group or two different groups.** (4 pts.)

The name of the group	The fact or belief
1.	
2.	

Chapter 6 Test – What part did PA play in the start of a new country?

Multiple Choice: Read each statement carefully. Select and **circle** the **most correct choice** among the choices of answers. (2 points each) (PA = Pennsylvania)

1. Which two European countries were fighting for control of western Pennsylvania's Ohio River Valley in the mid-1700s?
 - A. Dutch and England
 - B. England and France
 - C. France and Spain
 - D. Spain and Sweden

2. Why were these two European countries fighting for this land?
 - A. build a fort
 - B. farm land
 - C. fur trade
 - D. gold

3. In the 1700s, a place or area that was unsettled was known as:
 - A. claimed land
 - B. fighting grounds
 - C. meadows
 - D. wilderness

4. Who was first sent to western PA to ask the French to leave the region?
 - A. General Braddock
 - B. George Washington
 - C. Thomas Jefferson
 - D. William Penn

5. The Ohio River Valley was located in PA. Why did the colony of Virginia get involved in the claim for the Ohio River Valley?
 - A. The founding Quakers did not believe in fighting.
 - B. Pennsylvania was not interested in the area.
 - C. Virginia claimed this area as its own.
 - D. Virginia had a faster way to get to this area.

6. A large, natural opening clear of trees is called a:
 - A. delta
 - B. meadow
 - C. valley
 - D. wilderness

Turn the Page!

7. Name the fort the French built in 1754 where the three rivers meet.
 - A. Fort Duquesne
 - B. Fort Necessity
 - C. Fort Pitt
 - D. Fort Virginia

8. Name the fort Washington built to protect his troops against a French attack.
 - A. Fort Duquesne
 - B. Fort Ligonier
 - C. Fort Necessity
 - D. Fort Pitt

9. Even though he outnumbered his enemy, this British general was defeated and killed in battle on his way to take a French fort.
 - A. Braddock
 - B. Bouquet
 - C. Forbes
 - D. “Mad Anthony” Wayne

10. After the English took over the French fort at three rivers, what name was given to a newly built fort?
 - A. Fort Duquesne
 - B. Fort Forbes
 - C. Fort Necessity
 - D. Fort Pitt

11. Who was the Native American chief who led tribes in attacking western frontier forts? He was defeated at the Battle of Bushy Run.
 - A. Crazy Horse
 - B. Geronimo
 - C. Pontiac
 - D. Tamanend

12. Which man was **not** a key figure in forming our new nation?
 - A. Ben Franklin
 - B. Robert Fulton
 - C. James Madison
 - D. Gouverneur Morris
 - E. Roger Sherman

Turn the Page!

True - False: Read each statement. If it is true, mark **T** in the blank space. If it is false, mark **F** in the blank space. **Then, correct the underlined part of the sentence by crossing it out and writing in the correct answer.** (2 points for each correct T and F; 1 more point for each corrected false statement).

1. _____ The event that led to the end of peaceful times with the Native Americans was the American Revolution. _____
- 2.. _____ The main writer of the Declaration of Independence was Benjamin Franklin. _____
- 3.. _____ The name of the war in which the colonies fought to gain their independence from England was the French and Indian War. _____
- 4.. _____ One of the main results of the French and Indian War was that England placed on the American colonies unfair taxes. _____
- 5.. _____ The main purpose of the Declaration of Independence was to declare a Bill of Rights for the American colonies against England. _____
- 6.. _____ After the Declaration of Independence, the first plan for running the U. S. government was called the Articles of Confederation. _____
- 7.. _____ The main result of the First Continental Congress was that the American colonies agreed to stop buying English goods. _____
- 8.. _____ The man who trained the American troops at Valley Forge was General George Washington. _____
- 9.. _____ The woman who took over her wounded husband's post at the cannon was Sarah Bache. _____
- 10.. _____ The woman who was asked to make the first American flag was Betsy Ross. _____
- 11.. _____ During the winter of 1777, General Washington's army spent its winter in Philadelphia. _____
- 12.. _____ People at the **Second Continental Congress** wrote the U. S. Constitution in 1787. _____

Turn the Page!

Short Answer:

1. Explain the meanings of our state's two "nicknames." (2pts.)
2. Give two important results of the Second Continental Congress. (2pts.)
3. Write about any situation in which you are describing a "cause and effect" situation. Clearly label what the cause is and what the effect is. Do not use an example in the text! (4 pts.)

cause	effect
-------	--------
4. Why is each document important to our way of life today? (2 pts each.)

U. S. Constitution -	
----------------------	--

Bill of Rights -

5. **A Challenge of Bonus Points (8):** Sequence the following events in the historical order in which they occurred. Use numbers to indicate the order of events. The event that occurred first is done for you.

- A. _____ American Revolution begins
- B. _____ Articles of Confederation
- C. _____ Bill of Rights
- D. _____ Constitutional Convention
- E. _____ Declaration of Independence
- F. _____ 1st Continental Congress
- G. _____ French and Indian War
- H. _____ 2nd Continental Congress
- I. _____¹ Walking Purchase

Chapter 7 Test – How did PA become a leader in the growth of our country?

Multiple Choice: Read each statement carefully. Select and **circle** the **most correct choice** among the choices of answers. (2 points each) (PA = Pennsylvania)

1. A water form dug across land for small boats to travel on was a:
 - A. canal
 - B. ditch
 - C. lake
 - D. reservoir

2. An important industry that became the center of small towns was the:
 - A. canals
 - B. gristmills
 - C. iron ore products
 - D. textiles

3. During the 1800s, Pennsylvania led the nation in producing all of the following products **EXCEPT**:
 - A. coal
 - B. iron ore
 - C. lumber
 - D. plastic

4. The Industrial Revolution occurred rapidly in all of the following industries **EXCEPT**:
 - A. farming
 - B. iron ore
 - C. oil
 - D. textiles

5. What was **one of the first** industries to change from small scale to large scale production (shift from home to factory)?
 - A. iron ore
 - B. lumber
 - C. oil
 - D. textiles

Turn the Page!

6. The settlement of Harrisburg on the Susquehanna River began as a:
 - A. coal center
 - B. ferryboat crossing
 - C. fur trading center
 - D. government meeting place
7. What **important** product came from the northern part of our state?
 - A. coal
 - B. iron ore
 - C. lumber
 - D. textiles
8. The Lehigh Valley became a center for this new product. It was:
 - A. aluminum
 - B. cement
 - C. oil
 - D. textiles
9. When a business controls the supply and cost of products, this is known as a:
 - A. monopoly
 - B. strike
 - C. competition
 - D. wampum
10. Which product was Pittsburgh **not** known for during the Industrial Revolution?
 - A. glass
 - B. oil
 - C. soft coal
 - D. steel
11. The making, selling, and moving of goods and services is known as:
 - A. investments
 - B. imports
 - C. industry
 - D. irrigation
12. A road in which you paid money to travel on was a/an:
 - A. empire
 - B. interstate
 - C. mandate
 - D. turnpike

Turn the Page!

Matching: Column B has the names of people. Column A has the names of products. Match each person in Column B to his product or achievement in Column A. Write the **number** of the person in the blank space provided in Column A. **One name in each part of Column B will not be used.** (2 pts. each)

Part 1

Column A

- A. _____ air brakes
- B. _____ aluminum
- C. _____ coke
- D. _____ department stores
- E. _____ food processing methods
- F. _____ five and dime stores
- G. _____ invented process for making steel
- H. _____ refined oil products

Column B

- 1. Bessemer, Henry / Kelly, William
- 2. Carnegie, Andrew
- 3. Frick, Henry Clay
- 4. Hall, Charles
- 5. Heinz, Henry
- 6. Rockefeller, John D
- 7. Wanamaker, John
- 8. Westinghouse, George
- 9. Woolworth, Frank

Part 2

- A. _____ steamboat
- B. _____ oil well
- C. _____ kerosene
- D. _____ locomotive
- E. _____ steel

- 1. Baldwin, Matthias
- 2. Carnegie, Andrew
- 3. Drake, Edwin
- 4. Fitch, John/Fulton, Robert
- 5. Kier, Samuel
- 6. Stevens, Thaddeus

Part 3

- A. _____ President during the Civil War
- B. _____ led over 300 slaves to freedom
- C. _____ organized an Anti-Slavery Society
- D. _____ known as “king” of the steel industry
- E. _____ began the American Red Cross
- F. _____ only President elected from Pennsylvania
- G. _____ made huge profits from ice cream soda
- H. _____ commander of the Northern army at the
Battle of Gettysburg

- 1. Barton, Clara
- 2. Buchanan, James
- 3. Carnegie, Andrew
- 4. Green, Robert
- 5. Lincoln, Abraham
- 6. Meade, George
- 7. Mott, Lucretia
- 8. Rockefeller, John D.
- 9. Tubman, Harriet

Fill-in-the-Blank: Read each statement carefully. From the Word List, select and write the most correct word(s) that completes each statement. Cross off each word as you select it. **One of the words in the list will not be used.** (2 points each)

Word List

boundary	cement	civil war	coal	glass
industrialists	newspaper	railroad	strike	unions

- Before the Civil War, some African-Americans in the North were active in this industry? _____
- When limestone is ground into a gray powder, the product makes: _____
- When fighting breaks out between citizens of the same country, it is called a/an: _____
- People who gained great wealth during the “Age of Big Business” were known as: _____
- The **most important**, valuable product hauled by the railroads during this time was: _____
- Because sand and soft coal were found in the Pittsburgh area, this industry became a big business. _____
- During the time of rapid industrial growth (1860-1900), workers organized into groups called: _____
- If workers did not agree with factory owners, they could agree to stop working. This is called a/an: _____
- The Allegheny Portage was really a/an: _____

Short Answers (2 pts. each unless otherwise indicated)

- Explain what was meant by the Industrial Revolution.
- Explain the importance of the Conestoga wagon in PA’s development.

Turn the Page!

3. For what is the Battle of Gettysburg remembered?

4. What was the Gettysburg Address?

5. These transportation systems were presented in Chapter 7. They are out of historical order. Write them in the correct order they appeared in time.

railroads, packhorse trains, canals, Conestoga wagons

1st

2nd

3rd

4th

6. What was the Underground Railroad?

7. Write three ways the people of Pennsylvania helped the North to win the American Civil War. (3 pts.)

8. Write about the Johnstown Flood. In your writing, cite three (3) facts about the flood. (3 pts.)

Chapter 8 Test – What were the major changes in PA during the 20th and 21st centuries?

Multiple Choice: Read each statement carefully. Select and **circle** the **most correct choice** among the choices of answers. (2 points each) (PA = Pennsylvania)

1. Which city is **not** an important port city of Pennsylvania?
 - A. Allentown
 - B. Erie
 - C. Philadelphia
 - D. Pittsburgh

2. Street, cable, and trolley cars allowed for the development of:
 - A. airports
 - B. automobiles
 - C. roads
 - D. suburbs

3. What invention led to the development of the automobile and airplane?
 - A. cable car
 - B. gasoline engine
 - C. steam engine
 - D. wheels

4. What invention became the “workhorse” of the 20th century?
 - A. electricity
 - B. fossil fuels
 - C. gasoline engine
 - D. steam engine

5. For what are Charles and Frank Duryea known?
 - A. airplane
 - B. automobile
 - C. locomotive
 - D. Mack Truck

6. What form of transportation was developed in Allentown?
 - A. airplane
 - B. automobile
 - C. Mack Truck
 - D. subway

Turn the Page!

7. When business activity slows down and many people are out of work for a long time, this is known as a:
- A. cavity
 - B. depression
 - C. furlough
 - D. sink
8. What is it called when two or more stores are trying to get you to buy the same product?
- A. competition
 - B. depression
 - C. manufacturing
 - D. trade
9. Which item was **not** an invention of the 20th century?
- A. airplane
 - B. phonograph
 - C. television
 - D. interstate highways
10. Which major event was the **second** (2nd) to occur in the 20th century?
- A. World War I
 - B. World War II
 - C. Great Depression
 - D. Vietnam War
11. On what continent did **most** of the fighting in World War I occur?
- A. Asia
 - B. Africa
 - C. Australia
 - D. Europe
12. Who invented the airplane?
- A. Duryea brothers
 - B. Mack Brothers
 - C. Pinchot Brothers
 - D. Wright Brothers

Turn the Page!

13. Which river is **busiest** for shipping tons of coal, coke, and steel products?
- A. Delaware
 - B. Monongahela
 - C. Ohio
 - D. Susquehanna
14. Of the following inventions, which one has been the **most recent** one?
- A. radio
 - B. phonograph
 - C. telephone
 - D. television
15. What product did Pennsylvania **produce more of** than both Germany and Japan in World War II?
- A. coal
 - B. iron
 - C. steel
 - D. weapon
16. A process whereby water, sand, and chemicals are shot into the earth at a high pressure is known as:
- A. faulting
 - B. folding
 - C. fracking
 - D. friprapping
17. A financial product you buy hoping it will gain in value is known as a/an:
- A. competition
 - B. exports
 - C. imports
 - D. investment
18. The slow increase in the temperature of the earth's atmosphere is called:
- A. elevational rising
 - B. global warming
 - C. super storms
 - D. weathering

Turn the Page!

Short Answers (2 points each unless otherwise indicated)

1. Explain what was the technological revolution that began in the 1990s.
2. What was so unusual about the Pennsylvania Turnpike?
3. What is Flight 93 National Memorial?
4. What is Marcellus Shale?
5. What is the **main** difference between a depression and a recession?
6. Describe 3 achievements of Gifford Pinchot during the Great Depression? (3 pts.)
7. Cite 3 **major** changes for the 20th and 21st centuries in the telecommunications industry. (3 pts.)

Chapter 9 Test - What are the different kinds of government?

Multiple Choice: Read each statement carefully. Select and **circle** the **most correct choice** among the choices of answers. (2 points each) (PA = Pennsylvania)

1. People electing other people to run our government is known as a/an:
A. communism
B. democracy
C. dictatorship
D. electoral college
2. What is another word that means our federal government?
A. county
B. local
C. national
D. state
3. A written idea for a law that has not been approved is called a/an:
A. act
B. bill
C. receipt
D. rule
4. The center of a state's or country's government is known as its:
A. capital
B. capitol
C. community
D. county
5. From which city is our national government run?
A. Chicago
B. Harrisburg
C. New York
D. Washington, D.C.
6. The leaders who help the President run the government are called the:
A. Cabinet
B. Congress
C. General Assembly
D. Pentagon

Turn the Page!

7. Which branch of government makes the laws by which we live?
 - A. Executive
 - B. Judicial
 - C. Legislative
 - D. All of the above
8. Which city is the center of our state government?
 - A. Allentown
 - B. Pittsburgh
 - C. Philadelphia
 - D. Harrisburg
9. The highest form of local government is the:
 - A. borough
 - B. city
 - C. county
 - D. township
10. Which branch of government explains and interprets the laws in courts?
 - A. Executive
 - B. Judicial
 - C. Legislative
 - D. All of the above
11. What title is given to the top leader of our state government?
 - A. Commander-in- Chief
 - B. Commissioner
 - C. President
 - D. Governor
12. Who explains and interprets the law at the local level?
 - A. district justices
 - B. police
 - C. mayor
 - D. Supreme Court
13. When the two groups of lawmakers meet together at the federal level, they are called:
 - A. Commissioners
 - B. Congress
 - C. General Assembly
 - D. Judges

Turn the Page!

True - False: Read each statement. If it is true, mark **T** in the blank space. If it is false, mark **F** in the blank space. **Correct the underlined part of the false sentence by crossing it out and writing in the correct answer in the blank space.** (1 point for each correct T and F; 1 more point for each corrected false answer).

1. _____ The main purpose of the executive branch of government is to make the laws. _____
2. _____ When two groups of the **state** legislative branch meet, they are known as the Cabinet. _____
3. _____ The highest court in our country is the Supreme Court. _____
4. _____ The system of government whereby no one group has too much power is known as justice. _____
5. _____ The watchdog of the state treasury is an Attorney General. _____
6. _____ A group of people selected to listen to evidence in a case to determine guilt or innocence of a person is called a jury. _____
7. _____ The leader of a borough or city is called a supervisor. _____

Short Answers: (3 points each)

1. Write at least **three** things that all types of government do to/for its citizens?
2. Describe how a bill becomes a law. Use a specific example in your description.
3. Write **three differences** between the Senate and the House of Representatives at the state or national level.

Turn the Page!

4. Tell what one purpose is for each branch of state or national government.

5. Write an example of a law and an example of a rule
law =

rule =

Fill-in-the-Blank: Read each statement carefully. From the Word List, select and write the **most correct** word(s) that completes each statement. **One of the words in the list will not be used.** (2 points each) Cross out each word(s) as you use it.

Word List

Attorney General	Congress	boroughs	commissioners	General Assembly
ordinances	search warrant	supervisors	townships	veto

1. The people who run the county government are called _____
2. The chief law officer of the state is called a/an: _____
3. The people who run the townships are called _____
4. Communities smaller than cities are called _____
5. The more rural regions that border cities are called _____
6. When a governor or President does not sign a bill into law, this is called a/an _____
7. Laws at the borough level are also called _____
8. When the two groups of state legislators meet together, they are known as the _____
9. The police have a right to check your house for items involved in a crime after they get this item _____

Answer Key for *Chapter Tests*
Exploring Pennsylvania: Our Geography, History, Economy, and Government

Chapter 1 Test

Multiple Choice (pp. 1-2)

- | | |
|------|-------|
| 1. c | 6. d |
| 2. a | 7. b |
| 3. d | 8. c |
| 4. c | 9. a |
| 5. b | 10. c |

Listing (p. 2)

west	south	east	north
West Virginia	West Virginia	New Jersey	New York
Ohio	Maryland	New York	
	Delaware	(do not need NY)	

Matching (p. 3)

- | | |
|-------|------|
| A. 5 | F. 8 |
| B. 11 | G. 4 |
| C. 12 | H. 1 |
| D. 3 | I. 9 |
| E. 10 | J. 2 |

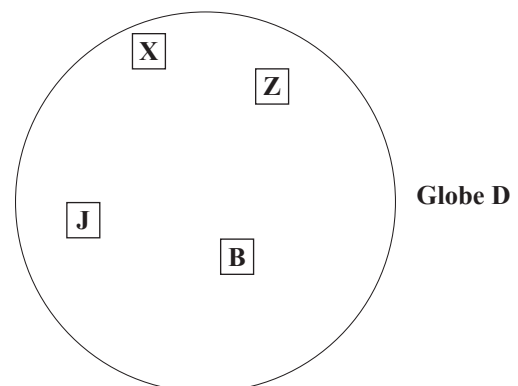
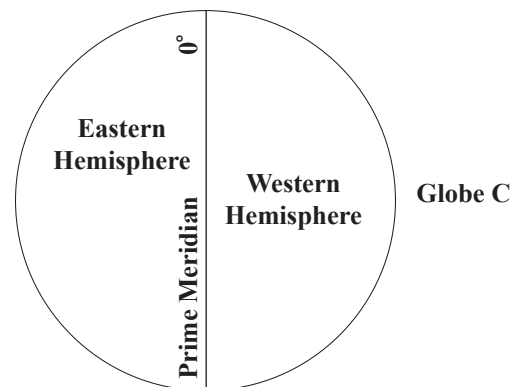
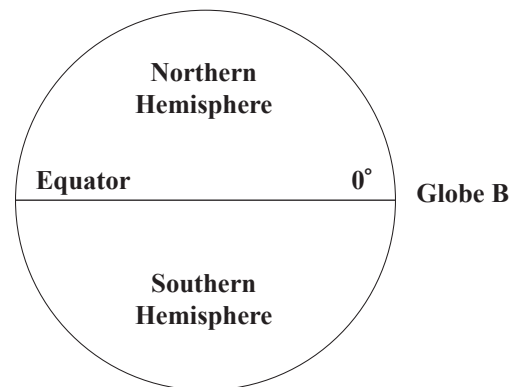
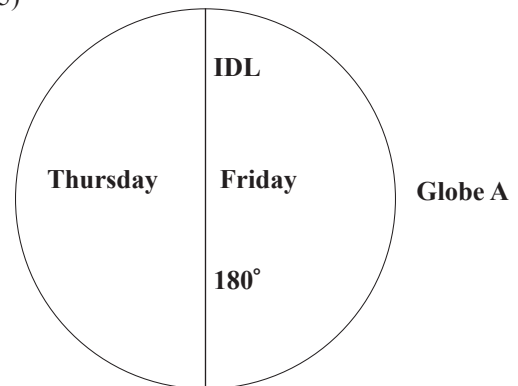
Fill-in-the-Blank (p. 4)

- | | |
|-----------------------|-------------|
| 1. glaciers | 7. faulting |
| 2. population density | 8. erosion |
| 3. weathering | 9. folding |
| 4. suburbs | 10. climate |
| 5. elevation | 11. gravity |
| 6. precipitation | |

Short Answer (p. 4)

- A. The Mason-Dixon Line is a border line between the states of Maryland and Pennsylvania that divides the Northern and Southern states.
- B. The Mason-Dixon Line was created to settle a border dispute between the owners of the Pennsylvania colony and the Maryland colony.

Labeling (p. 5)



Chapter 2 Test

Multiple Choice (pp. 1-2)

- | | |
|------|-------|
| 1. A | 8. C |
| 2. C | 9. A |
| 3. D | 10. A |
| 4. B | 11. C |
| 5. D | 12. C |
| 6. C | 13. B |
| 7. B | |

Matching (p.3)

- | | |
|------|-------|
| 1. C | 6. B |
| 2. I | 7. D |
| 3. K | 8. E |
| 4. J | 9. A |
| 5. H | 10. F |

Short Answer (p. 3)

- A. urban – many suburbs; features of a city; high population density; greater number of people
B. rural – areas outside of towns and cities with fewer people; areas of farm land; many forest lands in the area
C. suburbs - features many small towns and homes grouped around a city or borough
- Answers will vary. The detail and place must match.

Classifying (p. 4)

- | | | |
|--------|---------|--------|
| 1. RV | 7. P | 13. RV |
| 2. ACP | 8. RV | 14. AP |
| 3. EP | 9. EP | 15. AP |
| 4. ACP | 10. ACP | 16. RV |
| 5. P | 11. P | |
| 6. P | 12. AP | |

True or False (p. 4)

- | | |
|--------------|------------------|
| 1. F – urban | 6. F - P |
| 2. F – ACP | 7. True |
| 3. F – EP | 8. F - RV |
| 4. True | 9. F - Wheatland |
| 5. F – RV | 10. True |

Chapter 3 Test

Multiple Choice (pp. 1-4)

- | | | |
|------|-------|-------|
| 1. c | 9. b | 17. a |
| 2. a | 10. c | 18. a |
| 3. d | 11. a | 19. b |
| 4. c | 12. b | 20. c |
| 5. a | 13. c | 21. d |
| 6. b | 14. d | 22. d |
| 7. d | 15. a | 23. c |

Classifying (p. 4)

Industrial Jobs

building roads
raising trees for lumber
producing cars
mining coal
canning foods
creating electricity

Service Jobs

selling jewelry
pleading for a client in court
teaching students
caring for the sick

Matching (p.5)

- 6 A.
3 B
8 C.
2 D.
1 E.
7 F.
5 G.
10 H.
4 I.

Short Answer (pp. 5-6)

- A. livestock (chicken, pigs, beef, etc.) dairy, orchard, vineyard, truck, nursery, horse, Christmas tree
B. eggs, beef, chicken, turkey, pork, etc., milk, fruit from trees (peaches, apples, pears, etc.), grapes, wine, fruits and vegetables, flowers, plants, baby trees horses, Christmas trees
- A. Any statements related to environmental problems of land, air, or water
B. Answers will vary. Problems/Solutions could deal with land = solid wastes, landfills, toxic wastes, strip mining, or with air = air pollution, acid rain, use of fossil fuels, or with water = acid water from coal mines (or strip mining), polluted or contaminated lakes and rivers, ocean dumping, acid rain, wastewater, treatment plants, pesticides. Solutions deal with recycling, reclaiming land, cleaner fuel like nuclear, wind, water (hydroelectric), land preservation, etc.
- Strip mining is the process whereby large machines scoop out coal from the earth's surface.
- Recycling is the gathering of used materials for the purpose of making them into other usable products.

Chapter 4 Test

Multiple Choice (pp. 1-3)

- | | |
|------|-------|
| 1. B | 8. B |
| 2. C | 9. D |
| 3. A | 10. C |
| 4. B | 11. C |
| 5. A | 12. D |
| 6. A | 13. B |
| 7. D | 14. B |

Classifying (p. 3)

- | | |
|------|-------|
| 1. B | 9. B |
| 2. I | 10. B |
| 3. A | 11. B |
| 4. I | 12. A |
| 5. B | 13. A |
| 6. A | 14. B |
| 7. I | 15. I |
| 8. I | 16. B |

Listing (p. 4)

men	women	children
cut trees	cared for babies	Girls did what
built homes	prepared meals	women did and
hunted food	gathered nuts, etc.	boys did what
made weapons	made clothing	men did
and work tools	planted garden	
built canoes	washed clothes	
fought in wars	gathered water	
cleared the land	selected chiefs	

Short Answer (p. 4)

1. Columbus was trying to find a western route to India. When he landed at an island in the Caribbean Islands, he thought he had landed in India. So, he called the natives Indians.
2. Many roads in our state followed the trails the Native Americans developed.
3. Meadowcroft Rockshelter is a site in PA that contains many Native American relics or artifacts.
4. Native Americans thought the land was for everybody to use.
5. Two Swedish contributions are: dairy cows and log cabins. Two Dutch contributions are: Dutch doors, sleighs, ice skates, and names for rivers and foods.

Chapter 5 Test

Multiple Choice (pp. 1-2)

- | | |
|------|-------|
| 1. D | 7. C |
| 2. C | 8. C |
| 3. A | 9. A |
| 4. B | 10. D |
| 5. B | 11. A |
| 6. D | 12. D |

Fill-in-the-Blank (p. 3)

- | | |
|---------------------------|-------------------------|
| 1. Quakers | 7. Jewish |
| 2. Church of the Brethren | 8. Scots-Irish |
| 3. 7th Day Baptists | 9. Irish |
| 4. African-Americans | 10. PA Dutch |
| 5. PA Dutch | 11. Moravians |
| 6. Quakers | 12. indentured servants |

Short Answer (p. 4)

1. The Holy Experiment was William Penn's colony of Pennsylvania where all settlers were granted religious freedom and had a say in running the government.
2. Two new, important ideas were: freedom of religion, freedom of speech, people are created equally, people can have a say in running the government.
3. It was the first law among the colonies that abolished slavery.
4. Tamanend was Chief of the Delaware tribe who helped William Penn start his colony successfully.
5. Penn wanted to call his colony Sylvania, meaning woods. The English King wanted to honor Penn's father, Admiral Penn. The names were combined into Pennsylvania.
6. Answers will vary. Students can have 1 fact each for 2 different religions, or 2 facts for 1 religion. Make sure the facts correspond to the religion

Chapter 6 Test

Multiple Choice (pp. 1-2)

1. B
2. C
3. D
4. B
5. A
6. B
7. A
8. C
9. A
10. D
11. C
12. B

True - False (p. 3)

(Do not need 1st names, and names can be misspelled)

1. F – Walking Purchase
2. F – Thomas Jefferson
3. F – American Revolution
4. T
5. F – freedom or independence
6. T
7. T
8. F - Friedrich von Steuben
9. F - Mary Hays
10. T
11. F – Valley Forge
12. F - Constitutional Convention

Short Answer (p. 4)

1. Quaker States comes from the fact that Penn's religion was that of the Quakers. Keystone State comes from the fact that PA was in a central location among the colonies (and its central place in the formation of our new nation).
2. Two results of the 2nd Continental Congress were: The colonies decided to break away with England; they started to draft the Declaration of Independence; and they appointed George Washington to form and lead the Continental Army.
3. Answers will vary. Make sure that the effect is dependent on the cause.
4. Answers will vary. The U.S. Constitution is important to our way of life because it sets up a government that operates on democratic ideas. It uses the idea of a balance of power so that no one branch of government becomes more powerful. The Bill of Rights promises people their freedoms, such as speech, religion, justice, and safety.
5. A. 4 (American Revolution begins)
B. 7 (Articles of Confederation)
C. 9 (Bill of Rights)
D. 8 (Constitutional Convention)
E. 6 (Declaration of Independence)
F. 3 (1st Continental Congress)
G. 2 (French and Indian War)
H. 5 (2nd Continental Congress)
I. 1 (Walking Purchase)

Chapter 7 Test

Multiple Choice (pp. 1-2)

1. A
2. B
3. D
4. A
5. D
6. B
7. C
8. B
9. A
10. B
11. C
12. D

Matching (p. 3)

Part 1

- A. 8
- B. 4
- C. 3
- D. 7
- E. 5
- F. 9
- G. 1
- H. 6

Part 2

- A. 4
- B. 3
- C. 5
- D. 1
- E. 2

Part 3

- A. 5
- B. 9
- C. 7
- D. 3
- E. 1
- F. 2
- G. 4
- H. 6

Fill-in-the-Blank (p. 4)

1. newspaper
2. cement
3. civil war
4. industrialists
5. coal
6. glass
7. unions
8. strike
9. railroad

Short Answer (pp. 4-5)

1. This was a time when businesses or industry grew very rapidly; or a time when production shifted from small scale to large scale output.
2. It was the only vehicle heavy enough to haul trade goods over the rough mountain roads of PA.
3. It was the largest, bloodiest battle of the Civil War on North American soil. Or, it was a three day battle and a turning point in the Civil War.
4. A speech given by President Lincoln to honor those killed and wounded at the Battle of Gettysburg.
5. packhorse train, Conestoga wagon, canals, railroads
6. It was a secret network of roads, houses, and conductors (people) who helped runaway slaves escape to the North.
7. provided food, weapons, troops, generals, railroads, ships (cannons, armor, ammunition, trains, etc.)
8. Answers will vary. dam broke at 3:10pm; 40-foot wall of water; emptied in 36 minutes; 2,200 people killed; Clara Barton came to care for the wounded/homeless; accept facts from the SAB, Activity 30.

Chapter 8 Test

Multiple Choice (pp. 1-3)

- | | | |
|------|-------|-------|
| 1. A | 7. B | 13. B |
| 2. D | 8. A | 14. D |
| 3. B | 9. B | 15. C |
| 4. C | 10. C | 16. C |
| 5. B | 11. D | 17. D |
| 6. C | 12. D | 18. B |

Short Answer (p. 4)

- Answers will vary. The information super highway is the Internet with its many uses. We can e-mail, shop online, and research. Accept any aspect of the telecommunication industry such as cell phones, smart phones, etc.
- It was our country's first 4 lane, non-stop highway with no stop lights.
- Answers will vary. Flight 93 National Memorial is a monument/structure that honors the courage and bravery of passengers and crew members who were hijacked and killed while preventing their plane from crashing into a national government building.
- Answers will vary. Marcellus Shale is a rock formation buried deep beneath the earth's surface that contains natural gas.
- Answers will vary. The main difference between a depression and a recession is the length of time the economy has little or no growth. Businesses close; workers lose their jobs; homes lose their value; banks fail; etc. A depression last more years than a recession!
- Three achievements of Gifford Pinchot: he created jobs during the Great Depression, had new roads built (get the farmer out of the mud), had state parks built, had trees planted, dams built, etc.
- Answers will vary. There were/are many. radios, movies, televisions, videos/DVDs, computers, Internet, cell phones, texting, e-mailing, e-readers, MP3 players, iPods, iPads, smart phones, etc.

Chapter 9 Test

Multiple Choice (pp. 1-2)

- | | |
|------|-------|
| 1. B | 8. D |
| 2. C | 9. C |
| 3. B | 10. B |
| 4. A | 11. D |
| 5. D | 12. A |
| 6. A | 13. B |
| 7. C | |

True-False (p. 3)

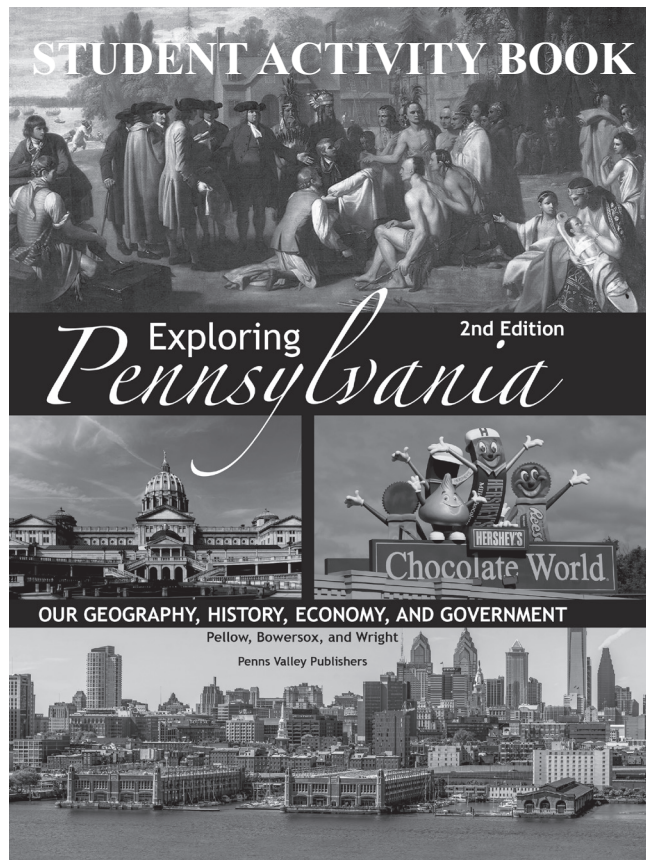
- F – enforcing/carrying out laws
- F - General Assembly
- T
- F – balance of power or checks & balances
- F – Auditor General
- T
- F – mayor or manager

Fill-in-the-Blank (p. 4)

- commissioners
- Attorney General
- supervisors
- boroughs
- townships
- veto
- ordinances
- General Assembly
- search warrant

Short Answer (pp. 3-4)

- pass ordinances or laws; enforce laws, set and collect taxes; hire workers; represent people; provide services, such as water, sewer, and trash
- Answers will vary: Starts as a bill; debated/discussed; goes through House and Senate; bill must pass by over ½ of members; governor signs into law; if vetoed, both chambers must pass by 2/3rd vote
- Answers will vary. Senator voted in 4 years (state) or 6 years (national); Representatives voted in every 2 years; 50 Senators (state) and 100 (national); 203 House members (state) and 435 members (national); any bill concerning money starts in the House; other answers acceptable, such as Senate approves treaties, and Supreme Court justices.
- legislative branch makes laws; executive branch enforces or carries out the laws; judicial branch explains and interprets the laws and runs our court system
- Make sure that one is a rule and one is clearly a law. All laws are rules, but not all rules are laws.



Student Activity Book

Answer Key

Exploring Pennsylvania
Our Geography, History, Economy, and Government
2nd Edition

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Answer Key for *Student Activity Book (2nd Edition)* *Exploring Pennsylvania: Our Geography, History, Economy, and Government*

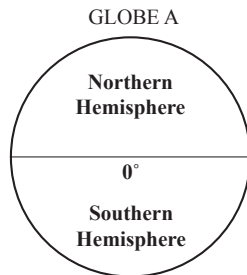
Activity 1 – Using Cardinal and Intermediate Directions

- | | |
|------------------------------|------------------|
| 1. New Jersey (and New York) | |
| 2. New York | |
| 3. Delaware | |
| 4. Wyoming | 1. Lake Erie |
| 5. Florida | 2. southeast |
| 6. south | 3. northwest |
| 7. north | 4. southwest |
| 8. south | 5. West Virginia |
| 9. south | 6. northeast |
| 10. south | |

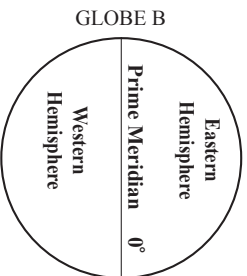
Activity 2 – Where Can Pennsylvania Be Found?

- | | |
|---------------------------------|----------------------------------|
| 1. continents | 11. northern |
| 2. political | 12. states |
| 3. physical | 13. border |
| 4. location | 14. surveyors |
| 5. southern | 15. natural or physical features |
| 6. physical or natural features | |
| 7. chimney | |
| 8. western | |
| 9. panhandle | |
| 10. eastern | |

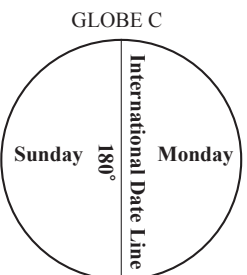
Activity 3 answers on Lines of Latitude and Longitude



- Globe A
- lines of latitude
 - horizontal
- Globe B
- vertical
 - lines of longitude and meridians



- Globe C
- degrees
 - intersecting
 - coordinates



- Canada
- India
- Pacific Ocean
- Indian Ocean
- China
- Antarctica
- Australia
- Brazil
- Russia
- Greenland
- Indian Ocean
- Alaska
- Florida

Activity 4 – Watch Out for These Snakes

- D
- Copperhead
- Timber Rattlesnake
- Eastern Massasauga
- mouse
- hunted
- snake
- attack
- slide
- red
- Copperhead
- rocky ledges, decaying logs, under rocks

- Answers will vary – leave them alone
- Answers will vary – for the cool air
- Answers will vary – be respectful and careful; leave them alone in their environment

Activity 5 – What Are the Physical Features of PA

- | | |
|-----------------------|--------------------|
| 1. lotic | 9. reservoir |
| 2. climate | 10. river system |
| 3. population density | 11. plateau |
| 4. precipitation | 12. elevation |
| 5. lentic | 13. desert |
| 6. drought | 14. mountain ridge |
| 7. sea level | 15. suburbs |
| 8. weather | |

Activity 6 – Pennsylvania Mammal Brochure

Answers will vary – Rubric available for assessment in TG

Activity 7 – Locating and Labeling Political and Physical Features

See map on next page.

Part 2.

- Lake & Grand Canyon of PA, or Allegheny Nat. Forest
- Poconos
- Laurel Highlands & Mt. Davis
- Allegheny Mtns. & Appalachian Mtns.
- Lake Erie
- Pocono Mtns. or Delaware Water Gap
- Pittsburgh
- Philadelphia
- Erie

Activity 8 – Syllabifying our Vocabulary Words

- | | |
|-------------|---------------|
| 1. erosion | 5. deposits |
| 2. glacier | 6. folding |
| 3. moraine | 7. weathering |
| 4. faulting | 8. gravity |

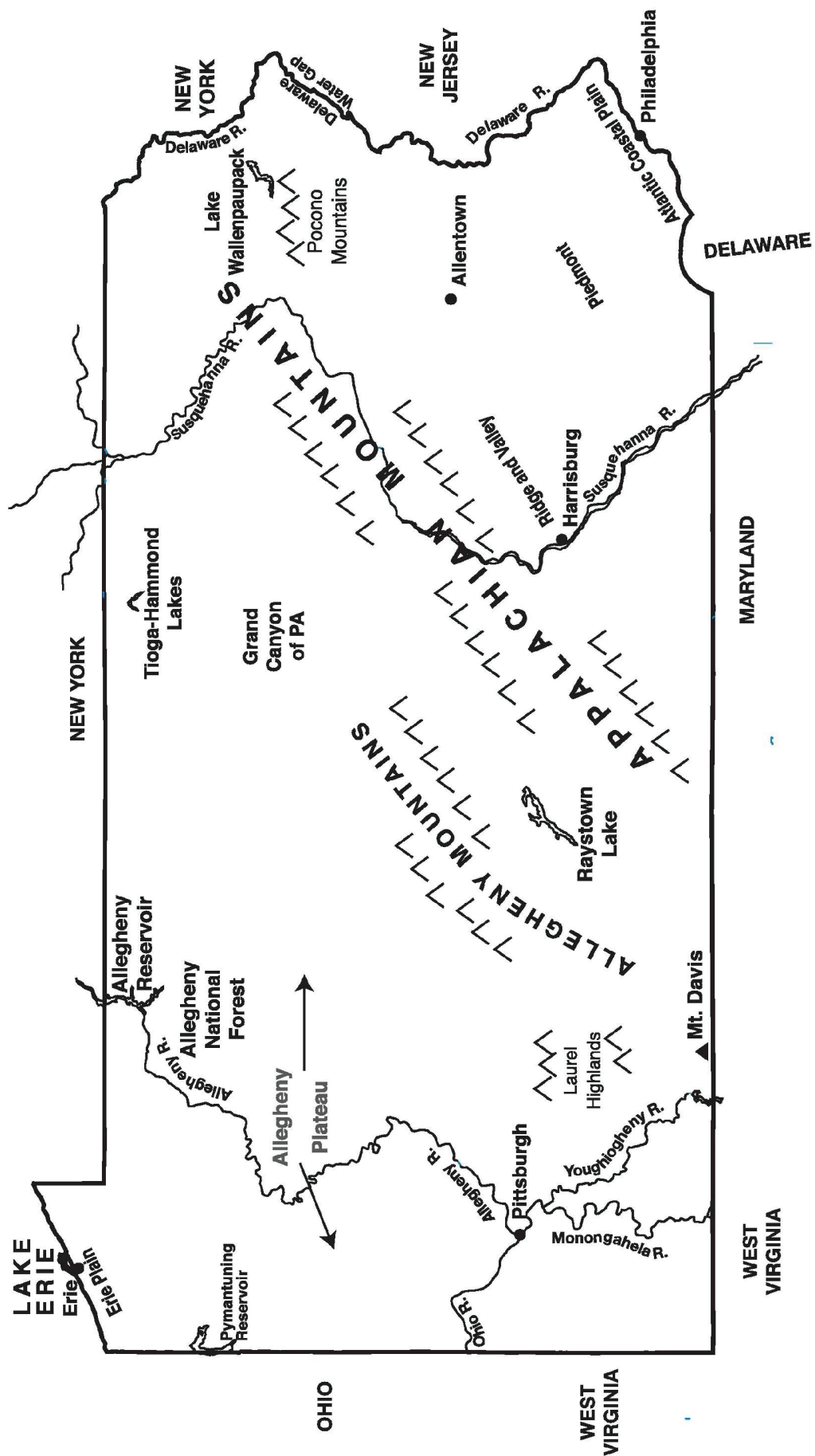
The Shaping Forces

folding
Appalachian Mountains
Allegheny Plateau
Laurel Highlands
Allegheny Mountains
Mt. Davis

faulting
Allegheny Plateau

glaciers
Great Lakes
Lake Erie
Moraine State Park
Pine Creek Gorge
Pocono Mountains
Bushkill Falls

gravity
Bushkill Falls
Ringneck Rocks Park



Activity 9 – The Geographic Regions of Pennsylvania

- | | |
|--------------------------------|-----------------------------------|
| 1. Erie Plain | 10. Allegheny Plateau |
| 2. Allegheny Plateau | 11. Ridge and Valley |
| 3. Erie Plain | 12. Ridge and Valley and Piedmont |
| 4. Atlantic Coastal Plain | 13. Piedmont |
| 5. Ridge and Valley | 14. answers will vary |
| 6. Piedmont | 15. Piedmont |
| 7. 4 | 16. Allegheny Plateau |
| 8. Allentown | 17. Atlantic Coastal Plain |
| 9. From southwest to northeast | 18. Erie Plain |

Activity 10 – Our State Symbols

- | | |
|-------------------|---------------------------|
| 1. Whitetail Deer | 6. Milk |
| 2. Hemlock | 7. Ruffed Grouse |
| 3. Brook Trout | 8. Mountain Laurel |
| 4. Great Dane | 9. horses (also an eagle) |
| 5. Firefly | |

Answers will vary for state symbols for vegetables, fruits, reptiles, and amphibians.

Activity 11 – Classifying Information on the Landform Regions

- | | |
|---------------------------|-----------------------------|
| 1. Allegheny Plateau | 11. Atlantic Coastal Plain |
| 2. Erie Plain | 12. Allegheny Plateau |
| 3. Piedmont | 13. Piedmont |
| 4. Allegheny Plateau | 14. Erie Plain |
| 5. Atlantic Coastal Plain | 15. Atlantic Coastal Plain |
| 6. Ridge and Valley | 16. Piedmont |
| 7. Erie Plain | 17. Piedmont (could be R&V) |
| 8. Ridge and Valley | 18. Erie Plain |
| 9. Allegheny Plateau | 19. Atlantic Coastal Plain |
| 10. Ridge and Valley | 20. Ridge and Valley |

Activity 12 – Identifying the Water Forms of Pennsylvania

- | | |
|-----------------------------------|------------------------------------|
| 1. Beaver | 10. Lehigh River |
| 2. Susquehanna R. | 11. Youghiogheny R. |
| 3. Monongahela R. | 12. Allegheny R. |
| 4. Juniata R. | 13. Schuylkill R. |
| 5. Raystown Lake | 14. Ohio River |
| 6. Lake Erie | 15. Lake Erie |
| 7. J. H. National Wildlife Refuge | Delaware River |
| 8. West Branch R. | Ohio River (could be Allegheny R.) |
| 9. Delaware R. | Monongahela River |
- (Secret word is reservoir.)

Activity 13 – Pennsylvania Farm Show Products

- | | |
|---------------------------------|-----------------------------------|
| 1. potato doughnuts = \$350,000 | 3. grilled cheese = \$ 18,000 |
| baked potatoes = \$122,500 | milkshakes = \$ 490,000 |
| French fries = \$ 33,750 | total = \$ 508,000 |
| total = \$506,250 | 4. honey ice cream = \$6,652. 50 |
| 2. hot dogs = \$ 7,000 | 5. maple cotton candy = \$ 26,668 |
| chicken nuggets = \$ 24,000 | maple yogurt = \$ 12,495 |
| whoopie pies = \$ 15,000 | total = \$ 39,163 |
| fish sandwich = \$ 50,000 | 6. pounds of milk 134,400 lbs. |
| apple dumplings = \$ 26,250 | |
| total = \$ 122,250 | |

Activity 14 – What Is the Difference between Goods and Services?

Row 1	Row 2	Row 3	Industrial Jobs	Service Jobs
S	G	S	Answers will	Answers will
S	G	S	vary	vary
S	G	S		
S	G	G		
S	S	G		
G	G	S		
G	S	S		

Activity 15 – Vocabulary Words for Our State's Environment

- | | | |
|---------------------|--------------------|------------------|
| A,1 = recycle | B,1 = strip mining | C,1 = pollution |
| A,2 = toxic wastes | B,2 = landfills | C,2 = sewage |
| A,3 = hydroelectric | B,3 = wastewater | C,3 = pesticides |

- | | |
|------------------------|-------------------|
| D,1 = treatment plants | E,1 = acid rain |
| D,2 = contaminate | E,2 = environment |
| D,3 = preservation | E,3 = nuclear |
- Missing word from the graph coordinate squares = reclaim

Activity 16 – Native American Tribes in Pennsylvania

What is similar? (Answers will vary)

- location = in PA; Eastern Woodland Indians
- homes = made of forest materials; made by men
- transportation = walking; canoes made of wood
- bartering = used wampum and items; no money system
- language = spoken language but no written language
- government = lived in clans named after animals; women selected and fired clan leaders and chiefs

What is different?

- Al. lived in eastern PA; Iroq. lived in central and western PA
 Al. lived in wigwams with 3 shapes; Iroq. lived in longhouses
 Al. built birch bark canoes; Iroq. built elm bark canoes
 No real differences in bartering
 Al. spoke Algonquin; Iroq. spoke Iroquois language
 Al. clans had a council of men from which a chief was selected
 Iroq. had a tribal council of men from which a head chief was picked

Activity 17 – The Dream Story Legend

- C The main point of this story centers on
- D Iroquois dreams and how you provide what
- B they dream about if they told you.
- rude Answers will vary

Activity 18 – Making Sense Out of Syllables

- | | | |
|-----------------|-------------------|---------------------------|
| 1. clan | 6. contrast | Word Meaning Match |
| 2. historian | 7. council | A. 8 F. 6 |
| 3. govern | 8. migration | B. 5 G. 2 |
| 4. culture | 9. transportation | C. 4 H. 1 |
| 5. archeologist | 10. language | D. 3 I. 7 |
| | 11. estimate | E. 9 |

Activity 19– European Settlers Rush to North America

See Page 5 for maps.

Activity 20 – What Were William Penn's Dreams

- Idea 1** – Answers will vary. Ideas should center on how William Penn was a Quaker. This religious group was not approved of by the King of England. The King did not allow religious freedom.
- Idea 2** – Answers will vary. Ideas should center on how William Penn's father loaned the King a large sum of money. After William's father died, the King was unable to repay the money. The colony of Pennsylvania was offered as payment of the loan.
- Idea 3** – Answers will vary. Ideas should center on how William treated the Native Americans with fairness. He got along well with them and treated them as equals. He paid them for their land.
- Idea 4** – Answers will vary. Ideas should center on Penn's laws for his new colony. One was freedom of religion. Another idea was that Penn established a framework whereby people could rule themselves – a model for government.

Activity 21 – Religious Freedom Attracts Immigrants

- | Part 1 | Part 2 |
|--------|---------------|
| 1. H | 1. G, H |
| 2. D | 2. B, C, F, J |
| 3. F | 3. F |
| 4. K | 4. H, I |
| 5. C | 5. A, D, E |

Activity 22 – Conflicts and Clashes in Colonial Pennsylvania

Column A	Date	Column A	Date
1. 7	1755	7. 12	1763
2. 4	1754	8. 1	1737
3. 6	1754	9. 2	1753
4. 11	1763	10. 8	1758
5. 10	1760	11. 3	1754
6. 9	1758	12. 5	1754

Part 2
Answers will vary

Activity 23 – Likenesses and Differences

- | | |
|---------------------|------------------------|
| 1. walking/marching | 1. airplane transports |
| 2. rode wagons | 2. railroads |
| 3. rode horses | 3. helicopters |
| 4. traveled by boat | 4. humvees/strykers |
| | 5. gliders/parachutes |

Styles, Fashions, and Environments

- ballpoint or felt tip pens, markers, mechanical pencils
- different glasses
- differing clothing, hair, and shoe styles
- electricity and lighting
- air-conditioning (it was summer)

Activity 24 – Celebrities during the Formation of a New Nation

Part 1	Part 2
1. C	7. B
2. D	8. L
3. K	9. A
4. G	10. I
5. J	11. H
6. F	

Activity 25 – I Declare! Three Awesome Documents

Declaration of Independence	United States Constitution	Bill of Rights
3, 6, 9	1, 4, 10 (could be 8)	2, 5, 7, 8

Activity 26 – Conestoga Wagon Problem Solving

- | | | |
|---------------------------|-------------|-----------------------|
| 1. \$1,450 | 5. 25 days | 9. 44 miles |
| 2. preachers and soldiers | 6. \$3,000 | 10. 12 wagons |
| 3. 10 years | 7. 5 wagons | 11. Answers will vary |
| 4. \$1.60 | 8. \$150 | |

Activity 27 – Is It Fact, Fiction, or Opinion?

- | | | |
|-------|--------|--------|
| 1. O | 6. FN | 11. FT |
| 2. FN | 7. FN | 12. O |
| 3. FT | 8. FT | 13. FT |
| 4. FN | 9. FT | 14. FN |
| 5. O | 10. FN | 15. FN |

Part 2
Answers will vary

Activity 28 – Hiding in the Underground Railroad

See map on next page.

Activity 29 – Some Huge Businesses

First	Second
1. textile	11. grind grains
2. coke	12. Conestoga wagon
3. sand	13. toll
4. soft coal	14. Robert Fulton
5. aluminum	
6. steamboat	
7. submarine	
8. limestone	
9. aqueducts	
10. chamber pots	

Activity 30 – The Horrible Disaster at Johnstown

- | | |
|----------------------|--|
| 1. 45 mins. | 6. 17 years |
| 2. 40 m.p.h. | 7. 85 tons |
| 3. 30,000 | 8. Answers will vary. |
| 4. 27,800 | 9. 1,600 |
| 5. two-thirds or 2/3 | 10. They did not build them or no future use |

Activity 31 – Our Transportation Systems

before 1750s = packhorse	1885 = 1st motorcycle
1750s = Conestoga wagon	1893 = 1st car made in PA
1783 = hot air balloon	1899 = blimp
1787 = steamboat	1903 = first truck
1804 = first steam engine vehicle	1903 = first airplane
1829 = 1st steam locomotive on tracks	1907 = subway in Phila.
1834 = canal boat	1935 = 1st trailer truck
	1940 = helicopter

Activity 32 – Changing Lifestyles in the 20th & 21st Centuries

cable
competition
engine
international
interstate
pipelines
subway
telecommunications
terminal
trolley

Activity 33 – Tell Me More

- | | |
|--------------------|-------------------|
| 1. telegraph | 1. soup line |
| 2. telephone | 2. fracking |
| 3. phonograph | 3. neutral |
| 4. motion pictures | 4. global warming |
| 5. radio | 5. satellite |
| 6. television | 6. depression |
| 7. computer | 7. terrorists |
| 8. e-mail | 8. investment |
| 9. cell phones | 9. hijacked |
| 10. e-readers | 10. recession |

Activity 34 – I am Marcellus Shale from Pennsylvania

Part A = New York, Ohio, Maryland, and West Virginia

Part B

- Allegheny Plateau
- Pittsburgh
- Tioga, Bradford, Susquehanna
- Washington, Greene, and Fayette
- No
- No is acceptable; there are a couple of dots on the border of Ridge and Valley
- Answers will vary.

Activity 35 – Counties, Cities, and Communities

A,1 = counties	C,1 = supervisors
A,2 = boroughs	C,2 = jury
A,3 = mayor	C,3 = council
A,4 = taxes	C,4 = rule
B,1 = ordinances	D,1 = blank
B,2 = cities	D,2 = district justice
B,3 = law	D,3 = county seat
B,4 = townships	D,4 = commissioners

Activity 36 – State Government Terms

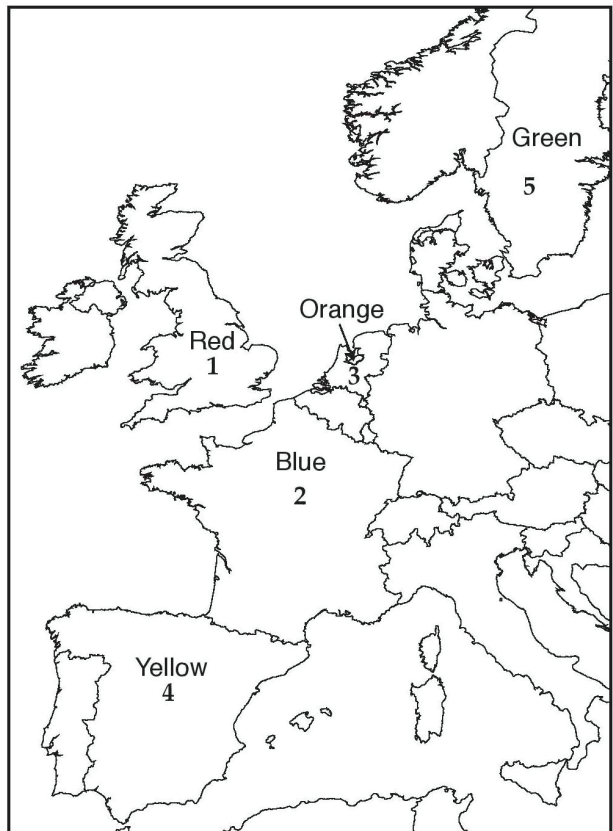
- | | |
|----------------|---------------------|
| 1. legislative | 6. representatives |
| 2. veto | 7. balance of power |
| 3. capital | 8. bill |
| 4. Capitol | 9. executive |
| 5. senators | 10. governor |
| | 11. judges |

Secret Message is Get Involved

Activity 37 – Tax Me? I'm Just a Kid!

- \$3.00
- \$7.00
- \$156.00
- \$364.00

Activity 19



Activity 28

