

**Teacher's Guide**

**Our Pennsylvania Story**  
**and**  
**Student Activity Book**

by

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## To My Teacher Colleagues

On behalf of Penns Valley Publishers, I would like to extend a hearty welcome to *Our Pennsylvania Story* and its accompanying *Student Activity Book*. Both books are oriented towards 3<sup>rd</sup> and 4<sup>th</sup> graders. They are highly interactive work-a-texts geared to the Pennsylvania's Department of Education academic standards and national standards. As part of this teacher's guide, there are 28 lesson plans. Academic standards centered on reading, geography, history, government, economics, and environment and ecology are embedded into each lesson plan. In addition, both texts strongly emphasize a myriad of skills as well as an integration of academic disciplines.

Each lesson in *Our Pennsylvania Story* covers two pages. Each lesson is designed for approximately 30 minutes. Each activity in the *Student Activity Book* encompasses one page. Some pages have two activities. Most of the activities should take 15 to 20 minutes to complete.

Realistically and pragmatically, it should be noted that *Our Pennsylvania Story* and its accompanying *Student Activity Book* are not meant to accommodate all social studies standards at this level. To help with this dilemma, Penns Valley Publishers is committed to placing supplemental instructional material on-line for teachers who wish to seek out additional enrichment activities. The website address is [www.pennsvalleypublishers.com](http://www.pennsvalleypublishers.com)

This Teacher's Guide consists of standards, materials, objectives, suggested strategies, and assessment options. Social studies and reading standards are embedded within each lesson. The *Teacher's Resource Binder* (TRB) contains the teacher's guide, tests, and answer keys for the texts and tests. The tests are formatted based upon current test construction principles (Kubiszyn and Borich, 2007) taught to undergraduate teacher education majors.

## A Medley of Suggested Generic Teaching Strategies

Many of the lessons require similar teaching strategies, although a diversity of teaching methods is recommended whenever possible. I am suggesting these strategies because of their commonality, and because I think you know best what instructional decisions will work with your group of students. I would encourage you to read these suggestions for each lesson. In addition, there are many thematic or integrative strands and higher order thinking skills for your students interspersed throughout the texts and this teacher's guide. I also encourage the use of technology and the Internet, where feasible.

Instructional context can vary based upon your preference. Hence, you could consider individual work, paired instruction, small group interaction, or large group instruction. How you wish to assess and/or grade an activity will dictate an instructional context. Some common core teaching strategies are:

### Geographic Skills

1. Mapping Skills (state, national, and world) - Use maps and globes frequently for:  
locating places, reading legends, using cardinal and intermediate directions, using grids, etc.
2. Graphing Skills
3. Making Maps
4. Making transparencies/overheads of maps and/or reading material. Store on Smartboard.

### **Pre-Reading Activities**

1. KWLs (What I Know, What I Want to Know, What I Learned, What I Still Want to Know)
2. For Prior Knowledge (Venn Diagrams, Webbing, Concept Mapping, Graphic Organizers or Visual Tools)
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 for answers
6. Look at and analyze pictures, graphs, maps, and charts.
7. Use the DOG (Daily Oral Geography) technique for review of geographic concepts.

### **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 visuals in the text to create and answer questions.
13. Ask questions on the content.
14. Incorporate visual tools. They are meant to increase reading comprehension.

### **After Reading the Lesson**

1. After reading, answer review 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, activity sheets, maps, etc.)
8. How will you handle the assessment at the end of each lesson? Will you assign homework? Will you grade any of the exercises or use them as a study guide for tests?

### **Vocabulary Activities**

1. Create activities using dictionary skills.
2. Use words in context.

3. Use the "new" words as spelling words for the week.
4. Create learning centers or puzzles with vocabulary words.

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

I 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 findings, 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). Again, your author heavily incorporated graphic and visual tools to enhance the retention of concepts.

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 (PowerPoints) or audio devices so students can view to the content in a different format. Use of visual tools can be 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 small chalkboards 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 can be to simplify the meaning of passages in relevant terms they understand.
8. For unfamiliar words, use the word attack plan of "continue reading," "frame it," "sound it," "find familiar parts," "use a dictionary," and "ask."
9. Create learning centers and/or academic games to reinforce the material.

### **Suggested Generic Procedures for Assessment**

Teachers have to provide grades and/or benchmark progress reports on 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. For this purpose, 28 tests are available in the *Teacher's Resource Binder*.

Process assessment should deal with what is happening during the teaching of the material and/or how the students are processing information. 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?

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? How do you know students have achieved the objectives without it becoming a matter of the

"cardiac" principle? – that is, in my heart, I feel I did accomplish the objectives! Assessment needs to be systematic and periodic. To that end, assessment activities are good indicators 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 rubrics or criteria for assessing a project. Therefore, descriptions of your criteria and a weighting emphasis should be provided to your students. In that way, one can avoid the "cardiac" principle (in my heart, I think your project is worth a C) of grading. Taskstream is an on-line source that has scoring rubrics for about 25 different kinds of projects ( <http://www.taskstream.com>) For a small fee, a teacher can subscribe to this service. He/she can access and modify these scoring rubrics to fit his/her instructional program. Other educational options are also available through this website, such as development of units, lessons, and portfolios.

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 purposes underlying this premise are for the benefit of our students and for reaffirming 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 evaluative options. Again, you will need to delineate the criteria for an effective or acceptable performance.

**Chart 1 – Assessment Options**

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

## Objectives/Strategies/Assessment/Enrichment Activities

### Unit 1 – Exploring Pennsylvania

#### Lesson Plans

Note: **For all lessons and activities**, I suggest:

1. reviewing pages 2-4, "**A Medley of Suggested Generic Teaching Strategies**," in this Teacher's Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with pages 4-5, "**Suggested Generic Procedures for Assessment**," during and after you cover the lessons in this Teacher's Guide.

## Activities 1, 2, and 3 – Use of the Table of Contents, Index, and Glossary

### Standards

#### Reading

**Note:** These Reading standards are employed to some degree in every lesson.

- 1.1.3 Learning to read independently
  - 1.1.3 B Preview the text formats
  - 1.1.3 E Acquire a reading vocabulary by identifying and correctly using words
  - 1.1.3 F Understand the meaning of and use correctly new vocabulary learned in various subject areas
  - 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information
- 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas
- 1.8 Research
  - 1.8.3 B Use table of contents, key words, and guide words

### Materials

1. Activities 1 – Using the Table of Contents, and 2 – Using the Index, and 3 – Using the Glossary in *Student Activity Book* on pp. 1 - 3
2. *Our Pennsylvania Story*

### Objectives – Students will be able to:

1. differentiate among the table of contents, index, and glossary.
2. locate major information using the table of contents, index, and glossary.

### Suggested Teaching Strategies and Activities

1. Before delving into *Our Pennsylvania Story*, I recommend that you incorporate the pragmatic skills of using the Table of Contents, Index, and Glossary (for any textbook). Using the *Student Activity Book*, Activities 1, 2, and 3 are designed to accomplish this. Your young charges will become much more familiar with how to locate information in the text.
2. Introduce these terms to your students. These terms can be confusing, particularly the difference between index and glossary. The activities are straightforward and allow students to locate information using these different skills.

### Assessment

1. Test 1 assesses the delineated objectives. You can decide how you wish to grade it.

## Lesson 1 – Our State

### Standards

#### Reading

- 1.1.3 Learning to read independently
  - C. Use knowledge of phonics . . . to decode and understand new words
  - E. Acquire a reading vocabulary by identifying and correctly using words
  - F. Understand the meaning of and use correctly new vocabulary . . .

#### Geography

- 7.1.3 A. Identify geographic tools and their uses
- 7.1.3 B. Identify and locate regions

#### Skills

cardinal directions

## Materials

1. Lesson 1 – Our State in *Our Pennsylvania Story* on pp. 6 - 7
2. Activity 4 – Using the Compass Rose on page 4 in *Student Activity Book*

**Objectives** – Students will be able to:

1. locate their country and state on a flat map and/or globe.
2. identify, locate, and label countries bordering the United States.
3. identify, locate, and label states bordering Pennsylvania.

## Key Word Definitions

The definition of the ten key terms can be found in the glossary.

## Suggested Teaching Strategies and Activities

1. Differentiate between countries and states. Have students check the definitions of these terms in the glossary. Use the map on page 2 in *Our Pennsylvania Story* to help with this, as well. Wall maps and globes also help to provide perspective.
2. Have students locate our state of Pennsylvania on the map on page 2.
3. Enlarge the map of Pennsylvania and its bordering states. Make an overhead transparency. Have students label the overhead. Or, use the outline map of Pennsylvania located at PVP's website from which either an overhead transparency or multiple blank copies can be made.
4. Activity 4 in the *Student Activity Book* on p. 4 is designed to reinforce cardinal directions using a compass rose and to reinforce our state's location relative to other geographic reference points.

## Assessment

1. It is your decision as to whether you assess or grade any of the activities.
2. Part of Test 2 assesses the delineated objectives. You can decide how you wish to grade it.

## Lesson 2 – Our State Flag

### Standards

#### Reading

1.1.3 Learning to read independently

- C. Use knowledge of phonics . . . to decode and understand new words
- E. Acquire a reading vocabulary by identifying and correctly using words
- F. Understand the meaning of and use correctly new vocabulary . . . .

#### Geography

7.1.3 A. Identify geographic tools and their uses

#### History

8.2.3 B Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history e.g., Commonwealth symbols

#### Government

5.1 C Define the purpose of the United States Flag

#### Skills

identifying symbols, drawing, writing their own jingles

## Materials

1. Lesson 2 – Our State Flag on pages 8 - 9 in *Our Pennsylvania Story*
2. Activity 5 – Your Flag on page 5 in *Student Activity Book*

**Objectives** – Students will be able to:

1. identify the state flag of Pennsylvania.
2. explain the meaning of the colors and objects in Pennsylvania’s state flag.
3. create a flag for their classroom, home, school, or community.

### **Key Word Definitions**

The definitions of the five key terms are found in the glossary.

### **Suggested Teaching Strategies and Activities**

1. It would be advantageous to remind your students the meaning of the United State flag. Perhaps you can locate other countries’ flags to show your students.
2. Direct the discussion to the reading and the fact that each of our 50 states has a flag as well. Locate and show other state flags.
3. Mine the lesson for meaning. In doing so, this might be a good time to introduce the word symbol although I have used the words “means” and “stands for.” Students do interpret the latter phrase quite literally!
4. Identify in your community or other places where our state flag (and national flag) is flown.
5. Activity 5 in the *Student Activity Book* on page 5 is meant to allow students to explore their artistic talents. This could be a group or individual project. In addition to the school, home, or community, I added the possibility of creating a classroom flag in this teacher’s guide.

### **Assessment**

1. It is your decision as to whether you assess or grade any of the activities.
2. Part of Test 2 assesses the delineated objectives. You can decide how you wish to grade it.

## ***Lesson 3 – Our State Symbols***

### **Standards**

#### **Reading**

- 1.1.3 D Identify the structures in poetry (e.g., rhymes)
- 1.1.2 C Produce work in at least one literary genre . . . .
- 1.1.4 A Write narrative pieces (e.g., poems)

#### **Geography**

- 7.1.3 A. Identify geographic tools and their uses

#### **Skills**

- writing poetry with rhyming words
- interpreting and creating bar graphs

### **Materials**

1. Lesson 3 – Our State Symbols on pp. 10 - 11 in *Our Pennsylvania Story*
2. Activities 6 – Symbols, and 7 – Making Bar Graphs on p. 6 in *Student Activity Book*

**Objectives** – Students will be able to:

1. define what symbols are and identify different types of symbols.
2. associate state symbols with their correct names.
3. interpret a bar graph.
4. create a bar graph.

### Suggested Teaching Strategies and Activities

1. One of the first things to do is to develop the concept of symbol, and then reinforce the term throughout the school year. Symbols commonly are represented by shapes, colors, pictorials, and letters. Locate examples of different kinds of symbols around the school, home, and community (e.g., in all places of human activity) Cars, computers, and maps are loaded with symbols as are traffic symbols and advertising of products.
2. As students read the rhyming words poetry about our state symbols, see if they can write their own versions. Perhaps they can write one about our state bird, the Ruffed Grouse. See p. 17 in *Our Pennsylvania Story* for a picture of this bird.
3. As a reinforcing activity, have students complete Activity 6 on p. 6 in the *Student Activity Book*.
4. Students will need help with the bar graphs in Activity 7 on p. 6 in the *Student Activity Book*. Make sure students color at least  $\frac{1}{2}$  of each cell area in Graph A. If you prefer, have students place number values by each intersecting horizontal line in Part A. I apologize for not having the word processing skills to place these values at their intersecting locations.
5. Students will generate data to be placed into the Part B state vegetable bar graph. This could be done on a school-wide basis as well.

### Assessment

1. It is your decision as to whether you assess or grade any of the activities.
2. Test 3 assesses the delineated objectives. You can decide how you wish to grade it.

## Lesson 4 – Our Geographic Regions

### Standards

#### Geography

7.1.3 B Identify and locate places and regions

- human features – cities
- human regions

#### Reading **These reading standards apply throughout the texts.**

1.1.3 Learning to read independently

- C. Use knowledge of phonics . . . to decode and understand new words
- E. Acquire a reading vocabulary by identifying and correctly using words
- F. Understand the meaning of and use correctly new vocabulary . . . .

1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information

1.2.3 A Read and understand essential content of informational texts and documents in all academic areas

### Materials

1. Lesson 4 – Our Geographic Regions on pp. 12 - 13 in *Our Pennsylvania Story*
2. Activity 8 – Our Geographic Regions on p. 7 in *Student Activity Book*
3. blank map of Pennsylvania

### Objectives - Students will be able to:

1. identify and locate five geographic regions of Pennsylvania.
2. describe the five geographic regions of Pennsylvania.
3. associate each vocabulary word with its respective meaning.

### Suggested Teaching Strategies and Activities

1. Remind students that the map on page 13 is like a puzzle. Demonstrate with students how the parts of the map fit together.
2. Employ reading strategies like shared-paired thinking to develop the concepts in the lesson.
3. Using blank state maps or writable maps, have students roughly draw and label the five geographic regions. Write descriptive terms for which each region is known.
4. Do the puzzle in the *Student Activity Book* on page 7. Promote the use of the glossary with students who need it.
5. Have students note in which regions cities are located. Have students add cities to their writable map, such as Lancaster and Reading, as well as their local community.

### Assessment

1. Assessment of objectives 2 and 3 are covered under Test 4 on Geographic Regions. To assess objective 1, provide a blank outline map of the regions of PA, and have kids label the regions.

## Lesson 5 – Our Natural Resources

### Standards

#### Geography

- 7.3.3 D Identify human characteristics of places by their economic activities  
e.g., renewable and non-renewable resources
- 7.4.3 A Identify the impacts of people on physical systems

#### Environment and Ecology

- 4.2.4 A Identify needs of people
- 4.2.4 B Identify products derived from natural resources
- 4.2.4 C Know that some natural resources have limited life spans
- 4.6.4 A Understand that living things are dependent upon nonliving things . . .
- 4.8.4 D Know the importance of natural resources in daily life
- 4.7.4 C Define and understand extinction

#### Economics

- 6.1.3 C Identify local economic activities
- 6.3.3 A Define scarcity and identify limited resources
- 6.3.3 B Identify and define wants of different people
- 6.4.3 D Identify local resources e.g., renewable, non-renewable, human

### Materials

1. Lesson 5 – Our Natural Resources on pp. 14 - 15 in *Our Pennsylvania Story*
2. Activities 9 – Our Natural Resources, and 10 – Grouping Our Natural Resources on p. 8 in the *Student Activity Book*

### Objectives – Students will be able to:

1. identify natural resources of Pennsylvania.
2. classify a natural resource as to whether it is renewable or non-renewable, and whether it is living or non-living.
3. define key terms.

### Suggested Teaching Strategies and Activities

1. Employ a reading strategy such as DRTA, Guided Reading, Jigsaw, etc. for the lesson.
2. Discuss the main idea of natural resources. Draw from students the local natural resources. Web the importance of natural resources for humans and animals.
3. Discuss with students how humans pollute earth's essential components, such as land, water, and air.
4. In the *Student Activity Book (SAB)*, do Activity 9. Perhaps students can write their pledges in their journals. Then, you can refer back to them as a form of a student self checking device.
5. In Activity 10 (SAB), there are four different groups in which to classify natural resources. Because animals, plants, and trees can be placed into two groups, I suggest you differentiate between living renewable resources, and living non-renewable resources. For example, if a species is over-hunted, such as the moa, it becomes extinct. An entire lesson can be devoted to species of animals and plants that are endangered.
6. Develop the concept of scarcity, or limited resources. You can do this by dropping or scattering a non-renewable, natural resource on the classroom floor. (e.g., I have used marbles and BBs; BBs work better.) Give 3 students one minute to start from a common point in the room so they can gather the natural resource. Do this 3 separate times. Tally the results each time. You should find the numbers dwindling each time, and the resource becoming scarcer.

### Assessment

1. Objectives are assessed by Test 5 on Natural Resources.

## Lesson 6 – Our Wildlife

### Standards

#### Geography (Grade 3)

- 7.2.3 B Identify the physical characteristics of places and regions  
e.g., animals, vegetation
- 7.3.3 D Identify the human characteristics of places and regions by their  
economic activities e.g., hunting
- 7.4.3 B Identify the impacts of people on physical systems e.g., extinction of species

#### Environment and Ecology (4<sup>th</sup> grade)

- 4.3.4 A Know that plants, animals, and humans are dependent on air and water
- 4.6.4 A Understand that living things are dependent on nonliving things in the  
environment for survival
- 4.7.4 A Identify differences in living things
- 4.7.4 B Define and understand extinction

### Materials

1. Lesson 6 – Our Wildlife on pp. 16 - 17 in *Our Pennsylvania Story*
2. Activities 11 – Mammals of Pennsylvania, and 12 – Research on p. 9 in the *Student Activity Book*

### Objectives – Students will be able to:

1. identify common mammals of Pennsylvania.
2. associate key words with their respective meanings.
3. appreciate and respect the animals and wildlife of our state.
4. research and report on common mammals or animals of Pennsylvania.

### Suggested Teaching Strategies and Activities

1. The essence of this lesson is to get students thinking about the variety of our wildlife. You can differentiate between wildlife and pets. As you cover the material, do not forget to include the flora of our state. (Identification books are helpful for students, particularly in identifying trees.)
2. While the focus of this lesson is mammals, stress that wildlife can be classified into five main groups: fish, reptiles, amphibians, birds, and mammals. For example, point out the names of our state bird and state fish. Students could suggest what could be our state's reptile (e.g., copperhead or Eastern timber rattlesnake) and amphibian.
3. If needed, have a discussion on hunting, fishing, and trapping. These outdoor sports are big business in our state. Safety would be a common theme to discuss, particularly gun safety. (Note: In June 2008, our Supreme Court ruled that people do have the right to bear arms in our country.)
4. Various writing skills are promoted in the segment "For Those Who Like to Explore." Note: When students type in the website for part three, make sure they do not place the period (.) after htm Activity 12 on page 9 in the *Student Activity Book* (SAB) provides four topical themes to address when doing this activity. (e.g., habitat, diet)
5. Activity 11 on page 9 from the *Student Activity Book* complements Lesson 6. Have students cross out the names of the mammals in the word list as they find them in the Word Search. Also, have them carefully circle the letters of the animals' names. The unused letters in the puzzle except the last four are used to complete a secret sentence. Students will need help with the secret sentence. The sentence states: Coyotes, muskrats, minks, and moles are other mammals of Pennsylvania.
6. To obtain extra mileage from Activity 11, create an activity sheet of sentences in which students write in the names of the mammals in blank spaces.

### Assessment

1. Develop a combined list of rubrics for the research report, one for writing, one for reporting.
2. Objectives will be encompassed under Test 6 on Our Wildlife.

## Lesson 7 – Our Farms and Forests

### Standards

#### Geography

- 7.1.3 A Identify geographic tools and their uses
- 7.1.3 B Identify and locate places and regions
- 7.3.3 C Identify the human characteristics of places and regions by their settlement characteristics
- 7.3.3 D Identify the human characteristics of places and regions by their economic activities
- 7.4.3 A Identify the impacts of physical system on people e.g., soil quality
- 7.4.3 B Identify the impacts of people on physical systems

#### Environment and Ecology

- 4.2.4 A Identify needs of people
- 4.2.4 B Identify products derived from natural resources
- 4.3.4 A Know that plants, animals, and humans are dependent on air and water
- 4.3.4 B Identify how human actions affect environmental health

## **Standards cont'd**

### **Environment and Ecology cont'd**

- 4.4.4 A Know the importance of agriculture to humans
- 4.4.4 B Identify the role of sciences in Pennsylvania agriculture e.g., common Pennsylvania farm animals and plants
- 4.4.4 C Know that food and fiber originate from plants and animals
- 4.8.4 B Know that environmental conditions influence where and how people live
- 4.8.4 D Know the importance of natural resources in daily life

### **Economics**

- 6.1.3 C Identify local economic activities
- 6.2.3 A Define and identify goods, services, consumer, and producers
- 6.4.3 D Identify local resources
- 6.4.3 F Explain why some products are produced locally while others are not
- 6.4.3 G Identify local geographic patterns of economic activities
- 6.5.3 A Explain why people work to get goods
- 6.5.3 B Identify different occupations
- 6.5.3 C Describe businesses that provide goods ... and services

### **Skill**

Graph coordinates

## **Materials**

1. Lesson 7 – Our Farms and Forests on pp. 18 - 19 in *Our Pennsylvania Story*
2. Activity 13 – Using Graph Coordinates on p. 10 in the *Student Activity Book*

## **Objectives** – Students will be able to:

1. discuss the importance of soil and farming.
2. identify different types of farms in Pennsylvania.
3. identify farm products derived from the soil.
4. list at least four reasons why forests are important to people and wildlife.
5. identify several forests products.
6. associate key words with their respective meanings.

## **Suggested Teaching Strategies and Activities**

1. This lesson demonstrates the importance of soil in our state as reflected in our fields and forests. Other facets could be brought into the discussion such as climate or moisture.
2. After reading the “Our Farms” portion on p. 18, web the common kinds of farms found in Pennsylvania on chart paper. Add other types of farms not written about, such as beef farms and tree nurseries.
3. The webbing activity can be extended to classify different farm products into the type of farm from which they emanate. e.g., dairy, livestock, truck, orchards. Use the information on the chart paper as a review strategy.
4. After reading the “Our Forests” segment on p. 19, web the reasons on chart paper as to why forests are important to people and wildlife.
5. You can add questions to the “Fill-in Please” activity on page 19, if desired.

6. Reinforcement of key terms can be achieved by having students complete Activity 13 in the *Student Activity Book*. If using graph coordinates is a new concept for your students, “walk” them through the exercise. Note: Not all graph coordinate areas will have a word. As an extension, have your students “draw 3 green dots in C,5,” or “draw a symbol for a state park (tree) in B,2.”

#### **Assessment**

1. Use Test 7 to measure achievement of objectives.

### **Lesson 8 – Our Minerals and Fossil Fuels**

#### **Standards**

##### **Geography**

- 7.3.3 D Identify human characteristics of places by their economic activities  
e.g., renewable and non-renewable resources
- 7.4.3 A Identify the impacts of people on physical systems

##### **Environment and Ecology**

- 4.2.4 A Identify needs of people
- 4.2.4 B Identify products derived from natural resources
- 4.2.4 C Know that some natural resources have limited life spans
- 4.6.4 A Understand that living things are dependent upon nonliving things . . .
- 4.8.4 D Know the importance of natural resources in daily life

##### **Economics**

- 6.1.3 C Identify local economic activities
- 6.3.3 A Define scarcity and identify limited resources
- 6.3.3 B Identify and define wants of different people
- 6.4.3 D Identify local resources e.g., renewable, non-renewable, human
- 6.5.3 B Identify different occupations

##### **Reading**

- 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information
- 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas

#### **Materials**

1. Lesson 8 – Our Minerals and Fossil Fuels on pp. 20 -21 in *Our Pennsylvania Story*

#### **Objectives** – Students will be able to:

1. identify common mineral resources of Pennsylvania.
2. associate mineral resources with their respective products.
3. match each key word with its respective meaning.

#### **Suggested Teaching Strategies and Activities**

1. Employ a reading strategy for extracting meaning from the text, such as Jigsaw or Guided Reading. Have the students retell or summarize the major ideas. In addition, relate the ideas in

this lesson to those in Lesson 5. That is, minerals and fossil fuels are natural resources. They are also non-renewable resources.

2. Remind students that obtaining natural resources and making products means jobs for people. Have students identify the minerals and fossil fuels found in your area. For example, in the area I reside, there are sand and limestone quarries.
3. This is one of the few lessons that did not have a supplemental activity in the *Student Activity Book*. To reinforce the content, you can place the following questions on an activity sheet or an overhead.

Statements	Answers
1. In our country, Pennsylvania is the 2 <sup>nd</sup> largest producer of ____	<u>electricity</u>
2. Another word for oil is ____	<u>petroleum</u>
3. Coal, oil, and natural gas are known as ____	<u>fossil fuels</u>
4. In our country, Pennsylvania is the 4 <sup>th</sup> largest producer of ____	<u>coal</u>
5. Natural gas is used to make ____ and ____	<u>steel/glass</u>
6. Most Pennsylvania petroleum is used to make ____	<u>motor oil</u>
7. One key mineral used to make glass is ____	<u>sand</u>
8. Which fossil fuel gives off less pollution and smoke? ____	<u>natural gas</u>

#### Assessment

1. Use Test 8 to measure achievement of objectives.
2. The aforementioned activity sheet could be graded or assessed.

### **Lesson 9 – Our Population and Cities** (Note: Sequentially, you could find it more advantageous to first incorporate Lesson 10 on Our Waterways.)

#### **Standards**

##### **Geography**

- 7.1.3 A Identify geographic tools and their uses
- 7.1.3 B Identify and locate places and regions
- 7.3.3 A Identify the human characteristics of places and regions by their population characteristics
- 7.3.3 C Identify the human characteristics of places and regions by their settlement characteristics
- 7.3.3 D Identify the human characteristics of places and regions by their economic activities
- 7.4.3 A Identify the impacts of physical system on people e.g., soil quality
- 7.4.3 B Identify the impacts of people on physical systems

##### **Environment and Ecology**

- 4.1.4 A Identify various types of water environments
- 4.2.4 A Identify needs of people
- 4.2.4 B Identify products derived from natural resources
- 4.6.4 A Understand that living things are dependent upon nonliving things . . .
- 4.8.4 D Know the importance of natural resources in daily life

## Standards cont'd

### Economics

- 6.1.3 C Identify local economic activities
- 6.3.3 B Identify and define wants of different people
- 6.4.3 D Identify local resources e.g., renewable, non-renewable, human
- 6.4.3 G Identify local geographic patterns of economic activities
- 6.5.3 B Identify different occupations

### Reading

- 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information
- 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas

### Skill

creating a bar graph

## Materials

1. Lesson 9 – Our Population and Cities on pp. 22 - 23 in *Our Pennsylvania Story*
2. Activities 14 – Our Population and Cities and 15 – Graphing Our Cities' Populations on p. 11 in the *Student Activity Book*.
3. Map of Pennsylvania River Systems on p. 25 of *Our Pennsylvania Story*

## Objectives - Students will be able to:

1. locate waterways on a blank physical map of Pennsylvania.
2. differentiate among urban, rural, and suburban regions.
3. identify Pennsylvania's four largest cities.
4. given population data, create a bar graph on Pennsylvania cities.
5. associate each key word with its respective meaning.

## Suggested Teaching Strategies and Activities

1. As students read this lesson, have them locate and label all cities, rivers, and lake on a map. In addition, other cities identified in Activity 15 on p. 11 can be located and labeled.
2. In discussion, clarify and differentiate among regions that are urban, rural, and suburb.
3. Use the map of Pennsylvania on p. 25 in *Our Pennsylvania Story*, or go to a larger state map to locate Philadelphia, Pittsburgh, Allentown, and Erie. Locate and label the bodies of water associated with each place.
4. Note the relationship between location and water. Ask students why many larger cities are located close to bodies of water. One main idea is "it is much easier to move people and products." Recreation could be another reason.
5. You will need a map of the United States to highlight Erie's location relative to the rest of the Great Lakes and Philadelphia's location relative to the Delaware Bay and Atlantic Ocean.
6. Other Pennsylvania cities delineated in Activity 15 on p. 11 of the *Student Activity Book* can be located and labeled.
7. **Correction:** In Activity 15, three digits were inadvertently left off from Pittsburgh's population. **Have your students add three 0s after 340.** If students have never constructed a bar graph, they will need help with Activity 15 on page 11 in the *Student Activity Book*. In addition, students can always use help in estimation. Use Lancaster to show that a population of 56,000

should be drawn to a point under the 62,500 value. Make sure students understand that the vertical values represent population values.

### **Assessment**

1. Use Test 9 to measure achievement of objectives.

## ***Lesson 10 – Our Waterways***

### **Standards**

#### **Geography**

- 7.1.3 A Identify geographic tools and their uses
- 7.1.3 B Identify and locate places and regions
- 7.2.3 A Identify physical characteristics of regions e.g., bodies of water
- 7.3.3 A Identify the human characteristics of places and regions by their population characteristics
- 7.3.3 C Identify the human characteristics . . . by their settlement characteristics
- 7.3.3 D Identify the human characteristics . . . by their economic activities
- 7.4.3 A Identify the impacts of physical system on people e.g., water use
- 7.4.3 B Identify the impacts of people on physical systems e.g., dams

#### **Environment and Ecology**

- 4.1.4 A Identify various types of water environments
- 4.1.4 B Explain the difference between moving and still water
- 4.1.4 D Identify a wetland and the plants and animals found there
- 4.1.4 E Recognize the impact of watersheds and wetlands on animals/plants
- 4.2.4 A Identify needs of people
- 4.2.4 B Identify products derived from natural resources
- 4.6.4 A Understand that living things are dependent upon nonliving things
- 4.8.4 A Identify the biological requirements of humans e.g., use of natural resources
- 4.8.4 D Know the importance of natural resources in daily life . . .

#### **Economics**

- 6.1.3 C Identify local economic activities
- 6.2.3 A Define and identify goods, services ....
- 6.3.3 B Identify and define wants of different people
- 6.4.3 D Identify local resources e.g., renewable, non-renewable, human
- 6.4.3 G Identify local geographic patterns of economic activities
- 6.5.3 B Identify different occupations

#### **Reading**

- 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information
- 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas

#### **Skill**

classifying

## Materials

1. Lesson 10 – Our Waterways on pp. 24 - 25 in *Our Pennsylvania Story*
2. Activities 16 – Our Waterways, and 17 – Classifying Our Water Forms on p. 12 in the *Student Activity Book*.

## Objectives – Students will be able to:

1. locate and label major water forms of Pennsylvania.
2. use cardinal and intermediate directions to review the location of Pennsylvania waterways.
3. classify names of water forms as to whether they are lentic or lotic. (still vs. moving water)

## Suggested Teaching Strategies and Activities

1. Develop generic word or phrase concepts that refer to water. They are water forms, waterways, bodies of water, and/or water environments.
2. Provide a geographic frame of reference for Lesson 10 by having students locate North America, Canada, United States, Great Lakes, Pennsylvania, Chesapeake Bay, Delaware Bay, and the Atlantic Ocean.
3. Develop the concept of river system. Using a state physical map, demonstrate how smaller creeks, streams, and rivers empty into larger ones. These are also known as watersheds. Identify three major river systems of Pennsylvania. Trace the rivers from their sources to their mouths.
4. Develop the concept of port, particularly as it relates to Philadelphia, Pittsburgh, and Erie. You can ask questions, such as, Why is our state capital of Harrisburg, located on the Susquehanna River, not considered to be a port?
5. For Those Who Like to Explore on p. 25 is intended for students to extend the concepts of the lesson. This would be a good time to introduce the term wetlands, which is a low lying area that holds water.
6. Using cardinal directions, Activity 16 from p. 12 of the *Student Activity Book* reinforces our state's major waterways.
7. Have you ever heard of lentic and lotic? They are in the Pennsylvania standards under 4.1.4 A. Lentic refers to still, lying water, such as ponds and swamps. Lotic refers to moving or flowing water, such as creeks and rivers. Activity 17 is designed to accommodate this standard.

## Assessment

1. Use Test 10 to measure achievement of objectives.
2. Part 2 of Test 10 is a map labeling activity that can be assessed.
2. Activities 16 and 17 could be graded or assessed.

## Lesson 11 – Our Climate and Weather

### Standards

#### Geography

- 7.1.3 A Identify geographic tools and their uses
- 7.2.3 A Identify the physical characteristics of places and regions e.g., weather, climate, etc.
- 7.2.3 B Identify the basic physical processes that affect the physical characteristics of places and regions e.g., drought, tornadoes, weather, climate, etc.
- 7.4.3 A Identify the impacts of physical system on people e.g., drought, snowfall, etc.
- 7.4.3 B Identify the impacts of people on physical systems

## Standards cont'd

### Environment and Ecology

- 4.2.4 A Identify needs of people
- 4.3.4 A Know that plants, animals, and humans are dependent on air and water
- 4.4.4 A Know the importance of agriculture to humans
- 4.8.4 B Know that environmental conditions influence where and how people live
- 4.8.4 D Know the importance of natural resources in daily life

### Economics

- 6.1.3 C Identify local economic activities
- 6.4.3 F Explain why some products are produced locally while others are not
- 6.4.3 G Identify local geographic patterns of economic activities

### Reading

- 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information
- 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas

### Skills

- Map Reading
- descriptive writing

## Materials

1. Lesson 11 – Our Climate and Weather on pp. 26 -27 in *Our Pennsylvania Story*
2. Activity 18 – Reading a Weather Map on p. 13 in the *Student Activity Book*

## Objectives – Students will be able to:

1. differentiate between weather and climate.
2. describe climatic conditions for different parts of Pennsylvania.
3. using symbols, accurately interpret a Pennsylvania weather map.
4. associate each key term with its respective meaning.

## Suggested Teaching Strategies and Activities

1. The central theme of this lesson is for students to differentiate between weather and climate. Using descriptive words, draw from students examples of daily weather that they can see/ hear/ feel. Some examples could be: windy, cloudy, rainy, snowy, stormy, drizzly, sunny, etc.
2. You probably will need to develop the concept of average on a simplified basis. If this is not possible, explain that the average amount of water Pennsylvania receives each year is 42 inches. Explain that we know this because of keeping records of the amount of precipitation (water) over many, many years.
3. Measure 42 inches at a prominent place in the room and place a piece of colored tape at that height. See how many students are above, at, and below that value. Note: Not all regions receive 42 inches of precipitation a year. Some receive more and some less.
4. Use the map on p. 26 to associate the various climatic conditions to geographic parts of the state. Web the climatic conditions for each area as described in the text. It may seem like I forgot the northeastern area. This region of Pennsylvania is very similar to the northern regions of the state. If desired, you can characterize Erie as a snow belt region and describe what lake effect is.

5. Develop the concept of “growing season” for farmers and for people with gardens. What crops are grown for animals? What crops are grown for people?
6. Activity 18 develops the concept of weather forecast and the importance of knowing the weather forecast. Alert students to the Weather Channel, and the fact that weather maps are in the daily newspapers, as well as online.
7. Review the concept of symbols developed in Lessons 2 and 3. The picture symbols on the map are yet another type of symbol.

### Assessment

1. Use Test 11 to measure achievement of objectives.

## Lesson 12 – Our Products Made in Pennsylvania

### Standards

#### Geography

- 7.3.3 D Identify the human characteristics of places and regions by their economic activities e.g., consumer products and services

#### Environment and Ecology

- 4.2.4 A Identify needs of people  
 4.4.4 A Know the importance of agriculture to humans  
 4.8.4 B Know that environmental conditions influence where and how people live  
 4.8.4 D Know the importance of natural resources in daily life

#### Economics

- 6.1.3 C Identify local economic activities  
 6.2.3 A Define and identify goods, services, consumers and producers  
 6.2.3 E Identify who supplies a product and who demands a product  
 6.4.3 C Explain why goods, services and resources come from all over the nation and world  
 6.4.3 F Explain why some products are produced locally while others are not  
 6.4.3 G Identify local geographic patterns of economic activities  
 6.5.3 A Explain why people work to get goods and services  
 6.5.3 B Identify different occupations  
 6.5.3 C Describe businesses that provide goods and businesses that provide services

#### Reading

- 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information

#### Skill

- classifying

### Materials

1. Lesson 12 – Our Products Made in Pennsylvania on pp. 28 -29 in *Our Pennsylvania Story*
2. If desired, Activities 36 – Needs and Wants, and 37 – Goods and Services on p. 28 in the *Student Activity Book* (Note: Activities 36 & 37 were designed to be used with Lesson 26 on the Industrial Revolution, but can be used here.)

**Objectives** – Students will be able to:

1. differentiate between needs and wants.
2. differentiate between goods and services.
3. differentiate between producers and consumers.

### **Suggested Teaching Strategies and Activities**

1. This lesson focuses on things made, or manufactured in Pennsylvania (or the industries of our state). Our state is known as a manufacturing state. The question becomes, “Why do we make so many kinds of products?” To help answer this question, there are six critical terms to be developed for this lesson. They are: **needs and wants**, **goods and services**, and **producers and consumers**. Place these interrelated terms on the board or chart paper.
2. Use Activities 36 and 37 to present a basic overview of need and wants and goods and services. Relate these concepts to the students’ families and local community. e.g., What goods and services are provided by the local community or region? (It should become clear that many products come from other places in our country and world.)
3. Hopefully, it is not too simplistic to say that **needs and wants relate to consumers**, and **goods and services relate to producers**. I would suggest using some kind of webbing schema or visual graphic organizer.
4. **Content background** A **good** is any product that is raised, harvested, mined, or made. e.g., Apples are a good. Products that are made from apples are goods. People or businesses that build, make, or sell goods are called **producers**. A **service** is work done by a person for which she or he is paid. **Note:** This is a tough concept because people are paid to make things as well. Perhaps we could say as a job, if it does not deal with producing a good, then it is a service. Moving apple products to stores and selling them are called services. People or businesses that buy and use goods and services are called **consumers**. Have your students classify each of the following phrases as to whether it is a consumer or producer. When you present these, mix the order of the phrases.

<b>Producer</b>	<b>Consumer</b>
a. author who writes this book	d. students who read this book
b. salesperson who sells this book	e. teacher who uses this book
c. business that prints this book	f. principal who buys this book
5. Use the pictures on pp. 28-29 to have students classify as to whether the activity is one of a producer or consumer. e.g., people who make dresses, people who buy and wear dresses, business that makes pretzels, people that sells pretzels, people who buy and eat pretzels, people who make candy, people who buy candy, etc. Replicate this activity using the businesses in the local or nearby community.

### **Assessment**

1. Use Test 12 to measure achievement of objectives.
2. The 20 items in Activities 36 and 37 could be graded.

## **Lesson 13 – Our Transportation Systems**

### **Standards**

#### **Geography**

7.1.3 A Identify geographic tools and their uses

7.1.3 B Identify and locate places and regions e.g., physical features, human features, regions characteristics

## Standards cont'd

### Geography cont'd

- 7.2.3 A Identify the physical characteristics of regions e.g., bodies of water
- 7.3.3 C Identify the human characteristics of places and regions by their settlement characteristics e.g., water resources, transportation
- 7.3.3 D Identify the human characteristics of places and regions by their economic activities e.g., consumer products and services
- 7.4.3 B Identify the impacts of people on physical systems

### Environment and Ecology

- 4.2.4 A Identify needs of people
- 4.8.4 B Know that environmental conditions influence where and how people live
- 4.8.4 D Know the importance of natural resources in daily life

### Economics

- 6.1.3 C Identify local economic activities
- 6.4.3 C Explain why (*and how, italics author's*) goods, services and resources come from all over the nation and world
- 6.4.3 F Explain why some products are produced locally while others are not
- 6.4.3 G Identify local geographic patterns of economic activities
- 6.5.3 A Explain why people work to get goods and services
- 6.5.3 B Identify different occupations
- 6.5.3 C Describe businesses that provide goods and businesses that provide services

### History

- 8.1.3 A Understand chronological thinking and distinguish between past, present and future time e.g., timelines
- 8.2.3 C Identify and describe how continuity and change have influenced Pennsylvania history e.g., transportation – methods of moving people and goods over time

### Reading

- 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information

### Skills

timeline, math (subtraction)

## Materials

1. Lesson 13 – Our Transportation System on pp. 30 - 31 in *Our Pennsylvania Story*
2. Activity 19 – Our Transportation Systems on p. 14 in the *Student Activity Book*
3. map of North America

## Objectives – Students will be able to:

1. identify different forms of transportation.
2. differentiate between older and newer forms of transportation systems.
3. using symbols, associate historical dates with forms of transportation.

## Suggested Teaching Strategies and Activities

1. Employ reading strategies like shared-paired thinking to develop the concepts in the lesson.
2. The central theme of this lesson is to demonstrate the development of different forms of transportation over time. Transportation is a common 3<sup>rd</sup> grade unit. First, reinforce the notion of what a system is (relate back to Lesson 10, p. 25 on major river systems).
3. Another central theme not stated is that over time, new forms of transportation have emerged to move people, ideas, and products faster and more efficiently.

4. Draw from students all the different forms of transportation today by which we move people, ideas, and products. Web this on chart paper.
5. Have students differentiate between older forms of transportation (walking, horse, canoe or raft, and ships by sail ((of course, still in use today!)), and newer forms of transportation (steam power of ships and railroads, bikes, gasoline engine which led to cars, motorcycles, trucks, airplanes, ships, etc. for moving things, and electric power (subways, etc.)
6. As students read the passages, you will need to demonstrate the movement of goods and people with a map of North America - show the rivers, Great Lakes, ocean and bays connected with Pennsylvania.
7. Activity 19 is a timeline activity. You can have your students draw this activity on chart paper as well. The timeline covers the major transportation systems, although some of them delineated did not carry large numbers of people and products, such as the hot air balloon!
8. It's an old concept but LEA (language experience approach) is still a useful strategy. Students can write about their experiences with one or more forms of transportation including skateboards, scooters, etc.

#### **Assessment**

1. Use Test 12 to measure achievement of objectives.

### ***Unit 3 – History of Pennsylvania***

#### **Lesson Plans**

Note: **For all lessons**, I suggest:

1. reviewing “A Medley of Suggested Generic Reading and Vocabulary Strategies” on pages 2 - 4 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “A Medley of Generic Assessment Strategies” during and after you cover the lessons on pages 4 - 5 of this Teacher’s Guide.

### ***Lesson 14 – The First Americans in Pennsylvania***

#### **Standards**

##### **Geography**

- 7.1.3 A Identify geographic tools and their uses
- 7.1.3 B Identify and locate places and regions e.g., physical features, human features, regions characteristics
- 7.3.3 B Identify the human characteristics of places and regions by their cultural characteristics
- 7.3.3 C Identify the human characteristics of places and regions by their settlement characteristics e.g., water resources, transportation
- 7.3.3 D Identify the human characteristics of places and regions by their economic activities e.g., consumer products and services
- 7.4.3 Identify the impacts of people on physical systems

##### **Environment and Ecology**

- 4.2.4 A Identify needs of people
- 4.8.4 B Know that environmental conditions influence where and how people live
- 4.8.4 D Know the importance of natural resources in daily life

##### **History**

- 8.1.3 A Understand chronological thinking and distinguish between past, present and future time e.g., events (time and place
- 8.1.3 B Develop an understanding of historical sources e.g., visual data

## Standards cont'd

### History cont'd

- 8.2.3 A Understand the political and cultural contributions of individuals and groups to Pennsylvania history e.g., *Native Americans* author's italics
- 8.2.3 C Identify and describe how continuity and change have influenced Pennsylvania history e.g., belief systems of Native Americans

### Government

- 5.1 C Define principles and ideals shaping government e.g., diversity of people and ideas

### Reading

**Note:** These Reading standards are employed to some degree in every lesson.

- 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information
- 1.1.3 F Understand the meaning of and use correctly new vocabulary . . .
- 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas

### Skill

Classifying, intermediate directions

## Materials

1. Lesson 14 – The First Americans in Pennsylvania on pp. 32 - 33 in *Our Pennsylvania Story*
2. Activities 20 – Native Americans of Pennsylvania, and 21 – Tribal Locations of Native Americans on p. 15 in the *Student Activity Book*

**Objectives** – Students will be able to:

1. explain why we call Indians Native Americans.
2. locate and label the main Native American tribes that lived in Pennsylvania.
3. identify and explain the roles of Native American people in Pennsylvania.
4. classify activities of Native Americans as to gender as well as non-activities.

## Suggested Teaching Strategies and Activities

1. Employ a reading strategy for extracting meaning from the text, such as Jigsaw or Guided Reading. Have the students retell or summarize the major ideas.
2. In discussion, reinforce that we call Indians, today, Native Americans. We also commonly refer to the tribes that lived in our state as Eastern Woodland Indians.
3. Use the map on p. 33 to develop the names and locations of the major Native American tribes in Pennsylvania. Help students differentiate between the colors of red for the Iroquois and fuchsia for the Delawares. The latter tribe lived in eastern Pennsylvania.
4. Activity 21 on p. 15 of the *Student Activity Book* reinforces the content of the lesson as well as the location of the Native American tribes in Pennsylvania.
5. The “Family Chores” activity uses classification to reinforce the content of the lesson.
6. The Word Search activity reinforces the vocabulary of the lesson. I would suggest that you have your students use the words in sentences or in a story.

## Assessment

1. Objectives are assessed by Test 14.

2. You can assess or the “Family Chores” and/or “Tribal Location of Native Americans” activities.

## ***Lesson 15 – William Penn, Our Founder***

### **Standards**

#### **History**

- 8.1.3 A Understand chronological thinking and distinguish between past, present and future time e.g., events (time and place)
- 8.1.3 B Develop an understanding of historical sources e.g., visual data
- 8.1.3 C Understand fundamentals of historical interpretation e.g., paintings
- 8.1.3 D Understand historical research e.g., primary sources, event (time and place), conclusions (storytelling, role playing)
- 8.2.3 A Understand the political and cultural contributions of individuals and groups to Pennsylvania history e.g., William Penn
- 8.2.3 B Identify and describe primary documents, material artifacts, and historic sites important in Pennsylvania history
- 8.2.3 C Identify and describe how continuity and change have influenced Pennsylvania history e.g., early settlers
- 8.2.3 D Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history e.g., treatment of ethnic groups
- 8.3.3 D Identify conflict and cooperation among social groups and organizations in United States history e.g., treatment of ethnic groups

#### **Geography**

- 7.1.3 A Identify geographic tools and their uses
- 7.1.3 B Identify and locate places and regions e.g., physical features, human features, regions characteristics
- 7.3.3 B Identify the human characteristics of places and regions by their cultural characteristics
- 7.3.3 C Identify the human characteristics of places and regions by their settlement characteristics e.g., water resources, transportation

#### **Government**

- 5.1 A Describe what government is
- 5.1 C Define principles and ideals shaping government e.g., diversity of people and ideas
- 5.3 G Explain why being treated fairly is important

#### **Reading**

**Note: These Reading standards are employed to some degree in every lesson.**

- 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information
- 1.1.3 F Understand the meaning of and use correctly new vocabulary . . .
- 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas

#### **Skill**

sequencing, interpreting a painting

**Materials**

1. Lesson 15 – William Penn, Our Founder on pp. 34 - 35 in *Our Pennsylvania Story*
2. Activity 22 – What Were William Penn’s Dreams? on p. 16 in the *Student Activity Book*
3. map or globe

**Objectives** – Students will be able to:

1. identify William Penn as the person who started the colony of Pennsylvania.
2. explain how Penn received land in America.
3. explain how Pennsylvania received its name.
4. explain William Penn’s major ideas for government.
5. identify how Penn treated Native Americans.
6. locate places on a map.

**Suggested Teaching Strategies and Activities**

1. Employ a reading strategy for extracting meaning from the text, such as Jigsaw or Guided Reading. Have the students retell or summarize the major ideas.
2. The story of William Penn started in England. Without geography, history has no place to happen. Show students England on a map or globe. As places are identified in the lesson, use a map to point them out – notably, Pennsylvania, the Delaware and Schuylkill Rivers.
3. History is not formally taught until 3<sup>rd</sup> grade (as per standards). Students probably will need some background into the 13 original colonies that England began long ago (started in 1607). Pennsylvania was founded in 1681. One humorous (if desired) way to present this scenario in the lesson is through storytelling. You can be the storyteller. Choose students to be: King Charles, Admiral Penn, William Penn, the King’s church, the King’s prison (William was imprisoned several times for his beliefs), jailers, the Quakers, the ship, Philadelphia, students to run the government in Pennsylvania and students to represent freedom of religion. Create a storytelling skit that can be reenacted.
4. Draw from students what would be needed to establish a new community in a strange place. What would they absolutely bring with them? What kind of rules would be needed?
5. To promote observation of details, develop a list of “do you see in the painting?” e.g., people of different cultures, hair styles, dog, baby, shoes, bare feet, hats, cell phones, feathers, etc.
6. Activity 22 on p. 16 in the *Student Activity Book* reinforces the content of the lesson by having students write about the major ideas.
7. See if students can discern a technical point by looking at the caption under young William Penn’s painting. Actually, the King and William gave the colony of Pennsylvania its name.

**Assessment**

1. Objectives are assessed by Test 15.
2. You can assess the writing of your students with a simple rubric.

## Lesson 16 – Pennsylvania's First Settlers

### Standards

#### History

- 8.1.3 A Understand chronological thinking and distinguish between past, present and future time e.g., events (time and place)
- 8.2.3 A Understand the political and cultural contributions of individuals and groups to Pennsylvania history e.g., early settlers
- 8.2.3 C Identify and describe how continuity and change have influenced Pennsylvania history e.g., early settlers
- 8.2.3 D Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history e.g., treatment of ethnic groups
- 8.3.3 D Identify conflict and cooperation among social groups and organizations in United States history e.g., treatment of ethnic groups; immigration – diverse groups inhabiting the state

#### Geography

- 7.1.3 B Identify and locate places and regions e.g., physical features, human features, regions characteristics
- 7.3.3 B Identify the human characteristics of places and regions by their cultural characteristics e.g., language, customs, religions
- 7.3.3 C Identify the human characteristics of places and regions by their settlement characteristics e.g., types of settlements

#### Government

- 5.1 C Define principles and ideals shaping government e.g., diversity of people and ideas
- 5.2. C Identify the importance of political leadership and public service in the school, community, state, and nation.
- 5.2. D Describe ways citizens can influence the decisions and actions of government
- 5.2 G Identify ways to participate in government and civic life.
- 5.3 G Explain why being treated fairly is important

#### Reading

- Note: These Reading standards are employed to some degree in every lesson.**
- 1.1.3 G Demonstrate after reading understanding and interpretation of both fiction and nonfiction text e.g., summarize main ideas, connect new information to known information
- 1.1.3 F Understand the meaning of and use correctly new vocabulary . . . .
- 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas

### Materials

1. Lesson 16 – Pennsylvania's First Settlers on pp. 36 - 37 in *Our Pennsylvania Story*
2. Activity 23 – Religious Freedom in Pennsylvania on p. 17 in the *Student Activity Book*
3. map of Europe, Africa, and North America or globe

**Objectives** – Students will be able to:

1. locate the countries in Europe from which many early settlers came.
2. identify the religious, ethnic, and cultural groups who were early settlers in Pennsylvania.
3. identify two key ideas Penn incorporated into his Pennsylvania colony.

**Suggested Teaching Strategies and Activities**

1. As the story of Pennsylvania's early settlers unfolds, have students locate the countries and regions from which they came. (England, Holland or Netherlands, Sweden, Germany, Switzerland, Ireland, Africa, and the Caribbean region) **Note:** Sadly, and unfortunately, slaves were brought to Pennsylvania, mostly from the Caribbean region. Even some Quakers own slaves. It was considered an economic necessity at a time of a severe labor shortage. Pennsylvania was the first state to abolish slavery.
2. Have a discussion on what religious freedom means. That was the main drawing card for the early settlers of Pennsylvania – religious freedom and cheap land for farmers was the other. Early settlers did not have religious freedom in the country from which they emigrated. (Note: You can develop the concept of immigration, if desired.)
3. Make sure to associate cultural contributions with the settlers' countries. Religion is highlighted in this lesson, but there are others non-religious contributions, such as the cow, skates, sleighs, and vocabulary. e.g., The word kill is a Dutch word that means river or creek. Schuylkill means hidden river.
4. The crossword puzzle in Activity 23 on p. 17 in the *Student Activity Book* is designed to reinforce the content of Lesson 16.

**Assessment**

1. Objectives are assessed by Test 16.

**Lesson 17 – Benjamin Franklin, A Great Pennsylvanian**

**Standards**

**History**

- 8.1.3 A Understand chronological thinking and distinguish between past, present and future time e.g., events (time and place)
- 8.1.3 D Understand historical research e.g., primary sources
- 8.2.3 A Understand the political and cultural contributions of individuals and groups to Pennsylvania history e.g., early settlers
- 8.2.3 C Identify and describe how continuity and change have influenced Pennsylvania history e.g., innovations
- 8.3.3 B Identify and describe primary documents, material artifacts, and historic sites important in United States history e.g., famous quotations and sayings

**Government**

- 5.1 C Define principles and ideals shaping government e.g., diversity of people and ideas
- 5.2. C Identify the importance of political leadership and public service in the school, community, state, and nation.
- 5.2. D Describe ways citizens can influence the decisions and actions of government
- 5.2 G Identify ways to participate in government and civic life.
- 5.3 G Explain why being treated fairly is important
- 5.2 G Identify ways to participate in government and civic life.

## Standards cont'd

### Economics

- 6.2.3 A Define goods, services, consumers and producers
- 6.2.3 I Identify goods and services provided by government
- 6.5.3 B Identify different occupations
- 6.5.3 C Describe businesses that provide goods and businesses that provide services

### Reading

- 1.4.3 B Write informational pieces using illustrations when relevant e.g., descriptions

### Skills

timeline, math problem-solving, creative thinking

## Materials

1. Lesson 17 – Benjamin Franklin, A Great Pennsylvanian on pp. 38 - 39 in *Our Pennsylvania Story*
2. Activity 24 – Timeline for Ben Franklin's Achievements on p. 18 in the *Student Activity Book*
3. Activities 25 – Ben Franklin's Sayings and, 26 – Some Timeline Math Problems on p. 19 in the *Student Activity Book*

## Objectives – Students will be able to:

1. identify Ben Franklin and list at least three of his accomplishments.
2. sequence Ben Franklin's achievements.
3. write descriptively about an invention.
4. solve math problems based upon a timeline.

## Suggested Teaching Strategies and Activities

1. This lesson uses conversation to present Franklin's early life and delineated lists of ideas and innovations that he implemented throughout his life. Franklin was born in Boston but his notoriety was achieved in Philadelphia (and France). Establish a frame of reference for why we study this man. Establish a time frame of reference as well i.e., 1706 born to 1790 died – a very long time ago!
2. Activity 24 on p. 18 of the *Student Activity Book* chronicles his lifetime achievements using a timeline mode. Similarly, you could use a sequencing strategy for Franklin's early life in Boston.
3. You could classify Franklin's achievements as representing goods, or services. e.g., Fire fighting is a service; producing the Franklin stove is a good.
4. "Let's Create Something New" is designed to bring forth creative thought from your students. I gave a very practical example with the spife idea. Students could work individually or in pairs.
5. Activity 25 on p. 19 provides a couple of examples of Franklin's quotations. After describing what Franklin meant, have your students create some quotations of their own. Here is one I have created for adults, "Sometimes, joking is a psychological form of seriousness."
6. A timeline is natural for problem solving math. Activity 26 on p. 19 of the *Student Activity Book* presents five examples. You could add to these questions. Use 2 digit values to subtract.

## Assessment

1. Objectives are assessed by Test 16.

## ***Lesson 18 – George Washington in England’s Army***

### **Standards**

#### **History**

- 8.1.3 A Understand chronological thinking and distinguish between past, present and future time e.g., events (time and place)
- 8.1.3 B Develop an understanding of historical sources
- 8.1.3 C Understand fundamental of historical interpretation e.g., illustrations in historical stories (*or paintings – author’s italics*)
- 8.1.3 D Understand historical research e.g., events, facts
- 8.2.3 A Understand the political and cultural contributions of individuals and groups to Pennsylvania history e.g., George Washington
- 8.2.3 D Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history e.g., military conflicts – struggle for control
- 8.3.3 A Identify contributions of individuals and groups to United States history e.g., George Washington
- 8.3.3 D Identify conflict and cooperation among social groups and organizations in United States history
- 8.4.3 D Identify how conflict and cooperation among social groups and organizations affected world history

#### **Geography**

- 7.1.3 A Identify geographic tools and their uses e.g., maps, *paintings*
- 7.1.3 B Identify and locate places and regions e.g., lakes, rivers, countries, regions
- 7.3.3 C Identify the human characteristics of places and regions by their settlement characteristics e.g., factors that affect where people settle
- 7.3.3 D Identify the human characteristics of places and regions by their economic activities e.g., location factors, spatial distribution of resources

#### **Economics**

- 6.2.3 D Identify groups of competing producers in the local area
- 6.4.3 B Explain why people trade
- 6.5.3 B Identify different occupations
- 6.5.3 C Describe businesses that provide goods and businesses that provide services

#### **Reading**

- 1.5.3 F Edit writing using conventions of language e.g., adjectives

#### **Skills**

- classifying

### **Materials**

1. Lesson 18 – George Washington in England’s Army on pp. 40 – 41 in *Our Pennsylvania Story*
2. Activity 27 – Oh No! George Washington Fell Into Icy Water on p. 20 in the *Student Activity Book*
3. map of Europe

**Objectives** – Students will be able to:

1. differentiate between technology of today versus the past.
2. identify the reason for George Washington’s trip.
3. describe George Washington’s dangerous trip through the wilderness.
4. classify adjectives relating to George Washington’s journey.
5. locate places on a map central to the lesson.

### **Suggested Teaching Strategies and Activities**

1. Third graders do not have much background information on this era, or for that matter, history in general. This was a time in our country’s history (1750s) when two colonial empires – France and England – were fighting to gain control of vast regions of the world. In the case of Pennsylvania and North America, the English possessed 13 colonies along the Atlantic coast. The French settled in Canada, the Great Lakes region, and the Mississippi River region. Both countries wanted to gain control of the Pittsburgh region where three rivers met. The big ticket item was furs that each country hoped to obtain from the Native Americans. The French came to the Pittsburgh region by water. The English rushed to this region by land. What happens when two powers want the same thing from the same location? From this conflict, the French and Indian War emerged. It was young George Washington’s job to deliver a message to the French at Fort Le Boeuf near Lake Erie. This was the prelude to the French and Indian War (1754-1763). There is more information in the 4<sup>th</sup> grade text titled *Pennsylvania: Our People, Places, and Past*, pp. 88-91.
2. Have your students point out the countries of England and France on a map or globe.
3. Draw from students what they know about young George Washington. He was only 21 at this time. I am not a big fan of dates at this age, but this adventure occurred in 1753. As you present or retell this story, (describes how Washington got into this cold water predicament) show your students where these places are on the map on page 41. Remind students that our country, the United States, did not exist at this time. Also, point out that this area was wilderness. Except for the Native Americans, not many white settlers lived in this region.
4. Compare the amount of time it took to travel this distance (Williamsburg, Virginia to Fort Le Boeuf, Pennsylvania and back). It took Washington three months. Today, we could cover this distance by car in nine or 10 hours.
5. Regarding the painting on p. 40, ask your students why George Washington and his guide did not cross a bridge on the Allegheny River. In addition, use the painting to promote observation of detail. (e.g., Do you see a boat? snow? ice? Native Americans? raft? etc.)
6. Activity 27 provides a more colorful adaptation of Washington’s numbing experience. This activity develops an integration of adjectives. Have students use the adjectives in writing additional sentences.
7. We know this story to be true because Washington kept a detailed diary of his journey. As suggested in the lesson, allow your students to keep a diary.
8. You could develop a simple “cause and effect” situation here. Ask what happens when two countries want the same item at the same time at the same location? That is the cause? The effect or result was conflict and/or war.

### **Assessment**

1. Some of the objectives are assessed via Test 18.

## ***Lesson 19 – Declaration of Independence, United States Constitution, and Bill of Rights***

### **Standards**

#### **History**

- 8.1.3 A Understand chronological thinking and distinguish between past, present, and future time
- 8.1.3 B Develop an understanding of historical sources
- 8.1.3 D Understand historical research e.g., primary sources
- 8.2.3 B Identify and describe primary documents . . . and historic sites in Pennsylvania history
- 8.2.3 D Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history
- 8.3.3 A Identify contributions of individuals and groups to United States history
- 8.3.3 B Identify and describe primary documents . . . in United States history e.g., Declaration of Independence, U. S. Constitution, Bill of Rights

#### **Geography**

- 7.1.3 B Identify and locate places and regions i.e., cities, such as Philadelphia
- 7.3.3 E Identify the human characteristics of places and regions by their political activities

#### **Government**

- 5.1 A Describe what government is
- 5.1 B Explain the purposes of rules and laws and why they are important in the classroom, school, community, state, and nation
- 5.1 C Define the principles and ideals shaping government e.g., justice, truth, common good, liberty, leadership, etc.
- 5.1 E Identify documents of United States government e.g., Declaration of Independence, U. S. Constitution, Bill of Rights
- 5.1 F Explain the meaning of a preamble e.g., Constitution of the U.S.
- 5.1 H Identify framers of documents of government
- 5.1 I Explain why government is necessary in the classroom, school, community, state, and nation . . .
- 5.2 D Describe ways citizens can influence the decisions and actions of government
- 5.3 G Explain why being treated fairly is important
- 5.4 A Identify how customs and traditions influence governments

### **Materials**

1. Lesson 19 – *The Declaration of Independence, United States Constitution, and Bill of Rights* on pp. 42 – 43 in *Our Pennsylvania Story*
2. Activity 28 – I Declare! Three Awesome Documents! on p. 21 in the *Student Activity Book*

### **Objectives** – Students will be able to:

1. identify the three most important documents that established the United States government.
2. differentiate among the main purposes of these three documents.
3. sequence the historical time in which each document was created.
4. given a list of statements, classify each one into its correct document.

### Suggested Teaching Strategies and Activities

1. **Note:** Lessons 19, 20, 21, and 22 go hand-in-hand relative to a temporal frame of reference. Hence, you could cover the Declaration of Independence in Lesson 19, bounce to George Washington in Lesson 20, then back to Lesson 19
2. Needless to say, there is much important content in this lesson. The important point is for students to get the main idea underlying each of these three documents. Once again, students have very little historical background. Helpful background for you can be obtained from the 4<sup>th</sup> grade text *Pennsylvania: Our People, Places and Past* on pp. 93-107.
3. It would be helpful to provide a temporal frame of reference for your students. In order to be free from England's rule, a Declaration of Independence was written in 1776 by the American colonies. This led to the American Revolution (1775-1783, although the fighting stopped in 1781). Now that you have a new country formed, you need a new plan of government (explore with students why this is necessary). The Articles of Confederation was the 1<sup>st</sup> plan of government for the U. S. which just did not do the job. Hence, along came the U. S. Constitution written for four painstaking months in 1787. This document was the new plan or frame for our government. However, it did not provide a list of freedoms for its citizens. The Bill of Rights fulfilled this role. It was written in 1790 and approved in 1791.
4. Let's establish a purpose for these three documents. Use a storytelling mode with students. As you tell this story, place the names of all three documents on chart paper. Write a brief description for the purpose of each document. The scenario is the American colonies which were ruled by England. Show these places on a map or globe. 1) Because of unfair laws (i.e., taxes) made by the English king, the American colonies decided to declare their freedom, or independence. A group of men wrote the Declaration of Independence. Use the paintings on pages 42 and 43 to help convey this idea. It had to be approved by a larger group of men (congress). Of course, this meant war. This war was called the American Revolution which the Americans won after a lengthy struggle.
5. 2) Then we have the formation of a new plan for government. See #3 above. There are trade books that tell this story, such as Jean Fritz' *Shh! We're Writing the Constitution*. Explore with students why we need rules and laws for the nation, state, classroom, etc. Use the analogy that this plan of government is like a house's solid foundation. You cannot build either without a solid foundation and strong structural frame.
6. 3) Treat the Bill of Rights, which is part of the Constitution written later, as a list of personal rights and freedoms for American citizens. These rights are really promises guaranteed by the U. S. government. They are amendments, or add-ons to the Constitution. List some of the rights and freedoms that are promised.
7. Now, Activity 28 on page 21 in the *Student Activity Book* will require teacher intervention. The 10 statements require higher level thinking. Students need to associate each statement with a document.

Statement #1 = is done for students	Statement #6 = deals with declaring freedom
Statement #2 = deals with a freedom	Statement #7 =deals with a right
Statement #3 = deals with declaring freedom	Statement #8 = deals with government
Statement #4 = deals with a plan for government	Statement #9 = deals with wanting freedom
Statement #5 = deals with a right	Statement #10 = deals with government
8. If you do not have one, have your class design a classroom "bill of rights."

### Assessment

1. Content is covered under the assessment for Lesson 19.

## Lesson 20 – George Washington- America's Great Leader

### Standards

#### History

- 8.1.3 A Understand chronological thinking and distinguish between past, present, and future time
- 8.1.3 B Develop an understanding of historical sources
- 8.1.3 C Understand fundamentals of historical interpretation e.g., causes and results
- 8.1.3 D Understand historical research e.g., event, primary sources
- 8.2.3 A Understand the political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.3 B Identify and describe primary documents . . . and historic sites in PA history e.g., Valley Forge National Historic Park
- 8.2.3 D Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history
- 8.3.3 A Identify contributions of individuals and groups to United States history e.g., George Washington
- 8.3.3 B Identify and describe primary documents . . . in United States history e.g., Declaration of Independence, historic sites
- 8.3.3 C Identify important changes in United States history e.g., politics, revolution
- 8.3.3 D Identify conflict and cooperation among social groups and organizations in U. S. history

#### Geography

- 7.1.3 B Identify and locate places and regions i.e., cities, such as Philadelphia
- 7.3.3 E Identify the human characteristics of places and regions by their political activities

#### Government

- 5.1C Define the principles and ideals shaping government e.g., patriotism, leadership
- 5.1 E Identify documents of United States government e.g., Declaration of Independence
- 5.2 B Identify sources of conflict and disagreement and different ways conflicts can be resolved
- 5.2 C Identify the importance of political leadership and public service in the . . . nation

#### Skill

comparing and contrasting

### Materials

1. Lesson 20 – George Washington - America's Great Leader on pp. 44 – 45 in *Our Pennsylvania Story*
2. Activities 29 – Likenesses and Differences, and 30 - Styles, Fashions, and Environments on p. 22 in the *Student Activity Book*
3. The paintings in Lesson 19 on pages 42-43 in *Our Pennsylvania Story*

**Objectives** – Students will be able to:

1. compare and contrast troop movements, styles, fashions, and work environments.
2. identify the qualities that made George Washington a great leader.
3. identify at least two main ideas of the lesson.
4. summarize the winter encampment at Valley Forge by using at least three descriptive words.

### **Suggested Teaching Strategies and Activities**

1. **Correction Note: On page 45, under For Those Who Like to Explore, statement #1 contains an error. "... the winter of 1776" should read "the winter season of 1777-1778."**
2. Review where the American colonies and England were located on a map or globe. Have students dissect the meaning of the phrase American Revolution, also called the War for Independence. Use the glossary to develop what revolution means. A revolution for what?
3. This lesson deals with how the American colonies won their independence from England under the leadership of George Washington. One of the main themes of the lesson is how poorly equipped the American troops were as highlighted by the painting on page 45. Valley Forge National Historic Park demonstrates the travails of the troops at their winter encampment. Use a storytelling mode to present the information, or use a reading strategy such as Jigsaw, or Guided Reading.
4. Explore what leadership means with students. What qualities are needed to demonstrate leadership?
5. Relate to students that this lesson deals with only one small part of the war. It went on for over six years. There were hundreds more battles among the 13 colonies. Clarify that Valley Forge was not a battle; it was a winter encampment. It was a story about how the troops survived a harsh winter and trained for upcoming battles in the spring.
6. In Lesson 18, I have encouraged the use of descriptive words – adjectives. This would be a good time to apply the use of adjectives. Draw from students words that describe the winter encampment at Valley Forge.
7. Promote observation of details in the paintings by asking questions such as, Do you see:
  - a. a wrist watch?
  - b. cold weather?
  - c. rifles?
  - d. a dog?
  - e. coats?
  - f. rags?
  - g. leaves on trees?
  - h. a drum?
8. Activities 29 and 30 are designed to provide opportunities for students to compare and contrast troop movements, styles, fashions, and work environments. The comparing aspect was omitted from Activity 30. Add that component so that students can compare similarities. e.g., people, writing material, light source, building, privy (toilets), etc. While these items were similar, they were also different. Toilets were the similarity. What was different was that then, toilets were the non-flush, outhouse kind! Today, they are of the indoor, flush kind.
9. To take a virtual tour of Valley Forge, have students log into [www.nps.gov/vafo](http://www.nps.gov/vafo) They can then log onto the sidebar menu that states For Kids.

### **Assessment**

1. Content is covered under Test 20.
2. Activities 29 and 30 can be graded, if desired.

## Lesson 21 – Betsy Ross and Our Country’s First Flag

### Standards

#### History

- 8.1.3 A Understand chronological thinking and distinguish between past, present, and future time
- 8.1.3 B Develop an understanding of historical sources
- 8.1.3 C Understand fundamentals of historical interpretation e.g., difference between fact and opinion
- 8.1.3 D Understand historical research e.g., facts, folklore, fiction
- 8.2.3 A Understand the political and cultural contributions of individuals and groups to Pennsylvania history e.g., Betsy Ross
- 8.2.3 B Identify and describe primary documents . . . and historic sites in Pennsylvania history e.g., Betsy Ross’ original house in Philadelphia
- 8.3.3 A Identify contributions of individuals and groups to United States history e.g., George Washington, Betsy Ross
- 8.3.3 B Identify and describe . . . historic sites important . . . in United States history e.g., Betsy Ross and the Flag of the United States

#### Economics

- 6.5.3 A Explain why people work to get goods and services
- 6.5.3 B Identify different occupations
- 6.5.3 F Define entrepreneurship and identify entrepreneurs in the local community

#### Government

- 5.1 K Identify symbols and political holidays e.g., Flag Day

#### Reading

- 1.2.3 A Read and understand essential content of informational texts and documents in all academic areas e.g., differentiate fact from opinion
- 1.3.3 C Identify literary elements in stories describing characters, setting, and plot

#### Skill

classifying

### Materials

1. Lesson 21 – *Betsy Ross and Our Country’s First Flag* on pp. 46 – 47 in *Our Pennsylvania Story*
2. Activity 31 – Fact, Fiction, or Opinion on p. 23 in the *Student Activity Book*

### Objectives – Students will be able to:

1. retell the Betsy Ross story.
2. differentiate among statements of fact, fiction, and opinion.
3. sequence statements associated with the Betsy Ross story.
4. identify jobs as providing a good or a service.

### Suggested Teaching Strategies and Activities

1. Some **background information**: Betsy was born in 1752 in New Jersey. She was the 8<sup>th</sup> child among 17 siblings. She eloped at age 21 to marry John Ross. She lived to be 84 years old.
2. Students should be able to identify that this lesson presents information in a conversational tone. You can have them write dialogue of what they think might have transpired when Washington

- on picked up the flag. Perhaps students could incorporate how much Betsy charged Washington for the flag.
3. Highlight the word **legend**. The story of Betsy Ross may have been embellished over the ages. However, historians agree that Betsy Ross made American flags; they are not sure she made the first American flag. George Washington suggested the design for the 1<sup>st</sup> American flag (although there is controversy over that as well).
  4. Students can take a virtual tour of Betsy Ross. Help students to type in a web address such as the following: <http://www.ushistory.org/betsy/index.html>
  5. There are at least ½ dozen trade books on Betsy Ross. Obtain one to read to your students, such as *Betsy Ross: Designer of Our Flag* by Ann Weil or *Betsy Ross* by Alexandra Wallner.
  6. Have students identify the occupations in the lesson. They can identify whether the job provides a good or service. Because Betsy made the flag, she was providing a good. She was an entrepreneur in those days, especially for women. In her business, there was keen competition in Philadelphia. When in Philadelphia, Washington attended the same church as Betsy and sat near her church pew. Thus, he knew of her occupation.
  7. You can explore why we have flags for countries and states. Why did Washington want a flag for the colonies in 1776?
  8. Allow students to complete Activity 31 on Fact, Fiction, and Opinion. You can add more statements to those listed.

#### Assessment

1. Content is covered under Test 21.
2. Activity 31 can be graded, if desired.

### *Lesson 22 – James Buchanan, Pennsylvania’s President*

#### Standards

##### History

- 8.1.3 A Understand chronological thinking and distinguish between past, present, and future time
- 8.2.3 B Identify and describe primary documents . . . and historic sites in Pennsylvania history e.g., Wheatland
- 8.3.3 A Identify contributions of individuals and groups to United States history e.g., James Buchanan
- 8.3.3 B Identify and describe . . . historic sites important . . . in United States history e.g., The White House

##### Geography

- 7.1.3 A Identify geographic tools and their uses e.g., maps and globes
- 7.1.3 B Identify and locate places and regions e.g., human features, countries, cities

##### Economics

- 6.5.3 A Explain why people work to get goods and services
- 6.5.3 B Identify different occupations

##### Government

- 5.2 C Identify the importance of political leadership and public service in the . . . nation
- 5.2 G Identify ways to participate in government and civic life
- 5.3 E Identify positions of authority at . . . state and national governments
- 5.3 F Explain what an election is
- 5.4 C Identify ways in which countries interact with the United States

## Materials

1. Lesson 22 – James Buchanan, Pennsylvania’s President on pp. 48 – 49 in *Our Pennsylvania Story*
2. Activity 32 – Can You Find These Places? on p. 24 in the *Student Activity Book*
3. map and/or globe

## Objectives – Students will be able to:

1. retell the story of James Buchanan.
2. identify James Buchanan as the only United States President from Pennsylvania.
3. locate places associated with James Buchanan on a map.
4. identify jobs of James Buchanan as service-oriented ones.

## Suggested Teaching Strategies and Activities

1. We have a huge jump in time from the American Revolution era to the American Civil War era. That is a time span of about 85 years. James Buchanan was the only United States President who came from Pennsylvania. His time in office (1856-1860) occurred just before the outbreak of the American Civil War in 1861. He was the only President who never married.
2. Choose an appropriate reading and discussion strategy to obtain meaning from the lesson.
3. If desired, create on chart paper a timeline. This would be a good review of the important events covered in this text. You could start with the Native Americans in Pennsylvania (Lesson 14). Incidentally, Buchanan was born the year the Bill of Rights was implemented in the United States.
4. Places important in Buchanan’s life are highlighted in the map Activity 32 on p. 24 in the *Student Activity Book*. You will need a globe or world map to locate England and Russia.
5. All of Buchanan’s jobs were service-oriented. Only one job was not associated with government work; that job was one of a lawyer. Present information on what constitutes an election. Buchanan was elected to House of Representatives, the Senate, and the Presidency. Clarify what a Secretary of State does. He served as ambassador to England and Russia. What is an ambassador’s function?
6. You can have your students take a virtual tour of Wheatland in Lancaster and explore the Presidency of James Buchanan on the Internet. <http://www.wheatland.org> This will serve as a prelude to the American Civil War, the subject of Lesson 23.

## Assessment

1. Content is covered under Test 22.

## Lesson 23 – The Civil War in Pennsylvania

### Standards

#### History

- 8.1.3 A Understand chronological thinking and distinguish between past, present, and future time e.g., events
- 8.1.3 B Develop an understanding of historical sources e.g., visual data
- 8.1.3 C Understand fundamentals of historical interpretation e.g., existence of multiple points of view, causes and results
- 8.1.3 D Understand historical research e.g., event, facts
- 8.2.3 B Identify and describe primary documents . . . and historic sites in Pennsylvania history e.g., Gettysburg

## **Standards cont'd**

### **History cont'd**

- 8.3.3 A Identify contributions of individuals and groups to United States history e.g., President Lincoln
- 8.3.3 B Identify and describe . . . historic sites important . . . in United States history e.g., Gettysburg
- 8.3.3 D Identify conflict and cooperation among social groups and organizations in U. S. history e.g., military conflicts

### **Geography**

- 7.1.3 A Identify geographic tools and their uses e.g., maps and globes
- 7.1.3 B Identify and locate places and regions e.g., human features, cities

### **Government**

- 5.1 A Describe what government is
- 5.2 B Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- 5.2 D Describe ways citizens can influence the decisions and actions of government

## **Materials**

1. Lesson 23 – The Civil War in Pennsylvania on pp. 50 - 51 in *Our Pennsylvania Story*
2. Activity 33 – Free States or Slave States? on p. 25 in the *Student Activity Book*
3. map of the United States

## **Objectives – Students will be able to:**

1. list two reasons why the American Civil War was fought.
2. classify states as being for slavery or against slavery (free states versus slave states).
3. locate places associated in this lesson with the Civil War.

## **Suggested Teaching Strategies and Activities**

1. Discuss with your students what a civil war is. Present both sides of the ledger – one was that people in the southern states wanted to be able to have slavery. The other side was that people in the northern states were against slavery. They were called free states. This is a classic example of conflict!
2. Let's clarify one thing with your students. The Civil War was fought, first and foremost, to keep the United States together. The issue of slavery was the catalytic agent that fueled the war. As per 13<sup>th</sup> Constitutional Amendment, slavery was ended in the United States.
3. Choose an appropriate reading and discussion strategy to obtain meaning from the lesson.
4. Use the map on page 50 and a classroom map of the United States to identify the slave states and free states, or the southern and northern states. Activity 33 on p. 25 in the *Student Activity Book* will help students differentiate between the northern and southern states. Technically, the border states did not choose sides, but realistically, people within the states' borders joined the southern and northern forces. Some sources identify Maryland as a border state.
5. Most of the fighting occurred on southern land. However, some places in southern Pennsylvania, particularly Chambersburg and Gettysburg, contended with northern incursions

- by southern forces. Locate these places on a state map. Use the photo on page 51 to draw from students what they observe.
- When students address the phrase “all men are created equal,” let’s not forget the women!
  - The Gettysburg Address can be encompassed here, or saved for Lesson 24.

### Assessment

- Content is covered under Test 23 .
- Activity 33 in the *Student Activity Book* can be assessed.

## Lesson 24 – Abraham Lincoln in Pennsylvania

### Standards

#### History

- 8.1.3 A Understand chronological thinking and distinguish between past, present, and future time e.g., events
- 8.1.3 B Develop an understanding of historical sources e.g., visual data
- 8.1.3 C Understand fundamentals of historical interpretation e.g., existence of multiple points of view, causes and results
- 8.1.3 D Understand historical research e.g., event, facts
- 8.2.3 B Identify and describe primary documents . . . and historic sites in Pennsylvania history e.g., Gettysburg National Military Park
- 8.3.3 A Identify contributions of individuals and groups to United States history e.g., President Lincoln
- 8.3.3 B Identify and describe . . . historic sites important . . . in United States history e.g., Gettysburg National Military Park
- 8.3.3 D Identify conflict and cooperation among social groups and organizations in U. S. history e.g., military conflicts

#### Geography

- 7.1.3 A Identify geographic tools and their uses e.g., maps and globes
- 7.1.3 B Identify and locate places and regions e.g., human features, cities

#### Government

- 5.1 A Describe what government is
- 5.1 M Identify portions of famous speeches and writings that reflect basic principles and ideals of government
- 5.2 B Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- 5.2 D Describe ways citizens can influence the decisions and actions of government

### Materials

- Lesson 24 – Abraham Lincoln in Pennsylvania on pp. 52 - 53 in *Our Pennsylvania Story*
- Activity 34 – Do You Realize What This Means? on p. 26 in the *Student Activity Book*
- map of Pennsylvania

### Objectives – Students will be able to:

- state two facts about President Lincoln.
- explain the meaning of the Gettysburg Address.
- differentiate between cause (an action or event) and effect (result).
- locate places associated with this lesson.

### Suggested Teaching Strategies and Activities

1. Choose an appropriate reading and discussion strategy to obtain meaning from the lesson. As you encounter the information, have students locate places on a map. e.g., Reading, Springfield, IL, Washington, D.C., Pittsburgh, Gettysburg
2. Review with your students what a civil war is and why the American Civil War was fought.
3. This lessons on the Civil War, or War Between the States, presents a classic example of cause and effect. Activity 34 deals with these concepts.
4. The Battle of Gettysburg was a brutal, vicious fight. Much more information is available on the Internet. Help students type in <http://www.nps.gov/gett/forkids/index.htm>
5. Ironically, Lincoln was not the main feature at the dedication of the Gettysburg cemetery. The main speaker, Edward Everett, spoke for over two hours. Lincoln's speech was just over two minutes. It was a cold, blustery day. Have your students imagine sitting in a cold wind for over two hours to listen to a speech.
6. Clarify the meaning of address. Tell students that this address is not referring to their home address. Then, analyze a part of the Gettysburg Address, such as: "... that government of the people, by the people, and for the people shall not perish from the earth.," or "These honored dead ...". What do these phrases mean?
7. The cemetery is known as The Soldiers' National Cemetery or Gettysburg National Cemetery. More information can be obtained by searching the Internet with either one of these phrases.
8. Add the Gettysburg Address (November 19, 1863) to the chart paper timeline.

### Assessment

1. Content is covered under Test 24.

## Lesson 25 – Harriet Tubman in Pennsylvania

### Standards

#### History

- 8.1.3 A Understand chronological thinking and distinguish between past, present, and future time e.g., events
- 8.1.3 B Develop an understanding of historical sources e.g., visual data
- 8.1.3 D Understand historical research e.g., event, facts
- 8.2.3 A Understand the political and cultural contributions of individuals and groups to Pennsylvania history e.g., Harriet Tubman
- 8.2.3 D Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history e.g., ethnic and racial relations
- 8.3.3 A Identify contributions of individuals and groups to United States history e.g., Harriet Tubman
- 8.3.3 C Identify important changes in United States history e.g., freedom of slaves, women's movement
- 8.3.3 D Identify conflict and cooperation among social groups and organizations in U. S. history e.g., ethnic and racial relations

#### Geography

- 7.1.3 A Identify geographic tools and their uses e.g., maps and globes
- 7.1.3 B Identify and locate places and regions e.g., human features, cities
- 7.3.3 B Identify the humans characteristics of places and regions by their cultural characteristics e.g., ethnicity, customs, social organizations, belief systems

## Standards cont'd

### Government

- 5.1 N Identify examples of the rights and responsibilities of citizenship
- 5.2 A Identify personal rights and responsibilities
- 5.2 B Identify sources of conflict and disagreement and different ways conflicts can be resolved.
- 5.2 C Identify the importance of political leadership and public service in the . . . state and nation
- 5.2 D Describe ways citizens can influence the decisions and actions of government
- 5.2 G Identify ways to participate in government and civic life

### Materials

1. Lesson 25 – Harriet Tubman in Pennsylvania on pp. 54 - 55 in *Our Pennsylvania Story*
2. Activity 35 – Hiding in the Underground Railroad on p. 27 in the *Student Activity Book*

### Objectives – Students will be able to:

1. identify Harriet Tubman's contributions.
1. describe how Harriet Tubman helped people.
2. explain the meaning of the Underground Railroad.
3. locate and trace on a map common Underground Railroad routes through Pennsylvania.

### Suggested Teaching Strategies and Activities

1. **Content background:** Harriet Tubman was an amazing woman. After her escape from slavery, Harriet made 13 trips to guide 70 slaves from Maryland north to freedom. The work was very dangerous. The Fugitive Slave Law made it legal to hunt escaped slaves in the northern states. Slave hunters were always on the prowl. She was never caught and never lost a "passenger," even though a bounty was placed on her.
2. **Content background:** In 1820, Tubman was born Araminta Ross. Her childhood name was Minty. She served as a Union spy during the war. She also joined the Women's Movement in the 1880s. She set up a home for elderly African Americans in Auburn, New York. Here is where she spent the rest of her life. She died in 1913 at the age of 93.
3. Choose an appropriate reading and discussion strategy to obtain meaning from the lesson.
4. Activity 35 allows students to trace popular Underground Railroad routes through Pennsylvania. There were many more routes. Using different color crayons to trace the routes will allow them to stand out.
5. Are there any Underground Railroad houses in your community? Tell students that there were Underground Railroad routes in many more states than Pennsylvania. Many northern states had Underground Railroad routes, especially states that bordered the southern states.
6. Much information on Harriet Tubman and the Underground Railroad can be located on the Internet. Type in the following website for a virtual tour.  
<http://www.nationalgeographic.com/railroad>
7. There are many trade books on both subjects. A few of them are listed here:
  - o *Harriet Tubman and the Underground Railroad* by J. Anderson
  - o *Harriet Tubman: The Road to Freedom* by C. Clinton
  - o *Harriet Tubman: Conductor on the Underground Railroad* by A. Petry
  - o *If you Traveled on the Underground Railroad* by E. Levine & L. Johnson

### Assessment

1. Content is covered under Test 25.

## ***Lesson 26 – Pennsylvania and the Industrial Revolution***

### **Standards**

#### **History**

- 8.1.3 A Understand chronological thinking and distinguish between past, present, and future time e.g., events
- 8.2.3 C Identify and describe how continuity and change have influenced Pennsylvania history e.g., commerce and industry, innovations, transportation
- 8.3.3 C Identify important changes in United States history e.g., commerce and industry, innovations, transportation
- 8.3.3 D Identify conflict and cooperation among social groups and organizations in U. S. history e.g., ethnic and racial relations

#### **Geography**

- 7.3.3 B Identify the humans characteristics of places and regions by their population characteristics e.g., mobility, migration
- 7.3.3 C Identify the humans characteristics of places and regions by their settlement characteristics e.g., water, resources, transportation, types of settlements
- 7.3.3 D Identify the humans characteristics of places and regions by their economic activities e.g., producers of consumer products and services

#### **Economics**

- 6.1.3 C Identify local economic activities
- 6.2.3 A Define and identify goods, services, consumers and producers
- 6.2.3 E Identify who supplies a product and who demands a product
- 6.4.3 F Explain why some products are produced locally while others are not
- 6.4.3 G Identify local geographic patterns of economic activities
- 6.5.3 A Explain why people work to get goods and services
- 6.5.3 B Identify different occupations
- 6.5.3 C Describe businesses that provide goods and businesses that provide services

#### **Skill**

Classifying

### **Materials**

1. Lesson 26 – Pennsylvania and the Industrial Revolution on pp. 56 - 57 in *Our Pennsylvania Story*
2. Activities 36 – Needs and Wants and 37 – Goods and Services on p. 28 in the *Student Activity Book*

### **Objectives** – Students will be able to:

1. explain what Industrial Revolution was.
2. differentiate between needs and wants.
3. differentiate between goods and services.
4. differentiate between producers and consumers.

### **Suggested Teaching Strategies and Activities**

1. This lesson is similar to Lesson 12 – Our Products Made in Pennsylvania; however, it takes a historical perspective. Review the concept of revolution; then industry. This lesson has a strong economic component, which appears to “scare” many people. However, I view economics as something we live every day.

2. Review the following six terms on chart paper: need/want; good/service; consumer/producer
3. Clarify what makes the Industrial Revolution a revolution. It was a major shift in how products were made from in-the-home/cottage-type to large factories with machines. Another theme of the lesson is that transportation systems for moving people and products became more efficient.
4. When completing the two activities on page 57, using the computer is, for most people, a want. However, if use of the computer is central to one's work, it could be considered a need!
5. There are some overlapping items when completing Activities 36 and 37 in the *Student Activity Book*. I apologize for that; the activities were constructed at different times. It shows consistency of thought! I would encourage you to add to the list of items, or have students contribute some items. Draw examples of goods and services through the local community, and/or guardians' occupations.
6. The difference between goods and services can be quite confusing. For example, Betsy Ross made American flags. That is a good, or product. When she sold them to people, or moved them to stores to be sold, those activities are services.

### Assessment

1. Content is covered under Test 26.

## Unit IV – Government of Pennsylvania

### Lesson Plans

Note: **For all lessons**, I suggest:

1. reviewing "A Medley of Suggested Generic Reading and Vocabulary Strategies" on pages 2 - 4 of this Teacher's Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with "A Medley of Generic Assessment Strategies" during and after you cover the lessons on pages 4 - 5 of this Teacher's Guide.

### Standards

#### Government

- 5.1 A Describe what government is
- 5.1 C Define the principles and ideals shaping government e.g., justice, rule of law, leadership
- 5.1 I Explain why government is necessary in the classroom, school, community, state, and nation
- 5.1 L Identify ways courts resolve conflicts involving principles and ideals of government
- 5.2 C Identify the importance of political leadership and public service in the school, community, state, and nation
- 5.2 E Explain the benefits of following rules and laws and the consequences of violating them
- 5.3 A Identify the elected representative bodies responsible for making local, Pennsylvania, . . . laws
- 5.3 B Identify the role of the three branches of government
- 5.3.D Identify services performed at the local, state, and national governments
- 5.3 E Identify positions of authority at school and in local, state, and national governments
- 5.3 F Explain what an election is

## Standards cont'd

### Geography

- 7.1.3 B Identify and locate places and regions e.g., Harrisburg

### Economics

- 6.2.3 H Identify government involvement in local economic activities
- 6.2.3 I Identify goods and services produced by the government
- 6.5.3 B Identify different occupations
- 6.5.3 C Describe businesses that provide goods and businesses that provide services

## Materials

1. Lesson 27 – Our State Government on pp. 58 - 59 in *Our Pennsylvania Story*
2. Activity 38 – State Government Terms on p. 29 in the *Student Activity Book*

## Objectives – Students will be able to:

1. explain what state government is.
2. differentiate among the executive, legislative, and judicial branches of government.
3. identify the key terms used for elected officials.
4. identify some services provided by state government.

## Suggested Teaching Strategies and Activities

1. There are 10 state government terms in this lesson. I felt that presentation of these concepts for 3<sup>rd</sup> graders was skating into cognitive overload terrain. However, the standards assure us that this is not the case! Therefore, please add the words **executive, legislative, and judicial** to the list. Definitions for the 10 terms can be found in the glossary. The other three terms can be found in Activity 38 on p. 29 of the SAB. Clarify with students that
  - ❖ executive = head of state government charged with the day-to-day management; enforces laws as well (Governor and his Cabinet of Secretaries manage state government)
  - ❖ legislative = responsible for making the laws of the state (Representatives and Senators)
  - ❖ judicial = responsible for our court system; interpret laws (judges at all levels)
2. All of the aforementioned are service-oriented jobs. And how are these elected people paid? Through taxes! (I tried to avoid this issue for as long as possible).
3. Choose an appropriate reading strategy to learn and review the 13 major terms of the lesson. It would be helpful to web the information on chart paper.
4. Review the concept of what it means to have an election. Undoubtedly, the students have been involved in school elections, mock or otherwise.
5. Activity 38 reviews most of the major vocabulary words in the lesson.

## Assessment

1. Objectives are assessed via Test 27.

## Lesson 28 – Our Local Government and Communities

### Standards

#### Government

- 5.1 A Describe what government is
- 5.1 C Define the principles and ideals shaping government e.g., justice, rule of law, leadership
- 5.1 I Explain why government is necessary in the classroom, school, community, state, and nation
- 5.1 L Identify ways courts resolve conflicts involving principles and ideals of government
- 5.2 C Identify the importance of political leadership and public service in the school, community, state, and nation
- 5.2 E Explain the benefits of following rules and laws and the consequences of violating them
- 5.3 A Identify the elected representative bodies responsible for making local, Pennsylvania, . . . laws
- 5.3.D Identify services performed at the local, state, and national governments
- 5.3 E Identify positions of authority at school and in local, state, and national governments
- 5.3 F Explain what an election is
- 5.3 G Explain why being treated fairly is important
- 5.3 I Explain why taxes are necessary and identify who pays them

#### Geography

- 7.1.3 B Identify and locate places and regions e.g., counties

#### Economics

- 6.2.3 H Identify government involvement in local economic activities
- 6.2.3 I Identify goods and services produced by the government
- 6.5.3 B Identify different occupations e.g., service jobs of government

#### Skill

graph coordinates

### Materials

1. Lesson 28 – *Our Local Government and Communities* on pp. 60 - 61 in *Our Pennsylvania Story*
2. Activity 39 – *Counties and Communities* on p. 30 in the *Student Activity Book*
3. Pennsylvania County Map on p. 3 of *Our Pennsylvania Story*

### Objectives – Students will be able to:

1. explain what local government is.
2. identify the different types of local government.
3. associate key words with their respective meanings.
4. identify different jobs associated with government workers.

### Suggested Teaching Strategies and Activities

1. Choose an appropriate reading and discussion strategy to obtain meaning from the lesson. All vocabulary terms are explained in the lesson. Then, they are reinforced in Activity 39 in the *Student Activity Book*.

2. Use the county map on page 3 to locate the first three counties of Pennsylvania (in the text of the lesson). Then, have your students locate the county in which they live.
3. Web on chart paper the three different forms of local government – these are the major types of local government. Then, delineate the names associated with the leaders of local government. i.e., mayor, supervisor, commissioner
4. Review what an election is. Most leaders of local government are elected.
5. When completing Activity 39, remind students that one of the word items in the word box will not be used (school board), although I can see someone choosing that answer for C,3 – seven members of community government are called (ans. – council). The logic behind having one or two choices left over is that the last answer does not become a process of elimination which then reduces reading comprehension.
6. Draw from students whether the aforementioned jobs are service-oriented ones. Have students identify the different jobs and services that local government provides. And how are these elected people paid? Through taxes! Who pays these taxes? parents, homeowners, landowners Who pays teachers' wages or income? Remind students that school districts have to pay for the same services that renters and homeowners do e.g., water, sewer, trash removal, electricity, etc.

### **Assessment**

1. Objectives can be assessed through Test 28.