

Teacher's Resource Binder

Pennsylvania: Our People, Places, and Past

by

Dr. Randall A. Pellow
Professor Emeritus of Teacher Education
Shippensburg University

Cindy Pimental
4th grade teacher
Grace B. Luhrs University Elementary School

Penns Valley Publishers
154 E. Main Street
Lansdale, PA 19446
215-855-4948 (orders only)
sales@pennsvalleypublishers.com
www.pennsvalleypublishers.com

Table of Contents

	Page
Introduction	3
Organization of the Text	3
Curricular Alignment to State and National Standards	3
Geography	4
History	8
Civics and Government	11
Economics	14
Science and Technology	16
Ecology and Environment	17
National Justification and Curricular Alignment	21
A Medley of Suggested Teaching Strategies	24
Suggested Teaching Strategies for Readers Below Grade Level	26
Suggested Procedures for Assessment	26
Objectives/Strategies/Answer Key/Chapter Extension Activities	27
Chapter 1	28
Chapter 2	31
Chapter 3	34
Chapter 4	37
Chapter 5	40
Chapter 6	42
Chapter 7	47
Chapter 8	49
Chapter 9	52
Chapter 10	55
Literature-based Trade Books	58
References	61

Introduction

To Our Teacher Colleagues:

We would like to welcome you to our newest revised fifth edition of *Pennsylvania: Our People, Places, and Past*. This text has been designed according to the state's adopted Academic Standards for History, Geography, Government, Economics, Ecology, and Science and Technology. In short, the text *Pennsylvania: Our People, Places, and Past* is current with criteria specifically focusing on federal and state initiatives for curriculum reform. *Pennsylvania: Our People, Places, and Past* is more than a Pennsylvania-specific text because it addresses national issues in history, geography, and government. It can also serve as a reference text for the teacher along with his/her students. The text has been carefully researched and can add to the knowledge base of the teacher.

In addition, the *Student Activity Book* (SAB) and the Blackline Master activities (in the *Teacher's Resource Binder*) accompanying this text accommodates a portion of these criteria. From the SAB for example, Activity 25 – “Putting the Events in Order” (Chronology), Activity 29 – “Fact, Fiction, or Opinion”, and Activity 30 – “Cause and Effect” specifically address the Historical Analysis and Skills Development of the Academic Standards for History. Some of the Blackline activities, such as “Eyewitness Accounts of the Johnstown Flood”, “Using Historical Photographs and Paintings”, and “Reading an Old Pictorial Map”, also adhere to History Standards.

This edition features a major overhaul in its design and format. We would not say it is an “extreme makeover,” but it did receive a substantial makeover! The text has a crisper, more refreshing and inviting look to it. We fervently hope that your students and you enjoy the “new look.”

Organization of the Text:

Pennsylvania: Our People, Places and Past has ten chapters organized around three major Social Sciences. They are Geography, History and Government. Economics, Sociology, Ecology, and multicultural diversity are integrated throughout the text. Specifically, Chapters 1-3 deal with the Geography of Pennsylvania, Chapters 4-9 addresses a chronological History of Pennsylvania, and Chapter 10 presents the national, state, and local governments.

Each chapter has between 2 to 4 lessons. There are Key Questions and Key Words introducing each lesson, and Review Questions at the end of each lesson. Answers for the review questions can be found in this teacher's guide along with suggested teaching strategies and assessments. Also contained within this *Teacher's Resource Binder* is a set of Chapter Tests. The tests are formatted upon current test construction principles (Kubiszyn and Borich, 2007) .

Curricular Alignment to State and National Standards:

The pragmatic and theoretical frameworks for this text were determined from newer adopted state academic standards, and older national academic standards still existent. Specifically, the latest state standards for Geography, History, Economics, Environment and Ecology, and Science and Technology have been incorporated. National standards from the National Geographic Society and the National Council for Social Studies were additional guiding beacons for this text's content and skills.

Standards strongly suggest benchmark and assessment anchors. As of this printing, the premier driving force for assessment in the state of Pennsylvania is the *Pennsylvania System of School Assessment* (PSSA) given at various levels ranging from grades 3-11. The PSSA is a standards-based assessment, but not a norm-referenced instrument. It measures individual student growth and progress and helps to determine the degree to which the curriculum enables students to attain the delineated state standards. Scores are reported as being advanced, proficient, basic, or below basic. The most frequently reported scores are for Reading and Mathematics at grade levels 5, 8, and 11. More information on state results can be obtained by logging onto <http://www.pde.state.pa.us/> Type in assessment anchors at PDE's website search icon. You also can peruse the state's 2010 initiative, titled Standards Aligned System (SAS), at www.pdesas.org

The "new" Social Studies in Chapter 4 of the 22 PA code is delineated as geography along with Civics and Government, Economics, and History. PDE (2003c, p. 2) suggests, "This identification is consistent with citizenship education in Chapter 49 and Chapter 354." Presented forthwith is a delineation of applicable academic standards encompassed by the text *Pennsylvania: Our People, Places and Past* and its supplemental materials.

Note: The action verbs used in the respective grade levels of the State Standards are harmonious with "zooming" up Bloom's ladder. Hence, students do more analyzing in grade 9 and evaluating in grade 12. However, such behavioral activities can be employed in 4th grade but only to the extent that they are age-appropriate, or as others might say, with varying degrees of difficulty.

Academic Standards for Geography

According to the PDE (2003c, p. 2), "Geography is an integrative discipline that enables students to apply geography skills and knowledge to life situations at home, at work and in the community." The agency expresses that "topics and concepts in geography directly relate to standard statements in Environment and Ecology, Economics, Mathematics, Science and Technology and Civics and Government" (p. 2). Your text author suggests that many of the Reading standards are encompassed and integrated as well.

In *Academic Standards for Geography*, the PDE (2003c, p. 4) emphatically states:
Basic Geography Literacy [and all other strands of geography] must include local-to-global progression for all students at all grade levels for the standard statements and their descriptors. Basic concepts introduced in lower grade levels must be developed more fully throughout higher grade levels.

The *Academic Standards for Geography* (Pennsylvania Department of Education, 2003c) describe what students should know and be able to do around four organizing themes. They are:

- Basic Geography Literacy
- The Physical Characteristics of Places and Regions
- The Human Characteristics of Places and Regions
- The Interactions Between People and Places

In addition, the PDE encourages teachers to weave the Five Fundamental Themes of Geography (National Geographic Society, 1994) into instruction while addressing the *Academic Standards for Geography*. The standards depict what students should know and be able to do whereas the themes

provide a “clear conceptual basis for teachers and students in organizing their knowledge” (p. 2). The five themes are presented for review:

Theme	Description
Location	The absolute and relative position of a place on Earth’s surface
Place	How physical and human characteristics define and distinguish a place
Human-Environment Interaction	How humans modify and adapt to natural settings
Movement	How people, ideas and materials move between and among locations
Regions	How an areas displays unity in terms of physical and human characteristics

Presented below is a summary of the Geography standards for grades 3 and 6. For a more extensive listing, the reader is directed to the Pennsylvania’s Department of Education webpage at <http://www.pde.state.pa.us> Scroll down the menu to the State Board of Education, and from there link to State Academic Standards.

7.1 – Basic Geographic Literacy

7.1.3 Grade 3	7.1.6 Grade 6
<p>A. Identify geographic tools and their uses.</p> <ul style="list-style-type: none"> • Characteristics and purposes of different geographic representations, such as maps, globes, graphs, charts, and diagrams • Geographic representations to display spatial information • Mental maps to describe the human and physical features of the local area <p>B. Identify and locate places and regions</p> <ul style="list-style-type: none"> • Physical features <ul style="list-style-type: none"> ➤ Continents ➤ Oceans 	<p>A. Describe geographic tools and their uses.</p> <ul style="list-style-type: none"> • Basis on which maps, graphs and diagrams are created • Geographic representations to display spatial information, such as absolute and relative locations • Mental maps to organize an understanding of the human and physical features of Pennsylvania and the home country • Basic spatial elements for depicting the patterns of physical and human features <ul style="list-style-type: none"> ➤ Major location, distance, scale ➤ Map grids ➤ Alpha-numeric system ➤ Cardinal and intermediate directions <p>B. Describe and locate places and regions</p> <ul style="list-style-type: none"> • Coordinate systems such as latitude, longitude and time zones • Physical features • Human features <ul style="list-style-type: none"> ➤ Provinces ➤ Countries

<ul style="list-style-type: none"> ➤ Rivers and lakes ➤ Major landforms ➤ Local community • Human features <ul style="list-style-type: none"> ➤ Countries ➤ States ➤ Cities • Regions as areas with unifying geographic regions <ul style="list-style-type: none"> ➤ Physical regions, such as landform regions, climate regions, and rivers ➤ Human regions 	<ul style="list-style-type: none"> ➤ States ➤ Major human regions ➤ Major cities ➤ Counties • Ways in which different people view places and regions • Community connections to other places <ul style="list-style-type: none"> ➤ Dependence and interdependence ➤ Access and movement
--	---

7.2 The Physical Characteristics of Places and Regions

7.2.3 Grade 3	7.2.6 Grade 6
<p>A. Identify the physical characteristics of places and regions</p> <ul style="list-style-type: none"> • Physical properties <ul style="list-style-type: none"> ➤ Landforms, such as plains, plateaus, and mountains ➤ Bodies of water, such as rivers, lakes, seas, oceans ➤ Weather and climate ➤ Vegetation and animals • Earth's physical systems, such as atmosphere <p>B. Identify the basic physical processes that affect the physical characteristics of places and regions</p> <ul style="list-style-type: none"> • Earth-sun relationships, such as seasons, climate, weather • Extreme physical events, such as earthquakes, tornadoes 	<p>A. Describe the physical characteristics of places and regions</p> <ul style="list-style-type: none"> • Components of Earth's physical systems <ul style="list-style-type: none"> ➤ Storms ➤ Tectonic plates ➤ Biomes • Comparison of the physical characteristics of different places and regions, such as climate, topography • Climate types, such as marine, continental, tropical wet and dry <p>B. Describe the physical processes that shape patterns on Earth's surface</p> <ul style="list-style-type: none"> • Earth-sun relationships such as equinoxes and solstices, and reasons they occur and their relationship to latitude • Climate influences, such as elevation, latitude, nearby ocean currents • Climate change • Plate tectonics

7.3 The Human Characteristics of Places and Regions

7.3.3. Grade 3	7.3.6. Grade 6
<p>A. Identify the human characteristics of places and regions by their population characteristics</p> <ul style="list-style-type: none"> • The number and distribution of people in the local community 	<p>A. Describe the human characteristics of places and regions by their population characteristics</p> <ul style="list-style-type: none"> • Spatial distribution, size, density and demographic characteristics

<ul style="list-style-type: none"> • Human movement in the local community <p>B. Identify the human characteristics of places and regions by their cultural characteristics</p> <ul style="list-style-type: none"> • Components of culture in the local community • Ethnicity of people in the local community, such as language, religions, customs <p>C. Identify the human characteristics of places and regions by their settlement</p> <ul style="list-style-type: none"> • Types of settlements • Factors that affect where people settle <p>D. Identify the human characteristics of places and regions by their economic activities</p> <ul style="list-style-type: none"> • Location factors in the spatial distribution of economic activities, such as market, transportation, workers, materials <ul style="list-style-type: none"> ➢ Producers of consumer products and services ➢ Products of farms and factories at the local and regional level • spatial distribution of resources <ul style="list-style-type: none"> ➢ Non-renewable resources ➢ Renewable resources ➢ Flow resources <p>E. Identify the human characteristics of places and regions by their political activities</p> <ul style="list-style-type: none"> • Types of Political Units • Political Units in the local area 	<ul style="list-style-type: none"> • Causes of human movement <p>B. Describe the human characteristics of places and regions by their cultural characteristics</p> <ul style="list-style-type: none"> • Ethnicity of people, such as language, religions, customs • Spatial arrangements of cultures based on customs, religions <p>C. Describe the human characteristics of places and regions by their settlement</p> <ul style="list-style-type: none"> • Current and past settlement patterns • Factors that affect the growth and decline of settlements, such as immigrations, transportation development, natural resources, site and situation <p>D. Describe the human characteristics of places and regions by their economic activities</p> <ul style="list-style-type: none"> • Spatial distribution of economic activities, such as agriculture, forestry, mining, manufacturing, services • Factors that influence the location and spatial distribution of economic activities, such as modes of transportation used to move people, goods and materials • Spatial distribution of resources and their relationship to population distribution <ul style="list-style-type: none"> ➢ Historical settlement patterns and natural resource use ➢ Natural resource-based industries <p>E. Describe the human characteristics of places and regions by their political activities</p> <ul style="list-style-type: none"> • Spatial pattern of political units • Functions of political units
--	---

7.4 The Interaction Between People and Places

7.4.3 Grade 3	7.4.6 Grade 6
<p>A. Identify the impacts of physical systems on people</p> <ul style="list-style-type: none"> • How people depend on, adjust to and modify physical systems on a local scale • Ways in which natural hazards affect human activities <p>B. Identify the impacts of people on physical systems</p> <ul style="list-style-type: none"> • Effects of energy use • Ways human change local ecosystem 	<p>A. Describe the impacts of physical systems on people</p> <ul style="list-style-type: none"> • How people depend on, adjust to and modify physical systems on a regional scale • Ways in which people adjust to life in hazard-prone areas <p>B. Describe the impacts of people on physical systems</p> <ul style="list-style-type: none"> • Changing spatial patterns on Earth's surface that result from human activities • Ways humans adjust their impact on the habitat

Academic Standards for History

The Pennsylvania Department of Education (2003d, p. 2) notes, "History is a discipline that interprets and analyzes the past. It is a narrative—a story." PDE (2003d, p. 2) also issues a perspective of historical standards by stating:

These standards provide a history framework to permit every school and teacher to create planned instruction. The content within this document is general and does not represent a course or even a portion thereof. Every school is encouraged to move beyond these standards. These standards are merely a starting point for the study of history. Planned instruction to meet these standards is required; however, the methodology, resources and time are not recommended nor implied.

The *Academic Standards for History* (Pennsylvania Department of Education, 2003d) describe what students should know and be able to do around four organizing standards. They are:

Historical Analysis and Skills Development
 Pennsylvania History
 United States History
 World History

Presented below is a summary of the History standards for grades 3 and 6. For a more extensive listing, the reader is directed to the Pennsylvania's Department of Education webpage at <http://www.pde.state.pa.us> Scroll down the menu to the State Board of Education, and from there link to State Academic Standards.

8.1 – Historical Analysis and Skills Development

8.1.3 Grade 3	8.1.6 Grade 6
A. Understand chronological thinking and distinguish between past, present, and	A. Understand chronological thinking and distinguish between past, present, and

<p>future time.</p> <ul style="list-style-type: none"> • Calendar time • Time lines • Continuity and change • Events (time and place) <p>B. Develop an understanding of historical sources</p> <ul style="list-style-type: none"> • Data in historical maps • Visual data from maps <p>C. Understand fundamentals of historical interpretation</p> <ul style="list-style-type: none"> • Difference between fact and opinion • Illustrations in historical stories • Causes and results <p>D. Understand historical research</p> <ul style="list-style-type: none"> • Events (time and place) • Facts, folklore, and fiction • Formation of a historical question • Primary sources • Secondary sources • Conclusions (e.g., storytelling, role playing, diorama) 	<p>future time.</p> <ul style="list-style-type: none"> • Calendar time • Time lines • Patterns of continuity and change • People and events in time • Sequential order • Context for events <p>B. Explain and analyze historical sources</p> <p>Literal meaning of a historical passage</p> <ul style="list-style-type: none"> • Data in historical maps • Visual evidence <p>C. Explain the fundamentals of historical interpretation</p> <ul style="list-style-type: none"> • Difference between fact and opinion • Multiple points of view • Illustrations in historical stories • Causes and results <p>D. Describe and explain historical research</p> <ul style="list-style-type: none"> • Historical events (time and place) • Facts, folklore, and fiction • Formation of a historical question • Primary sources • Secondary sources • Conclusions (e.g., simulations, group projects, skits and plays)
---	--

8.2 Pennsylvania History

8.2.3 Grade 3	8.26 Grade 6
<p>A. Understand the political and cultural contributions of individuals and groups to Pennsylvania history</p> <ul style="list-style-type: none"> • William Penn • Benjamin Franklin • Harriet Tubman • Thomas Jefferson • Pennsylvanians impacting American culture (e.g., Betsy Ross, Mary Hayes, Marian Anderson, etc.) • Local historical figures in municipalities and counties 	<p>A. Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from Beginnings to 1824</p> <ul style="list-style-type: none"> • Inhabitants (e.g., Native Americans, Europeans, Africans) • Military leaders • Political leaders • Cultural and commercial leaders • Innovators and reformers <p><i>Special Note by author: The standards expand the chronology of dates for Grade 9 from 1787 to 1914 and for Grade 12 from 1890 to present, respectively. Conventional wisdom dictates</i></p>

<p>B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history</p> <ul style="list-style-type: none"> • Documents (e.g., Penn's Charter) • Artifacts and Historic places (e.g., Independence Hall) • Liberty Bell • Official Commonwealth symbols <p>C. Identify and describe how continuity and change have influenced Pennsylvania history.</p> <ul style="list-style-type: none"> • Belief systems and religions (e.g., Native Americans, early settlers) • Commerce and industry (e.g., jobs, trade, environmental change) • Innovations (e.g., technology, ideas, processes) • Politics (e.g., rules and regulations) • Social organizations (e.g., individuals, groups, communities) • Transportation (e.g., methods of moving people and goods over time) • Women's Movement (e.g., changes in roles and rights over time) <p>D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history.</p> <ul style="list-style-type: none"> • Domestic instability (e.g., political, economic, and geographic impact on daily activities) • Ethnic and racial relations (e.g., treatment of various ethnic and racial groups in history) • Labor relations (e.g., working conditions over time) • Immigration (e.g., diverse groups inhabiting the state) 	<p><i>that the POPPP text encompasses the entire chronology of Pennsylvania history in the 4th grade book.</i></p> <p>B. Identify and describe primary documents, material artifacts and historic sites important in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Documents (e.g., Charter of Privileges, abolition of slavery in 1780) • Artifacts and historic places (e.g., Conestoga Wagon, Pennsylvania rifle) <p>C. Identify and describe how continuity and change have influenced Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Belief systems and religions (e.g., Native Americans, Quakers) • Commerce and industry (e.g. iron production, sailing, fur trade) • Innovations (e.g., Conestoga Wagon, steam boat) • Politics (e.g., Mason-Dixon Line, movements of state capitals) • Settlement patterns (native settlements, westward expansion, development of towns) • Social organizations (e.g., trade and development of cash economy, African Methodist Episcopal Church founded) • Women's Movement (e.g., role models) <p>D. Identify and describe conflict and cooperation among social groups and organizations in Pennsylvania history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Domestic instability (e.g., religious diversity, conflicts, incursion of the Iroquois) • Ethnic and racial relations (e.g., Penn's treaties with Indians, the Underground Railroad, the abolition of slavery) • Labor relations (e.g., indentured servants, working conditions)
--	--

<ul style="list-style-type: none"> • Military conflicts (e.g., struggle for control) 	<ul style="list-style-type: none"> • Immigration (e.g., Germans, Irish) • Military conflicts (e.g., Dutch, Swedish, and English <i>Author's note: The French as well</i> struggle for control, the Whiskey Rebellion)
---	---

8.3 – United States History *(Author's Note: The standards for U.S. History and World History are not relevant to Pennsylvania History except in a few cases.)*

8.1.3 Grade 3	8.1.6 Grade 6
<p>A. Identify contributions of individuals and groups to United States history.</p> <ul style="list-style-type: none"> • Individuals who are role models such as William Penn, William Cosby. etc.) <p>B. Identify and describe primary documents, material artifacts and historic sites important in United States history.</p> <ul style="list-style-type: none"> • Documents (e.g., Declaration of Independence, U. S. Constitution, Bill of Rights) 	<p>D. Identify and explain conflict and cooperation among social groups and organizations in United States history from Beginnings to 1824.</p> <ul style="list-style-type: none"> • Labor relations (e.g., early union efforts, work day, women's role) • Military conflicts (e.g., French and Indian War, American Revolutionary War)

Academic Standards for Civics and Government

The *Academic Standards for Civics and Government* (Pennsylvania Department of Education, 2003a) describe what students should know and be able to do around four organizing standards. They are:

Principles and Documents of Government
Rights and Responsibilities of Citizenship
How Government Works
How International Relationships Function

Presented below is a summary of the Civics and Government standards for grades 3 and 6. For a more extensive listing, the reader is directed to the Pennsylvania's Department of Education webpage at <http://www.pde.state.pa.us> Scroll down the menu to the State Board of Education, and from there link to State Academic Standards.

5.1 Principles and Documents of Government

5.1.3 Grade 3	5.1.6 Grade 6
<p>A. Describe what government is.</p> <p>B. Explain the purposes of rules and laws and why they are important in the classroom, school, community, state and nation.</p>	<p>A. Explain the purpose of government.</p> <p>B. Explain the importance of the rule of law for the protection of individual rights and the common good in the community, state, nation and world.</p>

<p>C. Define the principles and ideals shaping government.</p> <ul style="list-style-type: none"> • Justice • Truth • Diversity of people and ideas • Liberty • Citizenship <p>D. Identify the documents which created Pennsylvania.</p> <ul style="list-style-type: none"> • Charter of Privileges • Pennsylvania Constitution <p>E. Identify documents of United States government.</p> <ul style="list-style-type: none"> • Declaration of Independence • Constitution of the United States • Bill of Rights <p>I. Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>J. Identify symbols and political holidays. Liberty Bell, Keystone State</p> <p>L. Identify ways courts resolve conflicts involving principles and ideals of government.</p>	<p>C. Define the principles and ideals shaping government.</p> <ul style="list-style-type: none"> • Equality • Privacy • Checks and balances • Separation of powers <p>D. Explain the basic principles and ideals within documents of Pennsylvania government.</p> <ul style="list-style-type: none"> • Charter of Privileges • Pennsylvania Constitution <p>E. Explain the basic principles and ideals within documents of United States government.</p> <p>I. Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>J. Describe how government protects individual and property rights and promotes the common good.</p> <p>L. Explain the role of courts in resolving conflicts involving the principles and ideals of government.</p> <ul style="list-style-type: none"> • Local • State • Federal
--	---

5.2 Rights and Responsibilities of Citizenship

5.2.3 Grade 3	5.2.6 Grade 6
<p>A. Identify examples of the rights and responsibilities of citizenship.</p> <ul style="list-style-type: none"> • Personal rights • Political rights • Economic rights • Personal responsibilities • Civic responsibilities <p>B. Identify personal rights and responsibilities</p> <p>C. Identify sources of conflict and</p>	<p>A. Compare rights and responsibilities of citizenship</p> <ul style="list-style-type: none"> • Political rights • Economic rights • Personal responsibilities of the individual and to society • Civic responsibilities <p>B. Explain the relationship between rights and responsibilities.</p> <p>C. Explain ways citizens resolve conflicts in</p>

<p>disagreement and different ways conflicts can be resolved.</p> <p>F. Explain the benefits of following rules and laws and the consequences of violating them.</p> <p>G. Identify ways to participate in government and civic life.</p> <p>I. Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>J. Identify symbols and political holidays. Liberty Bell, Keystone State</p> <p>L. Identify ways courts resolve conflicts involving principles and ideals of government.</p>	<p>society and government.</p> <p>F. Describe the impact of the consequences of violating rules and laws in a civil society.</p> <p>G. Explain the importance of participating in government and civic life.</p> <p>I. Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>J. Describe how government protects individual and property rights and promotes the common good.</p> <p>L. Explain the role of courts in resolving conflicts involving the principles and ideals of government.</p> <ul style="list-style-type: none"> • Local • State • Federal
--	--

5.3 How Government Works

5.3.3 Grade 3	5.3.6 Grade 6
<p>A. Identify the elected representative bodies responsible for making local, Pennsylvania and United States laws.</p> <p>B. Identify the role of the three branches of government</p> <ul style="list-style-type: none"> • Executive • Legislative • Judicial <p>C. Identify sources of conflict and disagreement and different ways conflicts can be resolved.</p> <p>F. Explain the benefits of following rules and laws and the consequences of violating them.</p> <p>G. Identify ways to participate in government and civic life.</p>	<p>A. Compare the structure, organization and operation of local, state and national governments.</p> <p>B. Describe the responsibilities and powers of the three branches of government.</p> <p>C. Explain ways citizens resolve conflicts in society and government.</p> <p>F. Describe the impact of the consequences of violating rules and laws in a civil society.</p> <p>G. Explain the importance of participating in government and civic life.</p> <p>I. Describe and compare the making of rules by direct democracy and by a republican form of government.</p>

<p>I. Describe and compare the making of rules by direct democracy and by a republican form of government.</p> <p>J. Identify symbols and political holidays. Liberty Bell, Keystone State</p> <p>L. Identify ways courts resolve conflicts involving principles and ideals of government.</p>	<p>J. Describe how government protects individual and property rights and promotes the common good.</p> <p>L. Explain the role of courts in resolving conflicts involving the principles and ideals of government.</p> <ul style="list-style-type: none"> • Local • State • Federal
--	--

Academic Standards for Economics

According the Pennsylvania Department of Education (2003), “Economics is concerned with the behavior of individuals and institutions engaged in the production, exchange and consumption of goods and services” (p. 1). The standards are meant to provide focus and direction in learning how economic activity affects the forces of daily living. *Pennsylvania: Our People, Places, and Past* text is not meant to encompass all economic standards. The following standards represent those that are covered within the text.

The *Academic Standards for Economics* (Pennsylvania Department of Education, 2003b) describe what students should know and be able to do around five organizing themes. They are:

- 6.1 Economic Systems
- 6.2 Markets and the Functions of Governments
- 6.3 Scarcity and Choice
- 6.4 Economic Interdependence
- 6.5 Work and Earnings

Presented below is a summary of the Economics standards for grades 3 and 6. For a more extensive listing, the reader is directed to the Pennsylvania’s Department of Education webpage at <http://www.pde.state.pa.us> Scroll down the menu to the State Board of Education, and from there link to State Academic Standards.

6.1 Economic Systems

6.1.3 Grade 3	6.1.6 Grade 6
<p>B. Describe alternative methods for allocating goods and services</p> <p>C. Identify local economic activities</p>	<p>A. Describe and identify characteristics of market systems</p> <p>B. Explain the three basic questions that all economic systems attempt to answer what goods and services should be produced? How will goods and services be produced? Who will consume goods and services?</p> <p>C. Define measures of economic activity . . .</p>

6.2 Markets and the Function of Governments

6.2.3 Grade 3	6.2.6 Grade 6
A. Define and identify goods, services, consumers and producers	A. Describe market transactions in terms of goods, services, consumers and producers
C. Identify and compare means of payment, such as barter, money	D. Define economic institutions
I. Identify goods and services produced by government, such as postal service	I. Identify and describe public goods

6.3 Scarcity and Choice

6.3.3 Grade 3	6.3.6 Grade 6
A. Define scarcity and limited resources	B. Explain how scarcity influences choices and behaviors
B. Identify and define wants of different people	D. Explain how limited resources and unlimited wants cause scarcity
C. Identify and define natural, human and capital resources	I. Describe the natural, human and capital resources used to produce a specific good or service

6.4 Economic Interdependence

6.4.3 Grade 3	6.4.6 Grade 6
B. Explain why people trade	B. Explain how specialization leads to more trade between people and nations
C. Explain why goods, services and resources come from all over the nation and world	C. Identify and define imports, exports, regional and international trade
D. Identify local resources, such as natural and human	D. Explain how the location of resources, transportation and communication networks and technology have affected economic patterns
F. Explain why some products are produced locally while others are not	
G. Identify local geographic patterns of economic activities	G. Describe geographic patterns of economic activities

6.5 Work and Earnings

6.5.3 Grade 3	6.5.6 Grade 6
A. Explain why people work to get goods and services	A. Recognize that the availability of goods and services is the result of work by members of the society
B. Identify different occupations	

C. Describe businesses that provide goods and businesses that provide services	C. Compare the number of employees at different businesses
--	--

Academic Standards for Science and Technology

Presented below is a summary of the Science and Technology standards for grades 3 and 6. For a more extensive listing, the reader is directed to the Pennsylvania's Department of Education webpage at <http://www.pde.state.pa.us> Scroll down the menu to the State Board of Education, and from there link to State Academic Standards.

3.5 Earth Sciences

3.5.4 Grade 4	3.5.7 Grade 7
<p>A. Know basic landforms and identify various earth structures</p> <p>B. Know types and uses of earth materials</p> <p>C. Know basic weather elements</p> <ul style="list-style-type: none"> Identify weather patterns from data charts Explain how the different seasons effect . . . daily human life <p>D. Recognize the earth's different water resources</p> <ul style="list-style-type: none"> Identify and describe types of fresh water bodies Recognize other resources available from water 	<p>A. Describe earth features and processes</p> <ul style="list-style-type: none"> Describe the processes involved in the creation of geologic features Distinguish between examples of rapid surface changes <p>B. Recognize earth resources and how they affect everyday life</p> <ul style="list-style-type: none"> Identify and locate significant earth resources Explain the value and uses of different earth resources Compare the locations of human settlements as related to available resources <p>C. Describe basic elements of meteorology</p> <ul style="list-style-type: none"> Explain weather forecasts by interpreting weather data and symbols Explain the oceans' impact on local weather and the climate of a region Identify . . . global wind patterns and how they relate to the weather patterns in different regions . . . <p>D. Explain the behavior and impact of the earth's water systems</p> <ul style="list-style-type: none"> Distinguish fresh from salt water Identify ocean and shoreline features, such as bays, inlets

3.7 Technological Devices

3.7.4 Grade 4	3.7.7 Grade 7
A. Explore the use of basic tools, simple materials and techniques to safely solve problems	A. Describe the safe and appropriate use of tools, materials and techniques to answer questions and solve problems
B. Select appropriate instruments to study materials	B. Use appropriate instruments and apparatus to study materials

3.8 Science, Technology and Human Endeavors

3.8.4 Grade 4	3.8.7 Grade 7
<p>A. Know that people select, create and use science and technology and that they are limited by social and physical restraint</p> <p>B. Know how human ingenuity and technological resources satisfy specific human needs and improve the quality of life</p> <ul style="list-style-type: none"> Identify and distinguish between human needs and improving the quality of life Identify and distinguish between natural and human-made resources Describe a technological invention and the resources that were used to develop it <p>C. Know the pros and cons of possible solutions to scientific and technological problems in society</p> <ul style="list-style-type: none"> Compare the positive and negative expected and unexpected impacts of technological change Identify and discuss examples of technological change in the community that have both positive and negative impacts 	<p>A. Explain how sciences and technologies are limited in their effects and influence on society</p> <p>B. Explain how human ingenuity and technological resources satisfy specific human needs and improve the quality of life</p> <ul style="list-style-type: none"> Identify interrelationships between systems and resources Identify and describe the resources necessary to solve a selected a selected problem in a community and improve the quality of life Identify and explain specific examples of how agricultural science has met human needs and has improved the quality of life <p>C. Identify the pros and cons of applying technological and scientific solutions to address problems and the effect upon society</p> <ul style="list-style-type: none"> Describe the positive and negative expected and unexpected effects of specific technological developments Describe ways technology extends and enhances human abilities

Academic Standards for Environment and Ecology

Reflecting the spirit of Pennsylvania's constitution, PDE (2002a, p. 3) declared, "Environment and ecology examines the world with respect to the economic, cultural, political, and social structure as well as natural processes and systems. . . . The 21st century will demand a more sophisticated citizen capable of making sound decisions that will impact our natural systems forever." In addition, the

agency pronounced, “The study of Environment and Ecology will allow students to be active participants and problem solvers in real issues that affect them, their homes, schools and communities” (p. 3).

Presented below is a summary of the Environment and Ecology standards for grades 4 and 7 encompassed (in varying degrees) in *Pennsylvania: Our People, Places, and Past*. For a more extensive listing, the reader is directed to the Pennsylvania’s Department of Education webpage at <http://www.pde.state.pa.us> Scroll down the menu to the State Board of Education, and from there link to State Academic Standards.

4.1 Watersheds and Wetlands

4.1.4 Grade 4	4.1.7 Grade 7
<p>A. Identify various types of water environments</p> <p>D. Identify a wetland</p>	<p>A. Explain the role of the water cycle within a watershed</p> <p>B. Understand the role of the watershed</p> <p>C. Explain and describe characteristics of a wetland</p>

4.2 Renewable and Nonrenewable Resources

4.2.4 Grade 4	4.2.7 Grade 7
<p>B. Identify products derived from natural resources</p> <ul style="list-style-type: none"> Identify products made from trees Identify sources of manmade products <p>C. Know that some natural resources have limited life</p> <ul style="list-style-type: none"> Identify renewable and nonrenewable resources used in the local community Identify various means of conserving natural resources 	<p>A. Know that raw materials come from natural resources</p> <p>B. Examine the renewability of resources</p> <ul style="list-style-type: none"> Identify renewable resources and describe their uses Identify nonrenewable resources and describe their uses <p>C. Explain natural resource distribution</p> <ul style="list-style-type: none"> Distinguish between readily available and less accessible resources Identify the locations of different concentrations of fossil fuels and mineral resources <p>D. Describe the role of recycling and waste management</p>

4.3 Environmental Health

4.3.4 Grade 4	4.3.7 Grade 7
<p>A. Know that plants, animals and humans are dependent on air and water</p>	<p>A. Identify environmental health issues</p>

<p>B. Identify how human actions affect environmental health</p> <ul style="list-style-type: none"> • Identify pollutants • Identify sources of pollutants • Describe how people can reduce pollution 	<p>B. Describe how human actions affect the health of the environment</p>
---	--

4.4 Agriculture and Society

4.4.4 Grade 4	4.4.7 Grade 7
<p>A. Know the importance of agriculture to humans</p> <p>B. Identify the role of the sciences in Pennsylvania agriculture</p> <ul style="list-style-type: none"> • Identify common plants found on Pennsylvania farms <p>C. Know that food and fiber originate from plants and animals</p> <p>D. Identify technology and energy use associated with agriculture</p>	<p>A. Explain society's standard of living in relation to agriculture</p> <ul style="list-style-type: none"> • Compare and contrast agricultural changes that have been made to meet society's needs • Compare several technological advancements and their effect(s) on the historical growth of agriculture <p>C. Explain agricultural systems' use of natural and human resources how human ingenuity and technological resources satisfy specific human needs and improve the quality of life</p> <ul style="list-style-type: none"> • Identify the plants and animals that can be raised in an area • Identify natural resources necessary for agricultural systems • Define issues associated with food and fiber production

4.6 Ecosystems and their Interactions

4.6.4 Grade 4	4.6.7 Grade 7
<p>B. Explain the concept of cycles</p> <ul style="list-style-type: none"> • Explain the water cycle 	

4.7 Threatened, Endangered and Extinct Species

4.7.4 Grade 4	4.7.7 Grade 7
<p>C. Define and understand extinction</p>	<p>C. Explain natural or human actions in relation to the loss of species</p> <ul style="list-style-type: none"> • Identify natural or human impacts that cause habitat loss

4.8 Humans and the Environment

4.8.4 Grade 4	4.8.7 Grade 7
<p>A. Identify the biological requirements of humans</p> <ul style="list-style-type: none"> Identify several ways that people use natural resources <p>B. Know that environmental conditions influence where and how people live</p> <ul style="list-style-type: none"> Identify how regional natural resources influence what people use Explain the influence of climate on how and where people live <p>C. Explain how human activities may change the environment</p> <p>D. Know the importance of natural resources in daily life</p> <ul style="list-style-type: none"> Identify items in daily life that come from natural resources Identify ways to conserve our natural resources Identify major land uses in the community 	<p>B. Explain how people use natural resources</p> <ul style="list-style-type: none"> Explain how climate and extreme weather events (e.g., drought, flood) influence people's lives <p>C. Explain how human activities may affect local, regional and national environments and the effect upon society</p> <p>D. Explain the importance of maintaining the natural resources at the local, state and national levels</p> <ul style="list-style-type: none"> Define the roles of Pennsylvania agencies that deal with natural resources

4.9 Environmental Laws and Regulations

4.9.4 Grade 4	4.9.7 Grade 7
<p>A. Know that there are laws and regulations for the environment</p> <ul style="list-style-type: none"> Identify local and state laws and regulations regarding the environment Explain how the recycling law impacts the school and home Identify and describe the role of a local or state agency that deals with environmental laws and regulations 	<p>A. Explain the role of environmental laws and regulations</p> <ul style="list-style-type: none"> Identify and explain environmental laws and regulations (e.g., Clean Air Act, Clean Water Act, Recycling Act) Explain the role of local and state agencies in enforcing environmental laws and regulations (e.g., Department of Environmental Protection, Department of Conservation and Natural Resources, Game Commission)

National Justification and Curricular Alignment

The following material presents earlier curriculum reform efforts by professional agencies. The standards promulgated by these organizations are still existent as of the printing of this document. The National Commission on Social Studies in the Schools (1989) and the National Council for the Social Studies (1994) called for similar guidelines with different terminology. They have addressed what

social studies should consist of in the primary, intermediate, and middle school ranges. The Commission cited, "Effective instruction in this first year of geography (grade 4) will equip the social studies student to understand more intelligently the history and geography in all subsequent grades" (p. 11). In addition, "the basic documents of American government should be introduced to students at this point. In particular, students should study the Declaration of Independence, the Constitution, and the Bill of Rights and begin to learn how these documents have been interpreted and applied in practice" (1989, p. 10 & 1994, p. 160).

Pennsylvania had unique contributions to the historical mosaic, in that, all the above mentioned documents (and the Articles of Confederation) were drafted and approved in our state. In addition, they (1989) noted, "Stories about Native Americans, early European explorers and settlers, the nation's founders, abolitionists, . . . inventors, . . . business and labor leaders and other political, economic, and cultural leaders will help students to understand the diversity and historical complexity of American society." Our state, as reflected in *Pennsylvania: Our People, Places, and Past*, covers all of these delineated ideas. Also, the *Student Activity Book* accompanying this text addresses some of these standards.

At the national level, there are two premier agencies pleading for curriculum reform of the Social Studies. They are the National Council for Social Studies (NCSS) and the National Assessment Governing Board (NAGB) and its concomitant, substantive agency known as the National Assessment of Educational Progress (NAEP) (<http://www.ed.gov/programs/naep>) First, we will present the standards and criteria advocated by the NCSS. The Council has opined its framework in a document called Expectations of Excellence: Curriculum Standards for Social Studies (NCSS, 1994). The document is organized around ten thematic strands in social studies for K-12. (<http://www.ncss.org>) These strands, as of printing time, are still used to guide instruction. NCSS constructed a Fall 2008 draft revision on its standards but the 10 strands remain the same.

National Council for Social Studies Framework

1. *Culture* - Social studies should include experiences that provide for the study of culture and cultural diversity. What are the common features of different cultures? How do belief systems, such as religion and political ideals, influence other parts of culture (p. 21)?
2. *Time, Continuity, & Change* - Social studies programs should include experiences that provide for the study of ways human beings view themselves in and over time. Knowing how to read and reconstruct the past allows one to develop a historical perspective and to answer questions such as: Who am I? What happened in the past? How am I connected to those in the past (p. 22)?
3. *People, Places and Environments* - Social studies programs should include experiences that provide for the study of people, places, and environments. Students need knowledge the knowledge, skills, and understanding to answer such questions as: Where are things located? Why are they located where they are? What do we mean by "region?" How do landforms change (p. 23)?
4. *Individual Development and Identity* - Social studies programs should include experiences that provide for the study of individual development and identity. Personal identity is shaped by

one's culture. How do people learn? How do people meet their basic needs in a variety of contexts (p. 24)?

5. *Individuals, Groups, & Institutions* - Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions. Institutions such as schools, churches, families, government agencies, and the courts play an integral role in people's lives (p. 25).
6. *Power, Authority, & Governance* - Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority and governance. Understanding the historical development of these factors is essential for civic competence. In exploring these themes, students confront questions such as: What is power? How is it gained, used, and justified? How are governments created, maintained, and changed? How can individual rights be protected within the context of majority rule (p. 26)?
7. *Production, Distribution, and Consumption* - Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services. What are goods and services? How are goods and services to be distributed? How do natural resources contribute to the production of goods and services? How do transportation systems affect the distribution of goods and services (p. 27)?
8. *Science, Technology, and Society* - Social studies programs should include experiences that provide for the study of relationships among science, technology, and society. Modern life as we know it would be impossible without the technology and the science that supports it. What can we learn from the past about how new technologies result in broader social change? How can we preserve our fundamental values and beliefs in the midst of technological change (p. 28)?
9. *Global Connections* - Social studies programs should include experiences that provide for the study of global connections and interdependence. The realities of global interdependence require understanding the increasingly important and diverse global connections among world societies and the frequent tension between national interests and global priorities (p. 29).
10. *Civic Ideals and Practices* - Social studies programs should include experiences that provide for the study of ideals, principles, and practices of citizenship in a democratic republic. Students confront such questions as: What is civic participation and how can I be involved? How has the meaning of citizenship evolved? What is the balance between rights and responsibilities (p. 30)?

National Assessment for Educational Progress Criteria

There is another powerful force fashioning curriculum reform at the national level. This organization is known as the National Assessment Governing Board (NAGB). This agency approves of recommended national achievement levels in all curricular areas for our nation's youth in grades 4th, 8th, and 12th. The national test that is taken is called the *National Assessment of Educational Progress* (NAEP). (<http://www.ed.gov/programs/naep>). Usually, three curricular areas are chosen every two years to test. NAGB subcontracts with an agency known as American College Testing (ACT) to establish achievement levels-setting process. In 1994, History, Geography, and Reading were the curricular areas chosen to test.

Your textbook author was nominated and selected from a pool of candidates to engage in the achievement levels-setting (ALS) process for 4th grade History. In December 1994, 30 representative panelists from across the nation met in St. Louis to establish achievement levels for each grade level tested (55% teachers, 30% public, and 15% non-educator teachers). There is a complex set of steps by which these achievement levels are determined. However, we worked with predetermined recommended achievement levels established at the basic, proficient, and advanced levels. The same processes were used with those panelists who set the Geography achievement levels. The following are descriptions of what 4th graders should be able to do and perform in history and geography. The following criteria were recommended for approval by the National Assessment Governing Board.

4th Grade Basic History - Fourth grade students performing at the basic level should be able to identify and describe a few of the most familiar people, places, events, ideas, and documents in American history. They should be able to explain the reasons for celebrating most national holidays, have some familiarity with the geography of their own state and the United States, and be able to express in writing a few ideas about a familiar theme in American history (p. 60).

4th Grade Proficient History - Fourth grade students performing at the proficient level should be able to identify, describe, and comment on the significance of many historical people, places, ideas, events, and documents. They should interpret information from a variety of sources, including texts, maps, pictures, and timelines. They should be able to construct a simple timeline from data. These students should recognize the role of invention and technological change in history. They should also recognize the ways in which geographic and environmental factors have influenced life and work (p. 62).

4th Grade Advanced History - Fourth grade students performing at the advanced level should have a beginning understanding of the relationships between people, places, ideas, events, and documents. They should know where to look for information, including reference books, maps, local museums, interviews with family and neighbors, and other sources. They should be able to use historical themes to organize and interpret historical topics, and to incorporate insights beyond the classroom into their understanding of history. These students should understand and explain the role of invention and technological change in history. They should also understand and explain the ways in which geographic and environmental factors have influenced life and work (p. 67).

4th Grade Basic Geography - Students should be able to use words or diagrams to define basic geographic vocabulary; identify personal behaviors and perspectives related to the environment and describe some environmental and cultural issues in their community; use visual and technological tools to access information; identify major geographic features on maps and globes; be able to read and draw simple maps, map keys and legends; demonstrate how people depend upon, use, and adapt to their environment; and give examples of the movement of people, goods, services, and ideas from one place to another. In addition to demonstrating an understanding of how individuals are alike and different, they should demonstrate knowledge of the ways people depend on each other (p. 29).

4th Grade Proficient Geography - Students should be able to use fundamental geographic knowledge and vocabulary to identify basic geographic patterns and processes; describe an environmental or cultural issue from more than one perspective; and read and interpret information from visual and technological tools such as photographs, maps and globes, aerial photography, and satellite images. They should be able to use the number and letter grids to plot specific locations; understand relative location terms; and sketch simple maps and describe and/or draw landscapes they have observed or studied. Proficient students should be able to illustrate ways people depend upon, adapt to, and

modify the environment; describe and/or illustrate geographic aspects of a region using fundamental geographic vocabulary and give reasons for current human migration; discuss the impact a location has upon cultural similarities and differences; and be able to demonstrate how an event in one location can have an impact upon another location (p. 32).

4th Grade Advanced Geography - Students should be able to use basic geographic knowledge and vocabulary to describe patterns and processes; describe ways individuals can protect and enhance environmental quality; describe how modifications to the environment may have a variety of consequences; explain differing perspectives that apply to local environmental or cultural issues; and demonstrate an understanding of forces that result in migration, changing demographics, and boundary changes. They should be able to solve simple problems by applying information learned through working with visual and technological tools such as aerial and other photographs, maps and globes, atlases, news media, and computers. They should be able to construct models and sketch and label maps of their own state, the United States, and the world; use them to describe and compare differences, similarities, and patterns of change in landscapes; and be able to predict the impact a change in one location can have on another. They should be able to analyze the ways individuals and groups interact (p. 36).

Additional sources of criteria were provided by documents prepared by the Geographic Education National Implementation Project (GENIP) and its publication *K-6 Geography: Themes, Key Ideas, and Learning Opportunities* and by the National Geographic Society and its publications. Two central focuses for 4th grade by GENIP are the State and Country (pp. 27 - 33). The reading and skills in *Pennsylvania: Our People, Places, and Past* were designed with specific GENIP criteria in mind.

All of these criteria are guidelines for the social studies. They include the conceptual material as well as the skills we should be promoting among the social sciences. These guidelines provide us with the outcomes or objectives which, in turn, provide us with a focus for planning instructional activities. To complete the teaching- learning cycle, they also suggest ways we should be assessing the performance and achievement of students.

A Medley of Suggested Teaching Strategies

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

Geographic Skills

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

3. Graphing Skills
4. Making Maps

Pre-Reading Activities

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

Reading and Teaching Strategies During Reading

1. Shared Reading – to, with, or by someone
2. Guided Reading
3. Directed Reading Activity (DRA)
4. Directed Reading Thinking Activity (DRTA)
5. Supply related trade books
6. Reading Buddies
7. Visual tools or graphic organizers, such as Webbing or concept mapping for each section
8. Predict what will happen next.
9. Jigsaw (Each person reads and studies part of a section. Then, he/she teaches what he/she learned to the group. Student peers can quiz or question.
10. Check for understanding with questions; it is also a good time to think about and incorporate higher level thinking questions (impact questions).
11. Bring in related resources and books on various topics. Create a resource table.
12. Use the pictures in the text to create and answer questions. Some pictures have questions as captions.

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, worksheets, etc.)
8. How will you handle the "Review Questions" at the end of each lesson? Will you assign the questions as homework, as an activity for finding the answer (skimming and scanning), as a shared-paired exercise, etc.? Will you grade any of the review questions or use them as a study guide for chapter tests?

Vocabulary Activities

1. Dictionary Skills
2. Use the Glossary frequently for vocabulary activities. For example, on page 163 in your glossary in the right column, the teacher says, "I am thinking of a word that means 'not living, gone forever.'" Students look and find the answer. You can do this as a written activity with different clues for different groups of children.
3. Cloze technique
4. Use words in context.
5. Use the "new" words as spelling words for the week.

Suggested Teaching Strategies for Readers Below Grade Level

We think that many of the methods under the section "A Medley of Suggested Teaching Strategies" will work toward helping readers below grade level gain greater comprehension of the conceptual material. According to research, there are three factors that are most critical for greater understanding of content books. They are 1) *reading comprehension strategies*, 2) *development and reinforcement of vocabulary terms*, and 3) *study skills techniques* (e.g. - SQ3R or PQ4R).

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

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

Suggested Procedures for Assessment

All teachers have to provide grades or benchmark progress reports of their students. Again, how you accomplish these reports become your decisions. Student assessment procedures can be divided into 3 different categories - process, product, and performance. Realistically, and to be consistent with the new guidelines for measuring achievement, grades will emerge more from the product and performance categories. Ten (10) chapter tests are available in the *Teacher's Resource Binder*.

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

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

Performance assessment should focus on actual indicators of what students are able to perform. Special care should be given to providing the necessary rubric or criteria for assessing a project. Therefore, descriptions of your criteria and a weighting emphasis should be provided to your students. In that way, one can avoid the "cardiac" principle (in my heart, I think your project is worth a C) of grading. Taskstream is an on-line source that has scoring rubrics for about 25 different kinds of projects (<http://www.taskstream.com>)

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

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

Chart 1 – Alternative Assessments

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

Objectives/Strategies/Answer Key/Chapter Extension Activities

The following information provides you with lesson objectives, some suggested teaching strategies (check "A Medley of Teaching Strategies" on pages 24-26), an answer key to the review questions, and suggested extension and/or assessment activities at the end of each chapter.

Before delving into the text, it is suggested that you use Activities 1, 2, and 3 from the Student Activity Book. They deal with skills of finding information in the book, such as "Using the Index," "Using the Glossary," and "Reading Pennsylvania's Timeline" (pp. 1-3). In addition, you could use "Our State Symbols" on page 5.

Chapter 1 - Lesson 1 - Location of Pennsylvania

Objectives: Each student will have the opportunity to:

1. locate and identify the seven major continents.
2. locate and identify North America, the United States, and Pennsylvania.
3. differentiate among continents, countries, and states.
4. locate and identify border states surrounding Pennsylvania.
5. locate and identify the natural features that border Pennsylvania.
6. cite the different regions to which Pennsylvania belongs.
7. identify other examples of human-made boundary lines.
8. explain what the Mason-Dixon line is.

Other Suggested Teaching Strategies

1. Review the location and names of seven continents on globes or world maps. Describe a continent's location in relationship to another continent using directions - for example Asia is west of North America (or east).
2. As students read the material, ask questions that check for understanding.
3. Review cardinal and intermediate directions with students by playing "Directions Scavenger Hunt." Hide several items in various locations in the classroom. One child is the hunter. Provide oral directions, using directions, until each item is located. Continue until all items are found.
4. Identify key terms such as panhandle. Find other places on the U. S. map with a geographic panhandle.
5. Identify other places that include boundary lines and borders.
6. See "A Medley of Teaching Strategies" (pp.21-23) on conducting the lesson. For instance, use a map of PA provided in the book, or provide various maps of PA. Have the students work in pairs. One child reads "fingertip" around PA. The other child traces the route. Have each one switch roles.

Answers to Lesson 1 - page 5

1. a. New York b. Ohio and West Virginia c. West Virginia, Maryland, and Delaware d. New Jersey and New York
2. Lake Erie and Delaware River
3. continent - a very large land mass
region - an area of land that has one or more characteristics in common
border - a make-believe line that is a dividing point between two places
panhandle - a stretch of land similar in shape to the handle of a pan
4. Boundary line is also used in place of border.

Critical Thinking

1. regions - At school, one could think of the playground as a region,

- primary grades as a region, art or music room as a region, a bus loading zone as a region, (and similar examples).
- Answers will vary.
 - Imaginary or make-believe lines are used with county lines; with city, borough, and township lines; state park boundary lines; state forest lines; state game lands; latitude and longitude; state lines; country (border) lines; etc.

Chapter 1 - Lesson 2 - Physical Features of Pennsylvania

Objectives: Each student will have the opportunity to:

- describe the physical features of Pennsylvania.
- explain what population density is.
- differentiate between weather and climate.
- use proper geographic terms to identify the physical features of our state.

Other Suggested Teaching Strategies

- See "A Medley of Teaching Strategies" on pages 24-26.
- Integrate a science lesson on precipitation and temperature. Record precipitation and/or temperatures for a month. Graph the results.
- Start activities in the *Student Activity Book* - "Labeling PA's Physical Features" (p. 4), "Cardinal Directions" (p. 6), "Cardinal and Intermediate Directions" (p. 7), and "Reading A Weather Map" (p. 9).
- Create montages that depict 3-dimensional geographic aspects of our land.

Answers to Lesson 2 - page 11

- Five different geographic features are that Pennsylvania has plains, hills, mountains, plateaus, valleys and ridges.
- Pennsylvania has 360 persons per square mile more than Montana. Our population density is quite crowded compared to Montana.
- Pennsylvania has four seasons with cold winters and warm summers. Our state is described as being humid continental.
- | <u>landforms</u> | | <u>waterforms</u> | |
|------------------|----------|-------------------|------------|
| mountains | ridges | rivers | ponds |
| plateaus | plains | lakes | reservoirs |
| valleys | wetlands | creeks | wetlands |
| hills | | streams | |
- Six parts out of 10 parts of our state are covered with forests.
- trees - oak, hickory, beech, hemlock, or pines (there are many others)
- deer, bear, turkey, ruffed grouse, or snakes (there are many others)

Critical Thinking

Pennsylvania would be a desert region. Our state would not have the large forests and trees it has. There would not be as many streams or rivers in our state. The farming would probably be more for grazing animals. Our wildlife and plant life would be much different. The landforms could be

similar, but not what is on or in them. The landscape definitely would be drier. We might have irrigation farming.

Chapter 1 - Lesson 3 - How Land Features and Waterforms Were Created

Objectives: Each student will have the opportunity to:

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

Other Suggested Teaching Strategies

1. See "A Medley of Teaching Strategies" on pages 24-26.
2. List specific examples of natural forces at work in your area (not all areas had glaciers).
3. Other activities are contained in *Pennsylvania Geography*. (2009). 5th Edition. Penns Valley Publishers, Chapter 3.

Answers to Lesson 3 - page 15

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

Chapter 1 - Lesson 4 - Landform Regions of Pennsylvania

Objectives: Each student will have the opportunity to:

1. identify and locate the five geographic regions of our state.
2. describe the physical features that dominate each landform region.
3. use key words and locate places accurately.

Other Suggested Teaching Strategies

1. See "A Medley of Teaching Strategies" on pages 24-26.
2. Continue with the activity in the *Student Activity Book* - "Labeling PA's Physical Features," page 4.

3. Use the activity on page 8 from the *Student Activity Book*, "Pennsylvania Apples."
4. Work in a skills component from the *Student Activity Book* - "Graphing" on pp. 11-15.

Answers to Lesson 4 - page 22

1. Atlantic Coastal Plain
A. flat, coastal plain B. Philadelphia C. Answers will vary.

Piedmont
A. rolling hills B. Lancaster or York C. Answers will vary.

Ridge & Valley
A. valleys in between mountain ridges B. Harrisburg (many others)
C. Answers will vary.

Allegheny Plateau
A. rugged land features of all kinds B. Pittsburgh C. Answers will vary.

Lake Erie
A. level lake plain B. Erie C. Answers will vary.
2. Philadelphia has a deep water harbor located on the Delaware River. It is protected from the Atlantic Ocean. Ocean ships bring and take products to and from Philadelphia to the world community.
3. Piedmont, valley part of Ridge and Valley, and Lake Erie Plain
4. Allegheny Plateau

Problem Solving - 3,213 feet plus 1,234 feet equals 4,447 feet in all

Suggested Projects for Extension and/or Assessment - Chapter 1

1. Have students make relief maps from clay or flour and salt with physical features such as valleys, mountains, landforms, and waterforms.
2. Make informational posters of state symbols (plants and animals).
3. Create ways to demonstrate folding and faulting other than what is in the text.

Chapter 2 - Lesson 5 - Waterforms of Pennsylvania

Objectives: Each student will have the opportunity to:

1. differentiate between renewable and non-renewable natural resources.
2. identify and locate three major river systems in our state.
3. identify and locate other major waterforms (reservoirs) in our state.
4. explain the major uses of our waterforms.
5. explain how electricity is created by nuclear fuels and hydropower.
6. use key words and locate places accurately.

Other Suggested Teaching Strategies

1. See "A Medley of Teaching Strategies" on pages 24-26.
2. Review the different renewable and non-renewable resources on a chart.

3. Review the importance of fresh water on this planet (water cycle).
4. Web the different purposes and uses of water.
5. Continue with Activity 4, "Labeling PA's Physical Features" from p. 4 of the *Student Activity Book*.
6. Integrate science with a lesson on how electric energy is produced and used.

Answers to Lesson 5 - page 28

1. springs, runs, creeks, rivers, streams, lakes, ponds, reservoirs, and wetlands
2. Delaware, Susquehanna, and Ohio river systems
3. Run-off water travels over land until it reaches a body of water in which to empty. Ground water seeps into the earth to feed springs and ponds.
4. Wetlands are low-lying, swampy areas of land that hold water.
5. Pymatuning Reservoir in western PA, Raystown Lake in central PA, Kinzua Dam or Allegheny Reservoir in northern PA
6. The main uses of our waterforms are to 1) transport goods and products, 2) obtain drinking water, 3) create electricity, 4) fun and recreation.
7. Electricity from using nuclear fuel is created by tremendous heat and steam that is used to turn an engine called a turbine that generates electricity. Hydroelectric power is created by the force of water falling onto a turbine that generates electricity.

Chapter 2 - Lesson 6 - Soil, Forests, Fossil Fuels, and Minerals

Objectives: Each student will have the opportunity to:

1. differentiate between renewable and non-renewable natural resources.
2. explain the different kinds of farms.
3. describe how our forests are helpful to the people of Pennsylvania.
4. identify and locate our fossil fuels.
5. differentiate between metallic and non-metallic natural resources.
6. associate products with the different mineral resources.
7. use key words and locate places accurately.

Other Suggested Teaching Strategies

1. Similar to Lesson 5.
2. Complete "An Interesting Activity" on glass products - page 33 in the text.
3. Use Activities 16 & 17 from the *Student Activity Book* - "What is Game" and "Pheasants in the Wild."
4. Additional information can be found on the Internet at the Fish and Game Commission's website is <http://www.fishandgame.com>

Answers to Lesson 6 - page 33

1. Agriculture means to work the soil for the purpose of producing crops and/or for raising animals for their products.
2. Our soil supports much farming activity. Our state has some of the richest soils in the United States (in the Piedmont region).
3. farming = dairy, orchard, chicken, pig, beef farm, truck farm, Christmas trees

4. Our forests help to 1) keep the land from eroding, 2) provide a home for many plants and animals, 3) give off oxygen, 4) provide us with many wood products, 5) give us places for recreation and beauty, and so on.
 5. crude oil, natural gas, hard and soft coal
 6. A metallic mineral is one that has a metal ore in it, such as iron ore. A non-metallic mineral is one that does not have a metal ore in it, such as clay.
 7. metallic = iron ore is made into iron products; bauxite is made into aluminum products.
 8. non-metallic = sand is made into glass products; limestone is made into cement and concrete products; slate is made into roof tiles, clay is made into bricks, and so on.
- An Interesting Activity – Answers will vary.

Chapter 2 - Lesson 7 - Human Resources of Pennsylvania

Objectives: Each student will have the opportunity to:

1. explain the differences among rural, urban, and suburban areas.
2. differentiate between jobs in industry versus those in service.
3. classify jobs, or occupations, into their proper category.
4. use key words and locate places accurately.

Other Suggested Teaching Strategies

1. See "A Medley of Teaching Strategies" on pages 24-26.
2. Use Activity 10, "Population Density" from the *Student Activity Book*.
3. Take a poll of parents' jobs and classify them into industry or service jobs.
4. Take more time to develop the concept of goods as products.
4. Use Activity 21 in the *Student Activity Book*, "What Are Goods and Services?"

Answers to Lesson 7 - page 38

1. Human resources are about 12 million people in our state.
2. 7 out of 10 people live in urban areas; 3 out of 10 people live in rural areas
3. It means you were born and live in the state of Pennsylvania. The author is not native-born. He was born in New York State.
4. There are industrial-type jobs and service-type jobs in our state.
5. There are many products, or goods - any two will do, such as steel and electricity
6. any new building, such as a bank, school, house, church, retirement home
7. An industrial business is one that makes a product or good, such as toys or foods. A service business is one that provides a service to people, such as banks, teachers, postal workers, and many types of stores. A huge service industry is the wireless phenomenon.
8. Thirty (30) workers hold industrial jobs whereas 70 workers hold service jobs.
9. Answers will vary according to preferences!

Suggested Projects for Extension and/or Assessment - Chapter 2

1. Make a chart with the following headings: Soils, Forests, Waterforms, Fossil Fuels, Landforms, Minerals, and Occupations for Humans. Brainstorm in small groups to list as many examples as possible. This activity could be done before reading Chapter 2 (a form of KWL), and then, recorded on following the reading of Chapter 2 material. Keep the chart for future reference.

2. Plan various make-believe trips in PA beginning with one's hometown. Use a PA map and its scale (use of scale could be a lesson itself) of miles to determine total distance. Compare the time a particular trip would encompass if the traveler walked, drove an Amish buggy, or drove a car.
3. Make population density maps that illustrate the concept. Children interested in farming could make population density maps of cows. (New Zealand has 80 million sheep and four million people!) A correlation could be drawn that as human population becomes less dense, the cow population becomes more dense, and conversely (depending on the geographic region).
4. Use the local environment to invite resource speakers. For instance, invite a local farmer to discuss his/her business. Modern technology plays an important role in farming today. Also, at any place in the state, we are within 25 miles of a state park. Invite a park ranger, forest ranger, and/or game warden to discuss their roles. Hunting and fishing seasons could be discussed.
5. Research projects (clearly explain in writing your criteria) could be used as product or performance assessments. For instance, research the differences between a national forest, a state forest, a state park, game lands, and natural areas. Or, research the many kinds of wildlife or plant life in our state. A specific research report on our poisonous snakes could be one such project. National and state guidelines call for students to use a variety of sources in locating information, such as reference books, CD-ROMs, DVDs, groups (Game Commission), magazines, and resource people. (Author's note: There is an on-line agency known as Taskstream that provides assistance for teachers (for a fee) in developing scoring rubrics for projects. This agency also has all of the state and national standards available as well as the capacity for planning units and lesson plans. The web address is <http://www.taskstream.com>
6. Use websites on the Internet to locate "research material" for reports. For example, the Department of Conservation and Natural Resources (DCNR) maintains a website. It is: <http://www.dcnr.state.pa.us> The Fish and Game Commission's website is <http://www.fishandgame.com>

Chapter 3 - Lesson 8 - Natural and Human-Made Wonders of PA

Objectives: Each student will have the opportunity to:

1. define and distinguish between natural and human-made wonders.
2. identify and locate natural and human-made wonders on a map.
3. describe locate natural and human-made wonders.
4. describe the impact of tourism on the state.
5. distinguish between places that are replicas and places that are restored.

Other Suggested Teaching Strategies

1. See "A Medley of Teaching Strategies" on pages 24-26.
2. Play "Boggle" of places students have visited in Pennsylvania.
3. Create a list of places students have visited. Classify as to whether the place is a human-made wonder or a natural wonder. Also, classify as to whether the place is restored, a replica, or neither.
4. Use Activities 18 & 19 from the *Student Activity Book* - "A Road Map of Pennsylvania" and "Mystery Trip on the Roads of Pennsylvania."
5. Take a field trip on the Internet. You can visit the place where Milton Hershey made chocolate so popular. You can visit Hershey's at <http://www.hersheys.com/>
6. Assign cooperative learning groups (or individual projects) in making a graphic representation (i.e. - collage) on regions or places of Pennsylvania to be visited. Pictures from brochures,

magazines, advertisements, etc. could be used. Students could draw pictures and/or use words to describe the places. One can "visit" travel regions of Pennsylvania at the following websites:
<http://www.visitpa.com/index.aspx>

Answers to Lesson 8 - page 44

1. A human-made wonder is something made by people, such as Hershey Park. A natural-made wonder is something made by nature such as a cave or waterfalls.
2. Answers will vary.
3. Pennsylvania has more bridges built for its size than any other state.
4. natural wonders = caverns, Bushkill Falls, Pocono Mountains, Grand Canyon of PA, Laurel Highlands, Lake Erie, state parks (the natural parts)
5. human-made wonders = PA Turnpike, bridges, tunnels, Hershey Park, forts, Allegheny National Portage, Independence Hall, cities
6. A resort is a place built so that people can relax and have fun. Several resort areas are located in the Pocono Mountains, Laurel Highlands, and Lake Erie region.
7. Caverns were made by natural forces. Although some are open to the public, caves show nature's work.
8. Answers will vary. Inventions, roads, computers, CD-ROMs, cell phones, and DVDs
9. To restore means to rebuild something to its original condition = old houses.
10. A replica means to build a model of something that once existed, such as Fort Necessity or Drake's Oil Well Museum.
11. Tourist attractions are those places that are popular with tourists. Many people visit these places each year, such as Hershey Park, zoos, and the Pennsylvania Dutch region.

Chapter 3 - Lesson 9 - Keeping Pennsylvania's Environment Healthy

Objectives: Each student will have the opportunity to:

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

Other Suggested Teaching Strategies

1. See "A Medley of Teaching Strategies" on pages 24-26.
2. Chapter 5 of *Pennsylvania Geography*. (2002). 4th edition, Penns Valley Publishers contains several activities on Pennsylvania's environment.
3. See Suggested Projects for Extension and/or Assessment - Chapter 3.
4. Use websites on the Internet to locate "research material" for reports. For example, the Department of Conservation and Natural Resources (DCNR) maintains a website. It is:
<http://www.dcnr.state.pa.us>

Answers to Lesson 9 - page 50

1. air, water, and soil
2. We will not be able to live off or on the land if our environment does not remain clean.
3. Dirty chemicals mix with water droplets. The moisture falls as acid rain.
4. It eats away at buildings, pollutes our environment, and destroys our plant and animal life.
5. Wastewater is dirty water put into sewer lines by homes and businesses.

6. It goes through many steps to be cleaned and returned to rivers and streams.
7. Landfills take up space. We are running out of space for solid wastes. Items buried in landfills will not break down easily. They can leak dangerous chemicals that can get into the fresh water supply.
8. Recycling is important because 1) we use less natural resources, 2) we use less energy, and 3) we create less litter.
9. Making electricity causes air and water pollution of our environment.
10. Nuclear energy causes heat pollution of our rivers and can, if uncontrolled, give off dangerous gases.
11. Its importance is to preserve farmland for future farming activity.
12. Answers will vary, such as do not litter, or recycle used products.

Chapter 3 - Lesson 10 - Cities and Urban Areas of Pennsylvania

Objectives: Each student will have the opportunity to:

1. describe differences between rural and urban areas.
2. identify and locate our major urban areas and their corresponding regions.
3. identify for what several urban areas are known (products, services, etc.).

Other Suggested Teaching Strategies

1. Make the connection between regions, population density, and rural versus urban (and suburban) areas of our state.
2. Use the "Geographic Terms Puzzle" on page 20 from the *Student Activity Book*.
3. Construct an academic game using the vocabulary and concepts in Chapters 1-3 from the text.

Answers to Lesson 10 - page 57

1. The difference between a city and an urban area is that a city has over 10,000 people within its boundaries. An urban area is the smaller communities that grow around a city.
2. Most people live in an urban area because of the number of jobs and the number of activities from which they can choose.
3. Philadelphia is located by an inland river that is protected by Atlantic Ocean storms. It is a major center for trade, banking, and manufacturing of goods.
4. Answers will vary!
5. steel mills or oil products from oil refineries
6. York, Lancaster, and Reading
7. Reading
8. 3 industrial products = machinery, metal products, and clothing
2 farm products = dairy products, grain, and tobacco
9. Harrisburg is known as the center of our state government (capital). Altoona is known as a railroad repair center. Bethlehem was known for its steel; and now for tourism during its yearly Christmas lighting display.
10. soft coal
11. Pittsburgh is a transportation center for ships, railroads, cars, and planes.
12. Erie's location allows the port city to trade (exports and imports) with many places among the Great Lakes.

Suggested Projects for Extension and/or Assessment - Chapter 3

1. Make a concept map of tourism and all it entails.
2. Prearrange your students into five "geographic regions" groups. Each group will advertise and try to persuade tourists to visit its region.
3. Choose one type of waterform in PA such as the Susquehanna River, Lake Erie, or a reservoir. Make a poster illustrating the many ways that particular waterform is and can be used.
4. Make a map such as an agricultural product map, or cities of PA map.
5. Invite an agricultural extension agent, a travel agent, a business person to discuss his/her various roles in his/her respective occupation. Set up role play situations for some of these occupations.
6. Have your students conduct a frequency count of the types of heating choices that are used within family, friends, and neighbors. Use bar or line graphs to graph the frequency of heating choices.
7. Divide your class into small groups. Provide a variety of sources and references about Pennsylvania. Have each group make lists of natural and human-made wonders. As a total class, combine each group's list. Assign pairs to learn more about a specific wonder and report orally to the class. As mentioned earlier, Taskstream can help with scoring rubrics.
8. Define "environment" and its importance. Research Pittsburgh's environment 100 years ago. Make a chart of similarities and differences between the city's environment then and now.
9. Write a letter to the governor or state legislator outlining the three major problems with landfills. Suggest a solution and ask for his or their support.
10. Write a rap poem, poem, or short play reviewing the importance of recycling.
11. Farming is an important industry. Invite a farmer or agriculture agent to discuss how, on the one hand, technology has become a major factor in the industry. Yet, on the other hand, farmers are at the mercy of the weather.
12. Make a list of other occupations that are reliant upon the weather. A mini-lesson on economics (supply and demand, scarcity) is possible, not only for Pennsylvania, but for the rest of the world. If oranges are frozen in Florida or are destroyed by hurricanes, that will affect the price of orange juice.

Chapter 4 - Lesson 11 - Native American Tribes in PA - Part 1

Objectives: Each student will have the opportunity to:

1. trace the migration routes of the early Native Americans.
2. identify and locate some of the early Native American tribes in Pennsylvania.
3. distinguish between the Iroquois and Algonquin-speaking tribes.
4. describe how the Iroquois and Algonquin tribes organized themselves.

Other Suggested Teaching Strategies

1. Canvas your school and community libraries to locate more information on the Eastern Woodland tribes. It's old but Paul Wallace's book on *Indians of Pennsylvania* has useful information, especially on tribal locations.
2. There are many collections of local folklore and legends about Native Americans. A field trip to an original Native American location could be exciting.
3. See "A Medley of Teaching Strategies" on pages 24-26, as well as "Extension Activities" for Chapter 4.
4. Use Activity 22, "Native American Tribes" on p. 23 of the *Student Activity Book*.

Answers to Lesson 11 - page 62

1. Asia
2. between 12,000 - 15,000 years ago
3. Christopher Columbus thought he had discovered India. He called the native people Indians.
4. archaeologist
5. by language
6. Algonquins (sometimes spelled Algonkians or Algonquians) and Iroquois
7. The Iroquois organized 5 tribes to form a stronger "League of Nations" than the Algonquins. Algonquins were less structured and had no such political organization.
8. clans
9. the women
10. The Algonquins were governed by a council of men with a chief. The Iroquois were governed by a tribal council of chiefs. A head chief was selected. In both cases, women selected the council members.

Chapter 4 - Lesson 12 - Native American Tribes in PA - Part 2

Objectives: Each student will have the opportunity to:

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

Other Suggested Teaching Strategies

1. Same as Lesson 11
2. In some communities, there are individuals or historical societies that have many Native American artifacts. They are usually very enthusiastic to share their expertise and actual examples of these artifacts.

Answers to Lesson 12 - page 67

1. circular or domed, rectangular, and coned
2. Iroquois built longhouses for many families whereas the Algonquin built wigwams for individual families. Iroquois built fences around their villages. Algonquins built sweat lodges.
3. squash, beans, and corn
4. men = hunted for food, cleared land for a garden, made weapons, protected the village, and made canoes women = owned the house, cared for the garden, made pottery, cleaned the hunted food, and made clothing children = Boys were trained to do men's work and girls were trained to do women's work.
5. dresses, leggings, moccasins, shirts
6. They took good care of their hair. They put bear fat and soot in their hair.
7. Barter means to trade one good or product for something else.
8. They received all kinds of goods and products for furs from the fur traders.
9. Three purposes of wampum were to 1) record stories and events, 2) record peace treaties, and 3) indicate war or sadness.
10. by land - They did more hunting, trading, fighting, and visiting on land.

11. Iroquois used elm bark canoes. Algonquins used birch bark canoes.
12. Many of our modern roads followed the paths of the Native Americans.

Chapter 4 - Lesson 13 - Early European Settlements in Pennsylvania

Objectives: Each student will have the opportunity to:

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

Other Suggested Teaching Strategies

1. Use a European map to locate countries that were involved in exploration -- mainly England, France, Portugal, Holland, Spain, and Sweden.
2. Use a simulation exercise to demonstrate what happens when everybody, or several people (nations) want the same thing so badly. Use something that almost everybody likes - such as money or a swimming pool!
3. This would be a good time to work with conflict resolution ideas. Pose a number of scenarios for potential conflict. Besides fighting a war, allow students to suggest a number of ways of solving conflict. Use current events as examples.
4. Set up a table with makeshift Swedish, Dutch, and English colonies in this region. Put dates by the colonies. As they are "swept" from the historical stage, take a broom and sweep them from the scene. "Time marches on" with different nations taking control of a region.
5. See "Suggested Projects."

Answers to Lesson 13 - page 71

1. It was a time when European nations sent their ships to explore regions of the world.
2. Native Americans did not believe in land ownership.
3. Several European nations claimed the same land. All nations wanted the fur trade. Because of these reasons, conflict was the result.
4. hidden river
5. Sweden
6. The Dutch sent ships and an army to capture the Swedish colony.
7. The English King sent ships and an army to capture the Dutch colonies.
8. The Swedes contributed log cabins and cows.
9. The Dutch contributed sleighs, ice skates, food, and the Santa Claus tradition.
10. Answers will vary.

Suggested Projects for Extension and/or Assessment - Chapter 4

1. Choose the role of a Native American man, woman, or child. Write a short autobiography or diary including one's responsibilities.
2. Provide various items to be "purchased." Role play transactions using the bartering system. Then, role play transactions using "currency." Compare and contrast advantages and disadvantages.

3. Construct models of Native American villages (homes, sweat lodges, picket fences, canoes, gardens, water sources, etc.)

Chapter 5 - Lesson 14 - William Penn Starts His Colony

Objectives: Each student will have the opportunity to:

1. describe who was William Penn.
2. cite the date in which the colony of Pennsylvania was founded.
3. explain reasons why the colony of Pennsylvania was founded.
4. describe how Pennsylvania received its name.
5. locate the founding city of Philadelphia.
6. discuss William Penn's impact upon the world at this time in history.
7. appreciate what it is like starting a "new" life in a new place.

Other Suggested Teaching Strategies

1. Set the stage for another simulation in which students are to move to a brand new place to settle. They are allowed so many pounds (75) of things to take. What would each person take? Set a historical frame of reference.
2. See "A Medley of Teaching Strategies" on pages 24-26.
3. Have students create a "fact logbook" about the colony of Pennsylvania.
4. If the Internet is available, have children take a virtual field trip to Pennsbury Manor, William Penn's home in Pennsylvania. There are also pictures to be seen at www.pennsburymanor.org

Answers to Lesson 14 - page 76

1. fair, playful, rebellious, adventuresome, just, intelligent, thoughtful, rich, etc.
2. Penn wanted a place where people could enjoy religious freedom and could be treated equally.
3. Penn named his colony "Sylvania," which meant woods. The English King thought that Penn's father should be honored. So he added "Penn" to Sylvania.
4. "Holy Experiment"
5. Three ideas were 1) all people had religious freedom, 2) people were created and treated equally, and 3) people could govern themselves.
6. The Delawares helped the Quaker settlers by teaching them to hunt, to trap, to fish, and to plant different foods.
7. Penn thought the Delawares should be treated as equally as anyone else.
8. Philadelphia means "City of Brotherly Love."
9. Three important influences that William Penn had on the world, then, were: 1) people could practice the religion of their choice, 2) all people were to be treated equally, and 3) common people could rule themselves better than kings and queens.

Chapter 5 - Lesson 15 - Penn's Colony Is a Great Success

Objectives: Each student will have the opportunity to:

1. define diversity and provide examples of diversity.
2. appreciate differences and similarities in diverse groups.
3. identify the different, early immigrant groups who settled Pennsylvania.
4. associate the early immigrant groups with their respective religions.
5. locate on a map the European countries from which the immigrants left.

6. identify where in Pennsylvania the early immigrant groups settled.

Other Suggested Teaching Strategies

1. Use a map of Europe to locate the places from which the immigrants left their home country. Note whether these religions are still in the European country from which these people emigrated.
2. Provide modern day examples of diversity and what tolerance means.
3. Use Activity 29, "Fact, Fiction, or Opinion" on p. 30 of the *Student Activity Book*.

Answers to Lesson 15 - page 81

1. Answers will vary! Check for meaning of the word and complete sentences.
2. farming
3. Quakers, or Society of Friends
4. 1647
5. When baptizing their youth, they would dunk their heads into a stream of water.
6. They slept on wooden beds and used wooden blocks (as a pillow).
7. It was the first law to stop slavery in the United States.
8. Quakers, Pennsylvania Dutch, Seventh Day Baptists, Brethrens, and so on.
9. An indentured servant was a person whose trip to the American colonies was paid for by the ship's captain. In turn, he sold the person to a family who expected this person to work seven years to pay for his/her trip.

Chapter 5 - Lesson 16 - The Pennsylvania Dutch

Objectives: Each student will have the opportunity to:

1. describe the old order Amish and Team Mennonite ways of living.
2. describe how the Pennsylvania Dutch received their name.
3. differentiate between the "old order" PA Dutch and the "modern" PA Dutch.
4. locate their communities on a map.
5. compare the "old order" PA Dutch living with the way most of us live life.
6. practice acceptance and tolerance toward diverse beliefs.

Other Suggested Teaching Strategies

1. See "A Medley of Teaching Strategies" and "Suggested Projects" for Chapter 5.
2. There are sizeable Amish communities in agricultural areas of Ohio, Indiana, and Ontario, Canada. These places could be located on a map.
3. Chart the differences between the plain (Old Order) Dutch and the PA Dutch.

Answers to Lesson 16 - page 85

1. Germany and Switzerland
2. German
3. English-speaking people heard the word "doich" from these German-speaking settlers. The English settlers thought that the German settlers were speaking Dutch. "Doich" is the German word for German! So the English settlers called the German-speaking settlers Pennsylvania Dutch.
4. Lancaster County and the farming areas of the Ridge and Valley region

5. Hex signs are colorful art designs placed on the barns of the PA Dutch.
6. The Amish are called the "plain people" because they live life simply by the Bible without any modern devices and machines.
7. The Amish do not believe in driving cars, in having electricity lines run to their homes, or in having modern devices in their homes.
8. Answers will vary. We do not think your students will like the idea of pit toilets. However, they might like to finish their education by 8th grade!
9. Barn-raising is a custom of the Amish community. When an Amish farmer has lost a barn or needs a new one, the Amish people gather and build a new barn in a day or two.
10. Shunning is the practice of the Amish community having nothing to do with an Amish person who has broken one of their religious rules.

Suggested Projects for Extension and/or Assessment - Chapter 5

1. Ask each child to determine his/her heritage in terms of settling Pennsylvania, if it is possible. Develop the idea that being American is a celebration of many heritages coming together.
2. Write a mini-play about the "Holy Experiment." Videotape the performance and review it for content and presentation.
3. Choose an ethnic or religious group. Write diary entries of what life was like the first year after settling in Pennsylvania. This will probably require some further research.
4. Reread the last statement of Lesson 15. Do a mini-lesson on similes. Discuss how each ethnic group was different (however, with similar human needs), and yet, they all made up a team that forms Pennsylvania's population. Illustrate the simile with each "puzzle piece" representing an ethnic group and the "puzzle" being the shape of Pennsylvania.
5. Review Lesson 16 regarding the Pennsylvania Dutch. Choose some reflective responses to complete. For instance:
 Why do you suppose ?
 I had never thought about
 I wonder why
 I was surprised to learn
 If I were
 A question I have is ?
6. Contrast similarities and differences between the way Old Order Amish live their lives and the way most Pennsylvanians live their lives. Write down answers on chart paper and save for future reference.
7. Prepare a Field Trip Activity Packet for your students. The teacher should visit the Amish region to decide places to visit, and then, plan activities for this packet. It makes the field trip much more "cost effective."
8. Cooperative learning groups/projects could be established around the theme of "Pennsylvania's Ethnic and/or Religious Mosaic." If your students have enough technological knowledge, PowerPoint presentations could be developed. Again, <http://www.taskstream.com> is most helpful in establishing scoring rubrics.

Chapter 6 - Lesson 17 - The Fight Between Two Empires for PA

Objectives: Each student will have the opportunity to:

1. explain why Philadelphia grew so well during colonial days.
2. describe the European settlers' impact upon the Native Americans.

3. discuss the fairness of the Walking Purchase.
4. provide examples of cause and effect (desire for fur trade led to war).
5. identify when and where the French and Indian War took place.
6. cite two results of the French and Indian War.
7. sequence events of the French and Indian War era.

Other Suggested Teaching Strategies

1. If you know your material, you could present this information like a National Park Ranger. Tell the story of the French and Indian War. More information on Fort Necessity is available at <http://www.nps.gov/fone>
2. Use a map to locate the strategic area called the Ohio River Valley.
3. Use "Cause and Effect" Activity 30 on page 31 in the *Student Activity Book*.
4. Have students provide modern day examples of cause and effect issues. Set up a bulletin board with cause and effect. Use newspaper articles that show cause and effect.
5. Use Activity 24, "Ben Franklin Sayings" in the *Student Activity Book*.
6. Hold a contest to rename the French and Indian War to more accurately portray what the war was about.
7. This WWW address will put you in touch with a Pennsylvania Trail of History™ map around our state. Have children, along with your help, check it out at: <http://www.paheritage.org/pa-trail-of-history.html>

Answers to Lesson 17 - page 92

1. It was an inland port protected from the Atlantic Ocean. The city was well located for trade and growth.
2. The Native American population decreased because they had no protection in their bodies from the European diseases of smallpox and measles.
3. Some people settled in the wilderness to farm, but most of them hunted and trapped for furs.
4. The European settlers cheated when they blazed a trail through the Delaware land (cause). The result was that the walker covered much more land than the Delawares wanted to sell. The Native Americans became very angry and fighting broke out (effect).
5. England and France
6. The fur trade business was very important because there was a heavy demand for furs in Europe. Fur trading became a profitable business for Europeans.
7. Fort Necessity was built quickly because of a great need to provide George Washington's troops with shelter against an expected French attack.
8. General Braddock's troops fought in open ranks. The French and Indians hid behind trees and fought. Braddock's troops were clear targets.
9. The French and Indian War
10. Two main results of this war were 1) England gained control of the fur trade, and 2) England gained control of the North American continent.
11. Answers will vary. Cause and effect should be clearly indicated.
12. It was fought to stop the Native Americans from attacking and gaining control of forts in western Pennsylvania.

Chapter 6 - Lesson 18 - The Colonies Become Angry With England's Rule

Objectives: Each student will have the opportunity to:

1. explain the meanings of our state's two nicknames.
2. describe the consequences of the French and Indian War upon the colonies.
3. sequence the events leading to the American Revolution.
4. cite and differentiate between the results of the two Continental Congresses.
5. identify the importance of and purpose for the Declaration of Independence.
6. identify when, where, and by whom the Declaration was written.
7. link the ideas in the Declaration to the ideas of William Penn.

Other Suggested Teaching Strategies

1. See "A Medley of Teaching Strategies" on pages 24-26 and "Suggested Projects for Assessment and/or Extension" for Chapter 6.
2. Draw a connecting or linking web to William Penn's ideas for government in 1681 to the ideas expressed in the Declaration of Independence.
3. Keep connecting to the relevancy of "cause and effect" in history.

Answers to Lesson 18 - page 97

1. "Quaker State" was founded by William Penn, a Quaker. "Keystone State" suggested that our state was the center keystone of the American colonies.
2. The war was costly. This caused the English King to place many taxes on the colonists to help pay for the war. This angered the colonists.
3. A tax is money collected from the people for government services.
4. Philadelphia was a city located in the center of the American colonies.
5. They decided not to buy English goods and products.
6. George Washington was selected as Commander-in-chief of the American army. The second result was that Congress decided a written statement was needed declaring the American colonies free from England.
7. in April, 1775
8. The Declaration of Independence is the written paper that declared the American colonies free and independent from England's rule.
9. July 4, 1776
10. July 8, 1776
11. Southern colonies would not have approved the Declaration of Independence and the American Revolution would not have been fought at this time.

Chapter 6 - Lesson 19 - The Colonies Fight for Freedom from England

Objectives: Each student will have the opportunity to:

1. identify what, when, and where the American Revolution was.
2. analyze why the American Revolution was not a good idea at the time.
3. describe and sequence some important events and results of this War.
4. locate places of important events on a map.
5. discuss Pennsylvania's role in the American Revolution.
6. associate people of the American Revolution with their contributions.

7. speculate as to what would have happened to the colonies if the American Revolution was won by England.

Other Suggested Teaching Strategies

1. Use Activity 23, "Early Map of Philadelphia" from the *Student Activity Book*.
2. Make a learning center to reinforce the important events and people associated with the American Revolution.
3. Have students place a large mural map of the American colonies on a bulletin board to keep track of important events and places of the American Revolution. Write short descriptions of events and places. Place these on the board and have students connect by strings of different colors.
4. Have a 10-15 minute write session in which students speculate what would have happened to the U. S. if it had lost the American Revolution.
5. While studying about this facet of the American Revolution, maps and locations are essential. Encyclopedias on CD-ROMs also contain graphic and animated material on the American Revolution. If your school has SmartBoard™, that would be an avenue for accessing web-based materials and programs.
6. You can take your children on a "virtual" field trip to visit the Liberty Bell, the Betsy Ross House, the area where Ben Franklin lived, and other places on the Internet. You can log onto the following sites and/or conduct Internet searches for more options.
Valley Forge at www.ushistory.org/valleyforge or at www.nps.gov/vafo
Betsy Ross at www.ushistory.org/betsy or at www.betsyrosshouse.org
Historic Philadelphia at www.ushistory.org/tour
Liberty Bell at www.ushistory.org/libertybell

Answers to Lesson 19 - page 102

1. The American Revolution was the American colonies' war for freedom from England that occurred from 1775-1781.
2. It was written statements declaring the American colonies free from England.
3. They knew there would be a war against England. The American colonies had no army, navy, weapons, supplies, or money to fight a war.
4. The Conestoga Wagon was the only vehicle heavy and tough enough to haul supplies over the crude, rugged roads.
5. Washington's troops conducted a surprise attack on the English at Trenton, NJ on Christmas night. The victory gave the American army hope for winning.
6. Valley Forge was a place 20 miles from Philadelphia in which Washington set up a camp of 12,000 troops to weather the winter of 1777-1778.
7. Most men died from infections or diseases, but none died from starvation.
8. Without Friedrich von Steuben's training of the American army at Valley Forge, the colonies probably would have lost the American Revolution. His training turned the Americans into a disciplined fighting army.
9. Ben Franklin was able to persuade the French King to send a navy, troops, ships, supplies, and money to the Americans.
10. The American Revolution was fought from 1775-1781. The Americans won.
11. Mary Hays carried water to troops and manned a cannon when her husband was injured. Sarah Bache organized women to sew clothing for American troops. Betsy Ross made the first American flag (supposedly).

Chapter 6 - Lesson 20 - The Formation of a New Nation

Objectives: Each student will have the opportunity to:

1. identify several weaknesses of the Articles of Confederation.
2. note what the Constitutional Convention was and when and where it occurred.
3. describe the results of the Constitutional Convention.
4. associate key people and their effects upon the Constitutional Convention.
5. cite what the Bill of Rights is and discuss its meaning.
6. create a proposed amendment to the Constitution.

Other Suggested Teaching Strategies

1. Use "Putting Events in Order" from page 27 in the *Student Activity Book*.
2. Use Activities 26, 27, & 28 from the *Student Activity Book* - "Data Sheet for Pennsylvania Signers," "Occupations of the Signers," and "Signers of the Constitution."
3. See "Suggested Projects for Assessment and/or Extension" for this chapter.
4. Write short lines from TV shows/movies that refer to ideas in the Bill of Rights. For instance, A police officer says, "This is a search warrant." The teacher asks to what amendment this refers? Obtain copies of the U. S. Constitution.

Answers to Lesson 20 - page 107

1. The Articles of Confederation were written and approved in York, PA.
 2. There was no central power. Congress could not raise an army, control trade, collect taxes, make people obey the law, or solve problems among the states.
 3. It was held to strengthen the Articles of Confederation.
 4. Pennsylvania had eight people at the convention. Ben Franklin helped to keep peace among the arguing delegates. Gouverneur Morris gave many speeches. He has been reported as the person responsible for writing most of the U. S. Constitution.
 5. Roger Sherman offered a plan that would give smaller states equal representation in the new government - now known as the Senate.
 6. an amendment
 7. The Bill of Rights are the first 10 amendments to the U. S. Constitution that promise the people of the United States freedoms and rights.
 8. They were written as a group of amendments in 1790 and approved in 1791.
 9. 1787
 10. 1791
- Answers will vary on the "Thinking Question." Note: If it would generate more response, use a "kid issue" and create a Kids Constitution.

Suggested Projects for Assessment and/or Extension - Chapter 6

1. Review the meaning of cause and effect. Identify examples of cause and effect in the school day. Web examples of cause and effect discussed in Chapter 6.
2. Locate examples of keystones in local architecture, bridges, etc. Retell orally or write why "The Keystone State" is an appropriate nickname.
3. Pretend the setting is the 1770s in Philadelphia. Divide the class into two groups. One group will represent the views of King George. The other group will represent the opinions of the American colonies' leaders. Debate the issue of unfair taxation.

4. Write a newspaper article using the five (5) Ws to report on the various aspects of the winter at Valley Forge.
5. Research various topics such as Valley Forge, types of diseases, American Revolutionary medicine and treatment for the sick, weaponry, etc.
6. Web the varied ways Pennsylvania specifically aided the American Revolution.
7. Make a sandwich board poster to summarize the problems with the Articles of Confederation. On the other side, list some important facts about the new U. S. Constitution.
8. Memorize the Preamble to the Constitution. Define preamble, liberty, justice, posterity, and tranquility. Respond whether the preamble makes appropriate statements about living in the U. S. today.
9. If available, use a multimedia CD-ROM on the American Revolution. There are interactive, narrated segments with maps and descriptions of battles.
10. This WWW address will link you to some science activities that Ben Franklin tried.
www.ushistory.org/franklin or <http://sln.fi.edu/>

Chapter 7 - Lesson 21 - Pennsylvania Grows and Develops

Objectives: Each student will have the opportunity to:

1. use key terms to describe what is meant by growth and development.
2. identify and give examples of the two main parts of industry.
3. describe the problems with moving goods to and from western Pennsylvania.
4. discuss the importance of the Conestoga Wagon.
5. cite how the word "turnpike" got its name.
6. describe how canals became a better technology for its time than wagons.
7. identify the purpose of the Allegheny Portage.
8. compare the time it took to travel by wagon versus canal.

Other Suggested Teaching Strategies

1. If you have one, refer to a physical map of Pennsylvania to reinforce the ruggedness of the land.
2. From the *Student Activity Book for Pennsylvania Pride*, use Activity 18, "Even a Wagoner Needed to do Arithmetic."
3. Bring in resource books on the Conestoga Wagon and the Canal Era.
4. Have students start a transportation timeline with their illustrations.

Answers to Lesson 21 - page 114

1. The DVD industry means the making of the product (a good). Moving and selling this product is a service.
2. Good transportation was a problem in PA because of the rugged Allegheny Mountains and Allegheny Plateau in western PA.
3. A gristmill was a place where farmers could take their corn or wheat to be ground into flour.
4. It was the only wagon capable of hauling supplies and trade items over the crude roads and rugged mountains of western Pennsylvania.
5. Conestoga wagons created the demand and development for better roads (effect). Other answers could be acceptable.
6. Harrisburg was a ferryboat crossing for Conestoga wagons and stagecoaches.
7. A turnpike was a gate at a road that was turned once a person paid his/her toll to travel over the road.

8. canals!
9. It was a railroad track system built over the Allegheny Mountains that allowed canal boats to be hauled up and down the mountains.
10. steam engines placed on locomotives, or the railroads
11. This depended upon the load carried on the Conestoga Wagon. Four days by railroad compared to six to eight weeks by wagon!
12. Answers will vary. As a faster, cheaper method of transportation came along, it replaced the slower, more expensive forms of travel for trade.

Chapter 7 - Lesson 22 - PA Develops Its Industries in the 1800s

Objectives: Each student will have the opportunity to:

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

Other Suggested Teaching Strategies

1. Have students create a list of other machines that used the power of steam.
2. See "A Medley of Teaching Strategies" for "mining" the lesson's content.
3. Use a map of the U. S. to trace the Ohio River from Pittsburgh to the Mississippi River to New Orleans and the Gulf of Mexico.
4. Continue with the transportation timeline to include steamboats and railroads.

Answers to Lesson 22 - page 121

1. No, Conestoga Wagons moved trade items for about 50 more years.
2. They are known for the early development of steamboats.
3. The steamboat could travel along the Ohio and Mississippi Rivers all the way to New Orleans (near the Gulf of Mexico). This helped with trade and growth of towns along the rivers.
4. railroads and steam locomotives
5. The first tracks were wooden and could not support the heavy locomotives.
6. Railroads could move more trade items back and forth much faster and cheaper. By doing this, they helped the industries of Pennsylvania to grow.
7. iron ore
8. Iron products were made from iron ore. The ore needed a hot fire to burn off its impurities. At first, charcoal made from the wood of trees provided this heat. Later, it was discovered that coke, a product of soft coal, supplied a hotter fire for making iron products from iron ore.
9. hard and soft coal (or anthracite and bituminous coal)
10. Lumber was needed for many wood products. Our state's northern frontier had many forests from which lumber was obtained. Our state was the number one producer of lumber in the U. S. for most of the 1800s.
11. Kier developed the first refining factory for making kerosene from oil.
12. Drake was the first man to successfully drill an oil well in northwestern PA.

13. The Industrial Revolution was a time when industries grew rapidly from small scale production in homes to large scale production in factories.
14. Many people moved to the cities to work in the factories of PA. More people began to earn a living from working in factories than on farms.

Suggested Projects for Extension and/or Assessment - Chapter 7

1. Choose a local industry (or any industry). Determine how the industry has "moved ahead" which we define as progress. Did it grow, and thus, make more profits? Did it update its technology? Consider inviting an industry representative to the classroom. Consider a field trip. A similar approach can be taken with a business that fails. Why does a business fail?
2. Review Pennsylvania's physical map on page 19 or 25. Have children think-pair-share why early transportation across our state was slow and difficult in the 1700s and 1800s.
3. Make postcards from oaktag. Draw a Conestoga wagon on the front. Address the back and write someone a short note describing how the Pennsylvania turnpike got its name.
4. At one time, Pennsylvania led the nation with 2,600 miles of railroad tracks. Using the scale of miles on the U. S. map, determine how far west one would have to travel from Philadelphia to cover 2,600 miles. In what state would the traveler end his journey?
5. Use the "Corners" strategy. Label one corner "steamboats," one corner "railroads," one corner "natural resources," and the 4th corner "farms." Each child chooses and defends his/her choice. Each group will then glean the major points that correspond to the corner title. Each group will share its findings with the whole class.
6. Using maps of Pennsylvania, locate each town/city/place cited in Chapter 7. Skimming Chapter 7 is one strategy to compile a list of places mentioned in the chapter. Also, orally explain the significance of each place as it reflects history during this time.

Chapter 8 - Lesson 23 - Pennsylvania and The American Civil War

Objectives: Each student will have the opportunity to:

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

Other Suggested Teaching Strategies

1. Conduct a mini-survey of the world to note where other civil wars are occurring.
2. Relate how the issue of slavery was not addressed in the Constitution or the Declaration of Independence. Slavery was one major issue of the American Civil War, but it was not the only reason the war was fought.
3. The Gettysburg Address is another document children should know. Obtain a copy and read it to children. Explain its importance.
4. The picture on page 124 is gruesome, but so is war. A discussion could follow on war and fighting -- there is nothing glorious about war!

5. Use historical photographs in the text to teach about observation, inference, and implication. Use photos on pages 118, 120, 122, 124, 129, and 133.
6. An Internet field trip to Gettysburg can be obtained at: <http://www.nps.gov/gett>
7. Another informative website for students to navigate is: www.pacivilwartrails.com

Answers to Lesson 23 - page 127

1. A civil war is a war fought among the citizens of the same country.
2. The Northern states did not approve of slavery. The Southern states supported slavery.
3. She was a Quaker minister who was against slavery. She helped to organize the Antislavery Society.
4. The Underground Railroad was a network of people, roads, and hiding places to help Southern slaves escape to freedom in the North.
5. Harriet Tubman led over 300 slaves to freedom from Maryland.
6. He has been the only person from Pennsylvania elected President of the U. S. He served from 1856-1860 before the American Civil War began.
7. Pennsylvania helped the North to win the Civil War several ways: 1) food from farms fed the troops, 2) railroads moved large numbers of troops and supplies, 3) many people joined the Northern army, and 4) weapons were made in our state.
8. Chambersburg was raided twice by Southern troops during the Civil War. On the first raid in 1862, many horses were stolen. On the second raid in 1864, the town was burned when residents refused to pay gold to the Southern troops.
9. It was the turning point for the North in the American Civil War.
10. It was to provide proper burials for the dead soldiers who had been killed at the Battle of Gettysburg.
11. It was a short speech given by President Lincoln honoring the dead soldiers.
12. Answers will vary. Probably, the South would have won the Civil War (but that is a hypothesis).

Chapter 8 - Lesson 24 - The Industrial Giant Arrives in Pennsylvania

Objectives: Each student will have the opportunity to:

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

Other Suggested Teaching Strategies

1. The "Age of Big Business" was primed and ready. A simulation using the making of popcorn could be used to explain how rapid industrial growth occurred. Use different brands of popcorn to represent the different, new industrial products such as steel, aluminum, coke, oil refining, and cement. Pay your workers in popcorn, leaving plenty for the owner. Take out nothing for taxes - the rest is profit for the owner!
2. Use "Achievements in Pennsylvania" from the *Teacher's Resource Binder*.
3. Make a "memory match" game or an activity that matches an individual with his or her accomplishment (based upon Lessons 23 - 25).

4. On a chart, write the names of new characters, like Andrew Carnegie. Keep adding to the list each day through these lessons. Have a daily oral review (DOR) of individuals and their accomplishments.

Answers to Lesson 24 - page 131

1. The "Age of Big Business" was a time in Pennsylvania's history when industries grew very rapidly. The years it occurred were between 1860 -1900.
2. steel, coke, cement, aluminum, oil refining, and glass, (railroads improved)
3. They did not have to pay taxes.
4. Johnstown and Pittsburgh
5. Iron was brittle and broke too easily. It was not strong enough for some uses.
6. the development of the steel industry
7. Steel was used to build locomotives, railroad tracks, buildings, bridges, steamboats, and tools.
8. Coke is a fuel made from soft coal. It produces a hotter fire than charcoal.
9. Henry Clay Frick is known for the development of the coke industry.
10. Charles Hall is known for the development of the aluminum industry.
11. Aluminum replaced iron because it was lighter and did not rust.
12. sand and soft coal
13. limestone, water, and stones
14. John D. Rockefeller is known for the development of the oil refining industry.
15. coal
16. George Westinghouse invented air brakes allowing one man to stop a train. He also invented safety signals for railroads.

Chapter 8 - Lesson 25 - Problems of Living in an Industrial State

Objectives: Each student will have the opportunity to:

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

Other Suggested Teaching Strategies

1. Let us not forget about the "everyday" people who made industrial progress and growth possible. Some time should be spent on the life of the immigrant. Check the Literature-based section on page 58. Russell Freedman's books on *Kids at Work* and *Immigrant Kids* and Joan Nixon's *Ellis Island Novels* would be excellent resources. David McCullough's *Johnstown Flood* is a riveting account of the immensity of that disaster.
2. Mini-reports on the different ways that coal is mined are an option.
3. New ideas/products for new times emerged during this area. Are these new ideas and products still with us today? How many kinds of Hershey products are there? How many different Heinz products are there? Do we still have an agency called the American Red Cross? Do we have Woolworth stores?
4. Students could keep a part of a journal/log on what new items they learned about their state.

- Activities 23 and 24 - "Data Sheet on the Johnstown Flood," and "Eyewitness Accounts of the Johnstown Flood," from the *Student Activity Book of Pennsylvania Pride* would be appropriate activities to conduct.
- Internet sources are: <http://www.nps.gov/jofl> for the Johnstown Flood National Memorial and <http://www.ohwy.com/pa/j/jotoflmu.htm> for the Johnstown Flood Museum

Answers to Lesson 25 - page 135

- Mining coal was dangerous because of the threat of cave-ins and explosions.
- A union is a group of workers with similar working conditions who gather as an organization to try to improve working conditions and pay.
- A strike happens when union workers refuse to work for the owner.
- Because of growth of industry, cities of PA began to grow (more jobs).
- Three new ideas that were started for city workers were: 1) department stores developed, 2) canned goods industry developed, 3) "five and dime" stores developed, and 4) farmers began to specialize in growing products for the city.
- Heavy rains caused the earthen dam to break at South Forks.
- If the dam was taken care of, this tragedy need not have happened. Or, because there were so many people who were killed needlessly.
- Clara Barton was the founder of the American Red Cross. She brought her agency to Johnstown to help the victims and homeless.

Suggested Projects for Extension and/or Assessment - Chapter 8

- Locate the Mason-Dixon line on a U. S. map. List the Northern states versus the Southern states. Trace the two major routes to freedom across the Mason-Dixon line. Look at page 5 in the text.
- Read the story of Harriet Tubman. Respond to this question: Would you have risked your life to return to the South many times to help others to freedom? Defend your answers.
- President Lincoln thought his Gettysburg Address speech was a "wet blanket." This is an example of an idiom. Brainstorm others such as: time is flying by, hit the road, money does not grow on trees, break a leg, etc. Illustrate their literal meanings.
- Do a "10 Minute Write." List as many words or phrases as possible that relate to Chapter 8. Times can be adjusted.
- Web the Pennsylvania "industrial giants" named in Lesson 24. Choose one to research and write a short biography.
- Read the short narrative or picture book *Kids at Work* by Russell Freedman. Contrast these children's jobs with the chores of today's children.
- Use the "Summary Pairs" strategy. Pairs alternate reading and orally summarizing. One reads and summarizes while the other one checks the paragraph for accuracy and adds anything omitted. Roles are reversed for the next paragraph.
- Teacher reads orally. At various places stop. Each student writes at least two key ideas.
- In 1991, the textbook author interviewed Elsie Frum in Johnstown. She was the oldest survivor of the Johnstown Flood (1883-1992). What was her age at the time of the flood? (6 years old) She was 106 years old when interviewed.

Chapter 9 - Lesson 26 - Changing Transportation Systems in the 1900s

Objectives: Each student will have the opportunity to:

- define what is meant by the "Age of Technology."

2. identify several transportation ideas that led to the development of suburbs.
3. discuss the developments of the airplane and automobile.
4. explain the importance of the gasoline engine.
5. cite practical applications for the gasoline engine.

Other Suggested Teaching Strategies

1. An explanation as to why this is called the 20th Century, but it is only the 1900s would be helpful. Explain the 21st Century as well.
2. Again, continue with the transportation timeline as new forms of transportation are being introduced. They each created a "cause and effect" relationship.
3. Use historical photos to contrast the social and cultural conditions that existed between the decades. For instance, notice the types of clothing worn. Note the styles of hats. Compare the modes of transportation. Why did the Stanley Steamer lose the competition for the automobile

Answers to Lesson 26 - page 137

1. Street cars were moved over tracks by horses; cable cars were moved over tracks by cable and a steam engine; trolley cars were moved by electrical lines attached from overhead.
2. They allowed suburbs to develop and people to live farther from their work.
3. gasoline engine
4. six
5. It was a car operated by a steam engine.
6. Mack Truck industry
7. A truck terminal is a place to store trailers until they are needed to move goods.
8. An interstate road is a non-stop road that crosses the state, or other states.
9. It was the first four lane, non-stop road in the United States.
10. natural gas, water, oil products (some could say sewage)
11. Philadelphia, Pittsburgh, and Erie

Chapter 9 - Lesson 27 - World War I, the Great Depression, and World War II

Objectives: Each student will have the opportunity to:

1. explain when, where, and what the two World Wars were and the Great Depression.
2. describe the contributions of Gifford Pinchot.
3. describe Pennsylvania's contributions to the two World Wars.

Other Suggested Teaching Strategies

1. Use maps to point out places in which World War I and II were fought. Why were these wars fought? Were they absolutely necessary?
2. Prepare an overhead transparency on the "Cycle of Depression" as contained in the *Teacher's Resource Binder*. You can draw it, or make a copier transparency.

Answers to Lesson 27 - page 144

1. World War I was fought all over Europe from 1914 - 1918. If you want to be more technical, fighting occurred in Southwest Asia (Turkey, Syria, etc.), as well.
2. steel industries, food industries, shipbuilding, coal, weapons, and so on

3. Many African-Americans moved from the South to Pittsburgh after WWI.
4. The Great Depression was a time when the growth of industry greatly slowed down causing people to lose their jobs, money, and properties.
5. He was elected Governor of Pennsylvania. He created many jobs that helped to end the Great Depression.
6. People were put to work on roads and public buildings. He also started the state park system. He had dams and reservoirs built.
7. WWII was fought in Europe, Africa, Asia, and the Pacific Ocean from 1939-1945.
8. steel
9. The Congressional Medal of Honor is our nation's highest military medal.
10. The Piper Club was a small plane used mainly for scouting during World War II.

Chapter 9 - Lesson 28 - Other Changes During the 1900s

Objectives or Outcomes: Each student will have the opportunity to:

1. describe major changes that occurred in Pennsylvanians during the 1900s.
2. identify various communication devices in the 19th and 20th centuries.
3. sequence (timeline) communication devices in the 19th and 20th centuries.
4. identify the components of the "information super highway."

Other Suggested Teaching Strategies

1. Many more changes occurred in life and in values during the 1900s than space allowed. As you proceed through these pages, they could be chronicled in a way of your choosing.
2. Start a communications timeline (maybe from telegraph times in 1861) noting when all of the communication inventions (with pictures or illustrations) occurred.
3. Use Activities 31 and 32, "Inventions" and "How Much Time Between Inventions" from the *Student Activity Book* on pages 32-33.
4. Relate the different ways your school has connected with the "Information Super Highway" through telecommunications.
5. Find out more about the Pennsylvania Turnpike at its website: <http://www.paturnpike.com>

Answers to Lesson 28 - page 148

1. car or automobile
2. Yes, we do. The Amish have one room schoolhouses.
3. Korean Conflict, Vietnam War, Persian Gulf War, and War for Iraqi Freedom
4. Communication is the sending and/or receiving of information or ideas.
5. radio, movies, television, computers, cellular telephones, faxes, and so on
6. Pittsburgh, 1920
7. News, sports, and shows were brought into our homes.
8. the 1920s
9. Movie theaters changed with the outdoor drive-in theater, and then, multi-screens of movies at shopping malls.
10. color, video movies, cable TV, laser discs, arcade games, satellite dishes, HDTV, and DVDs
11. Our state has good systems of transportation, communication, trade, and recreation. Our state has one of the lowest crime rates.

Suggested Projects for Extension and/or Assessment - Chapter 9

1. Build a model(s) of a fictitious Pennsylvania city spanning the 20th century showing various modes of transportation including: street, cable, and trolley cars; subways; trains; cars; buses; trucks; airplanes; etc. This could be done in small groups or as a total class cooperative venture. Items typically thrown away can make wonderful building materials such as cereal boxes, paper towel rolls, juice cans, milk jugs, meat trays, and styrofoam.
2. Fictitious scales of miles can be designed for each model city. Questions can be designed by the students asking the total miles (or feet) traveled from one location to another. Students can do the math necessary to answer their own questions.
3. Students can make a compass rose and attach it to their model city. Questions can be composed by the students in two ways. For example:
 - A. Begin at point A, travel 3 blocks west, then 2 blocks south, then 1/2 block east. Where are you?
 - B. Using the cardinal directions, how can I travel from point A to point B? Have students answer each other's questions.
4. Write at least one cause and effect statement for World War I, the Great Depression, and World War II.
5. Web all the forms of communication used and/or developed in the 1800s and the 1900s.
6. Choose a form of communication. Create an advertisement promoting Pennsylvania with that communication mode in mind. Some suggested ideas could include:
 - writing and tape recording a poem about Pennsylvania, or developing a PowerPoint about Pennsylvania.
 - staging a mock TV talk show where "famous Pennsylvanians" are interviewed. Videotape the session.
 - writing a newspaper article or editorial describing the virtues of our many state parks - perhaps a local newspaper will print it.

Chapter 10 - Lesson 29 - Our National Government

Objectives: Each student will have the opportunity to:

1. define what type of national government we have in the United States.
2. identify and associate the functions of the three branches of government.
3. identify and locate the capital of the United States.
4. outline how a written idea becomes a law.
5. explain what is meant by a "balance of power" in government.

Other Suggested Teaching Strategies

1. Have a discussion on the purpose of government. Talk about what happens when a place has no government.
2. Use a map to locate Washington, D. C. Start a webbing chart outlining the differences among the national, state, and local governments.
3. Use newspaper articles to discuss government at work. Of course, the complexity of the topic will depend upon the maturity of the class.
4. Again, chart or web the three branches of government and their functions. Classify newspaper articles as to which branch of government is being discussed. Have students justify their answers.
5. Use Activity 33, "Tax Me? I'm Just a Kid" in the *Student Activity Book*, page 34.

6. Have copies of the U. S. Constitution handy, especially the Bill of Rights. There are many sources for these and other Constitution activities. Use "Interpreting Our Constitution," Activity 34 from the *Student Activity Book*, page 35. Also, the *Teacher's Resource Binder* contains the following activities on this topic: "Can You Compromise," "Our U. S. Constitution," and "Using Government Word."

Answers to Lesson 29 - page 154

1. a) United States of America b) Washington, D. C. (District of Columbia)
2. along the Potomac River between Maryland and Virginia
3. It is a district of land set aside for our national government.
4. capital city
5. Capitol Building
6. Senate and House of Representatives
7. Congress
8. to make laws, approve treaties, approve Presidential appointments
9. 19 U. S. House of Representatives are elected as of this 2004 printing; 435 are elected in total
10. bill
11. to enforce the laws, to make treaties, to select people to run the government
12. Cabinet
13. to explain the laws through a court system
14. U. S. Supreme Court

Chapter 10 - Lesson 30 - Our State Government

Objectives: Each student will have the opportunity to:

1. define what type of state government we have in Pennsylvania.
2. identify and associate the functions of the three branches of state government.
3. identify and locate the capital of Pennsylvania.
4. differentiate between national and state government.
5. outline how a written idea becomes a law.
6. explain what is meant by a "balance of power" in state government.

Other Suggested Teaching Strategies

1. Compare the differences between the national and state governments. There really are not that many within the scope of students' understanding.
2. Establish a simulation in which there are several groups working on a common topic, but only one group has all the power. Relate to what is known as a "balance of power" in government.
3. Follow through with some of the suggested strategies in Lesson 29.
4. Differentiate between a rule and a law. All laws are rules but all rules are not laws. Give examples, such as chewing gum may be a school rule, but it is not against the law unless you "expectorate" your gum on the ground.
5. Draft a few classroom rules. Accord them the processes any suggested idea goes through (from Lesson 29) to become a bill and a law.

Answers to Lesson 30 - page 154

1. a) Pennsylvania b) Harrisburg
2. along the Susquehanna River
3. Legislative, Executive, and Judicial branches of government
4. to make state laws
5. Senate and House of Representatives
6. General Assembly
7. 203
8. 50
9. to see that the laws are carried out, to run the state government
10. Governor
11. around 20 departments
12. The attorney general is the top law officer in the state. He/she works with our court system and the people to see that they are treated fairly by businesses and other agencies.
13. The auditor general sees that state money is legally spent. He/she watches (or monitors) the way that state money is being spent.
14. The judicial branch of government explains the laws through its court system.
15. Pennsylvania State Supreme Court

Chapter 10 - Lesson 31 - Our County and Local Governments

Objectives: Each student will have the opportunity to:

1. define the types of local governments we have in the United States.
2. identify and associate the functions of local government.
3. identify and locate his/her county seat.
4. identify the names and functions of the leaders of local governments.
5. explain how a local law differs from state and national laws.

Other Suggested Teaching Strategies

1. Use teaching strategies that have been suggested for government lessons.
2. Use Activity 35, "Government Word Search" in the *Student Activity Book*, p. 36.
3. Use "Suggested Projects" for Chapter 10.

Answers to Lesson 31 - page 157

1. counties, cities, boroughs, and townships
2. county government
3. to run the county government
4. commissioners
5. city or borough councils
6. mayors or city managers
7. district justices
8. 1) tax people and 2) make laws (that are not against the state or national Constitutions)

Suggested Projects for Extension and/or Assessment - Chapter 10

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

Literature-Based Trade Books

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

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

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

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

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

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

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

Mohr, Nicholasa. *Felita*. Bantam Skylark.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

References (APA Format)

American College Testing. (1995). *Preliminary report on the 1994 NAEP achievement level-setting process for U. S. History and Geography*. Dubuque, IA: American College Testing.

Camlsourne, B. (1988). *The whole story: Natural learning and the acquisition of literacy in the classroom*. Auckland, New Zealand: Ashton Scholastic Limit.

- Geographic Education National Implementation Project. (1987). *K-6 Geography: Themes, key ideas, and learning opportunities*. Macomb, IL: National Council for Geographic Education.
- Holliday, M. (ed.). *Pennsylvania magazine*. Camp Hill, PA. 1-800-537-2624
- Kubiszyn, T., & Borich, G. (2007). *Educational measurement: Classroom application and practice* (7th ed.). New York: John Wiley & Sons, Inc.
- National Council for Social Studies. (1994). *Expectations of excellence: Curriculum standards for Social Studies*. Washington, D. C.: Author.
- National Geographic Society. (1994). *Geography for life: National Geography standards. National Geography standards project*. Washington, D.C.: National Geographic Research and Exploration.
- National Geographic Society. (1994). *Geography for Life: National Geography Standards. Executive Summary. National Geography Standards Project*. Washington, D.C.: National Geographic Research and Exploration.
- Pellow, R. A. (2009). *Pennsylvania geography* (5th ed.). Lansdale, PA: Penns Valley Publishers.
- Pellow, R. A., & Stambaugh, K. (2009). *Student activity book for Pennsylvania pride*. Lansdale, PA: Penns Valley Publishers.
- Pellow, R. A., & Bukoski, G. (2009). *Pennsylvania pride* (4th ed.). Lansdale, PA: Penns Valley Publishers.
- Pellow, R. A. (2000). *Uncluttered closets: 15 adaptable designs for activities*. Shippensburg, PA: Shippensburg University of Pennsylvania.
- Pennsylvania Department of Education. (2002a). *Academic standards for Environment and Ecology*. Harrisburg, PA: Author.
- Pennsylvania Department of Education. (2002b). *Academic standards for Science and Technology*. Harrisburg, PA: Author.
- Pennsylvania Department of Education. (2003a). *Academic standards for Civics and Government*. Harrisburg, PA: Author.
- Pennsylvania Department of Education. (2003b). *Academic standards for Economics*. Harrisburg, PA: Author.
- Pennsylvania Department of Education. (2003c). *Academic standards for Geography*. Harrisburg, PA: Author.
- Pennsylvania Department of Education. (2003d). *Academic standards for History*. Harrisburg, PA: Author.
- Routman, R. (1994). *Invitations: Changing as teachers and learners K-12*. Portsmouth, NH: Heinemann. (contains Camlsourne's "Conditions of Learning" on pages 12-13)