

**Teacher's Guide**

**Understanding Pennsylvania  
Our Geography, History, Economics, and Government**

by

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## To My Teacher Colleagues:

I would like to extend a hearty welcome to *Understanding Pennsylvania*. I am particularly excited with the visual crispness and graphic diversity of this text. It has been designed according to the state's (PDE) adopted social studies Academic Standards and the standards of national organizations. In short, the text is current with criteria specifically focusing on federal and state initiatives for curriculum reform.

## Organization of the Text:

*Understanding Pennsylvania* has six (6) chapters and 25 lessons organized around the standards of Geography, History, Economics, Government, Reading, Environment and Ecology, and Science and Technology. Aspects of multicultural diversity are integrated throughout the text. Specifically, the chapters are organized as follows:

- Chapter 1 = Understanding Our Geography (4 lessons)
- Chapter 2 = Understanding Our History – Early Inhabitants (4 lessons)
- Chapter 3 = Understanding Our History – A New Nation Emerges (4 lessons)
- Chapter 4 = Understanding Our History – Early Growth and Development (5 lessons)
- Chapter 5 = Understanding Our History – An Industrial Giant (5 lessons)
- Chapter 6 = Understanding Our Government (3 lessons)

Each chapter has between three to five lessons. As an advance organizer, each lesson presents Focus Questions, Key Words, Key Places, and Key Events. Concluding each lesson is Let's Review, statements that allow you to check the understanding of the lesson's content for each student.

## Organization of the Student Activity Book

The standards-based *Student Activity Book* (SAB) contains 33 engaging activities that are correlated with the text's lessons. Activities 1, 2, 3, and 4 deal with the skills of finding and using information, such as Using the Index and Glossary, or Using the Internet, and with cardinal/intermediate directions and latitude and longitude. Beginning with Activity 5, the activities are associated with the lessons in the text.

## Organization of the Teacher's Resource Binder

The *Teacher's Resource Binder* will consist of:

- Teacher' Guide – contains a delineation of state standards associated with each lesson, objectives, suggested teaching strategies, and assessment options
- Six Chapter Tests - formatted upon current test construction principles (Kubiszyn and Borich, 2007) .
- Answer Keys

## 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, Government 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](http://www.pdesas.org)

The 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 4<sup>th</sup> 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 the 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 area displays unity in terms of physical and human characteristics

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

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 5<sup>th</sup> grade but only to the extent that they are age-appropriate, or as others might say, with varying degrees of difficulty.

## *Academic Standards for Economics*

According the Pennsylvania Department of Education (2003b), “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. *The Western Hemisphere* 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

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 to the State Board of Education and from there link to State Academic Standards.

### ***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

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.

### ***Academic Standards for Science and Technology***

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 to the State Board of Education and from there link to State Academic Standards.

### ***Academic Standards for Environment and Ecology***

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

pronounces, “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).

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 to the State Board of Education and from there link to State Academic Standards.

### ***Academic Standards for Reading, Writing, Speaking and Listening***

The Pennsylvania Department of Education (2003d) defined language arts as four processes that are essential to learning and achievement in all academic areas. The PDE asserts:

The language arts – Reading, Writing, Speaking, and Listening – are unique because they are processes that students use to learn and make sense of their world. Students do not read ‘reading’; they read about history, science, and mathematics and other content areas.... Similarly, students do not write ‘writing’; they use written words to express their knowledge and ideas and to inform or entertain others (PDE, 2003e, p. 1).

As a reference for instruction, the PDE developed standards that establish benchmarks for the acquisition of skills in the language arts for grades 3, 5, 8 and 11. These standards were an essential resource in the development of *Understanding Pennsylvania*. 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 to the State Board of Education and from there link to State Academic Standards

### **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).

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, the standards and criteria advocated by the NCSS are presented. The Council has opined its framework in *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. *Understanding Pennsylvania* strongly embraces strands 1, 2, 3, 6, 7, and 8. NCSS has 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. As of this printing, these standards are still existent.

The following standards represent descriptions of what 8th graders should be able to do and perform in geography at three different levels. These standards are to be promoted at more sophisticated levels throughout the grades.

*8th 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).

*8th 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).

*8th 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* (1987) 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 *Understanding Pennsylvania* were designed with some GENIP criteria in mind.

All of these criteria are guidelines for the social studies and reading. They include the conceptual material as well as the skills we should be promoting among the social sciences. These guidelines provide us with the 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 Generic Teaching Strategies**

Many of the lessons require similar teaching strategies, although a diversity of teaching methods is recommended whenever possible. I am suggesting these strategies because of their commonality, and because I think you know best what instructional decisions will work with your group of students. At the end of each lesson in this guide, I have suggested enrichment and/or assessment activities. I would encourage you to read these sections before you begin teaching each lesson. 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. I also encourage the use of technology and the Internet where appropriate and feasible.

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

Here are some common core teaching strategies for this text.

## **Geographic Skills**

1. Mapping Skills (state, national, and world) - Use maps and globes frequently for:  
locating places, reading legends, using cardinal and intermediate directions, using scale, grids, latitude and longitude, etc.
2. Graphing Skills
3. Making Maps
4. Make transparencies/overheads of **BLM** maps contained in the *Teacher's Resource Binder*.

## **Pre-Reading Activities**

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

## **Reading and Teaching Strategies During Reading**

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

12. Use the visuals in the text to create and answer questions.
13. Ask questions on the content in "Something to Think About."
14. Conduct research on the Internet.
15. Incorporate visual tools. They are meant to increase reading comprehension.

### **After Reading the Lesson**

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

### **Vocabulary Activities**

1. Create activities using dictionary skills.
2. Use the "new" words in puzzles and codes.

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

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

1. Make study guides with not-to-be-missed questions of important material.
2. Place the material on CD-ROMs (PowerPoint) so students can see the content with a different perspective. Use of visual tools can be very helpful.
3. Use a storyteller mode for presenting the information.
4. Present the information through a class mascot.
5. Devise meaningful AV materials – they are the "spice" of teaching and learning.
6. Use the "every pupil response technique" (EPRT) to check understanding. The use of small chalkboards works well, or thumbs up and thumbs down if you agree or disagree, or word cards for everyone to use in response to questions.

7. Another technique is called "Questioning the Author." Work with your students to rewrite passages that are not clear to them. It 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 Generic Procedures for Assessment**

Teachers have to provide grades and/or benchmark progress reports on their students. How you accomplish these reports becomes your decisions. Student assessment procedures can be divided into 3 different categories - process, product, and performance. Realistically, and to be consistent with the new guidelines for measuring achievement, grades will emerge more from the product and performance categories. For this purpose, six (6) chapter tests are available in the *Teacher's Resource Binder*.

Process assessment should deal with what is happening during the teaching of the material and/or how the students are processing information. Are the students learning or are they having difficulty? What should be done differently? This involves you as much as your students. Are you achieving the suggested objectives?

Product assessment should deal with the end outcomes. What have your students learned? How much have they achieved or to what degrees have they achieved the objectives or outcomes for the lesson or chapter? How do you know students have achieved the objectives without it becoming a matter of the "cardiac" principle? – that is, in my heart, I feel I did! Assessment needs to be systematic and periodic. To that end, 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 rubrics or criteria for assessing a project. Therefore, descriptions of your criteria and a weighting emphasis should be provided to your students. In that way, one can avoid the "cardiac" principle (in my heart, I think your project is worth a C) of grading. Taskstream is an on-line source that has scoring rubrics for about 25 different kinds of projects ( <http://www.taskstream.com> ) For a small fee, a teacher can subscribe to this service. He/she can access and modify these scoring rubrics to fit his/her instructional program. Other educational options are also available through this website, such as development of units, lessons, and portfolios.

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

Other ideas for assessing your students' progress could be chosen from Chart 1. This list will allow you some evaluative options as long as you delineate the criteria for an acceptable performance.

**Chart 1 – Alternative Assessments**

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

## Standards/Objectives/Strategies/Assessment

This section provides you with standards (curricular alignment), lesson objectives, suggested teaching ideas, and potential assessments. Embedded in the strategy sections are websites that will bring a technology and research component to your teaching. In addition, I direct you to “A Medley of Generic Teaching Strategies for Geography and Reading on pp. 11-13.

Before delving into *Understanding Pennsylvania*, it is suggested that you involve your students with activities 1, 2, 3, and 4 in the *Student Activity Book*. They deal with the skills of finding and using information, such as Using the Index and Glossary, or Using the Internet, and directions, latitude, and longitude. If you need to review the state symbols, they can be found on p. vi.

### Lesson 1 – Location and Climate of Pennsylvania

#### Standards

##### Geography

- 7.1.6 A. Identify geographic tools and their uses; geographic representations, for example, absolute and relative location; basic spatial elements for depicting the patterns of physical features
- 7.1.6 B. Describe and locate places and regions, i.e., latitude and longitude, physical features, major human regions (Mid-Atlantic), major cities, places to visit
- 7.2.6A Describe the physical characteristics of places and regions.
  - Components of Earth’s physical systems (e.g., clouds, storms, relief and elevation [topography], tides, biomes, tectonic plates)
  - Climate types (e.g., marine west coast, humid continental, tropical wet and dry)
  - Climate influences (e.g., elevation, latitude, nearby ocean currents, lake effect)

##### Environment and Ecology

- 4.8.7B. Explain how people use natural resources.
  - Describe how natural resources are used for survival.
  - Explain how climate and extreme weather events (e.g., drought, flood) influence people’s lives.

##### Math Skills - Data

calculating, deciphering, interpreting, comparing, contrasting

#### Materials

1. *UPGHEG* – Chapter Introduction and Lesson 1 – *Location and Climate of Pennsylvania* on pp. 1-7
2. *Student Activity Book* – Activities 3 and 4 – *Using Cardinal and Intermediate Directions* and *Finding Places with Latitude and Longitude*; Activity 5 – *Interpreting Climatic Data for Pennsylvania*

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

1. describe Pennsylvania’s location relative to size and region.
2. locate and identify 6 states bordering on Pennsylvania and its 2 physical borders.
3. locate the Mason-Dixon Line.
4. describe two major purposes of the Mason-Dixon Line.



5. describe 3 features of Pennsylvania's climate.
6. explain what the lake effect is.
7. using a weather chart, locate data and solve problems.

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

1. Map work is always essential in a geography lesson. Review the political (6 states) and physical boundaries (2 water forms) of Pennsylvania. As students read the information on bordering states and waterways, have them locate the places on the map of Pennsylvania. Also, show PA's location relative to the U.S.
2. Review the regions in which Pennsylvania is located. (i.e., Northeast, Mid-Atlantic)
3. If needed, revisit and review the concepts of latitude and longitude as they relate to PA. Then, as a more global approach, use Activity 4, *Finding Places with Latitude and Longitude* from the SAB.
4. You would think that sources would agree on the square miles, width, and length of Pennsylvania. They do not! Upon checking several different sources, only one duplicate was found of this supposedly factual information! Present this idea to your students: Sources do not always agree.
5. The story underlying the construction of the Mason-Dixon Line is fascinating. Mason and Dixon first established the eastern border between Delaware and Maryland before determining the precise latitudinal position of the border between Pennsylvania and Maryland. Later, in the 1770s, the Mason-Dixon Line was extended into the Virginia colony, or what is now West Virginia. Students could delve more deeply into the topic by conducting research. Highlight the two functions the Mason-Dixon Line serves.
7. A colorful climate map of Pennsylvania can be found at:  
<http://www.ocs.orst.edu/pub/maps/Precipitation/Total/States/PA/pa.gif>
8. I was extremely dubious when I saw the "highest daily rainfall" record as 34.5 inches. That is almost 3 feet of water in one day. I called Eileen McKean, historian of McKean County (where Smethport is located), to express my doubts. She corroborated that the amount was correct! Relay to your students that this is one way to verify the accuracy of facts.
9. The lake effect is an interesting meteorological phenomenon. I have been in two snowstorms with accumulations of 100 inches in Oswego, New York. In 2007, the region received over 110 inches in one storm. Relate to students the formal weather terms that can be associated with the visual on p. 7. They would be: evaporation, absorption, condensation, and precipitation. Lake effect snow (or rain) is associated with the eastern side of the Great Lakes, Great Salt Lake in Utah, and sometimes as "bay effect" snow or rain in the Chesapeake Bay area.
10. SAB Activity 3 is a review of cardinal and intermediate directions. Interpreting Climatic Data (SAB) activity involves interpreting data, comparing, contrasting calculating, and deciphering. It provides weather data for six PA reporting stations for the National Weather Service. Williamsport is a 7<sup>th</sup> reporting station but I could not fit the data on the page. These data were found at:  
<http://climate.met.psu.edu/data/city/cityhome.php> Another site for weather data is the Pennsylvania State Climatologist Home Page at: [http://climate.met.psu.edu/www\\_prod/](http://climate.met.psu.edu/www_prod/)

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. Conduct an inventory on how well you have achieved your objectives.
2. If you have students write out the answers to the review questions, establish a scoring rubric.
3. Chapter Test 1 assesses some of the delineated objectives and standards.



4. Decide which, if any, of the activities from the SAB you will grade.

## ***Lesson 2 – Landforms and Regions of Pennsylvania***

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret in place of explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **Geography**

- 7.1.6 A. Identify geographic tools and their uses; geographic representations, for example, absolute and relative location; basic spatial elements for depicting the patterns of physical features
- 7.1.6 B. Describe and locate places and regions, i.e., latitude and longitude, physical features, major human regions (Mid-Atlantic), major cities, places to visit
- 7.2.6 A. Describe the physical characteristics of places and regions, i.e., elevation, soil, climate, climate types, climate influences, hydrologic cycle

#### **Materials**

1. *UPGHEG – Lesson 2 – Landforms and Regions of Pennsylvania* on pp. 8-10
2. *Student Activity Book – Activity 6 - Classifying the Landform Regions of Pennsylvania*

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

1. identify and locate the five geographic regions of our state.
2. describe the physical features that dominate each landform region.
3. locate key places as described within regions.
4. classify landform regions according to written descriptions.

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

1. Map work is always essential in a geography lesson. There are seven geographic regions within PA, (Triassic Lowlands and Reading Prong were omitted) but seven regions gets a bit complicated for students. Have your students study the configurations of our state's landform regions on the map.
2. Although the Erie Plain is missing, the other regions of PA can be found at:  
<http://explorepahistory.com/displayimage.php?imgId=3367>
3. Review the geographic terms associated with the regions, such as plateau, ridges, hills, etc.
4. Have students locate the major cities, rivers, valleys, mountains, etc. within each region described on a large PA map, and use the map on p. v in your text as well.
5. It is interesting to note that we consider Pennsylvania to be a rather mountainous state. Indeed, our mountain chains add great beauty to our state. But when compared to the Great Smokey Mountains of North Carolina or the Rocky Mountains in Colorado, our mountains are rather low in elevation. Contrast the elevations. (Mt. Davis = 3,213 ft.; Pikes Peak, CO = 14, 110 ft.; Mt. Mitchell, NC = 6,686 ft)
6. Review the concepts of comparing (similarities) and contrasting (differences) as they relate to regions.
7. Have students complete the SAB activity Classifying Landform Regions in pairs, or individually.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.

2. Chapter Test 1 assesses some of the delineated objectives and standards.
3. SAB Activity 6 is a gradable one. Decide whether you wish to grade it.

### ***Lesson 3 – Water Forms of Pennsylvania***

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

#### **Standards**

##### **Geography**

- 7.1.6 A. Identify geographic tools and their uses; geographic representations, for example, absolute and relative location; basic spatial elements for depicting the patterns of physical features
- 7.1.6 B. Describe and locate places and regions, i.e., latitude and longitude, physical features, major human regions (Mid-Atlantic), major cities, places to visit
- 7.2.6 A Describe the physical characteristics of places and regions, i.e., elevation, soil, climate, climate types, climate influences, hydrologic cycle
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities, i.e., farming, forestry, modes of transportation to move goods, raw materials, and people
- 7.4.6A Describe the impacts of physical systems on people.
  - How people depend on, adjust to and modify physical systems on regional scale (e.g., flood control)
- 7.4.6B Describe the impacts of people on physical systems.
  - designation of State parks and forests throughout Pennsylvania)
  - Changing spatial patterns on Earth's surface that result from human activities
  - Ways humans adjust their impact on the habitat (e.g., Endangered Species Act, replacement of wetlands, logging and replanting trees)

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

- 4.1.7A. Explain the role of the water cycle within a watershed.
  - Explain the water cycle.
  - Explain the water cycle as it relates to a watershed.
- 4.1.7 B. Understand the role of the watershed.
  - Identify and explain what determines the boundaries of a watershed.
  - Explain how water enters a watershed.
  - Explain factors that affect water quality and flow through a watershed
- 4.1.7 D. Explain and describe characteristics of a wetland.
  - Identify specific characteristics of wetland plants and soils.
  - Recognize the common types of plants and animals.
  - Describe different types of wetlands.
  - Describe the different functions of a wetland.
- 4.1.7E. Describe the impact of watersheds and wetlands on people.
  - Explain the impact of watersheds and wetlands in flood control, wildlife habitats and pollution abatement.
- 4.9.7A. Explain the role of environmental laws and regulations.
  - Identify and explain environmental laws and regulations (e.g., Clean Air Act Clean Water Act, Recycling and Waste Reduction Act
  - Explain the role of local and state agencies in enforcing environmental laws and regulations (e.g., Department of Environmental Protection, Department of Agriculture, and Game Commission).

## Materials

1. *UPGHEG* - Lesson 3 – *Water Forms of Pennsylvania* on pp. 11-14
2. *Student Activity Book* – Activity 7 - *Identifying the Water Forms of Pennsylvania*

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

1. identify, locate, and spell the names of Pennsylvania's major river systems and tributaries.
2. classify water forms as to whether they are lentic or lotic.
3. explain how Pennsylvania's natural lakes were formed.
4. define and describe where Pennsylvania's wetlands are located.
5. identify and locate Pennsylvania's main reservoirs.
6. explain the main functions of our water forms.

## Suggested Teaching Strategies and Activities

1. Create a list of all the names we have for our freshwater forms. (e.g., lakes, rivers, creeks, runs, lakes, dams, reservoirs, ponds, streams, swamps, wetlands, etc.). Classify as to whether they are lentic (still water) or lotic (flowing water)
2. Use the map on p. 12 and p. v to locate our major river systems, Lake Erie, the bays, major tributaries, lakes, dams, reservoirs, and wetlands of PA.
3. Web the different purposes and uses of our freshwater forms.
4. Review how natural lakes (our small lakes and the Great Lakes) were formed by glaciers.
5. Integrate science with a mini-lesson on how electric energy is created by nuclear power plants and hydro power plants on our water forms.
6. Integrate spelling by requiring students to spell the names of water forms correctly.
7. Have your students complete Activity 7 in the *SAB* in pairs, or individually.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. The *SAB* activity is a gradable one if you choose to do so. (give bonus points for the Secret Word)
3. Chapter Test 1 assesses some of the delineated objectives and standards.

## Lesson 4 – Our Natural Resources (Forests, Soils, Fossil Fuels, Minerals, People)

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### Standards

#### Geography

- 7.3.6 A Describe human characteristics of places and regions by their population characteristics  
e.g., size, density
- 7.3.6 C Describe human characteristics of places and regions by their settlement characteristics  
e.g., natural resources, site and situation
- 7.3.6 D Describe human characteristics of places by their economic activities  
e.g., spatial distribution of renewable and non-renewable resources
- 7.4.6 B Identify the impacts of people on physical systems e.g., adjusting impact on habitat,

logging, replanting trees

### **Environment and Ecology**

- 4.2.7 A Know that raw materials come from natural resources e.g., identify resources used to provide humans with energy, food, water; identify types of minerals and fossil fuels
- 4.2.7 B Examine the renewability of resources e.g., identify renewable and nonrenewable resources and identify their uses
- 4.2.7 C Explain natural resources distribution e.g., identify the locations of different concentrations of fossil fuels and mineral resources
- 4.2.7 D Describe the role of recycling and waste management
- 4.3.7 B Describe how human actions affect the health of the environment e.g., explain resource use, reuse, recycling and environmental health
- 4.4.7 B Investigate . . . the various soil types found in PA e.g., analyze how soil types and geographic regions have impacted the profitability of PA farms
- 4.8.7 B Explain how people use natural resources in their environment
- 4.8.7 D Explain the importance of maintaining the natural resources at the local, state, and national levels e.g., define the roles of PA agencies that deal with natural resources
- 4.9.7 A Explain the role of local and state agencies in enforcing environmental laws and regulations e.g., Department of Environmental Protection, Game Commission

### **Economics**

- 6.3.6 A Explain how scarcity influences choices and behaviors
- 6.3.6 B Explain how limited resources and unlimited wants cause scarcity
- 6.3.6 C Describe natural, human . . . resources used to produce a specific good or service
- 6.4.6 D Explain how the locations of resources . . . have affected PA economic patterns e.g., farms, forestry, minerals (coal fields)
- 6.4.6 G Describe geographic patterns of economic activities in PA e.g., agriculture, mining, manufacturing

### **Materials**

- 1. *UPGHEG - Lesson 4 - Natural Resources of Pennsylvania* on pp. 15-19
- 2. *Student Activity Book - Activity 8 - Natural Resources of Pennsylvania*

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

- 1. define key vocabulary words, such as natural and mineral resources.
- 2. list five natural resources found in Pennsylvania.
- 3. classify a natural resource as to whether it is renewable or non-renewable.
- 4. delineate three major uses of our soil.
- 5. identify three major purposes our forests serve.
- 6. list 4 main forests products.
- 7. identify Pennsylvania's fossil fuels.
- 8. identify 4 main products people receive from Pennsylvania's fossil fuels.
- 9. compare and contrast the advantages and disadvantages of fossil fuels.
- 10. list 5 mineral resources of Pennsylvania.
- 11. identify 4 state agencies and describe the function of each toward maintaining our environment.

### Suggested Teaching Strategies and Activities

1. Through the grade levels, much study has probably been devoted to natural resources. Review this concept as it relates to raw materials and products for people.
2. Review the concepts of renewable and non-renewable, living and non-living, natural resources. Review the concept of scarcity. Non-renewable natural resources are limited, such as fossil fuels.
3. Establish web schemes to review all the different kinds of farms that are dependent upon the soil – dairy, cattle, orchards, Christmas trees, truck farms, livestock, nursery trees, mushrooms, etc. Soil is also useful for growing forests, creating habitats for flora and fauna, preventing flooding, cleaning our water supply, etc. Also, various products can be obtained from the clay and iron in our soil.
4. Use graphic organizers to outline the value of our fossil fuels. For refined petroleum and natural gas, introduce the concept of petrochemicals. There are over 4,000 products derived from petrochemicals. Many derivatives are used to make common household products. One can find over 600 petrochemical products in the home. Common products would include plastics, dishwashing liquid, candles, cell phones, cosmetics, etc.
5. Use graphic organizers to delineate major mineral resources and related products found in our state. A suitable, in-depth review of rocks and minerals is presented at:  
[http://www.dcnr.state.pa.us/topogeo/mineral\\_industries/index.aspx](http://www.dcnr.state.pa.us/topogeo/mineral_industries/index.aspx)
6. Ask students why people have not migrated to our state from Antarctica. Review the concept of population density and find the difference between our country's average population density and our state's average population density.
7. Cover with students that a statement with quotations is a direct quote from a source, and thus a primary source of information. This statement reflects partly what it means to be a good citizen.
8. DEP has a website just for kids. It is:  
<http://www.depweb.state.pa.us/justforkids/cwp/view.asp?a=3&q=464803&justforkidsNav=1>  
Each of the following state agencies has its own website. They are  
Department of Conservation and Natural Resources (DCNR) <http://www.dcnr.state.pa.us/>  
PA Fish and Boat Commission <http://www.fish.state.pa.us/mpag1.htm>  
PA Game Commission <http://www.pgc.state.pa.us/>  
Bureau of State Parks <http://www.dcnr.state.pa.us/stateparks/>  
Bureau of Forestry <http://www.dcnr.state.pa.us/forestry/>
9. When you cover environmental awareness, you will need to review pollution, acid rain, pollutants, toxic wastes, landfills, etc. Stress the meanings of the motto for waste management of reduce, reuse, and recycle. The following kid website is very helpful. <http://kids.niehs.nih.gov/recycle.htm>
10. Activity 8 from the SAB is designed to reinforce the content in Lesson 4. It's a syllacrostic activity which will require that students check a dictionary to be sure about the syllables.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric for grading. Share with the students the specific criteria of the rubric.
2. Chapter 1 test assesses some of the delineated objectives and standards.
3. SAB Activity is a gradable activity, if you so choose.

## Lesson 5 – Native American Inhabitants of Pennsylvania

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. For a higher grade level of the standards, simply exchange words analyze and interpret in place of explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### Standards

#### History

- 8.1.6A Understand chronological thinking and distinguish between past, present and future time. i.e., people and events in time; patterns of continuity and change; sequential order
- 8.1.6 B Explain and analyze historical sources. i.e., literal meaning of a historical passage
- 8.1.6 C Explain the fundamentals of historical interpretation. i.e., illustrations in historical stories; cause and result
- 8.1.6 D Describe and explain historical research i.e., historical events (time and place); primary sources; secondary sources; facts, folklore and fiction; historical questions
- 8.2.6 A Identify and explain the political and cultural contributions of individuals and groups to PA history e.g., Native Americans
- 8.2.6 B Identify and explain primary documents, . . . historic sites important in PA history
- 8.2.6 C Identify and explain how continuity and change have influenced PA history i.e., belief systems and religions e.g., Native Americans; settlement patterns
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in PA history i.e., domestic instability e.g., religious diversity, toleration, conflicts, incursion of the Iroquois
- 8.3.6 A Identify and explain the political and cultural contributions of individuals and groups to United States history i.e., Native Americans
- 8.3.6 C Explain how continuity and change has influenced United States history i.e., belief systems and religions; commerce; social organization; transportation and trade
- 8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in U. S. history i.e., ethnic and racial relations e.g., cooperation between and among Native Americans and European settlers

#### Economics

- 6.2.6 A Describe market transactions in terms of good, services, consumers and producers
- 6.2.6 C Explain the function of money (or barter) and its use in society
- 6.4.3 B Explain how specialization leads to more trade between people and nations
- 6.5.6 A Recognize that the availability of goods and services is the result of work by member of the society

#### Materials

1. *UPGHEG* – Chapter Introduction and Lesson 5 – *Native American Inhabitants of Pennsylvania* on pp. 20-26
2. *Student Activity Book* – Activity 9 – *Using Pennsylvania's Timeline*, Activity 10 – *Comparing and Contrasting Native American Tribes in Pennsylvania*, Activity 11 – *Native American Tribes in Pennsylvania*

#### Objectives – Each student will be able to:

1. identify the names of major Native American tribes in Pennsylvania and where they were located.
2. identify two major languages the Indian tribes of Pennsylvania spoke.
3. compare and contrast Algonquian and Iroquois lifestyles, i.e., homes, political structure, money, clothing, roles, transportation, and religion.

#### Suggested Teaching Activities and Notes

1. Because this is the first lesson dealing with history, an activity designed to have students work with a



timeline was incorporated. Use Activity 9, *Using Pennsylvania's Timeline* at this time.

2. Undoubtedly, student have been exposed to the Native American cultures of Pennsylvania in previous grades. Thus, the information presented is an overview of Native American culture, and is consistent with delineated standards.
3. Use a globe to demonstrate how Native Americans might have migrated from Asia to North American via an ice bridge. Relate this thought with the idea that at this time North America was covered by a huge glacier.
4. When it comes to population, by 1800, there were only about 1,000 Native Americans living in Pennsylvania. In contrast, according to the 2000 census, there were over 52,000 people with Native American ancestry living in Pennsylvania (check the 2010 census data).
5. Perhaps you have seen several spellings of Algonquian, or Algonkian. Interestingly, these words were “invented” by anthropologists to refer to the many Indian tribes that speak similar related languages, whereas Algonquin and Algonkin refer to the names of specific tribes. Linguistically, there are eight states (Connecticut), numerous towns, animals (chipmunk), plants (hickory), food (squash), and cultural items (totem) with Algonquian words.
6. There are many fascinating and knowledgeable sources on the Internet as well as books. Here are a few. [http://www.bigorin.org/lenape\\_kids.htm](http://www.bigorin.org/lenape_kids.htm) will take you to an informative Lenape Indian Fact sheet. The loincloth (or breechcloth) is explained at <http://www.native-languages.org/breechcloth.htm> Check to see if you community library or school library has George Donehoo's *A History of Indian Villages and Place Names in Pennsylvania*. It is an old source but has been reprinted.
7. I read one source that stated longhouses could be over 300 feet long, depending upon the size of the extended family. Students could build model examples of Algonquian or Iroquois homes.
8. Check on-line for processes of tanning buckskin. It's quite a smelly process. Also, students could explore how to fashion a canoe, or make wampum belts from online sources. Students could report on the Hiawatha Belt or other wampum belts. Paul Wallace's *Indian Paths of Pennsylvania* provides extensive information on Indian trails. In Penns Valley Publisher's *Pennsylvania: Our People, Places, and Past 5th Edition*, p. 66, you can find a map of the most popular paths the Native Americans developed in Pennsylvania.
9. Much information can be found on the meaning of the names of the Indian tribes. Lenni Lenape means real people. Find out the meaning of the names for the Iroquois tribes – Seneca, Mohawk, Oneida, Onondaga, Cayuga, and later the Tuscarora.
10. You can use a Venn Diagram, or the Wilrand Sliding Diagram (on PVP's website under *Western Hemisphere* material) to compare and contrast (differences and similarities) lifestyles between the Iroquois and Algonquian tribes. Activity 10 in the *SAB* has students comparing and contrasting the Algonquians and Iroquois tribes based upon five (5) themes: government, homes, religion, Transportation, and money.
11. Any of the cultural features of the Iroquois and Algonquian in Pennsylvania can be explored in-depth through references books, trade books, and the Internet. Key cultural features are government, homes, clothes, roles, money, trade, transportation, and religion. Divorce was quite easy. If a woman became sufficiently disenchanted with her husband, she placed his belongings outside the home!

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. Conduct an inventory of how well have you achieved your objectives.
2. It is your decision as to whether to grade answers to the review questions, and/or the activities from any of the *SAB* exercises.
3. Chapter Test 2, Lesson 5 is designed to assess mastery of the content as delineated in the standards and objectives.
4. There is the potential of using a scoring rubric to grade a research report, or group project.

## ***Lesson 6 - Early European Settlements in Pennsylvania***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, author or historical source
- 8.1.6 C Explain the fundamentals of historical interpretation
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, folklore, historical events (time and place)

##### **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., domestic instability (religious diversity), toleration and conflicts), ethnic and racial relations

##### **8.3 United States History**

- 8.3.6 A Identify and explain conflict and cooperation among social groups and organizations in United States history
- 8.3.6 C Explain how continuity and change has (sic) influenced United States history
- 8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in United States history e.g., domestic instability (religious diversity), toleration and conflicts), ethnic and racial relations, military conflicts

#### **Materials**

1. *UPGHEG* – Lesson 6 - *Early European Settlements in Pennsylvania* on pp. 27-29.
2. *Student Activity Book* - Activity 12 – *European Nations Stampede North America*

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

1. locate European countries on a map of Europe.



2. locate the major routes of exploration and settlement patterns the French, Spanish, Dutch, Swedish, and English took on the North American continent.
3. locate early European settlements in the Pennsylvania region.
4. contrast the Native Americans' view of land ownership versus the European settlers' view.
5. delineate the cultural contributions of the Dutch and Swedish settlers.

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

1. As part of a discussion on this lesson, have students locate the European countries that conducted explorations in North America - Spain, England, France, Sweden, and Holland. Clarify that the Dutch and Netherlands are other names used to describe the country of Holland.
2. Use Activity 13 from the *SAB* to locate European nations and their respective colonies in North America. Colored pencils or crayons are required for this activity.
3. Set up a timeline to plot the names and dates of early settlements, and from which European country they originated. Highlight the main reasons for starting settlements in North America.
4. As students read (or after they read) the lesson material, have them locate countries and regions being presented. That would include the location of the European countries in the text as well as where they established their settlements along the eastern Atlantic seaboard, i.e., Plymouth and Jamestown, the Caribbean region, the St. Lawrence River, The Great Lakes, and the Mississippi River.
5. You can decide if and how you wish to use this information. Members of Indian tribes had descriptive names for people. Johan Printz was an immense man who weighed around 400 pounds. Consequently, the Native Americans had a nickname for him – the Big Tub.
6. **Background Information:** In 1626, Pieter Minuit was the Dutch leader who paid \$24 worth of trinkets, beads, and knives to the Native Americans for Manhattan Island. He named the port New Amsterdam which was later changed to New York. Pieter Stuyvesant was the Dutch leader of New Amsterdam from 1647 to 1664, at which time, the British took control.
7. More in-depth research will allow students to delineate other cultural contributions from the Dutch and Swedes. There are quite a few places in New York and New Jersey with Dutch names.
8. **Additional Note:** Culturally transmitted factors are not always positive ones. White European settlers brought their diseases from which American Indian tribes had little immunity. Most notable were smallpox, mumps, and measles. Bubonic plague, diphtheria, cholera, and STDs were also scourges brought upon the Native American populations.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. Conduct an inventory of how well have you achieved your objectives.
2. Decide whether to grade answers to the review questions, and/or the activity from the *SAB*.
3. Chapter Test 2 (Lessons 6, 7, and 8) is designed to assess mastery of the content as delineated in the standards and objectives.

## ***Lesson 8 – The Founding of Pennsylvania***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

## Standards

### History

#### 8.1 Historical Analysis and Skill Development

- 8.1.6 A understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, author or historical source
- 8.1.6 C Explain the fundamentals of historical interpretation
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, folklore, historical events (time and place)

#### 8.2 Pennsylvania History

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., domestic instability (religious diversity), toleration and conflicts), ethnic and racial relations

#### 8.3 United States History

- 8.3.6 A Identify and explain conflict and cooperation among social groups and organizations in United States history
- 8.3.6 C Explain how continuity and change has (sic) influenced United States history
- 8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in United States history e.g., domestic instability (religious diversity), toleration and conflicts), ethnic and racial relations, military conflicts

### Materials

1. *UPGHEG* – Lesson 7 – *The Founding of Pennsylvania* on pp. 30-34.
2. *Student Activity Book* - Activity 14 – *Penn – Mastermind of Religious Freedom*

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

1. locate England on a map of Europe.
2. provide background information on the founder and founding of Pennsylvania.
3. describe how Pennsylvania became a colony and Philadelphia became a city
4. contrast the Native Americans' view of land ownership versus the European settlers' view.
5. sequence the governmental contributions of William Penn and their importance.
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.

### Suggested Teaching Strategies and Activities

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. Have students create a "fact logbook" about the colony of Pennsylvania.
3. 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](http://www.pennsburymanor.org)
4. Incorporate Activity 14, *Penn – Mastermind of Religious Freedom*
5. Discuss the correlation between Penn's ideas and the *U.S. Constitution*.

6. Use the following website to view an actor speaking about Quakers in the New World QR code [http://www.teachertube.com/viewVideo.php?video\\_id=19601](http://www.teachertube.com/viewVideo.php?video_id=19601) or use a QR code.  
Note: A QR code also known as a quick response code is a type of bar code that is used to provide easy access to information through a smartphone or tablet. This process is known as mobile tagging. Smartphone or tablet owners will need to find an app in which they can use their camera on their device. After downloading the app, all the user needs to do is point and shoot at a QR code like taking a picture. Whatever information the QR code possesses will show up on your smart device
7. Allow students to create a podcast or video in the format of a newscast or interview with William Penn. Students can create questions and answers based on the information in the text.
8. Have students create a website or blog about the exploration of the “New World.” What are they

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. Conduct an inventory of how well have you achieved your objectives.
2. Decide whether to grade answers to the review questions, and/or Activity 14 from the *SAB*.
3. Chapter Test 2 (Lessons 6, 7, and 8) is designed to assess mastery of the content as delineated in the standards and objectives.

### ***Lesson 8 – Pennsylvania Becomes a Religious and Cultural Haven***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom’s Taxonomy.

#### **Standards**

##### **Geography**

###### **7.1 Basic Geographic Literacy**

- 7.1.6 A Describe geographic tools and their uses i.e., absolute location, flows of people
- 7.1.6 B Describe and locate places and regions i.e., countries, ways in which people view regions, community connections to other places

###### **7.3 The Human Characteristics of Places and Regions**

- 7.3.6 A Describe the human characteristics of places and regions by their population characteristics i.e., density and demographic characteristics, migration models
- 7.3.6 B Describe the human characteristics of places and regions by their cultural characteristics i.e., ethnicity, customs, languages, religions
- 7.3.6 C Describe the human characteristics of places and regions by their settlement characteristics i.e., current and past settlement patterns

##### **History**

###### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 C Explain the fundamentals of historical interpretation
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, folklore, historical events (time and place)

###### **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., domestic instability (religious diversity), toleration and

conflicts), ethnic and racial relations

### 8.3 United States History

8.3.6 A Identify and explain conflict and cooperation among social groups and organizations in United States history

8.3.6 C Explain how continuity and change has (sic) influenced United States history

8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in United States history e.g., domestic instability (religious diversity), toleration and conflicts), ethnic and racial relations, military conflicts

### Materials

1. *UPGHEG* – Lesson 8 – *Pennsylvania Becomes a Religious and Cultural Haven* on pp. 34-39.
2. *Student Activity Book* – Activity 14 – *Religious Freedom in Pennsylvania*

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

1. on a map, locate European countries from which religious and ethnic groups emigrated to PA.
2. identify distinguishing characteristics of the major religious and ethnic groups that emigrated to PA.
3. identify locations where religious and ethnic emigrants settled in PA.
4. delineate some major contributions of religious groups that emigrated to PA.
5. explain aspects of Pennsylvania's current cultural identity.

### Suggested Teaching Strategies and Activities

1. Use a map of Europe to locate the "parent country" from which religious groups emanated.
2. If your students are mature enough, continue with the theme of persecution from Lesson 7.
3. There is much more information on the specific beliefs of the various religious groups that emigrated to Pennsylvania. In pairs or threes, students could research a specific religious or ethnic group. By the way, it should be noted to your students that some of these religious groups, such as the Amish and Mennonites, are no longer in existence in Europe, but they have very active communities in Pennsylvania, the United States, and Canada.
4. **Background Information:** George Fox was the founder of the Quakers who are also known as the **Society of Friends**. It is commonly thought that Quakers were called **Shakers**. However, the two religious groups were quite different. The Shakers were founded in England 100 years later. Their bodies would shake when they entered a phase of spiritual excitement.
5. According to my research, it is historically accurate to call the Scots-Irish, the Scotch-Irish as well. However, I was severely hammered by an elderly aficionado of history for such a dastardly misdeed as referring to this group by the later name. You see both phrases used on historical markers.
6. The Protestant Revolution (PR) was quite a complex, historical phenomenon. The PR actually began nearly 100 years before Martin Luther pounded his 95 theses onto a church door. The Moravian Church was started by Jan Hus in the late 14th century. Hus rejected some of the Catholic Church doctrines. In doing so, the Moravians became the first Protestant church. Hus was tried for his beliefs and burned at the stake in 1415.
7. Martin Luther had to go into hiding and be secreted from place to place. The Catholic Church gave tacit approval for Luther's removal from his earthly domain. Luther was declared an outlaw and there would be no consequence to anyone who killed him. Ask higher order questions, such as why could Luther not have been shot as an outlaw? answer -- Flintlock weapons were not perfected until the mid-1550s. Luther's blasphemy was committed in 1517.

8. Have students research what the penalties for heresy were? Excommunication, burning at the stake, spending time in the pillory, rolling heavy stones on the body in a pit, etc.
9. Have students calculate the number of years between Pennsylvania's abolishing of slavery in 1780, and President Lincoln issuing the Emancipation Proclamation in 1862. answer – 82 years.
10. There are a few emotionally-laden terms that should be discussed with careful monitoring. They are: ancestry, ethnicity, ethnocentrism, tolerance, prejudice, and stereotyping.
11. The two matching activities from the *SAB* are designed to reinforce this lesson's content.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. Conduct an inventory of how well have you achieved your objectives.
2. Decide whether to grade answers to the review questions, and/or the activity from the *SAB*. If you grade, establish a scoring rubric. Share with the students the specific criteria of the rubric.
3. Chapter Test 2 (Lessons 6, 7, and 8) assesses mastery of the material as delineated in the standards and objectives.
4. If you decide to have students research a particular religious or ethnic group, establish a scoring rubric for the oral and/or written report and share the rubric with students.

## ***Lesson 9 – A Clash of Two Empires in Pennsylvania***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, author or historical source
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, folklore, historical events (time and place), conclusions

##### **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., military conflicts, ethnic and racial relations

##### **8.3 United States History**

- 8.3.6 A Identify and explain the political and cultural contributions of individuals and groups to United States history e.g., Native Americans, Europeans
- 8.3.6 C Explain how continuity and change has (sic) influenced United States history e.g., commerce and industry (fur trade), settlement patterns, transportation and trade

- 8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in United States history e.g., ethnic and racial relations, military conflicts

## **Geography**

### **7.1 Basic Geographic Literacy**

- 7.1.6 A Describe geographic tools and their uses e.g., flows of goods, people, traffic, topography,  
7.1.6 B Describe and locate places and regions e.g., physical features, ways in which different people view places and regions, access and movement  
7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., factors that influence the location and spatial distribution of economic activities, accessibility, modes of transportation used to move people, goods, and materials

## **Economics**

- 6.3.6 C Describe the natural, human and capital resources used to produce a specific good or . . .  
6.3.6 F Explain how negative and positive incentives affect choice  
6.4.6 D Explain how the location of resources, transportation and communication networks have affected Pennsylvania economic patterns  
6.4.6 E Explain how specialization and trade lead to interdependence  
6.5.6 D Explain how profits and losses serve as incentives  
6.5.6 F Identify entrepreneurs in Pennsylvania (historically)

## **Materials**

1. *UPGHEG – Chapter 3 Introduction* on pp. 40-41
2. Lesson 9 – *A Clash of Two Empires in Pennsylvania* on pp. 42-45.
2. *Student Activity Book - Activity 15 – Conflicts, Clashes, and Chronologies in Colonial Pennsylvania*

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

1. locate critical areas pertaining to the lesson on maps of Europe and North America: England, France, Canada, St Lawrence River, Great Lakes, Mississippi River, Ohio River Valley, Pittsburgh region.
2. locate and trace the major routes the English and French took to reach the Ohio River Valley region.
3. explain and give examples of cause and effect with historical events: i.e., The Walking Purchase, Battle of Jumonville Glen, French and Indian War, etc.
4. identify the main reason why England and France were vying for supremacy in the Ohio River Valley.
5. contrast different routes England and France took to get to the Ohio River Valley.
6. describe working conditions of road builders of the past and compare them to road builders of today.
7. state the name and results of the war that was fought for control of the North American continent.
8. cite the names of the major forts built and the major reasons they were built. e.g., Fort Necessity, Fort Duquesne, Fort Pitt.
9. explain the importance of location relative to a city's growth and concurrently, explain the historical importance of Pittsburgh's location.
10. cite the Native Americans' role during this historical era

## **Suggested Teaching Strategies and Activities**

1. Review the timeline (gives historical frame of reference) as students read the Chapter Introduction.
2. Map work is essential for understanding the concepts of this lesson. At appropriate times:
  - A. Show the location of the port of Philadelphia and its relation to the Atlantic Ocean.
  - B. Trace the water routes the French took to colonize North America through Canada via the St. Lawrence River, through the Great Lakes, to Detroit, to the Mississippi River, to New Orleans, to the Gulf of Mexico, to the Caribbean, etc. Locate French forts.



- C. Trace the land route the English took from Philadelphia and/or Williamsburg, VA to the Pittsburgh region. Locate English forts.
  - D. Review Pittsburgh's strategic location.
- 3. This is an excellent time to develop and/or reinforce the concepts of cause and effect. Explore with your students the causal event of the Walking Purchase precipitating (the effect or result) Native American violence against white settlers. This can be accomplished throughout the lesson with:
  - A. overall, economic cause for the fur trade resulting in the French and Indian War.
  - B. specific cause of Battle of Jumonville Glen leading to the French and Indian War
  - C. cause – fighting a battle without cover; the result – defeat by English General Braddock.
  - D. French and Indian War (cause) later led to higher taxes (effect/result) for the colonists.
- 4. This would also be an appropriate time to discuss/review that while the European settlers were doing well, the same could not be said for the Native American tribes. With the onset of European settlements came the introduction of white man's diseases, particularly smallpox and measles. The Native Americans had never been exposed to these diseases; thus, they had little to no resistance within their bodies to fight off these afflictions. Many tribal members succumbed to these diseases. This would also fit into the cause and effect model.
- 5. Time to usher some economic concepts into the historical landscape. Explore with students how the desire for furs in Europe was such a huge and profitable business that two countries would fight a war over them. However, on a larger scale, the two countries decided to fight a war over a continent. Economics still was a gargantuan reason for the war because colonial powers were out to extract the riches from the continent's natural resources.
- 6. Discuss with students how George Washington got involved with the beginning of the French and Indian War. (Hint: Why did the Quakers ask the Virginia governor for help in building a fort in the Pittsburgh region?) By the way, George Washington kept a diary of his trip to Fort LeBoeuf (French) in 1753. He also fell into the icy Allegheny River and spent a frigid night on an island.
- 7. The importance of road building is another key concept to explore. The French did not worry too much about building roads. However, it was a major task for the English. Have students design a list of what would be required to build rough, crude roads over mountains. There is a great deal of information about this topic not included in the text. For example, twelve foot wide roads with bridges had to be carved in the wilderness. As another example, you can decide if and how to cover the bloody flux, an inglorious condition as a result of poor drinking water. Then, compare road building techniques and equipment of yesteryear with those of today.
- 8. Use the SAB Lesson 15 to help students sequence the events described in the lesson, because they occurred temporally in a rather small time frame. The main events are: Walking Purchase; Washington's trips to Fort LeBoeuf; building Fort Duquesne, arrival at Great Meadows; Battle of Jumonville Glen; building Fort Necessity; start of French and Indian War; Braddock's battle and defeat (Battle of Monongahela); General Forbes's takeover of Fort Duquesne, building Fort Pitt; end of French and Indian War; Pontiac's war in western PA; Battle of Bushy Run.
- 9. Contrast the British fighting style (in European tradition) versus the French and Indian style of fighting with cover (some would say guerilla-style; others say the British were ambushed).
- 10. This lesson presents wonderful opportunities for role-playing and building dioramas.
- 11. Some interesting, enriching websites:  
<http://www.britishbattles.com/braddock.htm>

<http://www.nps.gov/fone/>  
[http://colonial-america.suite101.com/article.cfm/washington\\_the\\_battle\\_of\\_jumonville\\_glen](http://colonial-america.suite101.com/article.cfm/washington_the_battle_of_jumonville_glen)  
<http://virtualology.com/hallofamericanwarsandconflicts/jumonvilleglen.com/>  
<http://www.socialstudiesforkids.com/www/us/fortduquesnedef.htm>  
<http://www.ohiohistorycentral.org/entry.php?rec=705>  
<http://www.u-s-history.com/pages/h1195.html>  
[http://colonial-america.suite101.com/article.cfm/george\\_washington\\_at\\_fort\\_leboeuf](http://colonial-america.suite101.com/article.cfm/george_washington_at_fort_leboeuf)  
<http://explorepahistory.com/hmarker.php?markerId=142>

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. Conduct an inventory of how well have you achieved your objectives.
2. Decide whether to grade answers to the review questions, and/or the activity from the SAB. If you grade, establish a scoring rubric. Share with the students the specific criteria of the rubric.
3. Chapter Test 3 assesses mastery of the standards and objectives.
4. If you decide to have students create montages or dioramas, establish a scoring rubric for the project.

## ***Lesson 10 – Anger among the Colonists with England’s Rule***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom’s Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, author or historical source
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, folklore, historical events (time and place), conclusions

##### **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history e.g., political leaders
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history e.g., documents
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns e.g., politics
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., military conflicts, domestic instability

##### **8.3 United States History**

- 8.3.6 A Identify and explain the political and cultural contributions of individuals and groups to U.S. history e.g., political and military leaders
- 8.3.6 B Identify and explain primary documents, material artifacts, and historic sites in U.S. history e.g., documents, 18<sup>th</sup> century writing - Franklin’s “Join or Die
- 8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in United States history e.g., military conflicts – American Revolutionary War



## Geography

### 7.1 Basic Geographic Literacy

- 7.1.6 B Describe and locate places and regions e.g., physical features, ways in which different people view places and regions, access and movement
- 7.3.6B Describe the human characteristics of places and regions by their cultural characteristics
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., factors that influence the location and spatial distribution of economic activities, accessibility, modes of transportation used to move people, goods, and materials

## Materials

1. *UPGHEG* - Lesson 10 – *Anger among the Colonists with England's Rule* on pp. 46-49.
2. *Student Activity Book* – Activity 16 - Freefalling toward the American Revolution

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

1. explain how Pennsylvania acquired its nicknames.
2. describe the economic impact of the French and Indian War on the American colonies.
3. cite the purposes and results of the two Continental Congresses.
4. interpret the purpose of the Declaration of Independence.
5. cite the meaning of compromise.
6. predict the consequences for the Declaration of Independence if controversial issues were not removed from this document.
7. compare the ideas contained in the Declaration of Independence with those of William Penn.
8. discuss the symbolic meaning of the Liberty Bell.
9. identify key people and associate their contributions to this era in American history.

## Suggested Teaching Strategies and Activities

1. Establish the temporal (1760s-1770s) and geographical framework (Philadelphia as a keystone location) for this era of American history. Use the review questions as references of discussion.
2. What's in a nickname? You could have students explore nicknames for people, occupations, states, teams, and cities. Have students research how other states' nicknames emerged.
3. Use graphic organizers to have students create other nicknames for the state of Pennsylvania. For example, our state could be called the Chocolate State, the Steel State, or the Coal State.
4. Use the *SAB* activity to reinforce the concepts of cause and effect from the previous lesson. While the French and Indian War is the overall cause, it had many effects on the American colonies. As shown in the diagram, The Clock of Events, draw a wheel with "economic" spokes emanating from the circle. Label the internal compartment of the wheel as the cause – French and Indian War. Label the economic spokes as the effects or impacts of the war – Sugar Act (1764), Stamp Tax (1765), Townshend Acts (1767), Tea Act (1773), etc. You can also throw in some historical events such as the Boston Massacre (1770), Boston Tea Party (1773), First Continental Congress (1774), and Second Continental Congress (1775). Show these spokes as resultant spin-offs that keep whirling toward the American Revolutionary War.
5. Reinforce the meaning of "continental congress" and the results of each meeting. Highlight the urgency of the 2<sup>nd</sup> Congress because fighting had already erupted in April 1775, between the colonists and the British troops.
6. As with all events in history, there is much more that can be learned about events such as the Declaration of Independence. For example, why was the Declaration of Independence not read until July 8? (Ans. – It took time to have the adopted document printed.) Another example would be the

Liberty Bell. It is commonly thought that the Liberty Bell, which was not named the Liberty Bell at the time, was rung for the reading of the Declaration. Many historians do not think this happened. Historians think the phrase Liberty Bell was not coined until an anti-slavery article was written by William Lloyd Garrison in 1837.

7. Some interesting and helpful websites:

<http://www40.socialstudiesforkids.com/www/us/stampactdef.htm>  
<http://www.socialstudiesforkids.com/articles/ushistory/revolutionarywartimeline.htm>  
<http://www.historyplace.com/unitedstates/revolution/rev-prel.htm>  
[http://www.homeofheroes.com/hallofheroes/1st\\_floor/birth/1bc6a.html](http://www.homeofheroes.com/hallofheroes/1st_floor/birth/1bc6a.html)

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. Chapter Test 3 assesses the delineated objectives and standards.

## ***Lesson 11 – The American Colonies' Revolutionary War***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, author or historical source
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, folklore, historical events (time and place), conclusions

##### **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., military conflicts, ethnic and racial relations

##### **8.3 United States History**

- 8.3.6 A Identify and explain the political and cultural contributions of individuals and groups to United States history e.g., Native Americans, Europeans
- 8.3.6 C Explain how continuity and change has (sic) influenced United States history e.g., commerce and industry (fur trade), settlement patterns, transportation and trade
- 8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in United States history e.g., ethnic and racial relations, military conflicts

## **Geography**

### **7.1 Basic Geographic Literacy**

- 7.1.6 A Describe geographic tools and their uses e.g., flows of goods, people, traffic, topography,
- 7.1.6 B Describe and locate places and regions e.g., physical features, ways in which different people view places and regions, access and movement
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., factors that influence the location and spatial distribution of economic activities, accessibility, modes of transportation used to move people, goods, and materials

## **Economics**

- 6.3.6 C Describe the natural, human and capital resources used to produce a specific good or . . .
- 6.4.6 D Explain how the location of resources, transportation and communication networks have

## **Materials**

1. UPGHEG - Lesson 11 –*The American Colonies’ Revolutionary War* on pp. 50- 53
2. *Student Activity Book* – Activity 17 - *Celebrities in Pennsylvania during the American Revolution*

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

1. locate critical areas pertaining to the lesson on maps of the United States and Europe.
2. summarize the condition of the American army at the beginning of the American Revolution.
3. describe the importance of early pivotal events in the American Revolution (such as Washington’s Crossing of the Delaware, Battles in New Jersey, the Valley Forge encampment).
4. cite Friedrich von Steuben’s major contribution to the American Revolution.
5. identify major contributions from the French toward the American Revolution.
6. list major contributions by Pennsylvanians during the American Revolution.
7. cite how Quakers contributed to the American Revolution.
8. describe and sequence some important events of the American Revolution.

## **Suggested Teaching Strategies and Activities**

1. History happens in the context of geography. Map work is an essential component for understanding the concepts of this lesson. At appropriate times, show the locations of England, France, Philadelphia, Trenton, Washington’s Crossing, Valley Forge, Brandywine, and Yorktown.
2. It’s important to point out that fighting occurred throughout the original 13 colonies during the American Revolution. However, the preponderance of military activity occurred in the Middle colonies of New York, New Jersey, and Pennsylvania, and the New England colony of Massachusetts. There were over 100 battles (small and large) in New Jersey alone. Virginia and the Carolinas were active battle zones as well. The following website provides NPS sites of all states involved in the American Revolution. <http://www.nps.gov/archive/thst/battle.htm>
3. Reinforce with students how inadequately prepared the Americans were for war with England. Contrast these factors with the distance factor. England was 2,000 miles from its American colonies. In that era, it was a huge distance to haul men and supplies.
4. There are many on-line sites associated with Delaware Crossing State Park, Brandywine Battlefield Park, and Valley Forge National Historical Park. You could construct an activity learning packet in which students mine information from various sites (i.e., a virtual tour).
5. On a bulletin board, have students track the events of the lesson on a large mural map. Write short descriptions of events and places and attach on the board. Have students connect the descriptions by string to the places on the map.

6. You can embellish this lesson with the story about the Battle of Trenton. Washington's army actually defeated Hessian troops at Trenton. These were troops hired from the state of Hesse, Germany. The British often hired thousands of troops to fight the colonial troops. Washington's army went on to chase the English army back across New Jersey. The Battle of Princeton was a pivotal military action during the American Revolution.
7. It is interesting to study how primitive sanitation methods were as well as health and medicine during this era. See websites below for additional information.

<http://www.chaddsfordhistory.org/history/battlefield-landmark.htm> (Brandywine Battlefield)

<http://www.thebrandywine.com/attractions/battle.html>

<http://www.nps.gov/vafo/> (Valley Forge NHP)

<http://www.ushistory.org/washingtoncrossing/>

<http://www.teacheroz.com/colonies.htm#Revolution> (all kinds of sites on the Revolutionary War era)

[http://maass.nyu.edu/resources/r1/lesson\\_plans/health.html](http://maass.nyu.edu/resources/r1/lesson_plans/health.html) (health & medicine during Revolution)

<http://www.mnwellid.org/docs/history/history02.htm> (lengthy but useful, segmented information on medicine during Revolutionary era)

8. Activity 17 from the *SAB* reinforces most aspects of this lesson in 4 separate parts.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. Conduct an inventory of how well have you achieved your objectives.
2. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
3. Decide whether to grade parts or all of Activity 17 from the *SAB*.
4. Chapter Test 3 assesses mastery of the delineated standards and objectives.

## ***Lesson 12 – A New Nation Emerges***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

8.1.6 A Understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time

8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage,

8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect

8.1.6 D Describe and explain historical research e.g., primary sources, facts, folklore, historical events (time and place), conclusions

##### **8.3.6 C 8.2 Pennsylvania History**

8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history

8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history

8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history

e.g., settlement patterns

8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., conventions, political groups

### **8.3 United States History**

8.3.6 A Identify and explain the political and cultural contributions of individuals and groups to United States history

8.3.6 D Identify and explain conflict and cooperation among social groups and organizations in United States history e.g., conventions, political groups

## **Geography**

### **7.1 Basic Geographic Literacy**

7.1.6 B Describe and locate places and regions e.g., physical features, ways in which different people view places and regions, access and movement

7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., factors that influence the location and spatial distribution of economic activities, accessibility, modes of transportation used to move people, goods, and materials

## **Materials**

1. *UPGHEG – Lesson 12 – A New Nation Emerges* on pp. 54-57.
2. *Student Activity Book - Activity 18 – The Emergence of a Democratic Nation*

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

1. describe how the United States of America got its name.
2. identify the importance of the Articles of Confederation.
3. list at least three weaknesses of the Articles of Confederation.
4. describe the importance of the Constitutional Convention and Bill of Rights.
5. describe and compare environmental conditions at the Constitutional Convention with those of today.
6. associate key people with their respective roles related to these historical documents.
7. discuss important issues associated with these historical documents.
8. delineate the substance of the Great Compromise.
9. define what an amendment is and identify how many states need to approve an amendment to our national constitution.

## **Suggested Teaching Strategies and Activities**

1. Review the location of Philadelphia and York and their geographic importance for the new country. Review that the Articles of Confederation were written in York, and the Constitution and Bill of Rights were written in Philadelphia.
2. I think it important to explore the meaning of “big words or phrases” of this era, such as Articles of Confederation and Constitutional Convention. By doing this, you make the comprehension process more amenable.
3. **Information Note:** In my 45 years in education, I have never seen in a textbook an explanation of how our country acquired its name, except for the Amerigo Vespucci theme. Thus, it is duly presented in this text. Interestingly, we could be called Vespuccians, but a German mapmaker gave title to our country. In my research, much of this information is inexact and shrouded in mystery. For example, Vespucci’s trips are not well recorded or documented. It is thought he made four trips to the South America coastline but only two can be documented.

4. **Information Note:** There are other theories as to how the United States acquired its name. Here is one: Richard Amerike (pronounced America) was a wealthy English merchant who was the main owner of John Cabot's ship during his exploration of North America in 1497. Some historians speculated that America derived its name from this man.
5. In addition, the word "stile" that appears in the Articles of Confederation is a derivation of style, or the structure of something. In this case, I assume it is the name of our country.
6. It would be important to not only identify the weaknesses of the Articles, but also the whys or reasons for the weaknesses.
7. Not all delegates were in agreement with signing the Constitution. Of the 55 delegates, only 39 approved of the structure for a new government. When it comes to writing a new structural framework for government, discussion and debate (D&D) are natural strategies. What's to discuss? Slavery was one huge issue. The lack of individual rights was another issue. Equity and fairness for smaller states versus larger states was a major issue. You can extend D&D into modern political issues, such as the Obama administration's health care initiatives, global warming, "Cash for Clunkers" program, environmental green issues, the Gulf Oil Spill, etc.
8. To extend the D&D concepts, it took 10 months for nine states to discuss and ratify the new Constitution. It took nearly three years for all states to approve the Constitution. To put this in perspective, the Bill of Rights was circulating among the states for approval before the last state approved the Constitution in May 1790!
9. For comprehension purposes, webbing strategies are recommended for these three historical documents as well as key men and their contributions to the development of these documents.
10. Conducting research using the Internet or other library references is a solid strategy. There are so many historical intrigues when one studies the development and approval of these documents.
11. Some interesting websites:  
<http://www.archives.gov/exhibits/charters/constitution.html>  
[http://www.archives.gov/exhibits/charters/bill\\_of\\_rights.html](http://www.archives.gov/exhibits/charters/bill_of_rights.html)  
<http://www.constitution.org/billofr.htm> (include underscore in web address)
12. Activity 18 from the SAB reinforces most aspects of this lesson in 4 separate parts.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. Conduct an inventory of how well have you achieved your objectives.
2. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
3. Decide whether to grade answers to Activity 18 from the SAB. If you do grade all 4 parts, be mindful that if a student misses the 1<sup>st</sup> event in sequencing, he/she will immediately get 6 wrong items!
4. Chapter Test 3 assesses mastery of the material as delineated in the standards and objectives.

### ***Lesson 13 – Mountains of Pennsylvania Hinder Industrial Growth***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.



## Standards

### History

#### 8.1 Historical Analysis and Skill Development

- 8.1.6 A Understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, author or historical source
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., facts, folklore, historical events

#### 8.2 Pennsylvania History

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.6 B Identify and explain primary documents, artifacts and historic sites in PA history
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns; innovations (Conestoga wagon); transportation
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., immigration

#### 8.3 United States History

- 8.3.6 C Explain how continuity and change has influenced United States history . . . e.g., commerce and industry; settlement patterns; transportation and trade

### Geography

#### 7.1 Basic Geographic Literacy

- 7.1.6 A Describe geographic tools e.g., flows (goods, people, traffic; topography
- 7.1.6 B Describe and locate places and regions e.g., physical features, access and movement
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., factors that influence the location and spatial distribution of economic activities, accessibility, modes of transportation used to move people, goods, and materials

#### 7.3 The Human Characteristics of Places and Regions

- 7.3.6 A Describe the human characteristics of places and regions by their population characteristics e.g., causes of human movement
- 7.3.6 C Describe the human characteristics of places and regions by their settlement characteristics e.g., past settlement patterns; factors that affect the growth and decline of settlements
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., spatial distribution of economic activities; factors that influence the location of . . . ; transportation used to move people, goods, and materials; spatial distribution of resources and their relationship to population distribution

#### 7.4 The Interactions Between People and Places

- 7.4.6 A Describe the impacts of physical systems on people e.g., how people depend on, adjust to and modify physical systems on a regional scale
- 7.4.6 B Describe the impacts of people on physical systems e.g., changing spatial patterns on the Earth's surface that result from human activities

### Materials

1. *UPGHEG – Chapter Introduction* on pp. 58-59
2. *UPGHEG – Lesson 13 – Mountains of Pennsylvania Hinder Industrial Growth* on pp. 60-63.
3. *Student Activity Book - Activity 19 – Conestoga Wagon Problem Solving*

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

1. define industry.

2. explain how the physical geography of Pennsylvania hindered its early industrial development.
3. describe the transportation modes that were used to move goods and services to and from the frontier settlements of Pennsylvania.
4. describe the importance of the Conestoga Wagon in moving goods and services to and from the frontier settlements of Pennsylvania.
5. explain how the word *turnpike* received its name.

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

1. The Chapter Introduction provides a frame of reference for this series of lessons. As you progress through Lessons 13 – 17, refer to the timeline on pp. 58-59.
2. As students read and discuss the content, it is absolutely essential that maps and place locations continuously be incorporated into the lesson. For example, use the physical map of Pennsylvania at the beginning of this text on page v to demonstrate the rugged physical terrain of central and western PA. Have your students compare this map with a road map of Pennsylvania. Have them imagine removing all the roads from this map as there was none into the wilderness except for Native American trails.
3. Although simple, review the concepts of needs versus wants. More complex, review the concepts of goods and services. Clarify these concepts by providing or obtaining examples of goods and services relevant to your students. e.g., making cell phones is a good or product/selling cell phone plans is a service; building cars is a good/selling and/or fixing cars are services.
4. If you are able to take a field trip to the Landis Valley Farm Museum, it is well worth the time. When I took field trips with youngster, I always planned a field trip activity packet. Of course, today, you could use this strategy while taking a virtual field trip.  
<http://www.landisvalleymuseum.org/grouptours.php>
5. Explore the website on PA History. Check the hyperlink on Crossing the Alleghenies.  
<http://explorepahistory.com/story.php?storyId=10>
6. There are many excellent resource books on this topic, such as William Shank's *Pennsylvania Transportation History*.
7. There are several interesting customs and sayings emanating from the Conestoga wagon era.
  - There is an old saying that "I will be there with bells on." Conestoga horses use to wear bells to warn oncoming traffic on curves of their presence. If a wagoner (teamster) became stuck in the mud and needed help from another wagoner, it was the custom of the day to give up your bells to the helping wagon driver.
  - Teamsters drove their vehicles on the right side of the road and rode the lead left horse to steer the wagon. Henry Ford continued this tradition by putting the steering mechanism on the left side of the car.
  - Wagon drivers wore long black boots called stogies. From this tradition came the sobriquet of stogies for cigars.
  - It was the custom of the day for wagoners to run up a bar tab. When the tab reached its upper limit, the tavern owner would say "mind your Ps and Qs," which stood for pints and quarts of whiskey, or similar distilled beverages. It was time for the wagon driver to pay his bill.
  - While this is not a custom we use today, most teamsters preferred to sleep next to their horses.
8. Integrate math problems by using Activity 19 – *Conestoga Wagon Problem Solving* from the SAB.



**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. Chapter Test 4 assesses the delineated objectives and standards.
3. The activity sheet from the *SAB* could be graded, if you desire.

## ***Lesson 14 – Pennsylvania Catches Canal Fever***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A Understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage,
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, folklore,

##### **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns; innovations (Conestoga wagon/canals); transportation
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., immigration

##### **8.3 United States History**

- 8.3.6 C Explain how continuity and change has influenced United States history . . . e.g., commerce and industry; settlement patterns; transportation and trade

#### **Geography**

##### **7.1 Basic Geographic Literacy**

- 7.1.6 A Describe geographic tools e.g., flows (goods, people, traffic; topography
- 7.1.6 B Describe and locate places and regions e.g., physical features, access and movement
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., factors that influence the location and spatial distribution of economic activities, accessibility, modes of transportation used to move people, goods, and materials

##### **7.3 The Human Characteristics of Places and Regions**

- 7.3.6 A Describe the human characteristics of places and regions by their population characteristics e.g., causes of human movement
- 7.3.6 C Describe the human characteristics of places and regions by their settlement characteristics e.g., past settlement patterns; factors that affect growth and decline
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., spatial distribution of economic activities; factors that influence the location of ... ; transportation used to move people, goods, and materials; spatial distribution of resources and their relationship to population distribution

## 7.4 The Interactions Between People and Places

7.4.6 A Describe the impacts of physical systems on people e.g., how people depend on, adjust to and modify physical systems on a regional scale

7.4.6 B Describe the impacts of people on physical systems e.g., changing spatial patterns on the Earth's surface that result from human activities

### Materials

1. *UPGHEG* – Lesson 14 - *Pennsylvania Catches Canal Fever* on pp. 64-67
2. *Student Activity Book* - Activity 20 – *Pennsylvania's Canals*

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

1. compare the efficiency of moving goods and services by the Conestoga wagon versus by canal boat.
2. define Canal Fever.
3. describe how canals were constructed.
4. explain how the Allegheny Portage Railroad worked.
5. describe travel on a canal boat.
6. list 4 advantages that canals provided toward the industrial growth of Pennsylvania.
7. identify parts and functions of canal systems.

### Suggested Teaching Strategies and Activities

1. As students read and discuss the content, it is absolutely imperative that maps and place locations continuously be incorporated into the lesson. For example, use the physical map of Pennsylvania at the beginning of this text (p. v) and the map on page 64 to trace the Penn Main Line Canal through the rugged physical terrain of the Allegheny Mountains and Plateau.
2. One of the main themes in these lessons is that some innovation or invention comes along that makes it faster and cheaper to move people, goods, and raw materials. In the economic world, this allows people to make a larger profit. Keep reminding students of this theme and relate today's world with the theme, because it is certainly as true today as it was then.
3. If you are able to take a field trip to the Allegheny Portage Railroad, or to a canal boat ride, it is well worth the time. Whenever I took a field trip, I planned a field trip activity packet. Of course, today, you could use this strategy while taking a virtual field trip.  
Allegheny Portage <http://www.nps.gov/alpo/index.htm>  
Delaware Canal State Park <http://www.dcnr.state.pa.us/stateparks/parks/delawarecanal.aspx>  
National Canal Museum Easton, PA <http://www.canals.org/>
4. Continue to explore the PA History website. The following hyperlink presents more information on the Penn Main Line Canal (PMLC). <http://explorepahistory.com/story.php?storyId=10&chapter=4>
5. Some student is bound to ask about bathrooms. In my research, I did not find any discussion about such necessities. Calls to parks and museums did not garner much more information, except there were not bathrooms on canal boats nor were chamber pots used. Passengers were expected to use the "Big Green Room," or the forest. There were lock tender houses in which privies were located, but I doubt they could accommodate all the personal needs of travelers.
6. As students read about the food that was served on a canal boat, insert a question about what food groups were not well represented. The answers would be fruits, vegetables, and dairy (although butter is a dairy product).
7. Activity 20 from the *SAB* presents two exercises: one part uses the map on p. 64 in the text while the second part involves reinforcing the vocabulary from Lesson 14.

8. Some other interesting websites:  
gives political considerations on PMLC <http://www.encyclopedia.com/doc/1G2-3406400706.html>  
C & O canal boat rides <http://www.nps.gov/choh/planyourvisit/publicboatrides.htm>

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. Chapter Test 4 assesses the delineated objectives and standards.
3. Depending on how you use Activity 20, the exercises could be graded, if you desire.

## ***Lesson 15 – Steam Engine Fever, Railroads, and Coal***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A Understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, author or historical source
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, folklore, historical events (time and place), conclusions

##### **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns; innovations (locomotives); transportation
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., immigration

##### **8.3 United States History**

- 8.3.6 C Explain how continuity and change has influenced United States history . . . . e.g., commerce and industry; settlement patterns; transportation and trade

#### **Geography**

##### **7.1 Basic Geographic Literacy**

- 7.1.6 A Describe geographic tools e.g., flows (goods, people, traffic; topography
- 7.1.6 B Describe and locate places and regions e.g., physical features, access and movement
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., factors that influence the location and spatial distribution of economic activities, accessibility, modes of transportation used to move people, goods, and materials

##### **7.3 The Human Characteristics of Places and Regions**

- 7.3.6 A Describe the human characteristics of places and regions by their population characteristics e.g., causes of human movement

- 7.3.6 C Describe the human characteristics of places and regions by their settlement characteristics e.g., past settlement patterns; factors that affect the growth and decline of settlements
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., spatial distribution of economic activities; factors that influence the location of ... ; transportation used to move people, goods, and materials; spatial distribution of resources and their relationship to population distribution
- 7.4 The Interactions Between People and Places**
- 7.4.6 A Describe the impacts of physical systems on people e.g., how people depend on, adjust to and modify physical systems on a regional scale
- 7.4.6 B Describe the impacts of people on physical systems e.g., changing spatial patterns on the Earth's surface that result from human activities

### Materials

1. *UPGHEG* – Lesson 15 – *Steam Engine Fever, Railroads, and Coal* on pp. 68-71
2. *Student Activity Book* - Activity 21– *Let Off Some Steam*

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

1. compare the efficiency of moving goods and services by steamboat/railroad and wagon/canal boat.
2. explain the importance of the steam engine to the transportation industry.
3. identify two industries that expanded because of the steam locomotive.
4. identify two modes of transportation that were supplanted by the railroad industry.
5. describe the impact the railroad industry had upon the industrial growth of Pennsylvania.
6. contrast how canals versus railroads were financed.
7. associate key people with their respective contributions.

### Suggested Teaching Strategies and Activities

1. As students read and discuss the content, it is absolutely imperative that maps and place locations continuously be incorporated into the lesson. For example, use political/physical maps of the United States on pp. ii and iii to trace the journey of the *Clermont* north on the Hudson River to Albany. Use these same maps to trace the journey of the *New Orleans* from Pittsburgh to New Orleans on the Ohio and Mississippi Rivers.
2. Again, one of the main themes in this lesson is that some innovation or invention comes along that makes it faster and cheaper to move people, goods, and raw materials. In the economic world, this allows people to make a larger profit. Keep reminding students of this theme and relate today's world with this theme, because it is certainly as true today as it was then.
3. The need for a more efficient means of moving coal became a huge incentive for the development of railroads. If you are able to take a field trip to the Steamtown National Historic Site, or to the Strasburg Railroad, it is well worth the time. Whenever I took field trips, I planned a field trip activity packet. Of course, today, you could use this strategy while taking a virtual field trip. Steamtown <http://www.nps.gov/stea/index.htm> Strasburg <http://www.strasburgrailroad.com/>
4. Continue to explore the PA History website. The following hyperlink presents more information on the railroads. There are other options about railroads to explore at this website.  
<http://explorepahistory.com/story.php?storyId=10&chapter=4>
5. A couple of interesting websites present information on Fulton's steamboat:  
<http://www.hrmm.org/steamboats/clermont2.html>  
<http://www.iment.com/maida/familytree/henry/history/clermont/>

6. Three coal websites are a) Eckley's Miner's Village and b) Anthracite Heritage Museum and Iron Furnaces, and c) Pioneer Tunnel Coal Mine
  - a) <http://www.eckleyminers.org/tour.html> b) <http://www.anthracitemuseum.org/>
  - c) <http://www.pioneertunnel.com/home.shtml>
7. The SAB activity *Let Off Some Steam* is designed to reinforce railroad, canal, and steamboat routes. It would be beneficial to use a larger wall map that shows the Ohio and Mississippi Rivers.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric
2. Chapter Test 4 assesses the delineated objectives and standards.
3. If desired, you could grade the SAB activity.

## ***Lesson 16 - The Iron Industry Expands, the Oil Industry Emerges***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A Understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, different historical perspective
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, historical events

##### **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914 e.g., Samuel Kier and Edwin Drake
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history from 1787 to 1914
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns; innovations (John Roebling's steel cable); transportation

##### **8.3 United States History**

- 8.3.6 C Explain how continuity and change has influenced United States history . . . e.g., growth of manufacturing; growth of industry (coal, iron, and oil)

#### **Geography**

##### **7.1 Basic Geographic Literacy**

- 7.1.9 B Explain and locate places and regions e.g., physical features, access and movement

##### **7.3 The Human Characteristics of Places and Regions**

- 7.3.9 A Explain the human characteristics of places and regions by their population characteristics e.g., causes of human movement
- 7.3.9 C Explain the human characteristics of places and regions by their settlement characteristics e.g., boomtowns
- 7.3.9 D Explain the human characteristics of places and regions by their economic activities e.g., spatial distribution of economic activities;

#### **Economics**

##### **6.1.6 Economic Systems**

- 6.1.6B Explain the three basic questions that all economic systems attempt to answer e.g., based upon consumers & producers & goods and services
- 6.1.6C Define measures of economic activity
- 6.2.6 Markets and Functions of Government**
- 6.2.6A Describe market transactions in terms of goods, services, consumers, producers
- 6.2.6E Explain how the interaction of buyers and sellers determines . . . supply and demand
- 6.4.6 Economic Interdependence**
- 6.4.6 Explain how the location of resources, transportation and communications networks have affected Pennsylvania economic patterns e.g., mining (iron ore, oil)
- 6.5.6 Work and Earnings**
- 6.5.6F Identify entrepreneurs in Pennsylvania e.g., Samuel Kier, Edwin Drake

### Materials

1. UPGHEG – Lesson 16 - *The Iron Industry Expands, the Oil Industry Emerges* on pp. 72-74
2. *Student Activity Book* – Activity 22 – *Let's Iron It Out or Broil the Oil*

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

1. define what iron smelting is and explain how this industry impacted upon the growth of railroads.
2. cite and describe Samuel Kier's contribution to PA's industrial development.
3. identify Edwin Drake's achievement and contribution to PA's industrial development.
4. describe the oil industry's impact upon the development of Pennsylvania.

### Suggested Teaching Strategies and Activities

1. As students read and discuss the content, it is absolutely imperative that maps and place locations continuously be incorporated into the lesson. For example, use a political/physical map of Pennsylvania to locate Titusville, Saxonburg, Pittsburgh, and Johnstown.
2. Historical sources do not agree with exactly when Samuel Kier built his first oil refinery. Sources would suggest that Kier built a small refinery in one location in Pittsburgh, and a larger refinery at another location between the years of 1850 and 1853.
3. If you are able to take a field trip to the Drake Well Museum, it is well worth the time. Whenever I took field trip, I planned a field trip activity packet. Of course, today, you could use this strategy while taking a virtual field trip to Drake Well Museum's website. <http://www.drakewell.org/>  
Info on Drake's Well <http://www.priweb.org/ed/pgws/history/pennsylvania/pennsylvania.html>
4. Some background information websites for Samuel Kier:
  - a. <http://www.oil150.com/essays/2007/11/samuel-kier-giving-oil-commercial-value>
  - b. <http://www.oil150.com/essays/2007/02/samual-kier>
  - c. <http://explorepahistory.com/hmarker.php?markerId=433>
  - d. <http://www.aoghs.org/pdf/septwebsite.pdf>
5. Here is a website for Saxonburg, PA <http://www.historicsaxonburg.com/>
6. Activity 22 from the *SAB* reinforces the content from Lesson 16.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. Chapter Test 4 assesses the delineated objectives and standards.



3. If desired, you could grade the *Student Activity Book* exercise.

## ***Lesson 17 – The Civil War Comes to Pennsylvania***

Note: Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A Understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, author or historical source
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, historical events

##### **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain political and cultural contributions of individuals and groups to Pennsylvania history
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns; innovations (of the Civil War) transportation
- 8.2.6 D Identify and explain conflict and cooperation among social groups and organizations in Pennsylvania history e.g., North versus South, slavery

##### **8.3 United States History**

- 8.3.6 C Explain how continuity and change has influenced United States history . . . e.g., commerce and industry; settlement patterns; transportation and trade

#### **Geography**

##### **7.1 Basic Geographic Literacy**

- 7.1.6 A Describe geographic tools e.g., flows (goods, people, traffic; topography
- 7.1.6 B Describe and locate places and regions e.g., physical features, access and movement
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., factors that influence the location and spatial distribution of economic activities, accessibility, modes of transportation used to move people, goods, and materials

##### **7.3 The Human Characteristics of Places and Regions**

- 7.3.6 A Describe the human characteristics of places and regions by their population characteristics e.g., causes of human movement
- 7.3.6 C Describe the human characteristics of places and regions by their settlement characteristics e.g., past settlement patterns; factors that affect the growth and decline of settlements
- 7.3.6 D Describe the human characteristics of places and regions by their economic activities e.g., spatial distribution of economic activities; factors that influence the location of ... ; transportation used to move people, goods, and materials; spatial distribution of resources and their relationship to population distribution

##### **7.4 The Interactions Between People and Places**

- 7.4.6 A Describe the impacts of physical systems on people e.g., how people depend on, adjust to and modify physical systems on a regional scale
- 7.4.6 B Describe the impacts of people on physical systems e.g., changing spatial patterns on the Earth's surface that result from human activities



## Materials

1. *UPGHEG* – Lesson 17 – *The Civil War Comes to Pennsylvania* on pp. 75-79
2. *Student Activity Book* - Activity 23 – *Pennsylvania's Civil War*

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

1. define what a civil war is.
2. identify when and where the American Civil War occurred.
3. explain and appreciate several reasons why the Civil War occurred.
4. identify several ways Pennsylvanians contributed to the Northern cause.
5. associate key people with their respective contributions.
6. differentiate between words used to describe Northern and Southern troops.
7. describe the importance of the Battle of Gettysburg.
8. analyze the importance of the Gettysburg Address.

## Suggested Teaching Strategies

1. Another way to view the Border States is to indicate that they did not withdraw from the Union, although state legislatures voted on it (such as MD). Delaware did not withdraw from the Union but did remain a slave state.
2. They were not called “dudes.” But the Civil War soldiers had a number of descriptive, interesting names for each other. However, it can become confusing when students hear names like Union, Federals, and Confederates as to which side is being described. Hence, to enhance comprehension, provide background information on the names used for troops on pages 78-79.
3. *Pennsylvania's Civil War* from the *SAB* contains two activities. The first part is coordinated with the map in the text on p. 75. Because there are many people in this lesson, the 2<sup>nd</sup> activity reinforces knowledge of those people.
4. **Note:** Mott also fought for equal rights for women. In particular, she was in favor of **suffrage**, or giving women the right to vote. The XIX (19<sup>th</sup>) Amendment to the Constitution was enacted in 1919 and approved in 1920. It reads, “The right of citizens of the United States to vote shall not be denied or abridged by the United States or by any State on account of sex.” (I prefer the use of the term gender.)
5. For students who are unaware, explain that the Congressional Medal of Honor is our country's highest military honor for soldiers.
6. A point of clarification: President Lincoln was not opposed to slavery that was already established in southern states. He was opposed to having slavery in newly organized states.
7. Here is the website for Civil War Trails Map <http://www.pacivilwartrails.com/index.aspx>  
Here are the directions for the website:

Get Started! Download and install our custom Civil War file and the latest version of Google Earth for an interactive and three-dimensional virtual experience of Pennsylvania's historic Civil War Trails.

You also can download PDFs on the Road to Harrisburg, Road to Gettysburg, and Civil War Trails Map.

8. There is a plethora of websites dealing with the Civil War. Here are some that are concerned with Pennsylvania's involvement.

<http://www.nps.gov/GETT/index.htm>

Gettysburg National Military Park

<http://showcase.netins.net/web/creative/lincoln/speeches/gettysburg.htm> Gettysburg Address  
<http://www.nps.gov/archive/gett/getttour/main-ms.htm> virtual tour of battlefield and information  
<http://www.nps.gov/gett/planyourvisit/david-wills-house.htm> where Lincoln stayed in Gettysburg  
<http://americancivilwar.com/getty.html> maps and three day delineation of battle  
[http://www.nationalcivilwarmuseum.org/index\\_1.php](http://www.nationalcivilwarmuseum.org/index_1.php) in Harrisburg  
[http://americancivilwar.com/kids\\_zone/gettysburg\\_battle.html](http://americancivilwar.com/kids_zone/gettysburg_battle.html)  
<http://www.historyplace.com/civilwar/battle.htm> includes battlefield photos  
<http://www.pa-roots.com/pacw/>  
<http://www.pacivilwartrails.com/index.aspx>  
<http://www.visitpa.com/things-to-do/history--heritage/civil-war-heritage/index.aspx>  
<http://www.wdft.org/ymm/kids/history/greenbacks.asp> about greenbacks

9. All of us should try to write and give an important 2 minute speech. It is very difficult. Share with students that the main orator, Edward Everett spoke for two hours on a chilly day. Suggest that students write a two hour speech! Everett had 40 days to prepare his speech but President Lincoln was given 17 days to prepare his “appropriate remarks,” a brief time even by 19<sup>th</sup> century standards. Analyze the meaning of this document

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. Chapter Test 4 assesses the delineated objectives and standards.
3. Pennsylvania’s Civil War is a gradable activity, if you so desire.

### Gettysburg Address

Four score and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation, or any nation, so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we cannot dedicate, we cannot consecrate, we cannot hallow this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

## Lesson 18 – The Economics of the Industrial Revolution

**Big Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### Standards

#### History

##### 8.1 Historical Analysis and Skill Development

- 8.1.6 A Understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time; data presented in timelines
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, different historical perspective; concepts in visual charts
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.9 D Describe and explain historical research e.g., primary sources, facts, historical events

##### 8.2 Pennsylvania History

- 8.2.9 C Identify and analyze how continuity and change have influenced Pennsylvania history e.g., settlement patterns; innovations (Industrial Revolution); transportation

##### 8.3 United States History

- 8.3.9 C Analyze how continuity and change has influenced United States history . . . e.g., growth of manufacturing industries

#### Economics

##### 6.1.6 Economic Systems

- 6.1.6B Explain the three basic questions that all economic systems attempt to answer e.g., based upon consumers & producers & goods and services
  - 1) What goods and services should be produced?
  - 2) How will goods and services be produced?
  - 3) Who will consume goods and services?

- 6.1.6C Define measures of economic activity

##### 6.2.6 Markets and Functions of Government

- 6.2.6A Describe market transactions in terms of goods, services, consumers, producers
- 6.2.6 B Describe the costs and benefits of competition to consumers in markets
- 6.2.6E Explain how the interaction of buyers and sellers determines prices and quantities exchanged e.g., supply and demand

##### 6.3.6 Scarcity and Choice

- 6.3.6 C Describe the natural, human, and capital resources used to produce a . . . good or service

##### 6.4.6 Economic Interdependence

- 6.4.6 D Explain how the location of resources, transportation and communications networks have affected Pennsylvania economic patterns e.g., mining, manufacturing
- 6.4.6 G Describe geographic patterns of economic activities in Pennsylvania

##### 6.5.6 Work and Earnings

- 6.5.6 A Recognize that the availability of goods and services is the result of work by people
- 6.5.6 B Explain the concept of labor productivity

#### Materials

1. *UPGHEG – Chapter Introduction* on pp. 80-81
1. *UPGHEG – Lesson 18 - The Economics of the Industrial Revolution* on pp. 82-85
2. *Student Activity Book – Activity 24 – I Abhor Economics* and *Activity 25 – Economics of Goods and Services: Prisecterqua*

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

1. explain key economic terms, such as: consumers, producers, goods, services, supply, and demand.
2. differentiate between monopolistic and competitive markets.
3. explain how the Industrial Revolution changed the way people earned a living.
4. list 4 factors that are needed for an industrial revolution to occur.
5. describe the impact of the Industrial Revolution on the industrial growth of Pennsylvania.

**Suggested Teaching Strategies and Activities**

1. Do not forget the Chapter 5 introduction on pp. 80-81 and the timeline. It is an advance organizer.
2. Obviously, the main focus of this lesson is on economics. One of the first things I suggest to do would be to incorporate the SAB lesson on *I Abhor Economics*. Essentially, this activity abolishes economics. Its intent is for students to see how vitally necessary economics is in our daily lives.
3. Create a semantic web on the boldfaced economic terms on pp. 83-85. Highlight the necessary conditions for an industrial revolution to occur: natural resources, workforce, money, transportation, and consumers. Have students give examples of monopolistic versus capitalistic markets.
4. Spend some time explaining and embellishing the diagram on p. 84 – concepts of needs and wants, supply and demand, goods and services, etc. It presents the essence of consumer economics.
5. *Economics of Goods and Services: Prisecterqua* from the SAB obtains its name from the 4 different aspects of industry. That is, I took the first three letters from each area of industry: primary, secondary, tertiary, and quaternary. Based upon the information in this activity, have students classify the types of jobs in your local region.
6. There is a plethora of websites on economics for students at the following links, plus many others.
  - a. <http://www.kathimitchell.com/econ.htm>
  - b. National Council for Economics Education = <http://www.councilforeconed.org/>
  - c. <http://americanhistory.mrdonn.org/economics.html>
  - d. <http://www.kidsturncentral.com/links/moneylinks.htm>

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. Chapter Test 5 assesses the delineated objectives and standards.
3. The SAB lesson on Economics of Goods and Services: Prisecterqua is a gradable activity, if you desire.

**Lesson 19 – Age of Big Business**

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom’s Taxonomy.

**Standards**

**History**

**8.1 Historical Analysis and Skill Development**

- 8.1.6 A Understand chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Explain and analyze historical sources e.g., literal meaning of historical passage, different historical perspectives

- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, historical events

## **8.2 Pennsylvania History**

- 8.2.6 A Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914 e.g., Henry Clay Frick and Andrew Carnegie
- 8.2.6 B Identify and explain primary documents, material artifacts and historic sites in Pennsylvania history from 1787 to 1914
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., settlement patterns; innovations (Bessemer Process), transportation

## **8.3 United States History**

- 8.3.6 C Explain how continuity and change has influenced United States history . . . e.g., growth of manufacturing; growth of industry (coal, iron, and oil)

## **Geography**

### **7.1 Basic Geographic Literacy**

- 7.1.9 B Explain and locate places and regions e.g., physical features, access and movement

### **7.3 The Human Characteristics of Places and Regions**

- 7.3.9 A Explain the human characteristics of places and regions by their population characteristics e.g., causes of human movement
- 7.3.9 C Explain the human characteristics of places and regions by their settlement characteristics e.g., industrial towns
- 7.3.9 D Explain the human characteristics of places and regions by their economic activities

## **Economics**

### **6.1.6 Economic Systems**

- 6.1.6B Explain the three basic questions that all economic systems attempt to answer e.g., based upon consumers & producers & goods & services
- 6.1.6 C Define measures of economic activity

### **6.2.6 Markets and Functions of Government**

- 6.2.6 A Describe market transactions in terms of goods, services, consumers, producers
- 6.2.6 E Explain how the interaction of buyers and sellers . . . e.g., supply and demand

### **6.4.6 Economic Interdependence**

- 6.4.6 Explain how the location of resources, transportation and communications networks have affected Pennsylvania economic patterns e.g., mining (iron ore, oil)

### **6.5.6 Work and Earnings**

- 6.5.6F Identify entrepreneurs in Pennsylvania e.g., Andrew Carnegie, Henry Clay Frick

## **Materials**

1. *UPGHEG* – Lesson 19 – *Age of Big Business* on pp. 86-89
2. *Student Activity Book* – Activity 26 – *Some Huge Businesses*

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

1. describe what characterizes the Age of Big Business.
2. contrast conditions for small scale manufacturing versus those for large scale manufacturing.
3. explain Andrew Carnegie and Henry Clay Frick's contributions to the Age of Big Business.
4. describe the coke and steel industries' impact upon the development of Pennsylvania.
5. locate key places associated with the production of lumber, iron ore, coal, coke, and steel.
6. explain how technological innovation contributes to expanded industrial growth.

## **Suggested Teaching Strategies and Activities**

1. As students read and discuss the content, it is imperative that they use a political/physical map of Pennsylvania to locate key places in this lesson, such as Pittsburgh, Johnstown, Bethlehem, Steelton,

and Williamsport. England will require a separate map.

2. Use the illustrations, photographs, and captions to develop and reinforce the concepts presented in Objectives 2, 4, and 6. Clarify the concept of circa in the photo on page 88. Circa means “approximately or around a certain time.”
3. This lesson would be a good time to develop or reinforce the concept of entrepreneurship in our capitalistic market economy. Entrepreneurism deals with starting up a new enterprise or owning a small business. Carnegie and Frick both were entrepreneurs (and industrialists) who started out with low paying jobs, and with their work ethic and business skills, were able to build business empires.
4. Draw some comparisons with industries today that could be considered big businesses (cell phones, Microsoft, etc.)
5. If so desired, additional information can be acquired from the WWW about the Bessemer Process, Andrew Carnegie and Henry Clay Frick.
6. Chat about the idea of philanthropy as contributing to the well being of humans by donating to various charities. Both Carnegie and Frick became very rich philanthropists.
7. For Activity 26 from the *SAB*, students will need to cull the answers from Lessons 16, 19, and 20 in the text.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, set and share a scoring rubric.
2. Chapter Test 5 assesses the delineated objectives and standards.
3. The activity from the *SAB* is a gradable one, if you so desire.

## Lesson 20 - Railroads Grow as New Industries Emerge

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom’s Taxonomy.

### Standards

#### History

##### 8.1 Historical Analysis and Skill Development

- 8.1.6 A Analyze chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Analyze and interpret historical sources e.g., literal meaning of historical passage, different historical perspective
- 8.1.6 C Analyze the fundamentals of historical interpretation e.g., cause and effect
- 8.1.9 D Analyze and interpret historical research e.g., primary sources, facts, historical events

##### 8.2 Pennsylvania History

- 8.2.6 A Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914 e.g., Rockefeller, Hall, Westinghouse, Ford, and Pitcairn
- 8.2.6 B Identify and analyze primary documents, material artifacts and historic sites in Pennsylvania history from 1787 to 1914
- 8.2.6 C Identify and analyze how continuity and change have influenced Pennsylvania history



e.g., settlement patterns; innovations (railroads, aluminum, oil refining); transportation

### **8.3 United States History**

8.3.6 C Analyze how continuity and change has influenced United States history . . . . e.g., growth of manufacturing and industry; (coal, cement glass, aluminum, and oil refining)

### **Geography**

#### **7.1 Basic Geographic Literacy**

7.1.6 B Explain and locate places and regions e.g., physical features, access and movement

#### **7.3 The Human Characteristics of Places and Regions**

7.3.6 A Explain the human characteristics of places and regions by their population characteristics e.g., causes of human movement

7.3.6 C Explain the human characteristics of places and regions by their settlement characteristics e.g., industrial towns

7.3.6 D Explain the human characteristics of places and regions by their economic activities e.g., spatial distribution of economic activities;

### **Economics**

#### **6.1.6 Economic Systems**

6.1.6B Explain the three basic questions that all economic systems attempt to answer e.g., based upon consumers & producers & goods and services

6.1.6C Define measures of economic activity

#### **6.2.6 Markets and Functions of Government**

6.2.6A Describe market transactions in terms of goods, services, consumers, producers

6.2.6E Explain how the interaction of buyers and sellers determines prices and quantities

#### **6.4.6 Economic Interdependence**

6.4.6 Explain how the location of resources, transportation and communications networks have affected Pennsylvania economic patterns e.g., railroads, mining (coal, sand, natural gas)

#### **6.5.6 Work and Earnings**

6.5.6F Identify entrepreneurs in Pennsylvania e.g., Rockefeller, Hall, Westinghouse, Ford, and Pitcairn

### **Materials**

1. *UPGHEG* – Lesson 20 - *Railroads Grow as New Industries Emerge* on pp. 90-93
2. *Student Activity Book* - Activity 26 – *Some Huge Businesses*
3. *Student Activity Book* - Activity 27– *Products and Locations of Big Business*

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

1. locate key places being described within the lesson.
2. explain how the growth of railroads impacted upon the industrial development of Pennsylvania.
3. cite and describe key people's contributions to Pennsylvania's industrial development.
4. associate key people with their respective contributions.
5. describe the emerging industries' impact upon the industrial development of Pennsylvania. (oil refining, glass, aluminum, cement)

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

1. As students read and discuss the content, it is absolutely imperative that maps and place locations continuously be incorporated into the lesson. For example, use a political/physical map of Pennsylvania to locate Pittsburgh, New Kensington, Mauch Chunk, Philadelphia, Lehigh Valley, etc.
2. The Mauch Chunk Gravity Railroad must have been quite a ride. Enterprising businessmen charged 50¢ a ride, which was a hefty sum in that day and age. Inasmuch as it was a novel ride, and the only one around, suggest to your students that this is probably a viable example of a monopolistic market.



3. Provide perspective on transportation systems and the new industries presented in this lesson. Ask questions, such as: Is the use of the Conestoga wagon big business today? Are canals? (marginally, yes, but not big business in this country) Railroads? What kinds of products are hauled by railroads today? What kinds of aluminum products are in use today? Cement? Glass? Oil Refining? In the history of humankind, these products are very recent additions (Well, glass is an older industry but the tremendous variety of glass products developed in the Pittsburgh region (locale of natural resources) is a more recent development.
4. You could provide background on the debate on the use of direct current (DC - Thomas Edison) and alternating current (AC - George Westinghouse) as well as the diversity of uses for AC.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. Chapter Test 5 assesses the delineated objectives and standards.
3. The SAB exercises on *Some Huge Businesses* and *Products and Locations of Big Businesses* are gradable activities, if so desired.

## ***Lesson 21 – Industrial Growth Creates Major Problems***

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### **Standards**

#### **History**

##### **8.1 Historical Analysis and Skill Development**

- 8.1.6 A Analyze chronological thinking and distinguish between past, present, and future time e.g., people and events in time
- 8.1.6 B Analyze and interpret historical sources e.g., literal meaning of historical passage, different historical perspective
- 8.1.6 C Analyze the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Analyze and interpret historical research e.g., primary sources, facts, historical events

##### **8.2 Pennsylvania History**

- 8.2.6 A Analyze the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914 e.g., John Heinz, John Wanamaker, Clara Barton, Frank Woolworth
- 8.2.6 B Identify and analyze primary documents, material artifacts and historic sites in Pennsylvania history from 1787 to 1914
- 8.2.6 C Identify and analyze how continuity and change have influenced Pennsylvania history e.g., settlement patterns; innovations (Wanamaker, Heinz, Woolworth); transportation
- 8.2.6 D Identify and explain conflict . . . in PA history e.g., labor relations (working conditions, strikes)

##### **8.3 United States History**

- 8.3.6 C Analyze how continuity and change has influenced United States history . . . e.g., growth of manufacturing; growth of industry (growth of cities; Centennial Exhibition)

#### **Geography**

##### **7.1 Basic Geographic Literacy**

- 7.1.6 B Explain and locate places and regions e.g., physical features, access and movement

##### **7.3 The Human Characteristics of Places and Regions**

- 7.3.6 A Explain the human characteristics of places and regions by their population characteristics e.g., causes of human movement
- 7.3.6 C Explain the human characteristics of places and regions by their settlement characteristics e.g., immigrants and the growth of cities
- 7.3.6 D Explain the human characteristics of places and regions by their economic activities e.g., spatial distribution of economic activities

#### **Economics**

##### **6.1.6 Economic Systems**

- 6.1.6B Explain the three basic questions that all economic systems attempt to answer e.g., based upon consumers & producers & goods and services

- 6.1.6C Define measures of economic activity

##### **6.2.6 Markets and Functions of Government**

- 6.2.6A Describe market transactions in terms of goods, services, consumers, producers
- 6.2.6E Explain how the interaction of buyers and sellers determines prices and quantities exchanged e.g., supply and demand

##### **6.4.6 Economic Interdependence**

- 6.4.6 Explain how the location of resources, transportation and communications networks have affected Pennsylvania economic patterns e.g., mining (coal)

##### **6.5.6 Work and Earnings**

- 6.5.6F Identify entrepreneurs in Pennsylvania e.g., Wanamaker, Woolworth, Heinz

#### **Materials**

1. *UPGHEG – Lesson 21 – Industrial Growth Creates Major Problems* on pp. 94-97
2. *Student Activity Book - Activity 28 – The Appalling Disaster at Johnstown*

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

1. delineate at least three major problems created by rapid industrial growth.
2. describe the working conditions of workers in types of mines and factories.
3. discuss the impact of immigrants on the development of cities.
4. associate key people with the development of their ideas to meet the needs of growing cities.
5. summarize the story of the Johnstown Flood.
6. discuss the early development of unions.
7. associate key people with their respective contributions.

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

1. As students read and discuss the content, it is absolutely imperative that maps and place locations continuously be incorporated into the lesson. For example, use a political/physical map of Pennsylvania to locate Pittsburgh, Johnstown, Shamokin, Homestead, Reading, and Philadelphia.
2. Use the photographs and illustrations in this lesson to highlight concepts. For example, use the photo on p. 94 to elicit descriptive words that characterize the looks on the breaker boys' faces.
3. Use factual data to figure how much breaker boys were paid per day, and per hour.
4. The following website presents problems of the Industrial Revolution. (include underscores in address)  
[http://library.thinkquest.org/26026/History/results\\_of\\_the\\_industrial\\_revo.html](http://library.thinkquest.org/26026/History/results_of_the_industrial_revo.html)
5. Have students draw a connection between the five and dime stores (Woolworth's) to the Dollar Stores of today. Also, discount Stores such as Kmart and Walmart emerged from Woolworth's concept; in fact, most discount stores have.

6. Remind students about the everyday worker who made industrial progress and growth possible. Some time should be spent on the life of immigrants. Excellent resources would be Russell Freedman's books on *Kids at Work* and *Immigrant Kids* and Joan Nixon's *Ellis Island Novels*. David McCullough's *Johnstown Flood* is a riveting account of that disaster.
7. In reference to the Johnstown Flood, I had the distinct honor of interviewing Elsie Frum in 1991. At 106, Elsie was the oldest survivor of the Flood. She was full of verve and vitality even at that age.
8. One does not really appreciate the enormity of a 40' wall of water until one measures a vertical height of 40 feet (such as on a school building if taller than 40 feet, or a tree)
9. Some background information websites for the Johnstown Flood are:
  - a. <http://www.jaha.org/FloodMuseum/history.html> (a plethora of photos, hyperlinks, and background info.)
  - b. <http://www.johnstownpa.com/History/hist19.html>
  - c. <http://www.johnstownpa.com/History/hist30.html>
  - d. <http://www.nps.gov/jofl/index.htm> (National Park Services website)
  - e. [http://www.jaha.org/edu/flood/img/flood\\_timeline.pdf](http://www.jaha.org/edu/flood/img/flood_timeline.pdf) (provides timeline of the Flood)
  - f. [http://www.jaha.org/edu/flood/rebuild/recovery\\_timeline\\_events.html](http://www.jaha.org/edu/flood/rebuild/recovery_timeline_events.html) (recovery timeline after Flood)
  - g. [http://www.metacafe.com/watch/3594931/40\\_the\\_great\\_johnstown\\_flood/](http://www.metacafe.com/watch/3594931/40_the_great_johnstown_flood/)
10. There is a plethora of websites on Clara Barton, such as, <http://gardenofpraise.com/ibdbarto.htm>
11. The SAB exercise *The Appalling Disaster at Johnstown* presents students with statistical data for problem solving purposes.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. Chapter Test 5 assesses the delineated objectives and standards.
3. The SAB exercise, *The Appalling Disaster at Johnstown*, is a gradable activity, if you desire.

## Lesson 22 – Modern Pennsylvania

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### Standards

#### History

##### 8.1 Historical Analysis and Skill Development

- 8.1.6 A Understand chronological thinking/distinguish between past, present, and future time
- 8.1.6 B Explain and analyze and interpret historical sources
- 8.1.6 C Explain the fundamentals of historical interpretation e.g., cause and effect
- 8.1.6 D Describe and explain historical research e.g., primary sources, facts, historical events

##### 8.2 Pennsylvania History

- 8.2.6 A Identify and explain the political and cultural contributions of individuals and groups to Pennsylvania history from 1787 to 1914 e.g., telecommunications, suburbs
- 8.2.6 B Identify and analyze primary documents, artifacts and historic sites in PA history . . . .
- 8.2.6 C Identify and explain how continuity and change have influenced Pennsylvania history e.g., commerce and industry; innovations (improved technology for making cars, trucks, airlines, railway systems); transportation networks

##### 8.3 United States History

- 8.3.6 C Explain how continuity and change has influenced United States history . . . commerce and industry (growth of manufacturing industries transportation and trade (railroads))

## **Geography**

### **7.1 Basic Geographic Literacy**

- 7.1.9 B Explain and locate places and regions e.g., physical features, access and movement

### **7.3 The Human Characteristics of Places and Regions**

- 7.3.9 A Explain the human characteristics of places and regions by their population characteristics e.g., causes of human movement
- 7.3.9 C Explain the human characteristics of places and regions by their settlement characteristics e.g., towns growing from the railroad
- 7.3.9 D Explain the human characteristics of places and regions by their economic activities

## **Economics**

### **6.1.6 Economic Systems**

- 6.1.6B Explain the three questions . . . based upon consumers, producer, goods, and services
- 6.1.6C Define measures of economic activity

### **6.2.6 Markets and Functions of Government**

- 6.2.6A Describe market transactions in terms of goods, services, consumers, producers

### **6.4.6 Economic Interdependence**

- 6.4.6 Explain how the location of resources, transportation and communications networks have affected Pennsylvania economic patterns e.g., manufacturing, imports/exports

### **6.5.6 Work and Earnings**

- 6.5.6F Identify entrepreneurs in Pennsylvania e.g., Mack Brothers, Duryea Brothers

## **Materials**

1. *UPGHEG* – Lesson 22 – *Modern Pennsylvania* on pp. 98-101
2. *Student Activity Book* – Activity 29 – *Changing Lifestyles through the 20<sup>th</sup> Century*

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

1. identify several transportation systems that led to the development of suburbs.
2. describe and associate key people with their transportation contributions.
3. locate key places associated with the Pennsylvania in the 20<sup>th</sup> and 21<sup>st</sup> centuries.
4. cite the importance of the gasoline engine and its practical applications.
5. explain how technological innovation contributed to growth in telecommunications industry.
6. identify components of the information superhighway.
7. sequence telecommunication devices of the 19<sup>th</sup>, 20<sup>th</sup>, and 21<sup>st</sup> centuries.

## **Suggested Teaching Strategies and Activities**

1. Due to spatial restrictions, there is a tremendous amount of information excluded from this lesson. Much information was “axed” from the original manuscript. Please “fill-in-the-blanks” where you feel it is necessary, such as Pennsylvania’s contributions to all of the wars and conflicts of the 20<sup>th</sup> and 21<sup>st</sup> centuries, or The Great Depression.
2. As students read and discuss the content, it is imperative that they use a political/physical map of Pennsylvania to locate key cities and waterways in this lesson.
3. Most of this lesson could be webbed to enhance comprehension. Divide the web into two main groups: transportation improvements and telecommunications improvements. Establish a temporal frame of reference by using timelines to designate the advent of the improvement ( may require research).

4. **Note:** Televisions could have reached the consumers' market prior to WWII except the resources were needed for the war industries. That is why TV became popular after 1946. Most students do not know when color TV became common. Although they were available in the 60s, I did not have color TV until 1973.
5. Here are a few websites for the St. Lawrence Seaway.  
<http://www.infoplease.com/ce6/world/A0843098.html>  
<http://www.greatlakes-seaway.com/en/navigating/map/index.html> (map of the Seaway)  
<http://www.greatlakes-seaway.com/en/> (in English or French)
6. Using a word search puzzle, the SAB exercise *Changing Lifestyles through the 20<sup>st</sup> Century* uses clues to locate key words from Lesson 22. Then, students write in each word next to its definition.
7. Discuss various points, such as, why the steam engine did not win the competition for the car?

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, establish a scoring rubric.
2. Chapter Test 5 assesses the delineated objectives and standards.
3. The SAB exercise is a gradable activity, if you so desire.

### ***Lesson 23 – Why is Good Government so Important***

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

## **Standards**

### **Government**

#### **5.1 Principles and Documents of Government**

- 5.1.6 A. Explain the purpose of government
- 5.1.6 B Explain the importance of rule of law for the protection of individual rights and the common good in the community, state, nation, and world.
- 5.1.6 C Describe the principles and ideals shaping government e.g., checks and balances, separation of powers, equality
- 5.1.6 I Describe and compare making rules by direct democracy and representative democracy
- 5.1.6 J Describe how the government protects individual rights and promotes the common good
- 5.1.6 L Explain the role of the courts in resolving conflicts involving the principles and ideals of government
- 5.1.6 M Explain the basic principles and ideals found in famous speeches and writings

#### **5.2 Rights and Responsibilities of Citizenship**

- 5.2.6 A Compare rights and responsibilities of citizenship
- 5.2.6 B Explain the relationship between rights and responsibilities
- 5.2.6 D Describe the importance of political life and public service
- 5.2.6 E Identify examples of the right and responsibilities of citizenship
- 5.2.6 F Describe the impact of the consequences of violating rules and laws in a civil society
- 5.2.6 G Explain the importance of participating in government and civic life

#### **5.3 How Government Works**

- 5.3.6 A Compare the structure, organization and operation of local, state, and national governments
- 5.3.6 B Describe the responsibilities and powers of the three branches of government
- 5.3.6 C Explain how government actions affect citizens' daily lives

- 5.3.6 E Identify major leaders of . . . government, their primary duties, . . .
- 5.3.6 G Describe how government protects individual rights e.g., trial by jury

### Materials

1. *UPGHEG – Chapter Introduction* on pp. 102-103
2. *UPGHEG – Lesson 23 - Why is Good Government so Important* on pp. 104-107
3. *Student Activity Book - Activity 30 – Types of Government in the World*
4. *Student Activity Book - Activity 31 – Branches of Government*

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

1. explain what government is and why good government is necessary.
2. identify at least 4 different kinds of government.
3. identify at least 4 responsibilities of being a citizen in the United States.
4. list at least 6 rights that are guaranteed by our democratic form of government.
5. identify three branches of government.
6. describe what each branch of government consists of.
7. classify governmental functions into the branch to which they belong.
8. delineate the powers of Congress.

### Suggested Teaching Strategies and Activities

1. Before delving into the lesson, incorporate the pragmatic skills of using the Focus Questions, Key Words, and Key Places as advanced organizers. Don't forget the Chapter Introduction.
2. This lesson deals with why good government is so necessary, the various kinds of governments, the responsibilities of being a good citizen, the rights guaranteed to us by our form of government, and the makeup of our federal government. You can generate many interesting discussions on each of the subcomponents of this lesson.
3. Differentiate among the different forms of government in the world. Use Activity 30 in the *Student Activity Book* to have students research the Internet to classify a country's form of government.
4. Discuss with students that governments can be strong, but not necessarily good for citizens. Some extreme examples in history are Hitler's Germany, Emperor Hirohito's Japan, and Mussolini's Italy during World War II, and more recently, Iraq's Saddam Hussein.
5. Glossing over the charts on the rights and responsibilities of citizens in a democracy will not be impactful enough, in my opinion. Perhaps you could have webbing diagrams of examples of what it means to respect the legal rights of others, to work toward the betterment of the community, and to volunteer work in the community. The same can be done for the rights we are guaranteed in a democracy. i.e., What are some examples of freedom of speech? Violations of freedom of speech? Examples of freedom of the press? Violations of freedom of the press?
6. Have you ever read the U.S. Constitution? It can be laborious but the first part clearly delineates the balance of power and a system of checks and balances. Ask students what "checks and balances" are regarding our democratic government and why it is necessary to have this system. Regarding the Amendments, one word characterizes the entire document; that word is fairness. The rule of law indicates that no one in this country is above the law. Our government must respect each citizen's right to due process of the law.



7. There are a number of helpful websites on government for kids. For example, the following web addresses will provide plenty of opportunities for students at different grade levels to become enlighten about governmental functions.  
<http://bensguide.gpo.gov/6-8/government/national/legislative.html>  
<http://www.govspot.com/features/kids.htm>  
[http://www.kids.gov/k\\_5/k\\_5\\_government.shtml](http://www.kids.gov/k_5/k_5_government.shtml)  
<http://webtech.kennesaw.edu/jcheek3/kidsgovernment.htm>  
<http://www.treas.gov/kids/>
8. Use Activity 31 in the *Student Activity Book* to classify various governmental functions into their respective branches of government.
9. Clarify the powers of Congress. At the same time, it's time to start making the distinction between federal and state laws. It's also time to ask the question, where does all of the money come from to pay people for serving in the executive, legislative, and judicial branches?

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions, set and share a scoring rubric.
2. Chapter Test 6 assesses the delineated objectives and standards.
3. SAB activities 30 and 31 could be graded as well, if you desire.

## Lesson 24 – Our State Government

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

### Standards

#### Government

##### 5.1 Principles and Documents of Government

- 5.1.6 A. Explain the purpose of government
- 5.1.6 B Explain the importance of rule of law for the protection of individual rights and the common good in the community, state, nation, and world.
- 5.1.6 C Describe the principles and ideals shaping government e.g., checks and balances, separation of powers, equality
- 5.1.6 D Explain the basic principles and ideals within documents of Pennsylvania government e.g., Pennsylvania Constitution, Pennsylvania Declaration of Rights
- 5.1.6 F Explain the meaning of the Preamble to the Constitution of the Commonwealth of Pennsylvania and compare it to the Preamble of the Constitution of the United States
- 5.1.6 H Describe the roles played by the framers of the basic documents of governments of Pennsylvania and the United States
- 5.1.6 J Describe how the government protects individual rights and promotes the common good
- 5.1.6 L Explain the role of the courts in resolving conflicts involving the principles and ideals of government e.g., state

##### 5.2 Rights and Responsibilities of Citizenship

- 5.2.6 A Compare rights and responsibilities of citizenship e.g., civic and personal responsibilities, political rights
- 5.2.6 B Explain the relationship between rights and responsibilities
- 5.2.6 D Describe the importance of political life and public service
- 5.2.6 E Identify examples of the right and responsibilities of citizenship
- 5.2.6 F Describe the impact of the consequences of violating rules and laws in a civil society



5.2.6 G Explain the importance of participating in government and civic life

### **5.3 How Government Works**

5.3.6 A Compare the structure, organization and operation of local, state, and national governments

5.3.6 B Describe the responsibilities and powers of the three branches of government

5.3.6 C Explain how government actions affect citizens' daily lives

5.3.6 D Describe how local, state, and national governments implement their services

5.3.6 E Identify major leaders of . . . government, their primary duties, . . .

5.3.6 F Describe the voting process, e.g., Pennsylvania

5.3.6 G Describe how government protects individual rights e.g., trial by jury

5.3.6 I Describe why and how government raises money to pay for its operations and services

### **Economics**

6.1.6 B Explain the three basic questions that all economic systems attempt to answer (what, how, and who of producing and consuming goods and services)

6.2.6 C Explain the function of money and its use in society

6.2.6 J Explain the cost and benefits of taxation (and government services *carried from 3<sup>rd</sup> grade*)

6.5.6 A Recognize that the availability of goods and services is the result of work by members of the society

### **Materials**

1. *UPGHEG* – Lesson 24 – *Our State Government* on pp. 108-111
2. *Student Activity Book* - Activity 32 – *Our State Government*

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

1. compare and contrast Pennsylvania's state constitution with the federal U. S. Constitution.
2. describe 2 ways the Pennsylvania Constitution served as a model for the federal Constitution.
3. identify the three branches of state government – executive, legislative, judicial.
4. associate the names of political positions (jobs) with each branch of state government.
5. explain the main duties for each branch of state government.
6. describe the processes by which a bill becomes a law.
7. delineate the different courts in our state government.
8. identify the main function of each court.

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

1. Before delving into the lesson, I recommend that you incorporate the pragmatic skill of vocabulary development, such as how we introduce vocabulary in a DRA. There are many terms associated with state government.
2. The first segment of the lesson is devoted to having students differentiate between our state and federal constitutions. Our state constitution is quite unique in that it served as a model for our country's constitution. As per standard 5.1.6 F, spend some time "exposing" the similarities and differences between the two constitutions. Have students conjecture as to why there is a reference to *Almighty God* in our state constitution but not our federal constitution.
3. Highlight the sequence or order in which the rights of people and structure of government were addressed in both constitutions, and link them to the importance that William Penn placed upon them. Penn's political ideas served as a model for national, state, and local governments.
4. Have you ever read our state's constitution? To get your students more acquainted with this document, I suggest creating a study guide with critical statements and questions. Perhaps tackling the task in pairs, have students go on-line to access and browse our state constitution.

5. Undoubtedly, students have background knowledge about the three branches of government. You will need to assess students' developmental levels and proceed accordingly to develop and/or reinforce this information.
5. Cull from each branch of government the jobs or positions associated with it, and the primary responsibility associated with each job. Develop with students that these are public service-oriented jobs, not private, business sector jobs.
6. It's always desirable to delineate the processes and procedures by which a bill becomes a law. If time, you could set up a simulation for a "classroom law."
7. The following web addresses would extend the concepts of state government for your students.  
 for our state Constitution [http://sites.state.pa.us/PA\\_Constitution.html](http://sites.state.pa.us/PA_Constitution.html) (note the underscore)  
 for federal constitution for kids <http://www.usconstitution.net/constkids.html>  
 for citizenship issues [http://www.usconstitution.net/consttop\\_citi.html](http://www.usconstitution.net/consttop_citi.html)  
 visit our state capitol <http://www.visithhc.com/harrisburgcapitolbuilding.shtml>  
 for state government <http://www.govspot.com/state/pa.htm>
8. An excellent reference is:  
 Pennsylvania General Assembly. (ndg). *The Pennsylvania Capitol: A National Historic Landmark*. Harrisburg: Author. Explains the evolvement of our state Capitol Building; explains the three branches of government; displays beautiful photos of our state capital complex.

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. If you have students write out the answers to the review questions and/or grade the study guide, establish a scoring rubric. Share with the students the specific criteria of the rubric.
2. Chapter Test 6 assesses the delineated objectives and standards.
3. It's your decision as to whether to grade Activity 32 in the SAB.

## ***Lesson 25 - Our County and Local Governments***

**Note:** Wording for the standards for 9<sup>th</sup> grade is very similar. To advance the grade level of the standards, simply exchange words analyze and interpret for the words explain and describe. The former represents higher level thinking skills on Bloom's Taxonomy.

<b>Government</b>	<b>Standards</b>
<b>5.1 Principles and Documents of Government</b>	
5.1.6 A.	Explain the purpose of government
5.1.6 B	Explain the importance of rule of law for the protection of individual rights and the common good in the community, state, nation, and world.
5.1.6 J	Describe how the government protects individual rights and promotes the common good
5.1.6 L	Explain the role of the courts in resolving conflicts involving the principles and ideals of government e.g., local
<b>5.2 Rights and Responsibilities of Citizenship</b>	
5.2.6 A	Compare rights and responsibilities of citizenship e.g., civic and personal responsibilities, political rights
5.2.6 D	Describe the importance of political life and public service
5.2.6 E	Identify examples of the right and responsibilities of citizenship
5.2.6 F	Describe the impact of the consequences of violating rules and laws in a civil society
5.2.6 G	Explain the importance of participating in government and civic life

### 5.3 How Government Works

- 5.3.6 A Compare the structure, organization and operation of local . . . governments
- 5.3.6 C Explain how government actions affect citizens' daily lives
- 5.3.6 D Describe how local . . . governments implement their services
- 5.3.6 E Identify major leaders of . . . government, their primary duties, . . .
- 5.3.6 G Describe how government protects individual rights e.g., trial by jury
- 5.3.6 I Describe why and how government raises money to pay for its operations and services

#### Economics

- 6.2.6 C Explain the function of money and its use in society
- 6.2.6 G Explain how taxes affect the price of goods and services
- 6.2.6 J Explain the cost and benefits of taxation (and government services) *carried from 3<sup>rd</sup> grade*

#### Materials

1. *UPGHEG* – Lesson 25 – *Our Local and County Governments* on pp. 112-115
2. *Student Activity Book* - Activity 33 – *Vocabulary of County and Local Governments*

**Objectives:** Each student will be able to:

1. identify major types of municipalities and local governments.
2. describe what determines the class of a county, city, and township.
3. differentiate among the different kinds of local government.
4. identify services provided by local governments.
5. identify the names given to leaders of local government.
6. identify how services of county and local government are paid for.

#### Suggested Teaching Strategies and Supplemental Notes

1. Two major themes of local governments emerge: laws, laws, laws, and taxes, taxes, taxes! These are facts of life. A major function of this lesson is to determine the many kinds of municipal governments and what the leaders are called. As your students proceed through this material, it would be helpful to web the concepts.
2. **Note:** The facts and figures for the number of cities, boroughs and townships vary slightly from source to source. And, these figures can change based upon voters casting ballots for a change of status. However, overall, the number of municipalities and their status does not deviate too much from what is in the textbook. Incidentally, boroughs are not ranked according to class.
3. **Note:** Convey to your students that officials are not all elected at the same time. Commissioners, supervisors, town and city council members are elected on a staggered basis. Also, some cities have wards or districts.
4. **Note:** Home rule charters can apply to counties, cities, boroughs and townships. According to one source, there are 7 counties (I have read 6 as well), 19 cities, 19 boroughs, and 27 townships under home rule. For the sake of your students, home rule can simply be described as a different form (or look) of local government. A particular entity can determine its own structure of local government. At the county level, rather than elect commissioners, the county may have opted to elect a county executive and county council to run the government. Another example, Upper Darby Township is run by a mayor and township council similar to a borough's structure. Some people feel that this form of government gives more people more of a say in local government. Others argue that it gives those political entities greater power to do anything that is not in violation of our state or federal constitutions.
5. According to one source I read, Forest County has no traffic lights! There are nine classes of counties, but I found no data on what population would constitute a 9<sup>th</sup> class county.

6. It's important to note that all laws are rules but not all rules are laws. For example, not being allowed to chew gum in school is a rule, but not a law. We hear the saying "rule of thumb," but I have not heard "law of thumb."
7. **Note:** It's a little confusing to explain how Bloomsburg became the only legally incorporated town in Pennsylvania. It has to do with former boundary lines and population sizes.
8. Have students search the Internet for a county's web site. Have them compare the services that are available online with the tasks that county commissioners oversee listed in the text.
9. Establish an activity sheet in which to record information on local and county governments. Establish the following headings. i.e.

**Forms of Local Government**

**Names for Top Officials**

**Terms of Office**

**Assessment** (Note: My tests are thorough. You might need 2 days to give them. Or, extrapolate parts you want to give.)

1. How well and to what degree have you accomplished the lesson's objectives?
2. Chapter Test 6 reflects the amount of knowledge students have acquired relative to delineated objectives and standards.
3. You can choose whether or not to assess Activity 33 in the *SAB*.