



# Teacher's Guide

The Western Hemisphere: Early Cultures & Civilizations to Modern Times

3rd Edition

by

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## To Our Teacher Colleagues:

We would like to welcome you to the 3<sup>rd</sup> edition of *The Western Hemisphere: Early Ancient Civilizations to Modern Times (EACMT)*. It originally took us three years to research and write this text. This edition represents a large makeover of the text with its shifting foci on Early Ancient Civilizations. It is a highly interactive work-a-text geared to the Pennsylvania's Department of Education's academic standards, national standards, and the Archdiocese of Philadelphia's new fifth grade *Social Studies Curriculum Guide* as of 2018.

## Organization of the Text:

*The Western Hemisphere: EACMT*: has seven (7) units, 12 chapters, and 61 lessons organized around the standards of Reading, Geography, History, Government, Economics, Environment and Ecology, and Science and Technology. Aspects of multicultural diversity are integrated throughout the text. Specifically, the chapters are organized as follows:

### **Unit 1: Geography and Its Related Themes** (10 Lessons)

- Chapter 1: Geography Features
- Chapter 2: Geography-Related Aspects

### **Unit 2: Ancient Civilizations of the Americas** (8 Lessons)

- Chapter 3: Rise of Civilizations into Empires

### **Unit 3: Age of Discovery Spurs European Exploration of the Americas** (5 Lessons)

- Chapter 4: European Exploration and Its Impact on the Americas

### **Unit 4: Independence Movements in the Americas** (4 Lessons)

- Chapter 5: Revolution among the Americas

### **Unit 5: North America** (13 Lessons)

- Chapter 6: North America
- Chapter 7: The United States
- Chapter 8: Canada

### **Unit 6: Middle America** (14 Lessons)

- Chapter 9: Mexico
- Chapter 10: Central America
- Chapter 11: Islands of the Caribbean

### **Unit 7: South America** (7 Lessons)

- Chapter 12: South America

Each chapter is activity-oriented. Most of the book adopted the following conceptual format for the countries and regions of the Western Hemisphere: Political Features, Physical Features, Natural Resources and Economy, Life Styles, Climate, and Population. Answers for the activities can be found in the *Teacher's Resource Binder - Teacher's Answer Key*. This Teacher's Guide consists of lesson plans, which include objectives, suggested teaching strategies, website addresses, and assessment ideas.

The *Teacher's Resource Binder* (TRB) contains this teacher's guide, chapter tests, answer keys, Enrichment Activities, and Blackline Masters (additional maps and activities). The tests are formatted based upon current test construction principles (Kubiszyn and Borich, 2017).

Because children interact frequently with many new concepts and skills in Social Studies, we chose to present them first. Hence, the first unit deals with geographic skills and concepts, types of governments, and economic concepts. For example, rather than teaching economic concepts for each country/region, we present them at the beginning of the text, and then refer to them as needed.

As a navigational guide, we are still using special icons throughout the text. They are: **(AB)** for **Atlas Buddy**, **(LLB)** for Lesson Look Back and **(BLM)** for Blackline Masters.

Special features of *The Western Hemisphere: EACMT*:

- ✓ Is based upon quality research findings
- ✓ Is field tested
- ✓ Incorporates traditional and unique visual concepts (ex. Industry bullseye)
- ✓ Is based on an established curriculum guide and PDE academic standards
- ✓ Presents content in a folksy, storyteller format
- ✓ Includes an **Atlas Buddy (AB)**
- ✓ Clues students to the use of the Blackline Master File **(BLM)**
- ✓ Uses Lesson Look Back **(LLB)** icon for students to review information
- ✓ Integrates a technology component

## State and National Standards

The pragmatic and theoretical frameworks for this text were determined from adopted state academic standards, and older national academic standards still existent. Specifically, the latest state standards for History, Geography, Reading, Economics, Environment and Ecology, and Science and Technology have been incorporated. National standards from the National Geographic Society and the National Council for Social Studies were additional guiding beacons for this text's content and skills. However, it should be noted that *The Western Hemisphere: Early Ancient Civilizations to Modern Times (EACMT)* is not meant to accommodate all social studies standards.

We have provided the framework for standards and assessment used in the development of *The Western Hemisphere: Early Ancient Civilizations to Modern Times* on line at \_\_\_\_\_

## 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. We are suggesting these strategies because of their commonality, and because we think you know best what instructional decisions will work with your group of students. At the end of most lessons in this guide, we have suggested enrichment and/or assessment activities. We 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. We also encourage the use of technology and the Internet, where appropriate and feasible. Incidentally, when we engage students in use of the Internet, we strongly advocate that students disregard the ads with which they are bombarded. We have issued a special disclaimer about students using the Internet on page 7.

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 regional) - 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 and/or use overheads of **BLM** maps and activities 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 or the SQ3R model)
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. For example, pp. 106 and 115 use visual tools in *The Western Hemisphere: EACMT* text.
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. 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. (Yes, we can still use dictionaries, although it is efficient to use the Internet or cell phones as a dictionary.)
2. Use words in context.
3. Use the "new" words as spelling words for the week.
4. Create learning centers or puzzles with vocabulary words.

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

We think that many of the methods under the section "A Medley of Suggested Teaching Strategies" will work toward helping readers below grade level or other students with special needs 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 authors heavily incorporated graphic and visual tools to enhance the retention of concepts.

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

1. Make study guides with not-to-be-missed questions of important material.
2. Place the material on flash drives or CD-ROMs (PowerPoint) so students can listen to the content. Use of visual tools can be very helpful. Much material can also be placed on your Smartboard.
3. Use a storyteller mode for presenting the information.
4. Present the information through puppets or a class mascot (unless you feel that is too childish).
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 more relevant terms they understand.
8. For unfamiliar words, use the word attack plan of "continue reading," "frame it," "sound it," "find familiar parts," "use a dictionary (Internet)," and "ask."
9. Create learning centers and/or academic games to reinforce the material.

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

Teachers have to provide grades and/or benchmark progress reports on their students. Again, how you accomplish these reports becomes your decisions. Student assessment procedures can be divided into 3 different categories - **process, product, and performance**. Realistically, and to be consistent with the new guidelines for measuring achievement, grades will emerge more from the product and performance categories. For this purpose, chapter tests are available in the *Teacher's Resource Binder*. To avoid cognitive overload, we have divided some tests into parts that cover two or three lessons at a time.

**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 they 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 when assigned a project. 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. There are suggested rubrics for projects at the end of this document.

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 a variety of evaluative options. Again, you will need to delineate the criteria for an effective or acceptable performance.

**Chart 1 – Alternative Assessments**

concept maps	research paper	writing portfolio	diary or journal
oral presentation	oral questioning	activity sheets	sequencing
learning centers	projects	portfolios	dictated stories
tri-fold panels	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 projects	BLM map projects

## **Lesson Plans: Objectives/Strategies/Assessment/Enrichment/Websites**

### **Special Disclaimer**

The authors do not promote, endorse, or approve of any products whatsoever that appear on websites that they have listed. They highly recommend that teachers closely monitor the use of websites by students to make sure they are on-task with the lesson's content. They strongly recommend that teachers caution their students to disregard advertisements or products that appear on those sites.

## **Unit 1: Geography and Its Related Themes**

### **Lesson Plans**

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

1. reviewing "A Medley of Suggested Generic Teaching Strategies" and "Suggested Teaching Strategies for Readers Below Grade Level" on pages 3 - 5 of this Teacher's Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with "Suggested Generic Procedures for Assessment" during and after you cover the lessons on pages 5 - 6 of this Teacher's Guide.

### **Chapter One: Geography Features**

#### **Lesson 1: Where in the world is the Western Hemisphere?**

##### **Materials:**

1. text – *The Western Hemisphere* – pp. 1-2

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

1. differentiate among continents located in the Western and Eastern Hemispheres.
  2. locate and list the 4 major oceans.\*
  3. define key terms, such as continents and isthmus.
  4. explain the difference
- \* Some geographers have aptly named the seas south of Australia as the Southern Ocean.

**Key Word Definitions:**

continent – the largest type of land mass on earth

isthmus – a narrow landform that connects two larger landforms

ocean – largest body of salt water on the earth

**Suggested Teaching Strategies and Activities:**

1. We explored several options on active learning with children. Our intent was to have students label some sphere after reading the material. We found that clay works well, although somewhat messy. Use whatever sphere or substance for making a sphere with which you feel comfortable. Other mediums include Styrofoam™ balls, tennis balls, pickleballs, beach balls, Magic Dough, Play Doh®, or teacher-made flour/salt mixture. Of course, using globes with groups is also effective.
2. Using globes and/or world maps, review the names and locations of the seven continents and four oceans. (The fifth ocean is called the Southern Ocean.)
3. If spelling is a concern, you could have a separate lesson on their spelling.
4. Don't forget to include the continent of Antarctica as being partly in the Western Hemisphere.
5. While we cover it later, the students might know about the Prime Meridian as the dividing line separating the Eastern from the Western Hemisphere.
6. Demonstrate to students where the International Date Line (IDL) is and explain its purpose as the dividing line for a new day on this planet. Instruct that there are 360 degrees in a circle and that approximately 15 degrees in a time zone which gives the earth 24 time zones (which, of course, is equaled to a day and 360 degrees.) The Prime Meridian is at 0 degrees longitude and the IDL is at 180 degrees. This explanation may lead to a need to teach about latitude and longitude.

**Assessment:**

1. Content is covered under the Chapter 1 Test, Lessons 1, 2, and 3.

**Lesson 2: How can we tell where we are on the Earth?****Materials:**

1. text – *The Western Hemisphere* – p. 3

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

1. identify how humans can locate places on earth or a map.
2. differentiate among cardinal and intermediate directions.
3. locate specific items on the Philadelphia Zoo map using grid coordinates (areas).
4. define key terms, such as grid coordinates.

**Key Word Definitions:**

cardinal directions – the four main ways to give directions: north, south, east, west

intermediate directions – four main ways to give in-between directions: northeast, northwest, southeast, southwest

symbol – shapes, colors, letters, or pictures that stand for a real place or object on earth

grid coordinates – imaginary set of lines crisscrossing an area on a map or globe

compass rose- an illustration that shows cardinal and intermediate directions on a map



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

1. Review the four cardinal and intermediate directions by drawing a compass rose on the board. If compasses (the kind that indicate direction) are available, have students cite directions relative to each other's location or objects in the classroom. For example, Mandy is located in which direction from me? (ans. - northeast) The clock is located in which direction from the center of the room? (ans. - southwest)
2. Introduce (or review) grid coordinates. Have students discuss why it is necessary to have grid coordinate areas on these kinds of maps. **Note: We will be using this skill in the text.** In addition, you might want to explain the differences between grid coordinate areas and grid coordinate points. We have used grid coordinate areas because it is easier to locate places.
3. Give grid coordinates to locate specific places on the Philadelphia Zoo map. Or, have students give grid coordinates for specific areas on the map. For example, what area is located mostly in C,1? (ans. - Picnic Grove) Give me the grid coordinates for the prairie dogs. (ans. - D,3)

### **Assessment:**

1. Content is covered under the Chapter 1 Test, Lessons 1, 2, and 3.

### **Enrichment Activities:**

1. While it may seem a misprint on the Philadelphia Zoo map, sifakas are real animals. They are a rare lemur located in Madagascar. You could have students seek more information on this animal or any other zoo animal.
2. In fact, you could have a lively discussion on whether or not zoos are worthwhile. (defensible).

### **Other Sources:**

1. Philadelphia Zoo – You or your students can obtain more information about the zoo by logging onto the following website: <http://www.philadelphiazoo.org/>
2. Type in sifakas for an Internet search. The National Wildlife Federation has more information on these animals as well as many other animals.
3. *Zoobooks*, *Wildlife Fact-File*, and *National Geographic* are solid sources of information on animals.

## **Lesson 3: What are the geographic regions of the Western Hemisphere?**

### **Materials:**

1. text – *The Western Hemisphere*, p. 4
2. **AB**, p. iv

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

1. identify and label six major geographic regions in the Western Hemisphere.
2. classify countries and territories as to which region(s) they belong.
3. define region.

### **Key Word Definitions:**

region – an area of land that shares common characteristics, such as landforms and water forms

dependent territory – an area of land that does not govern itself, but is governed by an independent country

**Suggested Teaching Strategies and Activities:**

1. Students can work in twos and threes using the **AB**, globe, or wall map for this lesson.
2. Make sure they can identify all six geographic regions, stressing the common characteristic of each region. Using a blank map of the Western Hemisphere, have students label the regions. Note the overlap.
3. Activity 2 reinforces knowledge of the six regions. It is challenging because a place can fall into three regions. For example, Guatemala is located in Central America, Latin America, and Mesoamerica.
4. **Note:** Many people think that Greenland is an independent country. It is not; it is a dependent territory governed by Denmark and is also the world's largest island and dependent territory.

**Assessment:**

1. Content is covered under the Chapter 1 Test, Lessons 1, 2, and 3.

**Lesson 4: What are the major landforms?****Materials:**

1. text – *The Western Hemisphere*, pp. 5-6

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

1. using an atlas, dictionary, or glossary along with grid coordinate areas, associate geographic landforms with their respective definitions.
2. define key terms, such as archipelago.

**Key Word Definition:**

landforms – natural and human-made geographical features found describing different shapes of landforms

water forms – natural and human-made geographical features found describing different shapes of water forms

**Suggested Teaching Strategies and Activities:**

1. Review grid coordinate areas, if needed.
2. Many of these terms will be used elsewhere in the interactive text. That is why the terms are developed here. You can use the **LLB** (Lesson Lookback) feature throughout the text.
3. The activity in this lesson can serve as a glossary of terms as well.
4. As a side note, some student may ask why is landform one word and water form two words? We do not know why! It is one of the vagaries (oddities) of the English language.

**Assessment:**

1. Content is covered under the Chapter 1 Test, Lessons 4 and 5.

**Lesson 5: What are the major water forms?****Materials:**

1. text – *The Western Hemisphere*, pp. 7-8
2. atlas, world wall map, or globe

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

1. using an atlas, dictionary, wall map, or Internet, associate geographic water forms with their respective definitions.
2. define key terms, such as strait
3. identify and classify various water forms and landforms from around the world.

**Suggested Teaching Strategies and Activities:**

1. Many of these terms will be used elsewhere in this work-a-text. That is why the terms are developed here. You can use the **LLB** (Lesson Lookback) feature throughout the text.
2. Activity 1 can serve as a glossary of terms as well.
3. For Activity 2, it is suggested that you review the water forms and landforms for which you will be classifying names of specific places. For example, "I am thinking of a word that means a group of 4 or more islands." (ans. - archipelago)

**Assessment:**

1. Content is covered under the Chapter 1 Test, Lessons 4 and 5.

**Enrichment Activities:**

1. Have students determine and locate the names of other geographical physical features, such as capes, sounds, etc. from a globe, atlas, or world map. If the option is available, the Internet or cell phones (if allowed) could be used.

## Chapter Two: Geography-Related Aspects

### Lesson 6: What are natural resources?

**Materials:**

1. text – *The Western Hemisphere*, p. 9

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

1. explain (or review) the water cycle.
2. differentiate between renewable and nonrenewable natural resources.
3. list renewable and nonrenewable resources.

**Key Word Definitions:**

natural resources – useful materials found on or in the earth

renewable – a natural resource that can be replaced

nonrenewable – a natural resource that cannot be replaced

conservation – managing our natural resources wisely

precipitation – different forms of moisture, such as rain, snow, ice, or sleet

evaporation – when moisture disappears and is converted into water vapor in the atmosphere

condensation – the physical process by which liquid is removed from water vapor

**Suggested Teaching Strategies and Activities**

1. Review the water cycle using the diagram on page 9.

2. There are seven renewable resources listed. We suggest combining forests and plants.
3. Allow students to brainstorm other forms of nonrenewable resources, such as copper, silver, uranium, etc.
4. Emphasize the useful distinction between most renewable natural resources as being grown and most nonrenewable natural resources as being mined.

#### **Assessment**

1. Content is covered under the Chapter 2 Test, Lessons 6 and 7.

#### **Enrichment Activities**

1. Much more can be done with natural resources. One of the most important extensions would be the topic of recycling. Two other topics would be what can be done to enhance water (fresh and salt) and air quality.
2. Introduce students to the concept of **environmental sustainability**. There are a number of informative websites available to teach your students about protecting the environment. The following website offers some interesting activities to learn about sustainability: <https://www.naturespath.com/en-us/blog/20-activities-kids-learn-sustainability/>
3. Also check out articles by *National Geographic* on sustainability. The following is an interesting site: <https://www.nationalgeographic.com/environment/sustainable-earth/water/>

## **Lesson 7: What’s happening in the E CON O MY?**

#### **Materials:**

1. text – *The Western Hemisphere*, pp. 10-13
2. **BLMs** – Is It a Good or Service? and What is Industry?

#### **Special Note on Content:**

Many teachers do not enjoy teaching about the economy. Granted, some of the concepts are complicated. However, we cannot deny that they are in curriculum guides, and state and national standards. We chose to present the basic economic concepts in one whopping lesson. The major components are broken into stages for manageability. We have not seen any written material that succinctly presents such a comprehensive overview of economic concepts in this manner. We refer students back to these concepts (**LLB**) when encompassing major regions of the Western Hemisphere.

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

1. identify the main characteristics of an economy.
2. differentiate between goods and services, consumers and producers, imports and exports.
3. explain how an economic system of free enterprise works.
4. define key terms, such as import, exports, and industry.

#### **Key Word Definitions:**

economy – use of resources, money, materials, and work

industry – the making, selling, and moving of products (goods) and services

goods – items that are raised, harvested, mined, or made

services – work that is performed by other people that does not involve manufacturing

natural resources – useful materials found in and on the earth

raw materials – unprocessed natural products used to manufacture goods

producers – people who make products (goods) and/or provide services

consumers – people who use products (goods) and/or services

trade – the moving and selling of goods and services

exports – goods and services that are produced and sent to other states and countries

imports – goods and services that are produced and brought into other states and countries

free enterprise – an economic system whereby people have the freedom to establish businesses that compete with one another

profit – the amount of money left after all expenses have been paid in a business (if none is left, or one does not have enough money, this is known as debt.)

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

1. It is suggested that as students read about these concepts in stages, you monitor them to make sure they do not just fill in each box by the number. Each stage is meant to promote discussion. For example, you can elaborate on other raw materials than cotton in item 9. Have students suggest other raw materials from which we get a variety of products (i.e. – crude oil). Another example would be in item 25. What phenomenon is occurring these days in the telecommunication industry? cell phones? satellite TV? High Definition (HD) TV? DVDs? XM Sirius Radio? On Star? Live Streaming?
2. Have students, in pairs, create their own lists of goods and services in Activity 3 on page 11 from which others in the classroom can respond (Option: You could assess the accuracy of their lists.)
4. Have students create lists of jobs associated with goods and services.
5. See Enrichment Activities below. There are pictorial symbols of economic activities in the **BLM** File that are very helpful.

### **Assessment:**

1. Content is covered under the Chapter 2 Test, Lessons 6-7.

### **Enrichment Activities:**

1. There are two **BLM** (enrichment) activities that had to be removed from this interactive text because of spatial restraints. They are titled **Is It a Good or Service?** and **What Is Industry?** Both activities help to reinforce and clarify concepts associated with an economy.
2. Create 5 or 6 groups using terms such as telecommunications, transportation, exports, imports, raw materials, consumers, producers, jobs, etc. Allow each group to develop an informational presentation (e.g. - bulletin board, PowerPoint) and present it to the class. This could be a cooperative group assignment and could be graded via holistic rubrics.

### **Other Sources:**

1. The National Council for Economic Education has a wealth of information and activities. They can be located online at <http://www.ncee.net>
2. Type in “national+council+economic+education” to a search engine. You will find a variety of websites on economic education.
3. Check out the *2018 Survey of the States: Economic and Personal Finance Education in Our Nation’s Schools* at <https://www.councilforeconed.org/policy-and-advocacy/survey-of-the-states-2/>

## **Lesson 8: What are the different types of governments?**

### **Materials:**

1. text – *The Western Hemisphere*, p. 14

2. atlas, globe, Internet, or world map

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

1. define key words.
2. locate, identify, and classify various countries and dependent territories as to the type of government each one has.

**Key Word Definition:**

republic – a place where power is held by the people and their elected representatives

anarchy – a place where no one is in power or governing

theocracy – a place that is ruled by a supreme religious leader

parliament – the ruling political body in Great Britain

Congress – a gathering of people; the top law-making body in the U.S

government – the system by which a place is ruled

Prime Minister – the ruling head of state in a Constitutional Monarch

**Suggested Teaching Strategies and Activities:**

1. Activity 1 is designed to reinforce the content. The difference between a Communist One-Party State and a dictatorship is difficult to discern these days. North Korea’s Kim Jong Un is both. Fidel and Raul Castro, noted Communist leaders of Cuba, have been declared dictators by some. However, Germany’s Hitler was a dictator, but he hated communism. Libyan’s Kaddafi was a dictator, but claimed he was not communist.
2. Reinforce the concept of a dependent territory.
3. Use of the Internet would be the quickest way to find out what type of government a place has.

**Assessment:**

1. Content will be assessed under Chapter 2 Test, Lessons 8, 9, and 10.

**Enrichment Activities:**

1. While students are searching types of governments, have them locate countries that have absolute monarchs, such as Saudi Arabia.
2. An efficient source to check would be:  
[https://en.wikipedia.org/wiki/List\\_of\\_countries\\_by\\_system\\_of\\_government](https://en.wikipedia.org/wiki/List_of_countries_by_system_of_government)

## **Lesson 9: What are the population characteristics of the Western Hemisphere?**

**Materials:**

1. text – *The Western Hemisphere*, pp. 15-16
2. atlas, globe, Internet, or world map
3. **BLMs** – Research Graphic Organizer, Symbol Web Map

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

1. define key words, such as population and demography.
2. identify and explain three major population characteristics – population size, population growth, and population density.
3. interpret data from the Population Information Chart on regions of the Western Hemisphere.
4. explain how governments use population data.

**Key Word Definitions:**

population – number of people (inhabitants) that live in a certain area

demography – the study of human population characteristics such as population size, population growth, and population density

population growth – number of people added to a geographical area or country each year

population density – the number of people who live in a square mile (or square kilometer)

**Suggested Teaching Strategies and Activities:**

1. Use an overhead or computer video to model the use and analysis of the Population Information Chart.
2. Introduce a **Symbol Web Map** from the **BLM** file. Have students create a symbol web map to summarize the main idea – population characteristics.
3. Use the classroom to explain population density. “Rope off” a certain amount of space in the classroom (i.e., the equivalent of a square mile). Start out with a certain number of students in the area. Increase the number of students in the same spatial area to demonstrate how population density increases.
4. Allow students to work in pairs to answer the eight questions in Activity 2. You could extend the number of questions to 10 or 12. For example, how many more people live in North America than South America? You might want to use a calculator for the enrichment material.

**Assessment:**

1. Checking the accuracy of answers for the activities is recommended. Grading is optional.
2. Content is covered under the Chapter 2 Test, Lessons 8, 9, and 10.

**Enrichment Activities:**

1. We have included an Enrichment activity that explores the concept of population density and population growth rates. It is titled Lesson 9 - Enrichment Material, Population Information Chart.
2. Data are available on population characteristics at [www.worldometers.info/world-population/population-by-country/](http://www.worldometers.info/world-population/population-by-country/)
3. The U. S. Bureau of Census at [www.census.gov](http://www.census.gov) is an informative website for America. Have students go to the web site and link to the population clock.
4. Create a Click & Learn to research the importance of the U.S. census. Students may use a **Research Graphic Organizer** or other Graphic Organizer from the **BLM** file to report their findings.
5. At <https://www.populationmatters.org/population>, there is a link to resource materials for educators. The resource center also provides information on environmental issues.
6. Two dramatic videos on population growth are:  
[https://www.youtube.com/watch?v=PUwmA3Q0\\_OE](https://www.youtube.com/watch?v=PUwmA3Q0_OE) and  
<https://www.youtube.com/watch?v=4BbkQiQyaYc>

**Lesson 10: What are the climate types in the Western Hemisphere?****Materials:**

1. text – *The Western Hemisphere*, pp. 17-18

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

1. differentiate between climate and weather.

2. identify two factors that influence the climate of a region.
3. identify the six major climate types.
3. define key terms, such as weather and climate.

### **Key Word Definitions:**

weather – something one feels in the outdoor environment each day

climate – the average and usual weather (temperature, wind, and precipitation) an area receives over many years

tundra – cold treeless region in the northern latitudes

### **Special Note: Clarification**

It can be difficult to discern differences between temperate and continental climates. Continental climates have humid summers and snowy winters. All continental climates have humid summers, but the range of summer runs from long, to short, to very short summers. Temperate climates can range from dry to rainy summers, but their winters tend to be rainier than continental climates. Temperate climates do not experience extreme temperatures as a rule. They are found in the middle latitudes. This information can be added to the **AB** legend on p. vii. This is complicated by another term geographers use to describe climate, that of “moderate.” Moderate is similar to temperate. We suggest you use the terms that are encoded on the legend.

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

1. Demonstrate with a globe(s) the diagram on page 17. Show how more of the heat from the sun’s direct rays is absorbed in the tropical regions of the earth. Continue the demonstration to show how the sun’s heat energy is distributed over more of the earth’s surface in the middle and higher latitudes resulting in less heat energy being available. Again, reinforce how the earth’s tilt on its imaginary axis affects this process and how the sun’s rays are less direct beyond the equatorial zone. Actually, this aspect could be a mini-lesson on the seasons.
2. If needed, enlarge the diagram on p. 17 and create a transparency to place on an opaque or overhead projector (or combination projector or Smartboard).
3. Ask the question, “What if the earth were not tilted on its axis 23 ½ °? (One season) What effect would this have upon places around the world?”
4. Direct students to the **AB** “North America Climate Map” on p. vii. The illustration on p. 17 shows the different climate types in the Northern and Southern Hemisphere; or rather those associated with latitudinal position.
5. **Content note:** Deserts can be cold or hot. Antarctica is an example of a cold desert. It only receives on the average of 2” of snow a year and most of it does not melt. Hence, the ice can be over 2 miles thick in places.
5. Activity 2 is a challenge. You probably will need to supply clues. One major clue would be Antarctica is known as the “Land of Fire and Ice.” There are about 20 volcanoes in Antarctica, most of which are inactive. At this point, Mount Erebus is the only active volcano on the continent. Melted water can reach temperatures over 120 degrees in this region. Students may ask, why doesn’t all the ice melt? Explain that Antarctica is a large continent. Volcanoes only cover a small part of the continent; therefore, all of the ice cannot melt.
6. Allow students to work together on Activity 3, unless you plan to grade the exercise.

### **Assessment:**

1. If you use journal entries, assess the level of understanding within them.



2. Content is covered under the Chapter 2 Test, Lessons 8, 9, and 10.

**Enrichment Activities:**

1. Explore cold and warm ocean currents and how they can affect the temperature of a region. For example, the Gulf Stream is a warm ocean current that travels the Atlantic Ocean and affects the northernmost ports of Russia. The Humboldt Current off the coast near San Francisco is a cold current that certainly affects the temperature in that region.
2. As a rule, for every thousand feet one ascends in elevation, the temperature drops 3°. Give students problems in which they calculate temperatures on mountain tops. For example, you are at a campsite at a specific location in the Rocky Mountains. The elevation of your site is 3,000 feet and the temperature is 60°. What will the likely temperature be when you hike to 10,000 feet.  $3 \times 7,000 = 21^\circ$   
 $60 - 21 = 39^\circ$  degrees. Or, if it is 80° F in Philadelphia (0 feet sea level), what is the temperature on Mt. Davis at over 3,000 feet high in southwest PA (about 71° F), or Pike’s Peak in Colorado at over 14,000 feet (around 38°).

**Other Sources:**

1. The important issue of global warming could be researched and discussed. *National Geographic* (Signs from Earth – Heating Up) presented some definitive arguments on the impact of global warming in its September 2004 edition.
2. There are a number of websites for kids on inclement weather, which include tsunamis.
  - <https://www.fema.gov/disaster/4086/updates/fema-kids>
  - <https://www.ready.gov/kids/know-the-facts/hurricanes>
  - [https://www.fema.gov/media-library-data/a4ec63524f9fd1fa5d72be63bd6b29cf/FEMA\\_FS\\_tornado\\_508\\_8-15-13.pdf](https://www.fema.gov/media-library-data/a4ec63524f9fd1fa5d72be63bd6b29cf/FEMA_FS_tornado_508_8-15-13.pdf)
  - <https://www.ready.gov/tornadoes>
  - <https://www.homeadvisor.com/r/disasters-tornado-facts-info-for-kids/>
  - <https://www.ready.gov/kids/know-the-facts/earthquakes>
  - <https://www.ready.gov/kids/know-the-facts/tsunamis>
  - <https://www.ready.gov/kids/know-the-facts/floods>

## Unit 2: Ancient Civilizations of the Americas

### Lesson Plans

Note: For all lessons, we suggest:

1. reviewing “A Medley of Suggested Generic Teaching Strategies” and “Suggested Teaching Strategies for Readers Below Grade Level” on pages 3 - 5 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “Suggested Generic Procedures for Assessment” during and after you cover the lessons on pages 5- 6 of this Teacher’s Guide.

## Chapter Three: Rise of Civilizations into Empires

### Lesson 11: Theory of Cultural Diffusion in the Americas

#### Materials:

1. text – *The Western Hemisphere*, pp. 19-20

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

1. explain the meaning of cultural diffusion.
2. explain what theory is and how a theory is changed.
3. identify and explain the theories associated with the spread of Native Asians among the Americas.
4. explain what facets make up a culture.
5. define key words, such as civilization.

**Key Word Definitions:**

theory – developed to explain how something occurred

cultural diffusion – the spreading outward

controversy – something over which people do not agree

migration – movement of humans, plants, animals, and ideas

culture -can be defined by art, dance, music, language, architecture, and so on

anthropologist – trained professionals who primarily study the current cultures

archeologists – trained professionals who primarily study past civilizations

civilization – a community of people sharing the same laws and beliefs

society – used interchangeably with civilization; perhaps a distinguishing feature could be that a civilization is more encompassing than society. A civilization involves more than one community whereas society could refer to one community.

**Suggested Teaching Strategies and Activities:**

1. Students are directed to the **AB** to locate the Bering Strait; however, just the Bering Sea is labelled on the map. To locate the strait, elicit prior knowledge of what a strait is and locate it on the map.
2. You can have a lively discussion on the controversy surrounding theories. One of the best examples would be the **geocentric** versus the **heliocentric** theories, the astronomical arrangement of the Solar System. Another good example would be Edward Jenner’s development of a smallpox vaccine.
3. Check to discern whether or not students understand the three theories explaining the migration of Native Asians among the Americas. Reinforce that this process occurred for thousands of years.
4. Distinguishing among culture, society, and civilization can be confusing. Perhaps you could state that the distinguishing features of a society or civilization (those terms are often used interchangeably) are its art, dance, music, language, religion, architecture (define this word), etc. These features are what determine culture. **Reinforce the concept of language because it was not in the text until later.**
5. Activity 2 is designed to reinforce the concepts (your choice as to whether to grade).
6. Activity 3 should generate some interesting discussion. Dance crazes are a good example of cultural diffusion, such as the Twist (1960s), Macarena (1990s), Gangnam Style (2012), and even Rap (today).

**Assessment:**

1. Grades from Activity 2, if you choose to do so.
2. Grades from Chapter 3 Test, Lessons 11, 12, and 13.

**Lesson 12: What is a civilization and how does it develop?**

**Materials:**

1. text – *The Western Hemisphere*, pp. 21-23

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

1. identify and explain the ages of History.
2. identify the characteristics of a great civilization.
3. define/explain the meaning of key terms.
4. identify the social classes of ancient civilizations.
5. describe the importance of agriculture in the development of ancient civilizations
6. differentiate between the abbreviations used to determine the ages of civilizations.

**Suggested Teaching Strategies and Activities:**

1. There are differences among the meaning of civilizations, societies, and cultures but they are complex and skate beyond the comprehension levels of 5<sup>th</sup> graders. This is not a Sociology course. In a future lesson, there is a further attempt to explain their meanings. However, this lesson is just an introduction on these constructs.
2. Stress the importance of agriculture in the development of civilizations. Increased food output also led to the development of various craftsmen skills.
3. **Note:** Relative to abbreviations, we have chosen to use the AD and BC designation.
4. Review how archeologists determine the age of artifacts. Stratification analysis is a very sophisticated and complex method for determining the age of objects. We introduce the concept so that students realize the age of objects can be determined from the different layers of earth in which they are found.
5. If you choose not to grade Activity 2, allow students to work together on it.

**Assessment:**

1. Grades from Activity 2, if you choose to grade it.
2. Grades received from Chapter 3 Test, Lessons 11, 12, and 13.

## Lesson 13: Early Civilizations in North America

**Materials:**

1. text – *The Western Hemisphere*, pp. 24-27

**Objectives:** Relative to North America, students will be able to:

1. locate and identify early civilizations.
2. describe the main features and lifestyles among the early civilizations.
3. associate key terms with their respective meanings.
4. classify various features and attributes as to which early civilization they belong.

**Suggested Teaching Strategies and Activities:**

1. Map work is essential. Have students locate each early civilization of North America.
2. To reinforce the information, have students create a data chart upon which they classify the information for each ancient North American culture.
3. There are plenty of websites on these ancient cultures from which you can supplement your instruction. For example, much information about the Cliff Dwellers of Colorado can be obtained from <https://www.nps.gov/meve/index.htm> In addition, group research projects could be assigned based upon these ancient cultures.
4. Both activities on page 27 are designed to reinforce the lesson’s content. Both activities are gradable. If you choose to grade, then have your students work individually.

**Assessment:**

1. Grades received from the activities.
2. Grades received from the Chapter 3 Test, Lessons 11-13.

**Website Sources:**

1. <https://www.heinzhistorycenter.org/exhibits/meadowcroft-rockshelter>
2. <https://www.bing.com/images/search?q=ancient+eskimo+culture&qpv=ancient+eskimo+culture&FORM=IGRE>
3. <https://www.bing.com/images/search?q=mississippian+culture&qpv=Mississippian+culture&FORM=IGRE> (Caution: site depicts an artist's rendition of a native woman with breasts showing)
4. <https://cahokiamounds.org/learn/>
5. <https://www.nps.gov/articles/hohokam-culture.htm>
6. <https://www.flickr.com/search/?text=mesa%20verde> (Anasazi culture)

## Lesson 14: Early Civilizations of Mexico and Central America

**Materials:**

1. text – *The Western Hemisphere*, pp. 28-29
2. **AB**, atlas, or Internet
3. **BLM** file – map of middle America
4. **BLM** file – Research Graphic Organizer, Time Line Organizer

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

1. define key words and phrases: indigenous peoples, Pre Columbian era, Mesoamerica, “cradles of civilization,” pristine civilization, and significance.
2. locate, identify, and label, on a map of Middle America from the **BLM** file, the Mesoamerican cultural area on a map of Middle America.
3. explain the importance of the Olmec Civilization to Mesoamerica.
4. describe the Olmec culture.
5. Explain the “historical significance” of the Olmec civilization.

**Key Word Definitions:**

1. indigenous peoples – original inhabitants or native people of a geographical area
2. Pre-Columbian era – time period before the influence of Europeans
3. Mesoamerica – Pre-Columbian cultural area in Middle America
4. “cradles of civilization” – locations where civilizations first began and prospered independently
5. significance – importance or impact

**Suggested Teaching Strategies and Activities:**

1. It is essential that students locate and label the Mesoamerican cultural area. Mesoamerica is a building block for future study of the Maya, Aztecs, and present-day Middle America.
2. Remind students to refer to the **AB** on page xi
3. Have students read the lesson and complete Activities 1 and 2.
4. Provide students a list of the Key Words and phrases from the lesson. Ask students to define each Key Word and phrase as they read the lesson.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 3 Test – Lessons 14 and 15.

**Enrichment Activities:**

1. Have students use the Internet to research the six “Cradles of Civilization.” Provide students a **Research Graphic Organizer** from the **BLM** file to document findings. Completed research will include a time line, geographical location, and at least one outstanding feature or accomplishment for each civilization.
2. You may also want to provide students the option of using a **Time Line Organizer** from the **BLM** file to document their research.

**Websites:**

1. <https://www.thoughtco.com/Olmec-culture-overview>
2. [https://ancient.eu/olmec\\_civilization/](https://ancient.eu/olmec_civilization/)
3. <https://en.m.wikipedia.org/wiki/olmecs>
4. [https://en.m.wikipedia.org/wiki/indigenous\\_peoples\\_of\\_the\\_Americas](https://en.m.wikipedia.org/wiki/indigenous_peoples_of_the_Americas).

## Lesson 15: The Ancient Maya Civilization

**Materials:**

1. text – *The Western Hemisphere*, pp. 30-32
2. **BLMs** – Research Graphic Organizer, blank map of Middle America
3. Internet or library resources

**Special Note on Content:**

In the introductory paragraph, third sentence from the end should read “...began to prosper...”

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

1. locate and label on a map of Middle America from the **BLM** file the geographical area of the Maya.
2. explain what life was like in the Maya civilization.
3. identify major contributions of the Maya.
4. explain the decline of the Maya civilization.

**Suggested Teaching Strategies and Activities:**

1. Have students read the lesson and complete the activities.
2. Remind students to refer to the **AB** on page xi.
3. Using an overhead, chart paper, or the computer model the Time Line Organizer from the **BLM** file, have the class help you begin a time line for the early civilizations of Mesoamerica, the Olmec civilization, and the Maya. Have students complete and keep their own copy of the Time Line Organizer for future reference.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 3 Test – Lessons 14 and 15.

**Enrichment Activities:**

1. Nearly a thousand years ago, the city of Tikal was one of the Maya's largest urban areas. Today, it is a major tourist destination. Using the Internet, ask students to visit the city of Tikal. Ask students to document their visit in a **Travel Journal** from the **BLM** file.
2. The Maya culture had many contributions to the world of art. Using the Internet or resources in the library, ask students to research and write a short report on Maya artists and craftspeople.
3. Using the Internet, ask students to research and write a short report on the Maya ball game known as Poc-a-Toc.
4. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.
5. Lesson 15 in the **Enrichment File** includes information on the Maya ball game and Maya contributions to the world of art.

**Websites:**

1. [www.history.com/topics/maya](http://www.history.com/topics/maya)
2. [www.socialstudiesforkids.com/subjects/maya.htm](http://www.socialstudiesforkids.com/subjects/maya.htm)
3. [mayas.mrdon.org](http://mayas.mrdon.org)

**Lesson 16: The Aztec Empire****Materials:**

1. text – *The Western Hemisphere*, pp. 33-37
2. **BLMs** – Semantic Map, Research Graphic Organizer, Wilrand Compare and Contrast diagram, Main Idea Organizer, blank map of Middle America
3. Internet or library resources

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

1. locate and label on a map of Middle America the geographical area of the Aztec Empire.
2. define key vocabulary words and phrases.
3. explain the origins of the Aztec Empire.
4. explain what life was like in the Aztec Empire.
5. identify major contributions of the Aztecs.
6. summarize what caused the collapse of the Aztec Empire.

**Key Word Definitions:**

1. dominant – leading, major, or **foremost**
2. origins – beginnings, **roots**
3. alliance – a union, **treaty**, or **pact** with two or more groups or people
4. deities – The major deities or gods of the Aztecs were the gods of war, sun, and rain.
5. tributes – Tributes were **taxes** paid in the form of precious stones, metals, textiles, agricultural products, manual labor, and even human beings.
6. compulsory education – All children were **required** to receive an education.

**Suggested Teaching Strategies and Activities:**

1. Before reading, have students identify what they already know about the Key Word Definitions. With the total class, model a pre-reading strategy, such as Semantic Mapping, using one of the key words as your main topic. Pre-reading strategies are effectively used as a total class activity or as a small group activity.
2. Another option: provide students a list of the Key Words and phrases from the lesson. Ask students to define each Key Word and phrase as they read the lesson. Ask students to create a sentence using the key word.
3. Remind students to refer to the **AB** on page xi.
4. Have students add the Aztec Empire to their Time Line Organizer.
5. Give your students an outline including major headings and sub-headings. Ask students to fill in information as they read and complete the activities.

#### **Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 3 Test – Lesson 16.

#### **Enrichment Activities:**

1. There is a **legend** that describes how the Mexica people knew the swampy island on Lake Texcoco was the site for their new city. Using the Internet, ask students to research the legend. Provide students a **Research Graphic Organizer** from the **BLM** file to summarize their findings.
2. The Aztec culture had many contributions to the world of art. Using the Internet or resources in the library, ask students to research and write a short report on Aztec artists and craftspeople.
3. The **city of Tenochtitlan** was so beautiful that when the Spanish invaders saw it for the first time they thought the city before their eyes was only a dream. Provide students the following opportunity. **Let's take a trip back in time.** The year is 1521 A.D. You are a scholar and writer who has been asked by the King of Spain to travel with the Spanish conquistadors to a strange and mysterious new world. You have arrived at the **city of Tenochtitlan**. Use your **Travel Journal (BLM)** to record your visit. Use complete sentences to enter information in your travel journal.
4. The most popular pastime of the Aztecs was a ball game. A similar ball game was played by the Maya and the ancient Olmecs. Using the Internet, ask students to research and write a short report on the Aztec ball game. What did the ball game of the Aztecs have in common with the game played by earlier Mesoamerican societies?
5. Ask students to compare and contrast their educational system to the educational system of the Aztecs. Provide a **Venn diagram** from the **BLM** file to summarize their findings. Make sure your Venn diagram includes **similarities** of both systems in the center.
6. Students can earn bonus points by completing an enrichment activity.
7. Lesson 16 in the **Enrichment File** includes information on the Aztec ball game and Aztec contributions to the world of art.

#### **Websites:**

1. [www.socialstudiesforkids.com/subjects/aztec.htm](http://www.socialstudiesforkids.com/subjects/aztec.htm)
2. [www.aztec-history.com/aztec-empire.html](http://www.aztec-history.com/aztec-empire.html)
3. [https://www.amcient.eu/aztec\\_civilization](https://www.amcient.eu/aztec_civilization)
4. <https://en.m.wikipedia.org/wiki/aztecs>
5. [www.houstonculture.org/mexico/aztecs.html](http://www.houstonculture.org/mexico/aztecs.html)

## Lesson 17: Early Civilizations of South America

### Materials:

1. text – *The Western Hemisphere*, p. 38
2. **BLMs** – blank map of South America, Main Idea Organizer
3. **AB** on pages xii and xiii

### Objectives: Students will be able to:

1. locate the coastal region and Andean mountains of present-day Peru.
2. explain the **significance** of the Norte Chico civilization.
3. identify achievements of the Norte Chico civilization.
4. explain how the Norte Chico civilization was able to flourish.

### Suggested Teaching Strategies and Activities:

1. Use an overhead, classroom atlas and/or the **AB** to help students find present-day Peru, the Andes Mountain region, and the ancient city of Caral.
2. Have students read the lesson and complete the activity.
3. Ask students to create an outline as they read. Students will use information in the outline to complete the activity.
4. Another option: Provide students a Main Idea Organizer from the **BLM** file to summarize the lesson.

### Assessment:

1. Grading the activity in the lesson is your decision.
2. Content will be covered under Chapter 3 Test – Lessons 17 and 18.

### Enrichment Activities:

1. Ask students to conduct additional research on the ancient American Norte Chico civilization. A great website to visit is [www.cnn.com/2005/TECH/science/oi/04/norte.chico/](http://www.cnn.com/2005/TECH/science/oi/04/norte.chico/). Ask students to include the discoveries of Professors Jonathan Haas and Winifred Creamer, **anthropologists** from the Field Museum of Chicago. It is a good opportunity to discuss **anthropologists** and **archaeologists**. Provide students a **Research Graphic Organizer** from the **BLM** file to document their research.
2. Students can be provided opportunities to earn bonus points for completion of the enrichment activity.

### Websites:

1. [https://en.m.wikipedia.org/wiki/pre-columbian\\_era](https://en.m.wikipedia.org/wiki/pre-columbian_era)
2. [https://en.m.wikipedia.org/wiki/norte\\_chico](https://en.m.wikipedia.org/wiki/norte_chico)
3. <https://study.com/academy/lesson/norte-chico-civilization-history-culture-writing.html>
4. <https://www.thoughtco.com/caral-earliest-civilization-in-new-world-172680>

## Lesson 18: The Inca Empire

### Materials: .

1. text – *The Western Hemisphere*, pp. 39-43
2. **BLMs** – blank map of South America



3. Internet or library resources

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

1. locate and label on a map of South America from the **BLM** file the geographical area of the Inca Empire.
2. explain the origins of the Inca Empire.
3. explain how the Inca were able to expand and govern the most extensive empire at that time in history.
4. describe the major achievements of the Incas.
5. explain the significance of the Inca road network.
6. explain what factors led to the collapse of the Inca Empire.

**Suggested Teaching Strategies and Activities:**

1. Remind students to refer to the **AB** on page xi.
2. Have students create a Time Line Organizer for the major civilizations they have studied in Mexico, Central America and South America. The Time Line Organizer should include the Norte Chico, Olmec, Maya, Aztec, and Inca civilizations. (LLB 14, 15, 16, and 17). Students may decide what significant facts and/or famous people they would like to add to their organizer.
3. Have students read the lesson and complete the activities. Remind students that complete sentences are required for activities 4 and 7.
4. Have students review the lesson and create a key word and key person list. Words and people to look for include: myth, legend, regional, extensive, collective labor, Pachacuti (the Sapa Inca or emperor), Francisco Pizarro, Spanish conquistadors.
5. Another option: Provide students a list of the Key Words and phrases from the lesson. Ask students to define each Key Word and phrase as they read the lesson. Ask students to create a sentence using the key word.
6. Reinforce the learning strategy of using visual tools and information organizers. Model a symbol web map and semantic mapping as examples.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 3 Test - Lessons 17 and 18.

**Enrichment Activities:**

1. Lesson 18 – **Enrichment Material** covers topics and activities on Inca Religion and The Inca and Their Environment
2. The enrichment material can be added into the lesson or students can be provided opportunities to earn bonus points.

**Websites:**

1. <https://www.history.com/topics/inca>
2. <https://www.britannica.com/topic/inca>
3. [www.socialstudiesforkids.com/subjects/inca.htm](http://www.socialstudiesforkids.com/subjects/inca.htm)
4. [https://en.m.wikipedia.org/wiki/inca\\_empire](https://en.m.wikipedia.org/wiki/inca_empire)
5. [www.crystallinks.com/inca-civilization.html](http://www.crystallinks.com/inca-civilization.html)
6. <http://www.ushistory.org/civ/11c.asp>

7. [https://www.ancient.eu/inca\\_civilization/](https://www.ancient.eu/inca_civilization/)
8. <https://www.smithsonianmag.com/history/farming-like-the-Incas70263217/>
9. Incas.mrdon.org

## Unit 3: Age of Discovery Spurs European Exploration of the Americas

### Lesson Plans

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

1. reviewing “A Medley of Suggested Generic Teaching Strategies” and “Suggested Teaching Strategies for Readers Below Grade Level” on pages 3 - 5 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “Suggested Generic Procedures for Assessment” during and after you cover the lessons on pages 5- 6 of this Teacher’s Guide.

## Chapter Four: European Exploration and Its Impact on the Americas

### Lesson 19 – Introduction to the Age of Exploration

#### Materials:

1. text – *The Western Hemisphere*, pp. 44-45

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

1. define/explain key words.
2. cite the major invention that catapulted the Age of Exploration.
3. describe the achievements of Leif Ericson.
4. explain the meaning of a discovery.
5. describe realizations (perceptions) about the Age of Exploration.

#### Suggested Teaching Strategies:

1. This lesson’s format is a straightforward read and respond.
2. However, there are plenty of concepts from which to generate lively discussions. Regarding discovery, one of your authors read an account of a Native American who flew to Rome and attempted to plant a tomahawk into the airport’s runway and claim Italy for the American Indian nation. Police whisked him away disavowing his claim!
3. An interesting question is when does a discovery become a discovery? Why is not Leif Ericson given credit for “discovering” the New World five hundred years before Columbus? It appears the main difference is that Columbus wrote about his “discovery.” In fact, no one knew about Ericson’s community of Vinland until an archeological discovery in 1960! And, Columbus did not realize he discovered a “New World,” or the Americas. He thought he was in the land east of India, better known as the East Indies!
4. Highlight the importance of the printing press invention.
5. We presented the “realizations” section because students need to be aware of the prevailing mind set of explorers during this time era. The Age of Exploration was a rather ugly era in World History, especially the inhumane treatment of native cultures. The European culture that provided the best treatment of the native populations were the French.

- The Age of Exploration exemplifies an important concept. The cultures with superior technology will undoubtedly conquer weaker cultures, especially ones which have superior weaponry. In essence, the prevailing attitude of Kings and Queens was no different than the U.S. Government's **Manifest Destiny** attitude toward the Native American cultures in the 1800s.
- The activity is a gradable one, but would seem more suitable for paired work.

**Assessment:**

- Grades received from the activity, if you choose to grade it.
- Grades received from Chapter 4 Test, Lessons 19, 20, and 21.

## Lesson 20: Exploring and Colonizing South America

**Materials:**

- text – *The Western Hemisphere*, pp. 46-50
- AB**, p. xii
- World Map

**Objectives:** Relative to South America, students will be able to:

- describe Portugal's early role in the Age of Exploration.
- describe Spain's plan to "outfox" the Portuguese in their quest for wealth and power.
- identify Columbus' role and contribution during the Age of Exploration (or Discovery).
- explain the purpose of the Line of Demarcation.
- explain how the Americas acquired their names.
- identify and associate Portuguese and Spanish explorers with their respective achievements.
- locate and label geographic places the explorers conducted their adventures.
- sequence (timelining) explorers events and discoveries.
- define/explain key words.
- differentiate among the SA colonies as to when they were 1<sup>st</sup> discovered and 1<sup>st</sup> colonized.
- locate and label the South American colonies.
- interpret and transfer data from a chart.

**Definitions of Key Words:**

maritime – having to do with the sea or ocean

navigation – knowing one's ship position and plotting trade routes

scurvy – a disease caused by the lack of Vitamin C, characterized by bleeding, swollen gums

envious – somewhat jealous, showing or feeling resent, desiring something

longitudinal – running lengthwise rather than across; measuring distance east and west

confiscated – take or seize someone's property or possessions

expedition – a journey or voyage by a group of people

**Suggested Teaching Strategies:**

- Errata:** The last two sentences on p. 49 obviously should have been deleted from the text.
- Obviously, from the number of objectives, this a large lesson with many names, places, and activities. When you add in discussion strategies, the lesson could span two days.
- Because the launching point for the Age of Exploration occurs in the Eastern Hemisphere, a world map, or atlas will be needed to locate Portugal, Spain, Africa, the Cape of Good Hope, and India (and eventually the Spice Islands, Indonesia). The rest of the places can be found in the **AB**.

3. **Errata:** We inadvertently supplied you with the wrong Pope who set the Line of Demarcation. It was **Pope Alexander VI**, not Pope Gregory VI. We apologize for that error. The following website shows a map of the two Lines of Demarcation <https://www.britannica.com/event/Treaty-of-Tordesillas> The line was revised by the Treaty of Tordesillas in 1494 because Spain was getting most of the land. Remember, Europeans did not know how much land was in the Americas, or where it was located.
3. Set up an informational data chart to map out the data presented in this lesson. The headings could be: name/for whom sailed/year/major accomplishment. We are hesitant to use the word accomplishment because accomplishment conveys something positive and many of the conquistador's achievements were negatively-oriented. You could use the heading "what they are known for."
4. Explain to your students that the three lines on the map on page 50 are for labelling the name of the colony, the year it was 1<sup>st</sup> discovered, and the year it was first colonized.
5. Unless you choose to grade Activity 4, allow your students to work in pairs. After question # 4 is answered, change the century to the 16<sup>th</sup> century. The fraction will change dramatically.

**Assessment:**

1. Grades received from research project (see Enrichment)
2. Grades received from the Chapter 4 Test, Lessons 19-21

**Enrichment:**

1. For this unit on European Exploration of the Americas, you could assign each student or pairs of students an explorer, or person of note (Martin Waldseemuller, Pope Alexander VI). There are many names and topics from which to choose in Lessons 20-24. Use the rubrics contained at the end of this teacher's guide.

## **Lesson 21: Exploring and Colonizing Central America and the Islands of the Caribbean**

**Materials:**

1. text – *The Western Hemisphere*, pp. 51-55
2. **BLMs** – blank maps: Western Hemisphere Political Map and Middle America Political Map
3. Internet or library resources

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

1. locate and label on a map of Middle America from the **BLM** file the Caribbean Islands and mainland areas explored by Christopher Columbus. (He did explore the coast of Central and South America.)
2. explain the main objective of Christopher Columbus's voyages.
3. explain the significance of Columbus's expeditions and conquests.
4. locate and label on the map of Middle America the present-day countries of Central America and the regional area of the islands of the Lesser Antilles.
5. describe the type of **character** and the objectives of the Spanish conquistador.
7. identify the well-known Spanish conquistadors and the areas they conquered and colonized.
8. describe the practice of slavery in colonial Middle America.
9. describe their feelings about the practice of slavery.
10. describe the effects of sugar cane production on colonial Middle America.
11. identify the colonial area of England, France, and the Netherlands.

### Key Word Definitions:

1. remnants – fragments or what is leftover
2. mercenaries – Spanish conquistadors were not part of a regular army. They were soldiers of fortune who pursued gold and glory.
3. infamous – notorious or dishonorable
4. devastated – destroyed or ruined

### Suggested Teaching Strategies and Activities

1. Remind students to refer to the **AB** on pages iv and xi.
2. It is essential that students locate and label colonial Middle America.
3. Provide students a list of the Key Words from the lesson. Ask students to define each Key Word as they read the lesson. Ask students to create a sentence using the key word.
4. Have students read the lesson and complete the activities. Remind students to use complete sentences where asked for.
5. You should easily generate discussion on the dreadful practice of slavery and the infamous character of the Spanish conquistador.
6. It is important to review sugar cane agriculture and the impact of the sugar economy on the Americas and Europe. Discussion can include plantations, European demand for sugar, profits and power, and the notorious slave trade to support the sugar economy.

### Enrichment Activities

1. Additional research could be completed by students on the following topics:
  - Spanish conquistadors
  - What was life like as a slave?
  - Lost cities of gold
  - Caribbean pirates and privateers
  - The Spanish silver trains
2. Students can be provided opportunities to earn bonus points for completion of a research topic. See Lesson 20.

### Websites

1. [https://en.m.wikipedia.org/wiki/european\\_colonization\\_of\\_the\\_americas](https://en.m.wikipedia.org/wiki/european_colonization_of_the_americas)
2. <https://www.lonelyplanet.com/history>
3. [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
4. <https://study.com/academy/lesson/conquistadors-spanish-conquests-of-south-central-america.htm>
5. <https://encylopediapr.org/en/encyclopedia/abolition-of-slavery-in-the-caribbean/>
6. [www.newworldencyclopedia.org/entry/hispaniola](http://www.newworldencyclopedia.org/entry/hispaniola)
7. [https://en.m.wikipedia.org/wiki/History\\_of\\_the\\_Caribbean](https://en.m.wikipedia.org/wiki/History_of_the_Caribbean)
8. <https://www.britannica.com/place/Latin-America>
9. <https://www.u-s-history.com/pages/h436.html>

## Lesson 22: Exploring North America

### Materials:

1. text – *The Western Hemisphere*, pp. 56-58
2. **AB** and/or wall map of North America

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

1. locate regions of North America that were explored by the Spanish, English, Dutch, and French.
2. define/explain key words.
3. associate explorers with their respective achievements.

**Key Word Definitions:**

cataclysmic – something that is devastating; extremely bad; something huge (a cultural or physical event)

schism – a divide; a split; a break

excommunicated – exclude from; shut out; discard

plundered – steal goods from a person or place; loot; rob

enslaved – make someone a slave (loss of freedom)

ill-repute – disgust; dislike; of low value; shady character

armada – a large fleet of ships sent by the Spanish King in 1588 to invade England

**Suggested Teaching Strategies:**

1. **Errata:** Once again we apologize for erroneously citing Pope Gregory; it was Pope Alexander VI.
2. The teaching strategies will be similar to those in Lesson 20. Again, map work is essential to the success of this lesson.
3. If you have a map of North America on a bulletin board, perhaps you could have students pin the names of explorers on the locations where they explored on the map.
4. Explain that the major European nations were constantly fighting each other. Explain what the Spanish Armada was and its intent.
5. There are many more explorers in this lesson that could be combined with Lessons 20 and 21. Research reports could be assigned to your students.
6. Design a sequence activity in which students match explorers' events with dates. Remind students that some events were occurring concurrently, or at the same time.
7. Allow students to work in pairs on Activity 2, if you are not grading the exercise.
8. There are plenty of websites on the explorers from which you can supplement instruction.

**Assessment:**

1. Grades received from research projects
2. Grades received from Activity 2, if you grade
3. Grades received from Chapter 4 Test, Lessons 19-21.

## **Lesson 23 – Early Settlements of North America**

**Materials:**

1. text – *The Western Hemisphere*, pp. 59-62
2. **AB**, p. v
3. **BLM** on the Original 13 British colonies

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

1. describe Spain's main reason for colonizing regions of the United States.

2. identify and locate various countries' settlements among the Spanish, French, British, Dutch, and Swedes.
3. describe Native Americans' roles in the successful founding of settlements in Virginia and Massachusetts.
4. differentiate among the colonial powers as to their treatment of the Native Americans.
5. associate key people with descriptive phrases about their achievements.

### Key Word Definitions:

persecuted – subject to poor treatment because of race, political, and religious beliefs

controversial – strong disagreement about an issue; disputed

### Suggested Teaching Strategies:

1. As usual, history cannot happen without geography. Use the **AB** or wall map to pinpoint the specific locations of the various places mentioned in this lesson.
2. This lesson is an executive summary of colonial America. There is so much more history associated with this lesson's content. For example, one could conduct a mini-unit on the Pilgrims, who were quite different from the Puritans. Incidentally, one of your authors has visited Plymouth Rock. A docent relayed that upon moving the rock, it fell and broke into two pieces. Half of the Rock is across the road in a museum, and half is on display near the beach, inaccessible to the public's touch (because they were chipping away too much of the Rock!).
3. There are many names and places in this lesson. You could write names, places, and dates on paper and pin them on a flat wall map bulletin board.
4. Most people do not realize just how young Pocahontas was when she intervened and saved Smith's life. You can review the difference between fact versus fiction because many historians doubt this event happened. However, he was saved by some means!
5. When examining the map on page 60, it is hard to discern that New York (City) was initially a Dutch colony until the British took over. Have students pinpoint the Dutch colony and its founding date.
6. As per objectives, discuss the answers to objectives 1, 3, and 4.
7. Relative to Activity 2, allow students to work together, if you are not grading.

### Assessment:

1. ascertain some level of students' comprehension as per objectives
2. grades from Activity 2, if grading.
3. grades received from Chapter 4 Test, Lessons 22 and 23

### Website Sources:

1. [https://www.ducksters.com/history/colonial\\_america/lost\\_colony\\_of\\_roanoke.php](https://www.ducksters.com/history/colonial_america/lost_colony_of_roanoke.php)
2. [https://wiki.kidzsearch.com/wiki/Plymouth\\_Rock](https://wiki.kidzsearch.com/wiki/Plymouth_Rock)
3. [https://www.ducksters.com/history/colonial\\_america/pilgrims\\_plymouth\\_colony.php](https://www.ducksters.com/history/colonial_america/pilgrims_plymouth_colony.php)
4. <http://histclo.com/eco/vod/pri/pe-seadog.html>
5. <https://www.history.com/topics/jamestown>
6. There are several videos on the Pilgrims versus Puritans versus Separatists, etc.
7. <https://www.u-s-history.com/pages/h936.html>

## Unit 4: Independence Movements in the Americas

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

1. reviewing “A Medley of Suggested Generic Teaching Strategies” and “Suggested Teaching Strategies for Readers Below Grade Level” on pages 3 - 5 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “Suggested Generic Procedures for Assessment” during and after you cover the lessons on pages 5- 6 of this Teacher’s Guide.

### Chapter 5: Revolution among the Americas

#### Lesson 24 – The Effects of European Colonization upon the Americas

##### Materials:

1. text – *The Western Hemisphere*, pp. 63-66

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

1. explain what the Columbian Exchange was.
2. describe the major features that were diffused between the “Old World” and “New World.”
3. explain the impact that infectious diseases had upon the Native American population.
4. explain why the emphasize upon slavery increased in the Americas.
5. demonstrate the Atlantic Triangle Slave Trade on a map.
6. describe what the Middle Passage was.
7. describe the horrendous conditions implemented during the Middle Passage.
8. associate key words with their corresponding definitions.

##### Key Word Definitions:

1. indigenous – something that is native to a specific place
2. immunity – the ability of an organism to resist a particular disease
3. decimated – kill, destroy or remove a large percentage of
4. Amerindian – a member of one of the indigenous peoples from the Americas
5. molasses – a thick, dark brown syrup by-product of sugar
6. barter – exchange of goods and services without using money
7. humiliating – make someone feel ashamed by injuring their self-worth; embarrass
8. tsunami – the arrival of something (people) in large quantities

##### Suggested Teaching Strategies:

1. This is a very unsettling lesson that will require sensitivity when discussing the effects of European colonization upon the Americas. You can discuss the meaning of **entitlement**, which the Europeans of this era erroneously felt they had over the indigenous populations. In our opinion, it’s a concept that pervades today’s culture.
2. Set up a chart identifying the five major areas that were impacted. List specific items that were exchanged under each major area.



3. We should not underestimate the devastating effect that European diseases (part of the exchange, negatively so) had upon the native population and the meaning of the lack of immunity.
4. Economic motives of profit and wealth (perhaps, greed) embedded the slavery system in the Americas. Highlight the concept of cash crops, such as tobacco, sugar, and cotton firmly rooted the institution of slavery in the Americas.
5. Demonstrate the Atlantic Slave Trade on a map. While we used sugar and molasses as items for trade, weapons were also a hot commodity for trade.
6. Describing (discussing) the Middle Passage is particularly disturbing, but it is part of the history of the Americas. Even worse, on the voyage across the ocean, slaves who were sick or thought to have no value were chained together and dumped into the ocean. (Use prudence on whether to convey this fact.)
7. The meaning of numbers can be taken so casually or treated indifferently. Fifty (50) million people lost their freedom and millions of human beings lost their lives to the institution of slavery. They are appalling numbers. We are so fortunate not to be part of that statistic!
8. Most of us do not realize that slavery began in the Caribbean Islands more than 100 years before it began in the United States.
9. Allow students to share their written responses to Activity 1.
- 10.. Allow students to work in pairs for Activity 2, unless you wish to grade it.

**Assessment:**

1. answers to Activity 1 should allow you to ascertain how well some objectives were accomplished.
2. grades to Activity 2, if you are grading
3. grades from Chapter 5 Test, Lessons 24 and 25

**Websites:**

1. [https://kids.kiddle.co/Middle\\_Passage](https://kids.kiddle.co/Middle_Passage)
2. [https://www.youtube.com/watch?v=3NXC4Q\\_4JVg](https://www.youtube.com/watch?v=3NXC4Q_4JVg) (some different perspectives, sharp and crisp)
3. <http://africa.mrdonn.org/slavetrade.html>
4. [https://www.ducksters.com/history/colonial\\_america/slavery.php](https://www.ducksters.com/history/colonial_america/slavery.php)
5. <https://www.americanhistoryforkids.com/the-rise-of-slavery/>
6. <https://www.gilderlehrman.org/content/historical-context-facts-about-slave-trade-and-slavery>

## Lesson 25 – Independence Movements in North America

**Materials:**

1. text – *The Western Hemisphere*, pp. 67-70
2. BLM on Thirteen Original British Colonies

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

1. define/explain key words.
2. explain the meaning of the Canada Act.
3. identify the major economic factor that led to conflict in the Ohio River Valley.
4. sequence the events that led to the American Revolution.
5. explain the role that taxes played in events leading to the American Revolution.
6. associate various men with their corresponding achievements.

7. sequence major events/battles that occurred during the American Revolution.
8. explain the meaning of cause and effect by providing examples.

**Key Word Definitions:**

profitable – beneficial, making money after all the bills are paid

lured – tempt a person or group to do something especially by offering some form of reward.

tax – an extra cost placed on goods and services to bring in more money to the government

representation – the process of speaking or acting on behalf of someone or some group

delegates – a person appointed or elected to represent someone or some group

grievances – unfair treatment; wrongdoing

treason – the act of betraying one's country

militias – a military force that is raised from the general population; not regular soldiers

ambassadors – a person sent by a country as its official representative to a foreign country

**Suggested Teaching Strategies:**

1. This lesson presents an executive summary of the American Revolution. Spatial constraints caused much conceptual content to be left out. For example, the roles of women were essential to the success of the American Revolution. Some notable women were Margaret Cochran Corbin (Captain Molly), Sybil Ludington, Mary Ludwig Hays (Molly Pitcher), Betsy Ross, Sarah Bache, Nancy Hart, etc.
2. Have a discussion on the advisability of having or fighting a revolution without money, military, weapons, supplies, food, and allies.
3. Explore the concepts of “cause and effect.” The American Revolution and French and Indian War are perfect examples of cause and effect, especially in a historical context.
3. Use a map to point out the locations that are mentioned in the lesson. You can use the **AB**, the map on page 67, or a large wall map.
4. The American Revolution presents an excellent opportunity to work on timeline skills. This becomes essential as it is easy to get dates confused.
5. Allow students to work in pairs for Activities 1 and 2.
6. There are plenty of appropriate websites available from which you can supplement instruction.
7. Based upon what kind of supplemental instruction you provide, you certainly could add people to Activity 2, especially women.
8. Allow students to provide modern-day examples of cause and effect.

**Websites:**

1. <https://allthingsliberty.com/2013/10/10-amazing-women-revolutionary-war/>
2. <http://mentalfloss.com/article/67905/9-women-who-helped-win-american-revolution>
3. <https://kidskonnnect.com/history/american-revolution/>
4. [https://www.dkfindout.com/us/history/american-revolution/?\\_escaped\\_fragment\\_ =](https://www.dkfindout.com/us/history/american-revolution/?_escaped_fragment_=)
5. <https://www.neok12.com/American-Revolution.htm>
6. <https://www.mrnussbaum.com/american-revolution/>
7. <https://www.nps.gov/vafo/index.htm>
8. [https://www.ducksters.com/history/american\\_revolution/battles\\_of\\_saratoga.php](https://www.ducksters.com/history/american_revolution/battles_of_saratoga.php)
9. <http://www.socialstudiesforkids.com/www/us/saratogadef.htm>

10. [https://www.ducksters.com/history/battle\\_of\\_lexington\\_and\\_concord.php](https://www.ducksters.com/history/battle_of_lexington_and_concord.php)
11. <https://www.history.com/topics/american-revolution/siege-of-yorktown>
12. <https://www.history.com/topics/american-revolution>

## **Lesson 26: Independence Movements in Mexico, Central America and the Islands of the Caribbean**

### **Materials:**

1. text – *The Western Hemisphere*, pp. 71-75
2. **BLMs** – blank maps: Western Hemisphere Political Map and Middle America Political Map
3. Internet or library resources

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

1. explain the impact of Spanish colonialism on the indigenous peoples.
2. explain issues that stirred independence movements throughout Middle America.
3. describe the role of the abolitionist and define their goals.
4. explain how the French Revolution and the ideas of the people of France added fuel to the cause of freedom in the Caribbean and Central America region.
5. summarize the issues that led to the Spanish American War.
6. identify Miguel Hidalgo and describe his role in Mexico's independence movement.
7. explain why the United States became involved in establishing Panama as an independent republic.
8. summarize the main ideas of the lesson.
9. sequence historical events that allowed countries to achieve independence.
10. locate and label the independent countries of present-day Middle America.

### **Key Word Definitions:**

1. exploitation – mistreatment and abuse, to take advantage of in an abusive manner
2. bondage – slavery, captivity
3. oppression – cruelty, persecution
4. turbulent – stormy, unsettled
5. abolition – elimination, to end
6. abolitionists – opponents, protestors

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

1. For nearly 200 years the people of Middle America struggled to break away European colonialism and exploitation. This period of Middle American history is very complex, with many events, personalities, and outcomes. Our goal is to provide an overview of this turbulent period by placing emphasis on human rights, freedom, and equality.
2. Because of the complexity of the lesson and the discussion that could be generated from the issues that led to independence, we believe the lesson requires two to three days.
3. Remind students that the colonial period and the movements for independence lasted more than 400 years. **(LLB 21)**.
4. Before reading, have students identify what they already know about the Key Word Definitions. With the total class, model a pre-reading strategy, such as Semantic Mapping, using one of the

key words as your main topic. Pre-reading strategies are effectively used as a total class activity or as a small group activity.

5. You should be able to generate a good amount of discussion on the key words. As you review the key words, include the principles of individual rights, freedom, and equality into your discussion.
6. Another option: Provide students a list of the Key Words from the lesson. Ask students to define each Key Word as they read the lesson. Ask students to create a sentence using the key word as it relates to the lesson.
7. Have students read the lesson and complete the activities. Remind students to use complete sentences in Activities 1 and 2.
8. **Correction: Activity 3, page 75 - Two edits were missed in the Time Line Organizer. 1) Delete the date 1814. 2) Revise 1862 to 1962.**
9. Activity 3, the Time Line Organizer from the **BLM** file, was intended to summarize countries and sequence the dates of independence for those countries. The activity can be cumbersome for students. Mexico, for example, was granted independence by Spain in 1821 and became a constitutional monarchy ruled by an emperor. In 1823, the monarchy was overthrown, and Mexico became an independent republic. Guatemala, Honduras, El Salvador, Nicaragua and Costa Rica gained independence from Spain and united to form a federal republic. Nearly 20 years later the federation was dissolved, and the countries became independent republics. Panama had a similar history. **As an option** to the present lesson format, we suggest introducing the Time Line Organizer at the beginning of the lesson. As students read the lesson they can add the independence date in column one and the country or countries in column two. We also suggest leaving Column 3, Supporting Facts, as bonus section.
10. Compare and contrast the French Revolution with the independence movements in Middle America. Emphasize that students should focus on the concepts or ideals that people were struggling to gain, not the events or issues in specific countries. This would be best as a whole class activity. A Wilrand or Venn diagram on an overhead could be used to organize information.

#### **Assessment:**

3. Grading the activities in the lesson is your decision.
4. Content will be covered under Chapter 4 Test – Lessons 26 and 27

#### **Enrichment Activities:**

1. The year is 1898. Provide students the opportunity to be a journalist who has been assigned the task of reporting on **Teddy Roosevelt** and the **Rough Riders**. Ask students to use the Internet to research and write a newspaper article on Teddy Roosevelt and the Rough Riders, and the role they played in the Spanish American War.
2. Ask students to write a follow-up article summarizing other major accomplishments of Teddy Roosevelt – leader of the Rough Riders, and President from 1901 to 1908.
3. Students could research and write a brief newspaper article on the explosion that sunk the USS Maine in Havana harbor.
4. **Miguel Hidalgo** is considered “the Father of Mexican Independence.” Ask students to use the Internet to research this famous leader. Provide students a **Research Graphic Organizer** from the **Blackline Master File (BLM)** to summarize their findings.

5. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

**Websites:**

1. <https://www.historychannel.com.au/this-day-in-history/central-american-nations-declare-independence-from-spain/>
2. <https://www.lonelyplanet.com/dominicanrepublic/history>
3. <https://en.m.wikipedia.org/wiki/Hispaniola>
4. <https://classroom.synonym.com/african-slave-rebellion-hispaniola-15381.html>
5. [www.historyofcuba.com/history/scaw/scaw/htm](http://www.historyofcuba.com/history/scaw/scaw/htm)
6. <https://www.nytimes.com/1981/09/22/world/belize-celebrates-its-independence.htm>
7. <https://www.ducksters.com/history/fre>
8. <https://en.m.wikipedia.org/wiki/Encomienda>
9. [https://en.m.wikipedia.org/wiki/Spanish\\_colonization\\_of\\_the\\_Americas](https://en.m.wikipedia.org/wiki/Spanish_colonization_of_the_Americas)
10. <https://www.history.com/this-day-in-history-/puerto-rico-invaded>
11. [https://fcit.usf.edu/florida/lessons/s-awar/s-a\\_war.htm](https://fcit.usf.edu/florida/lessons/s-awar/s-a_war.htm)
12. [https://en.m.wikipedia.org/wiki/Independence\\_of\\_Jamaica](https://en.m.wikipedia.org/wiki/Independence_of_Jamaica)
13. [https://en.m.wikipedia.org/wiki/Federal\\_Republic\\_of\\_Central\\_America](https://en.m.wikipedia.org/wiki/Federal_Republic_of_Central_America)
14. <https://encyclopediapr.org/en/encyclopedia/abolition-of-slavery-in-the-caribbean/>
15. [https://en.m.wikipedia.org/wiki/Cuban\\_war\\_of\\_independence](https://en.m.wikipedia.org/wiki/Cuban_war_of_independence)
16. [www.historyofcuba.com](http://www.historyofcuba.com)
17. [www.historyofcentralamerica.com](http://www.historyofcentralamerica.com)
18. [https://en.m.wikipedia.org/wiki/History\\_of\\_Mexico](https://en.m.wikipedia.org/wiki/History_of_Mexico)
19. <https://www.history.com/topics/mexico/mexico-timeline>
20. [www.historyofmexico.com](http://www.historyofmexico.com)
21. [www.digitalhistory.uh.edu](http://www.digitalhistory.uh.edu)
22. [https://en.m.wikipedia.org/wiki/Slavery\\_in\\_the\\_Spanish\\_New\\_World\\_colonies](https://en.m.wikipedia.org/wiki/Slavery_in_the_Spanish_New_World_colonies)

## Lesson 27 – Independence Movements in South America

**Materials:**

1. text – *The Western Hemisphere*, pp. 76-80
2. **AB** on South America, p. xii

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

1. explain the “ripple effect.”
2. differentiate between declaring independence and achieving independence.
3. locate, label, and transfer data accurately onto a map of South America.
4. read, compute, and interpret chart data.
5. explain the main historical event that led to South American countries declaring their independence from Spain.
6. describe the role that Simon Bolivar played in S.A. colonies’ quest for independence.
7. describe the role that Jose de San Martin played in S.A. colonies’ quest for independence.
8. describe the irony of Brazil’s independence.
9. associate the meaning of key words with their respective definitions.

**Key Word Definitions:**

ripple effect – a series of consequences spreading outward from an event

emancipation – the process of being set free

monarchy – a form of government with a king or queen as its leader

dictator – a form of government in which the ruler has total control over the people

clamored – shouting loudly and insistently

aristocracy – the highest social class in certain societies where people hold titles -i.e., duke, duchess, countess, prince

creoles – in South America, people of Spanish descent born in South America

mulattoes – persons of mixed ancestry, usually one white and one black parent

mestizos – in Latin America, persons of mixed ancestry, usually one parent Spanish and one parent Amerindian

juntas – a political or military group that takes over control of a country

anarchy – the absence of government, no ruling group in power

regent – a person appointed to rule a country, usually by a monarch

ironic – odd, weird, strange, peculiar; happening in the opposite way to what is expected

autonomy – the condition of self-governing; an independent country

tyranny – cruel and harsh rule by a government or person

**Suggested Teaching Strategies:**

1. Discuss the difference between declaring independence and achieving independence. Some places fought wars, and some did not. **Note:** On p. 76, Activity 1B, the symbols DC and AC should be DI and AI
2. You can create more math problems or questions from the dates posted on the chart. You can also have students reduce the fraction in item 2 in Activity 1A on p. 76, and if they know how, convert the fraction into a percentage (%age).  $10/12 = 5/6 = 83\%$  (83.33%)
3. Allow students to work in pairs as they transfer data from the chart to the map.
4. Discuss the changes in the world caused by the cataclysmic French Revolution.
5. Be sensitive as to the social classes identified among the population of Latin America. Make sure that students do not stigmatize mestizos and mulattoes in a denigrating way. They are simply names for people of mixed ancestry!
6. As you discuss the roles that Bolivar and Martin played in acquiring independence for countries, have students locate those countries on the map on page 77.
7. When you discuss anarchy, locate two places in the world where anarchy has existed – Libya and Somalia.
8. Discuss the meaning of Bolivar’s statement about how a voting democracy maybe the best form of government, but not likely to succeed. Bolivar was not clear on what type of government would most likely succeed in South America.
9. Highlight the irony of Portugal’s independence. While you are at it, differentiate between irony and coincidence. They are often confused. **Coincidences** occur by chance and usually at the same time. Coincidence is when two events of striking similarity happen at or near the same time by accident or

chance. For example, two people wear the same shirt to church without communicating with each other. **Irony** refers to something happening, or something said about someone or some situation in which the underlying meaning is the exact opposite of the literal meaning. Joking is a form of sociological seriousness. When many people are joking, they are really being serious, so “joking” can be ironic because it really is the opposite of what is intended! You would not expect a member of the royal family ruling Brazil to declare it independent.

10. If you are not grading Activity 2, allow students to work in pairs.

**Assessment:**

1. Scores from Activity 2, if you are grading it.
2. Use the discussions to ascertain the level to which you have accomplished the objectives
3. Grades received from Chapter 5 Test, Lessons 26 and 27

**Websites:**

1. <http://m.facts-about.org.uk/famous-people-facts-starting-with-s/simon-bolivar.htm>
2. <http://eram.k12.ny.us/education/components/scrapbook/default.php?sectiondetailid=45407> colorful
3. <https://www.thoughtco.com/biography-of-jose-de-san-martin-2136388>
4. <https://www.bing.com/videos/search?q=jose+de+san+martin&view=detail&mid=817B3EFBCEFA3E9F3F8A817B3EFBCEFA3E9F3F8A&FORM=VIRE> (Video is in Spanish)
5. <https://www.factmonster.com/dk/encyclopedia/history/south-american-independence>

## Unit 5 – North America

### Lesson Plans

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

1. reviewing “A Medley of Suggested Generic Teaching Strategies” and “Suggested Teaching Strategies for Readers Below Grade Level” on pages 3 - 5 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “Suggested Generic Procedures for Assessment” during and after you cover the lessons on pages 5- 6 of this Teacher’s Guide.

## Chapter Six - North America

### Lesson 28 – What are the main features of North America?

### Lesson 29– Some Large Facts about North America

**Special Note:**

Lessons 28 and 29 are in tandem. Hence, they easily can be accomplished in one class period.

**Materials:**

1. text – *The Western Hemisphere*, pp. 81 - 82
2. **AB** on North America (pp. v and vi)

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

1. locate and label major geo-political and physical features of North America.

**Suggested Teaching Strategies and Activities:**

1. Refer students to their **AB** on pages v and vi. As you are covering this material, you could use globes and/or a large wall map of North America.
2. The activities on page 81 are designed for students to label geographic features on page 82. Again, this can be done on an individual basis, in small groups, or as large group instruction.
3. There is still controversy over what to call Mt. McKinley. It has been officially renamed **Mt. Denali (2015)** in keeping with its historical native name, but many people call it McKinley. Denali is also the name of the National Park. Ohioans do not accept the name change, McKinley’s home state. Denali means “great or highest one.”

**Assessment**

1. There are 18 items to be labeled. You can assess students’ maps for accuracy. Grading is one option, a checklist is another option, and a holistic rating scale is a third option.
2. Content is covered under the Chapter 6 Test, Lessons 28-30.

## **Lesson 30 – Climate and Weather of North America**

**Materials:**

1. text – *The Western Hemisphere*, p. 83
2. **AB** on Climate of North America (p. vii)

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

1. read and interpret the legend on the climate map of North America.
2. differentiate between climate and sub-climate types.

**Suggested Teaching Strategies:**

1. If needed, review the difference between weather and climate.
2. Review the colors and their meanings on the map legend. It is sometimes difficult to discern what’s what among the greens. Make sure students can tell the difference.
3. Clarify the difference between a climate and sub-climate types.
4. Allow students to work in pairs as they read the climate map, unless you prefer to grade the lesson, in which case students will work individually.
5. Note that the Southern Hemisphere does not have a continental climate type.

**Assessment:**

1. Grades received from this lesson, if it is graded
2. Grades received from Chapter 5 Test, Lessons 28 – 30.

## **Chapter Seven: The United States**



**Reminder - Special Disclaimer:** The authors do not promote, endorse, or approve of any products whatsoever that appear on websites that we have noted. We highly recommend that teachers closely monitor the use of websites by students to make sure they are on-task with the lesson content. We strongly recommend that teachers caution students to disregard advertisements or products that appear on those sites.

### Generic Extension Activities for the United States

1. Have students create a bulletin board on current event news about states – “United States in the News.” For example, devastating hurricanes, oil spills in the Gulf, unusual weather events (heavy snows, rains, and/or flooding), and sports teams make headline news.
2. Do the same as item 1 above for other regions of the Western Hemisphere – “Countries and Regions in the News.”
3. Refer to the **BLM** file for map activities.
4. **Special Note to Teachers on Economic Content:** Only the major products springing from the natural resources of the regions are presented. You can supplement this list with many other products. In addition, it was our decision to focus most of the activities dealing with natural resources and economy on primary and secondary industries. The activity from the **BLM** file, “**What is Industry**” extends the concept of industry and industry job type (primary, secondary, tertiary, and quaternary).
5. For lessons pertaining to natural resources and economy use pictorial symbols from the **BLM** file of products. Students can paste them on maps they are using, or they can draw their own symbols. **Another option:** Make a large class chart of the pictorial symbols contained in the **BLM** file from which students can use to model their drawings.
6. Have students log onto <http://www.travelforkids.com> for some interesting information.
7. New quarters and their designs from the U.S. Mint are currently of interest. This would be a very good research activity. Log onto the United States mint’s website at <http://www.usmint.gov/mint> programs. Specifically, open the hyperlink to America the Beautiful Quarters™.
8. “**Big Map Activity**”
  - Divide the class into groups. Provide each group blank copies of each state. Have students assemble a map and add political features and physical features.
  - Groups can use colors and develop their own symbols and legends.
  - Group maps can be displayed in different areas of the room.
  - A rubric can be developed to assess the group and the members of the group. (See the Appendix section at the end of this document). This activity can be expanded to include other countries being studied in the Western Hemisphere.

### Lesson 31: Political Features of the United States: Part 1 (Eastern Half)

#### Materials:

1. text – *The Western Hemisphere*, pp. 84-85
2. **BLMs** – blank maps: Western Hemisphere Political Map of the United States
3. Classroom Map of the United States

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

1. locate states in the eastern half of the United States by using their grid coordinates.
2. locate the capital cities of each state and record the grid coordinate for that city.
3. outline boundaries of each state within the eastern half of the United States.

**Suggested Teaching Strategies and Activities:**

1. Remind students that this lesson only deals with political features of the eastern half of the United States.
2. Using the text or overhead, model using grid coordinates to locate a state and a state capital.
3. Refer students to the **AB** on page viii as a reference.
4. Have students read the lesson and complete the activities.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 7 Test – Lessons 31 and 32.

**Enrichment:**

1. Using the **AB**, classroom maps, or Internet, have students research the largest and most important cities in the eastern half of the United States. Ask students to label the cities on their map on page 85.
2. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

## **Lesson 32: Political Features of the United States: Part 2 (Western Half)**

**Materials:**

1. text – *The Western Hemisphere*, pp. 86-87
2. **BLMs** – blank maps: Western Hemisphere Political Map of the United States
3. Classroom Map of the United States

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

1. locate states in the western half of the United States by using grid coordinates.
2. locate the capital cities of each state and record the grid coordinate for that city.
3. outline boundaries of each state within the western half of the United States.

**Suggested Teaching Strategies and Activities:**

1. Remind students that this lesson only deals with political features of the western half of the United States.
2. Using the text or overhead, model using grid coordinates to locate a state and a state capital.
3. Refer students to the **AB** on page viii as a reference.
4. Have students read the lesson and complete the activities.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 7 Test – Lessons 31 and 32.

**Enrichment:**

1. Using the **AB**, classroom maps, or Internet, have students research the largest and most important cities in the western half of the United States. Ask students to label the cities on their map on page 87.

### **Lesson 33: Physical Features of the United States: Part 1 (Eastern Half)**

#### **Materials:**

1. text – *The Western Hemisphere*, pp. 88-89
2. **AB (AB)** p. ix, classroom map of the United States
3. Colored pencils

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

1. locate and label major landforms of the eastern half of the United States.
2. locate, label, and trace in blue colored pencil the major rivers and water forms in the eastern half of the United States.

#### **Suggested Teaching Strategies:**

1. We recommend using a large wall map of the U.S. in conjunction with the **AB** on page ix.
2. A map of the United States from the Blackline Master File (**BLM**) can be used to support and reinforce the activities.
3. In addition to the rivers listed in the lesson, help the class locate and label the following water forms on their maps: Great Lakes (name them), Chesapeake Bay, Delaware Bay, Tampa Bay, Allegheny River, Monongahela River, James River, Finger Lakes, and the Erie Canal.
4. It should be noted, and labeled on the map, that the Atlantic Coastal Plain follows the east coast (and inland) southward to Florida.
5. Ask students to identify rivers that flow into the Mississippi River, and subsequently into the Gulf of Mexico, and rivers that flow into the Atlantic Ocean.
6. Have students locate, label, and color in brown the Appalachian Mountain chain.
7. Have students read the lesson and complete the activities.

#### **Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 7 Test, Lessons 33 and 34.
3. Students can be assessed as a group or individually on the “Big Map.” (see rubric samples in the Appendix)

#### **Enrichment:**

1. Using the Internet, have your students “visit” one or more of the following sites: Great Smoky Mountain National Park, Shenandoah National Park, Appalachian Trail, bayous of Louisiana, Everglades National Park, Mammoth Cave National Park, Hot Springs National Park. Students can write a newspaper article, create a travel journal or use a Research Graphic Organizer from the **BLM** to document their visit.
2. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

#### **Other Sources:**

1. One of the authors, Randall Pellow, has written books for students on Pennsylvania and New Jersey. The following books are available from Penns Valley Publishers: *Pennsylvania Geography*, *New Jersey Geography*, and *Pennsylvania: Our People, Places, and Past*. The Penns Valley website is: <http://www.pennsvalleypublishers.com/>

## Lesson 34: Physical Features of the United States: Part 2

### Materials:

1. text – *The Western Hemisphere*, pp. 90-91
2. **AB (AB)** p. ix, classroom map of the United States
3. Map of the United States from the **BLM** file
4. Colored pencils

### Objectives: Students will be able to:

1. locate and label major landforms of the western half of the United States.
2. locate, label, and trace in blue colored pencil the major rivers and water forms in the western half of the United States.

### Suggested Teaching Strategies:

1. We recommend using a large wall map of the U.S. in conjunction with the **AB** on page ix.
2. We also recommend referring students to page x in the **AB** to understand clearly the location of Alaska relative to mainland United States. Page x will provide students an additional resource for locating and labeling physical features of Alaska.
3. A map of the United States from the Blackline Master File (**BLM**) can be used to support and reinforce the activities.
4. Reminders: Ask students to locate and label the Mississippi River, the tip of Lake Superior, and the Gulf of Mexico.
5. In addition to the rivers listed in the lesson, help the class locate and label the following water forms on their maps: Platte River, Lake Mead, Yellowstone River, Willamette River Valley, Sacramento River, San Joaquin River, Yukon River, Prince William Sound, Gulf of Alaska, Bering Sea.
6. Have students locate, label, and color in brown the Rocky Mountains, Cascade Mountains, and the Sierra Nevada Mountains.
7. Introduce the **Continental Divide**. Have students draw a red dotted line through the ridges of the Rocky Mountains. While the Continental Divide is an imaginary political feature, it manifests itself as a physical feature. The Continental Divide separates the major **watersheds**, of the North American continent. Rain that falls on the eastern side flows toward the Mississippi River. Rain that falls on the western side flows toward the Pacific Ocean.
8. Have students read the lesson and complete the activities.

### Assessment:

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 7 Test – Lessons 33 and 34.
3. Students can be assessed as group or individually on the “Big Map.” (see rubric samples in the Appendix)

### Enrichment:

1. Use an overhead to locate and explain the **Ring of Fire** and the **San Andreas Fault**. Emphasize the relationship of these hidden physical features to volcanoes and earthquakes. Point out that the Ring of Fire encircles much of the Pacific Ocean. Please refer to Lesson 34 – **Enrichment Materials** for resource material.
2. While the horrible tsunami disaster, of December 26<sup>th</sup>, 2004 occurred in the Eastern hemisphere, the epicenter of the earthquake was part of the Ring of Fire in the Pacific Ocean. Tsunamis are a clear and present danger in the Western Hemisphere. It can be unpleasant and uncomfortable, but your authors feel that geo-environmental disasters need to be encompassed in the curriculum. We suggest that research be conducted using appropriate websites and other resources.
3. Have students research one or more of the many national parks in this region through the National Park Service. Students can record their visits using a Research Graphic Organizer or Travel Journal from the **BLM** file, or they could create a postcard describing what they discovered.
4. The largest concentrations of Native American tribes are located in the western half of the United States. There are more than 562 federally recognized Native American tribes. According to 2014 estimates, more than 5 million people were classified as Native American, including those people of a mixed race. The greatest number of Native Americans are found in Alaska, California, Washington, Arizona, New Mexico, Texas, and Oklahoma. In the eastern half of the United States a significant population of Native Americans can be found in North Carolina, Florida, and New York. Have students conduct research on modern-day Native Americans in the United States. In 2004, the Smithsonian Institution in Washington D.C. opened a National Museum of the American Indian.
5. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

**Websites:**

1. [https://www.en.m.wikipedia.org/wiki/Native\\_Americans\\_in\\_the\\_United\\_States](https://www.en.m.wikipedia.org/wiki/Native_Americans_in_the_United_States)
2. <https://www.census.gov/newsroom/facts-forfeatures/2015/cb15-ff22.html>

## **Lesson 35: Interpreting Population Facts of the United States**

**Materials:**

1. text – *The Western Hemisphere*, pp. 92-93

**Objectives:** Given factual data, students will be able to:

1. interpret factual data.
2. apply mathematical operations.
3. explain population density.

**Suggested Teaching Strategies:**

1. We recommend the use of calculators for portions of this lesson.
2. Have students calculate the average population density in each region. Have them write the answers in their texts. These data are needed to answer questions 3 and 4.
3. Have students read the lesson and complete the activity.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 7 Test – Lessons 35 - 37

**Enrichment Activities:**

1. The U.S. Census Bureau has an informative website. Have students locate the population clock at [www.census.gov](http://www.census.gov) Also, American Fact Finder has all kinds of data at <http://factfinder.census.gov/servlet/SAFFFacts?sse=on>
2. Students can locate data regarding their state and county via the above websites. Also available is the Population Reference Bureau at [www.prb.org](http://www.prb.org)
3. There is a population education connection agency. This agency has both DVD and VHS versions of World Population available through its website at [www.populationeducation.org](http://www.populationeducation.org) Its email address is [PopEd@popconnect.org](mailto:PopEd@popconnect.org) Teacher training and other resources are available., many of which are free of charge.
4. The following website will provide information on Pennsylvania by county. You can also access other states and their municipalities through this website. It is a useful reference. <http://quickfacts.census.gov/qfd/states/42/42061.html>
5. We do have poverty in the United States. Use the companion reading material on **Poverty in the United States** from the **BLM** file to conduct discussions on this topic. There are many sources on the Internet from which to draw supplemental materials.

**Lesson 36: The Natural Resources and Economy of the United States: Part 1****Materials:**

1. text – *The Western Hemisphere*, pp. 94-96
2. Regional maps and a map of the United States from the **BLM** file
3. Graphic Organizers from the **BLM** file (listed below)

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

1. summarize the natural resources and economic activities of the New England, Mid-Atlantic, Southeast, and Mid-West regions of the United States.
2. classify economic activities among industry types.
3. use a Venn diagram to compare and contrast economies of the regions.
4. differentiate between natural resources and their respective products.

**Suggested Teaching Strategies:**

1. We recommend reviewing different types of industries with your students.
  - Primary – raising, growing, mining, harvesting
  - Secondary – making, constructing
  - Tertiary – providing services (advanced training not required)
  - Quaternary – providing services (advanced training is required)
2. Have students read the lesson and complete the activities. Review the different regions of the U.S. Have students use pictorial symbols of natural resources and products from the **BLM** file. Provide students with blank map of the eastern half of the U.S. Have them section off and label the regions in the eastern half of the U.S. Students can paste picture symbols in the different regions on their maps or draw their own symbols.
3. Have students use a graphic organizer from the **BLM** file to review and summarize the economies of each region. (Econo-Tree, Industry Frame, Industry Chart, Industry Bullseye)

4. Another visual tool option: Have students create a Data Retrieval Chart identifying natural resources, products, and industry types for states and/or regions.
5. **Errata:** In activity 3 on p. 96, number 6 was inadvertently skipped. # 7 is really # 6, and #8 is # 7.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 7 Test, Lessons 36 - 37

**Enrichment:**

1. See **Generic Extension Activities**. Have students work in pairs to create a “Big Book” or “Big Map” for the natural resources and economy of the United States.
2. Students can work individually or in small groups to create a collage illustrating the natural resources and economic activity of the regions.
3. Have students work in pairs or small groups. Each pair or group will select a product from one of the regions. Have students list on a piece of paper the four major economic industries.

Primary	Secondary	Tertiary	Quaternary
---------	-----------	----------	------------

For each product have them describe the path or function of that industry. For example, mining coal or harvesting forests are primary jobs. Making steel (with coal and iron ore) and producing paper from forest products are secondary jobs. Transporting and selling steel and paper are tertiary jobs. Having a chemist create new products from coal, or a forest ranger managing a forest are quaternary jobs.

Students can web various jobs associated with each industry type.

4. Ask students to select other industries and create a **web** for jobs that result or support those industries. Webs can be assessed and placed on a bulletin board. Tourism is a great example. Have students create a web on all the types of jobs that are needed to run a national park.
5. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

## **Lesson 37: The Natural Resources and Economy of the United States: Part 2**

**Materials:**

1. text – *The Western Hemisphere*, pp. 97-99
2. Regional maps from the **BLM** file
3. Graphic Organizers from the **BLM** file (listed below)

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

1. summarize the natural resources and economic activities of the Southwest, Rocky Mountain, and Pacific regions of the United States.
2. Classify economic activities among industry types.
3. choose a graphic organizer from the **BLM** file to review and summarize the economies of each region.
4. differentiate between natural resources and their respective products.
5. complete an Econo-Tree that summarizes natural resources and economic activities.
6. interpret factual data from an Industry Chart.

**Suggested Teaching Strategies:**

1. We recommend reviewing different types of industries with your students.  
Primary – raising, growing, mining, harvesting

Secondary – making, constructing  
tertiary – providing services (advanced training not required)  
Quaternary – providing services (advanced training is required)

2. Have students read the lesson and complete the activities.
3. Have students use pictorial symbols of natural resources and products from the **BLM** file. Students can paste them on regional maps from the **BLM** file or draw their own symbols.
4. Have students use a graphic organizer from the **BLM** file to review and summarize the economies of each region. (Econo-Tree, Industry Frame, Industry Chart, Industry Bullseye)
5. Another visual tool option: Have students create a Data Retrieval Chart identifying natural resources, products, and industry types for states and/or regions.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 7 Test, Lessons 36 and 37

**Enrichment:**

1. See **Generic Extension Activities** on page 37. Have students work in pairs to create a “Big Book” or “Big Map” for the natural resources and economy of the United States.
2. Students can work individually or in small groups to create a collage illustrating the natural resources and economic activity of the regions.
3. Have students work in pairs or small groups. Each group or pair will select a product from one of the regions, such as crude oil, cattle, or dams. Have students list on a piece of paper the four major economic industries.

Primary                      Secondary                      Tertiary                      Quaternary

- For each product, ask students to describe the function or path of that industry. For example, cattle ranching is a primary economic activity. Producing meat and leather products from cattle are secondary jobs. Transporting cattle-related products are tertiary jobs. Learning about new ways to grow healthier herds of cattle or running a more successful ranch could involve advanced training, such as business management or finance. This could involve the quaternary sector. Veterinarians have quaternary jobs. You could run through the gamut of other jobs, such as those associated with petroleum or dams. Students can web various jobs associated with each industry type.
4. Ask students to select an industry and create a **web** for jobs that are a result of that industry. Webs can be assessed and placed on a bulletin board. Tourism is a great example. Have students create a web on all the types of jobs that are needed to run a national park.
  5. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

## Chapter Eight: Canada

### Lesson 38 – Political Features of Canada

**Materials:**

1. text – *The Western Hemisphere*, pp. 100-101
2. **AB** on Canada, p. x

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

1. locate and label Canadian provinces and territories and their respective capital cities.



2. categorize eight (8) provinces by geographic features.
3. locate and label Canada's national capital.

**Suggested Teaching Strategies and Activities:**

1. Because of spatial constrictions, the blanks are small. If you assess or “go over” this activity with the class, you can make an overhead of the map and make the spaces larger.
2. Use **mnemonics** to associate the names of some provinces with their geographic features. For example, reinforce the meaning of Maritime Provinces, and the Prairie Provinces. Note on the physical map that a small portion of British Columbia is in the prairies. However, most of British Columbia and some of Alberta are located in the Rocky Mountains. These two provinces could be called the mountain provinces.
3. Compare the geographic size of the Maritime Provinces with the size of the New England States. When colonies were first started, they were small in size. Colonies founded later (except Virginia) were larger in size or increased in size by subsequent land claims.
4. We recommend pointing out locations of a few other larger cities of Canada, such as Hamilton (Ontario) at the western end of Lake Ontario, Montreal (Quebec) along the St. Lawrence River, Calgary in southern Alberta, and Vancouver in southern British Columbia. Point out the location for Ottawa, the national capital of Canada.
5. When one looks at an atlas page on Canada, one does not get a sense of the extreme northern location of Canada. It would be a good strategy to place Canada in perspective by showing Canada's location on a globe or world map.

**Assessment:**

1. Grading is an option or checking the accuracy of their responses.
2. Content is covered under the Chapter 8 Test. (Note: Place Ottawa on the Chapter Test.)

**Enrichment Activities:**

1. For review, create learning centers in which students can practice manipulating the names and locations of provinces, territories, respective capital cities, and other important cities (including Ottawa).

## **Lesson 39: Physical Features of Canada**

**Materials:**

1. text – *The Western Hemisphere*, pp. 102-104
2. **AB** on Canada, p. x

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

1. locate and label major landforms and water forms of Canada.

**Suggested Teaching Strategies and Activities:**

1. Refer students to their **AB** on p. x., particularly the physical map of Canada. More names for the landforms and water forms are on the physical map.
2. It is recommended that other maps and globe resources be made available.
3. Show that the Canadian Shield is a large region encompassing vast amounts of land to the east and west of Hudson Bay (almost ½ of Canada). **Note:** Labels do not show the full extent of a region.

Demonstrate the concept of 25%, or  $\frac{1}{4}$  of the world's fresh water supply is contained in this large region. Connect the concept of freshwater and glacial lakes. Canada has thousands of glacial lakes, similar to northern United States. Glaciers once extended as far south as northern Pennsylvania.

**Assessment:**

1. Grading is an option or checking the accuracy of their responses.
2. Content is covered under the Chapter 14 Test, Lessons 38 - 40

**Enrichment Activities**

1. For review, create a learning center in which students can practice manipulating the names and locations of landforms and water forms.

**Lesson 40 – Natural Resources/Economy of Canada**

**Special Note on Content:**

As a reminder, one can only place so much information on the printed page. Hence, only the major products springing from the natural resources of this nation are presented. You can supplement and complement this list with many other products. Most of the economic activities in this lesson can be categorized as falling into the primary and secondary industries.

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

1. classify products as to the natural resources from which they derive.
2. differentiate between natural resources and their respective products.
3. differentiate between industry types – primary, secondary, and tertiary.

**Suggested Teaching Strategies and Activities:**

1. Locate provinces/territories and relate products that are associated with them on maps.
2. Again, it is time to review different types of natural resources and industries with your students.  
Differentiate between the natural resources and the products.  
Primary – raising, growing, mining, harvesting  
Secondary – making, constructing, building  
Tertiary – providing services (advanced training not required)  
Quaternary – providing services (advanced training is required)  
The “Data Retrieval Chart” on page 106 does not contain the quaternary sector, but it could be added as a separate box at the bottom of the page.
3. Use pictorial symbols of products from the **BLM File**. Students can paste them on a **BLM Canadian map**, or they can draw on their own symbols.
4. You could use an **Industry Chart** from the **BLM file**.
5. Observing the picture on page 105 can help to demonstrate how ships cannot jump (up or down) Niagara Falls. Use blocks of different elevations to demonstrate the concept of locks rising and lowering water levels.

**Assessment**

1. Grading is an option or checking the accuracy of their responses.
2. Content is covered under the Chapter 8 Test, Lessons 38 – 40.

**Enrichment Activities**

1. Because of spatial constraints, we have included the following activities in the **Lesson 40 – Enrichment Materials: People and Lifestyles of Canada; Climates of Canada**

## Unit 6: Middle America

### Lesson Plans

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

1. reviewing “A Medley of Suggested Generic Teaching Strategies” and “Suggested Teaching Strategies for Readers Below Grade Level” on pages 3 - 5 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “Suggested Generic Procedures for Assessment” during and after you cover the lessons on pages 5- 6 of this Teacher’s Guide.

**Reminder Note:** The authors do not promote, approve, or endorse any ads or products whatsoever that appear on websites that we have noted. We highly recommend that teachers closely monitor the use of websites by students to make sure they are on-task with the lesson content. We strongly recommend that teachers caution students to disregard advertisements or products that appear on those sites

### Lesson 41: What is Middle America

**Note:** The concept of Middle America was introduced in Lesson 21. This lesson re-introduces students to Middle America before they begin their study of present-day Mexico, Central America, and the Islands of the Caribbean. It is intended as an overview to refresh students on the location of the land areas of Middle America. This lesson can be considered optional and students may begin their study of Middle America with Chapter Nine: Mexico.

#### Materials:

1. text – *The Western Hemisphere*, pp. 107-108
2. **AB**, pp. xi
3. **AB** – North America Physical Map, p.vi
4. **AB** – South America Physical Map. p. xiii
5. Blank map of Middle America from the **BLM** file

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

1. locate and label the countries and major physical features of Middle America.
2. define the concept of Latin America.

#### Suggested Teaching Strategies:

1. Use an overhead, globe, or classroom map to compare the concept of Latin America to Middle America and South America.
2. Emphasize Middle America’s location as it relates to North America and South America.
3. Review with students the North America and South America physical maps in the **AB**.
4. Point out the significance of Panama as an isthmus.

5. Have students read the lesson and complete the activity.

**Assessment:**

1. Grading the activity in the lesson is your decision.
2. Content will be covered under Chapter 9 Test, Lessons 41-43.

**Other Sources:**

1. The 2001, November/December issue of *Social Studies and the Young Learner* is devoted to "Teaching about Latin America." Search [www.socialstudies.org](http://www.socialstudies.org) for more information.
2. <https://siarchives.si.edu/blog/smithsonian-latin-america>
3. Smithsonian Journeys is another great source for maps.

## Chapter 9: Mexico

### Lesson 42: Political Features of Mexico

**Materials:**

1. text – *The Western Hemisphere*, pp. 109-110
2. AB – Middle America, p. xi
3. AB – North America Political Map, p. v
4. Blank map of Middle America from the **BLM** file

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

1. locate and label the major cities of Mexico.
2. differentiate between urban and rural populations.
3. explain how population shifts from rural to urban areas have affected Mexico.
4. explain the location of Mexico in relationship to the political features of the United States, Central America, and South America.

**Suggested Teaching Strategies:**

1. Have students read the lesson and complete the map activity.
2. In addition to having students write the names of cities on their text map, have them locate the cities on a large wall map or globe. This could be done as a group activity.
3. Using the Internet or other sources, ask students to select a city to research the history and/or the economy of that city. A number of the graphic organizers from the **BLM** file can be used to summarize research. (Research Graphic Organizer, Travel Journal, Post Card)

**Assessment:**

1. Grading the activity in the lesson is your decision.
2. Content will be covered under Chapter 9 Test, Lessons 41 – 43.

**Enrichment:**

1. Ask students to create a news segment on Mexico City. This could be done as an individual journalist or as a "special report" by a panel of journalists. Journalists could report on the following topics: a) one of the world's largest metropolitan areas, b) the center of an emerging manufacturing belt, c) an educational and cultural center, d) problems of a densely populated city, e) history and tourism. Journalists are not limited to these topics.

## Lesson 43: Physical Features of Mexico

### Materials:

1. text – *The Western Hemisphere*, pp. 111-113
2. **AB** – Middle America, p. xi
3. **AB** – North America Physical Map, p. vi
4. Blank map of Middle America from the **BLM** file

### Objectives: Students will be able to:

1. locate and label the major water forms and landforms of Mexico.

### Suggested Teaching Strategies:

1. Refer students to their **AB** on pages vi and xi or your classroom atlas to identify physical features.
2. Have students read the lesson and complete the activities.
3. Ask students to use colored pencils to highlight water forms and landforms.

### Assessment:

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 9 Test – Lessons 41 - 43.

### Enrichment:

1. Using a blank map of Middle America from the **BLM** file, ask students to create a physical map of Mexico including colors, symbols, and legend.
2. For review, create a learning center in which students can practice placing the names and locations of water forms and landforms.
3. Using the Internet, ask students to investigate Mexico's "Ring of Fire." Ask students to create a map documenting their research. Students can also use a Research Graphic Organizer from the **BLM** file to document their research.
4. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

## Lesson 44: Natural Resources and Economy of Mexico

### Special Note on Content:

We have included with the **Enrichment Materials** a lesson entitled "What is Industry?" This lesson reviews with students the four major types of industry – primary, secondary, tertiary, and quaternary. We consider the concept of industry an important part of economic fundamentals that are introduced in Lesson 7. Automobile and aircraft manufacturing are growing secondary industries in Mexico. Tourism and transportation are vital tertiary industries.

### Materials:

1. text – *The Western Hemisphere*, pp. 114-115
2. Industry Bullseye from the **BLM** file
3. pictorial symbols of products from the **BLM**

### Objectives: Students will be able to:

1. identify Mexico's major economic activities.
2. classify Mexico's goods and services by industry type and economic activity.

**Suggested Teaching Strategies:**

1. Use an overhead to model using an **Industry Bullseye** from the **BLM** file as a means to organize economic information. Refer to the **BLM** file or other graphic organizers that can be used by students to review Mexico's economy.
2. Have students read the lesson and complete the activities.
3. Use pictorial symbols of products from the **BLM** file. Students can paste them on a map of Mexico from the **BLM** file, or they can draw their own symbols.
4. Ask students to create an Industry Chart (**BLM** file) on Mexico's major industries.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 9 Test, Lessons 44 - 46.

**Enrichment:**

1. Using the Internet, ask students to research Mexico's major manufacturing industries. Have students list Mexico's major manufacturing industries and write at least two full sentences describing that industry.
2. Using the Internet, ask students to visit one of Mexico's tourist destinations. Have students add an entry to their travel journal or create a postcard about their visit. On a separate sheet of paper, have students list the jobs that support that tourist destination.
3. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

**Lesson 45: The Climate and Weather of Mexico****Materials:**

1. text – *The Western Hemisphere*, p. 116
2. Blank Map of Mexico from the **BLM** file.

**Objectives:** Given a climate map, students will be able to:

1. locate information about Mexico's climate.
2. interpret Mexico's climate map legend.

**Suggested Teaching Strategies:**

1. Refer students to the **AB**, p. vii, to answer questions in this lesson.
2. Review Lesson 10, pp. 17-18 - What are the Climate Types in the Western Hemisphere?
3. Review the location of the Tropic of Cancer and Mexico's proximity to the Equator.
4. Use a world globe to show the earth's tilt on its axis and the effect of the sun's energy on Mexico. Have students **LLB=10** review the illustration on p. 17.
5. Review Mexico's physical features, (**LLB=43**), and the diversity of Mexico's land regions.
6. Provide students a map of Mexico from the **BLM** file. Ask them to label the Tropic of Cancer and color in Mexico's climate regions. Have students add a legend to their climate map.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 9 Test – Lessons 44 - 46.

## Lesson 46: The People and Lifestyles of Mexico

### Materials:

1. text – *The Western Hemisphere*, pp. 117-118

### Objectives: Students will be able:

1. review and locate factual data relative to the people and lifestyles of Mexico.
2. appreciate Mexico’s cultural traditions.
3. summarize the main ideas included in the lesson.

### Suggested Teaching Strategies:

1. Use an overhead to review reading strategy concepts. Work with the class to review several reading strategy models.
2. There are a number of graphic organizers that can be used to effectively summarize main ideas and facts and details. Outlines, webs, bubble maps, trees, pyramids, belts, and fish bones are some examples.
3. Specific resources can be found in the **BLM** file and in the Reference Section of this Teacher’s Guide.
4. Have students read the lesson and complete the activities.

### Assessment:

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 9 Test – Lessons 44 - 46.

## Chapter Ten: Central America

### Lesson 47: Political Features of Central America

### Materials:

1. text – *The Western Hemisphere*, p. 119
2. **AB** – Middle America, p. xi
3. **AB** – Western Hemisphere Political Map, p. iv
4. **AB** – North America Political Map, p. v
5. Blank map of Middle America from the **BLM** file

### Objectives: Students will be able to:

1. identify the land area in Middle America that makes up the seven countries of Central America.
2. locate and label the Central American countries and their capital cities.

### Suggested Teaching Strategies:

1. To place Central America in the context of the Western Hemisphere, refer students to their **AB** on page iv or a North America map in the classroom.
2. In addition, review the location of the countries of Central America in relation to Middle America and South America.
3. Refer students to their **AB** on page xi to complete the lesson’s activity.
4. Have students read the lesson and complete the activity.

5. Provide students a blank map of Middle America from the **BLM** file. If needed, ask students to create their own political map, labeling the countries, capital cities, and water forms that surround Central America. They may use the **AB** as a resource.

**Assessment:**

1. Grading the activity in the lesson is your decision.
2. Content will be covered under Chapter 10 Test – Lessons 47-48.

**Enrichment:**

1. Using the Internet, or other resources, ask students to “visit” a capital city in Central America. Have students record at least one interesting fact they discovered during their visit. Ask students to create a post card describing their visit. Postcards can be displayed on a travel bulletin board or exchanged with other students.
2. Mt. Irazu is a 11,260 foot volcano in Costa Rica. Have students locate Mt Irazu on their map of Central America. Ask the class the following question: “How is it possible to see both the Atlantic Ocean and Pacific Ocean from the top of Mt. Irazu on a clear day?” Relate the question to the concept of a narrow isthmus as a physical feature.
3. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

## **Lesson 48: Physical Features of Central America**

**Materials:**

1. text – *The Western Hemisphere*, pp. 120-121
2. **AB** – Middle America, p. xi
3. **AB** – North America Physical Map, p. vi
4. Blank map of Middle America from the **BLM** file

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

1. locate and label major landforms and water forms of Central America.
2. explain the significance of the Ring of Fire to Central America.

**Suggested Teaching Strategies:**

1. Refer students to the North America Physical Map on page vi and the Middle America Physical Map on page xi in the **AB** as resources for this lesson.
2. Have students read the lesson and complete the activity.
3. Ask students to use colored pencils to highlight water forms and landforms.
4. Examine the significance of the Ring of Fire to Central America. Use a classroom map or globe to trace the Ring of Fire. Point out that the Ring of Fire runs along the edge of the Pacific Ocean and impacts parts of both the Western Hemisphere and Eastern Hemisphere. It stretches for more than 25,000 miles and forms a huge arc. Remind students that the Ring of Fire affects the United States, Mexico, Central America, and South America (**LLB=34, LLB=43**). ). Review the **Lesson 34 - Enrichment Materials** on the Ring of Fire. Because of spatial constrictions, some of the physical features in the **AB** are not clearly depicted. So that students can identify and label each physical feature on their activity map, we recommend using a classroom atlas or a large wall map as a resource to support this lesson.



5. Because this region is an isthmus, the rivers are not very long. The rivers identified in the activity are the major ones in the region. **However, we chose not to place their identification on the test.**

**Assessment:**

1. Grading the activity in the lesson is your decision.
2. Content will be covered under Chapter 10 Test – Lessons 47-48.

**Enrichment:**

1. As a review, create a learning center where students can practice manipulating the names and locations of landforms and water forms.
2. Using a blank map of Middle America from the **BLM** file, have students create a physical map of Central America using colors, symbols, and a legend.
3. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

**Websites:**

1. [https://en.m.wikipedia.org/wiki/Ring\\_of\\_Fire](https://en.m.wikipedia.org/wiki/Ring_of_Fire)
2. [https://www.britannica.com/place/Ring\\_of\\_fire](https://www.britannica.com/place/Ring_of_fire)
3. <https://www.nationalgeographic.com/science/earth/ring-of-fire/>

## **Lesson 49: Natural Resources and Economy of Central America**

**Materials:**

1. text – *The Western Hemisphere*, pp. 122-123

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

1. identify the major industries and products of Central America.
2. compare and contrast the products and industries of the countries of Central America.
3. differentiate among industry types – primary, secondary, tertiary, quaternary.
4. summarize that most economic activity in Central America is primary-oriented.

**Suggested Teaching Strategies:**

1. Have students read the lesson and complete the activities.
2. For Activity 2 on page 123, make sure students do Step 1 first. We chose 3 or more countries to identify similar products and industries, and 2 or fewer countries for different products.
3. Use an overhead to model the block diagram in Activity 2 to compare and contrast products and industries of the Central American countries.
4. Emphasize that this region focuses on primary industries. The region does not have a well-developed transportation network to support heavy manufacturing, or secondary industries.
5. Discuss the Panama Canal. How is the canal a huge money maker and a huge money saver? Point out that the “canal trade” is a tertiary industry.
6. Ask students to create a map illustrating the products and industries of the Central American countries. Students can use pictorial symbols of products from the **BLM** file or they can draw their own.
7. Students can use a Data Retrieval Chart from the **BLM** file to identify and review countries, products, and industry types.

8. There are a number of other graphic organizers in the **BLM** file that students can use to summarize the economic activities of the Central American countries.

**Assessment:**

1. Grading the activities in the lesson is your decision.
2. Content will be covered under Chapter 10 Test – Lessons 49-50.

**Enrichment:**

1. Students could work in small groups to create a collage illustrating the countries and products of Central America. The collage could include individual artwork or pictures/words from outside resources.
2. As a review, ask students to develop crossword puzzles on the products and industries of Central America. Crossword puzzles could be exchanged by students.
3. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

## **Lesson 50: People, Climate and Weather of Central America**

**Materials:**

1. text – *The Western Hemisphere*, p. 124
2. Calculator
3. Blank map of Middle America from the **BLM** file.

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

1. interpret data from a data chart on people, climate, and weather of Central America.
2. apply mathematical operations to interpret data on the chart.
3. locate information in the data chart.

**Suggested Teaching Strategies:**

1. Use an overhead to model the use and analysis of a data retrieval chart.
2. Have students read the lesson and complete the activity.
3. There are higher levels of thinking questions in this lesson as well as the integration of mathematics problem solving. Students could use a calculator for portions of this lesson.
4. Additional questions could be generated from these data. For example, what is the total population of Central America?
5. Ask students to use the Internet or almanac to determine the size in square miles of each Central American country. Have students calculate the average population density per square mile using the size of the country and the population figures on the data chart in the lesson. Ask students to create a data chart to record their calculations.

**Assessment:**

1. Grading the activity in the lesson is your decision.
2. Content will be covered under Chapter 10 Test – Lessons 49-50.

**Enrichment:**

1. Differentiate between important ethnic groups that make up the population of Central American countries. Mestizos are persons of mixed race, particularly in Mexico, Central America, and South America. They are typically people of European (Spanish and Portuguese) and indigenous descent.

Mestizos constitute large part of the population in Latin American countries. Amerindians are persons from one of the many Native American or indigenous groups (**LLB= 26 and 27**). In the Western Hemisphere, there are approximately 25 million people who speak more than 800 remaining native languages. The greatest number of native speakers live in Central and South America.

2. Have students use a blank map of Middle America to create a climate map of Central America, including colored regions and a legend. Use the **AB**, p. vii as a resource.
3. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

## Chapter Eleven: Islands of the Caribbean

**Note:** The material presented in Lessons 51 and 52 can be combined into a single class period. We have combined both lessons into the plan below.

### Lesson 51: Political Features of the Islands of the Caribbean

### Lesson 52: Physical Features of the Islands of the Caribbean

#### Materials:

1. text – *The Western Hemisphere*, pp. 125-126
2. **AB** – Middle America, p. xi
3. **AB** – North America Political Map, p. v
4. **AB** – North America Physical Map, p. vi
5. Blank map of Middle America from the **BLM** file.

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

1. explain why the Islands of the Caribbean are referred to as groups of archipelagos.
2. explain how the Islands of the Caribbean were named the West Indies.
3. locate and label the three main regions and the important islands that make up the Islands of the Caribbean.
4. locate and label significant landforms and water forms.

#### Suggested Teaching Strategies:

1. Use an overhead, globe, or world map to review the location of this region as it relates to other parts of Middle America, the United States, and South America.
2. Using the Internet or other resources, ask students to identify the thirteen independent nations that are part of the Caribbean region. Provide students a blank map from the **BLM** file to label each country and its capital city. Have students incorporate a legend, symbols, and colors in their maps. Review the concept of a dependent territory and locate some of the more popular ones, such as Puerto Rico.
3. Refer students to their **AB** on page xi to identify the political and physical features of the Islands of the Caribbean. **Note:** Because of spatial considerations the print on the maps of Middle America is small. We recommend that students refer to other maps in the **AB** or use a classroom atlas or large wall map to support this activity.
4. Have students read the lessons and complete the activities.
5. Review the term **indigenous peoples (LLB=21)**.

#### Assessment:

1. Grading the activities in the lessons is your decision.
2. Content will be covered under Chapter 11 Test – Lessons 51 - 54.

**Enrichment:**

1. For review, create learning centers in which students can review the major political and physical features that are presented.
2. Ask students to select at least three islands they would like to visit by cruise ship. Using the Internet or other resources, have students create a travel brochure or poster of their cruise.
3. Location, natural beauty, historical sites, and people and lifestyles can be featured. Student cruises can be displayed or shared through presentations. A Travel Journal from the **BLM** file or postcards are other options that students could use to summarize the highlights of their cruise.
4. Using the Internet or other resources, ask students to research the original inhabitants or indigenous people of the Caribbean Islands. Two indigenous groups to be included are the Caribs and the Arawaks. Students can use a graphic organizer from the **BLM** File or a short written report to summarize their research.
5. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

## **Lesson 53: Natural Resources and Economy of the Islands of the Caribbean**

**Materials:**

2. text – *The Western Hemisphere*, p. 127

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

1. identify the major economic activities among the Islands of the Caribbean.
2. classify economic activities by industry type.

**Suggested Teaching Strategies:**

1. Have students summarize the economic activities of the Islands of the Caribbean using an Industry Bullseye from the **BLM** file.
2. Divide the class into groups. Assign each group a different set of islands or a region of islands. Using the Internet or other outside resources, have students research the economic activity(ies) that takes place on their assigned islands. Have each group summarize its research on an Industry Chart or Industry Frame from the **BLM** file. Research can be posted on a bulletin board or results can be discussed for differences and similarities.
3. Because of spatial considerations, the text only includes an overview of the economic activities of the islands. Each of the strategies above will require students to use the Internet or other outside resources as support.

**Assessment:**

1. Grading any of the activities in the Suggested Teaching Strategies is your decision.
2. Content will be covered under Chapter 11 Test – Lessons 51 - 54.

**Enrichment:**

1. Pirates in the Caribbean conducted their own type of trade hundreds of years ago. Using the Internet or library resources, ask students to research a famous pirate who roamed the Caribbean area.

Students could write a journal entry or at least one paragraph about the pirate they selected.

Students could also write several entries in a diary or Travel Journal about their imaginary experience as a crew member on a pirate captain's ship.

2. Using the Internet or other outside resources, have students research a Caribbean island of their choice. Students could select an area of interest such as vacation destinations, products, recipes, or the people and their traditions. Have students work as a class to create a collage of their findings.
3. Students can be provided opportunities to earn bonus points for completion of an enrichment activity

## **Lesson 54: Climate and Weather of the Islands of the Caribbean**

### **Materials:**

1. text – *The Western Hemisphere*, p. 127
2. **AB**, North America Climate Map, p. vii
2. Blank map of Middle America from the **BLM** file

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

1. interpret the legend of a climate map to determine the climate of the Caribbean Islands.
2. locate the Tropic of Cancer on a world globe or on a map in the **AB** and explain its significance to the climate of the islands.
3. explain how the trade winds and hurricanes affect the climate and weather of the islands.

### **Suggested Teaching Strategies:**

1. Refer students to the **AB**, page vii as a resource to this lesson.
2. Review **Lesson 10** - What are the Climate Types in the Western Hemisphere? Review the effect of latitude on climate and weather. Review the location of the Tropic of Cancer and the concept of low latitudes. Additional support material on latitude and longitude and weather and climate is included in the **Enrichment Material** in the Teacher's Resource Binder.
3. Provide students a map of Middle America from the **BLM** file. Ask them to label the Tropic of Cancer. Have students color in the climate of the Caribbean Islands. This map could be a continuation of the map used to study the climate of Mexico and Central America.

### **Assessment:**

1. Grading any of the activities in the Suggested Teaching Strategies is your decision.
2. Content will be covered under Chapter 11 Test – Lessons 51 - 54.

### **Enrichment:**

1. Have students research the pathways of the trade winds. Provide students a blank map from the **BLM** file to label and show how the trade winds affect the Caribbean Islands.
2. FEMA for Kids and the Weather Channel have informative websites. Ask students to use these websites to map a season of hurricanes and tropical storms. Ask students to create a map to document their findings. Students can also show the impact of these storms and disasters on other parts of the Western Hemisphere. (e.g., 2018 Hurricane Florence on the Carolinas)
3. **Special Note:** Hurricanes, tropical storms, and other significant weather events that affect the Western Hemisphere can be handled as a team or class activity throughout the year. Significant weather events can be updated on a classroom map on a daily or weekly basis. These events can be

used as a teaching moment to reinforce the geographic, economic, and cultural concepts presented in the text.

4. Students can be provided opportunities to earn bonus points for completion of an enrichment activity.

## Unit 7: South America

### Chapter 12 – South America

#### Lesson Plans

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

1. reviewing “A Medley of Suggested Generic Teaching Strategies” and “Suggested Teaching Strategies for Readers Below Grade Level” on pages 3 - 5 of this Teacher’s Guide.
2. asking questions that demonstrate understanding as students read the material.
3. conferring with “Suggested Generic Procedures for Assessment” during and after you cover the lessons on pages 5- 6 of this Teacher’s Guide.

#### Lesson 55: What are the main features of South America?

#### Lesson 56: Some Large Facts about South America

**Special Note:** Lessons 55 and 56 are designed to be taught in tandem with the labelling component to be completed on page 129.

#### Materials:

1. text – *The Western Hemisphere*, pp. 128-129
2. **AB**, pp. xii-xiii

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

1. locate and label major geo-political and physical features of South America.

#### Suggested Teaching Strategies:

1. Have the students look at the landmass north of the Equator. Actually, more than 10% of South America’s landmass lies north of the Equator but we rounded off the percent to make it easy to understand. The major point is that the vast majority of South America lies in the Southern Hemisphere.
2. Circulate the room as students (they can work in pairs) label their maps. There are quite a few items on the map. Have your students label in small print.
3. You could have an enlarged map of South America (via overhead) on a bulletin board to be labeled.

#### Assessment:

1. Grades received from labeling the maps, if you decide to grade them
2. Grades received from Chapter 12 Test, Lessons 55 – 58

3. Grades received from a Research project, if assigned

**Enrichment:**

1. As a cooperative learning project, each group of students could choose a country, territory, or group of islands (Galapagos or Falklands), or an array of other topics, such as Amazon River, Amazon Rainforest, Angel Falls, pampas, etc..in which to give an oral presentation and submit a written report. Provide an evaluative rubric on the project, so that students know on what basis they are being evaluated. Rubrics should accommodate group and individual accountability. See the **Rubrics** in the Appendix section.
2. Have your students log onto <http://www.travelforkids.com> for some useful information.

**Websites:**

1. <http://laketiticaca.com/Photos.html>
2. <https://traveltips.usatoday.com/lake-titicaca-1299.html>
3. <https://www.bing.com/videos/search?q=amazon+river+for+kids&qpvt=amazon+river+for+kids&FORM=VDRE>
4. <http://www.sciencekids.co.nz/sciencefacts/earth/amazonriver.html>
5. <https://www.youtube.com/watch?v=uKY9XkHtCCc>
6. <http://www.sciencekids.co.nz/sciencefacts/earth/amazonrainforest.html>
7. <https://www.coolkidfacts.com/amazon-rainforest-facts/>
8. <https://www.bing.com/videos/search?q=angel+falls+venezuela&qpvt=angel+falls+venezuela&FORM=VDRE>
9. <https://www.bing.com/videos/search?q=iguaz%c3%ba+national+park&qpvt=iguaz%c3%ba+national+park&FORM=VDRE>
10. <https://www.bing.com/images/search?q=anaconda+of+south+america&qpvt=anaconda+of+South+America&FORM=IGRE>
11. <https://www.bing.com/images/search?q=wildlife+of+south+america&qpvt=wildlife+of+south+america&FORM=IGRE>
12. <https://www.bing.com/images/search?q=native+tribes+of+south+america&qpvt=Native+Tribes+of+South+America&FORM=IGRE> (Caution: Some images of bare-breasted native women)

## Lesson 57: Political Features of South America

**Materials:**

1. text – *The Western Hemisphere*, pp. 130-131
2. **AB** – p. xii

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

1. given geographic clues, locate and label the names of South American countries and territory and their respective capital cities.
2. locate and label other major cities of South America.

### Suggested Teaching Strategies and Activities:

1. Direct students to their **AB** on page xii. Globes and world maps would be helpful as students locate and label countries (French Guiana is the only territory on continental South America) and their capital cities.
2. If you are inclined, add the Falkland Islands and the Galapagos Islands to students' political maps. The Falkland Islands, managed by the United Kingdom (Great Britain), off the eastern coast of southern Argentina, and the Galapagos Islands, managed by Ecuador, off the western coast of Ecuador, are often considered part of South America.
3. We recommend pointing out locations of a few other major cities of South America, most of which are located in Brazil, such as Manaus, Belem, Recife, Sao Paulo, Rio de Janeiro, Salvador, Belo Horizonte, and Porto Alegre. Other cities include Rosario and Cordoba (Argentina), Valparaiso (Chile), Guayaquil (Ecuador), Cali and Medellin (Colombia), and Maracaibo (Venezuela).
4. It is recommended to create a reinforcement learning center that deals with the geo-political features of South America or some kind of review quiz.
5. South America has been divided into three large, geographic regions. Another activity from the **BLM** File would be to have your students use three different colors on a blank map of South America to label and trace around the borders of each region. They are:

<b>Northeastern</b> (green color)	<b>Andean</b> (red color)	<b>Southeastern</b> (orange color)
Guyana	Venezuela	Argentina
Suriname	Colombia	Paraguay
French Guiana	Ecuador	Uruguay
Brazil	Peru	
	Bolivia	
	Chile	

### Assessment

1. Grading is an option or checking the accuracy of students' maps.
2. Content is covered under the Chapter 12 Test, Lessons 55 – 58.

### Enrichment Activities

1. Create a learning center in which cardinal and intermediate directions are reinforced. For example, which capital city is located farthest west? (Quito) Which two countries are landlocked? (or do not have ocean ports?) (Bolivia and Paraguay)

## Lesson 58: Other Physical Features of South America

### Pertinent Factual Information

1. At 22,831 feet, Aconcagua, Argentina is the highest elevation in South America. (Compare with Mt. McKinley or Denali, Alaska in North America at 20,230 feet.)
2. At 344 feet below sea level, Laguna del Carbon, Argentina is the lowest point in South America. (Compare this with Death Valley, California at 282 feet below sea level.) **Note:** In researching this fact, we found that sources did not agree. Some say Valdes Peninsula in Argentina is the lowest area.
3. The Andes Mountains are spread out for nearly 5,000 miles along South America's west coast. The chain travels through seven South American countries.
4. At 2,937 feet, Angel Falls, Venezuela is the highest waterfalls in the world. (Compare this waterfall with Niagara Falls, New York and Canada at 167 feet.) Angel Falls is between 15 and 16 times higher than Niagara Falls.



5. At 12,506 feet, Lake Titicaca is the highest navigable fresh water lake in the world.
6. Atacama Desert, Chile, is the driest place on earth.

**Materials:**

1. text – *The Western Hemisphere*, pp. 132-133
2. **AB** – p. xiii

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

1. locate and label major landforms and water forms of South America.

**Suggested Teaching Strategies and Activities:**

1. Refer students to page xiii of their **AB**. Use globes and continent wall maps as well.
2. Students will be labeling the map on page 133 by the number. In addition, they will be placing letter symbols of major water forms and landforms on this map. However, we do prefer spelling out the words. The use of capital letters is intended to eliminate a cluttered map. Students will need to use small print. Students could use different colored pencils to differentiate between the landforms and water forms. By the way, Laguna del Carbon, lowest point in South America, is a salt lake. Another option would be to label these places using a **BLM** map of South America.
3. Let's face it. The name Lake Titicaca has always brought laughter and snickering from students. Provide a time to "get the giggles out." Incidentally, for those gravitating toward more levity, there is also Lake Poopo, Bolivia located southeast of Lake Titicaca. Your authors have conducted an Internet search to ascertain the derivation of the label. Being unsuccessful, it is thought that it derives from some Inca name or folklore. It is possible that your class could write a Peruvian or Bolivian travel agency to find out its meaning. Interestingly, local legend has it that if you fall into Lake Titicaca, you will not be rescued by the native population. It is felt that you belong to the lake.
4. Iguacu Falls is also spelled Iguassu Falls.
5. Have your students do the math. Niagara Falls is 167 feet high. Angel Falls plummets (free falls) for 2400 feet but continues to fall another 500 feet (total 2,937 feet).

**Assessment:**

1. The success of this lesson will be dependent upon accurate labeling of the South American map and the effective review of the physical features. Grading is an option or checking the accuracy of students' maps.
2. Content is covered under the Chapter 12 Test, Lessons 55 – 58.

**Enrichment Activities:**

1. Students could be assigned a small report. Such topics could be: the ancient Inca site of Machu Picchu, Iguassu Falls National Park (or just Iguassu Falls), Lake Titicaca, any of the South American countries or large cities, pampas, llanos, piranha fish, anaconda snakes, jaguar cats, llamas, alpacas, Inca Empire, Amazon Indians (a phrase that is used in an Internet search),
2. Have your students log onto <http://www.travelforkids.com> for some useful information.

## **Lesson 59: Natural Resources and Economy of South America**

**Clarification:** An ore is usually associated with a metal that is extracted or mined. For example, bauxite is the ore from which we obtain aluminum.

**Materials:**

1. text – *The Western Hemisphere*, pp. 134 - 135
2. **AB** – p. xii

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

1. identify main economic products produced from natural resources in South American countries.

**Suggested Teaching Strategies and Activities:**

1. Review and clarify the difference between primary and secondary industries. **LLB = 7**
1. The intent of this activity is to read a chart of information and answer interpretive questions. For the activity on page 135, the primary answers for question number 2 are Argentina and Uruguay. However, students could choose Colombia.
2. Likewise, for number 5, Peru and Bolivia mine the most different kinds of metals in western South America. However, you can accept Suriname and Chile from students.
3. While it is not stated, Chile is the world’s leading producer of copper.
4. After students have extracted information from the chart, compare the economic activity of South American countries with those of Middle American countries. They are quite similar regarding the levels of primary and secondary economic activities.
5. Students could transfer a country’s major products onto a **BLM** map of South America using pictorial symbols from the **BLMs**.

**Assessment:**

1. Grading the question/answer activity is an option.
2. Content is covered under the Chapter 12 Test, Lessons 59 - 61

**Enrichment Activities:**

1. Interestingly, 90% of the roses sold on the American market during Valentine’s Day are imported from Columbia. Have your students create a chart of interesting facts about South America.

## Lesson 60 – People and Lifestyles of South America

**Materials:**

1. text – *The Western Hemisphere*, p. 136
2. **AB** – p. xii

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

1. identify and interpret facts on cultural aspects of people in South American countries.

**Suggested Teaching Strategies and Activities**

1. This is a very cursory presentation of lifestyles among South American countries. The diversity of lifestyles runs the gamut. One can explore the hunting and gathering societies of the Amazon Indians to the very wealthy business people. The Internet and National Geographic sources can provide more thorough glimpses into the living standards of most South American people.
2. Have your students locate Tierra del Fuego in their **AB**. The name means “Land of Fire.” Early explorers found scantily clad Native Americans keeping warm by large fires. It is a rather cold climate region at the southern end of South America.
3. There are many interesting websites on the Inca Empire.

4. Unless you plan on grading Activity 1, allow the students to work in pairs.
5. Activity 2 is an optional activity which can be graded using one of the set of rubrics at the end of this Teacher's Guide.

### **Assessment**

1. Grading the activity is an option.
2. Content is covered under the Chapter 19 Test, Lessons 59 - 61.

### **Enrichment Activities**

1. Use a holistic scoring scale to grade (includes group and individual accountability)  
See the Appendix section.

### **Additional Sources**

1. "Colombia's Guardians of the Earth," *National Geographic*, 2004, October.
2. "Hidden Tribes of the Amazon," *National Geographic*, 2003, August.
3. "Trekking Across Patagonia's Ice," *National Geographic*, 2004, August.

## **Lesson 61: Climate and Weather of South America**

### **Materials:**

1. text – *The Western Hemisphere*, pp. 138
2. **AB** – p. xiv

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

1. interpret a map legend on climate.
2. differentiate among climate types and sub-climates.

### **Suggested Teaching Strategies:**

1. Review **LLB = 10** with your students. Direct students to p. xiv in the **AB**. Instruct students as to how to differentiate between climate types and sub-climates. Note that you can have a desert in the Tropics (i.e., Chile). Also, South America does not have continental and polar climate types.
2. Unless you prefer to grade the activity on p. 138, allow the students to work in pairs.
3. You could extract other questions on climate using cities or capital cities, water forms, and landforms.

### **Assessment:**

1. Grades received from the activity, if you decide to grade it.
2. Grades received from Chapter 12 Test, Lessons 59-61

## **References**

**Note:** We researched the Internet extensively. Many of the websites are embedded within this teacher's guide or listed at the end of the lesson plan component.

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Student's Name \_\_\_\_\_

Date \_\_\_\_\_

### Geography Rubric

Assessment	Percentage	Point Value	Points Earned
Map One	20	20	
Map Two	10	10	
Map Three	20	20	
Test	40	40	
Journal	10	10	
<b>Total Value</b>	<b>100</b>	<b>100</b>	

Grade \_\_\_\_\_

Teacher Comments:

Group's Name \_\_\_\_\_

Date \_\_\_\_\_

**Problem Solving Rubric**  
**Group Rubric**  
**Individual Rubric**

**Group Members:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

**Individual Member**

\_\_\_\_\_

**Rating and Point Values**

5 – excellent    4 – very good    3 – good    2 – limited    1 – deficient    0 – not done

**Criteria**

- **Worksheets** \_\_\_\_\_
- **Posters** \_\_\_\_\_
- **Validity of Information** \_\_\_\_\_
- **Neatness – Organization – Clarity** \_\_\_\_\_
- **Presentation to class** \_\_\_\_\_

**Total Points by Student** \_\_\_\_\_

**Grade** \_\_\_\_\_

**Teacher Comments:**

Student's Name \_\_\_\_\_

Date \_\_\_\_\_

## Geography Rubric

### Political Features

#### Scoring Criteria

5 – excellent   4 – very good   3 – good   2 – limited   1 – deficient   0 – not done

#### Specific Criteria

	Point Value	Points Earned
• States added to map	_____	_____
• Capital cities identified	_____	_____
• Major cities identified	_____	_____
• Surrounding states and /or countries labeled	_____	_____

#### General Criteria

• Neatness of overall map	_____	_____
• Accuracy of labeling locations	_____	_____
• Use of time	_____	_____

Total Points \_\_\_\_\_

Grade \_\_\_\_\_

Teacher Comments:



Student's Name \_\_\_\_\_

Date \_\_\_\_\_

## Geography Rubric

### Physical Features

#### Scoring Criteria

5 – excellent   4 – very good   3 – good   2 – limited   1 – deficient   0 – not done

#### Specific Criteria

	Point Value	Points Earned
• Major landforms accurately added to map	_____	_____
• Major rivers accurately identified	_____	_____
• Other water forms accurately identified	_____	_____

#### General Criteria

• Neatness of overall map	_____	_____
• Accuracy of labeling locations	_____	_____
• Use of time	_____	_____

Total Points \_\_\_\_\_

Grade \_\_\_\_\_

Teacher Comments:

