



# *S*ocial *S*tudies

# *I*nstructional *S*trategies & *R*esources

*P*REKINDERGARTEN THROUGH *G*RADE 6



The University of the State of New York • The State Education Department  
Albany, NY 12234 • [www.nysed.gov](http://www.nysed.gov)  
2003

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LORRAINE A. CORTÉS-VÁZQUEZ, B.A., M.P.A. ....	Bronx
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# Foreword

The **Social Studies Instructional Strategies and Resources: Prekindergarten through Grade 6** publication contains a collection of standards-based instructional units developed by elementary- and intermediate-level teachers. Each unit is keyed to the five social studies standards, concepts, themes, and skills and includes:

- classroom activities
- teacher notes
- interdisciplinary connections
- suggested documents and resources selected by New York State teachers.

Taken together, the social studies content standards and performance indicators define what students should know and be able to do at the elementary and intermediate levels.

A collaborative partnership among state and local educators, public and private schools, and professional organizations is responsible for the design and development of this supplement. Teacher editors have reviewed each unit and added comments, providing additional guidance to the user. An External Review Panel that included representatives from the New York State United Teachers (NYSUT), the United Federation of Teachers (UFT), the Staff and Curriculum Development Network (S/CDN), the Boards of Cooperative Educational Services (BOCES), and Teacher Centers provided helpful feedback. In addition, a significant number of social studies teachers and supervisors have offered their reactions to this supplement at informal sessions, or have written formal reviews.

The New York State Education Department wishes to recognize and thank the following individuals and their organizations for their cooperation, assistance, and support for this important project.

# Acknowledgments

## Advisory Committee

Kathryn Besaw  
Peru Intermediate  
116 Pleasant Avenue  
Peru, New York 12972

John Paul Bianchi  
CSD #8  
650 White Plains Road  
Bronx, New York 10473

Sandra Birdie  
Public School #46  
64-45 218<sup>th</sup> Street  
Bayside, New York 11364

Kevin Bracht  
Walnut Street School  
1270 Walnut Street  
Uniondale, New York 11553

Lynnette Brown  
Philip Schuyler Elementary  
141 Western Avenue  
Albany, New York 12203

Marna Burnstein  
Public School #82  
230 Easton  
Buffalo, New York 14215

Sharon Cahr  
District 12  
1000 Jennings Street, Room 422  
Bronx, New York 10460

Patricia Jo Haak  
Milford Pratt Elementary  
1628 Quaker Road  
Barker, New York 14012

Linda Hightower  
Public School 25  
965 North Goodman Street  
Rochester, New York 14609

Roxanne Holloway  
Community School 47  
1794 East 172<sup>nd</sup> Street  
Bronx, New York 10472

Nancy Howe  
Arkport Central  
35 East Avenue  
Arkport, New York 14807

Jonie Kipling  
North Shore Middle School  
505 Glen Cove Avenue  
Glen Head, New York 11545

Fran Levine  
Public School #219  
9517 Kings Highway  
Brooklyn, New York 11212

Daphne Miles  
CES 35  
261 East 163<sup>rd</sup> Street  
Bronx, New York 10451

Tracy Porter  
Westmere Elementary  
6270 Johnston Road  
Albany, New York 12203

Barbara Rosenberg  
42 Overbrook Drive  
Millwood, New York 10546

Howard Rotterdam  
Staff Development Unit  
CSD #75  
400 First Avenue  
New York, New York 10010

Kathleen Steed-Cullen  
Anne G. McGuinness School  
1301 Union Center Highway  
Endicott, New York 13760

Debbie Webster  
Pieter B. Coeymans  
66 Church Street  
Coeymans, New York 12045

Lynne Wells  
Westmere Elementary  
6270 Johnston Road  
Albany, New York 12203

Elizabeth Whiteman  
Westmere Elementary  
6270 Johnston Road  
Albany, New York 12203

Robert Whiteman  
Westmere Elementary  
6270 Johnston Road  
Albany, New York 12203

Scott Zajdel  
Union East Elementary  
3550 Union Road  
Cheektowaga, New York 14225

## **Content Editors**

Doreen Dell  
Catherine Fish Petersen  
Claire Machosky

Williamsville Central School District - Retired  
East Islip Union Free School District - Retired  
Hewlett-Woodmere Union Free School District - Retired

## **Resource Editors**

Katherine Larson  
Amanda Pham

Albany High School Senior

## **Copy Editors**

Barbara L. Kelly  
Sara E. G. Duprey



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# Introduction

This **Social Studies Instructional Strategies and Resources: Prekindergarten through Grade 6** publication has been designed to support the **Social Studies Resource Guide with Core Curriculum** (New York State Education Department, 1999) by providing additional student activities, resources, Internet sites, and teacher notes, all linked to the elementary content understandings. This supplement provides additional examples of the content and skills students should study and practice as part of their social studies program.

The publication provides a framework of content, concepts, and skills that serve as the foundation for the middle-level and high school courses of study. Students learn, apply, extend, and refine their understanding of the elementary content and concepts throughout their school experiences. Through their understanding of this content and their ability to apply the thinking skills and strategies identified in the curriculum, students will become informed, active citizens. At the same time, they will better understand the interdisciplinary nature of the social, political, economic, and environmental issues and problems that challenge our nation and world. The core and each local curriculum also provide students with opportunities to learn the chronology of historic events. Students become familiar with the histories of their families, schools, neighborhoods, and communities. They learn how individuals, families, groups, and communities change over time. Through their study of local history and key historic events, students apply concepts such as *identity, conflict, interdependence, diversity, and culture*. The social studies program also emphasizes the importance of geography as students learn about their neighborhoods, communities, regions, State, and world.

The prekindergarten through grade 6 social studies program integrates the five New York State social studies learning standards at each grade level. It also highlights particular standards that help define the content for each grade. For example, each grade level features content understandings pertaining to the rights and responsibilities of citizenship, making and changing rules and laws, and the symbols of citizenship. These understandings are derived from Standard 5, *Civics, Citizenship, and Government*. Each grade level also incorporates concepts and themes taken from Standards 3 (geography) and 4 (economics). Content understandings in every grade level address concepts such as *places, location, scarcity, needs, and wants*. The elementary core curriculum also provides many opportunities for students to apply, extend, and refine their understanding of these concepts.

This supplement was designed for use as a curriculum development model for prekindergarten through grade 6 social studies. It includes grade-by-grade content understandings, concepts/themes, focus questions, classroom activities, evaluation strategies, interdisciplinary connections, and suggested resources. The classroom activities are keyed to the standards, units and understandings of the grade-level social studies program, but they are not exhaustive. These components provide an organizational framework for an elementary social studies program. Teachers, administrators, and curriculum writers can use this framework to develop a program that fits local needs and, at the same time, addresses the New York State social studies learning standards and core curriculum.

# NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM



# Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

## A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, and developmental in nature. Students incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing, expanding, and refining it.

## The key concepts of the prekindergarten through grade 12 social studies program are:

### ***HISTORY***

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***Belief Systems*** means an established, orderly way in which groups or individuals look at religious faith or philosophical tenets.

***Change*** involves the basic alterations in things, events, and ideas.

***Conflict*** is a clash of ideas, interests, or wills resulting from incompatible opposing forces.

***Choice*** means the right or power to select from a range of alternatives.

***Culture*** means the patterns of human behavior that any society transmits to succeeding generations to meet its fundamental needs. These patterns of behavior include ideas, beliefs, values, artifacts, and ways to make a living.

***Diversity*** means understanding and respecting others and one's self, including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.

***Empathy*** means the ability to understand others by identifying in one's self responses similar to the experiences, behaviors, and responses of others.

***Identity*** means awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.

***Interdependence*** means reliance upon others in mutually beneficial interactions and exchanges.

***Imperialism*** means the domination by one country of the political and/or economic life of another country or region.

***Movement of People and Goods*** refers to the constant exchange of people, ideas, products, technologies, and institutions between one region or civilization and another.

***Nationalism*** means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

## ***GEOGRAPHY***

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The six essential elements of geography:

***The World in Spatial Terms***—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

***Places and Regions***—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

***Physical Systems***—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

***Human Systems***—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

***Environment and Society***—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes.

***The Uses of Geography***—Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.

***Environment*** means surroundings, including natural elements and elements created by humans.

***Urbanization*** means movement of people from rural to urban areas.

## ***ECONOMICS***

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***Needs and Wants*** refers to those goods and services that are essential, such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, such as education, security, health care, and entertainment.

***Economic Systems*** includes traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

***Factors of Production*** are human, natural, and capital resources which when combined become various goods and services (e.g., the use of land, labor, and capital inputs to produce food).

***Scarcity*** means the conflict between unlimited needs and wants and limited natural and human resources.

***Science and Technology*** means the tools and methods used by people to get what they need and want.

## ***CIVICS, CITIZENSHIP, AND GOVERNMENT***

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**Justice** means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

**Nation-state** means a geographic/political organization uniting people by a common government.

**Citizenship** means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

**Political Systems** refers to monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides ways for its parts to interrelate and combine to perform specific functions of government.

**Power** refers to the ability of people to compel or influence the actions of others. “Legitimate power is called authority.”

**Government** means the

*“formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations.”*

(Taken from: *Civics Framework for the 1998 National Assessment of Educational Progress*, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, pp. 19.)

**Decision Making** means the processes used to

*“monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.”*

(Taken from: *Civics Framework*, pp. 18.)

**Civic Values** refers to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

**Human Rights** refers to those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of one’s self and one’s family*. Human rights are inalienable and expressed by various United Nations documents including the *United Nations Charter* and the *Universal Declaration of Human Rights*.

# Social Studies Skills

Content, concepts, and skills form the basis of the learning standards and goals of the New York State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the prekindergarten through grade 12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, **Developing a Thinking Skills Program**, Boston: Allyn and Bacon, 1988.) Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem solving, decision making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, prekindergarten through grade 12. The social studies standards, performance indicators, and core curriculum provide additional examples of skill development strategies.

# **SOCIAL STUDIES SKILLS**

## **PREKINDERGARTEN THROUGH GRADE 6**

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### ***Thinking Skills***

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling diversity of interpretations

### ***Research and Writing Skills***

- getting information
- organizing information
- looking for patterns
- interpreting information
- applying information
- analyzing information
- synthesizing information
- supporting a position

### ***Interpersonal and Group Relation Skills***

- defining terms
- identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

### ***Sequencing and Chronology Skills***

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline
- creating timelines
- researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks
- setting priorities

### ***Map and Globe Skills***

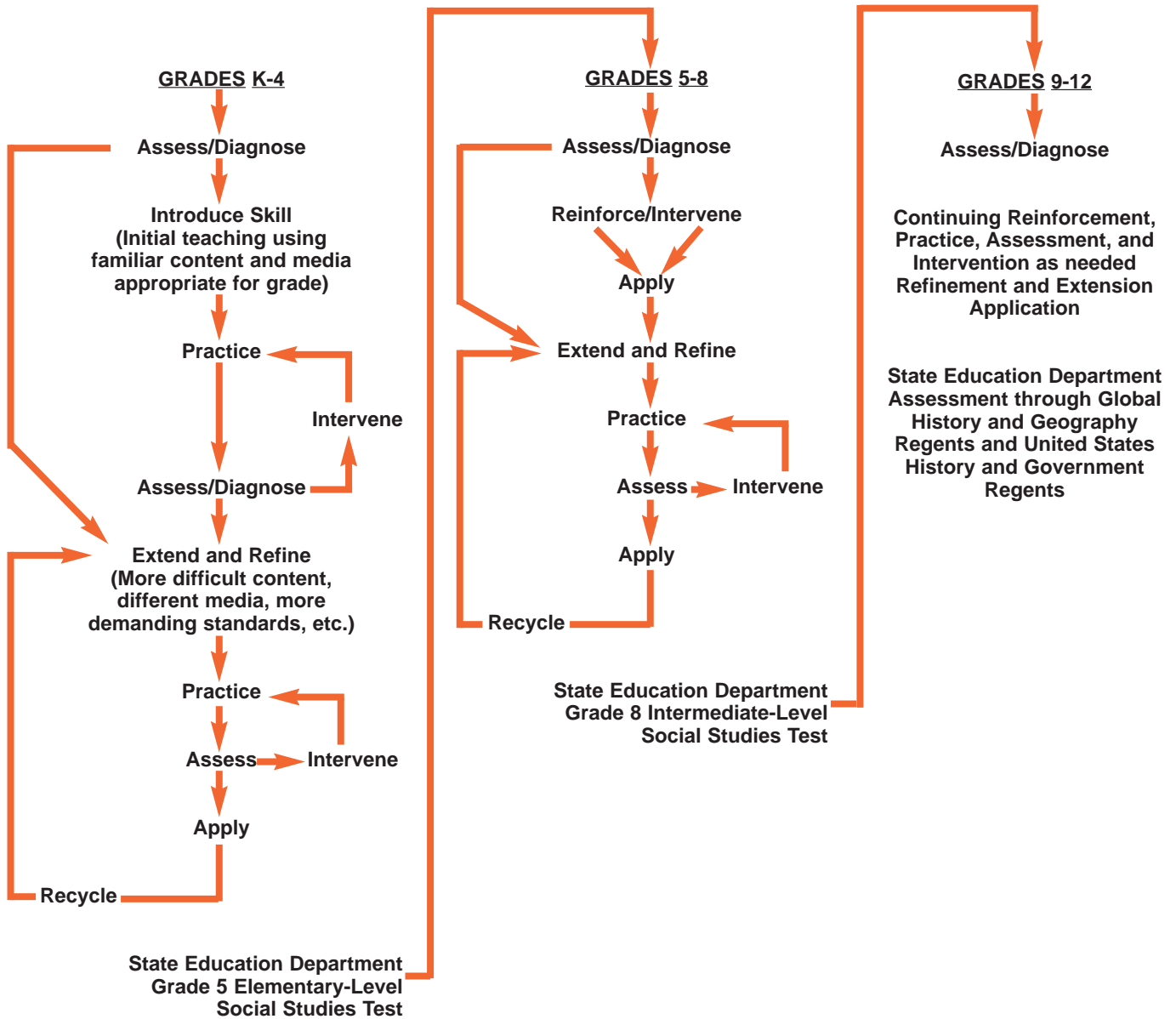
- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- using cartographic tools
- creating maps

### ***Graph and Image Analysis Skills***

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting graphs and other images
- drawing conclusions
- making predictions

# Procedures for Skill Development

The following diagrams suggest systematic procedures for skill development in social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.





# Linking Cultural Resources to Social Studies

New York State is rich in cultural resources. New York's cultural resources are managed and made available to educators and students by museums, historical societies, libraries, archives, local governments, businesses, community organizations, municipal historians, and others. Many of these organizations and individuals offer educational programs and materials that support the New York State learning standards. They work directly with prekindergarten through grade 12 teachers and students, often through on-site programs, publications, websites, classroom visits, or other cooperative projects. The cultural resources they manage—artifacts, documents, historic sites, and more—are vital educational tools that can help students meet the New York State learning standards in social studies education.

There are many ways to integrate cultural resources into classroom learning:

- The following websites can be used to identify institutions in New York State that have cultural resources:
  - <http://www.artcom.com/museums>
  - <http://www.nyhistory.com/>
  - Primary Sources: <http://www.uidaho.edu/special-collections/EAST2.html>
  - Historic Document Inventory (New York State organizations that have documents)  
<http://www.nysl.nysed.gov/hdi.htm>
- Contact town, village, and county governments to determine the name and telephone number of municipal historians, or check the following website: <http://www.nysm.nysed.gov/srvlocal.html>
- The telephone book can provide contact information for community organizations like libraries, historical societies, veterans groups, and businesses.
- Many organizations have placed documents and photographs of artifacts and historic sites on websites. Use an Internet search engine such as <http://www.google.com> to find organizations and materials useful for social studies education.
- Helpful tips when contacting organizations and individuals:
  - Identify your goal. What resources are you looking for?
  - Using the Internet or local library, conduct background research about organizations and topics.
  - Call ahead to make an appointment.
  - Develop a list of questions to ask.
  - Be prepared to talk about the New York State learning standards and assessments and their relevance to cultural resources such as documents and artifacts.
  - Ask about educational programs, publications, and/or research fees.
- Identify the social studies concepts and themes that can be linked to the cultural institution's educational program:
  - Ask about photocopying, scanning, and digital photography of resources. What do these services cost?
  - Inquire about opportunities to work with staff members of cultural organizations to develop educational materials for classroom use.

# Linking Literature to Social Studies

Children’s literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as *empathy* and *tolerance for diversity*
- reinforcing skill goals
- interdisciplinary planning.

There are many ways to set the stage for the use of trade books in social studies:

- Oral Synopsis—Present a short review, describing the book in such a way that students will be motivated to read it.
- Independent or Small Group Contract—Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic.
- Integration with an English Language Arts Literature Unit—Plan an interdisciplinary unit linking English language arts and social studies. Books that can be read by the student are those associated with the content and/or concepts being taught in social studies. Provision can be made for activities before, during, and after reading the required books.
- Independent and Sharing Activities—Once a student has selected a book, it is important that follow-up time is allotted for reading and sharing it with classmates. There are many follow-up activities that a child may engage in as a culminating activity. It is highly beneficial to have children talk about their book and read from it to others.
- Reading Book Aloud to Class (or Group)—Teacher may select a literary piece that ties in with a particular social studies unit. Book suggestions appear in the Resources section of this supplement. Discussions, as well as activities from role playing to story writing, can follow the story.
- Library Center in the Classroom—Display selected books, articles, and brochures that complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom—Invite a childrens’ author to the classroom to talk with students about the research, writing, and publishing process.
- Incorporate Literature into the Reading Program—Use social studies-related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources section of this supplement suggests trade book selections that complement the program. Teachers are encouraged to work with their library media personnel to expand local collections and add to the lists of suggested books.

# Student Evaluation

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature and can be used to:

- determine a student's readiness for learning;
- provide the student and teacher with guidance in assessing progress;
- aid in student self-evaluation;
- indicate individual or group instructional needs;
- demonstrate student achievement in knowledge and skill acquisition;
- indicate the effectiveness of classroom procedures, strategies, and materials; and
- provide qualitative and quantitative feedback on performance for parents, teachers, and students.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are they?
- How can we know?

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction.

The following list of different methods of evaluation may serve as a teacher checklist:

- observations
- rating scales and checklists
- conferences with individuals or groups
- group discussions
- anecdotal records
- teacher-made objective tests
- problem solving and values clarification
- higher level analytical questioning
- standardized tests
- student criteria setting and self-evaluation
- student peer evaluation
- role play and simulations
- culminating projects.

# Explanation of Format

Indicates the grade level with a content heading

## GRADE 3

### Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- is linked with the content and skills of grades 6, 9, and 10

Provides an overview for the grade in terms of content and skills plus curriculum connections to other grade levels.

## FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- Why do people in world communities have different rules, rights, and responsibilities?

Poses key questions that are addressed throughout the grade level.

# Content Understandings

## Cultures and civilizations

What is a culture? What is a civilization?  
How and why do cultures change?  
Where do people settle and live? Why?

## Communities around the world

People of similar and different cultural groups often live together in world communities.  
World communities have social, political, economic, and cultural similarities and differences.  
World communities change over time.  
Important events and eras of the near and distant past can be displayed on timelines.  
Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

## The location of world communities

World communities can be located on maps and globes (by latitude and longitude).  
The spatial relationships of world communities can be described by direction, location, distance, and scale.  
Regions represent areas of Earth's surface with unifying geographic characteristics.  
World communities can be located in relation to each other and to principal parallels and meridians.

Provides a brief statement of grade-level understandings that:

- forms the knowledge goals for the grade-level program.
- provides a guide for selecting specific factual content from available resources and texts.
- encourages teachers to select relevant content that strengthens students' content understandings.

Identifies the unit and asks questions that will be addressed.

# Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?

Standard	Concepts/ Themes	CONNECTIONS
World History	Change Culture Empathy Identity	<p><b>Classroom Activities</b></p> <p>Invite speakers to share customs and traditions. Students can prepare interview questions for the speaker. Students or community members can share personal religious traditions, family customs, or family celebrations.</p> <p>Read folktales from many countries. See how they transmit values and beliefs.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The grade 3 program focuses on a study of world communities. Schools and districts may choose to select specific world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities that are culturally and geographically diverse is recommended.</li> </ul>

Provides curriculum and instructional advice to teachers and curriculum developers.

Provides activities that teachers might incorporate into their instructional programs. These activities can enhance and complement a variety of student learning rates and styles. Teachers are encouraged to modify and add activities that meet their students' specific needs.

## Interdisciplinary Connections



### MATHEMATICS

Calendar study including *B.C.*, *A.D.*, *decade*, and *century*.

Provides appropriate grade-level learning activities that are designed to encourage interdisciplinary planning.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Postcards  
Holiday artifacts

### Trade Books:

**Everybody Cooks Rice** by Norah Dooley

### Teacher Resources:

### Possible Field Trips:

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the *Linking Cultural Resources to Social Studies* section of the introduction.)

Documents, trade books, and teacher references suggested by New York State teachers to assist in developing concepts, content, and skills.

## Using the Internet

<http://www.jinjan.org>

<http://www.ipl.org>

Kidspace—Culture quest

Websites recommended by classroom teachers provide teachers with content information and lessons. These sites were online at the time that this supplement was posted. Teachers may find commercial sites helpful, but the New York State Education Department does not list them in State publications.

# Key Terms

## GRADE 3

artifacts

beliefs

century

change

civilization

climate

compass rose

continent

culture

customs

decade

democracy

dictatorship

empathy

environment

exports

geography

grid

The key terms listed here have been recommended by grade-level teacher teams. They are not all-inclusive. Teachers should amend and edit the list as they develop their grade-level curricula.

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Cooper, Floyd. **Mandela: From the Life of the South African Statesman**. Putnam Publishing Group. 1996. ISBN: 0399229426.

Cushman, Karen. **Catherine Called Birdy**. HarperTrophy. 1995. ISBN: 0064405842.

The books listed in this section have been recommended by New York State Teachers. A complete citation, including the International Standard Book Number (ISBN), has been provided.

# Social Studies

## Prekindergarten - Grade 6

The prekindergarten through grade 6 social studies program:

- is standards-based.
- uses an “expanding horizons” curriculum development model.
- establishes the content, skills, and concept foundation for a student’s entire prekindergarten through grade 12 social studies learning experience.
- builds on and enhances previous social studies learning at each grade level.
- directly impacts social studies learning at the intermediate and commencement levels.

### FOCUS QUESTIONS

- What is special about me?
- What is a family?
- How are families alike and different today, and how were they alike and different long ago?
- How are local and national communities alike and different?
- How are world communities alike and different?
- What are the fundamental values of American democracy?
- What are the roots of American culture?
- How has geography affected the history, economies, and cultures of Western Hemisphere nations?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their history, geography, economies, and governments?

**P**REKINDERGARTEN  
Self

**K**INDERGARTEN  
Self and Others

**GRADE 1**  
My Family and Other Families, Now and Long Ago

**GRADE 2**  
My Community and Other United States Communities

**GRADE 3**  
Communities Around the World—Learning About People and Places

**GRADE 4**  
Local History and Local Government

**GRADE 5**  
The United States, Canada, and Latin America

**GRADE 6**  
The Eastern Hemisphere





# PREKINDERGARTEN

## Self

A prekindergarten social studies program should stress:

- an awareness of oneself as an individual, different from others but with similarities that connect oneself to family, the school, and the community.
- an awareness of how humans and other living things grow and how things, events, and ideas change over time.
- an awareness that they are members of a family and a classroom community who respect the uniqueness of others and themselves.
- an increased awareness of the physical relationships between and among people and places. Students will begin to identify characteristics of the natural environment and human-built structures and understand how people and places are connected by transportation.
- an awareness of the goods and services that meet needs and wants (e.g., food, shelter, clothing).
- an increased awareness of the kinds of work people do and of the variety of tools people use to produce goods and services.
- an awareness of students' rights and responsibilities as members of a classroom community. In prekindergarten, students begin to understand the meaning of rules and how they affect people in different situations.

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## FOCUS QUESTIONS

- What is special about me? What is special about my family?
- What changes when I grow?
- How are people alike? How are people different?
- What is a school? What is a community?
- How do people in families, schools, and communities help one another?
- What are some differences between land and water?
- What is a map? How do maps help us?
- What is weather? How does it affect what we do?
- What is a need? What is a want?
- What are goods? What are services?
- What is work? What is a tool? How do work and tools help us?
- What is a rule/right? How do rules/rights help us?

# Content Understandings

## **Myself and others**

My identity includes gender, ethnicity, and languages.  
Each person has likes and dislikes.  
Each person is unique and important.  
All people need others.  
People and the things they do change over time.  
People use fairy tales, folktales, and other genres to teach values, ideas, and traditions.

## **My family and other families**

My family and other families are alike and different.  
People live in different types of homes.  
People in families help one another.  
Members of families are related to each other in different ways; *mother, father, grandmother, grandfather, brother, sister, cousin, aunt, and uncle.*

## **My school and school community**

People live in different types of communities (classroom, school, neighborhood).  
People within communities have different traditions and cultures (food, clothing, languages, and celebrations).  
People in communities help one another.

## **My neighborhood**

People live and work in a variety of places and buildings.  
Neighborhoods are made up of characteristics that can be easily identified.  
My neighborhood can be located on a map.  
Different people live in my neighborhood.

## **Location of home, school, neighborhood, and community on maps and globes**

Familiar landmarks can be used to help people know where they are.  
People use different locations for a variety of purposes.  
Some locations are safer than others.  
Land and water masses can be located on maps and globes.  
People use various forms of transportation to move from place to place.

## **Basic human needs and wants**

People define basic human needs and wants.  
Families have needs and wants.

## **Symbols of citizenship**

People have different ways of celebrating holidays and other special events.  
The American flag is an important symbol of our nation.

## **Rights, responsibilities, and roles of citizenship**

All children and adults have rights, roles, and responsibilities at home, in school, in the classroom, and in the community.  
People have rights, roles, and responsibilities as members of different groups at different times in their lives.

## **People making and changing rules and laws**

Rules affect children and adults.  
People make and change rules for many reasons.

## **People making rules that involve consideration of others and provide for the health and safety of all**

Families develop rules to govern and protect family members.  
People in school groups develop rules to govern and protect themselves.

# Myself and Others

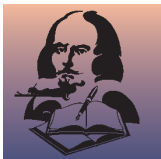
- My identity includes gender, ethnicity, and languages.
- Each person has likes and dislikes.
- Each person is unique and important.
- All people need others.
- People and the things they do change over time.
- People use fairy tales, folktales, and other genres to teach values, ideas, and traditions.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Change  Choice	<p><b>Classroom Activities</b></p> <p>Have each student bring in items and pictures that are important to the student to share with the class.</p> <ul style="list-style-type: none"> <li>• What is special about me?</li> </ul> <p>Compare handprints and footprints of students and adults, including parents.</p> <ul style="list-style-type: none"> <li>• What is special about me?</li> </ul> <p>Share books and pictures depicting different emotions. Discuss how people react to various situations.</p> <p>Display and compare pictures of students as infants and preschoolers.</p> <p>Compare clothing of infants to clothing of young children.</p> <p>Trace the outlines of students' bodies on large sheets of paper. Allow children to draw and color their features, and decorate their "people" with fabrics or buttons.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Provide opportunities for students to work together to complete a task.</li> <li>• Provide student and adult clothing for the dramatic play area. Also provide clothing that reflects different cultures and genders.</li> <li>• Teachers might participate in the activities by bringing in pictures of themselves.</li> <li>• Build in time for children to talk about growth and change.</li> <li>• Use students' BIG BOOKS whenever possible.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Read trade books that have a “moral of the story” or relate to a student’s daily life.

### MATHEMATICS

Provide opportunities for students to choose and graph their favorite food, color, animal, and/or season. Measure and compare children’s heights and weights at beginning and end of year.

- How will I change as I grow?



### SCIENCE

Grow plants (e.g., from bulbs and seeds) in the classroom to see how things grow and change over time.

### ARTS

Make and label tracings of handprints to send home.  
Make a friendship wreath with everyone’s handprint.  
Have the students create self-portraits.



## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs of students

Clothing for babies, preschoolers, and adults

### Trade Books:

**All About You** by Catherine and Laurence Anholt

**Big Sarah’s Little Boots** by Paulette Bourgeois

**Communication** by Aliki

**Corduroy with Book** by Don Freeman

**Dancing Feet** by Charlotte Agell

**Good Morning Isabel** by Nette Hilton

**Hello! Good Bye!** by Aliki

**I Can, Can You?** by Carol Adorjan

**My Friends** by Taro Gomi

**Peter’s Chair** by Ezra Jack Keats

**Tinderbox** by Hans Christian Andersen

**When You Were a Baby** by Ann Jonas

Teacher Resources:

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**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

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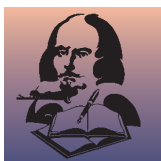
# My Family and Other Families

- My family and other families are alike and different.
- People live in different types of homes.
- People in families help one another.
- Members of families are related to each other in different ways: *mother, father, grandmother, grandfather, brother, sister, cousin, aunt, and uncle.*

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity	<p><b>Classroom Activities</b></p> <p>Have students bring in pictures of their family members. Discuss how every family is made up of different members.</p> <ul style="list-style-type: none"> <li>• What is a family?</li> </ul> <p>Create a chart with the students. Students place photographs of family members in appropriate categories, i.e., mother, father, brother, sister, grandfather, grandmother, other family member.</p> <p>Invite parents/grandparents to come to school to talk about what it was like when they were younger, to share their talents, or to read a story.</p> <p>If possible, take the students for a walk through the neighborhood. Discuss the types of houses in which people live. If a walk is not possible, use pictures of different types of houses that can be found in the students' neighborhoods. The teacher initiates a discussion of various kinds of houses (e.g., farmhouse, trailer, apartment, single-family house, townhouse, duplex), different locations of houses, and how houses differ in other neighborhoods.</p> <p>Have students make a list of the types of houses they live in and record the data on a poster.</p> <p>Describe similarities and differences among houses in different parts of the community, country, and world.</p> <p>Use the dramatic play area for students to act out roles of various family members.</p> <ul style="list-style-type: none"> <li>• How do family members help each other?</li> </ul> <p>Use the block area to allow students to build homes and neighborhoods.</p> <ul style="list-style-type: none"> <li>• What is a home?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Equip classroom learning centers with items that suggest differences in families' backgrounds: photos, textiles, baskets, pots, dishes, pretend food, reproductions of paintings, and books showing buildings, clothing, and landscapes from different parts of the world.</li> <li>• Teachers need to be sensitive about the living conditions of some students when discussing the topic of homes and where people live.</li> <li>• Be aware of cultural issues and the need to respect differences among families and communities.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Read stories about how family members help each other.  
Collect information about family culture and/or ethnic background.

### MATHEMATICS

Create a chart of the different types of buildings in which students live.  
Chart family member's characteristics such as oldest, youngest, tallest, or shortest.

### SCIENCE

Have children discuss different types of pets.  
Cook foods in the classroom, using recipes that the students bring from home.  
Make a bird feeder, using a milk carton.



### ARTS

Create a collage, using pictures of the students and their families.  
Create a food collage with the students.  
Collect songs, poems, and games from different cultural or ethnic backgrounds. Sing songs and/or perform dances from various ethnic backgrounds.  
Draw, paint, or write about houses and things found inside or outside a house.



### LANGUAGES OTHER THAN ENGLISH

Invite speakers from the target language country to share stories about families in their country. Discuss extended families in these countries.



### HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SCIENCES

Discuss the health and safety features of a house.

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## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs  
Reproductions of paintings  
Models of houses and landscapes  
Clothing

### **Trade Books:**

**Asleep at Last** by Ewa Lipniacka, Basia Bogdanowicz (illustrator)  
**The Baby Sister** by Tomie dePaola  
**Bigmama's** by Donald Crews  
**A Chair for My Mother**, by Vera B. Williams  
**Celebrating Families** by Rosmarie Hauser  
**The Doorbell Rang** by Pat Hutchins  
**Families Are Different** by N. Pelligrini  
**Farm Morning** by David McPhail  
**Gifts** by Jo Ellen Bogart  
**Good Morning Isabel** by Nette Hilton  
**I Love My Family** by Wade Hudson  
**Jamaica's Find (El Hallazgo De Jamaica)** by Juanita Haville, Anne Sibley O'Brien (illustrator), Tresa Mlarver (translator)  
**Just Grandma and Me** by Mercer Mayer  
**More More More Said the Baby: 3 Love Stories** by Vera B. Williams  
**My Apron: A Story from My Childhood** by Eric Carle  
**My House** by Lisa Desimini  
**On the Day I Was Born** by Deborah M. Newton Chocolate, Melody Rosales (illustrator)

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
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### **Possible Community Field Trips:**

Take students on a walk to search for types of community buildings and landmarks. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

# My School and School Community

- People live in different types of communities (classroom, school, neighborhood).
- People within communities have different traditions and cultures (food, clothing, languages, and celebrations).
- People in communities help one another.

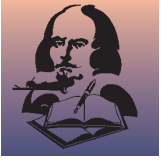
Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Culture/  Diversity  Choice	<p><b>Classroom Activities</b></p> <p>Take the students for a walk inside and outside the school. Identify the various areas of the school (e.g., classrooms, gym, playground, cafeteria, principal’s office, nurse’s office). Discuss the uses of the various areas.</p> <ul style="list-style-type: none"> <li>• What is a school?</li> <li>• What people in the school can help us?</li> </ul> <p>Invite various members of the school community (e.g., nurse, principal, custodian, hall monitor) to discuss their work and explain how they help everyone in the school.</p> <ul style="list-style-type: none"> <li>• What is a community?</li> </ul> <p>Ask parents to send in a note about the day their child was born. Read this to the class as part of each child’s birthday celebration.</p> <p>Share art, music, food, stories, costumes, and customs based on ethnic holidays and traditions.</p> <p>Invite family members to discuss their special family traditions. Have family members bring in food, clothing, or special items.</p> <p>Identify the special helper for the day and allow this student to choose his/her favorite color and/or book.</p> <ul style="list-style-type: none"> <li>• How are people alike? How are people different?</li> </ul> <p>Use the classroom calendar, photos, and homemade books to help children keep track of events and celebrations in the history of the classroom (e.g., first day of school, first field trip, first day of snow).</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• It is important for students to develop a sense of the daily routines and transitions in the classroom and know what is expected of them at arrival, during group meetings, at dismissal time, and on the bus. Students should be able to handle routines with increasing independence as the year progresses.</li> <li>• Post a JOB CHART/CLASSROOM MANAGERS/SCHOOL RESPONSIBILITIES CHART for a specific function. Special helpers are usually chosen weekly, and their names would appear on the JOB CHART.</li> </ul>



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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Create greeting cards that can be sent to residents of nursing homes or other facilities.

### ARTS

Create a classroom scrapbook of the events that occur throughout the year (e.g., food projects, first day of school, field trips, neighborhood walks).

Match pictures of the various workers in the school to their roles as part of the school community. Create a chart or poster.



## Suggested Documents and Other Resources Selected by New York State Teachers

Ethnic foods and clothing

Photographs of the community

### Trade Books:

**Bright Eyes, Brown Skin** by Cheryl W. Hudson and Bernette G. Ford

**How My Library Grew** by Martha Alexander

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

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# My Neighborhood

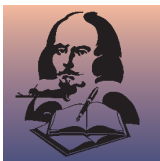
- People live and work in a variety of places and buildings.
- Neighborhoods are made up of characteristics that can be easily identified.
- My neighborhood can be located on a map.
- Different people live in my neighborhood.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions	<p><b>Classroom Activities</b></p> <p>Make and discuss a basic map of the neighborhood.</p> <ul style="list-style-type: none"> <li>• What is a map?</li> </ul> <p>Take a walk in the neighborhood to look for different buildings where people live, work, and play.</p> <ul style="list-style-type: none"> <li>• What is a neighborhood?</li> </ul> <p>Look through magazines for pictures of houses and other buildings to refer to when designing a neighborhood mural.</p> <p>Include materials/props in dramatic play and block areas to allow students to create structures and role-play their function.</p> <p>In small groups, students match structures in their neighborhoods to their function (e.g., fire truck at firehouse, mail at post office).</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Introduce a variety of nonfiction and fiction books prior to and following each classroom activity.</li> <li>• Display simple maps in the classroom and discuss them at group time.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Create a chart on which students match the types of clothing they wear with different types of weather (e.g., warm, cold, rainy).

### MATHEMATICS

Provide map puzzles that students can put together.



### SCIENCE

Identify types of trees and other plants that are found in the neighborhood.



### ARTS

Provide materials (e.g., small boxes, blocks, milk cartons) for students to use in building houses and other structures.

Provide easels or flat surfaces for students to use to paint a picture of their house.

Create a mural of the neighborhood.



## Suggested Documents and Other Resources Selected by New York State Teachers

Pictorial and other maps

Photographs of the local firehouse and post office

Documents from businesses in the neighborhood, such as:

Menus

Small signs and posters from stores

### Trade Books:

**Apt. 3** by Ezra Jack Keats

**As the Crow Flies: A First Book of Maps** by Gail Hartman

**Building a House** by Byron Barton

**The Car Washing Street** by Denise Louis Patrick, John Ward (illustrator)

**Flower Garden** by Eve Bunting, Kathryn Hewitt (illustrator)

**A House Is a House for Me** by Mary Ann Hoberman

**Jonathan and His Mommy** by Irene Smalls-Hector

**A Letter to Amy** by Ezra Jack Keats

**One Afternoon** by Yumi Heo

**Red Light, Green Light** by Margaret Wise Brown

**Will Goes to the Post Office** by Olof Landstrom and Lena Landstrom

**Where Do I Live?** by Neil Chesanow

Teacher Resources:

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# Location of Home, School, Neighborhood, and Community on Maps and Globes

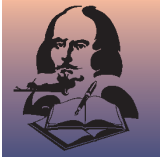
- Familiar landmarks can be used to help people know where they are.
- People use different locations for a variety of purposes.
- Some locations are safer than others.
- Land and water masses can be located on maps and globes.
- People use various forms of transportation to move from place to place.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions	<p><b>Classroom Activities</b></p> <p>Have students identify key points of interest in their neighborhood. Discuss what makes each special.</p> <ul style="list-style-type: none"> <li>• What is a landmark?</li> </ul> <p>Arrange a scavenger hunt inside or outside school. Give students pictures of actual objects to locate. Ask children to describe the location of each object.</p> <p>Have students sort and put away a variety of classroom materials in appropriate learning centers.</p> <p>Display pictures of the playground in the block area. Use blocks to represent different features of the playground.</p> <p>Arrange traffic safety signs in or near block and dramatic play areas.</p> <p>Use pictorial maps and globes to distinguish between land and water masses.</p> <ul style="list-style-type: none"> <li>• What are some differences between land and water?</li> </ul> <p>Sort pictures of different forms of transportation used in the air, on land, and in water.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Label various areas of the classroom and discuss how these help us to determine where we are in relation to each other and where things belong.</li> <li>• Reinforce understanding of terms denoting opposites such as <i>up, down, over, under, on, off, far, near, above, below</i>.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have the students learn their address and discuss how addresses help people locate a house.

### MATHEMATICS

Have students name and count the types of buildings that are in their immediate neighborhood (e.g., houses, restaurants, and places of worship).



### SCIENCE

Use sand and water tables to help students understand the concepts of liquids and solids.

### ARTS

Have students use an easel to paint a picture of their house or another structure. Pass a blow-up globe while playing music. When the music stops, ask students to say whether their hands are placed on water or on land.



## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Globes  
Pictures of community landmarks and forms of transportation  
Pictures or diagrams of landforms and water forms

### Trade Books:

**The Diggers** by Margaret Wise Brown

**School Bus: For the Buses, the Riders, and the Watchers** by Donald Crews

**This Is the Way We Go to School: A Book About Children Around the World** by Edith Baer, Steve Bjorkman (illustrator)

**Wheels on the Bus** by Wickstrom Raff, Sylvie Kantorovitz (illustrator)

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# Basic Human Needs and Wants

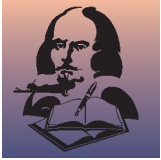
- People define basic human needs and wants.
- Families have needs and wants.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Economic Systems  Needs and Wants	<p><b>Classroom Activities</b></p> <p>Allow students to match objects to the kind of store where they can be purchased.</p> <p>Take students on a field trip to a grocery store to purchase items for a classroom food project.</p> <p>Make a chart depicting basic needs (e.g., food, clothing, shelter) and wants (e.g., vacation, wide-screen TV, SUV) of families.</p> <ul style="list-style-type: none"> <li>• What is a need?</li> <li>• What is a want?</li> </ul> <p>Have students describe and dictate a list of materials needed for specific classroom projects (e.g., planting seeds, making cookies).</p> <p>Have parents visit the classroom to describe and answer questions about the type of work they do. Record the jobs on a chart, and indicate whether the job provides goods or services or both. Also discuss:</p> <ul style="list-style-type: none"> <li>• What is work?</li> <li>• What is a tool?</li> <li>• How do tools help us?</li> </ul> <p>Have students use newspapers, magazines, and catalogs to find, cut out, and chart pictures of tools that have the same and/or different functions.</p> <p>The concepts <i>needs</i> and <i>wants</i> are particularly appropriate at Thanksgiving time. Incorporate them into the broader theme of <i>thankfulness</i> for food, clothing, and shelter.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Use real objects or pictures of familiar objects in all activities.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students match tools to different classroom routines (e.g., mealtime, outdoor play, story time).

### MATHEMATICS

Create a graph that lists various goods and services as needs or wants.



### SCIENCE

Discuss the needs of classroom pet(s) or pets students may have at home.

Organize a toolbox with real or play tools. Sort tools on the basis of whether they are used by adults or students.

### CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES

Describe different occupations and explain their benefits to others.



### ARTS

Have students role-play various providers of goods and services in the dramatic play area, which has been set up as various workstations (e.g., pet store, grocery store, florist, restaurant, bank).



## Suggested Documents and Other Resources Selected by New York State Teachers

Tools of different jobs

Catalogs

Magazines

Posters

Play money

Real money (coins)

### Trade Books:

**A Chair for My Mother** by Vera B. Williams

**At the Supermarket** by David Hautzig

**Chop, Simmer, Season** by Alexa Brandenburg

**A Chef** by Douglas Florian

**The Go-Around Dollar** by Barbara, J. Adams

**I'm Going to Be a Police Officer** by Edith Kunhardt

**Mommy's Office** by Barbara S. Hazen

**Monster Money Book** by L. Leedy

**Rent Party Jazz** by William Miller, Charlotte Riley-Webb (illustrator)

**Saturday at the New You** by Barbara E. Barber

**What Am I?** by Debbie MacKinnon

**While You Are Asleep** by Gwynne L. Isaacs

**Who Uses This?** by Margaret Miller

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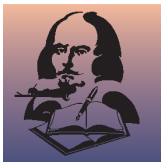
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# Symbols of Citizenship

- People have different ways of celebrating holidays and other special events.
- The American flag is an important symbol of our nation.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Citizenship  Civic Values	<p><b>Classroom Activities</b></p> <p>Make visuals for the classroom:</p> <ul style="list-style-type: none"> <li>- use symbols to help students identify their cubby;</li> <li>- use signs in learning centers to help students identify where materials belong (e.g., post outline of shape on shelves in block area);</li> <li>- label all furniture and equipment;</li> <li>- identify safety signs such as exit signs.</li> </ul> <ul style="list-style-type: none"> <li>• What is a symbol?</li> <li>• How do symbols help us learn?</li> </ul> <p>Read books about the American flag and discuss its meaning.</p> <p>Create a language experience chart that matches symbols to descriptions of holidays (e.g., Kwanzaa, Christmas, Hanukkah, Ramadan). Compare and contrast the holidays.</p> <ul style="list-style-type: none"> <li>• What is a holiday?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Provide feedback on the positive behaviors of students.</li> <li>• Emphasize that every holiday or celebration is special to someone, but not necessarily to everyone.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read and listen to stories about symbols of citizenship.  
Have students collect facts and ideas about symbols of citizenship.

### ARTS

Have students make replicas of various symbols of citizenship using appropriate media.  
Have students sing and move to patriotic music.





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## Suggested Documents and Other Resources Selected by New York State Teachers

A flag of the United States

Posters of the Statue of Liberty

Cartoons of Uncle Sam

### Trade Books:

**This Land Is Your Land** by Woody Guthrie

**Flag Lore of All Nations** by Whitney Smith

**A Very Important Day** by Maggie R. Herold

**Red, White, Blue and Uncle Who? The Stories Behind Some of America's Patriotic Symbols** by Teresa Bateman, John O'Brien (illustrator)

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# Rights, Responsibilities, and Roles of Citizenship

- All children and adults have rights, roles, and responsibilities at home, in school, in the classroom, and in the community.
- People have rights, roles, and responsibilities as members of different groups at different times in their lives.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Citizenship  Civic Values	<p><b>Classroom Activities</b></p> <p>Discuss and revisit the rules of familiar or simple board games that require taking turns.</p> <ul style="list-style-type: none"> <li>• What is a rule/right?</li> </ul> <p>Display a chart of students’ classroom responsibilities.</p> <p>Discuss and post classroom responsibilities on a chart.</p> <p>Compare jobs children do at home and at school.</p> <ul style="list-style-type: none"> <li>• How do responsibilities change in different settings as well as with age?</li> </ul> <p>Compare jobs of children and adults. Point out that teachers have many other roles/jobs.</p> <ul style="list-style-type: none"> <li>• What is a responsibility/role?</li> </ul> <p>Role-play and discuss different situations requiring students to select, use, and/or share toys and other materials.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Tell students to be careful not to crowd their classmates during music and movement activities. Discuss the need to respect one another’s space.</li> <li>• Teach students to appreciate and take care of classroom equipment and materials.</li> <li>• Reinforce concepts of <i>sharing</i>, <i>taking turns</i>, and <i>following directions</i> during indoor and outdoor activities.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Bring students and their parents to the school or local library to obtain a library card. Discuss with the students the responsibilities involved in taking care of and returning borrowed books.

Have students discuss the meaning of the terms *rights*, *responsibilities*, and *roles of citizenship*.

### ARTS

Provide opportunities for students to work cooperatively in doing art, food, and other projects in the classroom.

Have students draw pictures illustrating the responsibilities of citizenship.



### MATHEMATICS

Have students group themselves according to the colors they are wearing, their height, their likes, or their dislikes. Create bar graphs representing the results.

## Suggested Documents and Other Resources Selected by New York State Teachers

Board game rules

School rules

Traffic rules for children

Classroom responsibilities chart

### Trade Books:

**Give Me Half!** by Stuart J. Murphy

**Everything Has a Place** by Patricia Lillie

**Snail Started It** by Katja Reider

**Something Beautiful** by Sharon Dennis Wyeth

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# People Making and Changing Rules and Laws

- Rules affect children and adults.
- People make and change rules for many reasons.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Government	<p><b>Classroom Activities</b></p> <p>Involve students in making simple rules for the classroom and playground.</p> <ul style="list-style-type: none"> <li>• What is a rule?</li> <li>• Why do rules change?</li> </ul> <p>Discuss and compare indoor and outdoor rules. Record on a Venn diagram those that are the same and those that are different.</p> <p>Discuss and write out two to three rules, and display them in each learning center of the classroom.</p> <p>Introduce traffic signs in the classroom and on the playground.</p> <p>Introduce the need for rules or laws by asking students to help demonstrate on riding toys what the roads would be like without traffic lights and signs.</p> <p>Introduce the concept of <i>safety</i>. Discuss photos of students engaged in safe and unsafe activities.</p> <ul style="list-style-type: none"> <li>• What is safety?</li> </ul> <p>Read aloud books on rules, and allow students to discuss them as they carry them out.</p> <p>Have students role-play their response.</p> <p>Discuss and record rules for traveling in a car, bus, boat, airplane, or train. Share these rules with parents.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Display a poster of the rules for each area of the classroom.</li> </ul>

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## Interdisciplinary Connections



### ARTS

Have students use songs, rhymes, finger plays, and other genres to reinforce safety concepts. Have students take turns responding to different types of music by associating the sounds they hear with pictures of the appropriate musical instruments. Have students select these pictures from a group of pictures that have already been identified and discussed.

### MATHEMATICS

Introduce awareness of ordinal number names from first to tenth in relation to the order of the classroom routine. Distribute one snack food item to each student at mealtime to teach one-to-one correspondence.

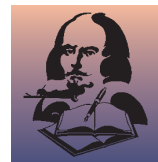


### SCIENCE

Explore the relationship between eating utensils and different types of foods (e.g., one type of knife is used to spread butter, while another is used to cut carrots).

### ENGLISH LANGUAGE ARTS

Have students dictate a classroom constitution and post it in the classroom.



## Suggested Documents and Other Resources Selected by New York State Teachers

Chart of classroom rules  
United States Constitution

Teacher Resources:

- Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department
- Early Literacy Profile: An Assessment Instrument** by the New York State Education Department
- Early Literacy Profile: Facilitator's Guide** by the New York State Education Department
- Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department
- Living Together Under the Law: An Elementary Education Law Guide**, by the Law, Youth, and Citizenship Program of the New York State Bar Association and the New York State Education Department
- Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# People Making Rules That Involve Consideration of Others and Provide for the Health and Safety of All

- Families develop rules to govern and protect family members.
- People in school groups develop rules to govern and protect themselves.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Citizenship	<p><b>Classroom Activities</b></p> <p>Discuss rules that protect people and their property (e.g., not walking on grass, not walking in the street, not leaving toys outside).</p> <ul style="list-style-type: none"> <li>• Why do we need rules?</li> </ul> <p>Invite a police officer, firefighter, and/or paramedic to talk to the students about simple safety rules.</p> <p>Discuss, record, and display rules that children have at home.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Use photos or symbols to enhance meaning of words on posters and charts in the classroom.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students count and chart or graph the number of rules for each classroom learning center.

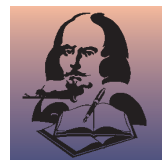
### SCIENCE

Teach students to store tools used for various projects (e.g., planting seeds) in safe ways.

### ENGLISH LANGUAGE ARTS

Make and label recipe charts to show students the safe ways to use cooking utensils for combining food items.

Discuss what indoor and outdoor rules have in common.



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## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs  
Safety signs

### Trade Books:

**Let's Talk About It: Extraordinary Friends** by Fred Rogers, Jim Judkins (photographer)  
**Emergency!** by Joy Massof

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# Key Terms

## PREKINDERGARTEN

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age	environment	map	special
animals		money	stream
apartment	fair	mother	
attic	family	mountain	teacher
aunt	far/near		today
	father	near/far	toddler
baby	feelings	need	tomorrow
basement	food	neighbor	tool
before/after	forest	neighborhood	toy
birthday	friend		trip
book		ocean	turns
brother	globe	over/under	
building	goods		uncle
buying	grandfather	plants	up/down
	grandmother	playground	
calendar	groceries	problem	want
celebrate			water
clock	hill	related	weather
clothing	holiday	responsibility	weight
coin	home	rules	woods
color	house		worker
community		safe	
cousin	infant	same	yesterday
culture		school	
	job	selling	
desert		senior	
different	land	services	
dollar		shelter	
		sister	

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.



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# KINDERGARTEN

## Self and Others

The kindergarten social studies program bridges the prekindergarten and grade 1 curricula by:

- developing awareness of similarities and differences that make each individual and group unique.
- recognizing how people, places, and events change over time.
- identifying characteristics of the physical environment and understanding how they affect what people do.
- recognizing that people use a variety of tools to do different kinds of work in different settings.
- understanding what rules, rights, and responsibilities are and how they affect people in different circumstances.

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## FOCUS QUESTIONS

- What is special about me?
- How are my family and other families alike and different?
- Who lives and works in my neighborhood?
- How are people and goods moved from one place to another?
- What are some things people need and want?
- What are some tools people use to do work?
- What are some examples of goods and services?
- What symbols do we see in our school and neighborhood?
- How do different families celebrate special times?
- What are some rules we follow every day?
- What are some roles and responsibilities we have at home, at school, and in the neighborhood?

# Content Understandings

## **Myself and others**

My identity includes gender, ethnicity, and languages.  
Each person has needs, wants, talents, and abilities.  
Each person has likes and dislikes.  
Each person is unique and important.  
People are alike and different in many ways.  
All people need others.  
All people need to learn, and they learn in different ways.  
People change over time.  
People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.

## **My family and other families**

My family and other families are alike and different.

## **My school and school community**

What is a school?

## **My neighborhood**

My neighborhood can be located on a map.  
Different people live in my neighborhood.

## **Location of home, school, neighborhood, and community on maps and globes**

Land and water masses can be located on maps and globes.  
The United States can be located on maps and globes.

## **Basic human needs and wants**

People define basic human needs and wants.  
Families have needs and wants.

## **People helping one another to meet needs and wants (e.g., recycling and conservation projects)**

People rely on each other for goods and services in families, schools, and neighborhoods.  
People make economic decisions and choices.

## **Symbols of citizenship**

Citizenship includes an awareness of the symbols of our nation.  
Citizenship includes an understanding of the holidays and celebrations of our nation.  
Citizenship includes knowledge about and a respect for the flag of the United States of America.

## **Rights, responsibilities, and roles of citizenship**

All children and adults have responsibilities at home, at school, in the classroom, and in the community.  
People have responsibilities as members of different groups at different times in their lives.

## **People making and changing rules and laws**

Rules affect children and adults.  
People make and change rules for many reasons.

## **People making rules that involve consideration of others and provide for the health and safety of all**

Families develop rules to govern and protect family members.  
People in school groups develop rules to govern and protect themselves.

# Myself and Others

- My identity includes gender, ethnicity, and languages.
- Each person has needs, wants, talents, and abilities.
- Each person has likes and dislikes.
- Each person is unique and important.
- People are alike and different in many ways.
- All people need others.
- All people need to learn, and they learn in different ways.
- People change over time.
- People use folktales, legends, music, and oral histories to teach values, ideas, and traditions.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Change	<p><b>Classroom Activities</b></p> <p>Set up full-length mirrors to allow children to identify visible body parts.</p> <p>Have students work in pairs to trace and compare outlines of their bodies on large sheets of paper.</p> <ul style="list-style-type: none"> <li>• How are people alike and different?</li> <li>• How am I special?</li> <li>• What happens when I grow?</li> </ul> <p>Record students' heights and/or weights at least quarterly, and discuss these measurements with them.</p> <p>Write each student's first and last names on a shape or symbol. Display these shapes on a table and have children find the shape with their name on it and place it in an attendance basket.</p> <p>Help students make a class quilt featuring a student drawing or photo in each square.</p> <p>Help students make a class memory book to share regularly at group time.</p> <p>Have each student compile A BOOK ABOUT ME.</p> <p>Ask families to send in pictures of the students as infants and toddlers. Compare and discuss the photos, and see if the class can guess who is pictured.</p> <p>Make picture timelines of events in children's lives.</p> <p>Have a tasting party to compare fresh fruits and/or vegetables to the baby food variety of the same foods. Students could sort labels from baby food jars by fruit or vegetable and paste them on a graph.</p> <p>Install a clothesline across one wall of the classroom. Arrange baby clothes on the line by size, color, or purpose.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify/describe their own needs, abilities, likes, and dislikes.</li> <li>• recognize similarities and differences in physical features among family members and classmates.</li> <li>• recognize items and attributes that can be used to identify individuals in their immediate environment.</li> <li>• identify human features that change or do not change over time.</li> <li>• distinguish among activities that occur during the day, night, morning, afternoon, or evening.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Encourage adults to participate in some of these activities (e.g., bringing in pictures of themselves as an infant, young child, teenager).</li> <li>• Emphasize the importance of respect for differences among people.</li> <li>• Add new vocabulary to a WORD WALL.</li> </ul>

## Interdisciplinary Connections



### ARTS

- Help students make tracings, drawings, paintings, or moldings of handprints and footprints.
- Help students draw self-portraits that include facial and other features.
- Help students make and use sock or paper plate puppets.
- Photograph and record interview with student(s) of the week. Share with class during group time.
- Make and play tape or CD recordings of students sharing experiences or describing what they see in books.

### MATHEMATICS

- Record and compare heights and weights of students several times a year. Discuss these with class.
- Compare the number of boys to the number of girls in the class, and make a graph of this finding on the chalkboard. Discuss with class.
- Use a bathroom scale to weigh bags of dry sand that equal each student's birth weight. Estimate with students how much sand would be needed to equal their current weight.

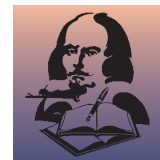


### SCIENCE

- Compare changes in human and animal growth. Discuss with class.
- Help students sequence pictures of the life cycle of different animals (e.g., frog, butterfly).
- Use masking tape on student's clothing to indicate their length at birth. Compare that length to their current height.

### ENGLISH LANGUAGE ARTS

- Have students make matching cards for key vocabulary words, and play concentration.
- Have students look at documents such as their birth certificates and discuss them. Do not ask students to bring in actual birth certificates; photocopies should be used instead.
- Ask students to identify the beginning, middle, and end of stories.
- Identify and discuss with students cause-effect patterns in stories. Predict how a story would change if one or more characters or events changed (ask "What do you think would happen if?" questions).



### LANGUAGES OTHER THAN ENGLISH

- Read aloud and discuss **Jambo Means Hello** by Muriel Feelings.

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## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs  
Baby foods  
Baby clothes

### **Trade Books:**

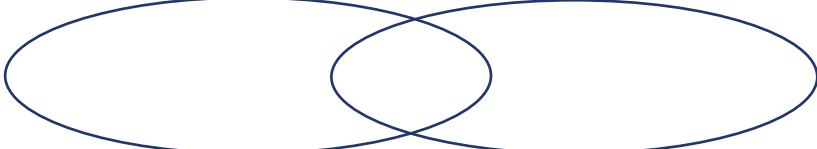
**Alexander and the Terrible, Horrible, No Good, Very Bad Day** by Judith Viorst  
**All About You** by Catherine and Laurence Anholt  
**Carrot Seed** by Ruth Krauss  
**Clifford's Loose Tooth** by Norman Bridwell  
**Frog and Toad Are Friends** by Arnold Lobel  
**How a Seed Grows** by Helen J. Jordan  
**I Am Adopted** by Susan Lapsley  
**I Can Do It by Myself** by Eloise Greenfield and Jessie Jones Little  
**I Like Me** by Nancy L. Carlson  
**I'm Growing** by Alike  
**It's Mine** by Leo Lionni  
**Jambo Means Hello: Swahili Alphabet Book** by Muriel Feelings  
**Tillie and the Wall** by Leo Lionni  
**The Very Lonely Firefly** by Eric Carle  
**When Sophie Get Angry, Really, Really Angry** by Molly Bang  
**William's Doll** by Charlotte Zolotow  
**You'll Soon Grow into Them, Titch** by Pat Hutchins  
**You're Adorable** by Buddy Kaye, Fred Wise, and Sidney Lippman; Martha Alexander (illustrator)

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# My Family and Other Families

- My family and other families are alike and different.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Change  Diversity  Culture	<p><b>Classroom Activities</b></p> <p>Have students draw, label, and display pictures of family members.</p> <ul style="list-style-type: none"> <li>• What is a family?</li> <li>• How are families alike and different?</li> </ul> <p>Have students compare the way they care for a pet with the way a family cares for a child.</p> <div style="text-align: center;"> <p>CARING FOR A PET      CARING FOR A CHILD</p>  </div> <p>Add adult-sized clothing and accessories to the dramatic play area. Include props representative of the past (e.g., cowboy hats, sunbonnets, etc.).</p> <p>Ask students to select and take home books about families. Encourage parents to ask focused questions about the books and record children's responses.</p> <p>Involve students in a discussion of how home rules compare to school rules. Discuss health and safety features of each rule.</p> <p>Invite family members to share talents and experiences with the class.</p> <p>Discuss with students how birthdays and other special days are celebrated in different families.</p> <p>Add replicas of household furniture and appliances to the block area.</p> <p>Invite parents to bring in their infants at a designated time, and allow children to make observations and ask questions about infant growth and development.</p>



Standard	Concepts/ Themes	CONNECTIONS
		<p>Include old cooking utensils such as manual eggbeaters, cheese graters, and can openers in the dramatic play area. Discuss utensils' functions and differences.</p> <p>Invite senior citizens to speak to the class about what life was like as a child. What games did they play? How did they dress? Ask them to share photos and artifacts from the past.</p> <p>Add photos and artifacts to a PAST, PRESENT, AND FUTURE poster.</p> <p>Compare human and animal homes and habitats.</p> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• explain how families are similar to, as well as different from, other families.</li> <li>• describe their own role in the family.</li> <li>• classify household utensils according to the room in which they are used.</li> <li>• compare their own clothing to infant clothing.</li> <li>• discriminate between human and animal habitats.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Be aware of cultural issues and the need to respect differences among families.</li> <li>• Expand awareness of cultural differences by studying the lifestyles of families/ethnic groups represented within the class.</li> <li>• Introduce the term <i>Native American Indian</i>.</li> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Invite parents to bring in and share family photograph albums or other artifacts.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Help students graph the number of people in teacher's and students' families. Which family has the most members? Which has the least?

Figure out how many squares will be needed for a class quilt. Have each student select three or four squares (each should be a different color), and have the group practice designing a quilt on the floor or other large surface.

### SCIENCE

Have students identify types of houses found in different climates and environments.

### ENGLISH LANGUAGE ARTS

Introduce books, including folktales, about children and families around the world.

Record and discuss student descriptions of family members. Involve the class in a comparison of similarities and differences among their family members.



### ARTS

Discuss with students colors, shapes, and designs in family quilts. Help students make a classroom quilt out of fabric or wallpaper samples.

Have students use magazine pictures to make a poster of families.

Have students make family stick puppets with tongue depressors and other materials.

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## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs of family members  
Adult clothing, children's clothing  
Replicas of furniture, appliances, and utensils  
Photographs from the past  
Photographs or charts of human and animal houses

### Trade Books:

**A Chair for My Mother** by Vera B. Williams  
**Amazing Grace** by Mary Hoffman  
**Amigo** by Bryd Baylor Schweitzer  
**Are You My Mother?** by P.D. Eastman  
**Bedtime for Frances** by Russell Hoban  
**Black Is Brown Is Tan** by Arnold Adoff  
**Chicken Sunday** by Patricia Polacco  
**Come by Chance** by M. Winch  
**Everybody Bakes Bread** by Norah Dooley  
**Everybody Cooks Rice** by Norah Dooley  
**Everybody Serves Soup** by Norah Dooley  
**Family Pictures** by Carmen Garza  
**Good Night Baby Bear** by Frank Asch  
**How a House Is Built** by Gail Gibbons  
**If You Give a Mouse a Cookie** by Laura Numeroff  
**Jamaica Tag Along** by J. Havill  
**The Keeping Quilt** by Patricia Polacco  
**Louise Builds a House** by L. Pfanner  
**My Daddy Don't Go to Work** by Madeen Spray Nolan  
**New Baby, The** by Mercer Mayer  
**Pumpkin, Pumpkin** by Jeanne Titherington  
**The Selfish Crocodile** by Charles Faushn  
**Under the Moon** by J. Ryder  
**What Mary Jo Shared** by Janice May Udry  
**What Mommies Do Best/What Daddies Do Best** by Laura Numeroff  
**Willie's Not the Hugging Kind** by J.D. Barrett

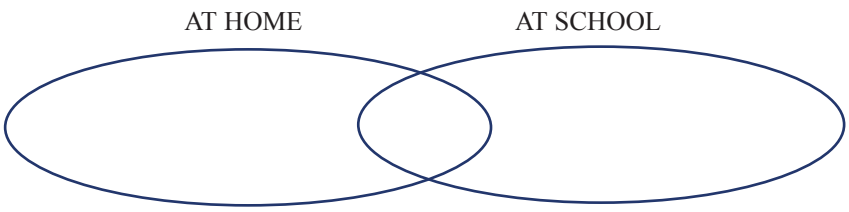
### Teacher Resources:

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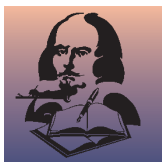
# My School and School Community

- What is a school?

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Culture Diversity Identity Empathy	<p><b>Classroom Activities</b></p> <p>Display pictures, posters, and books about various cultures, and discuss the display with students.</p> <p>Have students share art, music, stories, food, and costumes from various cultures.</p> <p>Invite members of the school and the community to share information and tools from their jobs. Use a KWL chart to document their input.</p> <ul style="list-style-type: none"> <li>• What is a school?</li> <li>• What is a community?</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;"> <p><b>K</b> <b>(What I Know)</b></p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> </div> <div style="text-align: center;"> <p><b>W</b> <b>(What I Want to Know)</b></p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> </div> <div style="text-align: center;"> <p><b>L</b> <b>(What I Have Learned)</b></p> <div style="border: 1px solid black; width: 100px; height: 100px; margin: 0 auto;"></div> </div> </div> <p>Take pictures of various places in the school (e.g., gym, library, cafeteria, auditorium, nurse's office, playground). Discuss function of these places with students.</p> <p>Add to the dramatic play area uniforms and related accessories used by school and community workers.</p> <p>Have students play a guessing game in which adults give brief job descriptions of school and community workers, and students guess which worker is being described.</p> <p>Help students develop MONTHLY MEMORY poster of life in the classroom and/or school; include photos, drawings, writings, songs, poems, trips, projects, etc. Display posters in classroom.</p> <p>Allow students to use blocks to build structures found in the school community.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Ask students to name similarities between what people do at home and what they do at school. Record these on a Venn diagram.</p> <div style="text-align: center;">  </div> <p>Involve parents in organizing and implementing a cultural festival based on family customs.</p> <ul style="list-style-type: none"> <li>• What is a custom/tradition?</li> </ul> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate awareness of differences and similarities within the classroom and school communities.</li> <li>• role-play community workers.</li> <li>• correctly describe tools used by school and community workers.</li> <li>• compare work done at home with work done at school.</li> <li>• compare rules at home with rules at school.</li> <li>• compare playground rules with classroom rules.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Provide a variety of opportunities for students to actively participate in cooperative learning projects and games with easy-to-understand rules.</li> <li>• Add new vocabulary to a WORD WALL.</li> </ul>

### Interdisciplinary Connections



#### ENGLISH LANGUAGE ARTS

Establish a Buddy Reading program with students in grades 3–6.  
 Help students categorize words that relate to the classroom and school communities.  
 Create a BIG BOOK OF SCHOOL HELPERS.



#### ARTS

Help students make a cumulative collage of samples of materials used for different projects over time.

### Suggested Documents and Other Resources Selected by New York State Teachers

Pictures and posters of different cultures  
 Tools from different jobs  
 Photographs of different places in the school

#### Trade Books:

**All the Colors We Are** by K. Kissinger  
**Arthur’s Teacher Moves In** by Marc Brown  
**Gingerbread Boy, The** by Richard Egielski  
**Goggles** by Ezra Jack Keats  
**The House on Maple Street** by B. Pryor  
**I Like the Library** by Anne Rockwell  
**If You Take a Mouse to School** by Laura Numeroff

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**Playgrounds** by Gail Gibbons

**Rosie's Walk** by Pat Hutchins

**School Bus; For the Buses, the Riders, and the Watchers** by Donald Crews

**Will I Have a Friend?** by L. Hoban and M. Cohen

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# My Neighborhood

- My neighborhood can be located on a map.
- Different people live in my neighborhood.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions  Environment  Spatial Relationships	<p><b>Classroom Activities</b></p> <p>Take photos of people, buildings, and landmarks in the neighborhood. Label and display photos, and discuss them with the students.</p> <ul style="list-style-type: none"> <li>• What is a neighborhood?</li> <li>• What is a landmark?</li> <li>• Who lives and works in my neighborhood?</li> </ul> <p>Involve students in identifying and discussing different types of workers in the neighborhood.</p> <p>Include a large neighborhood floor map, toy vehicles, and other related props in the block area. Vary props over time to provide exposure to rural, urban, and suburban settings.</p> <p>Provide clothing and other props representing a variety of cultures in the dramatic play area.</p> <p>Place tools, uniforms, and other clothing worn by community workers (e.g., supermarket employee’s uniform) in baskets for students to play with and try on.</p> <p>Take students on field trips over a period of time to visit a home or other building under construction; observe changes and take photos as construction progresses.</p> <p>Take students on a walk in the neighborhood and have them draw pictures of their observations. Back in the classroom, ask students to use blocks to build structures they saw on their walk.</p> <p>Talk with students about what they know, what they want to know, and what they have learned about their neighborhood. Record their comments on a KWL chart.</p> <div style="display: flex; justify-content: space-around; text-align: center;"> <div style="width: 30%;"> <p><b>(What I Know)</b></p> <p><b>K</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> <div style="width: 30%;"> <p><b>(What I Want to Know)</b></p> <p><b>W</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> <div style="width: 30%;"> <p><b>(What I Have Learned)</b></p> <p><b>L</b></p> <div style="border: 1px solid black; height: 30px; width: 100%;"></div> </div> </div>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• recognize that maps are pictures of places.</li> <li>• know that their neighborhood can be located on a map.</li> <li>• name some landmarks in the local community.</li> <li>• describe what is happening in drawings, photos, and pictures.</li> <li>• role-play different people who live or work in the neighborhood.</li> </ul> <p>Teachers should do:</p> <ul style="list-style-type: none"> <li>• When discussing differences among people, make sure that students understand that it is OK to be different.</li> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Have students sort pictures of people and animals according to the place where they can be found in the neighborhood (e.g., restaurant, store, park, zoo).</li> </ul>

## Interdisciplinary Connections



### LANGUAGES OTHER THAN ENGLISH

Display and revisit words of different languages that describe common objects in the classroom, school, and neighborhood.

### MATHEMATICS

Help students compare the sizes of buildings in the neighborhood (big, bigger, biggest; tall, taller, tallest).  
 Help students count and list the number of places where water is found in the community.  
 Provide accessories in the block area for students to use in creating structures.



### SCIENCE

Allow students to take turns charting the local weather.

### ARTS

Provide materials students need to draw, paint, write, or make a tape about people in their environment.  
 Use digital cameras to take photographs of neighborhood landmarks. Discuss photographs with the students.  
 Then label and display the photographs.



### ENGLISH LANGUAGE ARTS

Help students make a BIG BOOK about community workers and their jobs.  
 Displays large photos of different animals or people and ask students to dictate words to describe them. Record the words on a large sheet of paper and post it in the classroom.  
 Display and discuss with students signs, circulars, and ads from various sources.



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## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs of people, buildings, community landmarks  
Community maps  
Floor map  
Clothing and uniforms

### Trade Books:

**Community Helpers** by Niki Walker and Bobbie D. Kalman  
**My Doctor** by Harlow Rockwell  
**The Doorbell Rang** by Pat Hutchins  
**Eating Fractions** by B. McMillan  
**Fire Fighters** by Norma Simon  
**Going to the Dentist** by Fred Rogers  
**Grandpa’s Corner Store** by Dyanne DiSalvo-Ryan  
**If You Made a Million** by D.M. Schwartz  
**Jobs People Do** by Chris Maynard  
**The Little Train** by Lois Lenski  
**The Little Fire Engine** by Lois Lenski  
**My Back Yard** by Ann Rockwell  
**My Map Book** by Sara Fanelli  
**Neighbors** by M.B. Goffstein  
**One Way: A Trip With Traffic Signs** by Leonard Shortall  
**Our Neighborhood** series—Children’s Press  
**Pig Pig Gets a Job** by D. McPhail  
**Pots and Pans** by Anne Rockwell

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
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### Possible Field Trips:

Develop local lists based on classroom activities. (When planning social studies field trips, keep in mind the social studies standards and the [“Linking Cultural Resources to Social Studies”](#) section of the introduction.)

## Using the Internet

Check with the chamber of commerce for Internet sites in your local community.



# Location of Home, School, Neighborhood, and Community on Maps and Globes

- Land and water masses can be located on maps and globes.
- The United States can be located on maps and globes.

Standard	Concepts/ Themes	CONNECTIONS
Geography	<p>Places and Regions</p> <p>Environment</p>	<p><b>Classroom Activities</b></p> <p>Involve students in identifying and discussing key landmarks in the neighborhood and community (e.g., statues, buildings, bridges, parks, bodies of water, etc.).</p> <p>Have students compare city and country, using their five senses. Record on a chart the similarities and differences they point out.</p> <p>Have students make a BIG BOOK of the school, neighborhood, or community. Leave the book on display in the school library for two weeks, and then bring it back to the classroom.</p> <p>Have students compare and contrast physical features of various places, using maps and photos.</p> <ul style="list-style-type: none"> <li>• What is a map?</li> <li>• Where is my home located?</li> </ul> <p>Have students identify safety devices and signs (e.g., traffic lights, emergency vehicle lights, traffic signs, handicap parking signs, bus stop signs, hospital signs).</p> <p>Discuss with students, and then chart, familiar sounds heard in the home, school, neighborhood, or community.</p> <p>Have students identify New York State on a map or puzzle of the United States.</p> <p>Have students identify types of houses built for different climates. Put a model house near the dramatic play area and add appropriate props.</p> <p>Show students videos of different environments (e.g., lakes, forests, deserts, parks, zoos, bird sanctuaries) and discuss the similarities and differences of each.</p> <p>Have students color a map, using blue for water and brown for land.</p> <p>Use symbols of various community landmarks to develop a poster of things students should look for on a map.</p> <p>Take photographs of various structures and landmarks in the neighborhood and compile them into a guidebook. Take students on a field trip to search for the featured attractions.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Use sections of a map to help students understand concepts such as <i>next to</i>, <i>in between</i>, <i>above</i>, <i>below</i>, <i>top</i>, <i>bottom</i>, and <i>middle</i>.</p> <p>Help students create make-believe maps from fairy tales and folktales.</p> <p>Help students draw a map of the classroom and/or playground. Display the map(s).</p> <p>Have students use one or more art media (e.g., clay, paint, colored pencils) to represent something they observed on a field trip.</p> <p>Provide flour, water, salt, and food coloring for children to make models of mountains and volcanoes.</p> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify water and land masses on a map or globe.</li> <li>• identify rules that match different situations in the home, school, or community.</li> <li>• use their five senses to describe what happens in different parts of the school or community.</li> <li>• describe the impact of weather on people’s activities.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Introduce and reinforce understanding of terms denoting opposites:  <i>in, out</i>                      <i>back, front</i>                      <i>over, under</i>                      <i>above, below</i>  <i>up, down</i>                      <i>near, far</i>                      <i>top, bottom</i>                      <i>right, left</i></li> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Discuss with students kinds of transportation used on land, in water, and in the air.  What is transportation?  Can you locate land and water masses on a map or globe?</li> </ul>

**Interdisciplinary Connections**



**MATHEMATICS**

Help students chart daily weather on a bar graph.  
Demonstrate the concept of time by using a stopwatch, an hourglass, a cooking timer, or an alarm clock.  
Work with students to create a chart or graph of favorite foods from the school lunch menu.

**SCIENCE**

Have students identify foods that grow on land and foods that grow in water.  
Help students identify and graph animals associated with land, sea, and air.  
Help students identify and compare animal habitats in the local community.  
Discuss with students the impact of climate on people’s lives.  
Have students compare leaves from home to leaves near the school.



**ENGLISH LANGUAGE ARTS**

Help students sort a collection of fiction and nonfiction books according to urban, rural, and suburban settings.  
Help students create A TO Z BOOKS about familiar things in the environment (e.g., A = airplane, Z = zoo).

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## ARTS

Have students draw or paint pictures of things they do in each season of the year.

Take photos of things in the classroom that change over time (pets, plants, hairstyles, teeth, materials in learning centers). Discuss with students and display.



## Suggested Documents and Other Resources Selected by New York State Teachers

Collect, and discuss with students, pictorial maps from the chamber of commerce, hotels, and other places like museums and businesses.

Photographs of community statues, buildings, bridges, parks, bodies of water, and overlooks

Charts of landforms and waterforms

Safety devices and signs

Videotapes

### Trade Books:

**Andy: That's My Name** by Tomie dePaola

**City Mouse and Country Mouse: A Classic Fairy Tale** by I. Chantellard

**Cities and Towns** (Discovering Geography Series) by Fran Sammis

**Curious George** by H.A. and Margaret Rey

**A House Is a House for Me** by Mary Ann Hoberman

**How a House is Built** by Gail Gibbons

**Inch by Inch** by Leo Lionni

**Maps** (Discovering Geography Series) by David L. Stienecker

**Me on the Map** by Joan Sweeney

**Over the Meadows** by Ezra Jack Keats

**Penguin Pete and Little Tim** by Marcus Pfisher

**Push, Pull, Empty, Full** by Tana Hoban

**Rooster's Off to See the World** by Eric Carle

**What's in a Map?** by Sally Cartwright

**The World Around Us** by Rosemary Wells

Teacher Resources:

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### Possible Community Field Trips:

Take students on a walk to search for community structures and landmarks. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

# Basic Human Needs and Wants

- People define basic human needs and wants.
- Families have needs and wants.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Choice  Needs and Wants  Science and Technology	<p><b>Classroom Activities</b></p> <p>Display, and discuss with students, pictures of items humans need (e.g., food) or don't need (e.g., toys) to stay alive.</p> <p>Introduce students to the concept of <i>division of labor</i> by having them work in teams to set a table for lunch or snack.</p> <p>Label one large box NEEDS and another WANTS. Ask families to send in examples of each category for a group discussion.</p> <ul style="list-style-type: none"> <li>• What are some things people/families need?</li> <li>• What are some things people/families want?</li> </ul> <p>Case Study: Jobs, workers, and tools</p> <p>Brainstorm with students, and chart, ways people earn and spend money.</p> <ul style="list-style-type: none"> <li>• What is a job? What is a tool?</li> </ul> <p>Have students identify workers who provide basic human needs (e.g., farmers, health care workers) and wants (e.g., toymakers). List these workers on a chart.</p> <p>Have students role-play the jobs people do in banks and other places of business.</p> <p>Arrange for students to visit a store to observe how items are categorized.</p> <p>Take students on field trips to work sites in the neighborhood. Take photographs for an album or photo journal for the classroom.</p> <p>Have students identify tools in each learning center of the classroom and tell how they are used.</p> <p>Add boats and barges to the water table after reading about transporting goods and people by water.</p> <p>Invite school and community workers to talk to the class about their jobs and show the tools they use.</p> <p>Have teams of students use large boxes to make houses or other buildings. Provide wallpaper, fabric, and carpet samples for decorating.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify what needs humans and animals have in common.</li> <li>• describe how humans and animals are different.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Have students match types of work to the tools used to do that work. Include related props in the dramatic play and block areas.</li> <li>• Have students identify the types of vehicles used to transport people and goods.</li> </ul>

## Interdisciplinary Connections

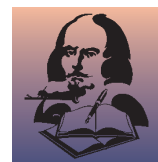


### MATHEMATICS

Include play money (both coins and bills) in a cash register in the dramatic play area.

### ENGLISH LANGUAGE ARTS

Include literacy props related to money (e.g., pretend checks, deposit and withdrawal slips, receipt books) in the dramatic play area or banking center.  
Display books related to money, goods, and services.



## Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of human needs  
Tools  
Photographs of vehicles used to transport people and goods  
Photographs of work sites in the community  
Charts and maps of New York State waterways, goods, and produce

### Trade Books:

**Feast for Ten** by Cathryn Falwell  
**If You Made a Million** by D.M. Schwartz  
**How My Parents Learned to Eat** by Ina R. Friedman  
**More, Fewer, Less** by Tana Hoban  
**Not So Fast Songololo** by Niki Daly  
**Pig Pig Gets a Job** by D. McPhail

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**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
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**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

### Possible Community Field Trips:

Work sites in the community. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

# People Helping One Another to Meet Needs and Wants (e.g., recycling and conservation projects)

- People rely on each other for goods and services in families, schools, and neighborhoods.
- People make economic decisions and choices.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Economic Systems  Needs and Wants  Goods and Services	<p><b>Classroom Activities</b></p> <p>Make a chart of goods and services, and engage students in discussion of jobs that relate to each.</p> <ul style="list-style-type: none"> <li>• What are some examples of goods?</li> <li>• What are some examples of services?</li> </ul> <p>Have students glue pictures of transportation vehicles to cardboard, and then cut each one into 6–10 pieces to make puzzles.</p> <p>Have students identify work that family members do at home. Compare this to work performed at school.</p> <p>Have students use pictures, photographs, and drawings to make a chart of tools used at home. Ask students to decide which tools are used most often and to explain why.</p> <p>Help students to categorize different stores/businesses in the community on the basis of type of product sold.</p> <p>Discuss with students the work people do to keep homes, schools, neighborhoods, and communities clean, healthy, and safe. Make a list of these services.</p> <ul style="list-style-type: none"> <li>• How do people help each other?</li> </ul> <p>Have students categorize the tools used in each classroom learning center.</p> <ul style="list-style-type: none"> <li>• What tools do people use to get work done?</li> </ul> <p>Take students on field trips to places where people produce goods and perform services (e.g., bakery, post office, farm, hospital).</p> <p>Have students identify pictures of common household inventions such as microwaves, toasters, vacuum cleaners, etc. Ask students what they think people did before these appliances were invented.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify services others provide for us.</li> <li>• identify different sources of goods humans and animals use.</li> <li>• describe tools that workers use to meet needs and wants.</li> <li>• classify forms of air, water, and land transportation.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Include in classroom learning centers literacy props such as menus from restaurants, sale signs from stores, posters from libraries or museums, and book jackets from bookstores. (see pp. 22–23 of <b>Preschool Planning Guide</b>).</li> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Have students match workers’ uniforms to their jobs.</li> <li>• Have students identify and categorize vehicles that are used to transport people and goods.</li> </ul>

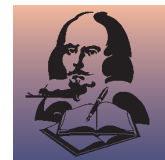
### Interdisciplinary Connections



#### MATHEMATICS

Help students categorize types of foods seen on a trip to a local bakery. Categories may include foods of a certain size, shape, sweetness, or design.

Have students sort various denominations of paper money and coins found in the dramatic play area.



#### ENGLISH LANGUAGE ARTS

Have students take turns delivering mail to their classmates. (The students must be able to recognize classmates’ first names.)

### Suggested Documents and Other Resources Selected by New York State Teachers

- Restaurant menus
- Sale advertisements
- Posters from libraries and/or museums
- Photographs and charts of goods and services
- Uniforms

#### **Trade Books:**

- Alexander Who Used to Be Rich Last Sunday** by Judith Viorst
- A Chair for My Mother** by Vera Williams
- Charlie Needs a Cloak** by Tomie dePaola
- A Doctor’s Tools** by Kenny DeSantis
- A New Coat for Anna** by Harriet Ziefert
- The Patchwork Quilt** by Valerie Flourroy
- The Relatives Came** by Cynthia Rylant

#### Teacher Resources:

- Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department
- Early Literacy Profile: An Assessment Instrument** by the New York State Education Department
- Early Literacy Profile: Facilitator’s Guide** by the New York State Education Department

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**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

**Possible Community Field Trips:**

Places where people produce goods and perform services:

Bakery

Post office

Farm

Hospital

(When planning social studies field trips, keep in mind the social studies standards and the [“Linking Cultural Resources to Social Studies”](#) section of the introduction.)



# Symbols of Citizenship

- Citizenship includes an awareness of the symbols of our nation.
- Citizenship includes an understanding of the holidays and celebrations of our nation.
- Citizenship includes knowledge about and a respect for the flag of the United States of America.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Citizenship  Civic Values	<p><b>Classroom Activities</b></p> <p>Have students match symbols to holidays and other celebrations in the United States.</p> <p>Read aloud, and then discuss with students, stories, poems, rhymes, and finger plays about various cultures.</p> <p>Display the flag of the United States and have students draw it. Explain the history and meaning of the stars and stripes.</p> <p>Have students describe other places where they might see stars and stripes (e.g., on clothing, hats, shoes).</p> <p>Using a map of the school as a guide, take students on a tour of the school building and playground. Have students point to the American flag wherever they see it.</p> <p>Invite parents and community members to a Flag Day celebration. Take photographs of the occasion and display them in the classroom.</p> <p>Provide an outline of the American flag for students to color.</p> <p>Engage students in a discussion of other symbols of our nation (e.g., bald eagle, bluebird, Liberty Bell, and Statue of Liberty).</p> <p>Lead students in singing patriotic songs and other songs associated with United States holidays and celebrations.</p> <p>Make a poster of symbols of the United States, using magazine pictures cut out by students.</p> <p>Introduce symbols found on flags of other nations. Discuss these symbols with the students.</p> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• draw a symbol of our country (flag, bell).</li> <li>• compare ways our country and other countries celebrate special people or events.</li> <li>• explain how citizens show respect for their country.</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Emphasize that every holiday or celebration is special to someone but not necessarily to everyone.</li> <li>• State law requires instruction about the correct use of the flag of the United States (see Appendix A).</li> <li>• Contact the American Legion for information on the proper display of the United States flag. In addition, you may wish to have someone visit the classroom and show how to fold the flag correctly.</li> <li>• Symbols are everywhere—point them out to students daily.</li> <li>• Display miniature flags of various countries as the countries are discussed. If possible, leave the flags on display.</li> <li>• Add new vocabulary to a WORD WALL.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students count out loud and record the number of stars and stripes on the United States flag.

### SCIENCE

Help students find out what happens when different combinations of red, white, and blue paint are mixed.

### ARTS

Provide materials in a variety of colors and textures for students to use in making their own flag.



## Suggested Documents and Other Resources Selected by New York State Teachers

Posters of New York State symbols: State seal, flag, animal, tree, bird, flower

Symbols of holidays and celebrations

United States flag

School flag or banner

### Trade Books:

**I Read Symbols** by Tana Hoban

**A Flag for Our Country** by Eve Spencer

**The Pledge of Allegiance** by Francis Bellamy

**Red, White, and Blue: The Story of the American Flag** by J. Hermit and R. Roraback

**This Land Is Your Land** by Woody Guthrie

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

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## Using the Internet

<http://www.usflag.org>

[http://www.legion.org/our\\_flag/of\\_flag\\_code.htm](http://www.legion.org/our_flag/of_flag_code.htm)

The American Legion

# Rights, Responsibilities, and Roles of Citizenship

- All children and adults have responsibilities at home, at school, in the classroom, and in the community.
- People have responsibilities as members of different groups at different times in their lives.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Choice  Decision Making	<p><b>Classroom Activities</b></p> <p>Discuss with students rights, roles, and responsibilities of members of a family and members of a classroom during daily routines such as eating meals at home or working in groups at school.</p> <ul style="list-style-type: none"> <li>• What is a right?</li> <li>• What is a responsibility?</li> </ul> <p>Have students role-play situations that require good school citizenship: sharing books and toys, putting away materials in one learning center before moving on to another, taking turns on playground equipment, or turning pages slowly in books so they will not rip.</p> <ul style="list-style-type: none"> <li>• What is a role?</li> </ul> <p>Discuss reasons for these behaviors with students.</p> <p>Discuss with students appropriate and inappropriate interactions between adults and children.</p> <p>Set up a voting booth in the dramatic play area. Allow students to practice making decisions by voting on an upcoming activity.</p> <p>Help students compare the written rules for, and rights and responsibilities of, students in their grade with those of students in another grade.</p> <p>Invite community or school decision makers to speak to the class about a specific topic. Allow students to ask questions.</p> <p>Discuss with students various behaviors that demonstrate consideration for classmates (e.g., putting materials away, cleaning up after eating, covering mouth and nose when sneezing, washing hands and flushing after using the toilet).</p> <p>Engage students in a discussion of recycling. Have them give reasons for recycling and describe required procedures such as rinsing, sorting, and placing items at the curb.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Design and post a CLASSROOM JOBS chart for students.</p> <p>Have students make a poster or map of jobs done at home, in school, or in the community.</p> <p>Have students make a picture dictionary of different community workers and the work they do.</p> <p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• describe purpose of each part of the daily routine.</li> <li>• demonstrate awareness of good health and safety practices.</li> <li>• demonstrate ability to interact appropriately with peers and adults.</li> <li>• ask relevant questions of guest speakers.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Incorporate accomplishments of American citizens from diverse backgrounds and cultures (e.g., Garrett Morgan, who invented the prototype of the traffic light) into your curriculum.</li> <li>• Provide a variety of opportunities for students to be actively engaged in associative and cooperative play.</li> <li>• Add new vocabulary to a WORD WALL.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students cut out red, yellow, and green circles and glue them in the correct order on the outline of a traffic light.

On KIDS VOTE day, allow students to vote on and graph their favorite food, field trip, color, toy, book, etc. Discuss the results afterward.

## Suggested Documents and Other Resources Selected by New York State Teachers

Voting booth  
 Comparison chart of rights and responsibilities at different grade levels  
 Classroom job chart  
 JOBS IN THE COMMUNITY poster or bulletin board  
 Recycling charts

### Trade Books:

**It's Mine** by Leo Lionni  
**Officer Buckle and Gloria** by Peggy Rathmann  
**On the Town: A Community Adventure** by Judith Caseley  
**The Quarreling Book**, by Charlotte Zolotow  
**So You Want to Be President** by Judith St. George  
**Something's Happening on Calabash Street** by Judith Ross Enderle and Stephanie Jacob Gordon

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
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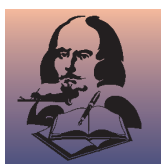
# People Making and Changing Rules and Laws

- Rules affect children and adults.
- People make and change rules for many reasons.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Civic Values  Citizenship  Justice  Human Rights	<p><b>Classroom Activities</b></p> <p>Have students make a set of safety signs for the classroom and another for the outdoor environment. Post the first set in the classroom. Take the students on a walk and have them match the second set of signs with signs displayed outdoors.</p> <ul style="list-style-type: none"> <li>• What is a rule?</li> </ul> <p>Have students match sets of rules to classroom learning centers (e.g., “do not stack wooden blocks higher than the shortest person” applies to the block area) and to outdoor play areas (e.g., “do not remove shoes outside” applies to the playground).</p> <p>Provide opportunities for students to use words to express their feelings about everyday experiences involving rules (e.g., guide students in using TALK IT OVER chairs in a low-traffic area of the classroom).</p> <p>Make and display a DAILY ROUTINE chart. Discuss rules associated with each routine (e.g., “raise hand to ask or answer a question” applies to group time; “remove all personal belongings from cubbies” applies to dismissal time; “always stay with assigned adult” applies to field trips).</p> <ul style="list-style-type: none"> <li>• What is a routine?</li> </ul> <p>Discuss with students rules for fire, water, traffic, school, and home safety. List rules on chart.</p> <ul style="list-style-type: none"> <li>• What happens when rules and routines are not followed?</li> </ul> <p>Read aloud stories in which characters experienced fairness and unfairness. Discuss with students.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• identify rules for different classroom learning centers.</li> <li>• describe consequences of not following rules.</li> <li>• compare similarities and differences between indoor and outdoor rules.</li> <li>• identify emotions that people display in different situations.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Add new vocabulary to a WORD WALL.</li> <li>• Student participation is a key element in presenting this content understanding.</li> <li>• Students should be provided with opportunities to problem solve, make decisions, and engage in conflict resolution activities.</li> <li>• Allow students to vote on activities that will affect the school day (e.g., field trip, classroom pet, guest speaker) and graph the results.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students write a classroom constitution.

### HEALTH, PHYSICAL EDUCATION, AND FAMILY AND CONSUMER SERVICES

Have students describe the sequence of events between arrival and lunch or between lunch and the end of the school day.



## Suggested Documents and Other Resources Selected by New York State Teachers

Safety signs  
 Daily routine chart  
 Fire, water, and traffic rules  
 Home and school safety rules

Teacher Resources:

- **Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department
- **Early Literacy Profile: An Assessment Instrument** by the New York State Education Department
- **Early Literacy Profile: Facilitator’s Guide** by the New York State Education Department
- **Early Literacy Guidance: Prekindergarten–Grade 3** by the New York State Education Department
- **Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

### Possible Community Field Trips:

Have students go on a walking field trip in the neighborhood and sketch signs. Discuss with students the importance of these signs, and ask what the consequences are of not following the signs? (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

# People Making Rules That Involve Consideration of Others and Provide for the Health and Safety of All

- Families develop rules to govern and protect family members.
- People in school groups develop rules to govern and protect themselves.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Choice  Decision Making  Civic Values	<p><b>Classroom Activities</b></p> <p>Involve students in comparing rules designed for children and adults. Chart on a Venn diagram.</p> <p>Have students identify health and safety workers in the neighborhood or community.</p> <p>Introduce rules for a group game with the students; allow students to practice using the rules.</p> <p>Involve students in developing and comparing a few rules for the classroom, playground, or field trip.</p> <p>Have students participate in a role play of what would happen in specific situations if there were no rules.</p> <p>With students' help, create a BIG BOOK OF RULES to display in the classroom and share with parents.</p> <p>Discuss with students sharing, taking turns, following directions, and asking permission.</p> <p>Discuss with students fire, seat belt, bicycle, and pedestrian safety. Also talk about how to stay safe in public places such as parks and malls.</p> <ul style="list-style-type: none"> <li>• What does it mean to be healthy and safe?</li> </ul> <p>Involve students in discussions of health and safety rules associated with water (e.g., wash hands before eating, never swim alone).</p> <p>Play taped sounds related to health and safety rules (e.g., ambulance siren, school bell, lifeguard whistle). Have students identify sounds.</p> <p>Add health and safety equipment to the dramatic play area (e.g., bike helmet, life jacket, stethoscope).</p> <p>Organize classroom chairs as seats on a pretend bus, plane, or train. Have students sing “The Wheels on the Bus” and allow them to take turns being the driver and to practice getting on and off safely. Have a class discussion on rules for drivers and passengers, and list rules on the chalkboard.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>Students should be able to:</p> <ul style="list-style-type: none"> <li>• demonstrate awareness of rules for simple games.</li> <li>• use safety equipment consistently.</li> <li>• identify jobs performed by different health and safety workers.</li> </ul> <p>Teachers should:</p> <ul style="list-style-type: none"> <li>• Add new vocabulary to a WORD WALL.</li> <li>• What rules do we need to be safe at home, in school, in the neighborhood?</li> </ul>

## Interdisciplinary Connections



### ARTS

Sing songs about health and safety and then discuss the messages.

## Suggested Documents and Other Resources Selected by New York State Teachers

### Trade Books:

**Dinosaurs, Beware!: A Safety Guide** by Marc Brown and Stephen Krensky

**I Am Fire (Sol El Fuego)** by Jean Marzollo

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

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# Key Terms

## KINDERGARTEN

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adult	family	needs	taxi
airplane	firefighter	neighborhood	teacher
ambulance	five senses	nurse	temperature
animal	flag		today
apartment	flower	parent	tomorrow
	food	pet	tools
baby	friend	plant	traffic light
bank	furniture	principal	train
birthday		police officer	tree
boat	game	playground	trips
body part	girls		truck
boys	globe	responsibilities	
bridge	good	rights	uniform
brother	grow	river	
building	gymnasium	road	van
bus		routine	vote
	helicopter	rule	
cafeteria	hospital		wants
car	house/habitat	same/different	water
change	human	school	weather
child		season	week
citizenship	land	secretary	work(er)
city	leaf	seed	
classroom	library	service	year
clothing	like/dislike	shape	yesterday
community		sister	
country	mail carrier	sky (air)	
	map	store	
day	money	street	
dentist	month	stem	
doctor	moon	Sun	
	mother		
	mountain		

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

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## Our Flag Flag Code

[Full version of Flag Code \(word document\)](#)

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### THE FLAG CODE

#### The Flag Code

#### Title 4, United States Code, Chapter 1

As Adopted by the National Flag Conference, Washington, D.C., June 14-15, 1923, and Revised and Endorsed by the Second National Flag Conference, Washington, D.C., May 15, 1924. Revised and adopted at P.L. 623, 77th Congress, Second Session, June 22, 1942; as Amended by P.L. 829, 77th Congress, Second Session, December 22, 1942; P.L. 107 83rd Congress, 1st Session, July 9, 1953; P.L. 396, 83rd Congress, Second Session, June 14, 1954; P.L. 363, 90th Congress, Second Session, June 28, 1968; P.L. 344, 94th Congress, Second Session, July 7, 1976; P.L. 322, 103rd Congress, Second Session, September 13, 1994; P.L. 225, 105th Congress, Second Session, August 12, 1998; and P.L. 80, 106th Congress, First Session, October 25, 1999.

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# GRADE 1

## My Family and Other Families, Now and Long Ago

The grade 1 social studies core curriculum:

- helps students learn about their roles as members of a family and school community.
- develops a sense of individual identity and social interaction.
- explores an understanding of self, family, and school across the five social studies standards.
- helps students to learn about families now and long ago.
- investigates different kinds of families that have existed in different societies and communities.
- enables students to locate places on maps and globes.
- helps students to understand that maps are representations of physical features and objects.
- builds on the kindergarten-level program, encourages interdisciplinary learning, and assists in the development of content, concepts, and skills for the prekindergarten through grade 12 social studies program.

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## FOCUS QUESTIONS

- What is a family?
- How have families changed over time?
- How do members of a family help each other?
- What is a community?
- How have communities changed over time?
- What are the responsibilities of an individual?
- Why do we have rules and laws?
- What is the meaning of such terms as *representative democracy*, *citizenship*, *power*, *nation-state*, and *justice*?



# Content Understandings

## **My family and other families**

Different kinds of families exist in all communities and societies.  
Families have beliefs, customs, and traditions.  
Families have roles and responsibilities.  
Families are interdependent.  
Families lived in other places and at different times.

## **History of my family**

Families have a past and they change over time; my family timeline illustrates my family's history.  
Some family beliefs, customs, and traditions are based on family histories.  
People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.  
Folktales, biographies, oral histories, and legends relate family histories.

## **My community and local region**

Different events, people, problems, and ideas make up my community's history.  
Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.  
Monuments and important places are located in my neighborhood.  
Communities are connected economically and geographically.  
People exchange elements of their cultures.

## **Places in my community and local region**

Places can be located on maps and globes.  
Maps and diagrams serve as representations of places, physical features, and objects.  
Cardinal directions can be used to locate places and physical features.  
Symbols represent places and can be used to locate geographic features and physical characteristics.  
People depend on and modify their physical environments to meet basic needs.

## **Challenge of meeting needs and wants**

*Scarcity* means that people's wants exceed their limited resources.  
Communities provide facilities and services to help satisfy the needs and wants of people who live there.  
People use tools, technologies, and other resources to meet their needs and wants.  
People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.  
Through work, people in communities earn income to help meet their needs and wants.

## **Economic decision making**

People make decisions about how to spend the money they earn.  
People work to earn money to purchase the goods and services they need and/or want.

## **Symbols of citizenship**

Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.  
Citizenship includes a pledge of allegiance or loyalty to the United States of America.

## **Rights, responsibilities, and roles of citizenship**

Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

## **People making and changing rules and laws**

People form governments in order to develop rules and laws to govern and protect themselves.  
Key terms related to the study of government include: *democracy*, *power*, *citizenship*, *nation-state*, and *justice*.  
People plan, organize, and make decisions for the common good.  
Students can participate in problem solving, decision making, and conflict resolution.



# My Family and Other Families

- Different kinds of families exist in all communities and societies.
- Families have beliefs, customs, and traditions.
- Families have roles and responsibilities.
- Families are interdependent.
- Families lived in other places and at different times.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Identity  Culture  Interdependence  Places and Regions	<p><b>Classroom Activities</b></p> <p>Read aloud stories about families and discuss them with the class. The following are suggested:</p> <p><b>The Relatives Came</b> by Cynthia Rylant</p> <p><b>I Love My Family</b> by Wade Hudson</p> <p><b>The Trees of the Dancing Goats</b> by Patricia Polacco</p> <p>Follow the reading with one or more suggested activities:</p> <ul style="list-style-type: none"> <li>• Post a list of family words for writing and other activities.</li> <li>• Create a HOLIDAY CUSTOMS chart that can be added to throughout the year. Chart should include national holidays.</li> <li>• Have students create a family crest or coat of arms to illustrate how families are alike and different.</li> <li>• Have students connect to a world map by having students mark the country of their family’s origin, including Native American Indians, who will identify the United States or Canada as their country of origin.             <ul style="list-style-type: none"> <li>- What is a family?</li> <li>- How are families alike and different?</li> <li>- How do members of a family help each other?</li> </ul> </li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Over the course of the year, take time to talk with students about federal holidays as they approach, including New Year’s Day, Martin Luther King, Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, and Christmas. Discuss the importance of remembering September 11th. Read related books and teach children about the history of holidays and why holidays are celebrated in our country.</li> <li>• Be sure to address different types of families—nuclear family, single-parent family, step family, and extended family.</li> </ul>

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## Interdisciplinary Connections

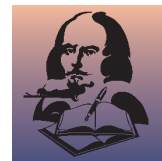


### ARTS

After reading **The Trees of the Dancing Goats** by Patricia Polacco, have students create brightly colored cards, decorations, and paper chains in the Ukrainian style to bring home to their families. Encourage students to talk about the families in the story.

### ENGLISH LANGUAGE ARTS

Have students create a **BOOK OF HOLIDAYS**. Over the course of the year, as holidays are celebrated, ask students to write about their own families' traditions and customs related to that holiday. Encourage students to bring in photos from home to add to their books.



### MATHEMATICS

Graph the number of people in students' families and have students make statements about family size by studying the graph.



## Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of families, supplied by students or clipped from magazines  
Items that illustrate a family's heritage (e.g., clothing, recipes)

### Trade Books:

Books about families:

- Families Are Funny** by Nan Hunt
- I Love My Family** by Wade Hudson
- One Hundred Is a Family** by Pan Munoz Ryan
- The Relatives Came** by Cynthia Rylant
- Song and Dance Man** by Karen Ackerman
- What Families Do** (Newbridge Discovery Links - Early Set A)
- Who's Who in My Family** by Loreen Leedy

Stories about families in different places:

- Amazing Grace and Boundless Grace** by Mary Hoffman
- How My Parents Learned to Eat** by Ina R. Friedman
- New Shoes for Sylvia** by Johanna Hurwitz
- Tar Beach** by Faith Ringgold
- The Trees of the Dancing Goats** by Patricia Polacco
- Too Many Tamales** by Gary Soto

Stories about families in different times:


- More Than Anything Else** by Marie Bradby
- My Great Aunt Arizona** by Gloria Houston
- The Ox-cart Man** by Donald Hall
- The Quilt Story** by Tony Johnston and Tomie dePaola
- Yonder** by Tony Johnston

Teacher Resources:

- Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department
- Early Literacy Profile: An Assessment Instrument** by the New York State Education Department
- Early Literacy Profile: Facilitator's Guide** by the New York State Education Department
- Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department
- Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# History of My Family

- Families have a past and they change over time; my family timeline illustrates my family's history.
- Some family beliefs, customs, and traditions are based on family histories.
- People of diverse racial, religious, national, and ethnic groups transmit their beliefs, customs, and traditions.
- Folktales, biographies, oral histories, and legends relate family histories.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State	Change  Culture	<p><b>Classroom Activities</b></p> <p>Have students create timelines of their lives, of the school year, and of family events by working with family members and using family photos. Make sure that students understand that their family has changed over time. Students will place their timelines on a larger timeline of history.</p> <p>Family History      My Birth      Events of My Life</p>  <p>Read stories about families passing down an item from generation to generation. The following are suggested:</p> <p><b>The Keeping Quilt</b> by Patricia Polacco  <b>The Copper Tin Cup</b> by Carole Lexa Schaefer  <b>The Always Prayer Shawl</b> by Sheldon Oberman</p> <p>Follow the reading with one or more suggested activities:</p> <ul style="list-style-type: none"> <li>• Students can interview family members to locate family artifacts.</li> <li>• Students can create a classroom museum or display by labeling and sharing individual family treasures.</li> <li>• Students can create a classroom BOOK OF TREASURES by writing about their family's treasures/artifacts.</li> </ul> <p>Have students create a classroom quilt (one panel per student, depicting heritage) to show how, even though they are individuals, they make up a class.</p> <p>In evaluating the effects of change on families, ask students to share with the class or write about how they think their families might change or remain the same in the future, and how their beliefs, customs, and traditions will be transmitted to future generations.</p> <ul style="list-style-type: none"> <li>• How have other families changed over time?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Use folktales and legends to discuss with children how traditions, customs, beliefs, and rules of behavior are passed from generation to generation. See Resources.</li> <li>• Use biographies to focus on a person's family background and the impact it had on his/her life. See Resources.</li> <li>• Choose an area of culture (food, clothing, entertainment) to measure the changes that have occurred from generation to generation.</li> </ul>

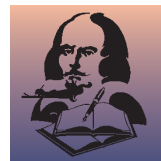
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## Interdisciplinary Connections

### ENGLISH LANGUAGE ARTS

Students should interview, or write a letter to, a grandparent or older relative or friend asking for a description of what that person's life was like when he/she was in first grade. How do families pass their culture and traditions on to the next generation?



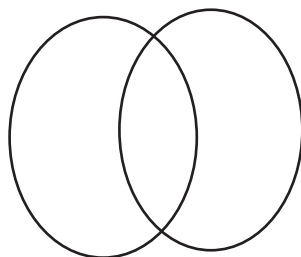
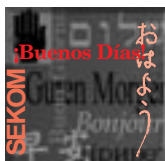
### MATHEMATICS

Help students make a graph of their immediate family. Then have students find out how many people were in their parents'/guardians' families when their parents/guardians were in first grade. Have students graph this finding and identify the change in family size over time. Students should hypothesize about reasons for the change.

### LANGUAGES OTHER THAN ENGLISH

Asks students what their favorite celebrations are. Tell the students that one of his/her favorites is his/her birthday and explain why by showing pictures or objects of things associated with birthdays such as birthday cake, candles, presents, or decorations. Asks students how they celebrate their birthday, then explains how birthdays are celebrated in the target culture (TC). On the overhead projector or on a large chart, the students and teacher complete the Venn diagram comparing and contrasting birthday celebrations in the United States and in the TC.

### BIRTHDAY CELEBRATIONS



United States

Target Culture

The teacher may also wish to introduce the concept of the saint's feast day or name day if it exists in the TC.

## Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of families, supplied by students or clipped from magazines

Items that illustrate a family's customs, traditions, or beliefs (e.g., clothing, recipes, or religious artifacts)

### Trade Books:

Nonfiction books about then and now:

**Old and New** by Steck-Vaughn (Social Studies Series - Level A)

**School Then and Now** (Newbridge Discovery Links - Emergent Set B)

**Then and Now** (Scholastic Learning Center Series - Emergent Readers)

**Transportation over the Years** (Newbridge Discovery Links - Early Set A)

Stories about passing items down through the generations:

**The Always Prayer Shawl** by Sheldon Oberman

**The Copper Tin Cup** by Carole Lexa Schaefer

**The Keeping Quilt** by Patricia Polacco

Folktales/Legends:

**Anansi the Spider** by Gerald McDermott

**Baba Yaga and the Wise Doll** by Hiawyn Oram

**Borreguita and the Coyote** by Verna Aardema

**Flossie and the Fox** by Patricia McKissack

**Johnny Appleseed** by Steven Kellogg

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**The Legend of the Poinsettia** by Tomie dePaola  
**Legends of the World Series Troll Books**  
**Maii and Cousin Horned Toad** by Shono Begay  
**Mufaro’s Beautiful Daughters** by John Steptoe  
**The Seven Chinese Brothers** by Margaret Maht  
**The Snow Child** by Freya Littledale  
**Why Mosquitoes Buzz in People’s Ears** by Verna Aardema

Biographies :

**A Picture Book of...** Series by David A. Adler  
**My First Little House Book** Series by Laura Ingalls Wilder (adapted from the Little House books)  
**Snowflake Bentley** by Jacqueline Briggs Martin  
**Steamboat! The Story of Captain Blanche Leathers** by Judith Heide Gilliland

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator’s Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# My Community and Local Region

- Different events, people, problems, and ideas make up my community’s history.
- Folklore, myths, legends, and other cultural contributions have helped shape our community and local region.
- Monuments and important places are located in my neighborhood.
- Communities are connected economically and geographically.
- People exchange elements of their cultures.

Standard	Concepts/ Themes	CONNECTIONS
<p>History of the United States and New York State</p> <p>Geography</p>	<p>Culture</p> <p>Change</p> <p>Places and Regions</p>	<p><b>Classroom Activities</b></p> <p>Have students brainstorm about their community and determine what makes it special in terms of geography. Help them learn how the community is affected by its geographic location. Have them draw a class map illustrating the community’s major physical features.</p> <p>Ask students to choose a building or place in the community (e.g., school, park, post office) and research that place in detail. They should find its location on a map, look at photos of it from the past and present and in different seasons, and interview people who remember how it looked long ago. Have students describe what has changed over time.</p> <p>Read <b>Madlenka</b> by Peter Sis, a book about a little girl who walks around her block visiting neighbors and merchants of different cultural backgrounds. Follow this reading by taking students on a walk or short bus ride to gather information about the immediate neighborhood. Students should carry clipboards and sketch what they see. Back in the classroom, discuss the economics, people, architecture, and cultures they experienced.</p> <p>Identify a problem in the community. Have students plan and participate in a community service project that will help solve the problem.</p> <p>Engage students in a research project focusing on local monuments. Visit the monuments, or display photographs of them in the classroom. Ask who, what, when, where, and why questions to help children relate what they have learned about the history of each monument.</p> <p>Make a classroom museum displaying pictures of important people and places in the community, memorabilia, and other artifacts. If possible, invite a guest speaker to talk to the children about the community.</p> <p>Have students learn the alma mater of the school or district. Discuss its meaning with the students and ask them how the song could bring students in the school, or residents of the neighborhood or community, closer together.</p> <p>Have students sketch an important place or monument in their neighborhood and describe it to the class, telling where it is located and why it is important.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have the class make a travel brochure, pamphlet, or book that advertises their community to people who might consider moving there.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>The study of community in first grade should have a limited focus, since a more in-depth study of community takes place in second grade. In first grade, the focus should be on the school and local community.</li> </ul>

## Interdisciplinary Connections



### ARTS

When learning about or visiting local monuments, have students make observational drawings, including as much detail as possible. Help students to construct three-dimensional models of monuments.

### HEALTH/MATHEMATICS

Collect menus from restaurants in the community or neighborhood, and use them for different activities. Help students understand that the community's restaurants often reflect its cultural makeup. Have students use the menus to plan healthy meals. Have students do simple math problems with the prices on the menus.



### ENGLISH LANGUAGE ARTS

Read **The Best Town in the World** by Byrd Baylor. Ask students to make a list of the attributes of the town in which they live. Let each student choose something from the list to write about and illustrate. Create a class book about the community.



## Suggested Documents and Other Resources Selected by New York State Teachers

Menus from local restaurants  
Local newspapers and circulars  
Brochures describing places of interest  
Local railroad or bus schedules  
School song

### Trade Books:

**Madlenka** by Peter Sis  
**People, People, Everywhere** by Nancy Van Laan  
**The Best Town in the World** by Byrd Baylor, Ron Himler (illustrator)  
**Wolf's Favor** by Fulvio Testa

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

Check with the chamber of commerce for age-appropriate Internet sites in your local communities.

# Places in My Community and Local Region

- Places can be located on maps and globes.
- Maps and diagrams serve as representations of places, physical features, and objects.
- Cardinal directions can be used to locate places and physical features.
- Symbols represent places and can be used to locate geographic features and physical characteristics.
- People depend on and modify their physical environments to meet basic needs.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State  Geography	Places and Regions  Human Systems	<p><b>Classroom Activities</b></p> <p>Read aloud <b>Me on the Map</b> by Joan Sweeney, <b>As the Crow Flies</b> by Gail Hartman, or <b>My Map Book</b> by Sara Fanelli. Teach mapping and geography skills by having the students make a map of the classroom. Introduce keys, cardinal directions and symbols and place them on the classroom map. Have students draw floor plans and maps of their bedrooms and homes, and of the playground and school. Use these maps to reinforce mapping and geography skills.</p> <ul style="list-style-type: none"> <li>• What are some ways maps and charts can be used?</li> <li>• How do you locate places on a map?</li> </ul> <p>Read aloud <b>I Read Symbols</b> by Tana Hoban and discuss how symbols are pictures used to represent real things or ideas. Explain that symbols are often used on maps to indicate specific places. Give students a variety of maps. Let students examine them and identify symbols that are used. Make a class chart of common symbols used on maps with a description of what they indicate.</p> <ul style="list-style-type: none"> <li>• What are some important features of maps?</li> </ul> <p>Ask students to take a field trip through their local neighborhood with their parent or guardian. Have them draw a picture of three interesting sites. At school, have students work in small groups to locate these sites on the community map.</p> <p>In school, provide students with copies of a map of the community. With students, examine the map, taking time to find important directions, symbols, and community sites. Ask them to label North, South, East, and West. Students should be asked to locate and identify local landforms and waterforms (e.g., rivers, lakes, mountains).</p> <p>Give students a short list of places in the community such as the school, neighborhood, shopping area, or ice cream shop. Students should locate these places on the local map and mark each with an appropriate symbol.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• As a connection to economics, invite local businesspeople to talk about their businesses and the relationship of that business to the neighborhood or community. Have students locate these businesses on a local map.</li> </ul>



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## Interdisciplinary Connections



### ARTS

Have students draw a picture of their classroom, cafeteria, gymnasium, or playground. Afterward, talk with students about how their drawings are representations of the real places. Then show students a globe and talk with them about how a globe is a representation of Earth. Let students share what they know about the globe and its features. Encourage students to ask questions about what they see. Use this opportunity to introduce and review important features such as continents, oceans, and poles.

## Suggested Documents and Other Resources Selected by New York State Teachers

Assorted maps

- School
- Neighborhood
- Community
- State

Floor plans

- School or local buildings

### Trade Books:

**As the Crow Flies** by Gail Hartman

**I Read Symbols** by Tana Hoban

**Me on the Map** by Joan Sweeney

**My Map Book** by Sara Fanelli

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

### Possible Community Field Trips:

Parents or guardians can take students on field trips of their local neighborhood. While on the field trip, students should draw pictures of at least three interesting sites. (When planning social studies field trips, keep in mind the social studies standards and the “Linking Cultural Resources to Social Studies” section of the introduction.)

## Using the Internet

<http://www.mapquest.com>

locating and printing local maps

<http://www.nationalgeographic.com/maps>

locating and printing local maps

# Challenge of Meeting Needs and Wants

- *Scarcity* means that people’s wants exceed their limited resources.
- Communities provide facilities and services to help satisfy the needs and wants of people who live there.
- People use tools, technologies, and other resources to meet their needs and wants.
- People in communities must make choices due to unlimited needs and wants and scarce resources; these choices involve costs.
- Through work, people in communities earn income to help meet their needs and wants.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Scarcity  Science and Technology  Needs and Wants  Environment	<p><b>Classroom Activities</b></p> <p>Introduce the concepts of <i>needs</i> and <i>wants</i>. To help students distinguish between needs and wants, have them look through newspaper circulars, flyers, and catalogs for pictures of items representing both concepts. Ask students to cut the pictures out and glue them on a two-part collage: use one side for NEEDS and the other side for WANTS. Let students share their collages with classmates and encourage them to discuss similarities and differences in their choices.</p> <p>Show students pictures of various items and ask them to tell you if the item represents a need or a want.</p> <p>Explain to students that scarcity exists when people’s wants exceed their limited resources. Give students an example of scarcity they can relate to: Set up a candy shop in the classroom. Limit the number of popular candies and price them higher than the other candies. Tell students how much they can spend and let them make their purchases. If they want to buy the popular candies, they won’t be able to afford as many. After the activity, discuss with students how they decided to spend their money. What was the cost of their choice? Was it worth it?</p> <p>Discuss with students the concept of <i>work</i> and explain how people earn income through work to meet their needs and wants. Let students share what kinds of work members of their families or extended families do. Help students identify different jobs and tell what goods/services people who do these jobs provide. Post a running list of jobs in the classroom and refer to it during your discussions of economics.</p> <p>Brainstorm a list of services the community provides to help meet the needs and wants of its residents (e.g., fire fighting, police protection, garbage collection, library, recreational facilities).</p> <p>Invite community workers and/or local business owners to talk to the class about their responsibilities. Ask them to share information about the goods and services they provide for the community, and to explain how these goods/services meet important needs and wants. Be sure to have students practice asking their questions ahead of time.</p>

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## Interdisciplinary Connections



### SCIENCE

Review the concept of *scarcity* by brainstorming with students things that are scarce (e.g., a favorite toy or other item, food, event). Read **The Lorax** by Dr. Seuss and explain that certain things that we rely on from the environment, such as trees, water, and oil, are scarce. Brainstorm with students ways that they can help conserve some of our natural resources.

### MATHEMATICS

Help students start a classroom business. Ask them to gather information about what people in the school need or want and develop a business to sell such items (e.g., pencils, popcorn). Work with students to identify what they need for their business, what they have to do, and what they should charge (i.e., a fair price) for their product. Have students determine how to spend their *income*.



## Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper circulars, flyers, catalogs  
Local maps

### Trade Books:

**Little Nino's Pizzeria** by Karen Barbour  
**The Lorax** by Dr. Seuss  
**Mr. Griggs' Work** by Cynthia Rylant

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

### Possible Community Field Trips:

Take students on a walking field trip in the neighborhood. Student should carry clipboards. Ask them to sketch and label places in the neighborhood that help to meet their needs and wants (e.g., markets, stores, roads, houses). After returning to the classroom, create a large Venn diagram. Have students place their sketches in the circles to show whether the place sketched provides for people's needs, wants, or both. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

## Using the Internet

<http://www.ncee.net>

website of the National Council on Economic Education (includes online lesson plans for grade 1 and access to the NCEE's publications catalog)

# Economic Decision Making

- People make decisions about how to spend the money they earn.
- People work to earn money to purchase the goods and services they need and/or want.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Needs and Wants	<p><b>Classroom Activities</b></p> <p>Explore with students that income is used to provide for needs and wants, not just wants. Ask parents to share examples of times when scarce resources affected their decisions about how to spend their income.</p> <ul style="list-style-type: none"> <li>• How do people earn a living?</li> </ul> <p>Read <b>Uncle Jed’s Barbershop</b> by Marjorie King Mitchell, <b>A Chair for My Mother</b> by Vera B. Williams, and/or <b>Alexander, Who Used to Be Rich Last Sunday</b> by Judith Viorst. Discuss with students the main characters’ decisions about how to save and spend money. Ask students to draw a picture of something they might like to buy or do with the money they have saved. Then, have them develop a savings plan.</p> <ul style="list-style-type: none"> <li>• What influences people’s decisions about spending money?</li> </ul> <p>Have the class vote on a need or want for the classroom such as a game or book, or art supplies. Brainstorm with students different ways to earn income to pay for that item, and then help student carry out their plan. Possible ideas include holding a craft sale or collecting and returning bottles.</p> <p>Provide students with newspapers, circulars, catalogs, and coupon books, and let them choose items to buy. Remind students they must provide for their needs and wants. Encourage students to compare prices from store to store and to use coupons if available. Have students tell why and where they chose to buy the items they selected. Did buying certain items involve making a sacrifice due to their limited budget? What was the cost of buying the items?</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• When asking questions about earning a living and spending one’s income, teachers should take care not to be intrusive. Questions should remain general.</li> </ul>

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## Interdisciplinary Connections



### **MATHEMATICS**

Help students start a classroom business. Have them gather information about what people in the school want or need (e.g., popcorn, pencils) and then develop a business to sell those items. Work with students to identify what they need for their business, what they have to do, and what they should charge (i.e., a fair price) for their product. Have students determine how they should spend their *income*.

## **Suggested Documents and Other Resources Selected by New York State Teachers**

Newspaper circulars, flyers, catalogs

### **Trade Books:**

**Alexander, Who Used to Be Rich Last Sunday** by Judith Viorst

**A Chair for My Mother** by Vera B. Williams

**Uncle Jed's Barbershop** by Marjorie King Mitchell

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## **Using the Internet**

<http://www.ncee.net>

website of the National Council on Economic Education (includes online lesson plans for grade 1 and access to the NCEE's publications catalog)

# Symbols of Citizenship

- Citizenship includes knowledge about and respect for the flag of the United States of America, including an understanding about its display and use.
- Citizenship includes a pledge of allegiance or loyalty to the United States of America.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Culture Citizenship Civic Values	<p><b>Classroom Activities</b></p> <p>Read aloud <b>I Read Symbols</b> by Tana Hoban to the class. Tell students what a symbol is and show examples of symbols that appear in their school or community. Talk with the students about how the American flag is a symbol of our country. Give some background information about the flag, explaining the meanings of the stars and stripes. Have students color in a flag diagram or draw their own replica of the flag with the appropriate number of stars and stripes.</p> <p>Ask students to brainstorm a list of places where the American flag is displayed. Ask them to think about why the flag is displayed at those places. What do people mean when they display the flag?</p> <p>Have students interview the person responsible for raising and lowering the flag in your school, local post office, or town/city municipal buildings. Students should prepare questions ahead of time about what the person does, how the flag is cared for, and what the rules are for flag display.</p> <p>Help students learn and recite the <b>Pledge of Allegiance</b>. Focus on one line at a time, explaining the meaning of each word.</p> <p>Introduce other symbols of citizenship to the class, such as the bald eagle and the Statue of Liberty. Discuss the meaning of each symbol.</p> <p>Have students investigate the significance of patriotic songs and then sing them aloud.</p> <p>Have students make a collage of patriotic American symbols.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• New York State law requires instruction about the correct use and display of the flag of the United States (see Appendix A: Patriotic Customs and the Pledge of Allegiance).</li> <li>• Contact the American Legion for information on the proper display of the United States flag. In addition, you may wish to have someone visit the classroom to show how to fold the flag correctly.</li> <li>• The recitation of the Pledge of Allegiance should not be mandatory. Families may have religious or other objections.</li> </ul>

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## Suggested Documents and Other Resources Selected by New York State Teachers

American flag

Pledge of Allegiance

American symbols: bald eagle, Statue of Liberty, Mount Rushmore, Lincoln Memorial

### **Trade Books:**

**America: A Patriotic Primer** by Lynn Cheney

**Fireworks and Picnics and Flags: The Story of the Fourth of July Symbols** by James Griblin and Ursula Arndt

**I Read Symbols** by Tana Hoban

**Honor Our Flag: How to Care For, Fly** by David Singleton

**Living Together Under the Law: An Elementary Education Law Guide** by Arlene F. Gallagher

**The Story of the Statue of Liberty** by Betsy and Giulio Maestro

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

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**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.ushistory.org/betsy/flagpics.html>

picture galley of flags from 1775 to the present (classroom and student use)

<http://www.nps.gov/stli/>

<http://www.ellisland.org>

# Rights, Responsibilities, and Roles of Citizenship

- Students, teachers, and staff are all citizens of the school community and have rights and responsibilities.

Standard	Concepts/ Themes	CONNECTIONS								
Civics, Citizenship, and Government	Civic Values  Decision Making	<p><b>Classroom Activities</b></p> <p>Make a classroom chart with four columns entitled JOBS, ROLES, RESPONSIBILITIES, and RIGHTS. Have students interview school personnel who perform various functions and record their responses in appropriate columns on the chart. Ask students to compare and contrast the different responses on the chart.</p> <table border="1" data-bbox="459 999 1529 1339"> <thead> <tr> <th data-bbox="459 999 716 1052">JOBS</th> <th data-bbox="716 999 992 1052">ROLES</th> <th data-bbox="992 999 1263 1052">RESPONSIBILITIES</th> <th data-bbox="1263 999 1529 1052">RIGHTS</th> </tr> </thead> <tbody> <tr> <td data-bbox="459 1052 716 1339"></td> <td data-bbox="716 1052 992 1339"></td> <td data-bbox="992 1052 1263 1339"></td> <td data-bbox="1263 1052 1529 1339"></td> </tr> </tbody> </table> <p>Elaborate on the concept of <i>roles</i> and have students make a book entitled THE ROLES I PLAY. Ask them to write about and illustrate the different roles they play as students, friends, family members, members of the school, and members of the community.</p> <p>Talk with students about rights. Ask them to share with classmates what they feel their rights are. Have students compare their lists of rights with the rights articulated in the <b>Bill of Rights</b>. Read <b>The Story of Ruby Bridges</b> by Robert Coles, or <b>Through My Eyes</b> by Ruby Bridges, to illustrate how, in the past, it was not so easy for everyone in our country to exercise his or her rights.</p> <ul style="list-style-type: none"> <li>• What rights did Ruby Bridges have in Tylerton, Mississippi?</li> </ul> <p>Have groups of students write a letter to Ruby Bridges describing their reaction to her story. As an alternative, they may draw pictures illustrating what happened to her.</p>	JOBS	ROLES	RESPONSIBILITIES	RIGHTS				
JOBS	ROLES	RESPONSIBILITIES	RIGHTS							



Standard	Concepts/ Themes	CONNECTIONS
		<p>Read aloud <b>Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.</b> by Doreen Rappaport to the class.</p> <ul style="list-style-type: none"> <li>• What was the dream of Dr. Martin Luther King, Jr.?</li> <li>• In what ways did Ruby Bridges and Dr. King work for the same cause?</li> </ul> <p>Explain to students that when you are a citizen and a member of a community, you not only have rights, you also have responsibilities. One responsibility is to try to make your own community (family, classroom, school, town) a better place. Read <b>Miss Rumphius</b> by Barbara Cooney and/or <b>The Lorax</b> by Dr. Seuss and discuss with students how to take responsibility to make your community better. Help students explore and identify ways to make their classroom, school, or community a better place. If possible, help students design a community service project to implement their idea(s).</p> <ul style="list-style-type: none"> <li>• What are the responsibilities of a citizen?</li> </ul> <p>Read Leo Lionni’s <b>Swimmy</b>, a story about fish working together to solve a problem and do something for the common good. Use classroom problems/conflicts as opportunities to teach about how people can come together to solve problems and make decisions for the common good.</p> <p>Hold class meetings when problems arise. Students should identify the problem and explore possible solutions. Students can debate the pros and cons of the problem and vote on a solution.</p> <p>Work with students to create a class <i>compact</i>. Perhaps they could create a homework compact. Ask each student to contribute to a list of classroom rights and responsibilities. Have all students sign the compact and let this serve as the <i>rules</i> for your classroom.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Students enjoy the role-playing aspect of learning; the activities mentioned above provide these kinds of opportunities.</li> <li>• Grade 1 is a key time for starting to develop an awareness of community through classroom responsibilities.</li> </ul>

## Suggested Documents and Other Resources Selected by New York State Teachers

Student handbook  
 Street signs  
 United States Constitution

### Trade Books:

**Arnie and the Stolen Markers** by Nancy Carlson  
**I Read Symbols** by Tana Hoban  
**It’s Mine** by Leo Lionni  
**Martin’s Big Words: The Life of Dr. Martin Luther King, Jr.** by Doreen Rappaport  
**Miss Rumphius** by Barbara Cooney  
**Officer Buckle and Gloria** by Peggy Rathman  
**The Story of Ruby Bridges** by Robert Coles  
**Swimmy** by Leo Lionni  
**Through My Eyes** by Ruby Bridges

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Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator’s Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## **Using the Internet**

Check with the chamber of commerce for Internet site for local communities.

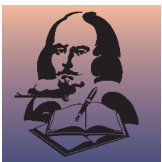
# People Making and Changing Rules and Laws

- People form governments in order to develop rules and laws to govern and protect themselves.
- Key terms related to the study of government include: *democracy, power, citizenship, nation-state, and justice.*
- People plan, organize, and make decisions for the common good.
- Students can participate in problem solving, decision making, and conflict resolution.

Standard	Concepts/ Themes	CONNECTIONS				
Civics, Citizenship, and Government	Civic Values  Government  Decision Making	<p><b>Classroom Activities</b></p> <p>Tell the class the story of the growth of our country, and make a classroom timeline showing the most important events: the Pilgrims’ arrival in America, the American Revolution, the Constitutional Convention, the Civil War. Mention how rules have always played a role in history.</p> <p>Introduce the need for rules or laws by making up a new game, complete with board and pieces. Ask students to play the game, but do not tell them the game rules. They will quickly get stuck when they realize they do not know the rules. Ask students to talk about the problem they face. Explain that rules and directions help people to know what to do, how to be safe, and how to play fairly. Relate this to the rules and laws they have to follow in school. Ask students to brainstorm some rules and laws and explain why they have been created. Help them focus on the ideas of safety, protection, and fairness/justice. Then give them the rules for the game.</p> <p>Play a version of “telephone” called “pass the rule.” Have students sit in a circle. Whisper a rule into a student’s ear and have him/her turn and whisper it into the next person’s ear. Continue until the rule goes around the circle. Have the last person say the rule. It will probably be very different from the rule you originally whispered. Use the game as an opportunity to talk about the importance of writing down rules/laws.</p> <p>Read aloud <b>Strega Nona</b> by Tomie dePaola, a story which illustrates that there are consequences for breaking a rule. Have students brainstorm a list of places in the school where there are certain rules to follow: gymnasium, playground, library, cafeteria, classroom. Break students into groups and give each group one area. Have students identify rules for that area and draw conclusions about why the rules were made and what the consequences are if the rules are broken. Have students create a chart of classroom rules and corresponding consequences.</p> <table border="1" data-bbox="511 1621 1458 1858"> <thead> <tr> <th data-bbox="511 1621 831 1675">Rule</th> <th data-bbox="831 1621 1458 1675">Consequence</th> </tr> </thead> <tbody> <tr> <td data-bbox="511 1675 831 1858"></td> <td data-bbox="831 1675 1458 1858"></td> </tr> </tbody> </table>	Rule	Consequence		
Rule	Consequence					

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students dictate a simple constitution for the class. Include provisions for electing classroom leaders and for making classroom rules. Have the class discuss the process and elect the leaders. Be sure to rotate the roles held by students on a regular basis. This will allow students to experience the roles of leader and participating citizen.</p> <p>Review with students the class <b>compact</b> created in the last unit. Ask each student to evaluate the classroom rights and responsibilities. Discuss how effective the <i>rules</i> for your classroom are and if they should be revised.</p> <p>Using magazines and newspapers, have students cut out pictures that show people following rules/laws as well as pictures that show people breaking rules/laws. Include, for example, pictures of people using the crosswalk to cross the street, driving the wrong way down a one-way street, or cutting in front of someone in line. Show students the various pictures and ask them to tell if the person in the picture is obeying or breaking the rule/law. Ask students to explain why they think the rule/law was created in the first place.</p> <p>Have students break into two groups: One will act the “right” way and the other will act the “wrong” in dealing with a difficult situation. Students should act out right way and wrong way solutions. After they act them out, they should discuss their solutions.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Student participation is a key element in presenting this content understanding.</li> <li>• Students should be provided with opportunities to problem solve, make decisions, and engage in conflict resolution activities.</li> <li>• Classroom bulletin boards should include material on the United States Constitution and the Bill of Rights.</li> <li>• Help students understand that the qualities of a good leader are not always the same as those of a friend.</li> <li>• Avoid emphasis on competition among students when completing projects.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students write a classroom constitution and post it on the bulletin board.

### ARTS

Have students do art projects related to national holidays.



## Suggested Documents and Other Resources Selected by New York State Teachers

- Student handbook
- Street signs
- United States Constitution
- Bulletin board materials on government

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### **Trade Books:**

**Arnie and the Stolen Markers** by Nancy Carlson

**I Read Symbols** by Tana Hoban

**It's Mine** by Leo Lionni

**Living Together Under the Law: An Elementary Education Law Guide** by Arlene F. Gallagher

**Officer Buckle and Gloria** by Peggy Rathman

**Strega Nona** by Tomie dePaola

Teacher Resources:

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**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

### **Possible Community Field Trips:**

Take students on a walking field trip in the neighborhood and have them sketch the street signs. Explain that some of the pictures they see on street signs are symbols representing rules/laws for the community. Look at different signs and ask students: Does the sign use pictures or words or both? Talk to students about why it is important to do what the sign says and what the consequences are for not doing it. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

### **Using the Internet**

Check with the chamber of commerce for Internet site for local communities.

# Key Terms

## GRADE 1

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alike/different	geography	needs	then/now
allegiance	generation	neighborhood	tradition
	globe		
belief	government	past/present	United States of America
	govern/rule	physical feature	
cardinal directions		problem	voting
change	history	problem solving	
citizen	holidays	protect	wants
citizenship			water
community	income	region	work
continent	interdependent	resource	
culture		responsibility	
custom	justice	rights and responsibilities	
		role	
decision	land		
decision making	laws/rules	scarcity	
democracy	liberty	society	
		stars and stripes	
family	map	symbol	
	monument		

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

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# GRADE 2

## My Community and Other United States Communities

The grade 2 social studies core curriculum:

- explores rural, urban, and suburban communities in the United States by using the local community as an example to further understand the concept of community.
  - examines community from a multicultural perspective that includes geographic, socioeconomic, and ethnic influences.
  - emphasizes geography skills such as reading maps and globes, and analyzing the impact of the environment on the community.
  - stresses the rights and responsibilities of citizenship in the community.
  - investigates communities from the perspectives of the New York State social studies learning standards (History of the United States and New York State History; World History; Geography; Economics; and Civics, Citizenship, and Government).
  - includes interdisciplinary learning to emphasize the content, concepts, and skills of the New York State prekindergarten through grade 12 social studies program.
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## FOCUS QUESTIONS

- What is a community?
- How are communities alike and different?
- How do people and communities help each other?
- What are the resources in a community?
- How are needs and wants used to shape community life?
- What is citizenship?
- Why do we need laws?

# Content Understandings

## **My community and region today**

My rural, urban, or suburban community can be located on a map.  
Rural, urban, and suburban communities differ from place to place.  
Events, people, traditions, practices, and ideas make up my rural, urban, or suburban community.  
Communities in the future may be different in many ways.  
My rural, urban, or suburban community has changed over time.  
Roles and responsibilities of families in rural, urban, and suburban communities change over time.

## **People depending on and modifying the physical environment**

Rural, urban, and suburban communities are influenced by geographic and environmental factors.  
Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors.

## **Challenge of meeting needs and wants**

Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.  
People in rural, urban, and suburban communities are producers and consumers of goods and services.  
People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources.

## **People using human, capital, and natural resources**

Scarcity of resources requires people to make choices in rural, urban, and suburban communities.

## **Economic decision making**

Rural, urban, and suburban communities collect taxes to provide services for the public benefit.  
Rural, urban, and suburban communities make decisions about how to spend the taxes they collect.

## **Symbols of citizenship**

Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use.  
People living in rural, urban, and suburban communities celebrate various holidays.

## **Rights, responsibilities, and roles of citizenship**

People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.  
Citizens can participate in decision making, problem solving, and conflict resolution.

## **Making and changing rules and laws**

People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.  
Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.

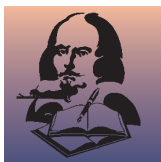
# My Community and Region Today

- My rural, urban, or suburban community can be located on a map.
- Rural, urban, and suburban communities differ from place to place.
- Events, people, traditions, practices, and ideas make up my rural, urban, or suburban community.
- Communities in the future may be different in many ways.
- My rural, urban, or suburban community has changed over time.
- Roles and responsibilities of families in rural, urban, and suburban communities change over time.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State  Geography	Places and Regions  Change Diversity  Physical Systems  Human Systems  Environment	<p><b>Classroom Activities</b></p> <p>Make the following visuals for the classroom:</p> <ul style="list-style-type: none"> <li>• a chart showing the advantages and disadvantages of living in different geographic communities (rural, urban, suburban). Link aspects of the topography to the community. Allow space to add to the chart as children learn more about the types of communities in the United States.               <ul style="list-style-type: none"> <li>- How are communities alike and different?</li> </ul> </li> <li>• a Venn diagram on which students will identify and compare physical, human, and cultural characteristics of rural, urban, and suburban areas.</li> <li>• graphic organizers illustrating the key economic, political, and social factors relevant to a community. Students can write in the items or use pictures showing important community facts.</li> </ul> <div style="text-align: center; margin: 20px 0;"> </div> <p style="text-align: center;">- How do communities grow?</p>

Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> <li>• a timeline showing changes in the community over a given period. The timeline can include symbols, pictures, or other illustrated materials.</li> <li>• a map showing rural, urban, or suburban areas of the school’s community.</li> </ul> <p>Have students work in small groups using local maps. They should have the opportunity to develop their map-reading skills by using legends, compass roses, and the key to the map.</p> <p>Establish a classroom library that includes stories about different communities. Encourage the students to read these stories and determine whether the community is rural, urban, or suburban.</p> <p>Read or tell a story about how the local community was first settled, what problems the first settlers faced, and how the community grew and prospered.</p> <ul style="list-style-type: none"> <li>• Why do communities develop?</li> </ul> <p>Provide students with pictures from magazines or newspapers. Have the class construct a flyer that advertises their community to people who might consider moving there. The flyer should incorporate labeled pictures.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The study of communities in grade 2 should provide a more in-depth approach to the topic. Emphasis should be placed on the fact that local communities can differ from each other, but all interact with other levels of government.</li> <li>• Be sure to check local community Internet sites before allowing students to access them.</li> <li>• The application of map skills is very important in grade 2. Even though the focus is <b>My Community and Other United States Communities</b>, second graders should have opportunities to explore landforms and waterforms, and states and capitals.</li> <li>• Define <i>economic</i>, <i>political</i>, and <i>social</i> in concrete terms.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Students can write a letter to their parents, asking them to describe a change they have seen in the community.

## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs  
 Local, state, national, and world maps, both physical and political  
 Local artifacts  
 Local newspapers and their archives

### Trade Books:

**The Big Orange Splot** by D. Manus Pinkwater  
**Community Helpers from A to Z** by B. Kaman and N. Walker  
**The Ox-Cart Man** by Donald Hall  
**Three Cool Kids** by R. Emberley  
**What Is a Community from A to Z** by B. Kaman and N. Walker

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Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.nationalgeographic.com>

National Geographic; Mapmachine; Xpeditions/Atlas

<http://www.si.edu>

The Smithsonian

# People Depending on and Modifying the Physical Environment

- Rural, urban, and suburban communities are influenced by geographic and environmental factors.
- Lifestyles in rural, urban, and suburban communities are influenced by environmental and geographic factors.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions  Change  Movement of People and Goods  Environment and Society	<p><b>Classroom Activities</b></p> <p>Help students learn directions by giving them oral or written instructions regarding left, right, up, down, over, under, north, south, east, or west.</p> <p>Have student read out loud <b>Me on the Map</b> by J. Sweeney and/or <b>Armadillo from Amarillo</b> by Lynne Cherry. Discuss with class the relationships between communities and larger geographic areas. Have students label a local community map, using key symbols.</p> <p>Brainstorm with students a list of environmental issues facing the community. Ask students to suggest ways in which they can actively promote a safer environment. Help them organize a class project. Suggestions include collecting paper for recycling or organizing a cleanup day at a local park.</p> <p>Read <b>The Big Green Pocketbook</b> by C. Ransom to the class and ask them to identify the goods and services consumed by the characters in the story. Also ask students to name the workers mentioned and list them on a chart. Discuss the job of each worker and encourage students to explain whether the work provides a good or a service.</p> <ul style="list-style-type: none"> <li>• How do communities meet people’s needs?</li> <li>• How do people contribute to their communities?</li> </ul> <p>Have students complete a chart listing the major characteristics of rural, urban, and suburban communities.</p> <p>Have students use pictures from magazines to match occupations with types of community (e.g., farmer/rural, office worker/urban).</p> <p><b>Teacher Notes</b></p> <p>If there is a local community map available, you might consider posting it in the classroom.</p> <ul style="list-style-type: none"> <li>• Allow students to locate different places on the map. Why is the community considered rural, urban, or suburban? If copies are available, send a map home with each student. Ask parents to review and discuss it with their child.</li> </ul>

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## Interdisciplinary Connections



### SCIENCE

Identify a local environmental need, such as a bird sanctuary, and have students do a science project related to the issue.

### ARTS

Have students draw a chart illustrating natural resources (e.g., air, water, land) that could be affected by people's actions. Discuss with students the importance of protecting our environment and resources. Have students create posters encouraging others to care for Earth.

- How do resources influence needs?



## Suggested Documents and Other Resources Selected by New York State Teachers

Local, state, national, and world maps, both physical and political

Local artifacts

Local newspapers and their archives

Magazines

Photographs

### Trade Books:

**Armadillo from Amarillo** by L. Cherry

**The Big Orange Splot** by D. Manus Pinkwater

**Me on the Map** by J. Sweeney

**The Ox-Cart Man** by D. Hall

**Three Cool Kids** by R. Emberley

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

### Possible Field Trips:

Students could go on a walking trip of their community to identify relevant environmental issues. They can place environmental sites on a large map of the community. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

## Using the Internet

<http://www.nationalgeographic.com>

National Geographic; Mapmachine; Xpeditions/Atlas

<http://www.si.edu>

The Smithsonian

# Challenge of Meeting Needs and Wants

- Rural, urban, and suburban communities provide facilities and services to help meet the needs and wants of the people who live there.
- People in rural, urban, and suburban communities are producers and consumers of goods and services.
- People in rural, urban, and suburban communities must make choices due to unlimited needs and wants and limited resources.

Standard	Concepts/ Themes	CONNECTIONS																		
Economics	Factors of Production  Needs and Wants  Scarcity  Economic Decision Making	<p><b>Classroom Activities</b></p> <p>Brainstorm with the students their wants and needs. List their responses on the board and discuss with students how to meet those wants and needs with resources. Students will identify limited resources and teacher will then introduce the concept of <i>scarcity</i>. Using this information, the class can predict outcomes and limitations by compiling an IF...THEN chart.</p> <ul style="list-style-type: none"> <li>• What are resources?</li> </ul> <p>Have students read the book <b>When I Was Little</b> by Toyomi Igus. Display a class chart entitled HOW WANTS AND NEEDS ARE MET. Horizontal headings will include COMMUNICATION, GETTING AND PRESERVING FOOD, ENTERTAINMENT, SHELTER, and GOOD HEALTH; vertical headings will include THEN (in Noel's grandfather's childhood) and NOW (in Noel's childhood).</p> <p style="text-align: center;">HOW WANTS AND NEEDS ARE MET</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th></th> <th style="text-align: center;">THEN</th> <th style="text-align: center;">NOW</th> </tr> </thead> <tbody> <tr> <td>Communication</td> <td></td> <td></td> </tr> <tr> <td>Getting and Preserving Food</td> <td></td> <td></td> </tr> <tr> <td>Entertainment</td> <td></td> <td></td> </tr> <tr> <td>Shelter</td> <td></td> <td></td> </tr> <tr> <td>Good Health</td> <td></td> <td></td> </tr> </tbody> </table> <p>Divide the children into groups and have each group complete a portion of the chart. Next, have the students work in groups to discuss the book and make predictions about how things may be different in the future.</p> <p>Make a picture map to show what goods and resources are provided by rural, urban, and suburban areas. Students should gather pictures from magazines and categorize the resources as rural, urban, or suburban in order to complete the map.</p>		THEN	NOW	Communication			Getting and Preserving Food			Entertainment			Shelter			Good Health		
	THEN	NOW																		
Communication																				
Getting and Preserving Food																				
Entertainment																				
Shelter																				
Good Health																				



Standard	Concepts/ Themes	CONNECTIONS
		<p>Use the book <b>The Big Green Pocketbook</b> by C. Ransom and have students identify the goods and services consumed by the characters in the story. Ask the students to name the workers mentioned and list them on a chart. Discuss the job of each worker with students and encourage them to explain whether the worker provides a good or a service.</p> <p>Using the same book, <b>The Big Green Pocketbook</b>, introduce the concept of <i>taxation</i>.</p> <ul style="list-style-type: none"> <li>• What is taxation?</li> </ul> <p>Ask students to identify the workers in the story who are providing services for the whole community and are paid by the government. Explain that the government gets the money to pay for these public service workers by collecting taxes from people who live in the community. Write a <i>T</i> (for <i>taxes</i>) next to the workers who are public service workers.</p> <p>Have students make two index cards—one with the word GOODS and the other with the word SERVICES. Then, name a worker and ask students to decide whether that worker’s job is associated with producing a GOOD or providing a SERVICE. Have students hold up the card that answers that question.</p> <p>Students should write about a personal need or want and how the community helps meet it. Begin by sharing a few of your own personal needs that have been met.</p> <p><b>Teacher Notes</b></p> <p>This is a good unit in which to introduce the idea of <i>taxation</i> and discuss how families decide which of their wants will be satisfied.</p> <ul style="list-style-type: none"> <li>• How do families decide which of their wants will be satisfied?</li> </ul> <p>Teachers will need to help students identify those workers who are public service workers.</p>

## Interdisciplinary Connections



### MATHEMATICS

Poll the members of the classroom about their wants and needs, and graph the results.

## Suggested Documents and Other Resources Selected by New York State Teachers

Local, state, national, and world maps, both physical and political  
 Supermarket flyers  
 Photographs and/or pictures of workers

Local government brochures  
 Magazines and newspapers

### Trade Books:

**The Big Green Pocketbook** by Candice F. Ransom (see previous unit for suggested activities)

**Goat in the Rug, The** by C.L. Blood and M. Link

**If You Give a Mouse a Cookie** by L.J. Numeroff

**When I Was Little** by T. Igus

NOTE: As of October 2001, this selection is available as an ebook (Adobe Reader).

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator’s Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# People Using Human, Capital, and Natural Resources

- Scarcity of resources requires people to make choices in rural, urban, and suburban communities.

Standard	Concepts/ Themes	CONNECTIONS				
Geography Economics	Choice  Scarcity  Needs and Wants  Decision Making  Science and Technology  Resources  Factors of Production	<p><b>Classroom Activities</b></p> <p>Have students read <b>The House on Maple Street</b> by B. Pryor, a book that begins over 300 years ago and ends today. It explains the relationship between the physical setting of a community and its ability to satisfy the needs and wants of community members. Reading this book can provide opportunities for students to analyze how people use the physical environment to meet their needs and wants, how tools and technology have changed, and how the need for natural resources encouraged exploration and settlement across the country. Ask students to organize information from the story into chart form.</p> <p>Have students read and analyze the book <b>Uncle Jed's Barbershop</b> by M.K. Mitchell, a story about a family and the economic hardships they face after the Great Depression. Have students explain how Uncle Jed provided a service to earn an income that would satisfy his family's needs and wants. Throughout the book, students can compare and contrast the physical setting of communities long ago and today. <b>Oh, What a Thanksgiving</b> by Steven Kroll contrasts cultures of the past and present.</p> <p>It is important for students to know how their needs and wants are being met. Have students list their needs and wants on a chart. Ask students to decide if someone or something at their home is meeting the need or want or if it is being met by something they purchased in their community or received as a service from their community.</p> <p>Students can brainstorm a list of needs and wants for the classroom. Next to each item, they should identify how that need or want can be satisfied.</p> <table border="1" data-bbox="495 1585 1497 1873"> <thead> <tr> <th data-bbox="495 1585 906 1612">NEED</th> <th data-bbox="906 1585 1497 1612">HOW TO MEET NEED</th> </tr> </thead> <tbody> <tr> <td data-bbox="495 1612 906 1873">magazines to cut out pictures</td> <td data-bbox="906 1612 1497 1873">children can bring in used magazines from home</td> </tr> </tbody> </table>	NEED	HOW TO MEET NEED	magazines to cut out pictures	children can bring in used magazines from home
NEED	HOW TO MEET NEED					
magazines to cut out pictures	children can bring in used magazines from home					

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• This unit provides an excellent opportunity for a class project.</li> <li>• Some interdisciplinary suggestions are applicable to various content understandings and therefore may be repeated.</li> <li>• Provide opportunities for families to participate in projects.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Develop classroom currency to reward students for positive behavior. Have a supply of items they can buy with the currency: pencils, notepaper, candy, stickers.

## Suggested Documents and Other Resources Selected by New York State Teachers

Coins, paper currency, receipts, pictures showing goods and services

### Trade Books:

**The Big Green Pocketbook** by Candice F. Ransom (see previous unit for suggested activities)

**The House on Maple Street** by B. Pryor

**Stone Fox** by J.R. Gardiner

**Uncle Jed's Barbershop** by M.K. Mitchell

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

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**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.nps.gov>

National Park Service

<http://www.pbskids.org>

Public Service News

<http://www.edsitement.neh.gov>

FOR TEACHERS: Lists social studies websites by grade level and may include lesson plans.

# Economic Decision Making

- Rural, urban, and suburban communities collect taxes to provide services for the public benefit.
- Rural, urban, and suburban communities make decisions about how to spend the taxes they collect.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Scarcity  Decision Making  Economic Systems	<p><b>Classroom Activities</b></p> <p>Introduce students to the concept of <i>taxation</i> by using candy such as m&amp;m’s or chocolate candies packaged as coins. To begin the lesson, give each student a specified number of coins. Then collect taxes on various items (e.g., a student wearing the color blue must pay two coins; a student carrying a backpack must pay three coins; a student wearing sneakers must pay four coins). After five items have been taxed, discuss with the class their feelings about taxation. Ask them what would make it easier to pay taxes. Would having a say in what is taxed be helpful? Ask for other ideas.</p> <p>Have students read <b>The Big Green Pocketbook</b> by C. Ransom to identify the workers who are paid by the government. See detailed explanation of activity in Challenge of Meeting Needs and Wants content understandings.</p> <p>Ask students to collect pictures of people working for the government. Discuss with students how the government must raise money in order to pay salaries and support people’s needs.</p> <p>Have students plan a class project and make up a budget to carry it out. They must decide how much money is needed and how they can raise that money. Involve students in as many aspects of the project as possible. If they do not raise enough money to meet their goal, have them come up with new fund-raising ideas, or eliminate items from the budget.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The class project provides an opportunity for students to put into practice what they have been discussing. First they must identify a want or need and then develop a budget to meet that want or need. They must determine how to raise and spend funds. These steps involve decision making. Use a variety of graphic organizers to structure the planning and reasoning processes.</li> <li>• The concept of <i>taxation</i> can be very abstract for a second grader. Students need to explore why families are taxed and how tax money is spent.</li> </ul>

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## Interdisciplinary Connections



### MATHEMATICS

Develop classroom currency to reward students for positive behavior. Have a supply of items (e.g., pencils, notepaper, candy, stickers) on hand for them to purchase with the currency.

## Suggested Documents and Other Resources Selected by New York State Teachers

Coins, paper currency, receipts, local tax bills, pictures showing goods and services

### Trade Books:

**The Big Green Pocketbook** by Candice F. Ransom (see previous unit for suggested activities)

**The House on Maple Street** by B. Pryor

**Stone Fox** by J.R. Gardiner

**Uncle Jed's Barbershop** by M.K. Mitchell

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## Using the Internet

<http://www.nps.gov>

National Park Service

<http://www.pbskids.org>

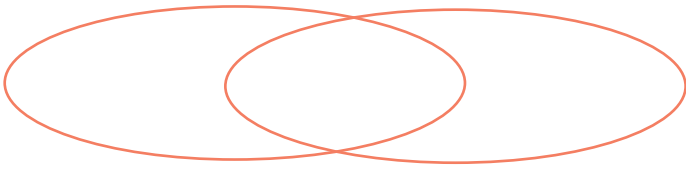
Public Service News

<http://www.edsitement.neh.gov>

FOR TEACHERS: This website lists social studies websites by grade level and may include lesson plans.

# Symbols of Citizenship

- Citizenship includes an understanding of the significance of the flag of the United States of America, including an understanding about its display and use.
- People living in rural, urban, and suburban communities celebrate various holidays.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Culture  Decision Making  Citizenship  Government  Nationalism	<p><b>Classroom Activities</b></p> <p>Ask students to name the places where they have seen an American flag displayed. Record their ideas on a class chart. Explain that the flag is a national symbol, and describe the role national symbols play in our society. Have students create a United States flag collage. Ask students what the stars and stripes represent. Then have students create a collage of United States flags. Suggest that they look at magazines, newspapers, or Internet sites to find pictures for the collage.</p> <ul style="list-style-type: none"> <li>• What is patriotism?</li> </ul> <p>Help students to plan an AMERICAN HERITAGE fair. Have groups of two or three students work together to prepare an exhibit on a national holiday, American symbol, or famous American. Display all exhibits and invite parents to attend the fair. Have students explain their exhibits.</p> <p>PRESIDENT WASHINGTON    PRESIDENT LINCOLN</p>  <p>For Presidents Day, have the students draw Venn diagrams comparing the lives of President Washington and President Lincoln.</p> <p>Ask students to collect pictures of local historic sites and write a caption for each picture explaining how the site symbolizes our country. Students may also use pictures of local, regional, or national celebrations. Display students' pictures in the classroom.</p> <ul style="list-style-type: none"> <li>• What is a symbol?</li> </ul> <p>Ask students to keep track of the amount of money they spend in one day and/or one week. Discuss with them the importance of making responsible decisions about spending.</p> <p><b>Teacher Note</b></p> <ul style="list-style-type: none"> <li>• New York State law requires instruction about the correct use of the flag of the United States (see Appendix A: Patriotic Customs).</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Contact the American Legion (see <b>Using the Internet</b>) for information on proper display of the American flag. In addition, you may wish to have someone visit the classroom and show how to fold the flag correctly.</li> <li>• There are many Internet sites that can be utilized in this section.</li> <li>• New York State law requires instruction about the correct use and display of the flag of the United States (see Appendix A: Patriotic Customs and the Pledge of Allegiance).</li> <li>• The recitation of the Pledge of Allegiance should not be mandatory. Families may have religious or other preferences.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students survey their families to see which patriotic symbols are especially meaningful to them. Then students should make a class pictograph to show which symbols were selected most often.

### ARTS

Students can draw and color American flags or other patriotic symbols for display in the classroom. This activity can be coordinated with other holiday celebrations throughout the year.



### ENGLISH LANGUAGE ARTS

Have students write an acrostic poem using the word

A  
M  
E  
R  
I  
C  
A

to display with their flags.

## Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of American symbols (e.g., flag, monuments, parades)

Songs (e.g., “**This Land Is Your Land**” by Woody Guthrie)

### Trade Books:

**By the Dawn’s Early Light: The Story of the Star-Spangled Banner** by Steven Kroll

**Did You Carry the Flag Today, Charlie?** by R. Caudill

**A Flag for Our Country** by Eve Spencer

**House Mouse, Senate Mouse** by Peter Barnes

**Marshall, the Courthouse Mouse: The Tail of the U.S. Supreme Court** by Peter Barnes

**The Pledge of Allegiance** by Francis Bellamy

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**The Story of the Statue of Liberty** by Betsy and Giulio Maestro

**The Story of the White House** by Kate Waters

**Woodrow, the White House Mouse** by Peter Barnes

These are a few books in a series dealing with the role of the federal government.

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.state.gov>

United States Department of State

<http://www.nps.gov>

National Park Service

<http://www.edsiteement.neh.gov>

FOR TEACHERS: This website lists social studies websites by grade level and may include lesson plans.

<http://www.usflag.org>

[http://www.legion.org/our\\_flag/of\\_flag\\_code.htm](http://www.legion.org/our_flag/of_flag_code.htm)

The American Legion



# Right, Responsibilities, and Roles of Citizenship

- People living in rural, urban, and suburban communities may have conflicts over rules, rights, and responsibilities.
- Citizens can participate in decision making, problem solving, and conflict resolution.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Citizenship  Civic Values  Decision Making  Government	<p><b>Classroom Activities</b></p> <p>Help students learn about the election process. Allow them to observe real voting machines on election days. Post newspaper headlines relating to current elections, and make sure students know when elections are happening. Discuss election results.</p> <p>Help students set up a classroom government and have students elect leaders by using a secret ballot. Allow students to hold elections frequently so that many students have the chance to hold office and make decisions.</p> <p>Brainstorm with students ways to be good school citizens. Have students interview school officials, or invite officials to talk to the class. Help the class organize and carry out a school service project.</p> <ul style="list-style-type: none"> <li>• What can be improved in the school and how can students help?</li> </ul> <p>Help your students understand that communities have many residents and these residents have different ideas about how to do things and how to solve problems. Guide the class discussions so that students understand rules and regulations that facilitate the decision-making process.</p> <p>Brainstorm with the class a list of ideas for improving the school. Ask the students to rate each idea as extremely important, somewhat important, or important. Then identify the students' top choices for the class. Since all students will not agree on what is most important, there may be conflict when plans are implemented. Have students think of ways to lessen this conflict.</p> <p>Involve your students in decision-making and problem-solving situations. Encourage them to become involved in classroom and schoolwide issues. Let students brainstorm ways to solve issues together. Model how to solve problems.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Use classroom situations to teach students that sometimes people have conflicts over rules and laws. Be aware that valuable teaching moments, such as those provided by such classroom situations, happen every day. Open the floor to discussion and create a feeling that the students have rights and responsibilities in their own classroom.</li> </ul>

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## Suggested Documents and Other Resources Selected by New York State Teachers

Sample ballots  
Flyers for candidates  
Newspaper articles

### **Trade Books:**

**By the Dawn's Early Light: The Story of the Star-Spangled Banner** by Steven Kroll  
**Did You Carry the Flag Today, Charlie?** by R. Caudill  
**Flag for Our Country, A** by Eve Spencer  
**\*House Mouse, Senate Mouse** by Peter Barnes  
**\*Marshall, the Courthouse Mouse: The Tail of the U.S. Supreme Court** by Peter Barnes  
**Pledge of Allegiance, The** by Francis Bellamy  
**Story of the Statue of Liberty, The** by Betsy and Giulio Maestro  
**Story of the White House, The** by Kate Waters  
**\*Woodrow, the White House Mouse** by Peter Barnes

\*These are a few in a series of books dealing with the role of the federal government.

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.state.gov>

United States Department of State

<http://www.nps.gov>

National Park Service

<http://www.edsitement.neh.gov>

FOR TEACHERS: This website lists social studies websites by grade level and may include lesson plans.

<http://www.usflag.org>

# Making and Changing Rules and Laws

- People in rural, urban, and suburban communities develop rules and laws to govern and protect community members.
- Our local communities have elected and appointed leaders who make, enforce, and interpret rules and laws.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship and Government	Citizenship  Civic Values  Decision Making  Government	<p><b>Classroom Activities</b></p> <p>Invite community police officers, judges, town board or city council members, principal to your classroom to discuss rules and laws with your students.</p> <p>Ask families to help students research rules and laws in the community. Ask students to share with the class the information they found.</p> <p>Have students collect brochures and flyers on the local community. Post them in the classroom and discuss them with students. Have students identify local leaders and some of their jobs.</p> <p>Read <b>House Mouse, Senate Mouse</b> by Peter Barnes and engage the class in a discussion about the importance of making laws. Ask the students to decide on a law that would help everyone in the classroom. Write and post the law. After a week let the class decide whether to keep the law or replace it.</p> <p>Have students read any other book by Peter Barnes and at this time introduce the concept of <i>three branches of government</i>.</p> <p>Show the students a series of pictures depicting a variety of situations in which problems have to be solved. Ask them if a rule is being broken, and if so, what rule? If no rule is being broken, ask the class to propose a solution to the problem.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• This unit provides an opportunity to introduce the different branches of government—legislative, executive, and judicial. Student understanding of these concepts and content has a direct impact on teaching and learning in grades 4 and 7.</li> <li>• Introduce students to terms that describe leaders: at the national level (<i>president</i>), at the state level (<i>governor</i>), and at the local level (<i>mayor/town supervisor</i>).</li> </ul>

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## Suggested Documents and Other Resources Selected by New York State Teachers

Pamphlets or district newsletters featuring school rules  
County, town, and village flyers  
Local newspapers  
School calendars

### **Trade Books:**

**By the Dawn's Early Light: The Story of the Star-Spangled Banner** by Steven Kroll  
**Did You Carry the Flag Today, Charlie?** by R. Caudill  
**A Flag for Our Country** by Eve Spencer  
**\*House Mouse, Senate Mouse** by Peter Barnes  
**\*Marshall, the Courthouse Mouse: The Tail of the U.S. Supreme Court** by Peter Barnes  
**The Pledge of Allegiance** by Francis Bellamy  
**The Story of the Statue of Liberty** by Betsy and Giulio Maestro  
**The Story of the White House** by Kate Waters  
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**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.state.gov>

United States Department of State

<http://www.nps.gov>

National Park Service

<http://www.edsitement.neh.gov>

FOR TEACHERS: This website lists social studies websites by grade level and may include lesson plans. Check the local website (may be found by contacting the chamber of commerce).

# Key Terms

## GRADE 2

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alike/different	Earth	money	scarcity
anthem	economic decision making	monument	school
artifact	environment		services
		national	shelter
bodies of water	family	natural resources	state
budget	flag	needs	Statue of Liberty
	food	neighborhood	suburban
cardinal directions	freedom		symbols
celebration	future	parade	
change		past	taxes
choice	goods	physical environment	timeline
citizenship	government	pledge	
clothing		present	United States of America
coins	history	producers	unlimited
community	human capital	products	urban
compare			
consumers	income	receipts	vote
continent		region	
contrast	laws	responsibilities	wants
currency	leader	rights	
	liberty	roles	
decision	limited	rules	
diagram	local	rural	
	loyalty		

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

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- Waters, Kate. **The Story of the White House**. Scholastic Trade. 1992. ISBN: 0590433342.

# GRADE 3

## Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- provides students with an opportunity to learn about the social, political, geographic, economic, and historical characteristics of the world's peoples and cultures.
- helps students to understand and apply the concept of *historic chronology*.
- explores how different world communities meet their basic needs and wants.
- compares the role of citizens in different political systems around the world.
- is linked with the content and skills of grades 6, 9, and 10.

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## FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- In what ways are world communities similar and different?
- How do environmental and geographic factors influence world communities?
- How do we use maps, globes, and other geographic representations to locate world communities?
- How do people living in world communities depend on and modify their physical environments?
- How do world communities answer the three fundamental economic questions?
- What are the symbols of citizenship in world communities?
- Why do people in world communities have different rules, rights, and responsibilities?

# Content Understandings

## **Cultures and civilizations**

What is a culture? What is a civilization?

How and why do cultures change?

Where do people settle and live? Why?

People in world communities exchange elements of their cultures.

People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.

World communities celebrate their people's accomplishments, achievements, and contributions.

Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

## **Communities around the world**

People of similar and different cultural groups often live together in world communities.

World communities have social, political, economic, and cultural similarities and differences.

World communities change over time.

Important events and eras of the near and distant past can be displayed on timelines.

Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

All people in world communities need to learn and they learn in different ways.

Families in world communities differ from place to place.

Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.

World communities are made up of different events, people, problems, and ideas.

People in world communities may have different interpretations and perspectives about important issues and historic events.

## **The location of world communities**

World communities can be located on maps and globes (by latitude and longitude).

The spatial relationships of world communities can be described by direction, location, distance, and scale.

Regions represent areas of Earth's surface with unifying geographic characteristics.

World communities can be located in relation to each other and to principal parallels and meridians.

Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.

Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

## **Physical, human, and cultural characteristics of world communities**

The causes and effects of human migration vary in different world regions.

The physical, human, and cultural characteristics of different regions and people throughout the world are different.

Interactions between economic activities and geographic factors differ in world communities.

The factors that influence human settlements differ in world communities.

## **People depending on and modifying their physical environments**

People living in world communities depend on and modify their physical environments in different ways.

Lifestyles in world communities are influenced by environmental and geographic factors.

The development of world communities is influenced by environmental and geographic factors.

## **Challenge of meeting needs and wants in world communities**

Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

Human needs and wants differ from place to place.

People in world communities make choices due to unlimited needs and wants and limited resources.

People in world communities must depend on others to meet their needs and wants.

Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.

People in world communities use human, capital, and natural resources.

People in world communities locate, develop, and make use of natural resources.

Resources are important to economic growth in world communities.



**Economic decision making in world communities**

Production, distribution, exchange, and consumption of goods and services are economic decisions that all world communities must make.

Economic decisions in world communities are influenced by many factors.

**Symbols of citizenship in world communities**

People in world communities celebrate various holidays and festivals.

People in world communities use monuments and memorials to represent symbols of their nations.

**People making and changing rules and laws**

People in world communities form governments to develop rules and laws to govern community members.

People in world communities may have conflicts over rules, rights, and responsibilities.

The processes of selecting leaders, solving problems, and making decisions differ in world communities.

**Governments around the world**

Governments in world communities organize to provide functions that individuals cannot provide.

Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.

Governments in world communities develop rules and laws.

Governments in world communities plan, organize, and make decisions.

# Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?
- People in world communities exchange elements of their cultures.
- People in world communities use legends, folktales, oral histories, biographies, autobiographies, and historical narratives to transmit values, ideas, beliefs, and traditions.
- World communities celebrate their people’s accomplishments, achievements, and contributions.
- Historic events can be viewed through the eyes of those who were there, as shown in their art, writings, music, and artifacts.

Standard	Concepts/ Themes	CONNECTIONS
World History	Culture  Empathy  Identity  Change	<p><b>Classroom Activities</b></p> <p>Invite speakers to share customs and traditions. Have students prepare interview questions for the speaker. After the speaker has finished, students can share personal religious traditions, family customs, or family celebrations.</p> <p>Have students read folktales from many countries. Help them, through discussion and dramatization, to understand how folktales transmit values and beliefs.</p> <p>Have students create a time capsule representing a culture different from their own. Have them include pictures, written descriptions of customs and traditions, clothing, music, and art.</p> <p>Have students create a travel brochure that illustrates the positive attributes of a region. Students should include a map, points of interest, etc.</p> <p>Ask students to write a letter persuading someone to settle in a foreign region.</p> <div data-bbox="876 1081 1477 1564" data-label="Diagram"> <p>The diagram illustrates the components of culture. At the center is the word 'Culture'. Surrounding it are six interconnected loops, each containing a different aspect of culture: Government (top), Economy (top-right), Religion (right), Food (bottom-right), Dress (bottom-left), and Language (left). The loops are connected in a circular fashion, suggesting how these elements are interrelated and influence each other.</p> </div> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Students might gain a better understanding of the subject matter if this content is taught along with other grade 3 units, rather than in isolation.</li> <li>• Illustrations and other visuals will help students learn about places they cannot see in person.</li> <li>• Inform parents about speakers and their topics.</li> </ul>

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## Interdisciplinary Connections



### ARTS

Students can put on puppet plays as a way of exploring communities in other cultures.  
Students can sing traditional, folk, and patriotic songs from a repertoire they compile as a group.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Postcards  
Music  
Art

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.ipl.org>

Kidspace—Culture Quest

<http://www.nationalgeographic.com>

<http://www.jinjapan.org>

# Communities Around the World

- People of similar and different cultural groups often live together in world communities.
- World communities have social, political, economic, and cultural similarities and differences.
- World communities change over time.
- Important events and eras of the near and distant past can be displayed on timelines.
- Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.
- All people in world communities need to learn and they learn in different ways.
- Families in world communities differ from place to place.
- Beliefs, customs, and traditions in world communities are learned from others and may differ from place to place.
- World communities are made up of different events, people, problems, and ideas.
- People in world communities may have different interpretations and perspectives about important issues and historic events.

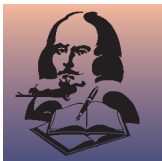
Standard	Concepts/ Themes	CONNECTIONS
World History	Change  Culture  Empathy  Identity	<p><b>Classroom Activities</b></p> <p>Gather books, media, posters, and other information depicting communities in countries around the world. Divide the class into groups. Have each group create a mural illustrating the lifestyle of one community. Discuss with students the similarities and differences of the communities selected. Have students form generalizations about the common characteristics of all communities.</p> <p>Ask students to explore the similarities and differences among selected world communities in terms of:</p> <ul style="list-style-type: none"> <li>• land use</li> <li>• architecture</li> <li>• transportation</li> <li>• population</li> <li>• services</li> </ul> <p>Involve students in a discussion comparing one of the world communities they are studying to the United States.</p> <ul style="list-style-type: none"> <li>• What common characteristics are found in communities around the world?</li> <li>• What are the economic, social/cultural, and political similarities and differences in world communities?</li> </ul> <p>Have students make timelines of family members' life events. In a related activity, have them make a timeline of important events in the countries they study.</p> <ul style="list-style-type: none"> <li>• How have world communities changed over time?</li> </ul> <p>Students will gain a better understanding of the concepts of <i>B.C.</i> and <i>A.D.</i> by creating a timeline of their lives using the terms <i>B.M.</i> (before me) and <i>A.B.</i> (after birth). Have students work with timelines that focus on important events or eras of their family's recent and distant past. Have students review the meaning of the terms <i>years</i>, <i>decades</i>, <i>centuries</i>, and <i>millenia</i>.</p> <p>Invite residents of the local community to share their cultural backgrounds with the class. Other speakers, including visitors from another country, representatives from cultural institutions, or college/university experts, could be invited.</p> <ul style="list-style-type: none"> <li>• How are beliefs, customs, and traditions the same and different in communities around the world?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students explore holiday celebrations in various world communities. Engage students in projects related to the celebrations explored.</p> <p>Ask students to look through student newspapers such as <b>Time for Kids</b> or <b>Scholastic News</b> to find examples of differing opinions and/or perspectives on important issues.</p> <p>Have students plan a HOLIDAYS AROUND THE WORLD festival. Featured holidays might include: Rosh Hashanah, Yom Kippur, Diwali, Bodhi Day, Hanukkah, Christmas, Kwanzaa, Chinese New Year, Martin Luther King Day, Ramadan, Passover, Easter, or Cinco de Mayo. Have students research these holidays in pairs or groups and present their research at the festival.</p> <p>Involve students in exploring special customs of the countries being studied. Customs from Japan, for example, might include the tea ceremony, Peace Day, and the Japanese garden. Require students to make presentations to the class that reflect this research; these presentations can include drawings, photographs, or models.</p> <p>Have students research the dress of the countries being studied. Dress can be current or traditional, or both. If possible, find samples of clothing for students to try on. Students can also design clothing (e.g., Japanese kimonos).</p> <p>Have students make an ABC BOOK, or a PICTURE DICTIONARY about the countries being studied. The teacher might want to use the book <b>Count Your Way Through Japan</b> by Jim Haskins as a guide for students to follow as they create their books.</p> <p>Help students replicate a famous festival from another country. They might choose Carnival (Brazil), Cinco de Mayo (Mexico), or Girl's Day or Boy's Day (Japan).</p> <p>Have students plan an ETHNIC HERITAGE fair. Students should research the country that represents their own heritage. The fair could include the results of work suggested in the interdisciplinary section as well as crafts and foods made in the classroom. Decorations could include flags of the countries or murals of world regions.</p> <p>Help students plan and hold an EAT YOUR WAY AROUND THE WORLD festival featuring traditional foods of countries or regions studied. Students might include: Indian pakoras, chai, or chapatti; Jewish latkes or matza; Chinese dumplings; Arabic couscous; Irish soda bread or potato soup; French quiche Lorraine or chocolate mousse; Greek baklava or souvlaki; Italian biscotti or cassata cake; Japanese rice or sushi; Polish pierogi.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The grade 3 program focuses on a study of world communities. Schools and districts may choose to specify world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities representative of cultural and geographic diversity of the school district is recommended.</li> <li>• Students may gain a better understanding of this content if it is integrated into other units rather than taught in isolation.</li> <li>• Consider making a class book throughout the school year, adding pages as world holidays or celebrations occur.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read folktales to explore special writing genres of the countries being studied. Share stories from literature that help students understand the country and its culture. Examples from a study of Japan might include **How My Parents Learned to Eat** by Ira R. Friedman, **My Hiroshima** by Junko Morimoto, **Count Your Way Through Japan** by Jim Haskins, **This Place Is Crowded** by Vicki Cobb, and **Sadako** by Eleanor Coerr. Students can write and share a story about their families, describing traditions that their families celebrate.

### MATHEMATICS

Have students study the calendar and learn the meaning of *B.C.*, *A.D.*, *decade*, and *century*.



### SCIENCE

Have students research animals from the country of study by reading about or visiting a zoo. As a supplementary activity, invite an animal specialist to speak to the class. Discuss with students what a human community is and what its characteristics are. List the characteristics on the board. Help students replicate in the classroom simplified natural communities such as those found in woodlands, deserts, grasslands, and rain forests. Ask students the following questions: What are the needs of people living in these communities? What are the needs of animals and plants? How do people, animals, and plants depend on each other?

### ARTS

Have students explore the music of other world communities. They might look in depth at famous composers, special instruments, or the music of special celebrations. Suggest that students research the arts and crafts of the world community they are studying.



### LANGUAGES OTHER THAN ENGLISH

Have students brainstorm and chart reasons they may have for making appointments and going to different places at specific times. The teacher should point to a reason and show a possible time on the teaching clock. Have students give a thumbs up/down gesture if this is a reasonable time for that appointment.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Postcards  
Holiday artifacts  
Ethnic foods  
Recipes

### Trade Books:

**Africa Is Not a Country** by Mary Burns Knight, Mark Melnicove, and Anne Sibley O'Brien (illustrator)  
**Everybody Cooks Rice** by Norah Dooley  
**Melting Pots: Family Stories and Recipes** by Judith Eichler Weber  
**Multicultural Explorations: Joyous Journeys with Books** by Mary Ann Heltshe and Audry Burie Kirchner

### Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

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### **Possible Field Trips:**

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

### **Using the Internet**

<http://www.jinjapan.org>

<http://www.ipl.org>

Kidspace— Culture quest

<http://www.nationalgeographic.com>

<http://www.canteach.ca/elementary/wsoccult2.html>

# The Location of World Communities

- World communities can be located on maps and globes (by latitude and longitude).
- The spatial relationships of world communities can be described by direction, location, distance, and scale.
- Regions represent areas of Earth's surface with unifying geographic characteristics.
- World communities can be located in relation to each other and to principal parallels and meridians.
- Geographic representations such as aerial photographs and satellite-produced images can be used to locate world communities.
- Earth's continents and oceans can be located in relation to each other and to principal parallels and meridians.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Places and Regions	<p><b>Classroom Activities</b></p> <p>Have students locate their community on a New York State map, national map, and globe.</p> <p>Ask students to label the equator, poles, and hemispheres on a simple outline map of the world. Have students add a title and compass rose to their map and then use the map to practice longitude and latitude readings.</p> <p>Have students use political maps, physical maps, climate maps, and resource maps to investigate geographic and climatic characteristics. Ask students to list these characteristics. Discuss with students the meaning and use of colors on the globe; point out that blue is used for water and green and brown for land.</p> <p>Have students make globes by covering balloons with papier-mache. Then have them trace the continents from maps and draw them on the globe. Suggest that they use yarn for the equator. To show children how round objects are distorted when flattened, cut a rubber ball in sections, as you would section an orange, and press it on a flat surface.</p> <ul style="list-style-type: none"> <li>• How are maps and globes used to locate places around the world?</li> </ul> <p>For a class project, have students write and illustrate a LANDFORM DICTIONARY.</p> <p>Have students examine aerial photographs and satellite-produced images of a region.</p> <ul style="list-style-type: none"> <li>• Can students identify the images and tell where they would be located on a map?</li> </ul> <p>Have students examine a variety of special purpose maps including population, natural resource, climate, landform, and so on. Students can then make salt maps of a specific place (real or imaginary) and use candies to show landforms.</p> <ul style="list-style-type: none"> <li>• How do direction, scale, distance, parallels, and meridians help in locating places around the world?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Throughout the course of the year, students should refer to maps and globes to identify world communities they are studying. <ul style="list-style-type: none"> <li>- How do geographic characteristics define a world region?</li> </ul> </li> <li>• Have globes, world maps, world puzzles, and map rugs available in the room for student use.</li> </ul>



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## Interdisciplinary Connections



### ARTS

Have students make salt maps.

Have students use a variety of visual arts materials, techniques, and processes to create a global landform map. Students could use art media to create maps or map games that will help them learn to recognize map features.

### MATHEMATICS

Have students color and label the continents and oceans on an outline map of the world. Students can add a compass rose and entitle the map POLITICAL MAP OF THE WORLD. Students can then compare the sizes of the continents and use an almanac to find actual areas in square miles.



### LANGUAGES OTHER THAN ENGLISH

Using a puppet, ask students if they know where they could go if they wanted to speak a target language. Tell the students the puppet will be going on a trip to (the target country).

Takes out a shower curtain with a map of the world drawn on it. Have the students take turns asking the question, *Where are you going?* while volunteers take turns standing on different places and repeating the answer, *I am going to \_\_\_\_\_.*



## Suggested Documents and Other Resources Selected by New York State Teachers

Local maps  
New York State maps  
United States maps  
Globes  
Atlases  
Aerial photographs

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# Physical, Human, and Cultural Characteristics of World Communities

- The causes and effects of human migration vary in different world regions.
- The physical, human, and cultural characteristics of different regions and people throughout the world are different.
- Interactions between economic activities and geographic factors differ in world communities.
- The factors that influence human settlements differ in world communities.

Standard	Concepts/ Themes	CONNECTIONS															
Geography	Human Systems  Environment and Society	<p><b>Classroom Activities</b></p> <p>Have students examine a physical map of a country. They should decide on good places to settle and list the advantages of each. Students should also think about the challenges of settling in that country and explain how these challenges might be overcome. Have students do the same for several other countries. You may want to divide students into groups for this activity; each group can focus on a different country and then share their findings with the class.</p> <p>Have students compare climate and seasons of a given country to climate and seasons in the United States. Have students record their findings on a graphic organizer.</p> <table border="1" data-bbox="505 1121 1507 1528"> <thead> <tr> <th></th> <th>United States</th> <th>Another Country</th> </tr> </thead> <tbody> <tr> <td>Winter Climate</td> <td></td> <td></td> </tr> <tr> <td>Spring Climate</td> <td></td> <td></td> </tr> <tr> <td>Summer Climate</td> <td></td> <td></td> </tr> <tr> <td>Autumn Climate</td> <td></td> <td></td> </tr> </tbody> </table> <p>Have students learn about a country by examining a natural resource map, land use map, and product map. Ask students to describe the relationships they see between resources, land use, and products, and to make relevant generalizations.</p> <p>Have students study a climate map of a country and make observations about seasons, temperature, and other weather conditions. On the basis of this information, students should select countries where they would like to live and give reasons for their choices. Then students should write short ads persuading others to settle in the selected countries.</p> <ul style="list-style-type: none"> <li>• How are the factors that influence settlement the same and different in world communities?</li> </ul>		United States	Another Country	Winter Climate			Spring Climate			Summer Climate			Autumn Climate		
	United States	Another Country															
Winter Climate																	
Spring Climate																	
Summer Climate																	
Autumn Climate																	

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students examine the geography of a country and then make physical and political maps. Ask them to create special purpose maps for climate, products, and natural resources as a follow-up activity.</p> <p>Have students brainstorm environmental factors that might cause people to move away from an area.</p> <ul style="list-style-type: none"> <li>• How are the causes and effects of human migration different in communities around the world?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Have students compare and contrast countries in terms of lifestyle, occupations, food, shelter, clothing, and recreation.</li> <li>• Have students do a compare-contrast study focusing on climate and physical features.</li> <li>• The activities in this unit could be taught separately or integrated into other world community studies.</li> <li>• Students will understand that not all countries experience four seasons.</li> <li>• Select one or two countries for students to study in depth or a variety of countries representing diverse regions.</li> <li>• Use various types of maps as important classroom resources.</li> </ul>

## Interdisciplinary Connections



### ARTS

Have students identify the cultural, geographical, or historic settings for the music they listen to and perform. See the resource list in **Music: A Resource Guide for Standards-Based Instruction**. Prepare a research worksheet and have students use various sources to complete it.

### MATHEMATICS

Provide magazines or catalogs for the class. Have students cut out various pictures illustrating characteristics of world communities and glue them to poster board. Underneath the pictures they should write which unit of metric measure should be used to measure the characteristics and why that unit is appropriate.



## Suggested Documents and Other Resources Selected by New York State Teachers

Maps of various types, including satellite maps

### Trade Books:

- As the Crow Flies** by Gail Hartman
- I Read Symbols** by Tana Hoban
- If the World Were a Village** by David J. Smith
- Me on the Map** by Joan Sweeney
- My Map Book** by Sara Fanelli
- Scholastic Atlas of the World** by Philip Steele

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Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator’s Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten–Grade 3** by the New York State Education Department

**Music: A Resource Guide for Standards-Based Instruction** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.nationalgeographic.com/mapmachine>

<http://www.si.edu>

The Smithsonian

<http://www.edsitement.neh.gov>

Social studies sites by grade level; lesson plans included

<http://www.pbskids.org>

Variety

# People Depending on and Modifying Their Physical Environments

- People living in world communities depend on and modify their physical environments in different ways.
- Lifestyles in world communities are influenced by environmental and geographic factors.
- The development of world communities is influenced by environmental and geographic factors.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Science and Technology  Physical Systems  Environment and Society	<p><b>Classroom Activities</b></p> <p>Have students read, view, and discuss the ways that communities adopt technology to change their environments.</p> <ul style="list-style-type: none"> <li>• In what ways do people in world communities depend on and modify their environments?</li> </ul> <p>Ask students to examine typical houses in a variety of world regions and note similarities and differences. Have students decide what environmental factors influenced the various styles of houses.</p> <p>Have students examine a climate map of the world and determine what areas have seasons. What is the difference between climate and weather? Then have students decide on the clothing needed in a variety of areas.</p> <p>Ask students to look at a rainfall map. Discuss growing seasons with them and have them identify regions where there is enough rain to support farming. Have students investigate the growing season and rainfall needed to raise certain crops (e.g., rice, citrus fruit, wheat). Have students think about what farmers do when growing conditions are not favorable.</p> <p>Ask students to react to the question “How do people in different world regions decide which outdoor sports or recreational activities to participate in?” Have students locate information about sports and recreation in the countries chosen for study. What environmental factors make certain forms of recreation available? For instance, mountains and cold weather make skiing possible; the ocean makes surfing possible; cold weather makes dog sled racing possible.</p> <p>Have students research tourist attractions in the countries being studied. They can write letters to embassies and travel agencies, and rent travel videos to get information. Using their findings, students can make travel posters or brochures to attract visitors. If computers are available, students can prepare slide shows or PowerPoint presentations.</p> <ul style="list-style-type: none"> <li>• How do the environment and geography influence the lifestyle of world communities?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The activities in this unit can be taught separately or integrated into other world community studies.</li> </ul>

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## Interdisciplinary Connections



### ARTS

Have students use books and travel posters to examine houses and other types of buildings in a variety of world regions. Have students create a graphic organizer based on the results of their study.

### MATHEMATICS

Have students construct tables, charts, and graphs to display and analyze real-world data such as rainfall in a growing season. They should draw conclusions and make predictions from their graphs.



### TECHNOLOGY

Discuss with students the technologies, tools, and methods that can be used to change the environment of a region.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps  
Travel posters  
Photographs of sports arenas  
Posters of houses around the world

### Trade Books:

**Little Nino's Pizzeria** by Karen Barbour  
**The Lorax** by Dr. Seuss  
**Mr. Griggs' Work** by Cynthia Rylant

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.nationalgeographic.com>

Map Machine

<http://www.state.gov>

Click on "U.S. Embassies and Consulates"

# Challenge of Meeting Needs and Wants in World Communities

- Societies organize their economies to answer three fundamental economic questions: What goods and services should be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
- Human needs and wants differ from place to place.
- People in world communities make choices due to unlimited needs and wants and limited resources.
- People in world communities must depend on others to meet their needs and wants.
- Production, distribution, exchange, and consumption of goods and services are economic decisions all societies must make.
- People in world communities use human, capital, and natural resources.
- People in world communities locate, develop, and make use of natural resources.
- Resources are important to economic growth in world communities.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Needs and Wants  Economic Systems  Factors of Production  Natural Resources	<p><b>Classroom Activities</b></p> <p>Divide the class into four groups representing food, shelter, clothing, and love. Ask each group to create a collage of pictures illustrating one of these needs. Suggest that students include pictures of families in all types of communities. Have each group present their collage, explaining how the need pictured is essential to families in any community.</p> <p>Have students write captions for their collages. Make sure they understand the universality of needs as demonstrated by their collage.</p> <p>Have the class create an idea web that answers the question:</p> <div data-bbox="688 1199 1338 1482" data-label="Diagram"> <pre> graph TD     A((How do people fulfill their needs and wants?)) --- B( )     A --- C( )     A --- D( )     A --- E( )   </pre> </div> <p>Ask students to draw a picture of something they wish they could buy. Discuss the following questions with them:</p> <ul style="list-style-type: none"> <li>- What is the difference between needs and wants?</li> <li>- Why do they need or want the item?</li> <li>- How will they obtain it?</li> <li>- Who else may want the item?</li> </ul> <p>Explain that people may have to give up buying an item they want in order to buy another item they need or want. This concept is called <i>opportunity cost</i>.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students share personal experiences showing how opportunity cost affects their lives.</p> <p>While teaching economics, have the class make an ECONOMICS DICTIONARY. Each student can illustrate or define an economic term such as <i>opportunity cost</i> or <i>scarcity</i>.</p> <p>Divide the class into groups. Have each group research a world community and make a poster that shows people as producers of goods and services and consumers of goods and services.</p> <p>Discuss with the class the similarities and differences of each group report.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>Help students recognize how topics related to economic choices have global implications. Many people on Earth have unlimited wants and limited resources.</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Many folktales incorporate people's wishes and desires as a theme. Have students use folktales to compare and contrast what people want and the reasons for their wants.

## Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper circulars, flyers, catalogs  
Magazine pictures

### Trade Books:

**Jamestown: Struggle for Survival** by Marcia Sewall  
**The Rag Coat** by Lauren Mills  
**Uncle Jed's Barbershop** by Marjorie King Mitchell

Teacher Resources:

**A Framework for Teaching Basic Economic Concepts with Scope and Sequence Guidelines K-12** by Phillip Saunders and June Gilliard (editors)  
**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department  
**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department  
**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department  
**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department  
**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.ncee.net>

National Council of Economic Education



# Economic Decision Making in World Communities

- Production, distribution, exchange, and consumption of goods and services are economic decisions that all world communities must make.
- Economic decisions in world communities are influenced by many factors.

Standard	Concepts/ Themes	CONNECTIONS				
Economics	Factors of Production  Interdependence  Economic Systems  Supply and Demand  Import  Export	<p><b>Classroom Activities</b></p> <p>Discuss with the class the terms <i>trade</i>, <i>imports</i>, and <i>exports</i>. As a homework assignment, ask students to look at the label in their shirt to see where it was made. Have students share with the class the names of the countries.</p> <p>On a large sheet of newsprint, create a two-column chart. In the first column, list the countries that sold shirts in the United States. Discuss with the class what products the United States might have sold to those countries and then list those products in column 2.</p> <ul style="list-style-type: none"> <li>• Why are many items sold in the United States made in other countries?</li> <li>• What kinds of goods does the United States make and sell to the countries listed in column 1?</li> <li>• What decisions were made in order to produce these goods?</li> <li>• Which type of goods cost the least? Which type of goods cost the most?</li> </ul> <table border="1" data-bbox="657 1249 1286 1543"> <thead> <tr> <th data-bbox="657 1249 971 1327">Countries Selling in the United States</th> <th data-bbox="971 1249 1286 1327">Products the United States Sells</th> </tr> </thead> <tbody> <tr> <td data-bbox="657 1327 971 1543"></td> <td data-bbox="971 1327 1286 1543"></td> </tr> </tbody> </table> <p>Find a recipe for chocolate chip cookies. Give students a list of ingredients and have them create a symbol for each one. Next, have students research where each comes from. Then hand out a political map of the world and instruct students to place the ingredient symbols on the appropriate countries.</p> <ul style="list-style-type: none"> <li>• Do all the ingredients come from the United States?</li> <li>• Which ingredients come only from abroad? Do decision makers always have a choice as to where they will buy chocolate chip cookie ingredients?</li> </ul> <p>As a final step in the activity, have groups of students make the chocolate chip cookies.</p>	Countries Selling in the United States	Products the United States Sells		
Countries Selling in the United States	Products the United States Sells					

Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>Throughout the year, have students refer to maps and globes to identify the world communities they are studying. Recognition of continents and countries studied on maps of varied scale is encouraged.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students measure the ingredients needed to make chocolate chip cookies.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps

Political map of the world

Measurement cups, teaspoons

Chocolate chip cookie ingredients

World almanac

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.ncee.net>

<http://www.fte.org/>

# Symbols of Citizenship in World Communities

- People in world communities celebrate various holidays and festivals.
- People in world communities use monuments and memorials to represent symbols of their nations.

Standard	Concepts/ Themes	CONNECTIONS																								
Civics, Citizenship, and Government	Civic Values  Government  Decision Making  Citizenship	<p><b>Classroom Activities</b></p> <p>As students research world holidays, have them create charts that include countries, dates, and reasons for celebrating. Students could also create a HOLIDAYS AROUND THE WORLD map that includes symbols of each holiday.</p> <table border="1" data-bbox="477 972 1495 1293"> <thead> <tr> <th data-bbox="477 972 722 1058">Holiday</th> <th data-bbox="722 972 982 1058">Country of Celebration</th> <th data-bbox="982 972 1247 1058">Date</th> <th data-bbox="1247 972 1495 1058">Reason for Celebration</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td><td> </td></tr> </tbody> </table> <p>Have students write short reports on each of the holidays. Allow a committee of students to choose which holidays to celebrate on the basis of student reports.</p> <p>Help students put on a HOLIDAYS AROUND THE WORLD festival. Holidays featured should include the following: Rosh Hashanah, Yom Kippur, Diwali, Bodhi Day, Hanukkah, Christmas, Kwanzaa, Chinese New Year, Martin Luther King Day, Ramadan, Passover, Easter, and Cinco de Mayo. Students can research these holidays in pairs or groups and present their findings during the festival.</p> <ul style="list-style-type: none"> <li>• What holidays and festivals are celebrated by communities around the world?</li> </ul> <p>Have students create world maps that show: famous monuments (the Eiffel Tower, Taj Mahal, Roman Forum); animals associated with specific countries (kangaroos from Australia or pandas from China); flags that represent the nations whose holidays they have studied.</p>	Holiday	Country of Celebration	Date	Reason for Celebration																				
Holiday	Country of Celebration	Date	Reason for Celebration																							

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students review American monuments such as the Washington Monument, the Lincoln Memorial, the Liberty Bell, and Mount Rushmore. They can do research to find monuments and memorials of the countries being studied. Have students download pictures of these from the Internet, or copy pictures from books, to make a display. Students can add paragraph descriptions as captions.</p> <ul style="list-style-type: none"> <li>• How are monuments and memorials used to represent nations around the world?</li> </ul> <p>Take students to see the monuments in the community.</p> <p>Have students study the flags of the countries they are researching and make flags for a classroom display. What do the symbols mean?</p> <p>Students can discuss the colors of the American flag and make personal flags as symbols of themselves.</p> <ul style="list-style-type: none"> <li>• Students can label a political map of the world and draw the appropriate flags on the labeled countries.</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The activities in this unit could be taught separately or integrated into other world community studies.</li> <li>• Students might enjoy reading biographies of famous people associated with particular holidays.</li> <li>• Posting photographs, world maps, and headlines of current news events in the classroom will help to develop students' awareness that all nations have symbols, leaders, and capitals.</li> </ul>

## Interdisciplinary Connections



### ARTS

Have students draw national symbols and create crafts representative of other countries. Students can hold a MUSIC OF THE WORLD celebration.



### MATHEMATICS

Have students create a calendar of world holidays and celebrations.

## Suggested Documents and Other Resources Selected by New York State Teachers

Photographs  
Charts of symbols  
Magazine articles on world holidays  
Flags of world countries

### Trade Books:

**Multicultural Explorations: Joyous Journeys with Books** by Mary Ann Heltshe and Audry Burie Kirchner

Magazines:

**Faces** (Cobblestone publications) World cultures and geography

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# People Making and Changing Rules and Laws

- People in world communities form governments to develop rules and laws to govern community members.
- People in world communities may have conflicts over rules, rights, and responsibilities.
- The processes of selecting leaders, solving problems, and making decisions differ in world communities.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Nation-state  Government  Political Systems  Decision Making  Civic Values  Power  Justice  Citizenship	<p><b>Classroom Activities</b></p> <p>Students should know the meaning of key terms and concepts related to governments, including <i>democracy, power, citizenship, nation-state, and justice</i>.</p> <p>Have students speculate on the probable consequences of the absence of government and rules. They can role-play living for a day without rules or laws, or they can use dramatic play with puppets to investigate the consequences of breaking rules (e.g., what happens if a child is late for dinner).</p> <p>In classroom discussions, have students identify the basic purposes of government. Make sure they are aware of the importance of government and civil life.</p> <p>Help students make a chart listing the reasons why people create governments and why all groups and societies create rules and laws. Have students explore the purposes of rules (to maintain order, promote health and safety, protect individual rights, provide services). Suggest that students could make a poster, booklet, or chart about rules that help people get along together in school. Collect newspaper cartoons dealing with rules and laws, and discuss them with the class.</p> <div data-bbox="613 1419 1312 1675" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Reasons for Creating Governments</b></p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> </div> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Decoding images (graphs, cartoons, paintings, photographs) is an important social studies skill. The third grade is a good place to introduce cartoons. Have students list the attributes of figures seen in cartoon and identify the caption or title. Students should explain the message of the cartoon. Involve parents in this activity.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Introduce the concept of *oral tradition*. Folktales and stories frequently illustrate the rules and laws of a group. Explore some folktales with messages and consider reasons why the tales might become part of a culture's oral tradition.

## Suggested Documents and Other Resources Selected by New York State Teachers

Newspaper cartoons

Newspaper articles

Teacher Resources:

**The Rights of Children All Over the World: Teacher Edition and Student Workbook**, Law, Youth, and Citizenship program of the New York State Bar Association and the New York State Education Department. Please call (518) 474-1460 for further information.

**Convention on the Rights of the Child** (Appendix E)

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

# Governments Around the World

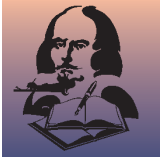
- Governments in world communities organize to provide functions that individuals cannot provide.
- Governments in world communities have the authority to make, carry out, and enforce laws and manage disputes among them.
- Governments in world communities develop rules and laws.
- Governments in world communities plan, organize, and make decisions.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Government  Political Systems  Power  Decision Making  Nation-state	<p><b>Classroom Activities</b></p> <p>Have students make a list of different kinds of governments and identify nations that have these kinds of governments. Have students create a chart on newsprint listing the reasons people create governments and the reasons why all groups and societies create rules and laws.</p> <div data-bbox="673 955 1372 1207" style="border: 1px solid black; padding: 10px; margin: 10px auto; width: fit-content;"> <p style="text-align: center;"><b>Reasons for Creating Governments</b></p> <p>1 _____</p> <p>2 _____</p> <p>3 _____</p> <p>4 _____</p> </div> <p>Have students use an almanac or children’s encyclopedia to make a list of different nations. They should identify each nation’s type of government.</p> <p>Students should be able to define types of governments including <i>democracies</i>, <i>monarchies</i>, and <i>dictatorships</i>.</p> <p>Explore with students specific global news issues. As students become familiar with issues, help them develop awareness of how opinions on issues vary. Involve parents in this activity.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Awareness of the distinction between fact and opinion can be developed through reading activities using social studies content.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read news articles from student or other newspapers that illustrate situations in which people around the world work to solve a community problem.

## Suggested Documents and Other Resources Selected by New York State Teachers

Almanacs  
Encyclopedias  
Newspaper articles

### Trade Books:

**Governments Around the World (Kid's Guide)** by Ernestine Giesecke

Teacher Resources:

**Early Elementary Resource Guide to Integrated Learning** by the New York State Education Department

**Early Literacy Profile: An Assessment Instrument** by the New York State Education Department

**Early Literacy Profile: Facilitator's Guide** by the New York State Education Department

**Early Literacy Guidance: Prekindergarten-Grade 3** by the New York State Education Department

**Preschool Planning Guide: Building a Foundation for Development of Language and Literacy in the Early Years** by the New York State Education Department

## Using the Internet

<http://www.gksoft.com/govt/en/world.html>

<http://www.odci.gov/cia/publications/factbook>

The World Factbook 2002



# Key Terms

## GRADE 3

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artifacts	economic decision making	meridians	tolerance
	empathy	millenia	trade
beliefs	environment	monarchy	traditions
	exports		
century		natural resources	values
change	geography	needs	
civilization	globes		wants
climate	governments	parallels	world communities
compass rose	grid	political map	
continent		physical map	years
culture	identity		
customs	imports	rules	
		satellite-produced images	
decade	land formations	scale	
democracy	latitude	symbols	
dictatorship	laws		
	longitude		

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade-level list, and there may be terms you want to delete.

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# GRADE 4

## Local History and Local Government

The grade 4 social studies core curriculum:

- builds on students' understanding of families, schools, and communities.
- highlights local political institutions and historical developments with connections to New York State and United States history.
- provides an in-depth study of government including the structure and functions of the different branches of local government.
- explores the rights and responsibilities of citizens.
- expands such civics concepts as *power*, *equality*, *justice*, and *citizenship*.
- establishes a chronological framework to help students organize information about their communities within the context of New York State history.
- explores such themes and events as: Native American Indians of New York State, the European encounter, the colonial and Revolutionary War periods, the new nation, the period of industrial growth and expansion in New York State, and local and State government.
- is a foundation for the social history that students will study in grades 7 and 8.

## FOCUS QUESTIONS

- Who were the first inhabitants of New York State and how did they live?
- Who were the European explorers who claimed and settled New York State?
- What were the effects of the slave trade and slavery on New York State?
- What was life like in New York under the Dutch, the French, and the English?
- How did the Revolutionary War impact New York State?
- How was the government of the United States of America formed? Who were the founders and what were the founding documents?
- What were the impacts of industrialization and expansion on New York State?
- How did urbanization change New York State?
- What is structure and function of government at the local and State levels?

# Content Understandings

## **Native American Indians of New York State**

Native American Indians were the first inhabitants of our local region and State.

The Iroquois (Haudenosaunee—People of the Longhouse) and the Algonquians were the first inhabitants of our State.

The Iroquois and Algonquians met their basic needs of food, clothing, and shelter in what is now New York State.

Geographic factors and the environment shaped Native American Indian settlement patterns.

Native American Indians who lived in our community and State have achieved significant accomplishments and made important contributions.

## **Three worlds (Europe, the Americas, Africa) meet in the Americas**

Explorers from France, England, and the Netherlands came to what is now New York State in a search for an all-water route to Asia through North America.

European exploration had social/cultural, economic, political, and geographic impacts on the Americas.

The slave trade carried enslaved people from Africa to the thirteen colonies; slaves did many of the same jobs as European colonists and free African Americans.

Many different groups of people from all over the world migrated to our local region and State.

## **Colonial and Revolutionary periods**

Dutch, English, and French colonists made lasting cultural contributions that helped shape our community, local region, and State.

The social/cultural, political, economic, and scientific/technological life in the colonies changed over time.

Everyday life in colonial New York was different from everyday life today.

The colonists depended on and modified their physical environments.

In colonial New York, the New York Assembly was elected by some New Yorkers, but governors were appointed by the British government.

Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?

In our local region and State, there were many different ways of making a living during colonial times.

There were social, political, and economic causes of the American Revolution.

Many individuals and groups made important contributions to colonial life.

## **The Revolutionary War in New York State**

New York State's location and its relationship to the locations of other people and places meant that New York would play a key role in the American Revolution.

New York's waterways played a vital role in Britain's plans to capture New York; several key battles of the Revolution were fought along New York's rivers and lakes.

The American Revolution had a lasting effect on the power of the Iroquois League.

The Battle of Saratoga was a turning point in the American Revolution.

Not all colonist held the same viewpoint regarding the struggle against Great Britain.

The leaders of the American Revolution came from all walks of life and regions of the thirteen colonies.

The American Revolution had a lasting impact on New York.

## **The new nation**

The foundations for American democracy and the new government can be traced to the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America.

The Bill of Rights lists the fundamental rights that belong to the people.

Many individuals and groups helped to strengthen democracy in the United States.

The traditions of people from a variety of groups and backgrounds played important roles in establishing the roots of American culture.

Shared values, practices, and traditions unite all Americans.

## **Industrial growth and expansion**

During the 1800s, new inventions changed the ways Americans traveled and communicated with each other.

In the late 1800s and early 1900s, the number of immigrants coming to New York State and the United States increased dramatically.

People migrated to the United States for such reasons as poverty, hunger, and/or a lack of freedom in their homelands.

Immigrants made important contributions to New York State and the United States of America.

The Industrial Revolution significantly changed the way goods were made, and services delivered.

There were many geographic reasons why New York State became a leading manufacturing center.

## **Urbanization: economic, political, and social impacts**

After World War II, thousands of people moved from rural areas to the urban areas of New York State.

The people of New York State are economically interdependent.

The labor movement struggled to improve working conditions for children and adults.

## **Government**

The basic democratic values of American democracy include an understanding of the following concepts: *individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.*

The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

## **Purposes of government**

The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.

## **Local and State governments**

New York State and local governments include executive, legislative, and judicial branches.

*Democracy, power, and citizenship* are key terms and concepts related to government.

The United States Constitution and the Constitution of the State of New York with their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.

People elect and/or appoint leaders who make, enforce, and interpret laws.

Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.

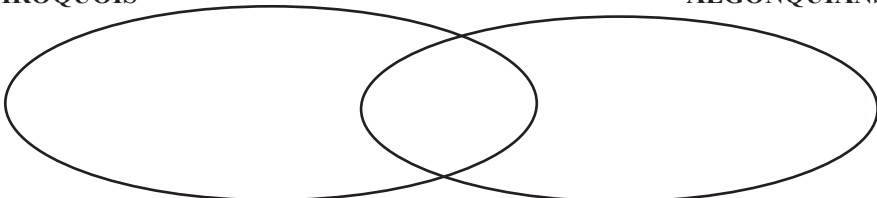
Citizenship includes rights and responsibilities that apply to the classroom, school, home, and local community.

Effective, informed citizenship involves duties such as *voting, jury service*, and other service to the local community.

Citizens can participate in political decision making and problem solving at the local, State, and national levels.

# Native American Indians of New York State

- Native American Indians were the first inhabitants of our local region and State.
- The Iroquois (Haudenosaunee–People of the Longhouse) and the Algonquians were the first inhabitants of our State.
- The Iroquois and Algonquians met their basic needs of food, clothing, and shelter in what is now New York State.
- Geographic factors and the environment shaped Native American Indian settlement patterns.
- Native American Indians who lived in our community and State have achieved significant accomplishments and made important contributions.

Standard	Concepts/ Themes	CONNECTIONS
History Geography	Culture  Empathy	<p><b>Classroom Activities</b></p> <p>Have students label the six nations of the Iroquois Confederacy and the Algonquians on an outline map of New York State.</p> <ul style="list-style-type: none"> <li>• Who were the first inhabitants of New York State?</li> </ul> <p>Work with students to compile a list of words that evolved from Native American Indian languages. Discuss the meanings of these words in modern times.</p> <p>Have students construct Venn diagrams to compare the Iroquois and Algonquians.</p> <ul style="list-style-type: none"> <li>• How did the Iroquois and Algonquians meet their basic needs and wants?</li> <li>• How did the environment and geography influence the Native American Indian settlements?</li> <li>• Describe and compare the contributions of the Native American Indians of New York State?</li> </ul> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> <p><b>IROQUOIS</b></p>  </div> <div style="text-align: center;"> <p><b>ALGONQUIANS</b></p> </div> </div> <p>Read <b>Indian Captive</b> by Lois Lenski to the students (an excerpt may be sufficient). Have students listen for examples that describe the life of the Iroquois.</p> <p>Have students write diary entries as an Iroquois child of the 1600s and entries as a modern-day child of Iroquoian descent.</p> <p>Work with students to prepare a Native American Indian feast featuring authentic foods (three sisters: corn, beans, and squash), crafts (beadwork), games (lacrosse or snow snake), music, and dances. During the feast, have students role-play different figures (e.g., storytellers sharing their favorite legends, beadworkers making decorations).</p> <p>Have students make murals or models, such as dioramas, depicting typical village life during the precolonial period; include longhouses, dome-shaped houses or wigwams, and stockades.</p> <p>Have students design wampum belts that tell a story.</p>



Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Consider carefully the following Sensitivity Guidelines for Discussing Native American Indians. [Full text appears in Appendix B.] <ul style="list-style-type: none"> <li>- <i>Don't use the past tense when discussing Native American Indians unless it is clear that you are limiting that particular discussion to historical events.</i></li> <li>- <i>Don't use dehumanizing materials that treat Native American Indians as objects rather than as human beings.</i></li> <li>- <i>Don't lump all Native American Indians together.</i></li> <li>- <i>Don't accept, ignore, or propagate stereotypical views of Native American Indians.</i></li> <li>- <i>Don't display illustrations that mislead or demean.</i></li> <li>- <i>Don't use derogatory terms.</i></li> <li>- <i>Don't use the term The First Thanksgiving.</i></li> <li>- <i>Don't teach that Columbus "discovered" America.</i></li> <li>- <i>Don't emphasize violence and warfare.</i></li> <li>- <i>Don't act out sacred dances or ceremonies, or play games like "cowboys and Indians."</i></li> </ul> </li> <li>• Make sure that students understand the perspective of Native American Indians, who live, work, and go to school in New York State today.</li> <li>• Encourage children to be respectful as they learn about the way of life and/or culture of the Iroquois or Algonquians.</li> <li>• Begin a classroom timeline and add appropriate dates throughout the school year.</li> </ul>

## Interdisciplinary Connections



### SCIENCE

Explore with students the relationship between Native American Indians and the environment.

- How did Native American Indians adapt to their environment?
- How did they make use of natural resources?



### PHYSICAL EDUCATION

Have students play Iroquois games.

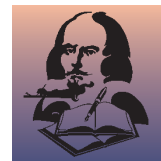


### ARTS

Engage students in discussing and making Native American Indian crafts, such as weaving cloth, making color dyes, and doing beadwork.

### ENGLISH LANGUAGE ARTS

Share Native American Indian legends and poems with students. Then ask students to write and illustrate some legends and poems, reflecting the Native American Indian style.



## Suggested Documents and Other Resources Selected by New York State Teachers

Speakers who are Iroquois or Algonquian  
Exhibits in local museums, historical societies, or libraries  
Outline map of New York State  
Iroquois or Algonquian foods  
Native American Indian posters

### Trade Books:

**Hiawatha & the Iroquois League** by Megin McCloud and George Ypsilantis  
**If You Lived with the Iroquois** by Ellen Levine  
**Indian Captive** by Lois Lenski  
**Indian Summer** by Barbara Girion  
**The Iroquois** by Barbara Graymont

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**The Iroquois** by Virginia Sneve  
**The Iroquois Indians** by Bill Land  
**Keepers of the Earth** by Joseph Bruchac  
**The Iroquois (Lifeways, Group 1)** by Raymond Bial  
**The Naked Bear: Folk Tales of the Iroquois** by John Bierhorst  
**The Native Stories from Keepers of the Earth** by Michael J. Caduto  
**Owl's Journey: Four Centuries of an American Country** by Maura Shaw  
**The Rough-Face Girl** by Rafe Martin  
**The Seneca** by Jill DuVall  
**Why the Possum's Tail Is Bare** by James Connolly  
**Sky Woman: Legends of the Iroquois** by Joanne Shenandoah and George Douglas

Professional Books:

**Cooking Up US History** by Barchers & Marden  
**Social Studies Through Children's Literature** by Anthony Fredericks

Magazines:

**Faces—The Magazine About People**, "The Iroquois"  
**Kids Discover**, "America 1492"

Newspaper:

**New York State Weekly**

Videos:

**Keeper of the Western Door**  
**Native American Culture**  
**Native Americans, People of the Forest**

**Possible Native American Indian Field Trips:**

Akwesasne Museum, Hogansburg, NY  
American Indian Community House, NYC  
American Museum of Natural History, NY  
Gavies Point Museum, Glen Cove, NY  
Buffalo Museum of Science, Buffalo, NY  
Iroquois Indian Museum, Schoharie, NY  
Museum of American Indians, NYC  
Native American Center for Living Art, Niagara Falls, NY  
New York State Museum, Albany, NY  
Owasco Stockaded Indian Village, Auburn, NY  
Rochester Museum and Science Center, Rochester, NY (At the **Western Door** exhibit, explores more than 400 years of Seneca Iroquois history)  
Seneca Iroquois National Museum, Salamanca, NY  
Shake:wi Cultural Center, Oneida, NY  
Six Nations Indian Museum, Onchiota, NY  
St. Marie Among the Iroquois Living History Museum, Liverpool, NY

(When planning social studies field trips, keep in mind the social studies standards and the "Linking Cultural Resources to Social Studies" section of the introduction.)

## Using the Internet

<http://www.nysm.nysed.gov/IroquoisVillage>

New York State Museum-Iroquois Village

<http://www.rom.on.ca/digs/longhouse/index.html>

**People of the Longhouse** exhibit at Royal Ontario Museum

<http://www.oneida-nation.net>

The Oneida Nation

<http://www.onondaganationschool.org>

<http://www.oneida-nation.net/index.html>

<http://www.lakeshore.wnyric.org/>

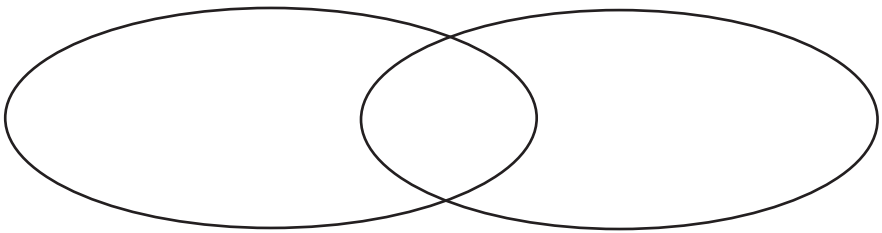
<http://www.silvercreek.wnyric.org/>

<http://www.moboces.org/cis/stock.htm>

# Three Worlds (Europe, the Americas, Africa) Meet in the Americas

- Explorers from France, England, and the Netherlands came to what is now New York State in a search for an all-water route to Asia through North America.
- European exploration had social/cultural, economic, political, and geographic impacts in the Americas.
- The slave trade carried enslaved people from Africa to the thirteen colonies; slaves did many of the same jobs as European colonists and free African Americans.
- Many different groups of people from all over the world migrated to our local region and State.

Standard	Concepts/ Themes	CONNECTIONS																
World History Geography	Change  Culture	<p><b>Classroom Activities</b></p> <p>Have students read “America, 1492” and “Explorers” from <b>Kids Discover</b>. Discuss with the class.</p> <p>Distribute physical maps of New York State and ask students to map the routes of Champlain, Hudson, and Verrazano.</p> <ul style="list-style-type: none"> <li>• Who were the explorers of New York?</li> <li>• Why did these men make the voyages and what were the impacts of their travels?</li> </ul> <p>Have students prepare a mock interview of the explorers of New York State. Questions about country of origin, area of exploration, and dates and significance of the journey should be included. Help students make a class chart of information gathered.</p> <p>Assign a project such as creating murals depicting ships that were used by explorers and the lands they explored. Have students include flags from the explorers’ countries of origin.</p> <p>Discuss sailing vessels and navigation instruments used by the explorers. Have students construct a model or large diagram of Hudson’s <i>Half Moon</i>.</p> <p>Have students read Hudson’s log entries and draw a picture of what the land along the Hudson River looked like to him.</p> <p>Ask students to map places or structures in New York State that are named for explorers (e.g., Hudson River, Verrazano Narrows Bridge, Lake Champlain).</p> <p>Have students create a cultural diffusion chart showing crops, diseases, and technologies that were exchanged.</p> <p style="text-align: center;"><b>CULTURAL DIFFUSION</b></p> <table border="1" data-bbox="461 1629 1507 1808"> <thead> <tr> <th></th> <th>Europe</th> <th>The Americas</th> <th>Africa</th> </tr> </thead> <tbody> <tr> <td>Crops</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Diseases</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Technologies</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		Europe	The Americas	Africa	Crops				Diseases				Technologies			
	Europe	The Americas	Africa															
Crops																		
Diseases																		
Technologies																		

Standard	Concepts/ Themes	CONNECTIONS
		<p>Draw a large Venn diagram on the chalkboard and have students use it to compare slaves and indentured servants.</p> <ul style="list-style-type: none"> <li>• What impact did the slave trade have on the colonies?</li> <li>• What ethnic groups migrated to New York?</li> </ul> <div style="text-align: center;"> <p><b>INDENTURED                      SIMILARITIES                      SLAVES</b> <b>SERVANTS</b></p>  </div> <p>Have students write diary entries as slaves or indentured servants.</p> <p>Suggest that students list natural resources identified or logged by the explorers, and describe uses for these resources.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• At the beginning of this unit, review the explorations of the Vikings and Columbus.</li> <li>• You may wish to limit your selection of explorers to those who visited New York.</li> <li>• Continue the class timeline.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

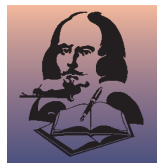
Have students use a scale of miles to calculate the distances explorers traveled.

### SCIENCE

Have students investigate the navigation instruments used by early explorers.

### ENGLISH LANGUAGE ARTS

Provide students with an opportunity to read journals, logs, and diaries from the Age of Exploration.



### ARTS

Have students investigate the kinds of ships used in the Age of Exploration. In addition, they might analyze and draw the sailing vessels of the period.



## Suggested Documents and Other Resources Selected by New York State Teachers

- Excerpts from logs, diaries, or journals of explorers
- Exploration maps of New York State
- Drawings or paintings of sailing ships of the times (to compare with modern-day ships)
- Charts of navigational instruments
- Flags of explorers' nations
- Diagrams of famous ships

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### **Trade Books:**

**Champlain, Father of New France** by Cecil Edwards  
**Columbus Day: Celebrating a Famous Explorer** by Elaine Landau  
**The Discovery of America: From Prehistory Through the Age of Columbus** by Betsy and Giulio Maestro  
**Explorers of the New World** by Future Vision Media  
**Exploring North America** by David Antram and Jacqueline Morley  
**Henry Hudson: A Discovery Book** by Carl Carmer  
**Owl's Journey: Four Centuries of an American Country** by Maura Shaw  
**Pedro's Journey** by Maura Shaw  
**The Third Voyage of Master Henry Hudson** by Maura Shaw  
**The Travels of Henry Hudson** by Joanne Mattern

Newspapers:

**New York State Weekly**

Magazines:

**Kids Discover**, "America 1492" and "Explorers"

Professional Books:

**Social Studies Through Children's Literature** by Anthony Fredericks

Teacher Resources:

**Tomatoes, Potatoes, Corn, and Beans: How the Foods of the Americas Changed Eating Around the World**

### **Using the Internet**

<http://www.mariner.org/age/navigation.html>

Early navigation methods

<http://mediatheek.thinkquest.nl/~11069>

Voyage of Exploration: Discovering New Horizons

<http://www.halfmoon.mus.ny.us>

Henry Hudson's *Half Moon*

<http://www.newnetherland.org>

New Netherlands Museum, Albany

<http://www.ulster.net~hrmm/halfmoon/1609moon.htm>

Hudson River Maritime Museum

<http://www.nnp.org>

New Netherlands Project – primary sources

# Colonial and Revolutionary Periods

- Dutch, English, and French colonists made lasting cultural contributions that helped shape our community, local region, and State.
- The social/cultural, political, economic, and scientific/technological life in the colonies changed over time.
- Everyday life in colonial New York was different from everyday life today.
- The colonists depended on and modified their physical environments.
- In colonial New York, the New York Assembly was elected by some New Yorkers, but governors were appointed by the British government.
- Colonial societies were organized to answer three fundamental economic questions: What goods and services do we produce? How do we produce them? For whom do we produce them?
- In our local region and State, there were many different ways of making a living during colonial times.
- There were social, political, and economic causes of the American Revolution.
- Many individuals and groups made important contributions to colonial life.

Standard	Concepts/ Themes	CONNECTIONS								
History of the United States and New York	Change  Culture  Empathy  Needs and Wants	<p><b>Classroom Activities</b></p> <p>Have students label and color maps of land claims in New York during the colonial period.</p> <ul style="list-style-type: none"> <li>• Where were the Dutch, English, and French land claims in New York?</li> </ul> <p>Have students label and color a map of the 13 English colonies.</p> <p>Have students write newspaper articles about important events in New Netherlands.</p> <p>Have students make a graphic organizer to show where colonists in New York came from and what their reasons were for coming.</p> <ul style="list-style-type: none"> <li>• What were the social, cultural, economic, religious, and political characteristics of Dutch and English colonies?</li> </ul> <table border="1" data-bbox="493 1255 1515 1629"> <thead> <tr> <th data-bbox="493 1255 717 1318">Colonial Power</th> <th data-bbox="717 1255 1515 1318">Reason for Coming to the Americas</th> </tr> </thead> <tbody> <tr> <td data-bbox="493 1318 717 1419"></td> <td data-bbox="717 1318 1515 1419"></td> </tr> <tr> <td data-bbox="493 1419 717 1520"></td> <td data-bbox="717 1419 1515 1520"></td> </tr> <tr> <td data-bbox="493 1520 717 1629"></td> <td data-bbox="717 1520 1515 1629"></td> </tr> </tbody> </table> <p>Case Study: Dutch New York Have students create a timeline for major historical events in New Netherlands.</p> <p>Have students read diaries of colonists who came to New York</p> <p>Suggest that students pretend they are coming to settle in the colony. They should pack a small trunk with food, clothing, tools, and other supplies. Have them make a list of the supplies they would bring.</p>	Colonial Power	Reason for Coming to the Americas						
Colonial Power	Reason for Coming to the Americas									

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students study the contributions of the Dutch. As a supplementary activity, they might cook some Dutch foods (waffles, coleslaw, and cookies) and play Dutch games such as skittles.</p> <p>Have students write a diary entry as a child during colonial times. They should describe what their trip to America was like, what they saw upon arrival, and how they adapted to the new environment.</p> <p>Have students create a model of a colonial village (milk cartons cut and covered work well).</p> <p>Explore with students how the colonists answered fundamental economic questions:</p> <ul style="list-style-type: none"> <li>• What goods and services were produced?</li> <li>• How were these goods and services produced?</li> <li>• For whom were these goods and services produced?</li> </ul> <p>Help students plan a colonial day featuring hands-on activities such as candle making, weaving, spinning, and dying cloth.</p> <p>The English took over New Netherlands in 1664. Have students debate the idea of fighting or surrendering to the British.</p> <p>Have students read stories of life in the Dutch and English colonies.</p> <ul style="list-style-type: none"> <li>• What were the influences and contributions of the Dutch in New York?</li> </ul> <p>Have students reenact the trial of John Peter Zenger. This important trial helped to establish the principles of free speech and freedom of the press.</p> <p>Engage students in an in-depth study of the history of their region. They should find out why, when, and by whom their area was settled. They should learn about economic patterns, ways of making a living, social and cultural life, and government and politics. They also should look at important people and events in the local community. At the conclusion of the project, they should share their findings in an OLD HOME DAY presentation.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Important people, places, and major events relevant to the region in which you teach should be included in the study of the region’s history.</li> <li>• Arrange a walking tour of the historic section of your local community.</li> <li>• Continue the class timeline.</li> <li>• Peter Stuyvesant passed strict laws in New Amsterdam. He wanted everyone to follow his religion. He tried to banish the Quakers, but the people protested. This protest is known as the <b>Flushing Remonstrance</b></li> <li>• Have students read and discuss sections of the <b>Flushing Remonstrance</b>. (<a href="http://www.newsday.com/extras/lihistory/vault/hs301alv.html">http://www.newsday.com/extras/lihistory/vault/hs301alv.html</a>)</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students collect population statistics from the period 1620–1775. Then have them make a graph based on this information.

**SCIENCE** Have students examine settlers’ tools and devices. Make sure they perceive these as examples of simple machines. Invite specialists from a local museum talk to students on this topic.

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## ENGLISH LANGUAGE ARTS

Provide students with the opportunity to read articles from colonial newspapers and journals.



## ARTS

Have students make models of villages, or create a timeline of American artists of the colonial period. Take students to local museums to see the work of colonial artists or hear colonial music.



## PHYSICAL EDUCATION

Have students research and play Dutch games.

## Suggested Documents and Other Resources Selected by New York State Teachers

Colonial timelines  
Colonial maps  
Supplies colonists might have brought to New York  
Dutch foods

### Trade Books:

**Chronicle of America: Colonial Times** by Jay Mastoff  
**The Day Peter Stuyvesant Sailed into Town** by Arnold Lobel  
**Emma's Journal: The Story of a Colonial Girl** by Marissa Moss  
**Meet Felicity** by Valeria Tripp  
**The New York Colony** by Dennis Brindell Fradin  
**Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy** by Kate Waters  
**Sarah Morton's Day** by Kate Waters  
**Peter Stuyvesant of Old New York** by Anna and Russel Crouse

Periodicals:

**Cobblestone Magazine:** "Colonial Craftsman"  
**Cobblestone Magazine:** "The People of Williamsburg"  
**Cobblestone Magazine:** "Toys of the Past"  
New York Studies Weekly

Technology:

**Diorama Design** by Ted Snyder. Use the computer to create and decorate a colonial house.

Videos:

**Young People's Historical Society:** "Great Events and People in New York State History"  
**#1 New York State: The Early Years, Colonial Days.** Teacher's Video Company  
**The American Colonies.** Thomas S. Klise Company  
**The Early Colonies.** United Learning

### Possible Field Trips:

Invite a local historian or curator to speak to the class about local history, or take the students on a field trip to a local museum. (When planning social studies field trips, keep in mind the social studies standards and the "[Linking Cultural Resources to Social Studies](#)" section of the introduction.)

## Using the Internet

[http://www.worcesterart.org/Collection/Early\\_American\\_paintings](http://www.worcesterart.org/Collection/Early_American_paintings)

<http://www.hfmgv.org/education/smartfun/colonial/intro>  
colonial family and community in Coventry, Connecticut



# The Revolutionary War in New York State

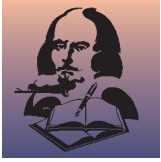
- New York State's location and its relationship to the locations of other people and places meant that New York would play a key role in the American Revolution.
- New York's waterways played a vital role in Britain's plans to capture New York; several key battles of the Revolution were fought along New York's rivers and lakes.
- The American Revolution had a lasting effect on the power of the Iroquois League.
- The Battle of Saratoga was a turning point in the American Revolution.
- Not all colonist held the same viewpoint regarding the struggle against Great Britain.
- The leaders of the American Revolution came from all walks of life and regions of the thirteen colonies.
- The American Revolution had a lasting impact on New York.

Standard	Concepts/ Themes	CONNECTIONS
<p>History of the United States and New York State</p> <p>Civics, Citizenship, and Government</p>	<p>Change</p> <p>Conflict</p>	<p><b>Classroom Activities</b></p> <p>Ask students to take the position of patriot, loyalist, or neutral party for a debate of the issues.</p> <ul style="list-style-type: none"> <li>• What were the viewpoints of the patriots and the loyalists?</li> </ul> <p>Have students make posters designed to convince others to join the patriots' or loyalists' cause.</p> <p>Have students define the phrase <i>taxation without representation</i>. Allow them to create a graphic representation, orally or in writing, as a supplement to their definition, if they wish.</p> <ul style="list-style-type: none"> <li>• What were the causes of the American Revolution?</li> </ul> <p>Brainstorm with students a list of freedoms that are important to them. Ask them what their reactions would be if one of those freedoms were taken away. Then have them write persuasive essays or speeches explaining their feelings.</p> <ul style="list-style-type: none"> <li>• What laws led up to the decision to fight the British and what were the patriots' reactions to these laws?</li> <li>• What was the purpose of the Declaration of Independence?</li> </ul> <p>Have students write to King George to explain why, as colonists, they want self-government.</p> <p>Have students make a Revolutionary War timeline.</p> <ul style="list-style-type: none"> <li>• What were the effects of the American Revolution?</li> <li>• What was important about New York's role in the American Revolution?</li> </ul> <p>Have students label a map of New York to show important places and events of the American Revolution. Suggest that they label Burgoyne's three-point plan on a map. Have them show the major battles and color-code the map by victory.</p> <ul style="list-style-type: none"> <li>• What battles were fought in New York?</li> <li>• What events should be included on a Revolutionary War map?</li> </ul> <p>Have students write biographical sketches of important people in the American Revolution. Ask them to write interview questions as if they were a reporter.</p> <ul style="list-style-type: none"> <li>• Who were the leaders of the American Revolution?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Continue the class timeline.</li> </ul>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students create an advertisement, using words and pictures, to illustrate an opinion regarding the American Revolution.



### ARTS

Have students analyze political cartoons that represented differing points of view regarding the British laws and the decision to become independent.

## Suggested Documents and Other Resources Selected by New York State Teachers

The Declaration of Independence  
Famous quotes  
Famous political cartoons  
Paintings of Revolutionary events  
Maps of the Revolutionary War in New York

### Trade Books:

**And Then What Happened, Paul Revere?** by Jean Fritz  
**Paul Revere's Ride** by Henry Wadsworth Longfellow  
**Black Heroes of the American Revolution** by David Murka  
**Building a New Land: African Americans in Colonial America** by James Haskins and Kathleen Benson  
**Buttons for George Washington** by Connie and Peter Roop  
**The Boston Tea Party** by Laurie O'Neill  
**Drums at Saratoga** by Lisa Banim  
**B. Franklin, Printer, Inventor, Statesman** by David A. Adler  
**George Washington's Socks** by Elvira Woodruff  
**Guns for General Washington: A Story of the American Revolution** by Seymour Reit  
**Hard Times at Valley Forge** by Joseph Martin  
**If You Lived at the Time of the American Revolution** by Kay Moore  
**If You Were There in 1776** by Barbara Brenner  
**Johnny Tremain** by Ester Forbes  
**My Brother Sam Is Dead** by James Lincoln Collier  
**Red, White, Blue, and Uncle Who? The Stories Behind Some of America's Patriotic Symbols** by Theresa Bateman  
**Sam the Minuteman** by Nathaniel Benchley  
**Secret Soldier: The Story of Deborah Sampson** by Ann McGovern  
**Winter of Red Snow: The Revolutionary War Diary of Abigail Jane Stewart, Valley Forge, Pennsylvania, 1777 (Dear America)** by Kristiana Gregory

Computer Software:

**Revolutionary War: Birth of a Nation**  
**Becoming a Nation**

Videos:

**Causes of the American Revolution**  
**Great Events and People in New York State #2, The Revolutionary War**  
**The Declaration of Independence: A Foundation of Ideas for a New Age**  
**The Revolutionary War:** Volume 1, Birth of a Nation. Volume 2, Victory or Death. Volume 3, The Climactic Battle

Discovery Channel:

**Where America Began—Yorktown**, Our National Heritage Series

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Periodicals:

**Cobblestone Magazine:** British Loyalists in the Revolutionary War

**Cobblestone Magazine:** Patriotic Tales of the Revolutionary War

**Daughters of the American Revolution Magazine:** Valley Forge: From Tragedy to Triumph

**New York State Studies Weekly**

## Using the Internet

<http://www.pbs.org/ktca/liberty>

Variety of topics about the American Revolution

<http://www.tusd.net/dis/teacher/borba/listrevolutide.html>

# The New Nation

- The foundations for American democracy and the new government can be traced to the Mayflower Compact, the Declaration of Independence, and the Constitutions of the State of New York and the United States of America.
- The Bill of Rights lists the fundamental rights that belong to the people.
- Many individuals and groups helped to strengthen democracy in the United States.
- The traditions of people from a variety of groups and backgrounds played important roles in establishing the roots of American culture.
- Shared values, practices, and traditions unite all Americans.

Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Government  Nation-state  Civic Values  Human Rights  Power  Citizenship	<p><b>Classroom Activities</b></p> <p>Have students make a class chart that identifies each of the following documents and explains their roles in the development of the nation: Mayflower Compact; Declaration of Independence; and the Constitution of the United States, including the Bill of Rights.</p> <ul style="list-style-type: none"> <li>• What are the important documents that relate to democracy in the United States?</li> </ul> <p>Have students list the strengths and weaknesses of the Articles of Confederation.</p> <p>After studying the parts of the United States Constitution, students can work in groups to write a class or school constitution. Quill and ink could be used to draft the final copy.</p> <p>Have students illustrate the right that is guaranteed in each of the amendments of the Bill of Rights. The responsibilities corresponding to each right should be included in the illustration.</p> <p>Have students discuss orally or in writing how life in the United States would be different if one or more of the rights from the Bill of Rights were eliminated.</p> <ul style="list-style-type: none"> <li>• What rights and responsibilities are included in the Bill of Rights?</li> </ul> <p>Have students research the contributions of John Hancock, George Washington, John Adams, James Madison, John Jay, Alexander Hamilton, Thomas Jefferson, and Benjamin Franklin. Students can role-play a “meet the press” function with the founding fathers.</p> <ul style="list-style-type: none"> <li>• Who are the people important to the framing of the Constitution and what were their contributions?</li> </ul>

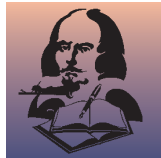
Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students study the Pledge of Allegiance to learn the meaning of all the words. Have students rewrite the pledge to simplify the text for younger students.</p> <p>Have students learn the words to patriotic songs including the “The Star-Spangled Banner.”</p> <p>As a class, make a mural, posters, or graphic organizers highlighting our patriotic holidays and celebrations.</p> <ul style="list-style-type: none"> <li>• What are the values, practices, and traditions that unite all Americans?</li> <li>• What role did people of different ethnic backgrounds play in the development of American culture?</li> </ul> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• The National Archives and Records Administration (NARA) publication <b>Teaching with Documents</b> is a collection of excellent learning experiences. Two such experiences are “Join the Signers” and “Images of the American Revolution.”</li> </ul>

## Interdisciplinary Connections



### ARTS

Have students examine famous paintings and illustrations focusing on individuals and groups that have strengthened democracy in the United States.



### ENGLISH LANGUAGE ARTS

Have students write essays describing the ratification of the Constitution. Have them role-play the perspectives of various federalists and antifederalists who worked toward or against ratification.

## Suggested Documents and Other Resources Selected by New York State Teachers

The Great Seal of the United States

Copies of the Mayflower Compact, Declaration of Independence, the United States Constitution, and the Bill of Rights

Famous paintings of historical events

### Trade Books:

**What’s the Big Idea, Ben Franklin?** by Jean Fritz

**The Birth of the Constitution** by Edmund Lindop

**Children’s Literature in Social Studies** by DeAn Krey

**The Constitution and Bill of Rights** by Discovery Enterprises

**The Declaration of Independence** by Discovery Enterprises

**The Fourth of July Story** by Alice Dagliesh

**Get a Clue—Introduction to Primary Sources** by Joann Deitc

**If You Were There When They Signed the Constitution** by Elizabeth Levy

**Let’s Go to Independence Day** by Mary Jo Borreson

**Linking Literature to New York State Social Studies Curriculum, K-12**

**Living Together Under the Law: An Elementary Education Law Guide** by Arlene F. Gallagher

**The Making of the Constitution** by Helen Stone Peterson

**A More Perfect Union: The Story of Our Constitution** by Betsy and Giulio Maestro

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**Our Country’s President** by Ann Bausum  
**Owl’s Journey: Four Centuries of an American Country** by Maura Shaw  
**Peter Zenger—Freedom of the Press** (a play)  
**Shh!! We’re Writing the Constitution** by Jeane Fritz  
**The Story of the Constitution** by Marilyn Prolman  
**Washington: A Picture Book Biography** by James George Giblin  
**We the People: The Constitution of the U.S.** by Peter Spier  
**We the People: The Way We Were 1783-1793** by Suzanne Hilton

Newspaper:

**New York State Weekly**

**Possible Field Trips/Museums:**

Farmers’ Museum at Cooperstown, NY (Civic Duty Program)

New York State Museum, Albany, NY

(When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

## **Using the Internet**

<http://www.assembly.state.ny.us>

New York Constitution

<http://bensguide.gpo.gov/6-8/election/>

<http://www.nara.gov>

National Archives and Records Administration

[http://www.archives.gov/exhibit\\_hall/charters\\_of\\_freedom/join\\_the\\_signers/join\\_the\\_signers.html](http://www.archives.gov/exhibit_hall/charters_of_freedom/join_the_signers/join_the_signers.html)

[http://www.archives.gov/digital\\_classroom/lessons/analysis\\_worksheets/worksheets.html](http://www.archives.gov/digital_classroom/lessons/analysis_worksheets/worksheets.html)

# Industrial Growth and Expansion

- During the 1800s, new inventions changed the ways Americans traveled and communicated with each other.
- In the late 1800s and early 1900s, the number of immigrants coming to New York State and the United States increased dramatically.
- People migrated to the United States for such reasons as poverty, hunger, and/or a lack of freedom in their homelands.
- Immigrants made important contributions to New York State and the United States of America.
- The Industrial Revolution significantly changed the way goods were made, and services delivered.
- There were many geographic reasons why New York State became a leading manufacturing center.

Standard	Concepts/ Themes	CONNECTIONS
History of the United States and New York State  Geography Economics	Culture  Decision Making  Change  Immigration  Needs and Wants  Industrialization  Science and Technology	<p><b>Classroom Activities</b></p> <p>Case Study: Transportation Revolution</p> <p>Have students make posters to advertise travel on steamboats, railroads, and the Erie Canal. Compare these different modes of transportation. Have students make diagrams that explain how the steam engine works, and ask them to add captions.</p> <ul style="list-style-type: none"> <li>• How did advances in transportation, communication, and technology in the 19th century change the United States?</li> </ul> <p>Have students draw and label the Erie Canal and cities along its route on a New York State outline map. Then have them draw and label railroad lines of the 1800s and the cities they connected on another outline map.</p> <ul style="list-style-type: none"> <li>• How did changes in transportation affect industrialization and expansion?</li> </ul> <p>Have students pretend to be reporters in the 1800s and write articles that describe travel by train, steamboat, or packet boat.</p> <p>Have students draw a mural or series of pictures depicting the Erie Canal in the mid-1800s. Include packet boats, line boats, goods shipped, canal-side stores, and bridges.</p> <p>Have students make a graphic showing how raw materials become manufactured goods (e.g., how iron ore becomes steel).</p> <p>Case Study: Immigration</p> <p>Have students pretend to be newly arrived immigrants living in New York City in the late 1800s. Each student should write a letter describing the trip and recording thoughts about this new nation.</p> <ul style="list-style-type: none"> <li>• What impact did the immigration of the late 19th century have on New York State? On various cities and towns?</li> <li>• What contributions did immigrants make to New York State?</li> </ul> <p>Have students read about Ellis Island as an entry point or gateway for immigrants in the 19th century. Ask students to discuss immigrants' experiences orally or in writing.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students research their families' ethnic backgrounds and then share customs and traditions of their heritage with classmates. Have them label their countries of origin on a class map.</p> <p>Help students to organize and conduct an ethnic festival featuring foods, music, and crafts representative of the countries studied. The students can also make and display a flag map for the occasion.</p> <p>Case Study: Industrialization</p> <p>Have students find out what factories are located in their local communities and what goods are produced.</p> <ul style="list-style-type: none"> <li>• How did the development of factories and industrialization impact New York State?</li> <li>• What industries grew in New York State?</li> <li>• What were the relationships between geographic factors, industrialization, and expansion?</li> </ul> <p>Have students analyze the photographs of Lewis Hine (see the National Archives and Records Administration [NARA] website <a href="http://www.nara.gov">http://www.nara.gov</a>).</p> <p>Have students make a web or other graphic organizer called THE GROWTH OF NEW YORK.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Note the significance of the development of the Erie Canal to New York State and New York City.</li> <li>• Make connections between improved transportation and the growth of cities and manufacturing.</li> <li>• Local history can be taught with this unit or the colonial unit, depending on when your local community was developed. In western New York it might be more appropriate to teach local history during the expansion unit, while in eastern New York it might be more appropriate to teach it during the colonial unit.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

Have students graph statistics showing the movement of goods on the Erie Canal in comparison to the movement of goods by train from 1830 to 1900. Indicate mileage and tonnage.

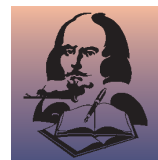
Have students make a graph showing the numbers of immigrants from major countries in the 19th century.

### SCIENCE

Have students explore the technology that made industrial growth and expansion possible (steam power, locks, aqueducts). See also “Teaching with Documents” (Digital Classroom Teaching) on the NARA website for articles on Alexander Graham Bell’s patent for the telephone or Thomas Edison’s patent for the electric lamp.

### ENGLISH LANGUAGE ARTS

Have students read short stories and diaries that depict the immigrant experience. Stories should be representative of an ethnic background of an immigrant in the 19<sup>th</sup> century.



### ARTS

Have students analyze the photographs of Lewis Hine. NARA provides teachers with a website of a series of document analysis worksheets. Using the photo analysis worksheet, students should explore Lewis Hine’s child labor and immigration photographs.

Have students put on an ethnic festival that includes foods, music, and dance.



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## Suggested Documents and Other Resources Selected by New York State Teachers

Erie Canal maps  
Canal poster and photographs  
Advertisements for trains, steamboats, and canal boats  
Songs and stories of the Erie Canal  
Journals  
Diaries

### Trade Books:

**The Amazing Impossible Erie Canal** by Cheryl Harness  
**Bridging the Continent: Early Transportation** by Bobbie Kalman  
**Consider the Source: Historical Documents in the Classroom** (see “Erie Canal Broadside”)  
**Dreaming of America** by Eve Bunting  
**Ellis Island: New Hope in a New Land** by William Jay Jacobs  
**The Erie Canal** by Samuel Hopkins Adams  
**First Generation: In the Words of Twentieth Century American Immigrants** by June Namias  
**From Path to Highway** by Gail Gibbons  
**How My Family Lives in America** by Susan Kuklin  
**Immigrant Kids** by Russell Freedman  
**Journey to Ellis Island: How My Father Came to America** by Carol Bierman  
**Long Way to a New Land** by Joan Sandin  
**Life Stories of Undistinguished Americans, As Told by Themselves** by Hamilton Holt  
**New York in Words and Pictures** by Dennis Fradin  
**Those Building Men** by Angela Johnson  
**Who Belongs Here: An American Story** by Margy Burns Knight

### Periodicals:

**Cobblestone Magazine:** America at Work: The Industrial Revolution  
**Cobblestone Magazine:** Entrepreneurs of the Past  
**Cobblestone Magazine:** Inventors

### Videos:

**Industrial Revolution**  
**Industrial Revolution: Video Quiz**  
**Immigration: Island of Hope, Island of Fear**  
**Great Events and People in New York State History**

## Using the Internet

<http://www.ellisland.org>  
<http://www.CPRR.org>  
History of railroad, photographs  
<http://www.nara.gov>  
National Archives and Records Administration  
[http://www.archives.gov/digital\\_cl.../telephone\\_and\\_light\\_patents.htm](http://www.archives.gov/digital_cl.../telephone_and_light_patents.htm)  
Alexander Graham Bell and Thomas Edison  
[http://www.archives.gov/digital\\_classroom/le/hine\\_photographs.htm](http://www.archives.gov/digital_classroom/le/hine_photographs.htm)  
Lewis Hine

# Urbanization: Economic, Political, and Social Impacts

- After World War II, thousands of people moved from rural areas to the urban areas of New York State.
- The people of New York State are economically interdependent.
- The labor movement struggled to improve working conditions for children and adults.

Standard	Concepts/ Themes	CONNECTIONS
Geography Economics	Change  Interdependence  Movement of People and Goods  Urbanization  Economic Systems  Unions	<p><b>Classroom Activities</b></p> <p>Have students create a diagram that compares rural, urban, and suburban communities. For bulletin boards or large posters, have students cut out pictures representing life and land in each of the areas.</p> <ul style="list-style-type: none"> <li>• What were the economic, political, and social impacts of rural to urban migration?</li> </ul> <p>Have students make ads or posters, or write speeches or persuasive essays, to suggest that people move to or visit each of the areas.</p> <p>Have students make posters entitled FROM WHEAT TO BREAD. Using these posters, students should explain economic interdependence.</p> <p>Have students create a timeline featuring important events dealing with education.</p> <ul style="list-style-type: none"> <li>• What is the purpose of public education in our State?</li> </ul> <p>Have students make a booklet showing schools from 1800 to the present.</p> <p>Have students participate in an 1800s school-day program. Some history museums offer these programs.</p> <p>Have students read some of the <b>American Girl</b> magazines and use them to compare schooling through the years.</p> <p>Have students investigate the history of their school district and create a display board to share information found.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students research one reformer of the period and then role-play him or her giving a speech at a rally or speaking at a “meet the press” function.</p> <p>Involve students in a discussion about how they would feel if their parents told them they had to work in a factory instead of going to school. A writing activity discussing school attendance versus working in a factory could follow (see <b>From Forge to Fast Food: A History of Child Labor in New York State: Civil War to the Present, Vol. II</b>).</p> <ul style="list-style-type: none"> <li>• Why did unions fight to limit the working hours of women and children?</li> </ul> <p>Have one half of the class draw a poster of what children should do to grow up healthy. The other half of the class should draw a poster depicting the life of a child laborer.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Check with local unions to see if they can provide materials about the labor movement.</li> <li>• Continue the ongoing class timeline.</li> <li>• Refer to the NARA website for the document analysis worksheets.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

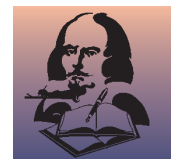
Have students gather data to make graphs showing the population shifts in the different areas over time. Have students look for trends and find reasons for the shifts, and then add short paragraphs of explanation to the graphs.

- What is the impact of economic interdependence?

### ENGLISH LANGUAGE ARTS

Have students pretend to be newspaper reporters and write articles describing the working conditions pictured in Lewis Hine’s photographs or in photographs from Russell Freedman’s Immigrant Kids collection. As an alternative, students may write editorials representing the viewpoints of concerned citizens or parents who need their children’s wages to survive.

- Why did workers unionize?



### ARTS

Have students put together a collection of political cartoons and photographs that were used by reformers during this period. Have students discuss the cartoonists’ and photographers’ point of view.

## Suggested Documents and Other Resources Selected by New York State Teachers

Have students explore the document analysis worksheets found on the NARA website to explore Lewis Hine’s photographs. In particular, they should focus on the photo analysis worksheet.

Laws about child labor: The Uniform Child Labor Law (1910), National Industrial Recovery Act (1933-35), Fair Labor Standards Act (1938)

**From Forge to Fast Food: A History of Child Labor in New York State: Colonial Times Through the Civil War, Volume I** by Janet Wells Greene

**From Forge to Fast Food: A History of Child Labor in New York State: Civil War to the Present, Volume II** by Richard B. Bernstein

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### **Trade Books:**

**Good Girl Work: Factories, Sweatshops, and How Women Changed Their Role in the American Workforce**

by Catherine Gourley

**A Historical Album of New York** by Monique Avakian and Carter Smith III

**Historical Directory of Trade Unions: Cotton, Wool and Worsted, Linen and Jute, Silk, Elastic Web, Lace in Net, Hosiery, and Knitware, Textile Finis** by Arthur Marsh and Victoria Ryan

**Historical Directory of Trade Unions. Engineering, Shipbuilding and Minor Metal Trades, Coal Mining and Iron and Steel, Agriculture, Fishing and Chemicals** by Arthur Marsh and Victoria Ryan

**Historical Documents in American Education** by Tony W. Johnson

**Kids on Strike** by Susan Campbell Bartoletti

**The Labor Movement in the United States** by J.J. Flagler

**Mother Jones and the March of the Mill Children** by Penny Colman

**New York** by Suzanne Levert

**The New York Colony** by Thelma Nurenberg

**No Time for School, No Time for Play: The Story of Child Labor in America** by Rhoda and William Cahn

**The Power in Our Hands** by Norman Diamond and William Bigelow

**The Rainbow Book of American History** by Earl Schenck Miers

**Rank and File** edited by Alice and Staughton Lynd

**The Schoolmasters** by Leonard Everett Fisher

**A Short History of New York State** by David M. Ellis

**Workers' Struggles, Past and Present** edited by J.R. Green

**Working Class U.S.A.: The Power and the Movement** by Gus Hall

**The Young United States 1783-1830** by Edwin Tunis

### **Using the Internet**

<http://www.historyplace.com/unitedstates/childlabor>

Photographs by Lewis Hine

<http://www.pbs.org>

Colonial schools

<http://www.stratfordhall.org>

Colonial children

<http://www.afl-cio.org>

How to teach children about the labor movement

<http://www.nara.gov>

National Archives and Records Administration

[http://www.archives.gov/digital\\_classroom/lessons/hine\\_photographs/teaching\\_activities.htm](http://www.archives.gov/digital_classroom/lessons/hine_photographs/teaching_activities.htm)

Lewis Hine

# Government

- The basic democratic values of American democracy include an understanding of the following concepts: *individual rights to life, liberty, property, and the pursuit of happiness; the public or common good; justice; equality of opportunity; diversity; truth; and patriotism.*
- The fundamental values and principles of American democracy are expressed in the Declaration of Independence, Preamble to the United States Constitution, Bill of Rights, Pledge of Allegiance, speeches, songs, and stories.

Standard	Concepts/ Themes	CONNECTIONS
Civic, Citizenship, and Government  History of the United States and New York State	Civic Values  Government  Power  Citizenship  Justice	<p><b>Classroom Activities</b></p> <p>Provide copies of the Declaration of Independence, the Constitution, and the Pledge of Allegiance to the students or display these documents with other speeches, songs, and poems. Have students recite the Pledge of Allegiance and discuss its meaning.</p> <ul style="list-style-type: none"> <li>• What is a democracy?</li> <li>• What are the fundamental rights of Americans?</li> <li>• What are the values and principles expressed in our founding documents and speeches and in patriotic songs and stories?</li> </ul> <p>Have students create a timeline featuring events leading up to the writing of the Declaration of Independence.</p> <p>After studying the meaning of the words in the Preamble of the Constitution, students can rewrite the Preamble in simpler language.</p> <p>To reinforce their understanding of the Bill of Rights, have students create a windsock using a rectangular strip of blue material with white stars on top and 10 red streamers (with one of the 10 amendments written on each) hanging down from the stars.</p> <p>Case Study: American Heroes</p> <p>Have students research the people who helped to define and establish our freedoms: George Washington, John Adams, Thomas Jefferson, James Madison, Alexander Hamilton. Students can then make short speeches to nominate these people to the FREEDOM HALL OF FAME.</p> <ul style="list-style-type: none"> <li>• Who are the people who helped to shape and preserve our freedoms?</li> </ul> <p>Have students research people who helped extend our freedoms: Harriet Tubman, Frederick Douglass, Abraham Lincoln, Susan B. Anthony, Martin Luther King, Jr., Cesar Chavez, and Betty Friedan.</p> <ul style="list-style-type: none"> <li>• Who are the people who worked to preserve and extend our freedoms?</li> <li>• Why are they considered heroes?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Give students a list of local, county, State, and national government positions and ask them to investigate and categorize these positions as either elected or appointed.</p> <p>Have students brainstorm a list of traits that would be found in a worthy candidate.</p> <p>Have students hold a mock trial focusing on a situation that embodies concepts such as <i>fairness, justice, or equality</i>.</p> <p>Have students compare their classroom constitution with the United Nations Declaration of the Rights of the Child.</p> <p>Have students discuss the colors of the American flag and make personal flags as symbols of themselves. Have students research, examine, and display flags of other nations (see Appendix A: Patriotic Customs).</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Some activities about the founding documents are also listed in the unit on the new nation; these may be taught at an appropriate time.</li> <li>• Continue the class timeline.</li> </ul>

## Interdisciplinary Connections



### MATHEMATICS

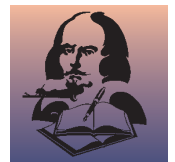
Have students graph the results of elections using election statistics.

### ENGLISH LANGUAGE ARTS

Have students read patriotic poetry or research the origins and purposes of specific legal holidays. Their reports should include the historical background of various State and federal holidays.

Examine **Living Together Under the Law: An Elementary Education Law Guide**, 1994, prepared by the Law, Youth, and Citizenship Program of the New York State Bar Association and the New York State Education Department. The guide provides many learning experiences related to elementary law. It also provides a wide variety of activities involving the use of trade books. For more information about this publication, call (518) 474-1460

or email <http://www.nysba.org/lyc>



### ARTS

Have students illustrate or make collages for words like *justice, liberty, equality, citizenship, diversity, assembly, patriotism, indivisible, and suffrage*. Have students identify important American symbols and/or use these symbols in a class collage.

Have students write and perform a Bill of Rights rap.

## Suggested Documents and Other Resources Selected by New York State Teachers

- Constitution of the United States
- New York State Constitution
- Declaration of Independence
- Pledge of Allegiance

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### **Trade Books:**

**Alvin Fernald: Mayor for a Day** by Clifford B. Hicks  
**The First Book of Elections** by Edmund Lindrop  
**The First Book of Local Government** by James Eichner  
**Elizabeth Cady Stanton** by Lucile Davis  
**Getting to Know New York State** by William B. Fink  
**How We Choose a President and the Courts** by Lee Learner Gray  
**If You Were There When They Signed the Constitution** by Elizabeth Levy  
**It's Our Government: Congress, the President and the Courts**  
**The Making of the Constitution** by Helen Stone Peterson  
**New York** by Allen Carpenter  
**On the Go in New York** by John Cunningham  
**Politics** by Patricia Maloney Markum  
**Shh! We're Writing the Constitution** by Jean Fritz  
**The Supreme Court in America's Story** by Helen Stone Peterson  
**We Are the Government** by Mary Elting  
**What a United States Senator Does** by Ray Hoopes

### Teacher Resources:

**A Look at Our Town, Village, City, County Government.** See the following sections: "Power/Leadership," "Problem Finder/Problem Solver," and "Cost/Benefit."  
**Bibliography of Law Related Curriculum Material** edited by Susan Davidson  
**Citizenship Decision-Making: Skill Activities and Materials** by Roger LaRaus and Richard C. Remy  
**Living Together Under the Law: An Elementary Education Law Guide** by the Law, Youth, and Citizenship Program of the New York State Bar Association and the New York State Education Department

### Videos:

**What 'Liberty and Justice' Means**  
**The Story of the National Anthem** (My America: Building a Democracy)  
**Our Constitution**  
**The Almost Painless Guide to the Election Process**

### **Using the Internet**

<http://www.assembly.state.ny.us>

<http://www.senate.state.ny.us/>

Government names and how to contact them

<http://www.youthleadership.net>

Youth Leadership Initiative of the University of Virginia Center for Politics

<http://www1.umn.edu/humanrts/instree/k1drc.htm>

Declaration of the Rights of the Child

<http://www.constitutioncenter.org/sections/teacher/less.../40371bg.as>

Lesson Plans: The Bill of Rights

# Purposes of Government

- The basic purposes of government in the United States are to protect the rights of individuals and to promote the common good.

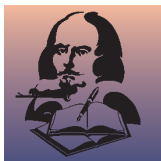
Standard	Concepts/ Themes	CONNECTIONS															
Civics, Citizenship, and Government	Government	<p><b>Classroom Activities</b></p> <p>Have students role-play participating in a baseball game without rules or attending a school without rules.</p> <p>Have students create a chart on newsprint, listing the reasons for creating governments and answering the question, “Why do all groups and societies create rules and laws?”</p> <table border="1" data-bbox="485 1024 1503 1388"> <thead> <tr> <th data-bbox="485 1024 649 1115"></th> <th data-bbox="649 1024 1053 1115">Reasons for Creating Rules</th> <th data-bbox="1053 1024 1503 1115">Why do all groups and societies create rules and laws?</th> </tr> </thead> <tbody> <tr> <td data-bbox="485 1115 649 1178">Club</td> <td data-bbox="649 1115 1053 1178"></td> <td data-bbox="1053 1115 1503 1178"></td> </tr> <tr> <td data-bbox="485 1178 649 1241">Scouts</td> <td data-bbox="649 1178 1053 1241"></td> <td data-bbox="1053 1178 1503 1241"></td> </tr> <tr> <td data-bbox="485 1241 649 1304">Classroom</td> <td data-bbox="649 1241 1053 1304"></td> <td data-bbox="1053 1241 1503 1304"></td> </tr> <tr> <td data-bbox="485 1304 649 1388">Team</td> <td data-bbox="649 1304 1053 1388"></td> <td data-bbox="1053 1304 1503 1388"></td> </tr> </tbody> </table> <p>Have students develop a class constitution and class rules.</p> <p>Have students use dramatic play with puppets to investigate the consequences of breaking rules.</p> <p>Have students collect and discuss newspaper cartoons dealing with rules and laws.</p> <p><b>Teacher Notes</b></p> <ul style="list-style-type: none"> <li>• Additional activities dealing with the purposes of government can be found in <b>Living Together Under the Law: An Elementary Education Law Guide</b>.</li> </ul>		Reasons for Creating Rules	Why do all groups and societies create rules and laws?	Club			Scouts			Classroom			Team		
	Reasons for Creating Rules	Why do all groups and societies create rules and laws?															
Club																	
Scouts																	
Classroom																	
Team																	



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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS/ARTS

Ask students to write an essay explaining why rules are important.

Have students study their own and other communities. Ask them to make a list of all the rules they find and then develop booklets that focus on these rules. Students can illustrate the booklet.



## Suggested Documents and Other Resources Selected by New York State Teachers

United States Constitution

New York State Constitution

**Living Together Under the Law: An Elementary Education Law Guide**, by the Law, Youth, and Citizenship Program of the New York State Bar Association and the New York State Education Department

## Using the Internet

<http://www.nysba.org/lyc>

email for New York State Bar Association

# Local and State Government

- New York State and local governments include executive, legislative, and judicial branches.
- *Democracy, power, and citizenship* are key terms and concepts related to government.
- The United States Constitution and the Constitution of the State of New York with their respective Bills of Rights were developed as written plans for organizing the functions of government and safeguarding individual liberties.
- People elect and/or appoint leaders who make, enforce, and interpret laws.
- Citizenship includes an awareness of the holidays, celebrations, and symbols of our nation, including the flag of the United States of America, its proper display, and use.
- Citizenship includes rights and responsibilities that apply to the classroom, school, home, and local community.
- Effective, informed citizenship involves duties such as *voting, jury service*, and other service to the local community.
- Citizens can participate in political decision making and problem solving at the local, State, and national levels.

Standard	Concepts/ Themes	CONNECTIONS																								
Civics, Citizenship, and Government	Government  Civic Values  Citizenship  Nation-state	<p><b>Classroom Activities</b></p> <p>Discuss with students what a community would be like without a fire department, police force, or school system. Ask students to explain why these departments or services are important.</p> <p>Have students create a chart showing the structure and functions of the branches of New York State and local governments.</p> <ul style="list-style-type: none"> <li>• What are the branches of government?</li> <li>• What functions, leaders, and institutions are associated with each branch?</li> <li>• What is meant by the term <i>balance of power</i> in our government?</li> </ul> <table border="1" data-bbox="483 1184 1482 1854"> <tr> <td data-bbox="500 1184 737 1276">* YOUR STATE AND LOCAL GOVERNMENTS</td> <td data-bbox="753 1184 899 1297"></td> <td data-bbox="915 1184 1029 1297"></td> <td data-bbox="1045 1184 1192 1297"></td> <td data-bbox="1208 1184 1321 1306"></td> <td data-bbox="1338 1184 1474 1297"></td> </tr> <tr> <td data-bbox="500 1331 737 1499"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="500 1507 737 1675"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> <tr> <td data-bbox="500 1684 737 1852"></td> <td></td> <td></td> <td></td> <td></td> <td></td> </tr> </table> <p>* FILL IN ONLY YOUR OWN LOCAL GOVERNMENT BODIES AND OFFICIALS. USE ACTUAL NAMES.</p>	* YOUR STATE AND LOCAL GOVERNMENTS																							
* YOUR STATE AND LOCAL GOVERNMENTS																										

Discuss with students the services provided by the community and list them on a chart. Have students make a collage of words describing these services. They can cut words out of newspapers and magazines.

Using a variety of political maps, students can locate their own community and state.

Ask students to read selected articles in local newspapers and determine which branch of government has jurisdiction over the issues described. Then have class representatives write or email the appropriate officials, asking for descriptions of the roles they play in the community.

Take the class to visit a local government agency or invite an agency representative to speak to the class about local government.

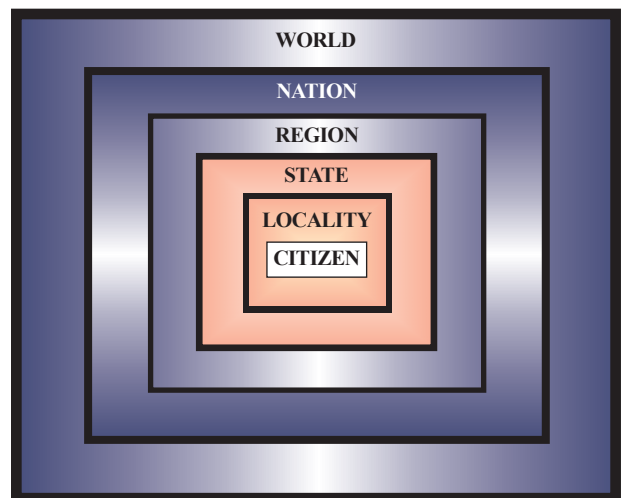
Discuss with students the celebration of holidays such as the Fourth of July. Have students investigate what local laws or ordinances would guide the planning of holiday festivals (e.g., parades, block parties, erection of a statue).

Have students discuss how a person can be a citizen of a locality, a state, a nation, and the world.

Using voting machines borrowed from local election boards, hold a mock election.

- How are leaders at the state and local levels elected?

**Arenas of Citizenship**



Have students interview or survey adults in the community to identify some of the ways they participate in political action, volunteer activities, or community service.

Ask students to compile a report for the school newspaper that highlights a citizen who has made outstanding contributions.

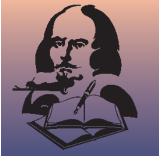
- What are the duties and responsibilities of effective, informed citizens?

Have students brainstorm a list of alternative solutions for a real classroom or school problem. Present solutions to the principal or other school personnel. Then discuss their feedback as a class and decide on next steps, if appropriate.

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students write a play about a local issue such as bicycle safety. The dialogue of the play should discuss the issue and explore possible solutions. The play should conclude with a solution to the issue or problem, and a way to share those issues with the school or a broader community.

## Suggested Documents and Other Resources Selected by New York State Teachers

Newspapers  
Magazines  
Political maps  
Local ordinances  
Voting machines

### Trade Books:

**A Look at Our Town, Village, City, County Government** published by the New York State Education Department.  
**Governing New York: How Local, State, and National Governments Work** by Magdalena Alagna

### Possible Field Trips:

Take the class on a walking tour near the school. Have students list the government-provided services they become aware of on their walk.

- What would happen if these services were not provided?
- How necessary are these services?
- How much do they cost?

(When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

## Using the Internet

<http://www.youthleadership.net/>

Youth Leadership Initiative of the University of Virginia Center for Politics

# Key Terms

## GRADE 4

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AFL-CIO	factory	Native American Indian	tariff
agriculture	Fort Orange	natural resources	tax
Algonquians	freedom	neutral	technology
amendment	frontier	New Amsterdam	tenant farmer
archaeologists		New Netherlands	towpath
artifacts	goods	northwest passage	trade
assembly	government		traitor
		packet	transportation revolution
Boston Tea Party	Haudenosaunee	Parliament	treaty
boycott		patriot	
	immigrant	patriotism	urbanization
canal	inaugurated confederation	patroon	unions
child labor	independence	Peter Stuyvesant	
clans	indentured servant		vote
citizenship	Industrial Revolution	raw material	
The Clermont	industrialization	reform	wampum
collective bargaining	industry	repeal	wigwam
colonist	interpret law	representative	
colony	Iroquois	republic	
Committees of		reservation	
Correspondence	judicial	revolution	
compulsory education	jury	Richard Nicholls	
confederacy	justice	Robert Fulton	
constitution		rural	
Continental Congress	laws		
culture	League of Nations	sachem	
customs	legend	services	
	legislature	slave	
Declaration of Independence	liberty	slavery	
delegate	local	Sons of Liberty	
democracy	lock	Stamp Act	
DeWitt Clinton	locomotive	state	
diversity	longhouse	steamboat	
Dutch West India Company	loyalist	strike	
		suburban	
employee	manor		
employer	manufacture		
enforce	manufacturing		
equality	merchant		
executive	Minutemen		
exploitation			
exploration			

This list of key terms is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms that you want to add to your own grade level-list, and there may be terms you want to delete.

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# GRADE 5

## The Western Hemisphere: The United States, Canada, and Latin America

The grade 5 social studies core curriculum:

- stresses geographic, economic, and social/cultural understandings related to the Western Hemisphere—the United States, Canada, and nations in Latin America.
- builds on and reinforces historical and political content about the United States included in the grade 4 social studies program.
- uses contemporary case studies rather than a chronological approach, with the content understandings guiding selection of specific case studies and factual information.
- focuses on contemporary examples, whenever appropriate, to help students learn the grade five content understandings.

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## FOCUS QUESTIONS

- How have the key geographic and environmental characteristics of nations and regions in the Western Hemisphere affected the history, economies, and cultures of its nations?
- What changes in the population of Western Hemisphere nations have taken place across time and place, and what has been the effect of these changes?
- What historical experiences have nations of this hemisphere shared? How have different people and nations seen these similar or shared experiences?
- What are similarities and differences among governments of the Western Hemisphere, such as governmental structures and functions, civic values and principles, and views of the role and rights of citizens?
- Why have some Western Hemisphere nations been more successful than others in meeting their needs and wants?
- How are nations in the Western Hemisphere economically and geographically interdependent?

# Content Understandings

## **History of the United States, Canada, and Latin America**

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.

Different people living in the Western Hemisphere may view the same event or issue from different perspectives.

The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.

Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.

Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 15th- to 16th-century exploration and encounter; 19th-century westward migration and expansion; 20th-century population movement from rural to suburban areas.

Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.

Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

## **Geography of the United States, Canada, and Latin America**

Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America.

Political boundaries change over time.

The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, regions, physical settings (including natural resources), human systems, and environment and society.

The physical and human characteristics of places in the United States, Canada, and Latin America are diverse.

Culture and experiences influence people's perceptions of places and regions in the United States, Canada, and Latin America.

Human actions modify the physical environments of the United States, Canada, and Latin America.

## **The economies of the United States, Canada, and Latin American nations**

Concepts such as *scarcity*, *supply and demand*, *markets*, *opportunity costs*, *resources*, *productivity*, *economic growth*, and *systems* can be used to study the economies and economic systems of the United States, Canada, and Latin America.

Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.

Types and availability of resources are important to economic development in the United States, Canada, and Latin America.

Production, distribution, exchange, and consumption of goods and services are economic decisions that the nations of North and South America must make.

Science and technology have influenced the standard of living in nations in North, Central, and South America.

Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas, Europe, and sub-Saharan Africa have changed life in these regions.

Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.

As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.

### **The governments of the United States, Canada, and Latin American nations**

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding *power, authority, governance, citizenship, and law*.

Basic civic values such as *justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights* are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America.

Constitutions, rules, and laws are developed in democratic societies in order *to maintain order, provide security, and protect individual rights*.

The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.

Governmental structures vary from place to place, as do the structure and functions of governments in the United States of America, Canada, and Latin American countries.

Concepts such as *civic values, politics, and government* can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from **Civics Framework for the 1998 NAEP**, p. 19.)

Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.

Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States, Federal holidays include: New Year's Day, Martin Luther King, Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, and Christmas.

# History of the United States, Canada, and Latin America

- Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.
- Different people living in the Western Hemisphere may view the same event or issue from different perspectives.
- The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.
- Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.
- Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 15th- to 16th-century exploration and encounter; 19th-century westward migration and expansion; 20th-century population movement from rural to suburban areas.
- Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.
- Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

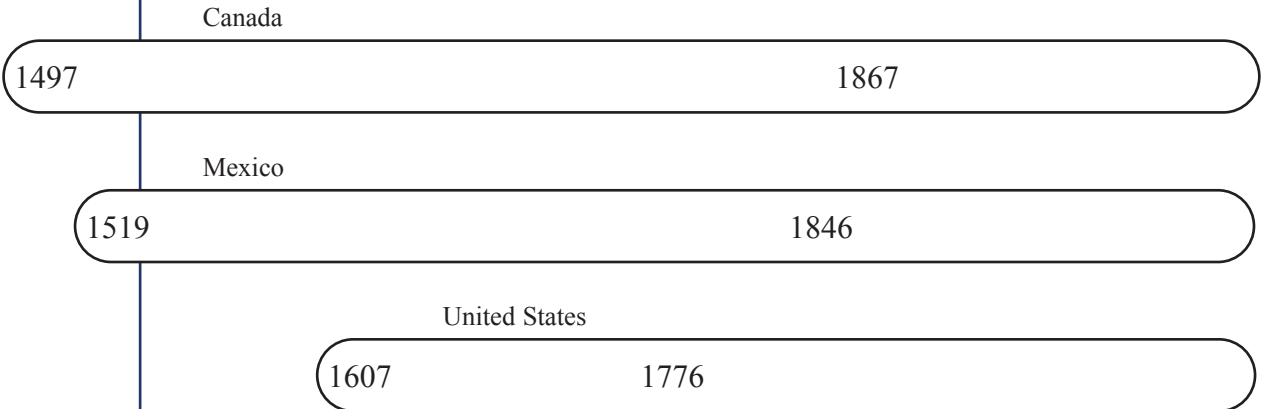
Standard	Concepts/ Themes	CONNECTIONS								
History of the United States and New York State	Change Culture Empathy Identity Interdependence	<p><b>Classroom Activities</b></p> <p>Case Study: The Encounter</p> <p>Have students complete a chart that shows the effects of the Encounter on different groups of participants. Include European's, Native American Indians, and Africans.</p> <p style="text-align: center;"><b>THE ENCOUNTER</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Those Involved</th> <th style="width: 50%;">Their Effect</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">European's</td> <td style="text-align: center;">→</td> </tr> <tr> <td style="text-align: center;">Native American Indians</td> <td style="text-align: center;">→</td> </tr> <tr> <td style="text-align: center;">Africans</td> <td style="text-align: center;">→</td> </tr> </tbody> </table> <p>Have students answer a document-based question on the Encounter. The question should contain documents that include information on the Exchange, the impact of diseases, Native American Indian groups, and slavery and the slave trade.</p>	Those Involved	Their Effect	European's	→	Native American Indians	→	Africans	→
Those Involved	Their Effect									
European's	→									
Native American Indians	→									
Africans	→									

Standard	Concepts/ Themes	CONNECTIONS
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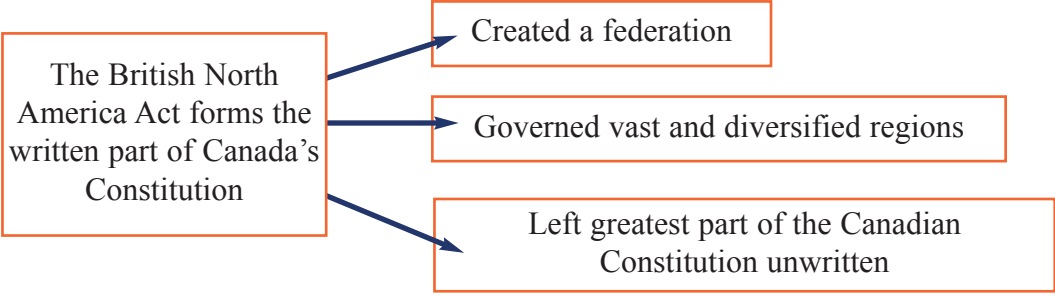
Display historical maps of North and South America and the Caribbean from different time periods, and ask students to create a graphic organizer showing changes in control of parts of this hemisphere from the period of the Encounter through the 19th century. Students should determine what nations were located in the areas where political control changed. Students should also examine maps of key nations in different time periods. Ask questions such as:

- How do the maps explain cultural differences between Brazil and neighboring nations?
- How did Spain lose control of the lands it claimed in what is now the United States? in Latin America?
- How did the Louisiana Purchase change the map of North America? of the United States?
- How did the map change as the United States grew to its present boundaries?
- How did the United States acquire Alaska? Hawaii?
- Why is Canada a bilingual nation?

Have students make multitiered timelines comparing time periods of major turning points and events in the history of the United States, Canada, and selected Latin American nations. If students have Latin American ancestry, choose the countries their families came from as examples. Ask students to predict and then research points on the timeline where there is a relationship between and among events.



Ask students to compare two accounts of an historic event or current issue showing different points of view. Topics to consider may include the Mexican War, the Panama Canal, the clash over Oregon, the Spanish American War, and the French Canadian separatist movement.

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students create a graphic organizer showing the causes and effects of a turning point in the history of one or more Western Hemisphere nations. Make sure that students can answer the following questions:</p> <p>CAUSE</p> <p>EFFECT</p>  <pre> graph LR     A["The British North America Act forms the written part of Canada's Constitution"] --&gt; B["Created a federation"]     A --&gt; C["Governed vast and diversified regions"]     A --&gt; D["Left greatest part of the Canadian Constitution unwritten"]   </pre> <ul style="list-style-type: none"> <li>• What is a turning point in history?</li> <li>• Why is a particular event, such as the Industrial Revolution or the Encounter, a turning point?</li> <li>• What are some turning points in the history of the Western Hemisphere? Why?</li> </ul> <p>Have students write brief biographies of important figures in the history of Canada and Mexico.</p> <p><b>Case Study: Industrialization</b></p> <p>Have students compare the process of industrial growth and development with the process of urbanization in the United States, Canada, and selected Latin American nations. Discussion should focus on these questions:</p> <ul style="list-style-type: none"> <li>• What led to industrial development?</li> <li>• When and where did industrialization take place?</li> <li>• What factors helped and/or hindered a nation's process of industrialization?</li> <li>• Why have there been differences in the ability of nations of the Western Hemisphere to industrialize?</li> <li>• What is the relationship between industrialization and urbanization?</li> <li>• What is the relationship between industrialization and immigration/migration?</li> <li>• What have been the effects of industrial growth and urbanization on the nations of the Western Hemisphere?</li> <li>• How has industrialization increased the interdependence of Western Hemisphere nations?</li> </ul> <p>Have students compare accounts of life in a Western Hemisphere nation today, from the standpoint of people who play different roles in society. Students may instead opt to make comparisons during the time of the Encounter or Industrial Revolution.</p> <p>Have students create a collage that shows examples of cultural diffusion in the Western Hemisphere today.</p> <p><b>Teacher Notes</b></p> <p>In Grade 5 the emphasis is on:</p> <ul style="list-style-type: none"> <li>• the contemporary time period.</li> <li>• geography, economics, and social/cultural understandings, rather than history.</li> <li>• different viewpoints about events and issues among peoples and/or nations of the Western Hemisphere.</li> </ul>



Standard	Concepts/ Themes	CONNECTIONS
		<p>The first decision you must make is how to organize your study of the nations of the Western Hemisphere.</p> <ol style="list-style-type: none"> <li>1. You may choose to examine the United States, Canada, and selected nations of Latin America separately.</li> <li>2. You may decide to study North America as an entity, and then study selected nations of South America, Central America, and the Caribbean.</li> <li>3. You may decide to study the United States and Canada together and then examine selected nations of Latin America, including Mexico.</li> <li>4. You may decide to examine the Western Hemisphere as a whole through its geography, history, economies, and governments.</li> </ol> <p>Depending on what you selected as your organizational pattern for the grade 5 social studies program, some titles for units of study on the history of Western Hemisphere nations might include:</p> <ul style="list-style-type: none"> <li>• The United States Becomes a World Political and Economic Power.</li> <li>• The History of Canada in Modern Times.</li> <li>• The History of Mexico in Modern Times.</li> <li>• The History of Argentina (and/or other Latin American nations) in Modern Times.</li> <li>• Turning Points in the History of the United States, Canada, and Mexico.</li> <li>• Turning Points in the History of Selected Latin American Nations.</li> <li>• Turning Points in the History of the United States and Canada.</li> <li>• Turning Points in the History of Mexico and Selected Latin American Nations.</li> <li>• Historic Turning Points of North and South American Nations.</li> <li>• Shared and Similar Turning Points in the History of North and South American Nations.</li> </ul> <p>Using any organizational pattern, consider centering student activities on case studies of key turning points and events in the histories of Canada, Latin America, and the United States. Some suggestions for case studies appear in the history understandings. They include:</p> <ol style="list-style-type: none"> <li>1. Cultural diversity of the peoples of the hemisphere.</li> <li>2. Social/cultural connections and exchanges.</li> <li>3. Migration/immigration connections and exchanges.</li> <li>4. Scientific/technological connections and exchanges.</li> <li>5. 15th- to 16th-century exploration and encounter.</li> <li>6. 19th-century westward migration and expansion.</li> <li>7. 20th-century population movement from rural to suburban areas.</li> <li>8. Industrial growth and development.</li> <li>9. Important historic figures and groups that contributed to the development of Canada, Latin America, and the United States.</li> </ol> <p><b>Case Studies</b></p> <p>Many case studies include content understandings from several social studies disciplines. A study of industrial development, for instance, includes understandings from history, economics, and geography. The question “Why is industrialization a turning point in a nation’s history?” illustrates this interdisciplinary nature of this case study. (See Appendix C: Effects of Industrialization and Appendix D: Characteristics of Developed and Less Developed [Developing] Nations.)</p> <p>You may want to do a case study on cultural diversity of the peoples of the Western Hemisphere and/or migration/immigration connections in your geography unit. Or you may decide to extend a case study of the PreColumbian period to the Encounter, focusing either on slavery or on the exchange of technologies, plants, animals, and diseases.</p> <ul style="list-style-type: none"> <li>• How have historic events affected the cultures of the United States, Canada, and selected nations of Latin America?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<p>A case study of westward migration and expansion in the 19th and 20th centuries could include understandings from history, geography, government, and even economics. Consider events that led to interaction among the nations of the hemisphere such as the Mexican War, the clash over Oregon, the development of the Monroe Doctrine, the Spanish American War, the Panama Canal, and the Cuban missile crisis. Consider also having students compare the effects of similar events in different nations (e.g., the effects of the Gold Rush in the United States and in Canada, the building of the transcontinental railroad and the Canadian Pacific Railway).</p> <p>A case study of industrial growth and development in the United States and other nations of the Western Hemisphere could include the role of migration and immigration, science and technology, and 20th-century population movement from rural to urban to suburban areas.</p> <p>For additional guidance in selecting content, evaluation questions, and resources, consult <b>Social Studies Program: 5</b> published by the New York State Education Department, 1982.</p>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students write a journal entry from the viewpoint of a Native American Indian affected by the Encounter, and another from the viewpoint of a European participant. Students may choose instead to base their journal entries on a contemporary event.

In their study of the Encounter, have students assess primary and secondary source materials, as well as works of fiction, to determine fact versus opinion and accuracy of information. Students may also look for examples of different perspectives.

A similar activity can focus on the immigrant experience, slavery, and/or the urban experience in the United States, Canada, and selected Latin American nations.

Have students compare factual and fictional narratives about turning points in the history of nations of the Western Hemisphere. They should address such questions as:

- In what country's history is the event a turning point?
- Why is the event a turning point?
- Is the event connected to more than one Western Hemisphere nation? How?
- Who has different points of view about the event? Why?
- Are there major differences between the fictional and factual accounts of the event?

Have students read a biography of a leader who brought about change in a Western Hemisphere nation. They should take events from the biography and put them in chronological order. They should also compare different points of view about the leader's achievements. In a group discussion, students should compare the leader's beliefs, motivations, actions, methods, and results.

### ARTS

Have students analyze songs, posters, and paintings about major historic events. They should discuss the accuracy of the music or visual, as well as its point of view. Posters from World War I or II are examples of visuals, as are paintings of battle scenes.



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## Suggested Documents and Other Resources Selected by New York State Teachers

Historical maps  
Paintings  
Posters  
Photographs  
Primary source materials showing different perspectives on historic events  
Biographies of historic figures

### Trade Books:

Resources for Students:

**All the People, 1945-1999 (The History of U.S.)** by Joy Hakim  
**An Age of Extremes, 1870-1917 (The History of U.S.)** by Joy Hakim  
**Argentina: The Land.** by Bobbie Kalman and Greg Nickles  
**Brazil** by Shirley W. Gray, Linda D. Labbo, Sherry L. Field  
**Canada: The Culture** by Bobbie Kalman  
**The Cuban Missile Crisis in American History** by Paul E. Brubaker  
**Daily Life in a Covered Wagon** by Paul Erickson  
**Eyewitness: American Revolution** by Stuart Murray  
**Eyewitness: Explorer** by Rupert Matthews, Jim Stevenson (illustrator)  
**The First Americans: Prehistory-1600 (The History of U.S.)** by Joy Hakim  
**How Would You Survive in the American West?** by Jacqueline Morley  
**If You Traveled West in a Covered Wagon** by Ellen Levine  
**If Your Name Was Changed at Ellis Island** by Ellen Levine  
**Immigrant Kids** by Russell Freedman  
**Liberty for All? (The History of U.S.)** by Joy Hakim  
**Panama** by Dana Meachen Rau  
**The Panama Canal** by Barbara Gaines Winkelman  
**Puerto Rico** by Joyce Johnston  
**The Spanish-American War** by Michael Golay, John Bowman (editor)  
**Reconstruction and Reform (The History of U.S.)** by Joy Hakim  
**Struggle for a Continent: The French and Indian Wars, 1689-1763** by Giulio Maestro  
**War, Peace, and All That Jazz (The History of U.S.)** by Joy Hakim  
**We Were There, Too: Young People in U.S. History** by Phillip M. Hoose  
**Where Do You Think You're Going, Christopher Columbus?** Jean Fritz

Biographies/Autobiographies:

**Franklin Delano Roosevelt** by Russell Freedman  
**How We Crossed the West: The Adventures of Lewis and Clark** by Rosalyn Schanzer  
**Into a New Country: Eight Remarkable Women of the West** by Liza Ketchum  
**John F. Kennedy: Our Thirty-Fifth President** by Judith E. Harper  
**Lewis and Clark: Explorers of the American West** by Steven Kroll  
**The Life and Death of Crazy Horse** by Russell Freedman, Amos Bad Heart Bull (photographer)  
**Sisters in Strength: American Women Who Made a Difference** by Yona Zeldis McDonough

Related Literature for Students:

**Among the Volcanoes** by Omar S. Castenada  
**The Black Pearl** by Scott O'Dell  
**Dandelions** by Eve Bunting  
**The Diving Bell** by Todd Strasser  
**Encounter** by Jane Yolen, David Shannon (illustrator)  
**The Incredible Journey** by Shelia Burnford, Carl Burger (illustrator)  
**Island of the Blue Dolphins** by Scott O'Dell  
**Mexican Folk Tales** by Anthony John Campos (editor)  
**Prairie Songs** by Pam Conrad, Darryl S. Zudeck (illustrator)

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**The Root Cellar** by Janet Lunn  
**Secret of the Andes** by Ann Nolan Clark and Jean Charlot  
**The Sign of the Beaver** by Elizabeth George Speare  
**The Sky Is Falling** by Kit Pearson  
**Sounder** by William Howard Armstrong  
**Ticket to Curlw** by Celia Barker Lottridge, Wendy Wolsak-Frith (illustrator)

Teacher Resources:

**An Age of Extremes 1870-1917 (The History of U.S.)** by Joy Hakim  
**All the People 1945-1999 (The History of U.S.)** by Joy Hakim  
**A Brief History of Canada** by Roger E. Riendeau  
**Canada Firsts** by Ralph Nader, Nadia Milleron, Duff Conacher  
**Canadian Studies: A Syllabus** by the New York State Education Department  
**Canadian Studies: Syllabus and Resource Guide for Elementary and Junior High School Teachers**, developed by the State University College at Plattsburgh and the New York State Education Department  
**A Guide for Using the Sign of the Beaver in the Classroom** by John Carratello, Patsy Carratello  
**The Illustrated History of Canada** by Robert Craig Brown, Craig Brown (editors)  
**Liberty for All? (The History of U.S.)** by Joy Hakim  
**Nonfiction Matters: Reading, Writing, and Research in Grades 3-8** by Stephanie Harvey  
**Reconstruction and Reform (The History of U.S.)** by Joy Hakim  
**Social Studies Program: 5** by the New York State Education Department  
**War, Peace, and All That Jazz (The History of U.S.)** by Joy Hakim

**Possible Community Field Trips:**

Throughout the year, many museums conduct special programs related to their exhibits. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

## Using the Internet

Websites for information about the history of Canada

<http://www.canada.gc.ca/>  
Government of Canada  
<http://www.odci.gov/cia/publications/factbook/geos/ca.html>  
<http://www.craigmarlatt.com/craig/canada>  
<http://www.kids.premier.gov.on.ca/>

Websites for information about the history of Latin American nations

<http://www.odci.gov/cia/publications/factbook>

Websites for information about the history of the United States

<http://www.americanhistory.si.edu>  
Smithsonian National Museum of American History  
<http://www.lib.utexas.edu/maps/histus.html>  
Historical maps of the United States  
<http://www.memory.loc.gov/>  
Library of Congress American Memory Historical Collections  
<http://www.memory.loc.gov/ammem/gmdhtml/gmdhome.html>  
Library of Congress American Memory Map Collections 1500-2002  
[http://www.ukans.edu/carrie/docs/amdocs\\_index.html](http://www.ukans.edu/carrie/docs/amdocs_index.html)  
Documents for the study of American history  
<http://www.nara.gov>  
The National Archives

# Geography of the United States, Canada, and Latin America

- Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America.
- Political boundaries change over time.
- The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, regions, physical settings (including natural resources), human systems, and environment and society.
- The physical and human characteristics of places in the United States, Canada, and Latin America today are diverse.
- Culture and experiences influence people’s perceptions of places and regions in the United States, Canada, and Latin America.
- Human actions modify the physical environments of the United States, Canada, and Latin America.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Environment and Society  Human Systems  Physical Systems  Places and Regions	<p><b>Classroom Activities</b></p> <p>What can we learn from maps, charts, graphs, and other data about the nations of the Western Hemisphere? Provide different types of maps, aerial and other photographs, tables, and graphs, as well as satellite-produced and computer models, for students to use in gathering and processing information about the nations of the Western Hemisphere. Ask students to:</p> <ul style="list-style-type: none"> <li>• Identify the key physical and human characteristics of the hemisphere and its nations.</li> <li>• Identify geographic features that nations and regions share.</li> <li>• Locate major political centers of government (as well as physical features).</li> <li>• Differentiate between political and physical features of the hemisphere.</li> <li>• Use different scales to measure distances and to find absolute and relative locations, in order to learn more about the hemisphere and its nations.</li> <li>• Identify the effects of climate due to elevation.</li> <li>• Recognize reversal of seasons in the Southern Hemisphere.</li> <li>• Answer geographic questions such as:               <ul style="list-style-type: none"> <li>• Where are places located?</li> <li>• Why are they located where they are?</li> <li>• What is important about their locations?</li> </ul> </li> </ul> <p>Ask students to identify regions of the Western Hemisphere. They should be able to answer questions such as:</p> <ul style="list-style-type: none"> <li>• What is a region?</li> <li>• What common characteristics of geography—physical and human—unify and distinguish the major regions of the Western Hemisphere?</li> <li>• What other common characteristics—economic, political, cultural—unify and distinguish the major regions of the United States, Canada, and selected nations of the Western Hemisphere?</li> <li>• What are the major causes of change in regions?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS																																								
		<p>Have students apply what they have learned by comparing the major regions of the United States, Canada, and Latin America.</p> <ul style="list-style-type: none"> <li>• How do the characteristics of a specific region affect the way people earn a living? How do these characteristics affect lifestyles? population distribution?</li> <li>• What are examples of change in the characteristics of a region?</li> <li>• What are examples of interdependence between and among regions?</li> </ul> <p>For the United States, Canada, and the Latin American nations selected, have students make a national profile or data file that includes information such as natural resources, climate, topography, vegetation, land use, population centers, major cities, key harbors, and major ethnic groups in the population. Tables or graphs, as well as a map of the nation, could be part of the data file. Ask students to identify similarities and differences among the nations as they are studied.</p> <table border="1" data-bbox="451 724 1529 1241"> <thead> <tr> <th></th> <th>CANADA</th> <th>UNITED STATES</th> <th>A NATION IN LATIN AMERICA</th> </tr> </thead> <tbody> <tr> <td>Natural Resources</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Climate</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Topography</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Vegetation</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Land Use</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Population Centers</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Major City</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Key Harbors</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Major Ethnic Groups</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p>Have students research major cities of Western Hemisphere nations and answer questions such as:</p> <ul style="list-style-type: none"> <li>• Why did this city develop where it did?</li> <li>• What was the effect of geographic and environmental factors on development?</li> <li>• How have human actions modified the physical environment of the city?</li> <li>• How has the past been preserved in the city?</li> <li>• What geographic and environmental features would determine where you would locate a new city? Compare your answer to the location selected for the city of Brasilia.</li> </ul> <p>Have students collect pictures that show how lifestyles are influenced by geographical and environmental factors and then use them to make a collage. Have students write a brief caption explaining the influence of the environment.</p> <p>Ask students to compare a population distribution map of a Western Hemisphere nation with other information about the climate, landforms, bodies of water, and natural resources of that nation, and draw conclusions about the pattern of population distribution.</p> <p>Have the class make a travel brochure or public announcement for radio or television that features a community in the Western Hemisphere.</p>		CANADA	UNITED STATES	A NATION IN LATIN AMERICA	Natural Resources				Climate				Topography				Vegetation				Land Use				Population Centers				Major City				Key Harbors				Major Ethnic Groups			
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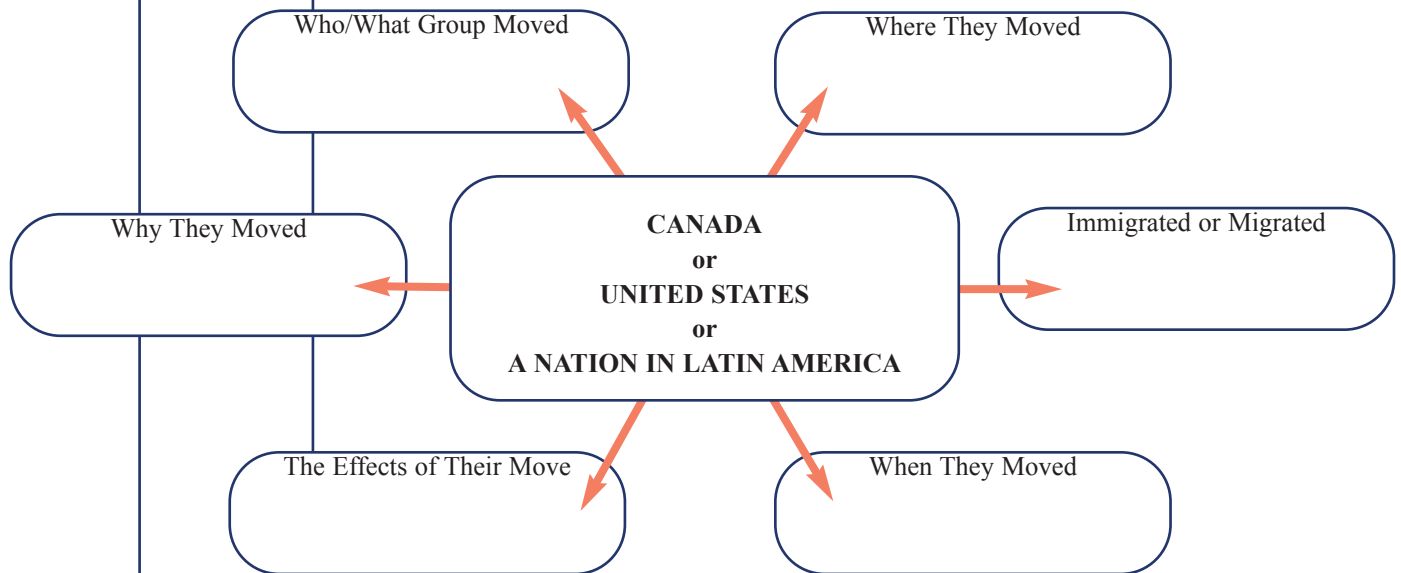
Standard	Concepts/ Themes	CONNECTIONS
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Case Study: The Peoples of the Western Hemisphere

Have students collect information about the populations of the Western Hemisphere nations.

They should be able to answer questions such as:

- Who are the people of the Western Hemisphere?
- What changes in population have taken place across time and place?
- Where do most of the people in the nations of the Western Hemisphere live?
- What factors influence where people choose to live?
- Why don't large numbers of people live in the Canadian Shield?
- Why don't large numbers of people live in deserts?
- What do you predict the population density in mountainous areas to be?
- Why is United States population density highest in the Northeast and in California?
- What major population shifts have taken place in the United States in the last three decades? Why?
- Why do people migrate or emigrate? What are some examples of population migration in different times and places in the Western Hemisphere? For example, in the 20th-century, Central Americans, Mexicans, Cubans, and Vietnamese, among others, came to the United States; Brazilians and others moved from rural to urban areas.
- What are the key periods of immigration to the United States? to Canada? Who came? Why?
- What were some effects of these migrations?
- What examples of cultural diffusion in the nations of the Western Hemisphere are due to migration and/or immigration?



For a case study, ask students to select one group of people who have migrated to the Western Hemisphere or within the Western Hemisphere. They should trace their movement over time and from place to place, and identify some of the customs or other aspects of their culture that have become part of the larger culture of a Western Hemisphere nation. Have students map the migration patterns within the hemisphere of the group(s) selected.

Have students examine historical maps showing changes in the political boundaries of nations in the Western Hemisphere such as the United States, Mexico, and Canada. Ask students to read about the reasons for these changes and to make a graphic organizer indicating these reasons.



Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students create travel posters urging people to visit different nations in the Western Hemisphere. They should use different landforms and bodies of water on each poster and/or political landmarks, and include a brief report on the importance of the physical features and/or places for the particular nation.</p> <p>As part of a case study, students should identify and then classify the activities, accomplishments, and contributions of selected Native American Indian cultures in the Western Hemisphere.</p> <p>Work with students to create a timeline showing the time periods of some of the major early cultures of the Western Hemisphere such as the Mayas, Aztecs, and Incas.</p> <p>Ask students to map the migration routes that are believed to have been used by the earliest peoples who came to the Western Hemisphere.</p> <p>Develop a document-based question that focuses on key physical and human characteristics of nations and regions in the Western Hemisphere.</p> <p>Have students research the origin of names of physical and political features in the Western Hemisphere to see the connection between geography and history. They should also research reasons for changes in names of places. Names often indicate the relationship between geography/environment and history/culture.</p> <p>Ask students to collect articles about nations of the Western Hemisphere and explain how geography is linked to economics, government, or history in the articles.</p> <p>Help students create a web organizer that shows patterns of human activity affecting the environment and the environment affecting human activity.</p> <p>One effect of industrialization is pollution. Have students use readings, charts, and pictures about key environmental issues such as acid rain in the northeastern United States, air quality in Mexico City, and destruction of the Brazilian rain forest. Create a web organizer as students determine the causes of the environmental problems, including the role of industry, government, and geography. Add to the web the ways the problems can be solved and the effects of the solutions.</p> <p><b>Teacher Notes</b></p> <p>Titles for units of study on the geography of Western Hemisphere nations depend on the organizational pattern you select. Titles might include:</p> <ul style="list-style-type: none"> <li>• Geography: The Land and People of the United States</li> <li>• Geography: The Land and People of Canada</li> <li>• Geography: The Land and People of Mexico</li> <li>• Geography: The Land and People of Argentina (and/or other Latin American nations)</li> <li>• The Land and People of North America</li> <li>• The Land and People of Latin America</li> <li>• Regions and Peoples of the United States and Canada: Two Multicultural Nations</li> <li>• Latin America: Its Regions and Culture</li> <li>• Physical Geography of the Western Hemisphere: Regions and Nations</li> <li>• Human Geography of the Western Hemisphere: The People—Past and Present</li> </ul>



Standard	Concepts/ Themes	CONNECTIONS
		<p>Include ongoing comparisons of the geography, demography, and cultures of the nations of the Western Hemisphere in your social studies program, whether or not you select a nation-by-nation approach or a broader regional approach.</p> <p>The geography understandings imply some case studies such as:</p> <ol style="list-style-type: none"> <li>1. An analysis of the United States, Canada, and Latin America today by using information from maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models. This case study would include recognizing the physical and human characteristics of places and regions of the Western Hemisphere.</li> <li>2. Understanding the characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin America.</li> </ol> <p>To help students recognize the characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin America, establish a linkage between geography and history. This case study is related to geography and history, as well as economics. You may choose to begin with a case study of some of the Native American Indians of the hemisphere. You may want to select another ethnic, national, or religious group as well. Plan a case study by asking questions such as:</p> <ul style="list-style-type: none"> <li>• What is a culture?</li> <li>• What is a civilization?</li> <li>• How do cultures develop? Why?</li> <li>• How and why do cultures change?</li> <li>• What influences shaped the cultures of the United States, Canada, and selected Latin American nations?</li> <li>• How are these influences alike and different?</li> <li>• What cultures in the hemisphere can be traced to a period of time before the Encounter?</li> <li>• How have different peoples contributed to the cultural diversity of the nations of the Western Hemisphere?</li> <li>• What connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States?</li> <li>• What is cultural diffusion?</li> <li>• How has the migration of groups of people in the United States, Canada, and Latin America led to cultural diffusion?</li> <li>• How do culture and experiences influence people's perceptions of places and regions in the United States, Canada, and Latin America today?</li> <li>• Why do different people living in the Western Hemisphere sometimes view the same event or issue from different perspectives?</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students research and then write about the importance of a physical feature to a specific place in the Western Hemisphere. For example, they may write about the importance of the Amazon River to Brazil.

Have students select a nation of the Western Hemisphere and research why people live where they do in that nation. Ask them to note major changes in where people have lived over time. Have them give an oral report on the subject. Note-taking skills during the research phase, preparing the oral report, and listening to the reports of others are parts of the evaluation.

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Have students write a persuasive essay on the positive or negative effects of human activity on the environment. Have students select an actual example from a Western Hemisphere nation or region. Students should identify the audience to whom they are writing and choose an appropriate way to reach that audience (e.g., a letter to the editor).

Have students engage in a comparative research project on the cultures of Western Hemisphere Native American Indians. Include Native American Indian groups from different nations and different geographic regions of the Western Hemisphere.

Read folktales, legends, myths, and other narratives about the cultures of the United States, Canada, and selected Latin American nations with the students. What important beliefs, ideas, and values can be learned from their literature?

### ARTS

Collect paintings and artifacts that depict lifestyles and cultural values of various peoples of Western Hemisphere nations. Have students analyze what can be learned about a culture from art and artifacts. In addition, they may contribute a drawing or painting, photograph, or artifact for analysis.

Collect photographs of physical features of Western Hemisphere nations. Include photographs of rural and urban life as well as photographs of economic activity. Have students analyze the photographs to make connections between geographic and economic activities and to identify various aspects of a nation's culture.



### MATHEMATICS

Have students collect data on the composition of the population of the United States, Canada, and selected Latin American nations at the present time, and incorporate the data into a graph for each nation.



### LANGUAGES OTHER THAN ENGLISH

Ask students where *north*, *south*, *east*, and *west* are in the building. Walk to different walls of the room and say *I am going north*, *I am going south*. Place labels on the walls of the room. Select students to act out going to the four areas. Place cut outs of the target country in different spots of the rooms. Have students repeat the question, *Where are you going?* Then answer, *I am going to \_\_\_\_\_*, using the statement *It is north* or *It is south*. Have students return to their seats. Distribute a map with the target country, other countries, and the cardinal directions. Ask questions about which country is north, south, etc. of the target country while they color in the map.



## Suggested Documents and Other Resources Selected by New York State Teachers

Maps, aerial and other photographs, satellite-produced images, computer models of the world and particularly of the United States, Canada, and Latin America

Photographs of physical, political, and human characteristics of the United States, Canada, and Latin America

Artifacts and pictures of lifestyles of cultures in the United States, Canada, and Latin America as well as examples of cultural diffusion

News articles

### Trade Books:

Resources for Students:

**Amazon: A Young Reader's Look at the Last Frontier** by Peter Lourie

**Antonio's Rain Forest** by Anna Lewington, Edward Parker (photographer)

**Argentina: The Land** by Bobbie Kalman and Greg Nickles

**Argentina: The People** by Bobbie Kalman and Greg Nickles

**The Aztec News** by Philip Steele, Scott Steedman (editor)

**Brazil** by Shirley W. Gray, Linda D. Labbo, Sherry L. Field. One of the "First Report Countries" series

**Celebrate the 50 States!** by Loreen Leedy (illustrator)

**The Complete Book of Maps & Geography** American Education Publications

**Eyewitness: North American Indian** by David Murdoch, Lynton Gardiner (photographer)

**Eyewitness: Aztec, Inca and Maya** by Elizabeth Baquedano, Michel Zabe (illustrator)

**Geography from A to Z: A Picture Glossary** by Jack Knowlton

**Growing Up in Aztec Times** by Marion Wood

**Houses of Snow, Skin and Bones** by Bonnie Shemie

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**Houses of Wood: The Northwest Coast** by Bonnie Shemie  
**The Kids' Book of the 50 Great States.**, Scholastic Trade  
**Kids Learn America! Bringing Geography to Life with People, Places, & History** by Patricia Gordon, Reed C. Snow, and Loretta Trezzo Braren (illustrator)  
**Fort Chipewyan Homecoming: A Journey to Native Canada** by Morningstar Mercredi  
**Panama** by Dana Meachen Rau  
**Puerto Rico** by Joyce Johnston  
**The Shaman's Nephew: A Life in the Far North** by Simon Tookoome  
**Somewhere in the World Right Now** by Stacey Schuett  
**United States Geography Journey** by Linda Schwartz, Beverly Armstrong (illustrator)  
**The Usborne Geography Encyclopedia** by C. Varley  
**Wake Up World! A Day in the Life of Children Around the World** by Beverly Hollyer

Related Literature for Students:

**Baseball in April and Other Stories** by Gary Soto  
**Julie of the Wolves** by Jean Craighead George  
**Morning Girl** by Michael Dorris  
**There's an Owl in the Shower** by Jean Craighead George

Teacher Resources:

**Across the Land: A Regional Geography of the United States and Canada** by John C. Hudson  
**The Regional Geography of Canada** by Robert M. Bone  
**Canadian Studies: A Syllabus** by the New York State Education Department  
**Canadian Studies: Syllabus and Resource Guide for Elementary and Junior High School Teachers**,  
by the State University College at Plattsburgh and the New York State Education Department  
**Oh Canada: Its Geography, History and the People Who Call It Home** by George Sherman  
**Oh Canada: Its Geography, History and the People Who Call It Home: Literature Selections** by Emily Castine (editor)

## Using the Internet

Websites for geographic information about Canada

<http://www.canada.gc.ca/acanada/acPubHome.jsp?>  
<http://www.canada.gc.ca/>  
Government of Canada  
<http://www.odci.gov/cia/publications/factbook/geos/ca.html>  
CIA Factbook  
<http://www.kids.premier.gov.on.ca/>  
<http://www.usask.ca/library/gic/>  
Canada Information Office

Websites for geographic information about Latin America

<http://www.lanic.utexas.edu/subject/countries/>  
<http://www.odci.gov/cia/publications/factbook>  
all nations

Websites for geographic information about the United States

<http://www.americaslibrary.gov/cgi-bin/page.cgi>  
<http://www.memory.loc.gov/ammem/gmdhtml/gmdhome.html>  
Library of Congress—American memory map collections 1500-2002  
<http://www.ipl.org/youth/stateknow/>  
<http://www.factfinder.census.gov/home/en/kids/kids.html>  
Census Bureau  
<http://www.odci.gov/cia/publications/factbook/geos/us.html>  
<http://www.lib.utexas.edu/maps/histus.html>  
Historical maps of the United States

# The Economies of the United States, Canada, and Latin American Nations

- Concepts such as *scarcity*, *supply and demand*, *markets*, *opportunity costs*, *resources*, *productivity*, *economic growth*, and *systems* can be used to study the economies and economic systems of the United States, Canada, and Latin America.
- Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.
- Types and availability of resources are important to economic development in the United States, Canada, and Latin America.
- Production, distribution, exchange, and consumption of goods and services are economic decisions that the nations of North and South America must make.
- Science and technology have influenced the standard of living in nations in North, Central, and South America.
- Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas, Europe, and sub-Saharan Africa have changed life in these regions.
- Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.
- As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.

Standard	Concepts/ Themes	CONNECTIONS
Economics	<p>Economic Systems</p> <p>Factors of Production</p> <p>Interdependence</p> <p>Needs and Wants</p> <p>Science and Technology</p>	<p><b>Classroom Activities</b></p> <p>Have students collect data on the geography of a community or nation, including its location, topography, climate, land use, and natural resources. Ask them to predict how successful industrial development would be in the nation they are considering.</p> <p>Have students create a graphic organizer that shows the positive and negative effects of technological innovations in a Western Hemisphere nation in two different time periods. They should indicate the effects on other aspects of the nation's history/culture. For example, exchanges of technologies, plants, animals, and diseases in the Encounter influenced life in Western Hemisphere nations in the past, while nowadays science and technology continue to influence the standard of living.</p> <ul style="list-style-type: none"> <li>• How have science and technology influenced the standard of living in Western Hemisphere nations?</li> <li>• What exchanges of technologies have taken place and with what effects?</li> </ul>

## INFLUENCES OF TECHNOLOGY

Name of Technology	When It Had an Effect	The Effect
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Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students make a picture chart of an economy of a Western Hemisphere nation that shows examples of economic terms such as <i>scarcity</i>, <i>supply and demand</i>, <i>markets</i>, <i>goods and services</i>, <i>capital resources</i>, <i>human resources</i>, <i>natural resources</i>, <i>opportunity costs</i>, <i>productivity</i>, <i>distribution</i>, <i>exchange</i>, <i>consumption</i>, <i>economic system</i>, and <i>economic growth</i>. Students should consider including news articles and advertisements in the chart. A definition of each term should be provided.</p> <p>In a Venn diagram or other type of graphic organizer, show how two nations of the Western Hemisphere, such as Canada and Cuba, have made different decisions regarding production, distribution, exchange, and consumption of goods and services.</p> <div data-bbox="386 646 1539 1075" data-label="Diagram"> </div> <p>Have students discuss how nations with different types of economic systems, such as Canada and Cuba, answered the three basic economic questions today and in the past.</p> <ul style="list-style-type: none"> <li>• What goods and services shall be produced and in what quantities?</li> <li>• How shall these goods and services be produced?</li> <li>• For whom shall these goods and services be produced?</li> </ul> <p>Have students make a product map of the regions of the United States and Canada and for selected Latin American nations. They should discuss the relationship between a region's and/or nation's products and jobs. They should also discuss the relationship between a region's and/or nation's products and its exports and imports.</p> <ul style="list-style-type: none"> <li>• What can be learned about the strength of an economy by examining products?</li> <li>• What is meant by the term <i>one-crop economy</i> (or <i>one-resource economy</i>)?</li> <li>• What other economic data is needed to determine the strength of a national and/or regional economy?</li> <li>• What might bring about a change in a region's and/or nation's products?</li> <li>• How might that affect the economy?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS																		
		<p>What products are purchased by families in the United States to meet their needs and wants? Have students find out by surveying different types of products found at home. They should include food, clothing, furnishings, transportation, and electronic goods. The students should make a chart showing where the product came from and whether it is a need or a want, and then locate where the products were produced on a world map. Have students form generalizations about economic interdependence in the world today.</p> <table border="1" data-bbox="464 499 1523 835"> <thead> <tr> <th data-bbox="464 499 824 548">Product</th> <th data-bbox="824 499 1203 548">Where did it come from</th> <th data-bbox="1203 499 1523 548">Is it a want or a need?</th> </tr> </thead> <tbody> <tr> <td data-bbox="464 548 824 617">Food _____</td> <td data-bbox="824 548 1203 617">_____</td> <td data-bbox="1203 548 1523 617">_____</td> </tr> <tr> <td data-bbox="464 617 824 674">Clothing _____</td> <td data-bbox="824 617 1203 674">_____</td> <td data-bbox="1203 617 1523 674">_____</td> </tr> <tr> <td data-bbox="464 674 824 730">Furnishings _____</td> <td data-bbox="824 674 1203 730">_____</td> <td data-bbox="1203 674 1523 730">_____</td> </tr> <tr> <td data-bbox="464 730 824 787">Transportation _____</td> <td data-bbox="824 730 1203 787">_____</td> <td data-bbox="1203 730 1523 787">_____</td> </tr> <tr> <td data-bbox="464 787 824 844">Electronics _____</td> <td data-bbox="824 787 1203 844">_____</td> <td data-bbox="1203 787 1523 844">_____</td> </tr> </tbody> </table> <p>Have students map trading partners among the nations of the Western Hemisphere. The thickness of the line should indicate the amount of trade. A key containing more specific data should be included.</p> <p><b>Teacher Notes</b></p> <p>Titles for units of study on the economies of Western Hemisphere nations depend on the organizational pattern you select. Titles might include:</p> <ul style="list-style-type: none"> <li>• The Economic Development of the United States as an Industrial Nation</li> <li>• The Economic Development of Canada</li> <li>• The Economic Development of Mexico</li> <li>• The Economic Development of Argentina (and/or other Latin American nations)</li> <li>• The Economic Development of the United States, Canada, and Mexico</li> <li>• The Economic Development of Selected Latin American Nations</li> <li>• The Economic Development of the United States and Canada</li> <li>• Differences in the Economic Development of Mexico and Other Latin American Nations</li> <li>• The Economic Interdependence of the Western Hemisphere</li> </ul> <p>Consider these examples of case studies centered on economics, but involving other social studies disciplines.</p> <p>Industrialization in Western Hemisphere: Geography/History/Economics Meet</p> <ul style="list-style-type: none"> <li>• How can economic data be used to understand the strengths and weaknesses of the economies of Western Hemisphere nations?</li> <li>• How can economic terminology be used to understand the strengths and weaknesses of the economies of Western Hemisphere nations?</li> <li>• What are the characteristics of a strong economic system?</li> <li>• What are the effects of natural, capital, and human resources, as well as other geographic factors, on industrialization in the United States, Canada, and selected nations of Latin America?</li> <li>• What other factors can have a positive or negative influence on the economic development of the United States, Canada, and selected nations of Latin America?</li> </ul>	Product	Where did it come from	Is it a want or a need?	Food _____	_____	_____	Clothing _____	_____	_____	Furnishings _____	_____	_____	Transportation _____	_____	_____	Electronics _____	_____	_____
Product	Where did it come from	Is it a want or a need?																		
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Furnishings _____	_____	_____																		
Transportation _____	_____	_____																		
Electronics _____	_____	_____																		

Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> <li>• What is the role of agriculture in the economies of the United States, Canada, and selected nations of Latin America?</li> <li>• How does the economic system of a nation affect the lives of the nation’s people?</li> <li>• How does industrialization affect urbanization?</li> <li>• How are immigration and migration related to industrialization and urbanization?</li> <li>• In what ways are the nations of the Western Hemisphere economically interdependent?</li> <li>• How have international organizations promoted economic growth and development in Western Hemisphere nations?</li> <li>• What are some problems and promises in the future of the interdependent economies of Western Hemisphere nations?</li> </ul> <p>Science, Technology, and Industrialization</p> <ul style="list-style-type: none"> <li>• How did scientific and technological advancements lead to industrialization?</li> <li>• How have technological advancements in transportation and communication increased global interdependence?</li> <li>• How have science and technology affected the standard of living in nations in North, Central, and South America?</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read the story **The Ox-Cart Man** and answer these questions:

- What goods were produced by this family?
- How did the family produce these goods?

Have students also answer these questions on the basis of a story or television program about family life today to show differences in the two time periods.

Have students write a brief essay answering these questions about a current advertisement for goods or services:

- What audience is the advertiser trying to reach in the ad?
- What is the evidence for your answer?
- How successful or persuasive is the advertiser? Would you buy the goods or services offered? Why or why not?

Have students write a poem called a *cinquain* about a producer or consumer of goods and services. Ask students to consider producers and consumers of goods and services, in the past as well as the present, in the United States and in other Western Hemisphere nations.

In this five-line poem:

Line 1 is a single noun (the name of a person, place, or thing).

Line 2 is two words that describe the noun.

Line 3 is three words that describe actions of the noun.

Line 4 is four words that express a feeling or opinion about the noun.

Line 5 is one word that means the same as the noun.

### MATHEMATICS

Ask students to create comparative graphs and charts with economic data about trade among Western Hemisphere nations.



## Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of families, supplied by students or clipped from magazines.

Items that illustrate a family’s customs, traditions, or beliefs: clothing, recipes, religious artifacts, etc.



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### **Trade Books:**

Resources for Students:

- Antonio's Rain Forest** by Anna Lewington, Edward Parker (photographer)
- Angels in the Dust** by Roger Essley (illustrator), Margot Theis Raven
- Growing Up in Coal Country** by Susan Campbell Bartoletti
- Children of the Dust Bowl: The True Story of the School at Weedpatch Camp** by Jerry Stanley
- The Great Depression (Cornerstones of Freedom)** by R. Conrad Stein
- Potato: A Tale from the Great Depression** by Kate Lied, Lisa Campbell Ernst (illustrator)
- The Triangle Factory Fire. (Spotlight on American History)** by Victoria Sherrow

Literature for Students:

- Boy of the Deeps** by Ian Wallace

Biographies/Autobiographies:

- Kids at Work: Lewis Hine and the Crusade Against Child Labor** by Russell Freedman, Lewis Hine (Photographer).

### **Using the Internet**

Economic Information—General

- <http://www.odci.gov/cia/publications/factbook/index.html>
- <http://www.fte.org/>  
Foundation for Teaching Economics
- <http://www.economics.unimelb.edu.au/school.html>  
Resources for Secondary Teachers of economics
- <http://www.econedlink.org/>

Websites for economic information about Canada

- <http://www.canada.gc.ca/>
- <http://www.odci.gov/cia/publications/factbook/geos/ca.html>

Websites for economic information about Latin American nations

- <http://www.lanic.utexas.edu/subject/countries/>
- <http://www.cia.gov/cia/publications/factbook/>

Websites for economic information about the United States

- <http://www.ipl.org/youth/stateknow/>
- <http://www.odci.gov/cia/publications/factbook/geos/us.html>
- <http://www.usmint.gov>



# The Governments of the United States, Canada, and Latin American Nations

- Across time and place, the people of the Western Hemisphere have held differing assumptions regarding *power, authority, governance, citizenship, and law*.
- Basic civic values such as *justice, due process, equality, and majority rule with respect for minority rights* are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America.
- Constitutions, rules, and laws are developed in democratic societies in order *to maintain order, provide security, and protect individual rights*.
- The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.
- Governmental structures vary from place to place, as do the structure and functions of governments in the United States of America, Canada, and Latin American countries.
- Concepts such as *civic values, politics, and government* can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from **Civics Framework for the 1998 NAEP**, p. 19.)
- Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.
- Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include: New Year’s Day, Martin Luther King, Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, and Christmas.

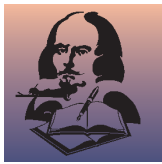
Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Citizenship  Civic Values  Government  Interdependence	<p><b>Classroom Activities</b></p> <p>Have students use a graphic organizer to study the structure and functions of a government in a Western Hemisphere nation. Then ask them to make comparisons with the structure and functions of other governments in the hemisphere.</p> <ul style="list-style-type: none"> <li>• What are some of the different types of governments of Western Hemisphere nations?</li> <li>• What is a democracy?</li> <li>• What characteristics do you look for in a democracy?</li> <li>• What are the different types of democracies found in Western Hemisphere nations?</li> <li>• What are other types of governments of Western Hemisphere nations?</li> <li>• Why does a nation have a constitution?</li> <li>• Do all constitutions make a nation a democracy?</li> <li>• How are constitutions of Western Hemisphere nations alike and different?</li> <li>• What is the function of each branch of government?</li> <li>• How do governments affect the lives of people in different nations of the hemisphere?</li> </ul> <p>Ask students to compare the Bill of Rights of the United States Constitution with the Canadian Bill of Rights.</p> <ul style="list-style-type: none"> <li>• What is the purpose of each document?</li> <li>• When was each created?</li> <li>• Who created each document?</li> <li>• Why was each created?</li> <li>• How are the two documents alike and different?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS																		
		<p>Ask students to illustrate the United States Bill of Rights to help a younger child understand the meaning of each amendment.</p> <p>Ask students to write a letter to a younger brother or sister explaining what we in the United States today mean by the terms <i>power</i>, <i>authority</i>, <i>governance</i>, <i>citizenship</i>, and <i>law</i>. Tell students to use the Declaration of Independence, the Preamble to the Constitution, and the Bill of Rights in their explanations.</p> <p>Have students create a chart indicating what the terms <i>power</i>, <i>authority</i>, <i>governance</i>, <i>citizenship</i>, and <i>law</i> have meant in different time periods and in different nations of the Western Hemisphere. They should describe how these concepts can affect the lives of people in a nation. Ask students to look for news articles to support the conclusions shown on the chart.</p> <p>Divide students into two groups. Have one group make a collage or chart of the important holidays of the United States, Canada, and selected nations of the Western Hemisphere. They should identify the holidays' similarities and differences.</p> <ul style="list-style-type: none"> <li>• What do the major holidays and festivals of a nation tell us about that nation's beliefs and values?</li> </ul> <p>Involve the second group of students in a similar activity for the symbols of the United States, Canada, and selected nations of the Western Hemisphere. They should include flags, anthems, monuments, memorials, and important public buildings.</p> <ul style="list-style-type: none"> <li>• What is the meaning of the symbols of each nation?</li> <li>• What do the symbols of a nation tell us about that nation's beliefs and values?</li> <li>• What is the purpose of the different monuments or memorials?</li> <li>• What do they symbolize?</li> </ul> <p>Ask students to identify important leaders in the independence movements of Western Hemisphere nations and compare their leadership characteristics. Also have students identify leaders in the 20th century; they should include government leaders in periods of crisis, and leaders who did not hold office but who influenced a government. Students should make comparisons between the two groups of leaders. Leaders of Western Hemisphere independence movements include:</p> <table border="0"> <tr> <td data-bbox="548 1171 699 1203"><i>United States</i></td> <td data-bbox="743 1171 1382 1234">George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison</td> </tr> <tr> <td data-bbox="548 1234 638 1266"><i>Canada</i></td> <td data-bbox="743 1234 1463 1297">William Lyon Mackenzie King, Louis Papineau, John A. Macdonald, Lord Durham</td> </tr> <tr> <td data-bbox="548 1297 610 1329"><i>Haiti</i></td> <td data-bbox="743 1297 984 1329">Toussaint L'Ouverture</td> </tr> <tr> <td data-bbox="548 1329 662 1360"><i>Venezuela</i></td> <td data-bbox="743 1392 902 1423" rowspan="5">} Simón Bolívar</td> </tr> <tr> <td data-bbox="548 1360 662 1392"><i>Colombia</i></td> </tr> <tr> <td data-bbox="548 1392 646 1423"><i>Ecuador</i></td> </tr> <tr> <td data-bbox="548 1423 605 1455"><i>Peru</i></td> </tr> <tr> <td data-bbox="548 1455 630 1486"><i>Bolivia</i></td> </tr> <tr> <td data-bbox="548 1486 662 1518"><i>Argentina</i></td> <td data-bbox="743 1486 951 1518">José de San Martín</td> </tr> <tr> <td data-bbox="548 1518 613 1549"><i>Chile</i></td> <td data-bbox="743 1518 1182 1549">Bernardo O'Higgins, José de San Martín</td> </tr> <tr> <td data-bbox="548 1549 634 1581"><i>Mexico</i></td> <td data-bbox="743 1549 1211 1581">Father Miguel Hidalgo, Agustín de Iturbide</td> </tr> </table> <ul style="list-style-type: none"> <li>• What differences are there in the ways nations of the hemisphere became independent?</li> <li>• What roles did different leaders play in the establishment of their nations?</li> <li>• What leaders in modern times or in other times of national crisis have been considered successful?</li> <li>• Are the same leadership qualities needed today as those found in leaders in the past?</li> <li>• What symbols show how leaders are honored in their nations today?</li> <li>• What words of a leader in the past or present express the views of that leader and/or show his/her leadership qualities? See biography project under Interdisciplinary Connections: English Language Arts.</li> </ul>	<i>United States</i>	George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison	<i>Canada</i>	William Lyon Mackenzie King, Louis Papineau, John A. Macdonald, Lord Durham	<i>Haiti</i>	Toussaint L'Ouverture	<i>Venezuela</i>	} Simón Bolívar	<i>Colombia</i>	<i>Ecuador</i>	<i>Peru</i>	<i>Bolivia</i>	<i>Argentina</i>	José de San Martín	<i>Chile</i>	Bernardo O'Higgins, José de San Martín	<i>Mexico</i>	Father Miguel Hidalgo, Agustín de Iturbide
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<i>Mexico</i>	Father Miguel Hidalgo, Agustín de Iturbide																			

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students create a graphic organizer to compare the rights and responsibilities of citizens in different nations of the Western Hemisphere.</p> <p>Create a GUIDE TO GOOD CITIZENSHIP pamphlet for a citizen of the United States at home, in school, in the community, and in the nation. Include the rights and responsibilities of citizenship, as well as illustrations of actions of good citizens.</p> <p><b>Teacher Notes</b></p> <p>Depending on what you select as your organizational pattern for the grade 5 social studies program, some titles for units of study on the economics of Western Hemisphere nations include:</p> <ul style="list-style-type: none"> <li>• The Government of the United States: Democracy: Its Values and Principles, Structure and Function in Modern Times</li> <li>• The Government of Canada: Parliamentary Democracy: Its Values and Principles, Structure and Function in Modern Times</li> <li>• The Government of Mexico: Parliamentary Democracy: Its Values and Principles, Structure and Function in Modern Times</li> <li>• The Government of Argentina (and/or other Latin American nations): Parliamentary Democracy: Its Values and Principles, Structure and Function in Modern Times</li> <li>• The Governments of the United States, Canada, and Mexico: Three Different Democracies</li> <li>• Comparing the Governments of Selected Latin American Nations</li> <li>• Comparing the Governments of the United States and Canada</li> <li>• Comparing the Governments of Mexico and Selected Latin American Nations</li> <li>• Governments of the Western Hemisphere</li> </ul> <p>Some questions to consider in any study of the governments of the United States, Canada, and Latin American nations include:</p> <ul style="list-style-type: none"> <li>• Why do nations have governments?</li> <li>• What differing assumptions regarding <i>power, authority, governance, citizenship, and law</i> have been held by Western Hemisphere nations across time and from place to place?</li> <li>• How did the colonial experience under the French, Spanish, Portuguese, or English affect modern governments of Western Hemisphere nations?</li> <li>• How did these colonial governments differ in their views of citizenship, justice, due process, equality, majority rule with respect for <i>minority rights, civic life, politics, power, authority, governance, democracy, and law</i>?</li> <li>• Who held the power in these early governments of Western Hemisphere nations?</li> <li>• What are the different types of governments of Western Hemisphere nations?</li> <li>• What are similarities and differences in the structure and functions of the governments of Western Hemisphere nations?</li> <li>• Who holds the power in different governments of Western Hemisphere nations today?</li> <li>• What are similarities and differences in the views of citizenship of Western Hemisphere nations?</li> <li>• How do governments affect the lives of the nation’s citizens?</li> </ul> <p>The topic “Government and Citizenship in Western Hemisphere Nations Today” is an example of a case study based on the government understandings.</p> <ul style="list-style-type: none"> <li>• How are the rights of citizens in the United States similar to and different from the rights of citizens in other nations of the Western Hemisphere?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> <li>• How are the responsibilities of a citizen in the United States similar to and different from the rights of citizens in other nations of the Western Hemisphere?</li> <li>• How do governments affect the lives of the nation’s citizens?</li> <li>• How have citizens in nations of the Western Hemisphere acted in modern times to preserve, protect, and expand their rights? (Examples are the civil rights movements of the 1960s in the United States, the Quebec movement in Canada, the Native American Indian movements throughout the Hemisphere, and actions against Latin American dictatorships.)</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read biographies of leaders of Western Hemisphere nations who served in the government or influenced the government. They should compare these leaders’ beliefs, motivations, actions, methods, and results. Then ask students to take events from the biography they are reading and place them on a timeline, along with events that were happening in the nation at the same time. Ask students to compare different points of view about the achievements of the political leader, and to look for cartoons or other visuals that express an opinion about the leader.

Have students read both fictional and nonfictional accounts of the internments of Japanese Americans during World War II.

- What does the Constitution tell us about the nation’s values and principles?
- What is the view of the United States on the role and rights of its citizens?
- How can the rights of a citizen clash with the need for national security?
- Why did Canada have Japanese internment camps?
- When and how did the United States government change its position on its actions toward these Japanese Americans?

### ARTS

Have students compare the “Star-Spangled Banner,” “O Canada,” and the Mexican national anthem. Lyrics for these anthems can be found in the **Using the Internet** section.



## Suggested Documents and Other Resources Selected by New York State Teachers

The Constitution of the United States  
 Bill of Rights  
 British North America Act  
 Canadian Bill of Rights  
 Biographies of government leaders  
 “Star-Spangled Banner,” “O Canada,” and the Mexican national anthem

### Trade Books:

Resources for Students:

- The Bill of Rights** by Patricia Ryan Quiri
- The Declaration of Independence: The Words That Made America** by Sam Fink (illustrator)
- The Day Martin Luther King Jr. Was Shot: A Photo History of the Civil Rights Movement** by James Haskins
- The Flag We Love** by Pam Munoz Ryan, Ralph Masiello
- If You Lived at the Time of Martin Luther King** by Ellen Levine
- If You Were There When They Signed the Constitution** by Elizabeth Levy, Joan Holub (illustrator)
- A Kid’s Guide to America’s Bill of Rights: Curfews, Censorship, and the 100-Pound Giant** by Kathleen Krull, Anna DiVito (illustrator)

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**Liberty** by Lynn Curlee

**A More Perfect Union: The Story of the Constitution** by Giulio Maestro and Betsy C. Maestro

**Shh! We're Writing the Constitution** by Jean Fritz

**So You Want to Be President?** by Judith St. George and David Small

**Uncle Sam & Old Glory: Symbols of America** by Delno C. West and Jean M. West, Christopher Manson (illustrator)

**The Voice of the People: American Democracy in Action** by Giulio Maestro and Betsy C. Maestro

**We the Kids: The Preamble to the Constitution of the United States** by David Catrow

**You Want Women to Vote, Lizzie Stanton?** by Jean Fritz

Biographies/Autobiographies:

**The Big New Book of U.S. Presidents: Fascinating Facts about Each and Every President...** by Todd Davis, Marc E. Frey

**Bully for You, Teddy Roosevelt** by Jean Fritz

**Eleanor Roosevelt: A Life of Discovery** by Russell Freedman

**Franklin Delano Roosevelt** by Russell Freedman

**George Washington** by Cheryl Harness

**George Washington** by Stuart A. Kaller

**James Madison: Fourth President of the United States** by Susan Clinton

**John Adams: Public Servant** by Bonnie Lukes

**John F. Kennedy: Our Thirty-Fifth President** by Judith E. Harper

**Jose de San Martin: Latin America's Quiet Hero** by Jose B. Fernandez

**Leaders of Women's Suffrage** by Kristina Dumbeck

**Lincoln: A Photobiography** by Russell Freedman

**Lives of the Presidents: Fame, Shame (And What the Neighbors Thought)** by Kathleen Krull, Kathryn Hewitt (illustrator)

**My Dream of Martin Luther King** by Faith Ringgold

**Our Country's Presidents** by Ann Bausum

**A Picture Book of Simon Bolivar** by David A. Adler, Robert Casilla (illustrator)

**Sisters in Strength: American Women Who Made a Difference** by Yona Zeldis

**Through My Eyes** by Ruby Bridges. Margo Lundell (editor)

**Toussaint L'Ouverture: Lover of Liberty** by Laurence Santrey

**Viva Mexico! A Story of Benito Juarez and Cinco de Mayo** by Argentina Palacios

**Where Was Patrick Henry on the 29th of May?** by Jean Fritz

Literature for Students:

**The Eternal Spring of Mr. Ito** by Shelia Garrigue

**Journey Home** by Yoshiko Uchida

**The Landry News: A Brand New School Story** by Andrew Clements

**A Long Way to Go: A Story of Women's Right to Vote** by Zibby O'Neal

**Roll of Thunder, Hear My Cry** by Mildred D. Taylor

## Using the Internet

Websites with information about the government of Canada

<http://www.canada.gc.ca/>

<http://www.odci.gov/cia/publications/factbook/geos/ca.html>

<http://canada.gc.ca/acanada/acPubHome.jsp?>

<http://www3.sk.sympatico.ca/vavrr/>

<http://www.kids.premier.gov.on.ca/english>

Ontario—The Premier's Kid Zone

[http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/anthem\\_e.cfm](http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/anthem_e.cfm)

Websites with information about the governments of Latin American nations

<http://www.lanic.utexas.edu/subject/countries/>

<http://www.cia.gov/cia/publications/factbook/>

<http://www.countryreports.org/anthems//mexicotexte.htm>

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Websites with information about the government of the United States

<http://www.americanpresidents.org>

American Presidents Life Portraits

<http://www.ipl.org/ref/POTUS>

The Internet Public Library—Presidents of the United States

<http://www.memory.loc.gov/>

Library of Congress American Memory Historical Collections

<http://www.memory.loc.gov/ammem/gmdhtml/gmdhome.html>

Library of Congress American Memory map collections 1500-2002

[http://www.ukans.edu/carrie/docs/amdocs\\_index.html](http://www.ukans.edu/carrie/docs/amdocs_index.html)

Documents for the study of American history

<http://www.nara.gov>

The National Archives

<http://www.countryreports.org/anthems//unitedstatestexte.htm>

# Key Terms

## GRADE 5

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absentee ballot	climate	factors of production	labor force
acid rain	colonial governments	federal government	labor movement
aerial photographs	commonwealth	foreign relations	landforms
agricultural	Commonwealth of Nations	foreign policy	Latin America
altiplano	communism	free enterprise	latitude
altitude	compromise	free trade	legislative branch
amendment	conquistador	French Canadians	legislature
*American democracy, ideals, values/principles of	conservation		longitude
*American Revolution, the Americas	Constitution of the United States	geographic factors	majority rule
Antarctic Circle	consumer	geographic features/areas	maize
Arctic Circle	consumption	geological processes	manufacture
arid	Continental Divide	global warming	markets
artifacts	contour	globe	Mayas
assembly line	cotton belt	goods and services— production, distribution, exchange, consumption of	midwest
authority	credit	governance	megalopolis
Aztecs	cultures—characteristics, distribution, complexity of	government	meridians
	cultural characteristics	Great Depression	migration
	cultural diffusion	Gross Domestic Product (GDP)	migration/immigration
	cultural diversity	Gross National Product (GNP)	mining
	*cultural groups	Gulf Stream	minority rights, respect for Mississippi River
	culture		modernization
			monarchy
barter	Declaration of Independence	House of Representatives	
basin	delta	human migration	NAFTA
Battle of Quebec	democracy	human resources	Native American Indians
Bill of Rights	Democratic Party		natural resources
border	developed nations	independence	
boycott	developing nations	industrialization	
branches of government	dictatorship	immigrant	OAS
British North America Act	due process	immigration	oligarchy
		import	opportunity cost
cabinet	economic development	Incas	
campaign	economic growth	indigenous peoples	parallels
campesino	economic interdependence	individual rights to life, liberty, pursuit of happiness	Parliament
Canada	economic systems	industrialization	petition
Canadian Bill of Rights	economies	industrial growth/expansion	physical characteristics
capitalism	emigrate/emigrants	Inuits	physical features
capital goods	encomienda system	interdependence	physical setting
capital resources	environmental factors	international	political boundaries
the Caribbean	equality of opportunity	international organizations	political party
census	ethnic groups	irrigation	political power
Central America	European Encounter and exchanges—of technologies, plants, animals, diseases	isthmus	pollution
Chippewa	executive branch	judicial branch	population
checks and balances	export	junta	population density
citizenship			population distribution
civic life			
civic values			
civilization			
civil rights			
civil wars			



population movement—rural to urban to suburban—20th century	rain forest	Senate of the United States	tariff
power	renewable resource	separatists	technologies
prairies	repeal	slavery	technologies—exchanges of trade
Preamble to the Constitution	resources—capital, natural, human	slave trade	tributaries
president	region	social/cultural exchanges and connections	Tropic of Cancer
Prime Meridian	relief (physical) map	socialism	Tropic of Capricorn
Prime Minister	Republican Party	societies	tundra
producer	representative	South America	turning points
production	revolution	spatial organization	
productivity	rural to urban to suburban migration	standard of living	United Nations
profit		state	United States of America
province		stock market	urbanization
	satellite-produced images	suburban	
	scale	supply and demand	veto
	scarcity	Supreme Court (U.S.)	
	science and technology	surplus	Western Hemisphere
	scientific/technological	symbolize	westward expansion
	exchanges and connections	symbols	World Bank

## Place Names

### GRADE 5

Alaska	Dominican Republic	Lake Maracaibo	the Pampas
Alberta		Lake Titicaca	Panama
Amazon River	Ecuador	Laurentian Highlands	Panama Canal
Amazon River Basin	El Salvador		Paraguay
Andes Mountains	Europe	Manitoba	Peru
Appalachian Mountains		Mexico	
Argentina	Guatemala	Mexico City	Ontario
Atacama Desert	Gulf of Mexico	Mississippi River	Quebec
	Great Lakes		Orinoco River
Bolivia	Great Plains	New Brunswick	
Brazil	Guyana	Newfoundland	Rio de la Plata system
British Columbia		Northwest Territories	Rocky Mountains
	Haiti	Nunavut	
Canadian Shield	Hawaii	Nicaragua	Saint Lawrence River
Caribbean Sea	Hispaniola	Nova Scotia	Saskatchewan
Chile	Honduras		Suriname
Colorado River	Hudson Bay	Ottawa	
Colombia			United States of America
Columbia River	Interior Plains		Uruguay
Costa Rica			
Cuba	Jamaica		Washington, D.C.
			Yukon

This list of key terms and place names is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms and names that you want to add to your own grade-level list, and there may be terms and names you want to delete.



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# GRADE 6

## The Eastern Hemisphere

The grade 6 social studies core curriculum:

- emphasizes the interdependence of all people living in the Eastern Hemisphere.
- focuses on geography and economics. The geography and economics standards are used to develop relationships and understandings about social/cultural, political, and historic aspects of life in the Eastern Hemisphere.
- focuses on major turning points of the Eastern Hemisphere that lead into the grade 7 social history of the United States.
- develops lessons and activities based on specific examples of nations and regions in the Eastern Hemisphere. Content examples should include cultures other than the student's own, and a variety of geographic, socioeconomic, ethnic, and racial groups.
- highly recommends that lessons also compare and contrast specific information with similar data from the United States, Canada, and Latin America.
- impacts social studies teaching and learning in global history and geography, economics, and participation in government.

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## FOCUS QUESTIONS

- How have the key geographic and environmental characteristics of nations and regions in the Western Hemisphere affected the history, economies, and cultures of Eastern Hemisphere nations?
- What are the common characteristics of the great civilizations of the Eastern Hemisphere? What have they contributed to the world?
- How have Eastern Hemisphere nations organized their economies across time and from place to place to meet their needs and wants?
- What changes have taken place across time and from place to place in the governments of the Eastern Hemisphere?
- What is meant by *human rights*? How do the values of a nation affect the guarantee of human rights and how human needs are met?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their economies, history, geography, and governments, as well as the challenges they face in the 21st century?
- How are nations in the Eastern Hemisphere interdependent today?



# Content Understandings

## History of Eastern Hemisphere Nations

Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods.

Different peoples may view the same event or issue from different perspectives.

The Neolithic Revolution was a technological development that radically changed the nature of society.

As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus Valley) turned to agriculture, world populations grew.

Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.

Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.

The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, traditions, religions, and other beliefs to the history of humankind.

From the earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.

Individuals and groups in the Eastern Hemisphere have played important roles and have made important contributions to world history.

Slavery has existed across eras and regions of the Eastern Hemisphere.

Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.

During the late Middle Ages and the Renaissance periods, new trade routes emerged, linking the peoples of Africa, Asia, and Europe.

In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.

## Geography of Eastern Hemisphere Nations

Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the Eastern Hemisphere today.

A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.

Civilizations develop where geographic conditions are favorable.

Geographic features and climatic conditions in the Eastern Hemisphere influence land use.

The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.

The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.

Widespread poverty and limited resources threaten the political stability of some nations in the Eastern Hemisphere.

Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.

The environment is affected by people as they interact with it.

The effects of geography are moderated by technology.

### **Economies of Eastern Hemisphere Nations**

The three basic economic questions that have been applied over time and from place to place are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?

In many areas of the world, improvement in life expectancy and health care has contributed to rapid population growth.

Throughout the Eastern Hemisphere, there is great diversity in the standard of living.

Concepts such as *scarcity*, *supply and demand*, *markets*, *opportunity costs*, *resources*, *productivity*, *economic growth*, and *systems* can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.

The economic systems of the world have become an interdependent network.

Different economic systems have evolved to deal with economic decision making.

In traditional economies, decision making and problem solving are guided by the past.

In market economies, decisions regarding what is to be produced are based on patterns of consumer purchases.

In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.

Nations have joined with one another in organizations that promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.

As the economic systems of the global community have become more interdependent, decisions made in one nation/region have implications for all regions.

Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.

### **Governments of Eastern Hemisphere Nations**

Family, clan, and tribal groups act to maintain law and order.

Across time and from place to place, the people of the Eastern Hemisphere have held differing assumptions regarding *power*, *authority*, *governance*, *citizenship*, and *law*.

Governments change over time and from place to place to meet the changing needs and wants of their people.

Present systems of government have their origins in the past.

In modern political states, formalized government structures play a major role in maintaining social order and control.

Political boundaries change over time.

The values of Eastern Hemisphere nations affect the guarantee of human rights and the ways human needs are met.

The extent to which human rights are protected becomes a key issue in totalitarian societies.

The crime of genocide crosses cultures and eras: Jews and other groups experienced devastation at the hands of Nazi Germany.

International organizations have been formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.

Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.

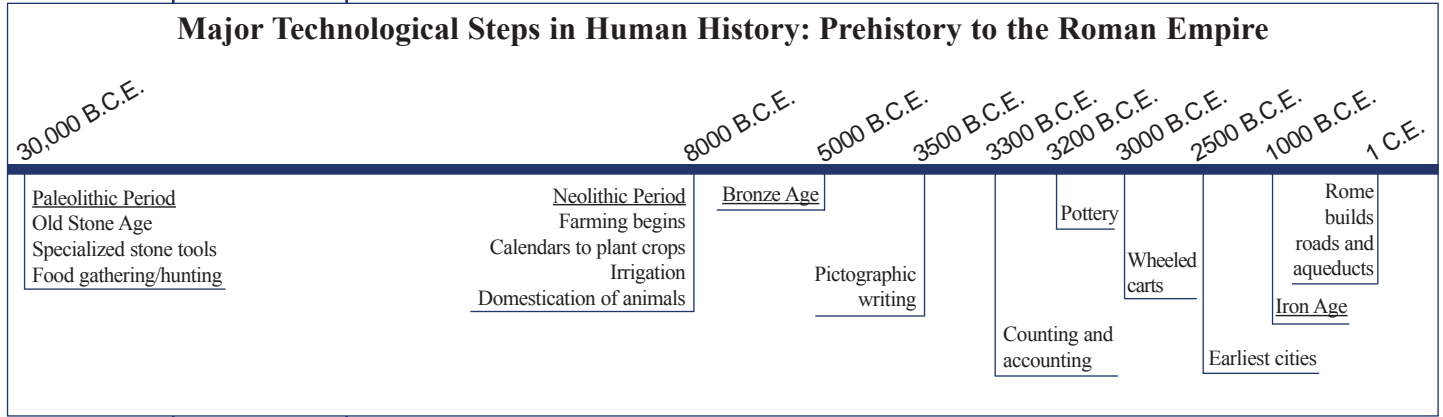
# History of Eastern Hemisphere Nations

- Key turning points and events in the histories of Eastern Hemisphere nations can be organized into different historical time periods.
- Different peoples may view the same event or issue from different perspectives.
- The Neolithic Revolution was a technological development that radically changed the nature of society.
- As the river civilizations of the Eastern Hemisphere (Mesopotamia, Egypt, China, and the Indus Valley) turned to agriculture, world populations grew.
- Across time, technological innovations have had both positive and negative effects on people, places, and regions. For example, the invention of writing made more complex civilizations and more advanced technologies possible.
- Civilizations and cultures of the Eastern Hemisphere (China, India, Greece, and Rome) are explored through the arts and sciences, key documents, and other important artifacts.
- The civilizations and cultures of the Eastern Hemisphere have contributed important ideas, traditions, religions, and other beliefs to the history of humankind.
- From the earliest times, networks of trade have connected the various civilizations of the Eastern Hemisphere.
- Individuals and groups in the Eastern Hemisphere have played important roles and have made important contributions to world history.
- Slavery has existed across eras and regions of the Eastern Hemisphere.
- Internal and external factors altered civilizations in the Eastern Hemisphere and eventually contributed to their decline.
- During the late Middle Ages and the Renaissance periods, new trade routes emerged, linking the peoples of Africa, Asia, and Europe.
- In Europe, the Renaissance was marked by major achievements in literature, music, painting, sculpture, and architecture.

Standard	Concepts/ Themes	CONNECTIONS
World History Geography	Change  Culture Empathy/ Values  Identity  Interdependence  Needs and Wants  Science and Technology	<p><b>Classroom Activities</b></p> <p>For a comparative timeline activity, have students create a multitiered timeline. They should make timelines for Europe, Africa, Southwest Asia, India, and China, comparing time periods and key events in the history of the ancient civilizations named in the core curriculum. They should also include other African civilizations in addition to Egypt. Have them add a fifth timeline to show the Aztec and Mayan civilizations. In concluding the activity, they should make some generalizations based on the data.</p> <p>Ask students to determine the major time periods in the history of Eastern Hemisphere nations. As nations are introduced and explored, have students place key historical events in the appropriate time periods. Historical time periods can be charted as a class or student activity.</p> <p>In a study of the Neolithic Revolution, students decide where to place the Neolithic Revolution on a list of important turning points in the history of the Eastern Hemisphere. As the year goes on, have students add other turning points as they are encountered. Repeat this activity at those times. Ask:</p> <ul style="list-style-type: none"> <li>• What is a turning point in history?</li> <li>• Why is the Neolithic Revolution considered a turning point in history?</li> <li>• Did it radically change society? If so, how?</li> <li>• Are all turning points in history <b>technological developments</b>?</li> </ul>



Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> <li>• How would you classify other turning points in history—political, cultural, economic, technological?</li> <li>• What should be on a Top Ten list of turning points in the history of the Eastern Hemisphere? (This should be an end-of-year activity.)</li> </ul>



The timeline identifies major technological steps that were taken in early human history. Ask students why the strides in human history are not evenly spaced. Which stride was the earliest, and which was most recent? Note: *B.C.E.* stands for *Before the Common Era* and *C.E.* stands for the *Common Era*, which starts with the birth of Christ.

- Calendars have served many purposes in human history. There are about 40 calendars in use in the world today. In most, the day is based on the rotation of the Earth on its axis, the year on the revolution of the Earth around the Sun, and the month on the revolution of the Moon around the Earth. Essentially, there are three kinds of calendars: solar, lunar, and lunisolar. Have students research the following calendars: Gregorian, Islamic, Hebrew, Chinese, and Indian. Most calendars are based on major events.
  - What was the purpose of the first calendars?
  - What was the major event in each calendar?
  - Why does much of the world use the Gregorian calendar?

Divide the class into four groups. Assign a river civilization (Egypt, Mesopotamia, China, India) to each group and have each group study its civilization in depth. Then create a river civilization timeline and ask each group to place its civilization on the timeline. Discuss with the class the characteristics of a great civilization, and list these characteristics.

- What are the key characteristics of these river civilizations?
- In what ways were the four river civilizations alike? How were they different?

Case Study: Classical Civilizations

Have students conduct research concerning the four great classical civilizations (China, India, Greece, and Rome). Advanced technology is a characteristic of a great civilization. Have students research one example of advanced technology in one civilization, and then share their information to complete the chart.

- Why is each considered a great civilization?
- How did geography and environmental factors influence the development of the great classical civilizations of the Eastern Hemisphere?
- How are the early river civilizations and the great classical civilizations alike and different? What changes have taken place across time?

Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> <li>• What can be learned about these civilizations from their arts and sciences, key documents, and other important artifacts?</li> <li>• What ideas, beliefs, and traditions have these civilizations contributed to the world?</li> <li>• What were the causes of the declines of these civilizations?</li> </ul> <p>Ask students to compare their civilization with a great Western Hemisphere civilization like the Mayan.</p> <p>Have students use the list of characteristics of great civilizations to rate the United States as a civilization.</p> <p>Have students locate the sites of the river valley civilizations they are studying, as well as the sites of the later civilizations of China, India, Greece, and Rome. Then students should map these sites today, and on a graphic organizer show how they have changed and how they remain the same.</p> <p>Have students select a technological innovation from across time and answer who, what, where, and why questions about the invention. After research is completed, students should discuss the positive and negative effects of the innovation on people, places, and regions. They should support their conclusions with evidence. Examples to choose from include the wheel, writing, irrigation, paper, the lever, porcelain, silk, the caravel, movable type, nitroglycerin, the steam engine, the radio, the light bulb, the compass, the telephone, television, the automobile, the airplane, a new medicine, or the computer.</p> <p>Ask students to visit a museum in person or on the Internet to view artifacts of ancient river and classical civilizations. Have each student select an artifact and tell the class what it shows about the civilization. (See “Linking Cultural Resources to Social Studies” in the introduction of this publication.)</p> <p>Case Study: The Movement of People, Goods, and Ideas</p> <p>Have students create a graphic organizer that shows the impact of the movement of people, goods, and ideas in Eastern Hemisphere nations. Students should select examples from across time and regions and map some of the routes over which people, ideas, and goods moved, noting the time period. Have students consider such paths of movement as the cultural diffusion from China and Korea to Japan. Questions for students to answer include:</p> <ul style="list-style-type: none"> <li>• What people, ideas, and goods move?</li> <li>• Where do the people, ideas, and goods move?</li> <li>• When do the people, ideas, and goods move?</li> <li>• How do the people, ideas, and goods move?</li> <li>• What was/is the intended effect of the movement?</li> <li>• What is the unintended effect of the movement?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS																																				
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<p>Networks of Trade:</p> <p>Using regional maps, trace trade networks that connected the civilizations of the Eastern Hemisphere in different time periods. For example, show trade routes for the Silk Road, the Aksum (Axum) trade routes, trade routes of ancient Greece and Rome, land and water routes from East Asia to Southwest Asia and Europe, trade routes from sub-Saharan Africa to North Africa, routes taken by the Italian city-states, routes of the Portuguese explorers, and major railroad and airline routes today.</p> <ul style="list-style-type: none"> <li>• Why was each route selected?</li> <li>• What points did each route connect?</li> <li>• What was/is carried on these routes?</li> <li>• During the late Middle Ages and in the Renaissance, why did new long distance trade routes emerge, linking Africa, Asia, and Europe?</li> <li>• What was the effect of these trade routes on the history of Western Hemisphere nations?</li> <li>• What is meant by the term <i>Renaissance person</i>? What are the characteristics of such a person? How do those characteristics also describe the age of the Renaissance?</li> </ul> <p>Have students list leading Renaissance figures in literature, music, painting, sculpture, and architecture, and their achievements. Ask students to identify leaders in those same fields in the Eastern Hemisphere today and compare their achievements with those of Renaissance figures.</p> <p>Ask students to locate at least one Golden Age in each region/continent of the Eastern Hemisphere. Then ask the following questions:</p> <ul style="list-style-type: none"> <li>• What is a Golden Age?</li> <li>• What characteristics do Golden Ages share?</li> <li>• Is there any evidence that Golden Ages benefited from cultural diffusion?</li> <li>• Are there any periods in the 19th–21st centuries that might be called a Golden Age?</li> <li>• Were there any Golden Ages in the Western Hemisphere?</li> </ul> <p>Create literature circles in your class. Let students select such tradebooks as <b>Leonardo’s Horse; Hatshepsut: His Majesty, Himself;</b> and <b>Mansa Musa: The Lion of Mali</b>. During literature circle time, have students pick out, read, and discuss their own biographies of individuals who have made important contributions to world history.</p>																																						

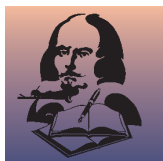
Standard	Concepts/ Themes	CONNECTIONS
		<p><b>Teacher Notes</b></p> <p>In grade 6 the emphasis is on:</p> <ul style="list-style-type: none"> <li>• the entire Eastern Hemisphere, not just Europe and the Mediterranean basin.</li> <li>• the interdependence of all people.</li> <li>• the interaction of geography and economics as the organizational framework to use in teaching about the social/cultural, political, and historical aspects of life in the Eastern Hemisphere.</li> <li>• different viewpoints about events and issues among regions and nations of the Eastern Hemisphere.</li> <li>• integrating map study throughout the year, rather than concentrating on it in a single unit, to reinforce content learning.</li> </ul> <p>When planning the grade 6 units of study, also consider that:</p> <ul style="list-style-type: none"> <li>• historical insights are used as a means of developing a total perspective rather than an organizing framework.</li> <li>• the historical focus should be on major turning points that segue into the grade 7 social history of the United States.</li> <li>• the historical emphasis is on case studies of: <ul style="list-style-type: none"> <li>- major ancient civilizations (Mesopotamia; Egypt; Indus Valley; Huang He and Yangzi River Valleys of China; India; Greece; Rome)</li> <li>- the late Middle Ages and the Renaissance</li> </ul> </li> <li>• specific examples of nations and regions in the Eastern Hemisphere are to be selected for study with these content examples coming from a variety of cultural, geographic, socioeconomic, ethnic, and racial groups.</li> <li>• specific information about the Eastern Hemisphere should be compared and contrasted with similar data from Western Hemisphere nations.</li> </ul> <p>Keep these considerations in mind as the grade 6 curriculum is organized. The core curriculum for grade 6 is presented in four sections, sequenced in the same order as the New York State social studies standards:</p> <ul style="list-style-type: none"> <li>• history of Eastern Hemisphere nations</li> <li>• geography of Eastern Hemisphere nations</li> <li>• economies of Eastern Hemisphere nations</li> <li>• governments of Eastern Hemisphere nations</li> <li>• major technological steps occurred at different times in the Eastern Hemisphere</li> </ul> <p>The teacher is to integrate and connect the history, geography, economics, and governments of the regions and nations studied.</p> <p><b>Optional Organizational Plans</b></p> <p>Organizational Pattern One:</p> <ol style="list-style-type: none"> <li>1. Recognize the key role that geography plays in the grade 6 curriculum. You may want to begin the year with a geographic and cultural overview of the Eastern Hemisphere.</li> <li>2. You may then decide to use a historical/chronological approach for case studies of the ancient civilizations, followed by case studies of the late Middle Ages and the Renaissance. You will have to decide if you want to do a single case study of the great ancient civilizations of the Eastern Hemisphere, or if you want to do two units, one on the river civilizations listed and one on Greece, Rome, China, and India.</li> </ol>

Standard	Concepts/ Themes	CONNECTIONS
		<p>3. Finally, you may want to conclude with a lengthy unit on the Eastern Hemisphere today, organized around a series of a case studies examining selected regions and nations of the hemisphere from geographic/economic perspectives with some emphasis on political perspectives. Comparisons of political and economic systems may be featured, as well as regional, hemispheric, and global issues.</p> <p>4. Note that this approach might lead to a focus on the interdependence of the Eastern Hemisphere—the primary objective of the grade 6 core curriculum.</p> <p>Unit I: Introduction to Cultures and Geography of the Eastern Hemisphere  Unit II: The River Civilizations of the Eastern Hemisphere—Mesopotamia; Egypt; the Huang He and Yangzi River Valleys of China; and the Indus Valley in India  Unit III: The Classical Civilizations of the Eastern Hemisphere—China, India, Greece, Rome  Unit IV: The Late Middle Ages and the Renaissance: Making Global Connections  Unit V: The Eastern Hemisphere in Industrial and Postindustrial Times</p> <p>Organizational Pattern Two:</p> <ol style="list-style-type: none"> <li>1. This pattern is the same as the first pattern except for the period after the Renaissance.</li> <li>2. The last units specify continents/regions of the hemisphere and selected nations today from geographic/economic perspectives with some emphasis on political perspectives.</li> <li>3. This approach might result in more of a region-by-region study, as opposed to a hemispheric approach.</li> <li>4. Note that the continents and regions of the Eastern Hemisphere can be organized in patterns other than the one in Units IV–VII below.</li> </ol> <p>Unit I: Introduction to Cultures and Geography of the Eastern Hemisphere  Unit II: The Early Civilizations of the Eastern Hemisphere</p> <ol style="list-style-type: none"> <li>A. The River Civilizations of the Eastern Hemisphere—Mesopotamia; Egypt; the Huang He and Yangzi River Valleys of China; and the Indus Valley in India</li> <li>B. The Classical Civilizations of the Eastern Hemisphere—China, India, Greece, Rome</li> </ol> <p>Unit III: The Late Middle Ages and the Renaissance: Making Global Connections  Unit IV: Europe in Industrial and Postindustrial Times  Unit V: North Africa and Southwest Asia in Industrial and Postindustrial Times  Unit VI: Africa South of the Sahara in Industrial and Postindustrial Times  Unit VII: Asia in Industrial and Postindustrial Times</p> <ol style="list-style-type: none"> <li>A. South and Southeast Asia</li> <li>B. East Asia</li> </ol> <p>Organizational Pattern Three:</p> <ol style="list-style-type: none"> <li>1. Rather than combining the chronological and regional organizations, this pattern is a regional study of the Eastern Hemisphere.</li> <li>2. A series of case studies may be taught within this framework, guided by the content understandings.</li> <li>3. This approach might result in the grade 6 course becoming the old Global Studies course. However, that is not the intent of the grade 6 core curriculum.</li> </ol> <p>Unit I: Introduction to Cultures and Geography of the Eastern Hemisphere  Unit II: Southwest Asia and North Africa</p> <ol style="list-style-type: none"> <li>A. Mesopotamia and Egypt: Early Civilizations</li> <li>B. Trade and the Region</li> <li>C. Southwest Asia and North Africa Today (selected nations)</li> </ol>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Unit III: Asia</p> <ul style="list-style-type: none"> <li>A. Early Civilizations: the Huang He and Yangzi River Valleys of China, and the Indus Valley in India</li> <li>B. Great Civilizations of India and China</li> <li>C. Trade, Migration, Cultural Diffusion</li> <li>D. Asia Today <ul style="list-style-type: none"> <li>1. India</li> <li>2. China</li> <li>3. Japan (or other nations)</li> </ul> </li> </ul> <p>Unit IV: Europe</p> <ul style="list-style-type: none"> <li>A. Great Civilizations of Greece and Rome</li> <li>B. Late Middle Ages and the Renaissance</li> <li>C. Trade and other regions</li> <li>D. Technology and its effects</li> <li>E. Culture of the Renaissance</li> <li>F. Cultural diffusion</li> <li>G. The Holocaust</li> <li>H. Europe Today (selected nations)</li> </ul> <p>Unit V: Africa South of the Sahara</p> <ul style="list-style-type: none"> <li>A. Early Civilizations</li> <li>B. Trade and other regions</li> <li>C. Imperialism and independence</li> <li>D. Africa South of the Sahara (selected nations)</li> </ul> <p>Chronological history is not the organizing framework for the grade 6 social studies program. The units on major ancient civilizations—Mesopotamia; Egypt; Indus Valley; the Huang He and Yangzi River Valleys of China; and the later civilizations of China, India, Greece, Rome—and late Middle Ages and Renaissance should be seen as case studies rather than as part of a chronological history of the Eastern Hemisphere. Note that only two of these civilizations are in Europe, reflecting the broader hemispheric dimension of this social studies program.</p> <p>Follow up on the need to focus on major turning points that lead to the grade 7 social history of the United States by listing some of these turning points and building them into lessons and activities. The first units of the grade 7 curriculum are:</p> <ol style="list-style-type: none"> <li>1. The Global Heritage of the American People Prior to 1500</li> <li>2. European Exploration and Colonization of the Americas</li> <li>3. A Nation is Created</li> </ol> <p>Another opportunity to make connections between the grades 6 and 7 social studies programs is by comparing and contrasting throughout the year specific information about the Eastern Hemisphere with similar data from Western Hemisphere nations.</p> <p>When determining which regions and nations to select for study and/or what topics to focus on, keep in mind the history questions from the following portion of the grade 6 curriculum outline:</p> <ol style="list-style-type: none"> <li>1. What were the long-term effects of the technological development known as the Neolithic Revolution?</li> <li>2. Civilizations <ol style="list-style-type: none"> <li>a. River civilizations of the Eastern Hemisphere (Mesopotamia; Egypt; the Huang He and Yangzi River Valleys of China; and the Indus Valley in India)</li> <li>b. Classical civilizations in China, India, Greece, and Rome</li> </ol> </li> </ol>

Standard	Concepts/ Themes	CONNECTIONS
		<p>c. Key turning points in histories of modern Eastern Hemisphere nations (include countries from each continent)</p> <ul style="list-style-type: none"> <li>• What important ideas, beliefs, and traditions did the civilization/nation contribute to the world?</li> <li>• How can the civilization/nation be studied through its arts and sciences, key documents, and other important artifacts?</li> <li>• What individuals and groups from the civilization/nation played important roles and made important contributions to world history?</li> <li>• What networks of trade have connected the various civilizations/nations of the Eastern Hemisphere?</li> <li>• What are examples of cultural diffusion among civilizations and nations of the Eastern Hemisphere? What have been some of the effects?</li> <li>• Across time, what positive and negative effects have technological innovations had on people, places, and regions?</li> <li>• What factors changed civilizations and led to their decline?</li> </ul> <p>3. Late Middle Ages and the Renaissance periods</p> <ul style="list-style-type: none"> <li>• What new trade routes emerged, linking the peoples of Africa, Asia, and Europe?</li> <li>• Why did these trade routes emerge at this time?</li> <li>• What were major achievements of the Renaissance in literature, music, painting, sculpture, and architecture?</li> <li>• What factors helped make these achievements possible?</li> </ul>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read myths and legends from the great civilization studies of China, India, Egypt, Mesopotamia, Greece, and Rome. Then ask these questions:

- In what ways are the myths and legends similar and different?
- How do they compare to myths and legends from the Western Hemisphere?
- What generalizations can be made about the purpose of myths and legends?

Have students read and compare two different accounts of an event featuring an individual or group who played important roles in, and made contributions, to world history. Students should note points of agreement and disagreement and be aware of what each author chooses to emphasize and exclude. Have students write a paragraph comparing the two selections.

Have students write a diary selection or journal entry from the point of view of a slave in an Eastern Hemisphere nation.

## Suggested Documents and Other Resources Selected by New York State Teachers

### Trade Books:

Resources for Students:

**Ancient China** by Robert Nicholson

**Ancient Civilizations: 3000 BC–AD 500.** Editors of Time-Life Books

**Ashanti to Zulu: African Traditions** by Margaret Musgrove

**Asia (True Books)** by David Petersen, James Taft (editor)

**The Assyrians** by Elaine Landau. Also **The Sumerians** and **The Babylonians**

**Australia and New Zealand** by Elaine Landau

**The Berlin Wall, Vol. 1.** by R.G. Grant. Part of **New Perspectives** series

**Black Potatoes: The Story of the Great Irish Famine, 1845-1850** by Susan Campbell

**Castle** by David Macaulay. Also wrote **Cathedral**, **Pyramid**, and **Mill**



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**Children Just Like Me: Celebrations!** by Anabel Kindersley (contributor), Barnabas Kindersley (photographer)  
**City: A Story of Roman Planning and Construction** by David Macaulay  
**Eyewitness: Castle** by Christopher Gravett, Geoff Dann (photographer)  
**Eyewitness: Knight** by Christopher Gravett, Geoff Dann (photographer)  
**Eyewitness: Mythology** by Neil Philip. Myths from all parts of the world.  
**Eyewitness: Russia** by Kathleen Berton Murrell, John Woodcock (illustrator), Andy Crawford (photographer)  
**The Great Wall of China** by Leonard Everett Fisher  
**Great Lives: World Religions** by William Jay Jacobs  
**Growing Up in Ancient Greece** by Chris Chelepi. **Growing Up** series  
**Indus Valley** by Naida Kirkpatrick  
**Made in China: Ideas and Inventions from Ancient China** by Suzanne Williams, Andrea Fong (illustrator)  
**Metropolis: Ten Cities: Ten Centuries** by Albert Lorenz and Joy Schleh (contributor)  
**One Thousand Paper Cranes: The Story of Sadako and the Children's Statue** by Takayuki Ishi  
**A Samurai Castle** by Fiona MacDonald, David Antram and John James (illustrators)  
**Silkworms** by Sylvia A. Johnson, Isao Kishida (photographer)  
**Step Into...Ancient Japan** by Fiona MacDonald  
**Street Through Time** by Anne Millard, Steve Noon (illustrator)  
**Talking Walls** by Margy Burns Knight

Biographies/Autobiographies:

**Gandhi** by Hitz Demi  
**Leonardo da Vinci for Kids: His Life and Ideas** by Janis Herbert and Carol Sabbeth  
**Mansa Musa: The Lion of Mali** by Khephra Burns  
**Hatshepsut: His Majesty, Herself** by Catherine M. Andronic  
**Outrageous Women of the Middle Ages** by Vicki León  
**Sundiata: Lion King of Mali** by David Wisniewski  
**The Oxford Children's Book of Famous People** by Angeletti  
**The Traveling Man: The Journey of Ibn Bahuta, 1325-1354** by James Rumford  
**Uppity Women of Ancient Times** by Vicki León  
**Uppity Women of the Renaissance** by Vicki León

Related Literature for Students:

**The Big Wave** by Pearl Buck  
**Catherine Called Birdy** by Karen Cushman  
**Children of the Dragon: Selected Tales from Vietnam** by Sherry Garland, Trina Schart Hyman (illustrator)  
**The Ch'I Lin Purse: A Collection of Ancient Chinese Stories** by Linda Fang, Jeanne M. Lee (illustrator).  
**Detectives in Togas** by Henry Winterfield  
**The Egypt Game** by Zilphia Keatley Snyder  
**Gilgamesh the King** by Ludmila Zeman (illustrator)  
**The Golden Goblet** by Eloise Jarvis McGraw  
**Goodbye, Vietnam** by Gloria Whelan  
**Jacob's Rescue: A Holocaust Story** by Malka Drucker  
**Matilda Bone** by Karen Cushman  
**The Midwife's Apprentice** by Karen Cushman  
**Number the Stars** by Lois Lowry  
**The Reluctant God** by Pamela F. Service  
**A Single Shard** by Linda Sue Park  
**Theseus and the Minotaur** by Leonard Everett Fisher (illustrator)

Teacher Resources:

**Heroes of History: A Brief History of Civilization from Ancient Times to the Dawn of the Modern Age** by Will Durant  
**Literature Circles: Voices and Choices in the Student-Centered Classroom** by Harvey Daniels  
**Nonfiction Matters: Reading, Writing, and Research in Grades 3-8** by Stephanie Harvey  
**Step Into...Ancient Japan** by Fiona MacDonald



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**What Life Was Like on the Banks of the Nile: Egypt 3050-30 BC** by the editors of Time-Life Books

**What Life Was Like at the Dawn of Democracy: Classical Athens 525-322 BC** by the editors of Time-Life Books

**What Life Was Like When Rome Ruled the World: The Roman Empire 100 BC–AD 200** by the editors of Time-Life Books

**Possible Field Trips:**

Throughout the year, many museums conduct special programs related to their exhibits. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

**Using the Internet**

<http://www.campus.northpark.edu/history//WebChron/China/China.html>

Timeline of Chinese history from 5000 B.C. to 1980s

<http://www.campus.northpark.edu/history//webChron/China/Japan.html>

History of early Japan

<http://it.stlawu.edu/~dmelvill/mesomath/history.html>

Brief history of Mesopotamia

<http://www.valley.net/~transnat/>

Links to sites about Russia

<http://www.mrdowling.com/607mena.html>

Teacher Websites: Middle School unit on Middle East (Southwest Asia)

# Geography of Eastern Hemisphere Nations

- Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the Eastern Hemisphere today.
- A region is an area that is tied together for some identifiable reason, such as physical, political, economic, or cultural features.
- Civilizations develop where geographic conditions are favorable.
- Geographic features and climatic conditions in the Eastern Hemisphere influence land use.
- The geographic diversity of the Eastern Hemisphere has significantly influenced physical mobility and the course of human development.
- The migration of groups of people has led to cultural diffusion because people carry their ideas and ways of life with them when they move from one place to another.
- Widespread poverty and limited resources threaten the political stability of some nations in the Eastern Hemisphere.
- Urbanization has been a characteristic of the civilizations and cultures of the Eastern Hemisphere.
- The environment is affected by people as they interact with it.
- The effects of geography are moderated by technology.

Standard	Concepts/ Themes	CONNECTIONS												
Geography	Environment and Society  Human Systems  Place and Regions  Physical Systems  Nation State  Science and Technology  The World in Spatial Terms	<p><b>Classroom Activities</b></p> <p>Have students select a continent, and then locate and label landforms and bodies of water on an outline map. Have them identify the lines of latitude and longitude that enclose the continent. For selected cities and/or nations on the continent, ask students to locate each by latitude and longitude and show on a chart the advantages and disadvantages of the location of each city and/or nation. Ask the students these geographic questions:</p> <ul style="list-style-type: none"> <li>• Where are places located?</li> <li>• Why are they located where they are?</li> <li>• What is important about their locations?</li> <li>• How are their locations related to the location of other people and places?</li> </ul> <table border="1"> <thead> <tr> <th>NAME OF PLACE</th> <th>WHERE IT IS LOCATED</th> <th>WHY THE LOCATION IS IMPORTANT</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Develop a map search activity requiring students to use latitude and longitude, the map key, and symbols to solve the puzzle and discover the name of the mystery place. Have students develop map searches.</p> <p>Using data on climate, vegetation, regions, topography, landforms, bodies of water, and natural resources, students should determine what geographical conditions led to the development of an ancient civilization in a particular area. Have students present their findings and then use similar data to decide where to locate new communities today.</p>	NAME OF PLACE	WHERE IT IS LOCATED	WHY THE LOCATION IS IMPORTANT									
NAME OF PLACE	WHERE IT IS LOCATED	WHY THE LOCATION IS IMPORTANT												

Standard	Concepts/ Themes	CONNECTIONS
		<p>Ask students to identify the regions that make up the Eastern Hemisphere. Then have them create a graphic organizer of these regions and list the characteristics of each. Make sure that students recognize political, economic, and cultural regions as well as geographic ones. Have students code a map to show areas that are a part of more than one region. Ask such questions as:</p> <ul style="list-style-type: none"> <li>• What different types of regions can be found in the Eastern Hemisphere?</li> <li>• What areas are in more than one region?</li> <li>• What are examples of interdependence between regions?</li> <li>• Using a climate map of an Eastern Hemisphere region, have students hypothesize how the people in a given area live.</li> <li>• How can location by region affect people's and nations' perspectives on an event or issue?</li> <li>• Why is the Middle East now referred to as Southwest Asia?</li> <li>• Why is the Orient or the Far East now referred to as Asia, South Asia, or East Asia?</li> <li>• What are some examples of regional differences affecting viewpoint across time and from place to place?</li> </ul> <p>Have students identify places in the Eastern Hemisphere of historical as well as geographic significance. Examples might include the Great Wall of China, Mount Everest, Victoria Falls, or the Taj Mahal. Have students do research and use maps to create a travel brochure explaining why the place is important both geographically and historically. The brochure should also explain the significance of the place to a nation, region, or culture.</p> <p>Have the class make a travel brochure or public announcement for radio or television that features a community in the Eastern Hemisphere.</p> <p>Have students answer a document-based question on how the geographic diversity of the Eastern Hemisphere has influenced movement of people. Distribute climatic, physical, topographic, and vegetation maps, as well as maps of bodies of water, land and sea trade routes, and migrations of people.</p> <p><b>Teacher Notes</b></p> <p>Geographic topics/questions in the grade 6 core curriculum:  When determining what regions and nations to select for study and/or what topics to focus on, keep in mind these central geographic questions from the grade 6 curriculum:</p> <ol style="list-style-type: none"> <li>1. What is the importance of the cultural, geographic, economic, and political regions (e.g., the EU and the Islamic nations) that make up the hemisphere?</li> <li>2. How are geographic and climatic conditions related to land use and to the development of Eastern Hemisphere civilizations?</li> <li>3. Why is urbanization a characteristic of civilizations of the Eastern Hemisphere?</li> <li>4. Why is there a trend toward increased urbanization? What is the relationship of urbanization and industrialization in Eastern Hemisphere nations?</li> <li>5. Why is urbanization a characteristic of great civilizations?</li> <li>6. What is the relationship of geographic diversity to migration, trade, warfare, and cultural diffusion in the Eastern Hemisphere?</li> <li>7. How do people in the Eastern Hemisphere affect the environment as they interact with it?</li> <li>8. How does technology also moderate geography in Eastern Hemisphere nations?</li> <li>9. What is the relationship between geography and economies of Eastern Hemisphere nations?</li> <li>10. Why is the political stability of some nations of the Eastern Hemisphere threatened by widespread poverty and limited resources?</li> </ol>

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## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS TECHNOLOGY

Have students conduct research to support one of these statements:

- The environment is affected by people as they interact with it.
- The effects of geography are moderated by technology.



Have students focus on one particular factor that moderated geography. Examples are: energy conservation, deforestation, desertification, desalination, the causes and effects of acid rain, the Green Revolution, building of dams such as the Aswan Dam or Three Gorges, or an invention.

## Suggested Documents and Other Resources Selected by New York State Teachers

Maps, aerial and other photographs, satellite-produced images, computer models of the world and Eastern Hemisphere nations

Other geographic data about Eastern Hemisphere nations (charts, graphs, tables)

Photographs of places and regions of the Eastern Hemisphere

Artifacts and pictures of lifestyles or cultures in the Eastern Hemisphere

Examples of cultural diffusion

News articles

Similar materials about the Western Hemisphere for comparing and contrasting

### Trade Books:

Resources for Students:

**African Landscapes** by Warren J. Haliburton

**Asia (True Books)** by David Petersen, James Taft (editor)

**The Atlas of the Medieval World in Europe (IV-XV Century)** by Neil Morris, John Malam, Anne McRae

**Australia and New Zealand** by Elaine Landau

**The Blackbirch Kid's Almanac of Geography** by Alice Siegel and Margo McLoone

**Children from Australia to Zimbabwe: A Photographic Journey Around the World** by Maya Ajmera, Anna Rhesa Versola, Marian Wright Edelman.

**The Complete Book of Maps & Geography**

**Eyewitness: Africa** by Yvonne Ayo, Geoff Dann and Ray Moller (photographers)

**Eyewitness: Russia** by Kathleen Berton Murrell John Woodcock (illustrator), Andy Crawford (photographer)

**The Great Wall of China** by Leonard Everett Fisher

**If the World Were a Village: A Book About the World's People** by David J. Smith, Shelagh Armstrong (illustrator)

**India: The Culture** by Bobbie Kalman. One of "The Lands, Peoples, and Cultures Series"

**India: The Land** by Bobbie Kalman. One of "The Lands, Peoples, and Cultures Series"

**India: The People.** One of "The Lands, Peoples, and Cultures Series"

**Indus Valley** by Naida Kirkpatrick

**The Kalahari** by Rose Inserra and Susan Powell Heinemann

**Metropolis: Ten Cities/Ten Centuries** by Albert Lorenz. One of the "Vanishing Cultures" series

**Southeast Asia** by Anita Ganeri

**Street Through Time** by Anne Millard, Steve Noon (illustrator)

Biographies/Autobiographies:

**The Land I Lost: Adventures of a Boy in Vietnam** by Huynh Quang Nhuong

**Water Buffalo Days: Growing Up in Vietnam** by Huynh Quang Nhuong

Related Literature for Students:

**Stories from the Silk Road** by Cherry Gilchrist, Nilesh Mistry (illustrator)

## Using the Internet

<http://www.lib.utexas.edu/maps/>

Maps of all parts of the world

# Economies of Eastern Hemisphere Nations

- The three basic economic questions that have been applied over time and from place to place are: What goods and services shall be produced and in what quantities? How shall goods and services be produced? For whom shall goods and services be produced?
- In many areas of the world, improvement in life expectancy and health care has contributed to rapid population growth.
- Throughout the Eastern Hemisphere, there is great diversity in the standard of living.
- Concepts such as *scarcity*, *supply and demand*, *markets*, *opportunity costs*, *resources*, *productivity*, *economic growth*, and *systems* can be used to study the economies and economic systems of the various nations of the Eastern Hemisphere.
- The economic systems of the world have become an interdependent network.
- Different economic systems have evolved to deal with economic decision making.
- In traditional economies, decision making and problem solving are guided by the past.
- In market economies, decisions regarding what is to be produced are based on patterns of consumer purchases.
- In command economies, decisions regarding the control and use of the means of production and distribution are planned by the government.
- Nations have joined with one another in organizations that promote economic development and growth. For example, the European Union was formed to promote free trade and a common economic policy among its members.
- As the economic systems of the global community have become more interdependent, decisions made in one nation/region have implications for all regions.
- Many of the communist nations and former communist nations in the Eastern Hemisphere are moving toward market economies.

Standard	Concepts/ Themes	CONNECTIONS									
Economics	<p>Economic Systems</p> <p>Interdependence</p> <p>Needs and Wants</p> <p>Scarcity</p>	<p><b>Classroom Activities</b></p> <p>Begin this activity by listing the characteristics of each type of economic system. Have students research societies in the Eastern Hemisphere that represent each type of economy. Ask students to apply the three economic questions to each society, and share the information gathered. Finally, students should list the advantages and disadvantages of each economic system.</p> <p>Have students use a series of clues about the culture, government, geography, and social behaviors of a group of people to identify the type of economic system you would expect this group of people to have. Students should use a checklist of decision criteria that describe the characteristics of traditional, market, command, and mixed economies to arrive at decisions. Ask students to defend their answer. Examples will come from different times and places throughout the Eastern Hemisphere.</p> <p>Have students use a chart to compare the governments and economic systems of Early Japan and Medieval Europe. Students should determine if there are more similarities than differences, and should compare the situations that led to the feudal period in the various regions.</p> <table border="1"> <thead> <tr> <th></th> <th>Governments</th> <th>Economic Systems</th> </tr> </thead> <tbody> <tr> <th>Early Japan</th> <td></td> <td></td> </tr> <tr> <th>Medieval Europe</th> <td></td> <td></td> </tr> </tbody> </table>		Governments	Economic Systems	Early Japan			Medieval Europe		
	Governments	Economic Systems									
Early Japan											
Medieval Europe											

Standard	Concepts/ Themes	CONNECTIONS
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Have students use a variety of geographic and economic data to classify Eastern Hemisphere nations as industrialized or developing countries. The data will label the nations as *A, B, C*, etc. Ask students to explain and support the classifications given and set aside cases for which more information is needed. Ask these questions:

- What type of data helped the most in classifying the nation?
- What information was relevant?
- What information was irrelevant?
- Which characteristics did the industrialized or developed nations share?
- Which characteristics did the developing nations share?
- Does knowing the name of the nation change its classification?
- What types of economic systems were represented in the two categories of nations?
- What challenges are faced by the nations striving to achieve industrialization?

Have students explore how decisions made in one nation/region have implications for all regions by writing about or discussing how life in the United States might change if we could no longer get oil for our automobiles. Ask students to identify the industries that would be affected either directly or indirectly. Discuss with students how dependence on foreign energy could be reduced. Have them use the problem-solving method as described here:

1. Find and formulate an issue.
2. Research the background of an issue.
3. Deliberate and compare alternatives in terms of pros and cons.
4. Select alternatives.

Note: This problem-solving method is the foundation of Participation in Government, the grade 12 required course.

Have students identify some breakthroughs in medical technology and health care. Using life expectancy data, students should determine which regions of the Eastern and Western hemispheres are currently benefiting from improved health care and which regions have shorter life expectancies. Ask students to label these regions on a map. Then ask these questions:

- What is meant by *life expectancy*?
- How does life expectancy vary among nations/regions of the world?
- Why does life expectancy vary among nations/regions of the world?
- How does better health lead to longer life expectancy?
- How have longer life expectancy and lower infant mortality affected world population growth?
- Is there a correlation between the wealth of a nation and the overall health of its people?

Have students compare and contrast the European Union and the Organization of Petroleum Exporting Countries (OPEC) in regard to membership, goals and objectives, and structure and function. How has each changed since it was organized? Working in teams, students should create an economic organization modeled on OPEC or the EU for a region of the Eastern Hemisphere other than Southwest Asia or Europe. Students should prepare a document announcing the formation of the organization and identifying its goals and objectives, structure and function, and headquarters site. The document should state the qualifications for membership and urge other nations to join.

Organization	Membership	Goals/Objectives	Structure/Function	Site of Headquarters
OPEC				
EU				

Standard	Concepts/ Themes	CONNECTIONS																
		<p>Have students hold a roundtable of economic ministers of Eastern Hemisphere nations that are moving from a command toward a market economy. Students should discuss the reasons to make such a move and the expected effects of the change. Problems that might be encountered should be considered. Data and other information from nations that are going through this process should be used to support the discussion.</p> <p><b>Teacher Notes</b></p> <p>When selecting regions and nations for study and planning lessons and activities related to economics, consider that:</p> <ol style="list-style-type: none"> <li>1. The interaction of geography and economics provides the organizing framework for the grade 6 social studies program.</li> <li>2. The economic content understandings for grade 6 are primarily centered on the contemporary time period.</li> <li>3. The content understandings introduce students to the different economic systems that have developed to deal with economic decision making.</li> <li>4. The content understandings also emphasize the economic interdependence of the Eastern Hemisphere and the global community.</li> </ol> <p>Students are introduced to the different types of economic systems.</p> <ul style="list-style-type: none"> <li>• Traditional economies are introduced with the earliest civilizations. Manorialism is a classic traditional economy.</li> <li>• The market economy can be introduced with the study of the late Middle Ages.</li> <li>• Contemporary market and command economies, as well as the move of many of the communist nations and former communist nations toward market economies, can be examined in the context of case studies of nations.</li> </ul> <table border="1" data-bbox="646 1087 1528 1608"> <thead> <tr> <th></th> <th data-bbox="646 1087 948 1125">TRADITIONAL</th> <th data-bbox="948 1087 1243 1125">MARKET</th> <th data-bbox="1243 1087 1528 1125">COMMAND</th> </tr> </thead> <tbody> <tr> <td data-bbox="646 1125 948 1276">WHAT TO PRODUCE</td> <td data-bbox="646 1125 948 1276">Based on what was produced in the past; continuation of the economic status quo.</td> <td data-bbox="948 1125 1243 1276">Consumer preference as demonstrated through their purchasing.</td> <td data-bbox="1243 1125 1528 1276">Societies' needs as determined by government economic planners.</td> </tr> <tr> <td data-bbox="646 1276 948 1446">HOW TO PRODUCE</td> <td data-bbox="646 1276 948 1446">Usually by hand, using animals as a power source.</td> <td data-bbox="948 1276 1243 1446">The cheapest, most efficient combination of land, labor, and capital as determined by the producer to maximize profits.</td> <td data-bbox="1243 1276 1528 1446">The cheapest, most efficient combination of land, labor, and capital available as determined by state planners.</td> </tr> <tr> <td data-bbox="646 1446 948 1608">FOR WHOM TO PRODUCE</td> <td data-bbox="646 1446 948 1608">Directly for the producer with a share for the landlord.</td> <td data-bbox="948 1446 1243 1608">For whoever has the money needed to pay the price.</td> <td data-bbox="1243 1446 1528 1608">From each according to his ability, to each according to his need, as determined by priorities established by central planners.</td> </tr> </tbody> </table> <p>The three basic economic questions should be addressed in grades 3 and 4. In grade 6 the questions can be used to learn the types of economic systems.</p> <ol style="list-style-type: none"> <li>1. What goods and services shall be produced and in what quantities?</li> <li>2. How shall goods and services be produced?</li> <li>3. For whom shall goods and services be produced?</li> </ol>		TRADITIONAL	MARKET	COMMAND	WHAT TO PRODUCE	Based on what was produced in the past; continuation of the economic status quo.	Consumer preference as demonstrated through their purchasing.	Societies' needs as determined by government economic planners.	HOW TO PRODUCE	Usually by hand, using animals as a power source.	The cheapest, most efficient combination of land, labor, and capital as determined by the producer to maximize profits.	The cheapest, most efficient combination of land, labor, and capital available as determined by state planners.	FOR WHOM TO PRODUCE	Directly for the producer with a share for the landlord.	For whoever has the money needed to pay the price.	From each according to his ability, to each according to his need, as determined by priorities established by central planners.
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FOR WHOM TO PRODUCE	Directly for the producer with a share for the landlord.	For whoever has the money needed to pay the price.	From each according to his ability, to each according to his need, as determined by priorities established by central planners.															



Standard	Concepts/ Themes	CONNECTIONS
		<p>When selecting contemporary nations and regions for study and/or topics for case studies, consider that the content understandings are related to these aspects of Eastern Hemisphere economies:</p> <ol style="list-style-type: none"> <li>1. Type of economic system.</li> <li>2. The ways resources impact the economic, political, and historical aspects of life throughout the world.</li> <li>3. How nations with limited natural resources interact with other nations to secure their resource needs.</li> <li>4. How economic systems have become an interdependent network.</li> <li>5. How economic decisions made in one nation/region have implications for all regions.</li> <li>6. How some nations of the Eastern Hemisphere play leadership roles in the global economy.</li> <li>7. How some nations have joined organizations that promote economic development and growth.</li> <li>8. How improvement in life expectancy and health care contributes to rapid population growth.</li> <li>9. Examples of the great diversity in the standard of living within the Eastern Hemisphere.</li> </ol> <p>Students also learn and apply basic economic understandings to Eastern Hemisphere nations. These concepts include <i>needs and wants, environment, interdependence, change, science and technology, scarcity, supply and demand, markets, resources, and systems.</i></p> <p>Consider these economic skills for intermediate-level students when planning lessons and activities:</p> <ol style="list-style-type: none"> <li>1. Organizing and classifying economic data: <ul style="list-style-type: none"> <li>• Distinguish between relevant and irrelevant information.</li> <li>• Place ideas in chronological order.</li> <li>• Label data appropriately.</li> </ul> </li> <li>2. Evaluating economic data: <ul style="list-style-type: none"> <li>• Differentiate fact from opinion.</li> </ul> </li> <li>3. Developing conclusions about economic issues and problems: <ul style="list-style-type: none"> <li>• Create broad statements that summarize findings and solutions.</li> </ul> </li> <li>4. Presenting economic information through visuals such as tables, charts, and graphs.</li> </ol>

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students research the standard of living of children in various nations of the Eastern Hemisphere. Ask students to tally factors affecting the standard of living against a preestablished checklist. Students should compare and contrast data, and then write a letter to an international agency suggesting what might be done to improve the standard of living in a particular nation. Ask these questions:

- What factors can be used to measure the standard of living in a nation?
- Which nations of the hemisphere maintain higher standards of living?
- What conditions—political, economic, social—contribute to a nation’s ability to support a higher standard of living?

Have students read factual and fictional books about the life of children in other countries. They should look for indications of the standard of living, and determine the accuracy of the information presented.

### MATHEMATICS

Have students use data on life expectancy in selected nations of the Eastern Hemisphere to create graphs comparing life expectancy in the different nations.





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## Suggested Documents and Other Resources Selected by New York State Teachers

Maps, aerial and other photographs, satellite-produced images, computer models of the world and Eastern Hemisphere nations  
Other geographic data about Eastern Hemisphere nations (charts, graphs, tables)  
Photographs of places and regions of the Eastern Hemisphere  
Artifacts and pictures of lifestyles or cultures in the Eastern Hemisphere  
Examples of cultural diffusion  
News articles  
Similar materials about the Western Hemisphere for comparing and contrasting

### **Trade Books:**

Resources for Students:

**Australia and New Zealand** by Elaine Landau

**Silkworms** by Sylvia A. Johnson, Isao Kishida (photographer).

Related Literature for Students:

**Stories from the Silk Road** by Cherry Gilchrist, Niles Mistry (illustrator)

# Governments of Eastern Hemisphere Nations

- Family, clan, and tribal groups act to maintain law and order.
- Across time and from place to place, the people of the Eastern Hemisphere have held differing assumptions regarding *power, authority, governance, citizenship, and law*.
- Governments change over time and from place to place to meet changing needs and wants of their people.
- Present systems of government have their origins in the past.
- In modern political states, formalized government structures play a major role in maintaining social order and control.
- Political boundaries change over time.
- The values of Eastern Hemisphere nations affect the guarantee of human rights and the ways human needs are met.
- The extent to which human rights are protected becomes a key issue in totalitarian societies.
- The crime of genocide crosses cultures and eras: Jews and other groups experienced devastation at the hands of Nazi Germany.
- International organizations have been formed to promote peace, economic development, and cultural understanding. The United Nations was created to prevent war and to fight hunger, disease, and ignorance.
- Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.

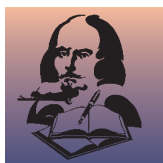
Standard	Concepts/ Themes	CONNECTIONS												
Civics, Citizenship, and Government	Change  Citizenship  Civic Values  Government	<p><b>Classroom Activities</b></p> <p>Have students make a chart with three columns labeled FAMILIES, CLANS, and TRIBAL GROUPS. On the chart, they should list characteristics of each group. Ask students to determine the similarities and differences among the three groups.</p> <table border="1" style="width: 100%; border-collapse: collapse; margin: 10px 0;"> <thead> <tr> <th style="width: 33%;">FAMILIES</th> <th style="width: 33%;">CLANS</th> <th style="width: 33%;">TRIBAL GROUPS</th> </tr> </thead> <tbody> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> <tr><td> </td><td> </td><td> </td></tr> </tbody> </table> <ol style="list-style-type: none"> <li>1. How do families, clans, and tribal groups differ?</li> <li>2. What is meant by the term <i>law and order</i>?</li> <li>3. How does each group act to maintain law and order?</li> <li>4. Within each category, what person or group holds the most power?</li> <li>5. How is the power of each group exercised?</li> <li>6. What are the benefits of each of these forms of order?</li> <li>7. What are the drawbacks of each form of order?</li> <li>8. Does the geography or environment of a place influence the type of grouping that develops there?</li> </ol>	FAMILIES	CLANS	TRIBAL GROUPS									
FAMILIES	CLANS	TRIBAL GROUPS												

Standard	Concepts/ Themes	CONNECTIONS
		<p>To help students study changes in government over time, have them select an Eastern Hemisphere nation and describe an event in its history that matches the following statements about governments:</p> <ul style="list-style-type: none"> <li>• Across time and from place to place, people of the Eastern Hemisphere have held different assumptions regarding <i>power, authority, governance, citizenship, and law</i>.</li> <li>• New forms of political order have developed to meet the more complex needs of societies.</li> <li>• Governments change to meet changing needs and wants of their people.</li> <li>• Present systems of government have their origins in the past.</li> <li>• In modern political states, formalized government structures play a major role in maintaining social order and control.</li> <li>• Political boundaries change over time.</li> </ul> <p>Have students compare the monuments, symbols, and political art of Eastern Hemisphere nations that have different assumptions regarding <i>power, authority, governance, citizenship, and law</i>. Do a nation's symbols reflect its political values? Ask students to look at a nation's political values over a period of time to determine if they have changed. Have that nation's monuments, symbols, and political art changed accordingly? For example, have China's symbols changed over time, reflecting a change in its political values?</p> <p>Case Study: The Nazi Holocaust</p> <p>Create literature circles in your class. Have students read books about the the Holocaust such as: <b>...I Never Saw Another Butterfly...Children's Drawing and Poems from Terezín Concentration Camp 1942-1944</b> by Hana Volavkova (editor), <b>Rose Blanche</b> by Roberto Innocenti, <b>Sleeping Boy</b> by Sonia Craddock, <b>Terrible Things: An Allegory of the Holocaust</b> by Eve Bunting. During circle time, have students discuss the values of a society that can perpetuate the crime of genocide, and consider the extent to which human rights were or were not protected in Nazi Germany.</p> <ul style="list-style-type: none"> <li>• How did the values of Nazi Germany affect its view of human rights?</li> <li>• What is meant by the term <i>human rights</i>?</li> <li>• What was the Nazi Holocaust?</li> <li>• What is genocide? What are examples of the crime of genocide that have crossed cultures and eras?</li> <li>• What was the White Rose?</li> </ul> <p>Case Study: Child Labor</p> <p>The following classroom activities focus on the understanding <i>The values of Eastern Hemisphere nations affect the guarantee of human rights and how human needs are met</i>. Have students work in small groups to analyze the text and photographs in <b>Listen to Us: The World's Working Children</b> by Jan Springer, <b>Stolen Dreams: Portraits of Working Children</b> by David Parker, <b>Kids at Work: Lewis Hine and the Crusade Against Child Labor</b> by Russell Freedman, <b>Disposable People</b> by Kevin Bales, and <b>Children of Other Worlds: Exploitation in the Global Market</b> by Jeremy Seabrook.</p> <p>Analyzing images is an important social studies skill. Teach students to decode photographs. Have students determine the subject of the image.</p> <ul style="list-style-type: none"> <li>• What does the photograph say about its subject?</li> <li>• Whose story is being told? Whose story is not being told?</li> <li>• What is the photographer's point of view?</li> <li>• What details can be observed?</li> <li>• When do you think the photograph was taken?</li> </ul>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students develop graphic organizers that describe the working conditions that many children face at work, the types of work that children do, and the possible effects of this work on the children (see also <b>Children at Work</b> edited by JoAnne Weisman Deitch).</p> <ul style="list-style-type: none"> <li>• What is bonded labor?</li> <li>• Why do children work?</li> <li>• Were the working conditions as bad as they are described?</li> </ul> <p>Have students examine <b>Convention on the Rights of the Child</b> (see Appendix E). This activity should be tied to the understanding <i>Citizens of the nations of the Eastern Hemisphere have rights and responsibilities as defined by their constitutions and by other laws of their nations.</i></p> <ul style="list-style-type: none"> <li>• What are the rights of the child?</li> </ul> <p>Have groups of students explore the actions that have been and are being taken to improve the working conditions of children. The following books should help students in their investigation: <b>Iqbal Masih and the Crusaders Against Child Slavery</b> by Susan Kuklin, <b>Take Action! A Guide to Citizenship</b> by Marc Kielburger and Craig Kielburger, and <b>Free the Children: A Young Man Fights Against Child Labor and Proves That Children Can Change the World</b> by Craig Kielburger and Kevin Major.</p> <ul style="list-style-type: none"> <li>• How did Iqbal Masih’s story affect Craig Kielburger?</li> <li>• What happened to Iqbal Masih?</li> <li>• What actions have children taken, and what actions are they taking to improve the working conditions of children?</li> <li>• What impact have globalization, consumerism, and attitudes toward girls and women had on child labor?</li> </ul> <p><b>Teacher Notes</b></p> <p>When determining what regions and nations to select for study and/or what topics to focus on, keep in mind these central government questions from the grade 6 curriculum. They fall into three categories:</p> <p>Changes in government over time:</p> <ol style="list-style-type: none"> <li>1. How have family, clan, and tribal groups acted to maintain law and order?</li> <li>2. What new forms of political order have developed to meet the more complex needs of societies?</li> <li>3. How have governments changed to meet the changing needs and wants of their people?</li> <li>4. What examples demonstrate that present systems of government have their origins in the past?</li> <li>5. What are some examples showing that formalized government structures in modern political states play a major role in maintaining social order and control?</li> <li>6. What evidence shows that political boundaries change over time?</li> </ol> <p>Values, beliefs, principles of government:</p> <ol style="list-style-type: none"> <li>1. What are the different assumptions regarding <i>power, authority, governance, citizenship, and law</i> that people of the Eastern Hemisphere have held across time and from place to place?</li> <li>2. What are examples of rights and responsibilities of citizens as defined by their constitutions and by other laws of their nations?</li> </ol>

Standard	Concepts/ Themes	CONNECTIONS																		
		<p>International organizations:</p> <ol style="list-style-type: none"> <li>1. What international organizations were formed to promote peace, economic development, and cultural understanding? <ul style="list-style-type: none"> <li>• The United Nations was created to prevent war and to fight hunger, disease, and ignorance.</li> </ul> </li> <li>2. How successful have these organizations been?</li> <li>3. Why have international economic organizations been formed? <ul style="list-style-type: none"> <li>• For example, the European Union was formed to promote free trade and a common economic policy among its members.</li> </ul> </li> <li>4. What effect have international economic organizations had on developments in the Eastern Hemisphere and the global community? <ul style="list-style-type: none"> <li>• The African Union was formed to promote cooperation among the peoples of Africa.</li> </ul> </li> </ol> <table border="1" data-bbox="477 642 1502 1056"> <thead> <tr> <th data-bbox="477 642 695 747">Name of Organization</th> <th data-bbox="695 642 976 747">Purpose</th> <th data-bbox="976 642 1502 747">Achievement or Effects of Activities</th> </tr> </thead> <tbody> <tr> <td data-bbox="477 747 695 810">United Nations</td> <td data-bbox="695 747 976 810"></td> <td data-bbox="976 747 1502 810"></td> </tr> <tr> <td data-bbox="477 810 695 873">European Union</td> <td data-bbox="695 810 976 873"></td> <td data-bbox="976 810 1502 873"></td> </tr> <tr> <td data-bbox="477 873 695 936">African Union</td> <td data-bbox="695 873 976 936"></td> <td data-bbox="976 873 1502 936"></td> </tr> <tr> <td data-bbox="477 936 695 999"></td> <td data-bbox="695 936 976 999"></td> <td data-bbox="976 936 1502 999"></td> </tr> <tr> <td data-bbox="477 999 695 1056"></td> <td data-bbox="695 999 976 1056"></td> <td data-bbox="976 999 1502 1056"></td> </tr> </tbody> </table> <p>While working on the two case studies, it is not necessary for each student to read each book in its entirety. You will probably read passages from several of the books with your students.</p>	Name of Organization	Purpose	Achievement or Effects of Activities	United Nations			European Union			African Union								
Name of Organization	Purpose	Achievement or Effects of Activities																		
United Nations																				
European Union																				
African Union																				

## Interdisciplinary Connections



### ENGLISH LANGUAGE ARTS

Have students read books or selections from them that involve the values of a nation. Ask them to apply those values to the rights and responsibilities of citizens in those nations. Have students read news articles to study current examples of values affecting human rights.

## Suggested Documents and Other Resources Selected by New York State Teachers

Universal Declaration of Human Rights  
Convention on the Rights of the Child  
Photographs of children at work  
Political action posters

### Trade Books:

Resources for Students:

**Australia and New Zealand** by Elaine Landau

**Made in China: Ideas and Inventions from Ancient China** by Suzanne Williams, Andrea Fong (illustrator)

**Talking Walls** by Margy Burns Knight

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Biographies/Autobiographies:

**China's Son: Growing Up in the Cultural Revolution** by Da Chen

**Gandhi** by Hitz Demi

**A Little Tiger in the Chinese Night: An Autobiography in Art** by Soong Nan Zhang

**Mandela: From the Life of the South African Statesman** by Floyd Cooper

**The Oxford Children's Book of Famous People** by Oxford University Press staff

Related Literature for Students:

**Children at Work** edited by JoAnne Weisman Deitch

**Children of Other Worlds: Exploitation in the Global Market** by Jeremy Seabrook

**Free the Children: A Young Man Fights Against Child Labor and Proved That Children Can Change the World** by Craig Kielburger

**Goodbye, Vietnam** by Gloria Whelan

**Jacob's Rescue: A Holocaust Story** by Malka Drucker

**...I Never Saw Another Butterfly...Children's Drawing and Poems from Terezín Concentration Camp 1942-1944** by Hana Volavkova (editor)

**Iqbal Masih and the Crusaders Against Child Slavery** by Susan Kuklin

**Kids at Work: Lewis Hine and the Crusade Against Child Labor** by Russell Freedman

**Kids on Strike** by Susan Campbell Bartoletti

**Listen to Us: The World's Working Children** by Jane Springer

**Number the Stars** by Lois Lowry

**Rose Blanche** by Roberto Innocenti

**Sleeping Boy** by Sonia Craddock

**Stolen Dreams: Portraits of Working Children** by David L. Parker

**Take Action! A Guide to Citizenship** by Marc Kielburger and Craig Kielburger

**Terrible Things: An Allegory of the Holocaust** by Eve Bunting

**We Have Marched Together: The Working Children's Crusade** by Stephen Currie

Teacher Resources:

**History of Italian Renaissance Art: Painting, Sculpture, Architecture** by Frederick Hartt

**We Remember the Holocaust** by David Adler

**Zlata's Diary: A Child's Life in Sarajevo** by Zlata Filipovic

## Using the Internet

[http://link.lanica.utexas.edu/menic/cmcs/Outreach/K\\_12/](http://link.lanica.utexas.edu/menic/cmcs/Outreach/K_12/)

Middle East Conflict

<http://www.jimmycarterlibrary.org/documents/campdavid/>

Camp David Accords

# Key Terms

## GRADE 6

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A.D./B.C.	cultural understanding	governance	migration
absolute monarchy	culture	Greece	military dictatorship
Africa	cuneiform	Green Revolution	millennia
African Union	czar	guilds	modernization
agriculture		guild	monarchy
alliance	debt		monotheism
apartheid	decades	health care	monsoons
archipelago	deforestation	hieroglyphics	Mughal Empire
architecture	desertification	Hinduism	Muslim
arts and sciences	delta	Adolf Hitler	myth
artifacts	desert	human development	
Asia	developing nation	human rights	NATO
astronomy	dictator	hunter-gatherer	nation
Athens	diversify	hydroelectric power	nationalism
Australia	divine right of kings		natural resources
authority	domestication	imperialism	Nazi Germany
	drought	independence	needs and wants
B.C./A.D.	dynasty	India	Neolithic Revolution
Bantu migration		industrialization	networks of trade
beliefs	Eastern Europe	industrialized nation	nomad
belief systems	Eastern Hemisphere	Industrial Revolution	nonrenewable resource
Buddhism	economic decision making	Indus Valley	nuclear energy
	economic growth	interdependence	
cash crop	economic interdependence	interdependent network	OPEC
capitalism	economic systems	international organizations	oligarchy
ensorship	economies	inventions	one-party system
centuries	Egypt	irrigation system	opportunity costs
China	empire	Iron Curtain	organizations to promote
Christianity	eras	Islam	economic growth and
circumnavigate	erosion		development
city-state	ethnic group	Japan	overpopulation
civil war	Euro	Jews	
civilization	Europe		Parliament
clan	European Union	land use	parliamentary democracy
climatic conditions	export	law	patrician
Code of Hammurabi	exploration	law and order	Pax Romana
collective		life expectancy	peninsula
colonialism	famine		pharaoh
command economies	Fertile Crescent	Magna Carta	physical mobility
commerce	feudalism	Mandate of Heaven	plateau
common economic policy	Florence	manor	plebian
communist nations	free enterprise system	manorialism	political boundaries
Computer Revolution	free trade	market economies	political order
constitutional monarchy		markets	polytheism
consumer goods	genocide	means of production	pollution
consumption	geographic diversity	medieval	population
Crusades	Germany	Meiji Restoration	population density
cultivation	global community	Mesopotamia	population distribution
cultural diffusion	global economy	Middle Ages	population growth
cultural diversity	goods and services	middle class	poverty

power	satellite-produced images	strait	tribal groups
prime minister	satellite nation	subsistence farming	tributary
production	savanna	subcontinent	
productivity	scale	sub-Saharan Africa	U.S.S.R.
propaganda	scarcity	Sumeria	United Nations
pyramid	Scientific Revolution	supply and demand	urbanization
	scribe		
regions	sculpture	technological revolution	values
renewable resource	serf	terrorism	vassal
resources—capital, natural, human	the Silk Road	territory	
relief (physical) map	slavery	theocracy	Warsaw Pact
religion	social/cultural	time periods	Western Hemisphere
Renaissance	social order and control	time and place	westernization
resources	sovereignty	totalitarian societies	world history
revolution	Sparta	trade	World War I
river civilizations	specialization	trade deficit	World War II
Rome	Josef Stalin	trade routes	
ruler	standard of living	traditions	ziggurat
Russia	statutes	traditional	
	steppe	traditional economies	

# Place Names

## GRADE 6

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Aegean Sea	Ganges River	Mali	South Korea
Afghanistan	Germany	Mediterranean Sea	Southeast Asia
Africa	Ghana	Mesopotamia	Southwest Asia
Asia	Gobi Desert		Spain
Athens	Great Britain	Nigeria	Sparta
Australia	Great European Plain	Nile River	Suez Canal
	Great Rift Valley	North Africa	Sumeria
Balkan Peninsula	Greece	North Korea	Syria
Beijing			
Berlin	Himalayas	Pakistan	Tanzania
	Huang He River (Yellow River)	Palestine	Tigris River
Cairo		Persian Gulf	Tokyo
China	India	Poland	Turkey
Constantinople	Indonesia	Portugal	
	Indus River Valley		United Kingdom
Deccan Plateau	Iran	Red Sea	Ural Mountains
	Iraq	Rome	
East Asia	Israel	Ruhr Valley	Vietnam
Egypt	Italy	Russia	
England			Yangzi River
Euphrates River	Japan	Sahara Desert	
Europe	Jerusalem	Saudi Arabia	Zimbabwe
		Scandinavia	
Fertile Crescent	Kenya	Singapore	
Florence		South Africa	
France	London	South Asia	

This list of key terms and place names is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms and names that you want to add to your own grade-level list, and there may be terms and names you want to delete.



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Appendix A

**Patriotic Customs**  
**(Sections 170-177 of the United States Code)**

**§ 170. National anthem; Star-Spangled Banner**

The composition consisting of the words and music known as The Star-Spangled Banner is designated the national anthem of the United States of America.\*

**§ 171. Conduct during playing**

During rendition of the national anthem when the flag is displayed, all present except those in uniform should stand at attention facing the flag with the right hand over the heart. Men not in uniform should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should render the military salute at the first note of the anthem and retain this position until the last note. When the flag is not displayed, those present should face toward the music and act in the same manner they would if the flag were displayed there.

**Amendments**

1976—Pub. L. 94-344 added requirement that during the rendition of the national anthem when the flag is displayed, all persons present except those in uniform should stand at attention, face the flag, and place the right hand over the heart and men with headdress should remove the headdress and hold it at the left shoulder, the hand being over the heart and when the flag is not displayed, those present should face the music and act in the same manner they would if the flag were displayed.

1942—Act Dec. 22, 1942, substituted “all present should face the flag and salute,” in last sentence, for “the salute to the flag should be given.”

**§ 172. Pledge of allegiance to the flag; manner of delivery**

The Pledge of Allegiance to the Flag, “I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all,” should be rendered by standing at attention facing the flag with the right hand over the heart. When not in uniform men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Persons in uniform should remain silent, face the flag, and render the military salute.

**Amendments**

1976—Pub. L. 94-344 added requirement that during rendition of the Pledge of Allegiance to the Flag, all persons should face the flag and men with headdress except those in uniform should remove their headdress and hold it at the left shoulder, the hand being over the heart.

1954—Act June 14, 1954, inserted “under God,” in the pledge.

1945—Act Dec. 28, 1945, inserted “The following is designated as”, inserted the period after “justice for all,” and deleted “is rendered by standing with the right hand over the heart” in the first sentence, and inserted sentence “Such pledge should be rendered by standing with the right hand over the heart.”

1942—Act Dec. 22, 1942, deleted words; “extending the right hand, palm upward, toward the flag at the words ‘to the flag’ and holding this position until the end, when the hand drops to the side,” at end of first sentence.

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## § 174. Time and occasions for display

### (a) Display on buildings and stationary flagstaffs in open; night display

It is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flagstaffs in the open. However, when a patriotic effect is desired, the flag may be displayed twenty-four hours a day if properly illuminated during the hours of darkness.

### (b) Manner of hoisting

The flag should be hoisted briskly and lowered ceremoniously.

### (c) Inclement weather

The flag should not be displayed on days when the weather is inclement, except when an all weather flag is displayed.

### (d) Particular days of display

The flag should be displayed on all days, especially on New Year's Day, January 1; Inauguration Day, January 20; Lincoln's Birthday, February 12; Washington's Birthday, third Monday in February; Easter Sunday (variable); Mother's Day, second Sunday in May; Armed Forces Day, third Saturday in May; Memorial Day (half-staff until noon), the last Monday in May; Flag Day, June 14; Independence Day, July 4; Labor Day, first Monday in September; Constitution Day, September 17; Columbus Day, second Monday in October; Navy Day, October 27; Veterans Day, November 11; Thanksgiving Day, fourth Thursday in November; Christmas Day, December 25; and such other days as may be, proclaimed by the President of the United States; the birthdays of States (date of admission); and on State holidays.

### (e) Display on or near administration building of public institutions

The flag should be displayed daily on or near the main administration building of every public institution.

### (f) Display in or near polling places

The flag should be displayed in or near every polling place on election days.

### (g) Display in or near schoolhouses

The flag should be displayed during school days in or near every schoolhouse.

## Codification

Veterans Day was substituted for Armistice Day, to conform to the provisions of act June 1, 1954, ch. 250, 68 Stat. 168.

## Amendments

1976—Subsec. (a). Pub. L. 94-344, § 1(2), substituted provision permitting display of the flag for 24 hours a day to produce a patriotic effect if flag is properly illuminated during the hours of darkness, for provision permitting night display of the flag upon special occasions when it is desired to produce a patriotic effect.

Subsec. (c). Pub. L. 94-344, § 1(3), added provision excepting display of all weather flag.

Subsec. (d). Pub. L. 94-344, § 1(4), eliminated references to “when the weather permits” following “displayed on all days” and “Army Day, April 6” preceding “Easter Sunday”, added reference to “Armed Forces Day, third Saturday in May”, and substituted “third Monday in February” for “February 22,” “the last Monday in May” for “May 30,” and “second Monday in October” for “October 12.”

Subsec. (e). Pub. L. 94-344 § 1(5), struck out, “weather permitting,” following “displayed daily.”

1942—Subsec. (d). Act Dec. 22, 1942, substituted “fourth Thursday in November” for “last Thursday in November.”

## § 175. Position and manner of display

The flag, when carried in a procession with another flag or flags, should be either on the marching right; that is, the flag's own right, or, if there is a line of other flags, in front of the center of that line,

(a) The flag should not be displayed on a float in a parade except from a staff, or as provided in subsection (i) of this section.

(b) The flag should not be draped over the hood, top, sides, or back of a vehicle

or of a railroad train or a boat. When the flag is displayed on a motorcar, the staff shall be fixed firmly to the chassis or clamped to the right fender.

(c) No other flag or pennant should be placed above or, if on the same level, to the right of the flag of the United States of America, except during church services conducted by naval chaplains at sea, when the church pennant may be flown above the flag during church services for the personnel of the Navy. No person shall display the flag of the United Nations or any other national or international flag equal, above, or in a position of superior prominence or honor to, or in place of, the flag of the United States at any place within the United States or any Territory or possession thereof: Provided that nothing in this section shall make unlawful the continuance of the practice heretofore followed of displaying the flag of the United Nations in a position of superior prominence or honor, and other national flags in positions of equal prominence or honor, with that of the flag of the United States at the headquarters of the United Nations.



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- (d) The flag of the United States of America, when it is displayed with another flag against a wall from crossed staffs, should be on the right, the flag's own right, and its staff should be in front of the staff of the other flag.
- (e) The flag of the United States should be at the center and at the highest point of the group when a number of flags of States or localities or pennants of societies are grouped and displayed from staffs.
- (f) When flags of States, cities, or localities, or pennants of societies are flown on the same halyard with the flag of the United States, the latter should always be at the peak. When the flags are flown from adjacent staffs, the flag of the United States should be hoisted first and lowered last. No such flag or pennant may be placed above the flag of the United States or to the United States flag's right.
- (g) When flags of two or more nations are displayed, they are to be flown from separate staffs of the same height. The flags should be approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.
- (h) When the flag of the United States is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of a building, the union of the flag should be placed at the peak of the staff unless the flag is at half-staff. When the flag is suspended over a sidewalk from a rope extending from a house to a pole at the edge of the sidewalk, the flag should be hoisted out, union first, from the building.
- (i) When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, that is, to the observer's left. When displayed in a window, the flag should be displayed in the same way, with the union or blue field to the left of the observer in the street.
- (j) When the flag is displayed over the middle of the street, it should be suspended vertically with the union to the north in an east and west street or to the east in a north and south street.
- (k) When used on a speaker's platform, the flag, if displayed flat, should be displayed above and behind the speaker. When displayed from a staff in a church or public auditorium, the flag of the United States of America should hold the position of superior prominence, in advance of the audience, and in the position of honor at the clergyman's or speaker's right as he faces the audience. Any other flag so displayed should be placed on the left of the clergyman or speaker or to the right of the audience.
- (l) The flag should form a distinctive feature of the ceremony of unveiling a statue or monument, but it should never be used as the covering for the statue or monument.
- (m) The flag, when flown at half-staff, should be first hoisted to the peak for an instant and then lowered to the half-staff position. The flag should be again raised to the peak before it is lowered for the day. On Memorial Day the flag should be displayed at half-staff until noon only, then raised to the top of the staff. By order of the President, the flag shall be flown at half-staff upon the death of principal figures of the United States Government and the Governor of a State, territory, or possession, as a mark of respect to their memory. In the event of the death of other officials or foreign dignitaries, the flag is to be displayed at half-staff according to Presidential instructions or orders, or in accordance with recognized customs or practices not inconsistent with law. In the event of the death of a present or former official of the government of any State, territory, or possession of the United States, the Governor of that State, territory, or possession may proclaim that the National flag shall be flown at half-staff. The flag shall be flown at half-staff thirty days from the death of the President or a former President; ten days from the day of death of the Vice President, the Chief Justice or a retired Chief Justice of the United States, or the Speaker of the House of Representatives; from the day of death until interment of an Associate Justice of the Supreme Court, a Secretary of an executive or military department, a former Vice President, or the Governor of a State, territory, or possession; and on the day of death and the following day for a Member of Congress. As used in this subsection—
- (1) the term "half-staff" means the position of the flag when it is one-half the distance between the top and bottom of the staff;
  - (2) the term "executive or military department" means any agency listed under sections 101 and 102 of title 5; and
  - (3) the term "Member of Congress" means a Senator, a Representative, a Delegate, or the Resident Commissioner from Puerto Rico.
- (n) When the flag is used to cover a casket, it should be so placed that the union is at the head and over the left shoulder. The flag should not be lowered into the grave or allowed to touch the ground.
- (o) When the flag is suspended across a corridor or lobby in a building with only one main entrance, it should be suspended vertically with the union of the flag to the observer's left upon entering. If the building has more than one main entrance, the flag should be suspended vertically near the center of the corridor or lobby with the union to the north, when entrances are to the east and west or to the east when entrances are to the north and south. If there are entrances in more than two directions, the union should be to the east.
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### Amendments

1976—Subsec. (b.) Pub. L. 94-344, § 1(6), substituted “right fender” for “radiator cap.”

Subsec. (f.) Pub. L. 94-344, § 1(7), substituted “to the United States flag’s right.” for “to the right of the flag of the United States.”

Subsec. (i.) Pub. L. 94-344, § 1(8), substituted requirement that when the flag is displayed horizontally or vertically against a wall or in a window, the union should be uppermost and to the flag’s own right for requirement that when the flag is displayed otherwise than from a staff, it should be displayed flat, whether indoors or out, or so suspended that it falls as free as though it were staffed.

Subsec. (k.) Pub. L. 94-344, § 1(9), eliminated provisions relating to flag position when displayed on a staff in the chancel of a church or speaker’s platform of an auditorium.

Subsec. (m.) Pub. L. 94-344, § 1(10), added provisions relating to half-staff display of the flag on Memorial Day and upon the death of principal figures of the United States government and State governments and definitions of terms therein and eliminated provisions relating to the affixing of crepe streamers to spearheads and flagstuffs in a parade only on the order of the President.

Subsec. (o.) Pub. L. 94-344, § 1(11), added subsec. (o).

1953—Subsec. (c.) Act July 9, 1953, added second sentence.

1942—Subsecs. (i) and (m.) Act Dec. 22, 1942, added “or so suspended that its folds fall as free as though the flag were staffed” to subsec. (i) and omitted therefrom provisions covering display against a wall or in a window, and substituted “lowering” for “hauling” in third sentence of subsec. (m).

### § 176. Respect for flag

No disrespect should be shown to the flag of the United States of America; the flag should not be dipped to any person or thing. Regimental colors, State flags, and organization or institutional flags are to be dipped as a mark of honor.

(a) The flag should never be displayed with the union down, except as a signal of dire distress in instances of extreme danger to life or property.

(b) The flag should never touch anything beneath it, such as the ground, the floor, water, or merchandise.

(c) The flag should never be carried flat or horizontally, but always aloft and free.

(d) The flag should never be used as wearing apparel, bedding, or drapery. It should never be festooned, drawn back, nor up, in folds, but always allowed to fall free. Bunting of blue, white, and red, always arranged with the blue above, the white in the middle, and the red below, should be used for covering a speaker’s desk, draping the front of the platform, and for decoration in general.

(e) The flag should never be fastened, displayed, used, or stored in such a manner as to permit it to be easily torn, soiled, or damaged in any way.

(f) The flag should never be used as a covering for a ceiling.

(g) The flag should never have placed upon it, nor on any part of it, nor attached to it any mark, insignia, letter, word, figure, design, picture, or drawing of any nature.

(h) The flag should never be used as a receptacle for receiving, holding, carrying, or delivering anything.

(i) The flag should never be used for advertising purposes in any manner whatsoever.

It should not be embroidered on such articles as cushions or handkerchiefs and the like, printed or otherwise impressed on paper napkins or boxes or anything that is designed for temporary use and discard. Advertising signs should not be fastened to a staff or halyard from which the flag is flown.

(j) No part of the flag should ever be used as a costume or athletic uniform. However, a flag patch may be affixed to the uniform of military personnel, firemen, policemen, and members of patriotic organizations. The flag represents a living country and is itself considered a living thing. Therefore, the lapel flag pin, being a replica, should be worn on the left lapel near the heart.

(k) The flag, when it is in such condition that it is no longer a fitting emblem for display, should be destroyed in a dignified way, preferably by burning.

### Amendments

1976—Par. (a.) Pub. L. 94-344, § 1(12), inserted reference to instances of extreme danger to life or property.

Par. (d.) Pub. L. 94-344, § 1(13), added requirement that a flag should never be used as wearing apparel or bedding.

Par. (e.) Pub. L. 94-344, § 1(14), substituted “to permit” for “will permit.”

Par. (i.) Pub. L. 94-344, § 1(15), eliminated provision that the flag should not be used on a costume or athletic uniform.

Pars. (j), (k.) Pub. L. 94-344, § 1(16), added par. (j) and redesignated former par. (j) as (k).

1942—Par. (g.) Act Dec. 22, 1942, inserted “any” before “part.”



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### § 177. Conduct during hoisting, lowering or passing of flag

During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in review, all persons present except those in uniform should face the flag and stand at attention with the right hand over the heart. Those present in uniform should render the military salute. When not in uniform, men should remove their headdress with their right hand and hold it at the left shoulder, the hand being over the heart. Aliens should stand at attention. The salute to the flag in a moving column should be rendered at the moment the flag passes.

#### Amendments

1976—Pub. L. 94-344 substituted in first sentence “with right hand over the heart” for “, and salute” and struck out “Men without hats should salute in the same manner.” preceding “Aliens should” and “Women should salute by placing right hand over the heart.” preceding “The salute to the flag”.

1942—Act Dec. 22, 1942, substituted “military salute,” for “righthand salute” in second sentence, “should salute in the same manner,” for “merely stand at attention” in fourth sentence, and added fifth sentence.

### § 178. Modification of rules and customs by President

Any rule or custom pertaining to the display of the flag of the United States of America, set forth herein, may be altered, modified, or repealed, or additional rules with respect thereto may be prescribed, by the Commander in Chief of the Armed Forces of the United States, whenever he deems it to be appropriate or desirable; and any such alteration or additional rule shall be set forth in a proclamation.

#### Amendments

1976—Pub. L. 94-344 substituted “Armed Forces” for “Army and Navy”.

1942—Act Dec. 22, 1942, reenacted section without change.

#### Proc. No. 2605. The Flag of the United States

Proc. No. 2605, Feb. 18, 1944, 9 F.R. 1957, 58 Stat. 1126, provided: The flag of the United States of America is universally representative of the principles of the justice, liberty, and democracy enjoyed by the people of the United States; and People all over the world recognize the flag of the United States as symbolic of the United States; and The effective prosecution of the war requires a proper understanding by the people of other countries of the material assistance being given by the Government of the United States:

NOW THEREFORE, by virtue of the power vested in me by the Constitution and laws of the United States, particularly by the Joint Resolution approved June 22, 1942, as amended by the Joint Resolution approved December 22, 1942 [sections 171 to 178 of this title], as President and Commander in Chief, it is hereby proclaimed as follows:

1. The use of the flag of the United States or any representation thereof, if approved by the Foreign Economic Administration, on labels, packages, cartons, cases, or other containers for articles or products of the United States intended for export as lend-lease aid, as relief and rehabilitation aid, or as emergency supplies for the Territories and possessions of the United States, or similar purposes, shall be considered a proper use of the flag of the United States and consistent with the honor and respect due to the flag.
2. If any article or product so labeled, packaged or otherwise bearing the flag of the United States or any representation thereof, as provided for in section 1, should, by force of circumstances, be diverted to the ordinary channels of domestic trade, no person shall be considered as violating the rules and customs pertaining to the display of the flag of the United States, as set forth in the Joint Resolution approved June 22, 1942, as amended by the Joint Resolution approved December 22, 1942, (U.S.C., Supp. 11, title 36, secs. 171-178) for possessing, transporting, displaying, selling or otherwise transferring any such article or product solely because the label, package, carton, case, or other container bears the flag of the United States or any representation thereof.

#### Proc. No. 4000. Display of Flag at White House

Proc. No. 4000, Sept. 4, 1970, 35 F.R. 14187, provided: WHEREAS the joint resolution of Congress of June 22, 1942, entitled “Joint Resolution to Codify and Emphasize Existing Rules and Customs Pertaining to the Display and Use of the Flag of the United States of America,” as amended by the joint resolution of December 22, 1942, 56 Stat. 1074 [sections 173 to 178 of this title], contains the following provisions:

“Sec. 2. (a) It is the universal custom to display the flag only from sunrise to sunset on buildings and on stationary flagstaffs in the open. However, the flag may be displayed at night upon special occasions when it is desired to produce a patriotic effect.

“Sec. 8. Any rule or custom pertaining to the display of the flag of the United States of America, set forth herein, may be altered, modified, or repealed, or additional rules with respect thereto may be prescribed, by the Commander in

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Chief of the Army and Navy of the United States, whenever he deems it to be appropriate or desirable; and any such alteration or additional rule shall be set forth in a proclamation,” and

WHEREAS the White House is a house that belongs to all the people; and

WHEREAS the White House, as the home of the President and his family, symbolizes the love of home and family which has long characterized our people; and

WHEREAS it is customary for many of our own citizens and many persons from other countries who visit our Nation’s Capital to view the White House at night; and

WHEREAS it is thus appropriate that the flag be flown over the White House by night as well as by day:

NOW, THEREFORE, I, RICHARD NIXON, President of the United States of America, do hereby proclaim that the flag of the United States of America shall hereafter be displayed at the White House at all times during the day and night, except when the weather is inclement.

The rules and customs pertaining to the display of the flag as set forth in the joint resolution of June 22, 1942, as amended, are hereby modified accordingly.

IN WITNESS WHEREOF, I have hereunto set my hand this fourth day of September, in the year of our Lord nineteen hundred and seventy, and of the Independence of the United States of America the one hundred and ninety-fifth.

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Appendix B

# Sensitivity Guidelines for Discussing Native American Indians

**Don't use the past tense when discussing Native American Indians unless it is clear that you are limiting the discussion to historical events.** Stress the fact that Native American Indians are alive and well today. Also emphasize the fact that many Native American Indians are able to combine contemporary lifestyles with traditional values, traditions, and spirituality.

**Don't use dehumanizing materials that treat Native American Indians as objects rather than human beings.** Avoid using books, songs, or alphabet cards that include references such as “one little, two little, three little Indians” or “I is for Indian.” The implicit message of such materials is one of dehumanization. It is considered disrespectful and insensitive to depict other ethnic or racial groups in such a manner, and it is also disrespectful to refer to Native American Indians in this way. Do use “I is for inchworm.” Do use “oranges” and “kittens” for counting activities. Discuss the dehumanizing stereotypical effects of using “Indians,” “warriors,” and “redskins” as team mascots.

**Don't lump all Native American Indians together.** Each native nation is as distinct in its customs, language, and spirituality as is each European nation. The Mohawk and Hopi are as different as the French and the Irish. It is as inappropriate to refer to Northwest Coast totem poles and Plains tepees when discussing the Pilgrims, who had contact with Native American Indians who lived in the Northeast, as it is to use Swedish cultural examples when discussing Italian history. Refer to each Native American Indian nation only by its own name (e.g., Seneca, Apache, Navajo).

**Don't accept, ignore, or propagate stereotypical views of Native American Indians.** Stress the fact that Native American Indians differ from one another in appearance. They do not all look alike, nor do they all look the way Hollywood has portrayed them. It is unrealistic to expect all modern Native American Indians to dress in feathers and buckskin and live in bark houses on a daily basis. Discuss, evaluate, and challenge the stereotypical representations of Native American Indians that appear in children's books, cartoons, movies, advertisements, and colloquialisms. Point out that each person is unique and that terms such as *stoic*, *noble*, *warlike*, *savage*, and *bloodthirsty* do not and never did describe an entire racial group.

**Don't display illustrations that mislead or demean.** Illustrations of animals or children dressed in “Indian” attire, caricatures of Native American Indians with red skin, and drawings of Native American Indians who look alike or who are depicted as sneaky are examples of silent messages that tell the public that Indigenous peoples and their cultural values do not have to be respected. Point out what is distorting or incorrect about such illustrations, and discuss why. For a class project, have students write to publishers of stereotypical materials to explain how such depictions are demoralizing and insulting. Examples of insensitive illustrations can be found in advertisements, cartoons, greeting cards, books, and magazines.

**Don't use derogatory terms.** Refer to Native American Indian children as *children*, men as *men*, and women as *women*. The term *squaw* is considered to be demeaning and insulting. Use of the terms *brave*, *squaw*, and *papoose* tends to separate Native American Indians from the rest of humanity in a belittling way. Avoid using stereotypical figures of speech (e.g., “sitting Indian style,” “acting like a bunch of wild Indians,” “going on the warpath”). War and exuberance are not racially linked characteristics. Indigenous people do not sit or act any differently than anyone else.

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**Don't use the term *The First Thanksgiving*.** Native American Indians and many other peoples around the world were giving thanks for the bounty of the land before the Pilgrims arrived at Plymouth. Refer to the three-day feast during which the Pilgrims and the Wampanoags gave thanks together as “the first thanksgiving that the Pilgrims and the Wampanoags shared together.” Mention that the Pilgrims would not have survived without Native American Indians’ help.

**Don't teach that Columbus “discovered” America.** The Americas were already inhabited when Columbus arrived, and there were others who had visited North America before 1492. Therefore, it is correct to talk about “the encounter” or Columbus’s “arrival,” “visit,” or “voyage to America.”

**Don't emphasize violence and warfare.** Native American Indian nations did engage in warfare at various times in their history, as did many European nations. However, more time and effort were devoted to survival and cultural activities than to warfare. Spend time discussing the reasons for war. View and discuss handicrafts and implements in addition to tomahawks, bows, and arrows.

**Don't act out sacred dances or ceremonies, or play games like “cowboys and Indians.”** Being a cowboy is a chosen vocation. Being Native American Indian is being born with a particular racial identity. Many Native American Indians today are cowboys. It is not appropriate to role-play an entire racial group. Instead, role-play clearly defined situations in order to analyze problems, solutions, and feelings. Native American Indian religious rites should not be treated with less respect than one would treat the sacred rites of any other religious group. Sacred stories should be referred to as such, not as myths. The Adam and Eve story is not referred to as the Adam and Eve myth since that could offend many practicing Christians and Jews. Convey respect for Native American Indian religious ideas in the same way that you would for any group’s religious ideas.

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Appendix C

# Effects of Industrialization

1. Growth of factories
2. Urbanization—new cities, larger cities
3. Immediate effects
  - a. Unsanitary and unsafe housing for workers
  - b. Unsanitary and unsafe working conditions
  - c. Workers, including children, overworked/underpaid
  - d. growth in power and wealth of middle-class merchants, traders, factory owners
4. Long-term effects
  - a. Higher standard of living
  - b. Improved housing
  - c. More services in cities
  - d. Higher wages, shorter hours, better working conditions
  - e. Growth of democracy
5. Spread of Industrial Revolution to other nations and regions
6. Increased competition among industrialized nations for markets, raw materials (imperialism)
7. Worldwide trade
8. Increased migration and immigration
  - a. due to population growth
  - b. due to a pull toward better life economically in urban cities
  - c. due to safer, more efficient, faster transportation system
  - d. to escape famine, poverty, human rights violations
9. Communications connecting nations and regions
  - a. Telegraph, telephone, cable
  - b. Radio, television
  - c. Computer
  - d. Airplanes
10. Increased labor supply
11. Advances in technology, communication, transportation, farming methods
12. Reform movement for city planning, social reform, environmental reform

Appendix D

# Characteristics of Developed and Less Developed (Developing) Nations

Developed	Less Developed (Developing) Nations
Nations of Western Europe, North America, Japan, Australia	Likely to be located in Asia, Africa, Latin America
Moderate climate, rich in natural resources, regular rainfall, arable land	Climate extremes, uncertain or uneven rainfall patterns, poor soil, lack of arable land, few resources
Industrialized	Less industrialized
Has strong, supportive, infrastructure	Weak infrastructure
Diversified economy	Dependent on a few or even single products, natural resources, crops—lacks diversification
High per capita incomes	Lower per capita incomes; poverty
High life expectancy	Lower life expectancy
High per capita gross domestic product	Lower per capita gross domestic product
Urbanized with supportive city services	Rural, but rapidly urbanizing although lacking supportive city services
Modern, scientific, technological agricultural system so a few support many	Lacking modern agriculture so many needed to farm
Latest technology	Lacking in technology
Good educational system with high levels of literacy	Low rates of adult literacy
Educated, trained labor supply, employed in industry and service areas	Uneducated labor supply employed largely in agriculture
High standard of living	Lower standard of living
More likely to be located in temperate climates	More likely to be located in Southern Hemisphere
Lower population growth	Rapid population growth
Able to support population well	Overpopulated (Not able to feed, house, employ, population)
Extensive trade/commercial network	Heavy debt, trade deficits
Stable governments	Often politically unstable

# Convention on the Rights of the Child

**Adopted and opened for signature, ratification and accession by General Assembly  
resolution 44/25 of 20 November 1989**

**Entry into force 2 September 1990, in accordance with article 49**

***Article 30***

- ◆ In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

***Article 31***

- ◆ States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.

States Parties shall respect and promote the right of the child to participate fully in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

***Article 32***

- ◆ States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development.

States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of the present article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular:

- (a) Provide for a minimum age or minimum ages for admission to employment;
- (b) Provide for appropriate regulation of the hours and conditions of employment;
- (c) Provide for appropriate penalties or other sanctions to ensure the effective enforcement of the present article.

***Article 33***

- ◆ States shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.

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### ***Article 34***

- ◆ States Parties undertake to protect the child from all forms of sexual abuse. For these purposes, States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent:
  - (a) The inducement or coercion of a child to engage in any unlawful sexual activity;
  - (b) The exploitative use of children in prostitution or other unlawful sexual practices;
  - (c) The exploitative use of children in pornographic performances and materials.

### ***Article 35***

- ◆ States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction of, the sale of or traffic in children for any purpose or in any form.

### ***Article 36***

- ◆ States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.

### ***Article 37***

- ◆ States Parties shall ensure that:
  - (a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below eighteen years of age;
  - (b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;
  - (c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of his or her age. In particular, every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;
  - (d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.