

**ALCOSS: 2.1** (4.3.3 in 2004 COS, p. 30)

Relate principles of American democracy to the founding of the nation.

- Identifying reasons for the settlement of the thirteen colonies.
- Recognizing basic principles of the Declaration of Independence, the Constitution of the United States, the establishment of the three branches of government, and the Emancipation Proclamation.
- Demonstrating the voting process, including roles of major political parties.
- Utilizing school and classroom rules to reinforce democratic values.

**Mastered:**

Students can understand the related principles of American democracy to the founding of the nation.

**Present:**

Students will write a newspaper article telling about the Declaration of Independence on the day that it was signed and what they think of it.

**Going Forward:**

Students will understand the purpose of the Emancipation Proclamation and write what society might be like if it had not been written.

**Present and Going Forward Vocabulary:**

Declaration, independence, Emancipation Proclamation

**Career Connections:**

Politician, Lawyer, Police Officer

**Advanced Understanding & Alternate Activity:** Student page found in Appendix A.

**Newspaper Article**

Students will write a newspaper article explaining what the Declaration of Independence is on the day that it was signed. They will think about the viewpoints of people who lived during that time period. They will add to the article their viewpoints about this new document. They can use the newspaper template from MSWord or from <http://www.ashleigh-educationjourney.com/2012/01/newspaper-template.html> for their final copy. Remind students to use the writing tools of a good journalist, the five W's: who, what, where, when, and why. The student must include a picture with the article to help the reader understand it.

**Literature Connections:**

- Fink, S. The Declaration of Independence: The Words that Made America. NY: Scholastic Nonfiction. 2007.
- Freedman, R. Give Me Liberty! The Story of the Declaration of Independence. NY: Holiday House. 2002.
- Jules, J. Unite or Die: How Thirteen States Became a Nation. Watertown, MA: Charlesbridge Publishing. 2009.
- St. George, J. The Journal of the One and Only Declaration of Independence. NY: Philomel. 2005.

**ALCOSS: 2.2** (2.3 and 2.4 combined from 2004 COS, p.19)

Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.

- Recognizing our country's founding fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.
- Recognizing historical female figures, including Abigail Adams, Dolly Madison, Harriet Tubman, and Harriet Beecher Stowe.
- Describing the significance of national holidays, including the birthday of Martin Luther King, Jr., Presidents' Day, Memorial Day, the Fourth of July, Veterans Day, and Thanksgiving Day.
- Describing the history of American symbols and monuments.

Examples: Liberty Bell, Statue of Liberty, bald eagle, United States flag, Washington Monument, Lincoln Memorial.

**Mastered:**

Students can identify national historical figures and various national holidays that exemplify fundamental democratic values.

**Present:**

Students will research in depth American symbols and/or historical figures and evaluate their historical significance.

**Going Forward:**

Students will compare and contrast one female historical figure with one male historical figure. You may choose historical husband and wife figures to compare.

**Present and Going Forward Vocabulary:**

Liberty, freedom, monument, memorial, equality, justice, responsibility, common good

**Career Connections:**

Historian, Park Ranger, Politician

**Advanced Understanding & Alternate Activity:** Student may choose one or more activities to complete. Student page found in Appendix A.

**I Can...**

The student will choose one or more "I CAN..." activity(ies) to accomplish as time permits. The student must research his/her topics in order to develop the products and may need to plan his or her product using the organizational tool Primary Project Planner.

1. Research an American symbol or monument and present your findings to the class. Use the following questions to guide your research:
  - What is the purpose of the symbol or monument?
  - Who created or invented it?
  - When was it created or invented?
  - Where was it invented?
  - Why was it created?
  - What need does it provide?
  - How did it become a symbol or monument?
  - Does this symbol or monument have the same meaning today as it did when it was created or invented?
  - What interesting facts did you find about your symbol or monument?
2. Make a diagram of one of the national monuments or symbols. Be sure to label its parts and explain why this monument or symbol is important.
3. Create a book that lists facts about American symbols or monuments. Include pictures and information about them.
4. Make a model of one of the symbols or monuments and give an oral report to the class. Use the questions from item one to guide your research your report writing.
5. Create a PowerPoint presentation of compelling facts about ten symbols and/or monuments. Present this to your class.
6. Create a book of the ten most important historical figures in the U.S. Choose five males and five females. Use one page or more per person. Use the following items to guide your writing:
  - Name.
  - Date of Birth and Date of Death.
  - Place of Birth and Place Buried.
  - Why was this person important?
  - Why did you choose this person for your book?
  - How did this person influence equality, justice, or the responsibility of the common good?

**Literature Connections:**

- Britton, T. L. The American Flag (Symbols, Landmarks, and Monuments). Minneapolis, MN: Checkerboard Library. 2002.
- DeGezelle, T. The Lincoln Memorial (First Facts: American Symbols). North Mankato, MN: Capstone Press. 2006.
- Nelson, K. L. The Washington Monument. Minneapolis, MN: Lerner Classroom. 2010.
- Quiri, P. R. The Bald Eagle. Danbury, CT: Children's Press. 1998.
- Quiri, P. R. The Statue of Liberty. Danbury, CT: Children's Press. 1998.
- Wilson, J. The Liberty Bell: The Sounds of Freedom. North Mankato, MN: Child's World. 1998.

**ALCOSS: 2.3** (2.3 in 2004 COS, p. 19)

Use various primary sources, including calendars and timelines, for constructing the past.

Example: historical letters, stories, interviews with elders, photographs, maps, artifacts

**Mastered:**

Students can understand the use of stories as a primary resource for constructing the past.

**Present:**

Students will use a RAFT to explain details of how children’s lives have changed from the turn of the twentieth century.

**Going Forward:**

Students will make predictions as to what their children’s lives will be like as compared to this century.

**Present and Going Forward Vocabulary:**

Poverty, immigration, child labor, urban, rural, industrialized, tenements

**Career Connections:**

Journalist, Police Enforcement, Historian

**Advanced Understanding & Alternate Activity:** Student may choose one row to complete. Student page found in Appendix A.

**RAFT**

Students will choose one row. They will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT. The teacher should provide an opportunity for the product to be presented. Using the primary resources from the following Web site the student can research the RAFT topic:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/>

Role	Audience	Format	Topic
Child from the 20 <sup>th</sup> century	Children of the 21 <sup>st</sup> century	Descriptive letter	A Day in My Life.
Child from the 21 <sup>st</sup> century	Children of the 20 <sup>th</sup> century	Scrapbook with explanations about each picture as to how things have changed.	A Look Into the Future.
Child from the 21 <sup>st</sup> century	Child from the 21 <sup>st</sup> century	Venn diagram	The Same Only Different.

**Literature Connections:**

- Burgan, M. Breaker Boys; How a Photograph Helped End Child Labor (Captured History). North Mankato, MN: Compass Point Books. 2011.
- Freedman, R. Kids at Work: Lewis Hine and the Crusade Against Child Labor. Torrance, CA: Sandpiper. 1998.
- Hopkinson, D. Shutting Out the Sky: Life in the Tenements of New York, 1880-1924. London: Orchard. 2003.
- McGovern, A. & Divito, A. If You Lived 100 Years Ago. NY: Scholastic Paperbacks. 1999.

**ALCOSS: 2.4 (2.1.1 in 2004 COS)**

Use vocabulary to describe segments of time, including *year, decade, score, and century*.

**Mastered:**

Students can use vocabulary to describe segments of time using a calendar and timelines.

**Present:**

Students will complete a Think Fast revolving around the rights of citizens.

**Going Forward:**

Students will understand how the branches of government make, determine constitutionality, and pass laws.

**Present and Going Forward Vocabulary:**

Year, decade, score, century, rights

**Career Connections:**

Politician, Teacher, Historian, Law Enforcement, Lawyer

**Advanced Understanding & Alternate Activity:** Student page found in Appendix A.

**THINK FAST:**

Students will follow the directions at each letter. They will write their answers as quickly as possible on separate pieces of paper. The answers for each activity must begin with the corresponding letter. For example, answers for the first activity must begin with the letter “R.”

<b>R</b>	Name three rights that have changed in the last century.
<b>I</b>	List two professions that help people with their rights.
<b>G</b>	Name three rights that have not changed in the last decade.
<b>H</b>	List five rights that Americans have.
<b>T</b>	List three things that do not have rights.
<b>S</b>	List two ways that a person in this decade would do to change their rights.

**Literature Connections:**

- Catrow, D. We the Kids: A Preamble to the Constitution of the United States. NY: Penguin Group. 2005.
- Laks Gorman, J. What Are Your Basic Rights? NY: Gareth Stevens Publishing. 2008.
- Landau, E. Women’s Right to Vote. NY: Scholastic Library Publishing. 2007.
- Pinkney, A. D. Sit-In: How Four Friends Stood up by Sitting Down. NY: Little, Brown Books for Young Readers. 2010.

**ALCOSS: 2.5** (2.8 in 2004 COS, p. 20)

Differentiate between a physical map and a political map.

Examples: physical map—illustrating rivers and mountains

political map—illustrating symbols for states and capitals

- Using vocabulary associated with geographical features, including *latitude, longitude, and border*.

**Mastered:**

Students can differentiate between a physical map and a political map and use vocabulary associated with geographical features.

**Present:**

Students will complete a TIC-TAC-TOE choice board based on physical and political maps.

**Going Forward:**

Students will label rivers and mountains as well as states and capitals on the different kinds of maps for states and/or countries.

**Present and Going Forward Vocabulary:**

Physical map, political map, illustrate, longitude, latitude, border, equator

**Career Connections:**

Geologist, Travel Agent, Park Ranger, Cartographer

**Advanced Understanding & Alternate Activity:** Student page found in Appendix A.

**TIC-TAC-TOE Board**

Students will choose three activities in a row, column, or diagonal, just like TIC-TAC-TOE. They will complete the contract to submit to their teachers. Students may need to plan their products using the organizational tool Primary Project Planner.

1. Make a salt map of either a physical or political map of a state of your choice.	2. Taking the role of an explorer, write a paragraph as to why you would choose either a physical or political map guide your travel.	3. Choose a location on either a physical or political map. Using an interview format, make a list of questions to ask a person who lives in that location. Include problems encountered that involve climate, terrain, and cities. Then write answers for your questions. Discuss possible solutions in the commentary.
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<p>4. Design a brochure about an area of your choice from a physical or political map. Include information about the landforms or landmarks, recreation, climate, and places to visit.</p>	<p>5. Student Choice</p>	<p>6. Compare and contrast a physical map from a political map using a Venn diagram.</p>
<p>7. Choose a location on a physical or political map. Make a collage of pictures depicting what you would see or do in that certain place that you have chosen.</p>	<p>8. Make a T-chart. On the left side of the chart state the who, when, and why one would need to use a physical map and on the right side of the chart state the who, when, and why one would need to use a political map.</p>	<p>9. Design a game to help others learn about physical and political maps. Include questions or activities in your game from each level of Bloom's Taxonomy.</p>

**Literature Connections:**

- Barden, C. Mighty Maps!: Facts, Fun, and Trivia to Develop Map Skills. Dayton, OH: Lorenz Corporation. 1995.
- Mahaney, I. F. Physical Maps. NY: Rosen Publishing Group. 2006.
- Mahaney, I. F. Political Maps. NY: Rosen Publishing Group. 2006.
- Torpie, K. Map Types. NY: Crabtree Publishing. 2008.

**ALCOSS: 2.6** (2.8 in 2004 COS, p. 20)

Identify states, continents, oceans, and the equator using maps, globes, and technology.

- Identifying map elements, including title, legend, compass rose, and scale.
- Identifying the intermediate directions of northeast, southeast, northwest, and southwest.
- Recognizing technological resources such as a virtual globe, satellite images, and radar.
- Locating points on a grid.

<p><b>Mastered:</b> Students can understand the different intermediate directions.</p>	<p><b>Present:</b> Students will complete a Fortunately/Unfortunately story to apply understanding of the positive and negative events in the scenario.</p>	<p><b>Going Forward:</b> Students will make use of a GPS to create routes to and from a destination.</p>
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**Present and Going Forward Vocabulary:**  
Legend, compass rose, scale, intermediate directions, cardinal directions, GPS, radar

**Career Connections:**  
Cartographer, Truck Driver, Travel Agent, Pilot

**Advanced Understanding & Alternate Activity:** Choose one scenario to complete. Student page found in Appendix A.

**Fortunately, Unfortunately Scenario 1:**  
Students will research the following questions.

- What is the climate for the different regions of the United States?
- How does climate affect the clothing and activities of people?
- How is technology used in locating directions and areas on Earth?

Then they read the Fortunately, Unfortunately scenario. Students write and illustrate the chain of events to show the positive and negative situations surrounding the scenario and including the vocabulary words of this lesson. Students may use additional sheets of paper in order to complete their story.

**SCENARIO:** The children were all dressed in their bathing suits ready to go for a swim while vacationing in the northeast. Once they and their parents walked outside the hotel it hit them. Fortunately,...

**Fortunately/Unfortunately Scenario 2:**

Students will research the following questions.

- What is the climate for the different regions of the United States?
- How does climate affect the clothing and activities of people?
- How is technology used in locating directions and areas on Earth?

Then read the Fortunately, Unfortunately scenario. Write and illustrate the chain of events to show the positive and negative situations surrounding the scenario and including the vocabulary words of this lesson. Students may use additional sheets of paper in order to complete your story.

**SCENARIO:** The boy cast his line into the deep Atlantic Ocean and waited for a bite. As time passed he began to get bored. All of a sudden his rod began to shake. Fortunately...

**Literature Connections:**

- Adams, S. The Best Book of Weather. NY: Kingfisher. 2008.
- Buxton, J. Weather. Des Moines, IA: National Geographic Children’s Books. 1991.
- Gardner, J. P. & Mills, J. E. The Everything Kids’ Geography Book: From the Grand Canyon to the Great Barrier Reef-Explore the World! Cincinnati, OH: Adams Media. 2009.
- Fleisher, P. Doppler Radar, Satellites, and Computer Models: The Science of Weather Forecasting (Weatherwise). Minneapolis, MN: Lerner Publications. 2010.

**ALCOSS: 2.7** (2.5 in 2004 COS, p. 20)

Explain production and distribution processes.

Example: tracing milk supply from dairy to consumer

- Identifying examples of imported and exported goods.
- Describing the impact of consumer choices and decisions on supply and demand.

**Mastered:**

Students can understand that milk comes from a cow and then is found in the grocery store.

**Present:**

Students will create a multiplication story based on milk that is produced in the factory to demonstrate understanding at a deeper level.

**Going Forward:**

Students will complete an inventory for three grocery stores and how much milk they must order for a specified amount of customers.

**Present and Going Forward Vocabulary:**

Production, distribution, import, export, consumer, producer, supply, demand

**Career Connections:**

Farmer, Store Owner, Factory Worker

**Advanced Understanding & Alternate Activity:** Student page found in Appendix A.

**Math Story**

Students will write a multiplication word problem about milk production. The word problem must use 624 and 5 as factors. Students will need to include the production, processing, and distribution of the milk. They will write the word problem (including the answer), then write a short story using the word problem. Students will draw a picture to match the story.

**Literature Connections:**

- Gibbons, G. Ice Cream: The Full Scoop. NY: Holiday House. 2007.
- Gibbons, G. The Milk Makers. Rochester, NY: Aladdin. 1987.
- Gleason, C. The Biography of Cotton. NY: Crabtree Publishing. 2005.
- Rosenberg, P. How Did That Get to My Table? Peanut Butter. North Mankato, MN: Cherry Lake Publishing. 2009.

**ALCOSS: 2.8** (2.6 in 2004 COS, p. 20)

Describe how scarcity affects supply and demand of natural resources and human-made products.  
 Examples: cost of gasoline during oil shortage, price and expiration date of perishable foods

**Mastered:**

Students can understand that resources do become rare.

**Present:**

Students will complete THINKER KEYS based on supply and demand of natural resources as well as man-made products.

**Going Forward:**

Students will make a list of situations that can occur in nature that will have a negative effect on resources. They will come up with ways to solve the problem of lack of them.

**Present and Going Forward Vocabulary:**







Scarce, supply, demand, resources, natural, man-made, products, fossil fuels

**Career Connections:**

Scientists, Naturalist, Economist

**Advanced Understanding & Alternate Activity:** Student page found in Appendix A.

**THINKER KEYS**

 <b>What if?</b>	What if all the water in the city was polluted?
 <b>Reverse Listing</b>	Name ten things that do not use natural resources and would not be affected by a shortage of them.
 <b>Disadvantages</b>	List the disadvantages of rising gas prices in the United States. List various ways that this could be corrected or eliminated.
 <b>Combination</b>	List the attributes of fossil fuels and plastics. Combine these two into a single project.
 <b>Picture</b>	Change the squiggle into a drawing that has something to do with the scarcity of fossil fuels. 

**Literature Connections:**

- Adler, D. A. Prices Go Up, Prices Go Down: The Laws of Supply and Demand. NY: Scholastic Library Publishing. 1984.
- Adil, J. R. Scarcity. North Mankato, MN: Capstone Press. 2006.
- Adil, J. R. Supply and Demand. North Mankato, MN: Capstone Press. 2006.
- Cohn, J. What is Scarcity of Resources?. NY: Crabtree Publishing Company. 2008.

**ALCOSS: 2.9** (2.11.1 in 2004 COS, p. 21)

Describe how and why people from various cultures immigrate to the United States.  
 Examples: how—ships, planes, automobiles  
 why—improved quality of life, family connections, disasters

- Describing the importance of cultural unity and diversity within and across groups.

**Mastered:**

Students can describe how and why people from various

**Present:**

Students will complete the *What? So What? Now What?*

**Going Forward:**

Students will compare and contrast how people from centuries ago

cultures immigrate to the United States.

sheet. Once they understand the concept of immigration to the United States they will answer questions based on their research.

immigrated as compared to people of today.

**Present and Going Forward Vocabulary:**  
Immigrate, unity, diversity

**Career Connections:**

Counselor, Teacher, Historian, Genealogist

**Advanced Understanding & Alternate Activity:** Student page found in Appendix A.

**What? So What? Now What?**

Students will research the topic of Immigration to the United States using the questions below. They may choose one question from section two, and one question from section three. Students will create presentations (poster, PowerPoint, brochure, etc.). They may need to plan their products using the organizational tool Primary Project Planner.

**1. What?**

What are the facts about immigration to the United States?

**2. So What?**

How does immigration affect us, the community, world, environment, and society?

What connections can be made of people that have immigrated in the last century verses the people who come here on the Mayflower?

How are they the same and how are they different.

**3. Now What?**

Are there problems with people immigrating to the United States?

If so, what can be done about it?

If something is done, what kind of effects will it have on the United States, directly and indirectly?

What can I do, if anything, about it?

Who can do something about immigration?

**Literature Connections:**

- Anderson, D. Arriving at Ellis Island. NY: Gareth Stevens Publishing. 2002.
- DeCapua, S. E. How People Immigrate. NY: Scholastic Library Publishing. 2004.
- Say, A. Grandfather's Journey. NY: Houghton Mifflin Harcourt. 2008.

**ALCOSS: 2.10** (2.7 in 2004 COS, p.20)

Identify ways people throughout a country are affected by their human and physical environments.

Examples: land use, housing, occupations

- Comparing physical features of regions throughout the country.  
Example: differences in a desert environment, a tropical rain forest, and a polar region
- Identifying positive and negative ways people affect the environment.  
Examples: positive—restocking fish in lakes, reforesting cleared land  
negative—polluting water, littering roadways, eroding soil
- Recognizing benefits of recreation and tourism at state and national parks.

**Mastered:**

Students can understand that people may have a positive or negative effect on the environment.

**Present:**

Students will write a chain of events that surround the climate of the area where they live. They will list both positive and negative things.

**Going Forward:**

Students will research a problem that has affected their town and brainstorm ways to help make it better.

**Present and Going Forward Vocabulary:**

Environment, climate, recreation, tourism, pollute, liter



**Career Connections:**  
 Environmentalist, Naturalist, Climatologist, Biologist, Botanist,  
 Tourism Manager, Park Ranger, Recreation Director

**Advanced Understanding & Alternate Activity:** Student page found in Appendix A.

**That’s Good/That’s Bad**

The student will research the following questions:

- How does the weather and climate affect people who live in Alaska?
- How do people affect the environment in Alaska? In the United States?
- What state and national parks are located in Alaska?
- What kinds of recreational activities are available in Alaska’s parks?

Then the student will read the scenario and write and draw pictures of the chain of events to show the good events and negative, or not so good events, surrounding the scenario (story). Additional sheets of paper may be added in order to complete the story.

**SCENARIO:** You are visiting your grandparents who live in Alaska. The days are cool and long, staying light for days on end. Just when you thought it was going to be a terrible trip you meet their neighbors who have children your age. Oh, that’s bad! No, that’s good!

**Literature Connections:**

- Gibbons, G. Marshes and Swamps. NY: Holiday House. 1999.
- Green, J. Life on the Tundra. NY: Gareth Stevens Publishing. 2010.
- Platt, R. Vanishing Rainforest. London: Frances Lincoln Children’s Books. 2004.

**ALCOSS: 2.11**  
 Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States.  
 Examples: American Indian legends, African-American stories, tall tales, stories of folk heroes

<b>Mastered:</b> Students can understand legends from various cultures.	<b>Present:</b> Students will use the “What if?” Thinker Key for the story John Henry.	<b>Going Forward:</b> Students will compare an American Indian legend to an African-American legend.
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**Present and Going Forward Vocabulary:**  
 Legends, tall tale, folk tale


**Career Connections:**  
 Librarian, Teacher, Historian, Sociologist

**Advanced Understanding & Alternate Activity:** Student page found in Appendix A.

**Thinker Keys**

Student will research blindness in order to complete the activity below. The student may want to plan the product using the organizational tool Primary Project Planner. Resource:

<http://www.loc.gov/teachers/classroommaterials/primarysourcesets/childrens-lives/>

	<p><b>What if?</b></p> <p>What if John Henry was blind?                  Rewrite the story of John Henry, but now the main character is blind. What kinds of problems would he have? How would he overcome problems from blindness and still be the hero that he is?</p>
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**Literature Connections:**

- dePaola, T. The Legend of the Bluebonnet: An Old Tale of Texas. NY: Penguin Group. 1996.
- Lester, J. John Henry. NY: Penguin Group. 1999.
- Seeger, Pete. Abiyoyo: Based on a South African Lullaby and Folk Story. Fullerton, CA: Aladdin. 1994.