

ALCOSS: 3.1 (2004 COS, p. 24)

Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes.

- Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world.
- Using coordinates to locate points on a grid.
- Determining distance between places on a map using a scale.
- Locating physical and cultural regions using labels, symbols, and legends on an Alabama or world map.
- Describing the use of geospatial technologies.

Examples: Global Positioning System (GPS), geographic information system (GIS)

- Interpreting information on thematic maps.
Examples: population, vegetation, climate, growing season, irrigation
- Using vocabulary associated with maps and globes, including *megalopolis*, *landlocked*, *border*, and *elevation*.

Mastered:

Students can locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes. Students will also be able to determine distances using a map scale, and translating physical and human characteristics from the map legends.

Present:

Students will be able to explain the reason behind the location of the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes. Students will be able to classify, interpret, utilize, and create thematic maps.

Going Forward:

Students will select a specific area in geography where they will write a secret message about that area for other students to guess.

Present and Going Forward Vocabulary

Latitude, longitude, megalopolis, landlocked

Career Connections:

Meteorologist, Cartographer

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

I Can...

- Students will research and graph ten hurricanes that have had the greatest impact on the U.S. during the past 20 years. Use longitude and latitude coordinates to graph the paths of the hurricanes. Describe the impact these hurricanes had on the U.S. Then explain why you chose those hurricanes.
- Students will study different types of maps (political, topographical, etc). Students will complete a compare/contrast analysis of different types of maps using the following questions:
 - How is a political map similar to a climate map?
 - How is it different?
 - How can a political or other type map help people gather information?
- Students will draw an individual map of a country, region, or community.
- Students will create a map of the location or journey of a character from their favorite picture book or novel. This map may be hand-drawn or developed on Google maps.

Literature Connections:

- Knowlton, J. Maps and Globes. NY: HarperCollins Publishers. 1985.
- Sweeney, J. Me on the Map. NY: Crown Publishers. 1996.
- Murphy, S. Treasure Map. NY: HarperCollins Publishers. 2004.

ALCOSS: 3.2 (2004 COS, p. 24)

Locate the continents on a map or globe.

- Using vocabulary associated with geographical features of Earth, including *hills*, *plateau*, *valley*, *peninsula*, *island*, *isthmus*, *ice cap*, and *glaciers*

Locating major mountain ranges, oceans, rivers, and lakes throughout the world

Mastered:

Students can locate the continents, major mountain ranges, oceans, rivers, and lakes on a map or globe.

Present:

Students will construct a model of various geographical features. For example; edible maps, topography map, or jigsaw puzzle map. Explain how the features on your model influenced the surrounding culture.

Going Forward:

Students will develop a 3-D map using technology.

Present and Going Forward Vocabulary:

Isthmus, ice cap, peninsula, island, glaciers, hills, plateau, valley

Career Connections:

Oceanographer, Geologist, Forester, Park Ranger, Conservationist, Coast Guard, Cartographer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.**Exploring the World of Cartography**

Students will choose a location anywhere in the world that contains various geographical features, such as Yellowstone National Park or Cheaha State Park. They will construct a map illustrating the various geographical features for the area chosen. Areas without a variety of features will not be approved. Choose one of the following products to present your map:

- Edible Map: “Peanut Butter Map”. Instructions found at: <http://pdskids.org/democracy/parentseducators/tastymap.html>
- Topographic Map: Draw the map and show elevations using topographic lines
- Jigsaw Puzzle Map: Develop a colorful map illustrating various features of your chosen regions. Then cut your map into pieces for students to put together.

Then explain how the features on your model influenced the surrounding culture.

Literature Connections:

- Hopkins, L. B. *My America*. NY: Simon and Schuster Children’s Publishers. 2000.
- Weiner, E. *The Geography of Bliss*. NY: Hachette Book Group. 2008.

ALCOSS: 3.3

Describe ways the environment is affected by humans in Alabama and the world.

Example: crop rotation, oil spills, landfills, clearing of forests, replacement of cleared lands, restocking of fish in waterways

- Using vocabulary associated with human influence on the environment, including *irrigation, aeration, urbanization, reforestation, erosion, and migration*.

Mastered:

Students can describe ways the environment is affected by humans in Alabama and the world.

Present:

Students will be able to recognize and explain how our local environment and waterways are affected by human consumption and use.

Going Forward:

Students will analyze the pros and cons of the effects on our environment from farming, oil production, land clearing, waste management, and urbanization.

Present and Going Forward Vocabulary:

Aeration, urbanization, reforestation

Career Connections:

Farmer, Oil Production Engineer and Manager, Contractor, Waste Management Engineer, Civil Engineer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

THINK FAST

Students will review the Gulf of Mexico BP Oil Spill of 2010 in order to complete a THINK FAST activity using the acronym OIL SPILL. They will follow the directions at each letter. Answers will be written as quickly as possible on a separate piece of paper and must begin with the corresponding letter. For example, answers for the first activity must begin with the letter “O.”

O	Name three things affected by the oil spill.
I	List five problems that could result from the Gulf Oil Spill.
L	List three professions that helped to clean up the spill.
S	Name five ways to clean up the oil from the spill.
P	Name two ways students can help.
I	Identify two professions affected by the oil spill.
L	Name three living things from the ocean not affected by the oil spill.
L	Name two systems in the Gulf Region.

Literature Connections:

- Chandrasekhar, A. Olive and the Oil Spill. Kansas City, KS: Landmark Editions. 1991.
- Rohmer, H. Heroes of the Environment. San Francisco, CA: Chronicle Books. 2009.

ALCOSS: 3.4 (3.4 in 2004 COS)

Relate population dispersion to geographic, economic, and historic changes in Alabama and the world.

Examples: geographic—flood, hurricane, tsunami
 economic—crop failure
 historic—disease, war, migration

- Identifying human and physical criteria used to define regions and boundaries.

Examples: human—city boundaries, school district lines
 physical—hemispheres, regions within continents or countries

Mastered:

Students can relate population dispersion to geographic, economic, and historic changes in Alabama and the world. Students can identify human and physical criteria used to define regions and boundaries.

Present:

Students will identify and classify geographic, economic, and historic changes in Alabama and the world due to population dispersion. Students will explain the human and physical criteria used to define regions and boundaries.

Going Forward:

Students will be able to analyze the human and economic costs of a major natural disaster.

Present and Going Forward Vocabulary:

Population, dispersion, migration, boundaries

Career Connections:

Meteorologist, Cartographer, Environmental Management, Economist

Advanced Understanding & Activity (Alternate Activity): Students may choose one activity to complete.

Student page found in Appendix A.

Activity 1: Fortunately/Unfortunately Story

Students will research the terms: famine, natural disaster, man-made disaster, war, and Great Potato Famine of Ireland. Students will read the FORTUNATELY/UNFORTUNATELY scenario. Then students will write and illustrate the chain of events to show the positive and negative situations surrounding the scenario.

Additional sheets of paper may be used in order to complete the story.

Scenario:

Early one morning, Ian McGregor goes into his garden to pick potatoes, hoping that the great potato famine affecting much of Ireland had not come to his garden. The first potato is rotten; it has some type of disease. Ian inspects the next few potatoes; all of them have the same brown spots and were rotting. He turns around and heads back to his small house to give the bad news to his wife and four young children. They will have nothing to eat this winter. Fortunately..."

Activity 2: Research

1. Students will look at the history of our country through population patterns. For example, students may research the population of the Eastern seaboard, the Trail of Tears, the Westward Movement, and the population of migrant workers from other countries into the United States.
2. Students will conduct the following activity on Dust Bowl Migration:

http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/activity.html

Voices from the Dustbowl: Connecting the Past to the Present

After completing the activity, the students will be able to:

- Describe one or more aspects of the lives of individuals forced to migrate from the Dust Bowl.
- Research a topic relating to the Dust Bowl Migration, referenced in song lyrics.
- Write a poem, song lyrics or story to creatively express new understanding about the Dust Bowl Migration from a first-person perspective, drawing from primary and secondary sources.

Time required- two class periods.

Literature Connections:

- Berry, J. *About Disasters*. Danbury, CT: Children's Press. 1990.
- Pearce, F. *Earth Then and Now*. Tonawanda, NY: Firefly Books. 2010.

ALCOSS: 3.5 (3.5 in old 2004 COS, P. 25)

Compare trading patterns between countries and regions.

- Differentiating between producers and consumers.
- Differentiating between imports and exports.

Examples: imports—coffee, crude oil

exports—corn, wheat, automobiles

Mastered:

Students can compare trading patterns between countries and regions.

Present:

Students will identify examples of trading patterns between countries and regions. Students will identify examples of imports and exports in our country.

Going Forward:

Students will create a product that could be traded. Students will determine if their product would be an import or an export in the U.S. or another country.

Present and Going Forward Vocabulary:

Producers, consumers, trading

Career Connections:

Stock Broker, Farmer, Manufacturer, Producer, Consumer

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Web Site:

Student will complete the activity, *Coming and Going: Imports and Exports Throughout the World*, from the following Web site:

<http://www.econedlink.org/lessons/index.php?lid=400&type=student>

Students will read the introduction and task. Follow the directions at the “Process” section to complete activity one and two. Then complete the conclusion project and assessment questions.

Literature Connections:

- Kajikawa, K. *Yoshi’s Feast*. London: Dorling Kindersley. 2000.
- Barash, L. *Hiromi’s Hands*. NY: Lee & Low Books. 2007.

ALCOSS: 3.6 (2004 COS, p. 25)

Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences

- Identifying examples of cooperation among governmental agencies within and between different geographic areas.

Examples: American Red Cross, Federal Emergency Management Agency (FEMA), World Health Organization (WHO)

- Locating areas of political conflict on maps and globes.
- Explaining the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas.

Mastered:

Students can identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.

Present:

Students will explain specific conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.

Going Forward:

Students will create a mock conflict and determine the correct solution for the conflict.

Present and Going Forward Vocabulary:

Political, economic, disputes, cultural, economic

Career Connections:

Politician, Governmental Agent, Governor, Mayor, Emergency Responder, Firefighter, Police Officer, Nurse, FBI Agent, Teacher

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

RAFT Activity

Student will choose one row. They will write about the TOPIC from the perspective of the ROLE to the AUDIENCE using the FORMAT. The teacher can allow students to choose one item from each of the four columns. Provide an audience for the student to present their product.

ROLE	AUDIENCE	FORMAT	TOPIC
Fresh Water	General Public	Persuasive Speech	“Please Conserve Me!”
Unspoiled Wilderness	Strip Mining Company	Advertisement	“Once I’m Gone, I’m Gone!”
Sewage/Waste	Sewer/Wastewater Company	Request Letter	“Recycle Me, Don’t Dump Me!”
City Planner	Mayor/Voters	Speech	“We Need More Public Housing!”

Literature Connections:

- Fox, M. Whoever You Are. Boston, MA: Harcourt Publishing. 1997.
- Trueba, H. T. Cultural Conflict and Adaptation. Florence, KY: RoutledgeFalmer. 1990.

ALCOSS: 3.7 (2004 COS, p. 26)

Describe the relationship between locations of resources and patterns of population distribution.

Example: presence of trees for building homes, availability of natural gas supply for heating, availability of water supply for drinking and for irrigating crops

- Locating major natural resources and deposits throughout the world on topographical maps.
- Comparing present-day mechanization of labor with the historical use of human labor for harvesting natural resources.

Example: present-day practices of using machinery to mine coal and harvest cotton and pecans

- Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century.

Mastered:

Students can describe the relationship between locations of resources and patterns of population distribution.

Present:

Students will compare and contrast locations of resources and patterns of population distribution.

Going Forward:

Students will construct a map of the school, chart the energy users on campus, and discuss energy use and potential ways to save.

Present and Going Forward Vocabulary:

Natural resources, topographical maps, geographic, energy sources

Career Connections:

Power Company Agent, Gas Company Agent, Engineer, Water Company Agent, Air-Condition Company Worker, Coal Miner, Factory Worker

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

Activity 1: Tri-Venn Diagram

Students will create a Tri-Venn diagram to compare the resources of three regions of the United States. For example, a comparison of the cotton belt of the South, the Midwest plains, and the Eastern Coast. Be creative. Instead of using three circles for the Venn diagram, students can use the outline of the three chosen regions.

Activity 2: Research

Students will analyze population patterns in the early history of our country. Answer the following questions:

- Why were the ships built in Maine?
- Why was cotton planted in the South?
- Why were some of the Native Americans Tribes nomads and hunters?
- Predict the population pattern of the South for the year 2030.

Activity 3: What? So What? Now What?

Students will study the impact of Eli Whitney's cotton gin on the Slave trade and cotton industry. Use the questions from the *What? So What? Now What?* to guide your research. Present the information in the form of a PowerPoint, Prezi, infographic, or poster.

Activity 4: FORTUNATELY/UNFORTUNATELY

Research the following questions:

1. Why was oil found in Texas?
2. How did the discovery of oil affect the population of Texas?
3. How did the discovery of oil affect the economy of Texas?

Students will write and illustrate the chain of events to show the positive and negative situations surrounding the scenario.

Scenario: Riding his horse one afternoon on his Texas ranch, young Bill Coty stops by a sparkling stream to water his horse. While kneeling by the water, Bill notices a stream of rich, black oil oozing from underneath the rocks in the stream.

Literature Connections:

- Earthworks. *25 Simple Things Kids Can Do to Save Energy*. Ashland, OR: Earthwork Press. 1992.
- Drummond, A. *Energy Island*. Toronto, ON: D&M Publishers. 2011.
- Sawhill, J. C. *Energy Conservation Successes and Failures*. Washington, D.C.: Brookings Institution Press. 1986.

ALCOSS: 3.8 (2004 COS, p. 26)

Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states.

Examples: Appalachian Mountains, Tennessee-Tombigbee Waterway, Interstate Highway 65 (I-65), Natchez Trace parkway

- Locating the five geographic regions of Alabama.
- Locating state and national parks on a map or globe.

Mastered:

Students can identify geographic links of land regions, river systems, and interstate highways between Alabama and other states.

Present:

Students will describe the geographic links of land regions, river systems, and interstate highways between Alabama and other states.

Going Forward:

Students will construct a 3-D clay model of Alabama showing geographic features throughout the state.

Present and Going Forward Vocabulary:

Land regions, geographic regions

Career Connections:

Marine Police, Transportation Department Worker, Forestry, State Trooper, Police Officer

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

Activity 1: Rivers

Students will locate major rivers and waterways in the Southeastern Region of the United States. They will locate the sources and paths of the Alabama/Tombigbee Rivers in Alabama, and the Mississippi River from the North all the way down to New Orleans, LA. Using a Venn diagram, they will compare the two rivers regarding usage, transportation, recreation, and flooding.

Activity 2: Cultures

Students will create a map of the Alabama and Tensaw Rivers, including the Mobile Delta. They will study the different cultures that have built up around various river cities and locate them on the map. They will identify a book that describes life on the river and read excerpts from it. The media specialist may be able to recommend a great book to read. They may listen to Blues music or other music that originated in the river regions. Included on the map is a cultural section that describes the way of life on a river, such as music, games, food, tools, types of boats, etc. Students will need to research the industries that have been built around the Mobile/Tensaw Region of the Alabama and Tensaw Rivers and identify them on the map. Write a description of each industry. In addition to the map, students will write a brief summary about each culture and its influence on Alabama today.

Activity 3: Power Plants

Student will take a virtual field trip of a power plant. Complete the full tour that uses sound, animation, video, and games. Then research one of the power plants in Alabama. Use the *What? So What? Now What?* research sheet to guide your research.

Literature Connections:

- Bower, D. Alabama: It's History and Geography. Lilburn, GA: Clairmont Press. 2000.
- Shofner, S. Alabama. North Mankato, MN. Creative Education. 2009.
- Young, B. Headwaters: A Journey on Alabama Rivers. Madison, WI: Creative Company. 2009.

ALCOSS: 3.9 (2004 COS, p. 26)

Identify ways to prepare for natural disasters.

Example: constructing houses on stilts in flood-prone areas, buying earthquake and flood insurance, providing hurricane or tornado shelters, establishing emergency evacuation routes

Mastered:

Students can identify ways to prepare for natural disasters.

Present:

Students will explain different ways to prepare for different types of natural disasters.

Going Forward:

Students will design a disaster supply kit and create a disaster preparedness plan for their families.

Present and Going Forward Vocabulary:

Natural disaster, evacuation, insurance, emergency, shelters

Career Connections:

Meteorologist, Emergency Management Worker, Insurance Agency Worker, Police Officer, Firefighter, Governor, Mayor

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

Activity 1: THINK FAST Activity

Follow the directions at each letter. Write the answers as quickly as possible on a separate piece of paper. Answers for each activity must begin with the corresponding letter. For example, answers for the first activity must begin with the letter "H." How many of these can you complete?

H	List and describe five categories of hurricanes.
U	Name at least ten major hurricanes that have hit the southeastern United States.
R	Identify the most frequently hit cities or areas along the coast of the United States.
R	Explain the geographic origin of the hurricanes.
I	Chart some of the past paths of major hurricanes on a world map.
C	Describe the job of a "hurricane hunter."
A	Describe the role of the emergency personnel in a hurricane.
N	Predict where your family would go if there was a mandatory evacuation.
E	Explain the after-effects of a hurricane disaster. How does it affect us?

Activity 2: Venn Diagram

Students will compare similarities and difference of three natural disasters using a Tri-Venn diagram. For example: Compare a Hurricane to an Earthquake to a Forest Fire. After completing the Tri-Venn diagram, explain which of the three natural disasters is the most destructive.

Literature Connections:

- Watts, C. DK Eyewitness Books: Natural Disasters. NY: DK Publishing. 2006.
- Mark, B. I'll Know What to Do: A Kid's Guide to Natural Disasters. Washington, D.C.: Magination Press. 1997.
- Guiberson, B. Disasters: Natural and Man-Made Catastrophes Through the Centuries. NY: Holt Publishing. 2010.

ALCOSS: 3.10 (4.3.3 in 2004 COS)

Recognize functions of the Declaration of Independence and the Constitution of the United States.

Mastered:

Students can recognize the functions of the Declaration of Independence and the Constitution of the United States, describe how a bill becomes a law, define governmental systems, and explain the three branches of government.

Present:

Students will be able to compare and contrast the Declaration of Independence and the Constitution of the United States. Students will be able to differentiate between the three branches of government and the governmental systems.

Going Forward:

Students will create a “working” Classroom Constitution that governs the classroom and supports school rules, policies, and procedures.

Present and Going Forward Vocabulary:

Bill, law, federal, state, government, democracy, monarchy, dictatorship, independence, Constitution of the U.S.

Career Connections:

Federal Government Worker, State Worker, Governor, Mayor, Judge, Lawyer, Senator, Legislator

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

The U.S. Constitution Power Grab Game: http://rims.k12.ca.us/power_grab_game/

Students will go to the Web site above to access the game. The directions for this game explain the rules for a team of students. However, if one student is completing this activity, then for each Power Grab, choose one of the three branches. For each round the student must choose a different branch. For example, for Round One if he chooses the President is, then for Round Two he must choose either the Courts or Congress. For Round Three he will choose the remaining branch of government. This activity will increase the student’s knowledge of the Constitution and its fundamental ideas of checks and balances, separation of powers, Bill of Rights and amendments. After playing the game, the student will write a journal entry explaining what you have learned about the three branches of the government. When finished the students will be able to: identify the three branches of American government, describe the function of each branch of government, explain how the "checks and balances" system functions to protect the individual citizen from illegal power hungry politicians, describe how each branch of government is "separate" in its powers to the other branches of government, and explain how the amendments to the Constitution function today.

Literature Connections:

- Sobel, S. U.S. Constitution and You. NY: Barron’s Educational Series. 2001.
- Krull, K. A Kid’s Guide to America’s Bill of Rights: Curfews, Citizenship, and the 100-Pound Giant. NY: Avon Books. 1999.
- Catrow, D. We the Kids: The Preamble to the Constitution of the United States. NY: Dial Books. 2002.

ALCOSS: 3.11

Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.

- Comparing maps of the past to maps of the present.

Mastered:

Students can interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.

Present:

Students will be able to evaluate primary sources to understand and reconstruct the past.

Going Forward:

Students will compare maps of the past to maps of the present.

Present and Going Forward Vocabulary:

Primary source, first person testimony, second hand testimony, hearsay testimony

Career Connections:

Historian, Cartographer, Topographer, Meteorologist

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

Evaluating Primary Source Documents:

<http://people.usd.edu/~khackeme/guides/primarysources.html>

<http://siarchives.si.edu/history/exhibits/documents/exercise.htm>

Adapted from the Smithsonian Archives activity: The City of Washington at Lincoln's Death, Primary Source Document Exercise

Students will choose one of the following documents to analyze and evaluate.

1. Mary Henry diary, April 15 and 16, 1865

<http://siarchives.si.edu/history/exhibits/documents/endofwar.htm>

2. American Memory site

<http://memory.loc.gov/ammem/ammemhome.html>

Search for: "Assassination of President Lincoln" and pick two or three of the images, such as an engraving of Lincoln being shot and a photograph of Lincoln's funeral.

3. New-York Times coverage of Lincoln's assassination, April 15 and 16, 1865

[New York Times Archives](http://www.nytimes.com/1865/04/16/news/national-calamity-popular-feeling-new-york-country-remarkable-meeting-wall.html)

(<http://www.nytimes.com/1865/04/16/news/national-calamity-popular-feeling-new-york-country-remarkable-meeting-wall.html>)

They will read the document and complete the evaluation analysis:

1. What is this document about?
What does this document tell you about the Civil War era in Washington, D.C.?
2. Who produced this document?
Did they actually witness the event?
How reliable is the creator of the document? If not, why not?
What biases might the creator have had?
3. Who was the intended audience?
4. Why was this document created?
What was the occasion?
5. What type of document is this? Is this document a primary source?
Does it have first person or second hand testimony or both?
6. Evaluate the information provided in the document:
Is the evidence clear, reliable, first person or second-hand/hearsay?
Does this document help you understand the history of the Civil War in Washington, D.C.? Why or why not?

After completing the questions, they will write a short essay, summarizing the importance of using primary source documents to understand past events.

Literature Connections:

- Knowlton, J. *Maps and Globes*. NY: HarperCollins Publishers. 1985.
- Sweeney, J. *Me on the Map*. Crown Publishers. 1996.
- Murphy, S. *Treasure Map*. NY: HarperCollins Publishers. 2004.

ALCOSS: 3.12

Explain the significance of representations of American values and beliefs, including the Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem.

Mastered:

Students can explain the significance of representations of American values and beliefs, including the Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem.

Present:

Students will explain representations of American values and beliefs to freedom in the United States.

Going Forward:

Students will analyze a United States monument or symbol and present their information in an oral presentation.

Present and Going Forward Vocabulary:

American, liberty, justice, values, beliefs

Career Connections:

President of the United States, Government Worker, State Worker, Governor, Mayor, Historian, Teacher, Police Officer, Firefighter, Judge

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

What? So What? Now What?

Students will research a landmark or important symbol in their state, city, or town. For example, they may choose to research the town library, the statehouse, mayor’s office, the oldest building in their town or the state capitol, a monument, memorial, or statue that is important to their city or state. They will discuss the significance of the symbol and how it represents the state, city, or town. They will use the questions from the *What? So What? Now What?* sheet to guide their research. They will present their findings using PowerPoint, Photo Story, podcast, etc.

Literature Connections:

- National Geographic. National Geographic Kids: National Parks Guide USA. Des Moines, IA: National Geographic Publishing. 2012.
- Keenan, S. O Say Can You See?: America’s Symbols, Landmarks, and Inspiring Words. NY: Scholastic Publishing. 2004.
- Grace, C. The White House: An Illustrated History. NY: Scholastic Publishing. 2003.

ALCOSS: 3.13 (4.12 in 2004 COS, p. 29)

Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama.

Examples: prehistoric American Indians—Paleo-Indian, Archaic, Woodland, Mississippian
historic American Indians—Choctaw, Chickasaw, Cherokee, Creek

- Identifying roles of archaeologists and paleontologists.

Mastered:

Students can describe prehistoric and historic American Indian cultures, governments, and economics in Alabama. Students will identify roles of archaeologists and paleontologists.

Present:

Students will compare and contrast the different historic American Indian cultures, governments, and economics in Alabama. Students will explain the roles of archaeologists and paleontologists.

Going Forward:

Students will create a WebQuest about the different American Indian tribes in Alabama from the past and present.

Present and Going Forward Vocabulary:

American Indians, prehistoric, cultures, archaeologists, paleontologists

Career Connections:

Archaeologist, Paleontologists

Advanced Understanding & Activity (Alternate activity): Student page found in Appendix A.

TIC-TAC-TOE

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

<p>1. Create a scrap book identifying different types of American Indians in Alabama. Include a summary page(s) to show the similarities and differences between the various tribes and how these tribes have influenced</p>	<p>2. Write a biography about a historic American Indian. How has this person influenced life in Alabama today?</p>	<p>3. Create a television show for the History Channel about one of Alabama’s historic American Indian cultures, governments, and economics.</p>
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<p>Alabama today.</p> <p>4. Prepare a PowerPoint about one of the Alabama Indian Tribes using the <i>What? So What? Now What?</i> questions. Examples of tribes: Biloxi, Choctaw, Cherokee, etc.</p>	<p>5. As a paleontologist what questions would you think about as you begin unearthing fossils? Create a list of those questions.</p>	<p>6. Make up a song about the Alabama Indian tribes to the tune of "Oh My Darlin."</p>
<p>7. Create a skit or play about the job of an archaeologist.</p>	<p>8. Create a chart comparing and contrasting the work and responsibilities of a paleontologist to an archaeologist. This information may be presented as an infographic, poster, or Venn diagram.</p>	<p>9. Use Web sites and other resources to find information about prehistoric and historic American Indians in Alabama, and describe their culture, government, and economics.</p>

Literature Connections:

- Marsh, C. Alabama: Indian Dictionary for Kids. Peachtree, GA: Gallopade Intl. 1995.
- Read, W. Indian Place Names in Alabama. NY: McMillan Publishing. 1984.
- Walthall, J. Prehistoric Indians of the Southeast: Archaeology of Alabama and the Middle South. Tuscaloosa, AL: University Alabama Press. 1990.