OUR COMMUNITY’S GEOGRAPHY: NEW YORK CITY

A SUGGESTED 2nd GRADE UNIT OF STUDY
GIFTED/TALENTED & ENRICHMENT

Office of Curriculum and Professional Development
Department of Gifted/Talented & Enrichment
NYC Department of Education
Department of Gifted/Talented & Enrichment
Unit of Study

Joel I. Klein, Chancellor

Marcia V. Lyles, Ed. D.
Deputy Chancellor for
Teaching and Learning

Sabrina Hope King, Ed. D.
Chief Academic Officer
Office of Curriculum and Professional Development

Anna Commitante
Director of English Language Arts, Social Studies, Gifted/Talented & Enrichment

Michael Adin
Gifted & Talented Instructional Specialist

Nicky Kram Rosen
Gifted & Talented Instructional Specialist

Denise Jordan
Special Assistant to Director of ELA, Social Studies and Gifted/Talented

52 Chambers Street
New York, New York 10007
Tel • 212-374-5165
Office of Gifted/Talented & Enrichment

The Office of Gifted/Talented & Enrichment develops policy and program recommendations to meet the educational needs of New York City public school kindergarten through grade 12 students.

This unit of study has been developed with and for classroom teachers. Feel free to use and adapt any or all materials contained herein.

Our sincere thanks and appreciation to the following individuals who contributed their time and expertise:

Contributing Educators:

Marsha Stewart
PS 230 Doris L. Cohen School
District 15

Jayne Adin
PS 001 Courtlandt School
District 7

Sandra Cover
PS 282 Park Slope School
District 13

Leigh Fischler
PS 334 The Anderson School
District 3

Patricia Gill
PS 115 Daniel Mucatel School
District 18
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CAMBOURNE’S CONDITIONS FOR LEARNING

In the 1960’s, researcher Brian Cambourne studied the conditions under which young children acquire language. Cambourne found that children tend to learn most effectively when these eight essential conditions exist in learning environments. In the years since his initial research, Cambourne’s findings have come to be known collectively as the Conditions for Learning. Educators have studied and replicated the Conditions for Learning and found that they are consistent and flexible enough to apply to all subjects and to all learners.

Immersion – Students who are learning to read and write need to be deeply involved in both written and oral language. Immersion refers to the print rich environment that makes this possible. In a learning classroom, a wide variety of meaningful texts are used which include charts, labels, books, and student work. The teacher and students often refer to this variety of texts as part of their daily lives as readers and writers.

Demonstration – Students need clear and powerful examples of effective reading and writing strategies. Teachers model these strategies in a variety of contexts so that students can see what fluent readers, writers and speakers do. Is it not enough for the teacher to employ these strategies. The teacher must make them explicit by repeating them in a variety of contexts and at various times.

Expectation – Effective literacy teachers have high expectations for all students. Teachers must communicate both implicitly and explicitly that their students can be fluent readers and writers. At the same time, students learn to expect that they will be fluent readers, writers and speakers. Together, teachers and students build a classroom culture centered around high expectations.

Responsibility – In successful literacy classrooms, everyone shares the responsibility for success. Thoughtful teachers are careful not to create dependent students who rely on the teacher for correction and decision-making. As students begin to take responsibility for their learning, they make more informed and autonomous choices during independent reading and writing.

Approximation – Literate classrooms provide a risk-free environment for students to take small steps when practicing new learning strategies. Effective teachers give students time to practice and master skills as they learn. Making mistakes is seen as part and parcel of the learning process, and students understand the opportunities to learn from mistakes.

Use – Students need multiple opportunities to practice new strategies. Their skill sets grow with familiarity. Students build upon prior knowledge when practicing new skills and strategies.

Response – In an effective classroom, students get accurate and supportive feedback from the teacher. Teachers need to help students build on their prior knowledge and provide timely, focused feedback. Students also need to learn how to respond or convey information effectively. As students develop a self-assessment process, they learn how to respond constructively to the ideas and work of their peers.

Engagement – On-going and continuous opportunities to read, write and speak allow students to practice and gain fluency. Active involvement helps students understand to what degree they can be readers, writers and speakers, thus supporting their fluency and independence. Engagement is an essential factor in the learning process and needs to be built into all aspects of the school day. Unengaged learners have reduced, constricted opportunities to construct new understandings with little chance to independently apply newly acquired knowledge.
The Principles of Learning are condensed theoretical statements summarizing decades of learning research. The statements are linked to several explanatory points about particular features of each principle. Some of the features are further elaborated by a series of indicators that schools and classrooms are functioning in accord with the principle. They are designed to help educators analyze the quality of instruction and opportunities for learning that they offer to students.

**Organizing for Effort**

An effort-based school replaces the assumption that aptitude determines what and how much students learn with the assumption that sustained and directed effort can yield high achievement for all students. Everything is organized to evoke and support this effort, to send the message that effort is expected and that tough problems yield to sustained work. High minimum standards are set and assessments are geared to the standards. All students are taught a rigorous curriculum, matched to the standards, along with as much time and expert instruction as they need to meet or exceed expectations.

**Clear Expectations**

If we expect all students to achieve at high levels, then we need to define explicitly what we expect students to learn. These expectations need to be communicated clearly in ways that get them "into the heads" of school professionals, parents, the community and, above all, students themselves. Descriptive criteria and models of work that meets standards should be publicly displayed, and students should refer to these displays to help them analyze and discuss their work. With visible accomplishment targets to aim toward at each stage of learning, students can participate in evaluating their own work and setting goals for their own effort.

**Fair and Credible Evaluations**

If we expect students to put forth sustained effort over time, we need to use assessments that students find fair; and that parents, community, and employers find credible. Fair evaluations are ones that students can prepare for: therefore, tests, exams and classroom assessments—as well as the curriculum—must be aligned to the standards. Fair assessment also means grading against absolute standards rather than on a curve, so students can clearly see the results of their learning efforts. Assessments that meet these criteria provide parents, colleges, and employers with credible evaluations of what individual students know and can do.

**Recognition of Accomplishment**

If we expect students to put forth and sustain high levels of effort, we need to motivate them by regularly recognizing their accomplishments. Clear recognition of authentic

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accomplishment is a hallmark of an effort-based school. This recognition can take the form of celebrations of work that meets standards or intermediate progress benchmarks.

Academic Rigor in a Thinking Curriculum
Thinking and problem solving will be the "new basics" of the 21st century. But the common idea that we can teach thinking without a solid foundation of knowledge must be abandoned. So must the idea that we can teach knowledge without engaging students in thinking. Knowledge and thinking are intimately joined. This implies a curriculum organized around major concepts that students are expected to know deeply. Teaching must engage students in active reasoning about these concepts. In every subject, at every grade level, instruction and learning must include commitment to a knowledge core, high thinking demand, and active use of knowledge.

Accountable TalkSM
Talking with others about ideas and work is fundamental to learning. But not all talk sustains learning. For classroom talk to promote learning it must be accountable – to the learning community, to accurate and appropriate knowledge, and to rigorous thinking. Accountable talk seriously responds to and further develops what others in the group have said. It puts forth and demands knowledge that is accurate and relevant to the issue under discussion. Accountable talk uses evidence appropriate to the discipline (e.g., proofs in mathematics, data from investigations in science, textual details in literature, and documentary sources in history) and follows established norms of good reasoning. Teachers should intentionally create the norms and skills of accountable talk in their classrooms.

Socializing Intelligence
Intelligence is much more than an innate ability to think quickly and stockpile bits of knowledge. Intelligence is a set of problem-solving and reasoning capabilities along with the habits of mind that lead one to use those capabilities regularly. Intelligence is equally a set of beliefs about one's right and obligation to understand and make sense of the world, and one's capacity to figure things out over time. Intelligent habits of mind are learned through the daily expectations placed on the learner. By calling on students to use the skills of intelligent thinking—and by holding them responsible for doing so—educators can "teach" intelligence. This is what teachers normally do with students they expect much from; it should be standard practice with all students.

Self-management of Learning
If students are going to be responsible for the quality of their thinking and learning, they need to develop—and regularly use—an array of self-monitoring and self-management strategies. These metacognitive skills include noticing when one doesn't understand something and taking steps to remedy the situation, as well as formulating questions and inquiries that let one explore deep levels of meaning. Students also manage their own learning by evaluating the feedback they get from others; bringing their background knowledge to bear on new learning; anticipating learning difficulties and apportioning their time accordingly; and judging their progress toward a learning goal. These are strategies that good learners use
spontaneously and all students can learn through appropriate instruction and socialization. Learning environments should be designed to model and encourage the regular use of self-management strategies.

**Learning as Apprenticeship**

For many centuries most people learned by working alongside an expert who modeled skilled practice and guided novices as they created authentic products or performances for interested and critical audiences. This kind of apprenticeship allowed learners to acquire complex interdisciplinary knowledge, practical abilities, and appropriate forms of social behavior. Much of the power of apprenticeship learning can be brought into schooling by organizing learning environments so that complex thinking is modeled and analyzed, and by providing mentoring and coaching as students undertake extended projects and develop presentations of finished work, both in and beyond the classroom.
PRINCIPLES OF QUALITY GIFTED INSTRUCTION

Quality instruction in the gifted classroom must:

Differentiate, adapt or modify grade-level classroom curricula and instruction to meet the unique needs of gifted learners.

Provide a means for demonstrating proficiency in required curriculum and provide subsequent challenging educational opportunities.

Consist of a continuum of differentiated curricular options, instructional approaches and resource materials.

Provide flexible instructional arrangements, i.e., compacting, acceleration, independent study and research projects.

Be designed to broaden and deepen the learning of high-ability learners.
Gifted Program Goals

- To provide mastery of basic skills of reading and the mathematics at a pace and depth appropriate to the capacity of able learners
- To promote critical thinking and reasoning abilities
- To provide an environment that encourages divergent thinking
- To foster inquiry and challenging attitudes toward learning
- To develop high-level oral and written skills
- To develop research skills and methods
- To develop an understanding for systems of knowledge, themes, issues and problems that frame the external world
- To develop self-understanding
- To facilitate opportunities for learning that are external to the school but provide an important match to the needs of learners
- To enhance opportunities for future planning and development
- To develop creative and divergent thinking skills
- To develop creative problem-solving skills
- To develop social skills of relating to others and coping effectively in social contexts
- To develop metacognitive skills that foster independent and self-directed learning

Source: Elissa Brown, PhD, Director, Center for Gifted Education, College of William & Mary
## Gifted Education Programming Criterion: Curriculum and Instruction

Description: Gifted education services must include curricular and instructional opportunities directed to the unique needs of the gifted learner.

<table>
<thead>
<tr>
<th>Guiding Principles</th>
<th>Minimum Standards</th>
<th>Exemplary Standards</th>
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<tbody>
<tr>
<td>1. Differentiated curriculum for the gifted learner must span grades pre-K–12.</td>
<td>1.0M Differentiated curriculum (curricular and instructional adaptations that address the unique learning needs of gifted learners) for gifted learners must be integrated and articulated throughout the district</td>
<td>1.0E A well-defined and implemented curriculum scope and sequence should be articulated for all grade levels and all subject areas.</td>
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<tr>
<td>2. Regular classroom curricula and instruction must be adapted, modified, or replaced to meet the unique needs of gifted learners.</td>
<td>2.0M Instruction, objectives, and strategies provided to gifted learners must be systematically differentiated from those in the regular classroom</td>
<td>2.0E District curriculum plans should include objectives, content, and resources that challenge gifted learners in the regular classroom.</td>
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<td></td>
<td>2.1M Teachers must differentiate, replace, supplement, or modify curricula to facilitate higher level learning goals.</td>
<td>2.1E Teachers should be responsible for developing plans to differentiate the curriculum in every discipline for gifted learners.</td>
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<td></td>
<td>2.2M Means for demonstrating proficiency in essential regular curriculum concepts and processes must be established to facilitate appropriate academic acceleration.</td>
<td>2.2E Documentation of instruction for assessing level(s) of learning and accelerated rates of learning should demonstrate plans for gifted learners based on specific needs of individual learners.</td>
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<td></td>
<td>2.3M Gifted learners must be assessed for proficiency in basic skills and knowledge and provided with alternative challenging educational opportunities when proficiency is demonstrated.</td>
<td>2.3E Gifted learners should be assessed for proficiency in all standard courses of study and subsequently provided with more challenging educational opportunities.</td>
</tr>
<tr>
<td>3. Instructional pace must be flexible to allow for the accelerated learning of gifted learners as appropriate.</td>
<td>3.0M A program of instruction must consist of advanced content and appropriately differentiated teaching strategies to reflect the accelerative learning pace and advanced intellectual processes of gifted learners.</td>
<td>3.0E When warranted, continual opportunities for curricular acceleration should be provided in gifted learners’ areas of strength and interest while allowing a sufficient ceiling for optimal learning.</td>
</tr>
<tr>
<td>4. Educational opportunities for subject and grade skipping must be provided to gifted learners.</td>
<td>4.0M Decisions to proceed or limit the acceleration of content and grade acceleration must only be considered after a thorough assessment.</td>
<td>4.0E Possibilities for partial or full acceleration of content and grade levels should be available to any student presenting such needs.</td>
</tr>
<tr>
<td>5. Learning opportunities for gifted learners must consist of a continuum of differentiated curricular options, instructional approaches, and resource materials.</td>
<td>5.0M Diverse and appropriate learning experiences must consist of a variety of curricular options, instructional strategies, and materials.</td>
<td>5.0E Appropriate service options for each student to work at assessed level(s) and advanced rates of learning should be available.</td>
</tr>
<tr>
<td></td>
<td>5.1M Flexible instructional arrangements (e.g., special classes, seminars, resource rooms, mentorships, independent study, and research projects) must be available.</td>
<td>5.1E Differentiated educational program curricula for students pre-K–12 should be modified to provide learning experiences matched to students’ interests, readiness, and learning styles.</td>
</tr>
</tbody>
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CURRICULUM COMPACTING

Curriculum compacting is a procedure used to streamline the regular curriculum for students who are capable of mastering it at a faster pace.

The compacting process has three basic phases:

- Determine the goals and objectives of the regular curriculum
- Assess students for previous mastery of these objectives
- Substitute more appropriate (challenging) options

These components can be broken down into eight steps:

1. Identify the relevant learning objectives in a given subject area or grade level
2. Find or develop some means of pretesting students on one or more of these objectives prior to instruction
3. Identify students who may benefit from curriculum compacting and should be pretested
4. Pretest students to determine their mastery levels of the chosen objectives
5. Eliminate practice, drill or instructional time for students who have demonstrated prior mastery of these objectives
6. Streamline instruction of those objectives students have not mastered but are capable of mastering more quickly than their classmates
7. Offer enrichment or acceleration options for students who have mastered curriculum
8. Keep records of this process and the instructional options available to “compacted” students

Although enrichment and acceleration may be part of the process, compacting encompasses much more. It is, in fact, more closely associated with diagnosis and prescription: a method used in remedial education to point out learning objectives students have not yet mastered. Instruction is intended to help them catch up with the rest of the class. With compacting, pretesting identifies learning objectives already mastered, and students are allowed to test out of certain academic exercises and move on to new material.

Source Curriculum Compacting, Reis, Burns and Renzulli p. 5 & 33, 1992
Classroom Options for Gifted Instruction

- Regular classroom differentiation
- Projects (Self-Direction)
- Compacting (Diagnostic/Prescriptive)
- Creative or Critical Thinking Skills
- Interdisciplinary/Multidisciplinary learning
- Affective curriculum
- Acceleration of content, process
- In-depth content options
- Extracurricular services

Issues in Grouping and Acceleration

Grouping

- Timeframes for grouping
- Subject Areas
- Teacher Qualifications
- Documentation of student growth
- Tailoring instruction
- Flexibility
- Type of Grouping most beneficial for student & district

Acceleration

- Consider the degree of giftedness and specific aptitude(s)
- Teacher qualifications
- Program articulation
- “Natural” transition points
- Non-intellective characteristics
- Flexibility

Source: Elissa Brown, PhD Director, Center for Gifted Education  College of William & Mary
DIFFERENTIATION FEATURES

1. Acceleration
   • Fewer tasks assigned to master standard
   • Assessed earlier or prior to teaching
   • Clustered by higher order thinking skills

2. Complexity
   • Used multiple higher level skills
   • Added more variables to study
   • Required multiple resources

3. Depth
   • Studied a concept in multiple applications
   • Conducted original research
   • Developed a product

4. Challenge
   • Advanced resources employed
   • Sophisticated content used
   • Cross-disciplinary applications made
   • Reasoning made explicit

5. Creativity
   • Designed/constructed a model based on principles or criteria
   • Provided alternatives for tasks, products & assessments
   • Emphasized oral & written communication to real world audience

Source: Elissa Brown, PhD, Director, Center for Gifted Education, College of William & Mary
INQUIRY IN THE ELEMENTARY CLASSROOM

Knowledge does not easily pass from one source to another. We cannot “make” students understand. Students learn best when they look for and discover answers to their own questions; when they make their own connections and when inquiry is at the heart of learning.

Teacher’s Role
The teacher is a mediator and facilitator for student learning. S/he may present a problem or question to students and ask questions such as: What can we find out about this topic? Why is it important? What impact has it had and why? What else do you need to know? S/he helps students think through strategies for investigations and ways to successfully monitor their own behavior. The teacher also helps students reflect on their work and processes.

Scaffold the Learning
Throughout a learning experience, the teacher must scaffold the learning for students. Mini-lessons are planned around student needs to help move them towards successful completion of a task or understanding of a concept. You cannot expect students to write a research report if you have not supported them with note-taking skills and strategies. Breaking tasks into manageable sub-skills (while keeping the context real and meaningful!) also helps students experience success.

Students’ Role
Students should be active participants in their learning. They must take responsibility for their learning, ask questions for themselves, take initiative, and assess their own learning. They must demonstrate independence (from the teacher) and dependence on others (in group projects) when and where appropriate.

Assessment
Assessment is a tool for instruction. It should reflect what students know, not just what they don’t know. Teachers need to utilize more than one method of assessment to determine what students know or have learned. Assessment measures can be formal and informal; tasks can be chosen by students and by teachers; speaking, writing, and other types of demonstrations of learning can be employed.
SOCIAL STUDIES SKILLS

Comprehension Skills
- making connections
- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- paraphrasing; evaluating content
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling/understanding different interpretations

Research and Writing Skills
- getting information; using various note-taking strategies
- organizing information
- identifying and using primary and secondary sources
- reading and understanding textbooks; looking for patterns
- interpreting information
- applying, analyzing and synthesizing information
- supporting a position with relevant facts and documents
- understanding importance
- creating a bibliography and webography

Interpersonal and Group Relation Skills
- defining terms; identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing different points of view; developing empathy and understanding
- 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; reading timelines
- creating timelines; researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks

Map and Globe Skills
- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones; using mapping tools
- comparing maps and making inferences; understanding distance
- interpreting and analyzing different kinds of maps; creating maps

Graph and Image
- decoding images (graphs, cartoons, paintings, photographs)
- interpreting charts and graphs

Analysis Skills
- interpreting graphs and other images
- drawing conclusions and making predictions
- creating self-directed projects and participating in exhibitions
- presenting a persuasive argument
NEW RESEARCH ON CONTENT LITERACY AND ACADEMIC VOCABULARY

Reading and writing in the content areas require our students to have high-level literacy skills such as the capacity to make inferences from texts, synthesize information from a variety of sources, follow complex directions, question authenticity and understand content-specific and technical vocabulary.

Every academic discipline has its own set of literacy demands: the structures, organization and discourse that define the discipline. Students will not learn to read and write well in any content area unless they understand these demands. They need to be taught the specific demands of the discipline and to spend a significant amount of time reading, writing, and discussing with their peers and their teachers.

To truly have access to the language of an academic discipline means students need to become familiar with that discipline’s essence of communication. We do not read a novel, a science text or social studies text in the same way or with the same purposes.

The role of knowledge and domain-specific vocabulary in reading comprehension has been well-researched, and we understand that students need opportunities to learn not only subject area concepts, but vocabulary also in order to have the ability to read the broad range of text types they are exposed to in reading social studies.

New research has shown that one factor in particular—academic vocabulary—is one of the strongest indicators of how well students will learn subject area content when they come to school. Teaching the specific terms of social studies, science, or math in a specific way is one of the strongest actions a teacher can take to ensure that students have the academic background knowledge they need to understand the social studies content they will encounter in school.

For more information:

Alliance for Excellent Education: Literacy Instruction in the Content Areas June 2007
Vacca and Vacca: Content Area Reading. Literacy and Learning Across the Curriculum
Robert Marzano & Debra Pickering: Building Academic Vocabulary
SOCIAL STUDIES CONTENT AREA READING STRATEGIES

Content area literacy requires students to use language strategies to construct meaning from text. Specific reading strategies support students as they interact with text and retrieve, organize and interpret information.

**Use Bloom's Taxonomy.** From least to most complex, the competencies/thinking skills are knowledge, comprehension, application, analysis, synthesis, and evaluation. The taxonomy is useful when designing questions or student activities/projects.

**Use "academic" vocabulary.** An understanding of the academic language connected to a discipline is an important component of content comprehension. Students need this knowledge to function successfully. Short identified four types of vocabulary that social studies students regularly encounter: terms associated with instructional, or directional, tools ("north," "below"); concrete terms ("Stamp Act"); conceptual terms ("democracy," "taxation"); and functional terms (such as a request to accurately "sequence" a group of events). According to Short, students should not only be made aware of these categories, they should be encouraged to employ examples from each type of vocabulary in classroom discussions.

**Be aware of what SS texts demand of the reader.** It is important to be cognizant of the specific demands that any given text will make on a reader. These demands can be to determine main ideas; locate and interpret significant details; understand sequences of events; make comparisons; comprehend cause-effect relationships; determine the meaning of context-dependent words, phrases, and statements; make generalizations; and analyze the author's voice and method.

**Anticipate the main idea.** Prior to beginning a reading assignment, ask students to skim the text and then think about what they anticipate the author's main idea or message to be. Encourage them to consider clues such as the text's title, paragraph headings, repetition of a particular name or term, and any related terms that might indicate the writer's focus. Review students' predictions, and plan to review again in the post-reading activities. Students can be made aware of which skim-reading clues proved helpful and which did not.

**Make connections.** Before reading it is helpful for students to ask themselves "What do I think I know about this topic?" Starting with the feeling of familiarity and context tends to make students more interested — and interactive — readers. Surveying what students think they already know about a topic may also have the benefit of exposing misunderstandings and biases.

**Preview vocabulary.** Give students a chance to preview a text's critical "academic terms." To preview academic vocabulary, you might utilize a Wordsplash followed by student discussion and then post words on the word wall.

**Focus on questions.** The best questions are those that students raise about the assigned topic. Students' own curiosity will encourage attentive reading. You can also prepare questions — a reading outline that is tailored to the reading material for less-skilled readers. These guides can be either content-oriented or skill oriented, but they will focus the reader. More advanced readers can find and paraphrase the main idea of a particular paragraph or text.
During Reading
During-reading strategies help students monitor their comprehension as they read. These should be directly related to the type of text with which students are interacting.

Encourage a Critical Lens Encourage students to discover the voice behind any printed material. Whether a textbook, an article, a primary document or eyewitness account, all texts are written by someone. Help students identify the publisher of the source or the writer to determine why the text was written, the audience for whom it was intended, and the purpose of the text. Aid students in making inferences as to the writer's target audience. This type of critical lens will help students develop critical reading skills and to recognize and select the best types of source for various research projects.

Identify the author's style. Some writers begin with an anecdote, then explain how it does (or does not) illustrate their topic. Others set the scene for revisiting an historic event, then focus on its chronology. Journalists often compress key information within the opening paragraph, and then follow up with more details and/or with comments by experts. Invite students to speculate on what effect each approach might have on various audiences. Challenge students to try these styles in their own writing and reports.

Look for the Five W's. When working with newspaper articles have students identify the Who What Where When and Why of any major event reported by the writer.

Note comparisons/contrasts. Point out that writers use statements of contrast and comparison to signal that a comparison or contrast has been made and that it is significant.

Recognize cause-effect arguments. When historians, politicians, and economists explain causal relationships within their fields of expertise, they tend to use qualifying terms. Have students develop a list of the vocabulary that such writers use when making cause-effect arguments ("as one result," "partly on account of," "helps to explain why," etc.). Because of this need for qualification, you are framing questions in a specific way will allow students to sum up a cause-effect argument, without actually endorsing it. Example: "How does the author explain the causes of globalization?" But not: "What were the causes of globalization?"

Interpret sequence wisely. Related events that follow one another may be elements of a cause-effect relationship or they may not. When an author "chains" events using terms like "and then.... and then.... next.... finally...." remind students to look for additional verbal clues before deciding that this sequence of events demonstrates a true cause-effect relationship.

Post-Reading Review
Post-reading strategies help students review and synthesize what they've read:

Graphic Organizers. Students may often need assistance to grasp an author's basic argument or message. Graphic organizers — flowcharts, outlines, and other two-dimensional figures — can be very helpful.

Paraphrase. After students complete a reading assignment, ask them to paraphrase, in writing, or orally using three to five sentences. Review these summaries being sure to include references to: the
topic, the author's main idea, the most critical detail(s), and any key terms that give the argument its unique quality.

**Time Order and Importance.** When an author's argument depends upon a cluster of linked reasons and/or a series of logical points, readers can list the author's key points, and rank them in order of importance. When knowing the chronology of events in a particular text is important, students can list the 5 to 10 time-related events cited by the author.

**True or False?** Give students a list of 10 statements (true and false statements) related to the content of the text. Ask them to decide whether each statement is true or false, according to the author. Ask students to cite the particular part of the text on which they base their answer. This can also be adapted to help students discriminate between fact and opinion. Encourage students to preface their statements with the phrase ‘according to the author.’

**Key issues.** After reading is a good time to encourage students to analyze and evaluate the author's argument on a theme or presentation of an issue in the social studies topic being studied. Students need time and guidance in order to evaluate an author's argument. This evaluation can spur additional reading and research as students will want to track down and read other sources/authors on the same topic.

**Making Meaning.** Becoming a critical reader and thinker involves acquiring a number of skills and strategies. What can teachers do to help students comprehend the literal meaning and also read as an expert historian? One way to begin is with a Scavenger Hunt. The questions below offer some examples to guide students through a scavenger hunt of their social studies texts:

1. How many chapters/sections are in your text?
2. How is the book organized?
3. What type of information is placed at the beginning of the book, and why is this important?
4. What types of strategies or skills might a reader need to successfully read the books/texts?
5. While textbook chapters contain special features, trade books may not have the same features. What special features can you find in the book collections? Why might these features be important to your understanding the contents of the book?
6. How will the questions above help you better read the texts? Why?

Doty, Cameron, and Barton’s (2003) research states that “teaching reading in social studies is not so much about teaching students basic reading skills as it is about teaching students how to use reading as a tool for thinking and learning.”

*Adapted from Reading Skills in the Social Studies*, [www.learningenrichment.org/reading.html](http://www.learningenrichment.org/reading.html)
DIVERSITY AND MULTIPLE PERSPECTIVES: AN ESSENTIAL COMPONENT

Educators who are passionate about teaching history realize the importance of including multiple perspectives. The National Council for Social Studies (NCSS) and the New York State Department of Education stress the importance of the inclusion of multiple perspectives when teaching history. Research also shows us that comparing, contrasting, analyzing, and evaluating multiple perspectives helps all students become critical thinkers engaged in the learning process (Banks, 2000; Banks & Banks, 2004).

With all the demands and time constraints associated with content teaching it is easy to neglect some aspects, but the inclusion of multiple perspectives during the planning of curriculum and instructional experiences in social studies is very important and must be a core component of good social studies teaching and learning.

Examining history through multiple perspectives will increase students' ability to analyze and think critically. Looking at events and problems from different angles or perspectives engages students deeply as it provides them with a skill that is essential in a democratic society as diverse and complex as our own.

Teachers can help students develop multiple perspectives cultural sensitivity by modeling critical thinking skills and by using culturally diverse materials. Exposing students to multiple sources of information will cultivate an understanding and appreciation of diverse perspectives. Students will be exposed to learning that will require them to develop insight and awareness of the many perspectives involved in history making and analysis, important critical thinking skills to deal with conflicting pieces of information, the ability to detect and analyze bias, and an awareness of stereotyping. They will also experience first hand how new information can shape previously held beliefs and conclusions.

Using quality trade books that reflect a variety of views and perspectives on the same topics or events can help students develop historical empathy (Kohlmeier, 2005). All citizens of a democratic society who can display historical empathy are able to recognize and consider multiple perspectives, can distinguish significant from insignificant information and can critically evaluate the validity and merit of various sources of information.

When teaching topics in social studies, instead of relying on one definition or accepted sequence of events, encourage students to explore a broad range of understandings by asking important questions such as:

From whose perspective is this account given?

Could there be other perspectives or interpretations? Why might this be so?

Whose voices are heard? Whose voices are omitted?

What evidence is provided? How can we judge the quality of the evidence?

How are specific groups or individuals portrayed in this account? Why might this be so?
Why are there different versions of events and what impact does this have on our ideas of “truth” and historical accuracy?

Our goal in social studies is primarily to nurture democratic thinking and civic engagement; we can achieve this goal if we provide our students with the authentic voices of many peoples and the opportunity to explore alternate ways of perceiving the world.

“Powerful social studies teaching helps students develop social understanding and civic efficacy…. Civic efficacy—the readiness and willingness to assume citizenship responsibilities—is rooted in social studies knowledge and skills, along with related values (such as concern for the common good) and attitudes (such as an orientation toward participation in civic affairs). The nation depends on a well-informed and civic-minded citizenry to sustain its democratic traditions, especially now as it adjusts to its own heterogeneous society and its shifting roles in an increasingly interdependent and changing world.” from NCSS.
INTERDISCIPLINARY MODELS: LITERACY AND SOCIAL STUDIES AS NATURAL PARTNERS

What is interdisciplinary curriculum?

An interdisciplinary curriculum can best be defined as the intentional application of methodology, practices, language, skills, and processes from more than one academic discipline. It is often planned around an exploration of an overarching theme, issue, topic, problem, question or concept. Interdisciplinary practices allow students to create connections between traditionally discrete disciplines or bodies of content knowledge/skills, thus enhancing their ability to interpret and apply previous learning to new, related learning experiences.

Planning for interdisciplinary units of study allows teachers to not only make important connections from one content or discipline to another, but also to acquire and apply understandings of concepts, strategies and skills that transcend specific curricula.

When teachers actively look for ways to integrate social studies and reading/writing content (when and where it makes the most sense), the pressure of not enough time in the school day to get all the content covered is reduced. Teachers should also think about hierarchy of content and make smart decisions as to what curricular content is worthy of immersion and knowing versus that which requires only exposure and familiarity (issues of breadth vs. depth).

With these thoughts in mind, teachers can begin to emphasize learning experiences that provide students with opportunities to make use of content and process skills useful in many disciplines.

“...activities designed around a unifying concept build on each other, rather than remaining as fragmented disciplines.... Creating a connection of ideas as well as of related skills provides opportunities for reinforcement. Additionally, sharp divisions among disciplines often create duplication of skills that is seldom generalized by our students. However... when concepts are developed over a period of time... young people are more likely to grasp the connections among ideas and to develop and understand broad generalizations.” (Social Studies at the Center. Integrating, Kids Content and Literacy, Lindquist & Selwyn 2000)

Clearly this type of curricular organization and planning has easier applications for elementary schools where one teacher has the responsibility for most content instruction. Understanding that structures for this kind of work are not the standard in most middle schools, content teachers can still work and plan together regularly to support student learning and success.

For schools immersed in reading and writing workshop structures, there are many units of study that allow for seamless integration with social studies content.
For more information and research around integrated or interdisciplinary planning and teaching, see the work of:

Heidi Hayes Jacobs  *Interdisciplinary Design & Implementation, and Mapping the Big Picture: Integrating Curriculum and Assessment*

Robin Fogarty  *How to Integrate Curricula: The Mindful School*

David B. Ackerman  *Intellectual & Practical Criteria for Successful Curriculum Integration*

Davis N. Perkins  *Knowledge by Design*

Grant Wiggins & Jay McTighe  *Understanding by Design*

Carol Ann Tomlinson and Jay McTighe  *Integrating Differentiated Instruction & Understanding by Design*

Harvey Daniels & Steven Zemelman  *Subjects Matter: Every Teacher’s Guide to Content Area Reading*

Stephanie Harvey  *Nonfiction Matters. Reading, Writing and Research in Grades 3-8*
PROJECT BASED LEARNING

Standards-focused project based learning is a systematic teaching method that engages students in learning knowledge and skills through an extended inquiry process structured around complex, authentic questions and carefully designed products and tasks.

- Project based learning makes content more meaningful, allowing students to dig more deeply into a topic and expand their interests.
- Effective project design engages students in complex, relevant problem solving. Students investigate, think, reflect, draft, and test hypotheses.
- Effective projects often involve cooperative learning. Developing strategies for learning and working with others to produce quality work is invaluable to students’ lives.
- The process of learning how to select a worthwhile topic, research and present their findings is as important as the content of the project.
- Project based learning allows for a variety of learning styles. It supports the theory of multiple intelligences as students can present the results of their inquiry through a variety of products.
- Project based learning promotes personal responsibility, making decisions and choices about learning.
- Students learn to think critically and analytically. It supports students in moving through the levels of Bloom’s taxonomy.
- Students are excited, engaged and enthusiastic about their learning.
- In-depth, meaningful research leads to higher retention of what is learned.
ENCOURAGING ACCOUNTABLE TALK IN CLASSROOM DISCUSSIONS

What is accountable talk?
Accountable talk is classroom conversation that has to do with what students are learning. We know that students love to talk, but we want to encourage students to talk about the ideas, concepts, and content that they encounter in school every day. Accountable talk can be whole class or small group in structure. A teacher may often get students started, but real accountable talk occurs with student ownership and minimal teacher input. The teacher may function as a facilitator initially, but as accountable talk becomes an integral part of the school day, students assume more responsibility for their own learning.

What does it look like?
Small groups of students are engaged in focused discussions around specific topics, questions, ideas or themes. Students are actively engaged and practicing good listening and speaking skills. Accountable talk is usually qualified by the use of appropriate rubrics.

What are rubrics?
Rubrics in accountable talk are scoring tools that list criteria for successful communication. Rubrics assist students with self-assessment and increase their responsibility for the task.

Sample Student Accountable Talk Rubrics
Have I actively participated in the discussion?
Have I listened attentively to all group members?
Did I elaborate and build on the ideas or comments of others?
Did I stay focused on the assigned topic?
Did I make connections to other learning?

Why is student discussion valuable?
Students’ enthusiasm, involvement, and willingness to participate affect the quality of class discussion as an opportunity for learning. While it is a challenge is to engage all students it is important to provide daily opportunities for students to interact and talk to each other about the topic being learned as it helps them develop insights into the content. An atmosphere of rich discussion and student to student conversation will help you create a classroom in which students feel comfortable, secure, willing to take risks, and ready to test and share important content ideas and concepts.

Studies prove that students who have frequent opportunities for discussion achieve greater learning than those who do not. In fact, research maintains that students retain 10% of what they read, 20 % of what they see, and 70% of what they discuss with others.

Shared speaking helps learners gain information and it encourages more knowledgeable learners to be more sophisticated and articulate in sharing their knowledge. They then are careful about the words they use and the way they are presenting their ideas to their peers because they really want to be understood. When students listen to others and match it with the ideas that they are formulating, it can shed new light on their thinking. This type of speaking and active discussion may show the students a new way to connect to their learning.
Sometimes students can overlook important ideas, but with discussion (reciprocal) students have the opportunity to compare, analyze, synthesize, debate, investigate, clarify, question and engage in many types of high level and critical thinking.
ASSESSING STUDENT UNDERSTANDING

Assessment of student understanding is an ongoing process that begins with teachers establishing the goals and outcomes of a unit of study, and aligning assessment tools with those goals and outcomes. What teachers assess sends a strong message to their students about what content and skills are important for them to understand. Assessments evaluate student mastery of knowledge, cognitive processes, and skills, and provide a focus for daily instruction. Assessment is an integral part of the learning cycle, rather than the end of the process. It is a natural part of the curricular process, creates the framework for instruction, and establishes clear expectations for student learning.

The New York State Education Department ELA assessments are administered in January in 3rd, 4th and 5th grades. These exams measure the progress students are making in achieving the learning standards. New York City also conducts periodic assessments throughout the year in grades three and up, which can be analyzed by teachers for individual student and class needs. Teachers should consult the school’s inquiry team recommendations as well as use information from other school assessments to strategically plan instruction in areas where students need assistance to reach mastery.

The International Reading Association has adopted 11 standards for assessment:
1. The interests of the student are paramount.
2. The primary purpose of assessment is to improve teaching and learning.
3. Assessment must reflect and allow for critical inquiry into curriculum and instruction.
4. Assessments must recognize and reflect the intellectually and socially complex nature of reading and writing.
5. Assessment must be fair and equitable.
6. The consequences of an assessment procedure are the first and most important consideration in establishing the validity of the assessment.
7. The teacher is the most important agent of assessment.
8. The assessment process should involve multiple perspectives and sources of data.
9. Assessment must be based in the school community.
10. All members of the educational community...must have a voice in the development, interpretation, and reporting of assessment.
11. Parents must be involved as active, essential participants in the assessment process.

Effective assessment plans incorporate every goal or outcome of the unit. Content knowledge and skills need to be broken down – unpacked-- and laid out in a series of specific statements of what students need to understand and be able to do. The teaching of content and skills is reflected in the daily lesson plans. Assessment should not be viewed as separate from instruction. Student evaluation is most authentic when it is based upon the ideas, processes, products, and behaviors exhibited during regular instruction. Students should have a clear understanding of what is ahead, what is expected, and how evaluation will occur. Expected outcomes of instruction should be specified and criteria for evaluating degrees of success clearly outlined.

When developing an assessment plan, a balance and range of tools is essential. Teachers should include assessments that are process- as well as product-oriented. Multiple performance indicators provide students with different strengths equal opportunity to demonstrate their understanding. Multiple indicators also allow teachers to assess whether their instructional program is meeting the needs of the students, and to make adjustments as necessary.
An effective assessment plan includes both *formative* assessments – assessments that allow teachers to give feedback as the project progresses – and *summative* assessments – assessments that provide students with a culminating evaluation of their understanding. Teachers should also plan assessments that provide opportunities for students to explore content in depth, to demonstrate higher order thinking skills, and relate their understanding to their experiences. Additionally, evidence of student thinking allows teachers to assess both skills and affective outcomes on an on-going basis. Examples of student products and the variety of assessments possible follow.

<table>
<thead>
<tr>
<th>Sample of student projects</th>
<th>Sample assessment tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• exit projects</td>
<td>• higher level analytical thinking activities</td>
</tr>
<tr>
<td>• student-made maps and models</td>
<td>• portfolios of student work</td>
</tr>
<tr>
<td>• student-made artifacts</td>
<td>• student criteria setting and self-evaluation</td>
</tr>
<tr>
<td>• mock debates</td>
<td>• teacher observations</td>
</tr>
<tr>
<td>• class museums and exhibitions</td>
<td>• conferences with individuals or groups</td>
</tr>
<tr>
<td>• student peer evaluation</td>
<td>• group discussions</td>
</tr>
<tr>
<td>• student-made books</td>
<td>• anecdotal records</td>
</tr>
<tr>
<td>• I-movies; photo-essays</td>
<td>• teacher-made tests</td>
</tr>
<tr>
<td>• graphic timelines</td>
<td>• student presentations</td>
</tr>
<tr>
<td>• creating songs and plays</td>
<td>• role play and simulations</td>
</tr>
<tr>
<td>• writing historical fiction and/or diary entries</td>
<td>• completed “trips sheets”</td>
</tr>
<tr>
<td>• creating maps and dioramas</td>
<td>• rubrics for student exhibitions</td>
</tr>
<tr>
<td>• student-created walking tours</td>
<td>• rubrics and checklists</td>
</tr>
<tr>
<td>• tables, charts and/or diagrams that represent data</td>
<td>• reflective journal entries</td>
</tr>
<tr>
<td>• student-made PowerPoints, webquests</td>
<td>• student writing (narrative procedures, etc.)</td>
</tr>
<tr>
<td>• monologues</td>
<td>• video and/or audio tapes of student work</td>
</tr>
<tr>
<td></td>
<td>• student work</td>
</tr>
</tbody>
</table>
### MULTIPLE INTELLIGENCES

Students learn and respond to information in many different ways. Teachers should consider the strengths and learning styles of their students and try to provide all students with a variety of opportunities to demonstrate their learning.

<table>
<thead>
<tr>
<th>Intelligence</th>
<th>Learning preferences</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Verbal-Linguistic</strong></td>
<td>Students who demonstrate a mastery of language and strength in the language arts –</td>
</tr>
<tr>
<td>“word smart”</td>
<td>speaking, writing, reading, listening.</td>
</tr>
<tr>
<td><strong>Logical- Mathematical</strong></td>
<td>Students who display an aptitude for numbers, detecting patterns, thinking logically,</td>
</tr>
<tr>
<td>“number-smart”</td>
<td>reasoning, and problem-solving.</td>
</tr>
<tr>
<td><strong>Body-Kinesthetic</strong></td>
<td>Students who use the body to express their ideas and feelings, and learn best through</td>
</tr>
<tr>
<td>“body-smart”</td>
<td>physical activity – games, movement, hands-on tasks, dancing, building.</td>
</tr>
<tr>
<td><strong>Visual-Spatial</strong></td>
<td>Students who learn best visually by organizing things spatially, creating and</td>
</tr>
<tr>
<td>“picture-smart”</td>
<td>manipulating mental images to solve problems.</td>
</tr>
<tr>
<td><strong>Naturalistic</strong></td>
<td>Students who love the outdoors, animals, plants, field trips, and natures in general</td>
</tr>
<tr>
<td>“nature smart”</td>
<td>and have the ability to identify and classify patterns in nature.</td>
</tr>
<tr>
<td><strong>Musical-Rhythmic</strong></td>
<td>Students who are sensitive to rhythm, pitch, melody, and tone of music and learn</td>
</tr>
<tr>
<td>“music-smart”</td>
<td>through songs, patterns, rhythms, instruments and musical expression.</td>
</tr>
<tr>
<td><strong>Interpersonal</strong></td>
<td>Students who are sensitive to other people, noticeably people oriented and outgoing,</td>
</tr>
<tr>
<td>“people-smart”</td>
<td>learn cooperatively in groups or with a partner.</td>
</tr>
<tr>
<td><strong>Intrapersonal</strong></td>
<td>Students who are especially in touch with their own desires, feelings, moods,</td>
</tr>
<tr>
<td>“self-smart”</td>
<td>motivations, values, and ideas and learn best by reflection or by themselves.</td>
</tr>
</tbody>
</table>

The contents of this section are based on the Multiple Intelligences work of Howard Gardner.
BLOOM'S TAXONOMY

The language of Bloom’s Taxonomy was revised by his student Lorin Anderson in 2001. Anderson updated the taxonomy by using verbs to describe cognitive processes and created a framework for levels of knowledge as well. The cognitive processes are presented in a continuum of cognitive complexity (from simplest to most complex). The knowledge dimensions (factual, conceptual, procedural, and metacognitive) are structured according to a continuum that moves from the concrete to the abstract. The taxonomy can help teachers understand how learning objectives that are identified for students relate to the associated cognitive processes and levels of knowledge. Using the taxonomy will also highlight the levels at which teachers spend the greatest amount of teaching time and where they might consider increasing or decreasing emphasis.

<table>
<thead>
<tr>
<th>THE KNOWLEDGE DIMENSION</th>
<th>THE COGNITIVE PROCESS DIMENSION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A. Factual Knowledge</strong></td>
<td><strong>1. REMEMBER</strong></td>
</tr>
<tr>
<td><strong>B. Conceptual Knowledge</strong></td>
<td><strong>2. UNDERSTAND</strong></td>
</tr>
<tr>
<td><strong>C. Procedural Knowledge</strong></td>
<td><strong>3. APPLY</strong></td>
</tr>
<tr>
<td><strong>D. Metacognitive Knowledge</strong></td>
<td><strong>4. ANALYZE</strong></td>
</tr>
<tr>
<td>Retrieve relevant knowledge from long-term memory</td>
<td>Carry out or use a procedure in a given situation</td>
</tr>
<tr>
<td>• Recognize (identify)</td>
<td>• Break material into its constituent parts and determine how the parts relate to one another and to an overall structure or purpose</td>
</tr>
<tr>
<td>• Recall (retrieve)</td>
<td>• Differentiate (discriminate, distinguish, focus, select)</td>
</tr>
<tr>
<td>Construct meaning from instructional messages, including oral, written, and graphic information</td>
<td>• Organize (find coherence, integrate, outline, parse, structure)</td>
</tr>
<tr>
<td>• Interpret (clarify, paraphrase, represent, translate)</td>
<td>• Attribute (deconstruct)</td>
</tr>
<tr>
<td>• Exemplify (illustrate, give examples)</td>
<td>• Make judgments based on criteria and standards</td>
</tr>
<tr>
<td>• Classify (categorize, subsume)</td>
<td>• Check (coordinate, detect, monitor, test)</td>
</tr>
<tr>
<td>• Summarize (abstract, generalize)</td>
<td>• Critique (judge)</td>
</tr>
<tr>
<td>• Infer (conclude, extrapolate, interpolate, predict)</td>
<td>• Generate (hypothesize)</td>
</tr>
<tr>
<td>• Compare (contrast, map, match)</td>
<td>• Plan (design)</td>
</tr>
<tr>
<td>• Explain (construct models)</td>
<td>• Produce (construct)</td>
</tr>
</tbody>
</table>

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MAXIMIZING FIELD TRIP POTENTIAL

Field trips are a great way to bring excitement and adventure to learning. As a direct extension of classroom instruction, they are an important component of standards based instruction. Field trip experiences provide structured flexibility for students to deeply explore areas of interest in their own way, discovering information that can be shared with others. A focused, well-planned trip can introduce new skills and concepts to students, and reinforce ongoing lessons. Museums and community resources offer exposure to hands-on experiences, real artifacts, and original sources. Students can apply what they are learning in the classroom, making material less abstract.

The key to planning a successful field trip is to make connections between the trip and your curriculum, learning goals and other projects. Field trips are fun, but they should reinforce educational goals. Discuss the purpose of the field trip and how it relates to the unit of study. Trips need to be integrated into the big picture so that their lessons aren't lost.

Begin by identifying the rationale, objectives and plan of evaluation for the trip.

- Be sure to become familiar with the location before the trip. Explore the exhibition(s) you plan to visit to get ideas for pre-field trip activities.
- Orient your students to the setting and clarify learning objectives. Reading books related to the topic or place, as well as exploring the website of the location are some of the ways you can introduce the trip to your class.
- Plan pre-visit activities aligned with curriculum goals
- Discuss with students how to ask good questions and brainstorm a list of open-ended observation questions to gather information during the visit.
- Consider using the trip as the basis for an inquiry-based project. The projects can be undertaken as a full group or in teams or pairs.
- Plan activities that support the curriculum and also take advantage of the uniqueness of the setting.
- Allow students time to explore and discover during the visit
- Plan post-visit classroom activities that reinforce the experience.

Well-designed field trips result in higher student academic performance, provide experiences that support a variety of learning styles and intelligences, and allow teachers to learn alongside their students as they closely observe their learning strengths. Avoid the practice of using the field trip as a reward students must earn. Field trips are an essential part of an important planned learning experience.
**USING A TRIP BOARD**

Many teachers utilize trip boards to help their students focus while on a class trip. Trip boards are teacher-created activity sheets that are stapled to a stiff piece of cardboard or clipped to a clipboard, and that children take along and fill out on the trip. The trip board helps direct the children to pay attention to certain features of the trip, whether cases in a museum exhibit, artifacts, or outdoor sights. When constructing the trip board, consider some open-ended questions for the students to answer as well as some that are more directed, such as, “In the case marked A1, look for objects that relate to our trip theme. List what you find and include at least two questions that you have.” Other ideas for trip boards include:

- How are these two objects different from one another?
- How do these objects relate to each other?
- Write a paragraph about this artifact under your sketch.
- Pretend you are a character in this exhibit. Describe as much as you can about your life.
- What does this artifact tell about the owner’s life?

Also try to include one or more opportunities for sketching by the students. Some teachers include a top sheet that has a checklist to work on while traveling by bus or subway, such as how many taxis you see, or how many passengers are reading on the train.
<table>
<thead>
<tr>
<th>Grade</th>
<th>Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>School and School Community</td>
</tr>
<tr>
<td>First</td>
<td>Families are Important</td>
</tr>
<tr>
<td>Second</td>
<td>Our Community's Geography</td>
</tr>
<tr>
<td>Third</td>
<td>Introduction to World Geography and World Communities</td>
</tr>
<tr>
<td>Fourth</td>
<td>Native Americans: First Inhabitants of NYS</td>
</tr>
<tr>
<td>Fifth</td>
<td>Geography and Early Peoples of the Western Hemisphere</td>
</tr>
<tr>
<td>Sixth</td>
<td>Geography and Early Peoples of the Eastern Hemisphere</td>
</tr>
<tr>
<td>Seventh</td>
<td>Early Encounters: Native Americans and Explorers</td>
</tr>
<tr>
<td>Eighth</td>
<td>An Industrial Society</td>
</tr>
<tr>
<td>Ninth</td>
<td>Ancient World-Civilizations &amp; Religions</td>
</tr>
<tr>
<td>Tenth</td>
<td>An Age of Revolution (1750-1914)</td>
</tr>
<tr>
<td>Eleventh</td>
<td>Forming a Union</td>
</tr>
<tr>
<td>Twelfth</td>
<td>Economics and Economic Decision Making</td>
</tr>
</tbody>
</table>
# LEARNING AND PERFORMANCE STANDARDS

<table>
<thead>
<tr>
<th>NYS Social Studies Learning Standards</th>
<th>NYC Performance Standards in ELA</th>
<th>Sample List of Strategies That Social Studies and ELA Have In Common</th>
</tr>
</thead>
</table>
| • History of the United States and New York 1.2a, 1.3b, 1.4b, 1.4c | • E1- Reading  
• E2-Writing  
• E3-Speaking, Listening and Viewing  
• E4- Conventions, Grammar and Usage of the English Language  
• E5- Literature  
• E6- Public Documents  
• E7- Functional Documents | What specific Social Studies strategies will this unit focus on?  
• Analyzing and creating maps, charts, diagrams, graphic organizers  
• Reading for information  
• Listening for information  
• Presenting information clearly in a variety of forms- oral, written and project based  
• Gather and interpret information from reference books, magazines, websites, oral interviews, maps, charts, graphs, photographs, songs, diagrams, etc.  
• Select and use information/resources appropriate to each task/activity |
| • Geography 3.1a, 3.1b, 3.1c, 3.1d, 3.13, 3.2a, 3.2b, 3.2c | | |
| • Civics, Citizenship and Government 5.2f, 5.4a | | |

What specific Social Studies content will this unit focus on?

Use research through fiction/nonfiction texts, interviews, fieldtrips and websites to produce a variety of pieces such as brochures, letters, short stories, poems/songs, and create related projects.

What specific literacy skills will this unit focus on?

• Reading and comprehending fiction, nonfiction, and historical fiction.
• Writing brochures, letters, short stories, poems/songs, postcards
• Demonstrate note taking skills
Unit Overview

Unit of Study: Our Community’s Geography
An Interdisciplinary Unit of Study

Time Frame: Approximately four weeks (September)

The geography of New York City is the core of this interdisciplinary unit of study. Social Studies, Reading, and Writing are taught daily using fiction and nonfiction content. Math, Science, Music, Theater, Dance and Visual Arts are also represented in this integrated unit.

The unit begins with immersion in the tools and terminology that are used in the study of Geography. There is an introduction to and daily review of geographical vocabulary. Read alouds, discussions, research, as well as individual and small group projects are integral parts of this unit of study.

The unit’s development stems from the essential question “How does geography influence where people choose to live and why?” An essential question is defined as a question that is multifaceted and open to discussion and interpretation.

Following the essential question are a series of focus questions or guiding questions. These focus questions are content specific and become the foundation for lesson development.

The interdisciplinary planning matrix charts the content, process, attitudes and attributes for each discipline. It also includes: content, process, skills, initial activities, extension activities, culminating activities and resources linked to each of the four focus questions.

The weekly focus question templates include: teaching points, lesson plans, activities, recommended field trips, relevant websites, bibliographies, and other resources connected to that particular focus question.

The daily lessons will immerse students in the reading and writing of fiction and nonfiction content related to the geography of New York City. Students’ responsive activities will include: persuasive letters, poetry, postcards, creation of maps, charts, diagrams, projects, and the completion of graphic organizers. Note taking, discussions and oral presentations will also be an integral part of the unit. Students will study and interpret photographs, art work, songs, plays and poetry related to the unit’s topic also extension activities are provided. Art activities including posters, dioramas, sculptures and sketches will also be incorporated.

Group work is strongly suggested as a way to create ownership and build independent and interdependent skills. Groups should be fluid and flexible throughout the unit. Students may have strong preferences for certain activities over others. Please refer to Bloom’s Taxonomy and the Multiple Intelligence Checklist for ideas.
Home Connections for parent engagement are referenced in the daily planning.

Field trips are an important part of this unit. They serve as an extension of the classroom learning experience and support students’ awareness of the physical city and its resources for families. Field trips, such as neighborhood walks, also present opportunities for physical well-being.

The use of technology supports students’ learning throughout the unit. Websites and links are provided as resources, also included are various virtual tours.

You are encouraged to utilize any or all of the enclosed materials and resources. Please feel free to include your own ideas, resources, knowledge, and activities in order to meet the needs and interests of your students.

It is recommended that bins of information be set up by the teacher prior to beginning this unit of study. These immersion bins can include classroom books about New York State, New York City, maps, geography, habitats, and other appropriate materials.

Introduce the final project at the beginning of the unit of study so that students have a frame of reference during their explorations. Students can begin accumulating supplies for the final project at this time.
Overview of New York State

Geography:
The Geography of New York State differs significantly across the state. New York State is commonly associated with the urban atmosphere (i.e. Manhattan’s skyscrapers) of New York City. However, New York State encompasses many lakes, mountains, rivers, forests, and farms. In fact, there are approximately 4000 lakes and ponds in New York State.

Facts:
Counties: 62
Largest City: New York City
Largest Lake: Oneida (79.8 sq. miles)
State Capital: Albany
Longest River: Hudson (315 miles)
State Capitol (above)
State motto: Excelsior, which means “Ever Upward”
State nickname: Empire
Tallest Building: Empire State Building (102 Stories)

State Fruit: Apple
State Tree: Sugar Maple
State Flower: Rose

State Bird: Bluebird
State Animal: Beaver
State Insect: Ladybug
State Freshwater Fish: Brook Trout
State Fossil: Eurypterus
State Gem: Garnet
State Muffin: Apple

State Shell: Bay Scallop

State Bush: Lilac

State Reptile: Snapping Turtle

State Marine or Saltwater Fish: Striped Bass

Symbols:
- The banner shows the State motto-Excelsior-which means “Ever Upward.”
- The figure of Justice is blindfolded and carries a sword in one hand and scales in the other. These symbols represent fairness.
Bronx Borough Overview

Coordinates: 40°50′14″N 73°53′10″W
County: Bronx
Borough created: 1898 (County in 1914)
Borough President (as of July 2007): Adolfo Carrión Jr.
Area: Total 57.43 sq mi (148.7 km²)
Land: 42.03 sq mi (108.9 km²)
Water: 15.40 sq mi (39.9 km²)
Highest Elevation: 280 ft (85 m)
Population (April 1, 2000 U.S. Census): 1,332,650
Time Zone: Eastern Standard Time (North America)
Zip Code: 104 + two digits
Website: www.ilovethebronx.com—Official website of the Bronx Borough President

The Bronx is the northernmost of New York City's five boroughs and the newest of New York State's 62 counties. It is located northeast of Manhattan and south of Westchester County. The Bronx is the only borough situated primarily on the North American mainland (while the other four are on islands). The Bronx became a borough of consolidated New York in 1898.

About a quarter of the Bronx's land is open space including Woodlawn Cemetery, Van Cortlandt Park, Pelham Bay Park, The New York Botanical Gardens and the Bronx Zoo are on land deliberately preserved in the late 19th century as urban development progressed north from Manhattan with roads, bridges and railroads.

After 1643, Dutch and English settlers gradually displaced the original Lenape (Delaware) American Indians.

The borough was named after Jonas Bronck, a Dutch sea-captain. Dutch and English settlers referred to the many acres he owned as Bronck's Land, or "the Bronx".

The Hudson River separates the Bronx from the state of New Jersey; the Harlem River separates it from the island of Manhattan; the East River separates it from Queens, and the Long Island Sound separates it from Long Island. The Bronx River flows south from Westchester County through the borough, emptying into the East River. It is the largest freshwater river in New York City. A smaller river, the Hutchinson River, passes through the east Bronx and empties into Eastchester Bay.

The Bronx also includes several small islands in the East River and Long Island Sound.

Pelham Bay Park is the largest park in New York City with over 1000 acres. Van Cortland Park is the fourth largest park in New York City.

Several major expressways and highways traverse the Bronx. These include:

Bronx River Parkway
Bruckner Expressway (I-278/I-95)
Cross-Bronx Expressway (I-95/I-295)
New England Thruway (I-95)
Henry Hudson Parkway (NY-9A)
Hutchinson River Parkway
Major Deegan Expressway (New York Thruway)

Many bridges and tunnels connect the Bronx to Manhattan and Queens: 
*To Manhattan or Queens*: the Triborough Bridge (Renamed the Robert F. Kennedy Memorial Bridge in 2008).

*To Queens*: the Bronx Whitestone Bridge and the Throgs Neck Bridge

The Bronx is served by six lines of the New York City Subway and two Metro-North Railroad commuter rail lines (the Harlem Line and the Hudson Line).

Major points of interest include:
- The Bronx Museum of the Arts
- Hall of Fame for Great Americans
- Yankee Stadium
- Bronx Zoo
- New York Botanical Garden
- Wave Hill
- Lehman College Art Gallery
- Maritime Industry Museum at Historic Fort Schuyler

The Bronx borough flag was adopted in 1912. It is described as the Dutch colonial flag with orange, white, and blue horizontal stripes, with the addition of the Bronck family arms encircled by a laurel wreath denoting honor and fame. The shield shows the face of the sun with rays displayed rising from the sea, signifying peace, liberty, and commerce. The crest is an eagle with its wings widespread. The motto is "Yield not to evil."

The official flower is the day lily.
Brooklyn Borough Overview

Coordinates: 40°37′29″N 73°57′8″W
County: Kings
Settled: 1634
Established as a borough: 1898
Borough president: Marty Markowitz
Area: 96.90 sq mi
Land: 70.61 sq mi
Water: 26.29 sq mi
Population (April 2000 census): 2,465,326
Website: www.brooklyn-usa.org

Brooklyn (named after the Dutch town Breukelen) is one of the five boroughs of New York City. Located on westernmost point of Long Island, Brooklyn is New York City's most populous borough. Brooklyn shares its only land boundary with Queens. Brooklyn's waterfront faces different bodies of water including the East River, Upper New York Bay and the Narrows. Brooklyn's southern coast includes a barrier island which includes Coney Island, Brighton Beach, Manhattan Beach and Sheepshead Bay. The southeastern coast lies on island-dotted Jamaica Bay. The highest point in Brooklyn is the area around Prospect Park and Green-Wood Cemetery, rising approximately 200 feet above sea level.

Brooklyn is served by 18 New York City Subway lines, while the public bus network covers the entire borough. There are three commuter rail stations in Brooklyn with the Atlantic Terminal serving the Long Island Rail Road and 10 connecting subway lines. The expressways and parkways of Brooklyn include: the Brooklyn-Queens Expressway, the Gowanus Expressway, the Prospect Expressway, the Belt Parkway, and the Jackie Robinson Parkway.

Brooklyn is connected to Manhattan by three bridges: the Brooklyn Bridge, the Manhattan Bridge, and the Williamsburg Bridge. The Brooklyn-Battery Tunnel connects the borough to lower Manhattan. The Verrazano-Narrows Bridge links Brooklyn with Staten Island.

Brooklyn shares several water crossings with Queens, one of which is the Kosciuszko Bridge. The Marine Parkway Bridge connects Brooklyn to the Rockaway Peninsula.

Major points of interest in Brooklyn include:
- Brooklyn Museum
- Brooklyn Academy of Music
- Brooklyn Bridge
- Brooklyn Children’s Museum
- Brooklyn Botanic Garden
- Coney Island
- Green-Wood Cemetery
- Keyspan Park (home of the Cyclones, a minor league team)
• New York Aquarium
• New York Transit Museum
• Prospect Park
• Weeksville Homestead
• Wyckoff Farmhouse Museum

The official flag of the borough of Brooklyn is described as having a white background in the center of which is the design of the seal. Within the seal is a figure of the goddess of justice in gold holding Roman fasces in her left hand set on a background of light blue. Around her figure on a background of dark blue appear the words "Een Draght Mackt Maght" the old Dutch motto for "In unity there is strength." The outside and inside trim of the seal is gold.

The official flower is forsythia.
Manhattan Borough Overview

Coordinates: 40°43′42″N 73°59′39″W

County: New York
Settled: 1624
Established as a borough: 1898
Borough president (as of July 2008): Scott Stringer
Area: 33.77 sq mi
Land: 22.96 sq mi
Water: 10.81 sq mi
Population: 1,620,867
Website: www.nyc.gov

Manhattan is an island borough within New York City. The borough consists of Manhattan Island, Roosevelt Island, Randalls Island, almost one-tenth of Ellis Island, the above-water portion of Liberty Island, several much smaller islands, and a small section on the mainland of New York State adjacent to the Bronx.

The borough of Manhattan is the commercial, cultural, and financial center of New York City and the New York metropolitan region. It is also the center of city government.

The name Manhattan derives from the word Manna-hata, as written in the 1609 logbook of an officer on Henry Hudson's yacht Halve Maen (Half Moon). The word "Manhattan" has been translated as "island of many hills" from the Lenape language.

Manhattan Island is bounded by the Hudson River and the East River. The Harlem River divides Manhattan from The Bronx and the mainland United States. Manhattan Island is 22.7 square miles in area, 13.4 miles long and 2.3 miles wide, at its widest (near 14th Street). Manhattan's land has been considerably altered by human intervention since Dutch colonial times. Early in the 1800's, Lower Manhattan was expanded along the Hudson shoreline using landfill. When building the World Trade Center, the fill material was used to expand the Manhattan shoreline across West Street, creating Battery Park City.

Manhattan is connected by the George Washington Bridge, Holland Tunnel and Lincoln Tunnel to New Jersey, and to three New York City boroughs—the Bronx, Brooklyn and Queens. Its only direct connection with the borough of Staten Island is the Staten Island Ferry across New York Harbor, which is free of charge.

Major points of interest include:
- Metropolitan Museum of Art
- Museum of Modern Art (MOMA)
- Whitney Museum of American Art
• Guggenheim
• Lincoln Center
• Carnegie Hall
• Broadway Theater District
• Wall Street Financial District
• Central Park
• Rockefeller Center
• Empire State Building
• Skyscrapers

The New York City Subway, the largest subway system in the world by track mileage and the largest by number of stations, is the primary means of travel within the city, connecting to every borough except Staten Island. A second subway, the Port Authority Trans-Hudson (PATH) system, connects Manhattan to northern New Jersey. Commuter rail services operating to and from Manhattan are the Long Island Rail Road (which connects Manhattan and other New York City boroughs to Long Island), the Metro-North Railroad (which connects Manhattan to Westchester County and Southwestern Connecticut) and New Jersey Transit trains to various points in New Jersey. There is an extensive MTA New York City bus network. There are three heliports located in Manhattan.

There are four tunnels: the Holland, Lincoln, Brooklyn Battery, and Queens Midtown. Four major north/south highways skirt Manhattan: FDR Drive, West Side Highway, Hudson River Drive and Harlem River Drive. Yellow taxis are abundant.

The borough of Manhattan flag combines the colors orange, white and blue arranged in perpendicular bars of equal dimensions (the blue being nearest to the flagstaff) with the standard design of the seal of the city in blue upon the middle, or white bar, bearing the number 1625. The colors are the same as those of the flag of the United Netherlands in use in the year 1625, which is also the year of establishment of New Amsterdam according to some historical sources.
QUEENS BOROUGH OVERVIEW

Coordinates 40° 42’ 15.0” N 73° 55’ 4.0” W

County: Queens
Settled: 1683
Established as Borough: 1898
Borough President: Helen Marshall
Area: 178.28 sq. mi.
Land: 109.24 sq. mi.
Water: 69.04 sq. mi.
Population (as of 2000 Census): 2,229,379
Unofficial Symbol: Unisphere
Website: www.queensbp.org

Queens is the largest in area and the second most populous of the five boroughs of New York City. Queens is located on the western portion of Long Island and includes a few smaller islands, most of which are in Jamaica Bay and form part of Gateway National Recreation Area. The Rockaway Peninsula sits between Jamaica Bay and the Atlantic Ocean.

Queens was established in 1683 as one of the original 12 counties of New York and was supposedly named for the then-queen consort, Catherine of Braganza, the wife of Charles II. From 1905 to 1908 the Long Island Railroad (LIRR) in Queens was electrified. Transportation to and from Manhattan, previously by ferry or via bridges in Brooklyn, opened up when the Queensboro Bridge was finished in 1909, with railway tunnels under the East River in 1910. From 1915 on, much of Queens was connected to the New York City subway system. With the construction of the elevated IRT subway lines between Queens and Manhattan, and the increasing use of the automobile, the population of Queens more than doubled in the 1920s.

Two of New York City’s major airports, John F. Kennedy and LaGuardia are located in Queens. Twelve New York City Subway routes traverse Queens, serving 81 stations on seven main lines. About 100 local bus routes move people around within Queens. A commuter train system, the Long Island Rail Road, operates in Queens with service to Manhattan, Brooklyn, and Long Island. Queens has three major highways: the Long Island Expressway (Interstate 495), the Grand Central Parkway, and the Belt Parkway. There are also several major north-south highways in Queens, including the Brooklyn-Queens Expressway (Interstate 278), the Van Wyck Expressway (Interstate 678), the Clearview Expressway (Interstate 295), and the Cross Island Parkway.
Queens is connected to the Bronx by the Bronx Whitestone Bridge, the Throgs Neck Bridge, the Triborough Bridge and the Hell Gate Bridge. Queens is connected to Manhattan by the Triborough Bridge, the Queensboro Bridge, and the Queens Midtown Tunnel. Queens is connected to Brooklyn by the Kosciuszko Bridge, and the Pulaski Bridge. The Cross Bay Veterans Memorial Bridge connects the Rockaway Peninsula to the rest of Queens. One year-round scheduled ferry service connects Queens and Manhattan.

**Major points of interest include:**

- Shea Stadium: home of the New York Mets
- USTA Billie Jean King National Tennis Center
- Kaufman Astoria Studios
- Silvercup Studios
- Flushing Meadows
- Corona Park
- Citigroup Building (formerly Citicorp Building) (tallest skyscraper in NYC outside Manhattan)
- Sculpture Center
- American Museum of the Moving Image
- Jamaica Performing Arts Center
- New York Hall of Science
- Noguchi Museum
- Queens Botanical Garden
- Queens Museum of Art
- Flushing Town Hall

The tallest tree in the New York metropolitan area, called the Queens Giant, is also the oldest living thing in the New York metro area. It is located in northeastern Queens, and is 450 years old and 132 feet (40 m) tall (as of 2005).

The flag of the Borough of Queens dates from 1913 and uses the colors of the arms of the first Dutch governor.

The design of the seal of the borough of Queens uses the white and blue stripes in the Queens County Flag. There are two flowers, the tulip, which represents the Dutch and the rose which symbolizes the English. They are surrounded by a circle of wampum (symbolizing the Native Americans), which is taken from the Indian name for Long Island, "Seawanhaka," or "island of sea shells." The Queen's Crown signifies the name of the County and Borough in honor of Queen Catherine of Braganza, wife of Charles II, King of England. The date indicates the year in which Queens County became a part of the City of New York on January 1, 1898.
Borough of Staten Island Overview

Coordinates: 40°34'34.61"N 74°8'41.42"W

County: Richmond
Settled: 1661
Established as borough: 1898
Borough President (as of July 2008): James Molinaro
Area: 102.50 sq mi Land: 58.48 sq mi
Water: 44.02 sq mi
Population (April 2000 census): 477,377
Website: www.statenislandusa.com

Staten Island is a borough of New York City situated primarily on the island of the same name. It is separated from New Jersey by the Arthur Kill and the Kill Van Kull, and from the rest of New York by New York Bay. Staten Island is the least populated of the five boroughs, but is the third largest in area at 59 sq mi.

Until 1975, the borough was officially named the Borough of Richmond. The borough is accessible to Brooklyn via the Verrazano-Narrows Bridge, and to New Jersey via the Goethals Bridge, Outerbridge Crossing, and Bayonne Bridge. Staten Island has MTA bus service and an MTA rapid transit line, the Staten Island Railway. Staten Island is the only borough not serviced by the New York City Subway. Express bus service is provided by NYC Transit throughout Staten Island and to lower and midtown Manhattan. The free Staten Island Ferry connects the borough to Manhattan and is a popular tourist attraction, providing views of the Statue of Liberty, Ellis Island and lower Manhattan.

Except for the areas along the harbor, the borough remained relatively undeveloped until the building of the Verrazano Narrows Bridge in 1964. This opened up the island by giving it direct road access to Brooklyn. The Verrazano, along with the other three major Staten Island bridges, created a new way for commuters and tourists to travel from New Jersey to Brooklyn, Manhattan, and areas further east on Long Island.

In addition to the main island, the borough and county also include several small uninhabited islands, including a bird sanctuary.

The highest point on the island, the summit of Todt Hill, elevation 410 ft, is the highest point in the five boroughs.

In the late 1960s, the island was the site of important battles of open-space preservation, resulting in the largest area of parkland in New York City and an extensive Greenbelt that laces the island with woodland trails.

Staten Island is the only borough in New York City that does not share a land border with another borough.

Major points of interest include:
- Snug Harbor Cultural Center
• The Alice Austen House Museum  
• Staten Island Children’s Museum  
• The Staten Island Museum  
• Historic Richmond Town  
• Staten Island Zoo  
• Richmond County Ball Park (home of the Cyclones, a minor league team)

The flag of the borough of Staten Island is on a white background. Within the seal is the color blue to symbolize the skyline of the borough, in which two seagulls appear colored in black and white. The green outline represents the countryside of the borough with white outline denoting the residential areas of Staten Island. Staten Island is inscribed in gold. Below this are five wavy lines of blue that symbolize the water that surrounds the island borough on all sides. Gold fringe outlines the flag.
Field Test Edition

Math
Graphing NYC bridges, waterways, population of boroughs
Creating maps on grid paper
Scales on maps

Language Arts
Non-fiction read alouds
Content picture books NYC
Write essays, short stories
Persuasive Letters
Interviews
Trip Field Journals
Poetry

Diversity/Democracy/Civics
Governance of boroughs
Cultural diversity of neighborhoods

Science/Technology
How bridges work
How tunnels work
Waterways
Sink and float
Landforms
Wildlife
How NYC recycles
Virtual tours NYC
Websites: research

Dance/Music/Drama & Visual Arts
Songs of/about NYC
Plays about NYC
Sketchbooks of trips
Borough collages
Create brochures
Posters
Dioramas

Unit Topic
Our Community’s Geography
- Geographical Features
- Settlement of areas
- Waterways
- Landforms
- Mapping
- Wildlife (Plants and animals)

Physical Education/Health
Walking tours NYC
Explore dance and other cultural groups in NYC

Field Trips/Culminating Activities
Staten Island Ferry
Walk Brooklyn Bridge
Queens Museum (Panorama)
Transit Museum
Grand Central Station
Urban Park Rangers (explore parks)
Create 2-D or 3-D city
Create picture books or research books on the city

Department of Gifted/Talented & Enrichment
Essential Question

How does geography influence where people choose to live and why?

Focus Questions

- What tools and terminology do you use when studying geography?
- Where do we live in relation to continent, country, and state?
- How does geography influence and shape the development of a city?
- How do geography and community affect each other?

Student Outcomes

Think about what you want the student to know and be able to do by the end of this unit.

<table>
<thead>
<tr>
<th>Content</th>
<th>Process</th>
<th>Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analyze and interpret globes and maps</td>
<td>• Examine &amp; discuss globes &amp; different types of maps</td>
<td>• Compare/contrast</td>
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<tr>
<td>• Identify landforms and landmarks of NYC</td>
<td>• Create maps/graphs through research</td>
<td>• Using graphic organizers</td>
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<tr>
<td>• Identify unique characteristics of 5 boroughs</td>
<td>• Develop geographic vocabulary</td>
<td>• Brainstorming, working in small groups</td>
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<td></td>
<td>• Field trip packages</td>
<td>• Observational skills, discussions, oral presentations</td>
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</tbody>
</table>

Possible student projects/products: collages, brochures, poems, songs, dioramas, plays, landform maps, trip packages, persuasive letters, postcards
# Unit of Study: Our Community’s Geography: New York City

**Disciplines**

<table>
<thead>
<tr>
<th>Focus Questions</th>
<th>Disciplines</th>
<th>Content:</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>I. Initial activities that introduce, build and engage students with content knowledge, concept, skill, etc.</td>
<td><strong>Literacy</strong></td>
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<tr>
<td></td>
<td></td>
<td>*Introduce and review geography vocabulary daily</td>
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<td></td>
<td>*Develop map and globe literacy</td>
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<td></td>
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<td>*Brainstorm and chart KWL about geography of NYC</td>
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<td>*Read aloud non-fiction/fiction about NYC</td>
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<td>*Read and comprehend age appropriate texts about NYC</td>
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<td>*Read and write poetry/songs</td>
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<td>*Examine newspapers, brochures, and photographs of the 5 boroughs</td>
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<td>*Use graphic organizers to compile factual information about the 5 boroughs</td>
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<td>Math/Science</td>
<td>*Study characteristics of various land forms in and around NYC</td>
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<td>*Examine waterways of NYC</td>
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<td>*Graph data pertinent to different boroughs</td>
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<td>*Graph lengths of bridges, subways, tunnels, and bus lines</td>
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<td>*Explore the different ways NYC recycles</td>
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<td>*Explore distances from resident schools to various locations around NYC</td>
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<td>*Explore wildlife habitats of NYC</td>
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<td>Social Studies</td>
<td>*Compare &amp; contrast different types of maps &amp; globes</td>
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<td>*Brainstorm &amp; chart natural and manmade landforms of NYC</td>
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<td>*Brainstorm &amp; chart landmarks of NYC</td>
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<td>*Research &amp; gather information about the five boroughs of NYC (resident borough immersion)</td>
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<td>*Explore how land forms influenced urban development in NYC</td>
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<td>The Arts</td>
<td>*Discuss &amp; sing: “This Land Is Your Land” or &quot;America the Beautiful”</td>
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<td>*Research songs for different boroughs</td>
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<td>*Discuss symbolism of each borough's flag</td>
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<td>*Investigate different paintings &amp; photographs of NYC</td>
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<td>Technology</td>
<td>*Watch videos about NYC</td>
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<td>*Take virtual tours NYC on the web</td>
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<td>*Research websites for additional information</td>
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</table>

**Process:**
The student will:
Use maps and globes to locate landforms, bodies of water, countries, states and cities
Acquire and use geographic vocabulary
Participate in field trips that extend classroom instruction
Utilize research skills to enhance knowledge of communities

**Attitudes and Attributes:**
The student will:
Be able to have a geographical discussion
Understand the relationship between their community and geography
Develop an understanding of urban infrastructure

**Focus Questions**
1. What terms and terminology do we use to explore geography?
2. Where do we live in relation to continent, country and state?
3. How does geography influence and shape the urban development of a city?
4. How do geography and community affect each other?
### Essential Question: How does geography influence where people choose to live and why?

<table>
<thead>
<tr>
<th>Disciplines</th>
<th>II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill</th>
<th>III. Culminating activities for independent or small group investigations that allow students to create, share, or extend knowledge while capitalizing on student interests</th>
<th>Resources Needed</th>
</tr>
</thead>
</table>
| Literacy    | *Create pop-up geography cards using geography vocabulary  
              *Design and write a postcard based on factual information about one of the five boroughs  
              *Write a persuasive letter to the mayor of NYC as to why THEIR borough is the BEST borough!  
              *Create your own subway poetry  
              Research poet laureates of each borough | *Write your own taxi/subway adventure story based on the read aloud *The Adventures of Taxi Dog* that takes you through more than one borough  
              *Create a 3-D City  
              *Oral presentation about how well your city works based on accumulated knowledge from the unit of study | FICTION  
Crews, Donald *Harbor*  
Dorros, Arthur *Abuela*  
Khalsa, Dayal Kaur *How Pizza Came to Queens*  
Mc Mullan, Kate *I Stink!*  
Merrill, Jean *The Pushcart War*  
Neubecker, Robert *Wow! City!*  
Ringgold, Faith *Tar Beach*  
Sendak, Maurice *In The Night Kitchen*  
Weitzman, Jacqueline Preiss *You Can’t Take a Balloon into the Metropolitan Museum*  
Willems, Mo *Knuffle Bunny Too*  
NONFICTION  
Gelman, Amy *New York, Hello U.S.A*  
Kent, Deborah *New York City Facts and Symbols*  
Sasek, M *This is New York*  
Stein, Elissa *City Walks with Kids: New York*  
Stewart, Mark *Uniquely New York*  
Welsbacher, Anne *New York*  
Zschock, Martha and Heather *Journey Around New York from A to Z*  |
| Math/Science | *Create a land form map  
              *Chart different uses of waterways of NYC  
              *Write math problems using facts about NYC  
              *Create a realistic 3-D Diorama that reflects a NYC wildlife habitat  
              *Answer the question: How do we recycle in our school? Note: this may lead to an initiative on improving classroom, lunchroom or school-wide recycling. | *Walk across the Brooklyn Bridge and use a trip packet to guide tour  
              *Build a bridge with scale measurements  
              *Make an "All About NYC Math Book" and illustrate  
              *Write a recycling plan for your school that can be implemented  
              *Trip to Queen's Museum to view Panorama | WEBSITES:  
www.pbskids.org  
www.iloveny.com  
www.nyhistory.org  
www.puzzlemaker.discoveryeducation.com  
www.transitmuseumeducation.org/trc/curriculum/studentbooks  
www.googlemaps.com  
www.nationalatlas.gov  
www.Geospy.com  
www.scoutsongs.com  
http://memory.loc.gov/learn/features/maps/index.html  
www.edhelper.com  
www.nycpov.com  
www.readwritethink.com  
www.virtualnyc.com |
| Social Studies | *Complete a Venn diagram using maps and globes  
              *Scavenger hunt to locate features of landforms on maps and globes  
              *Small groups will complete graphic organizers containing information on five boroughs | *Compile all maps into personal map book  
              *Make a crossword puzzle about each borough and send to the local paper  
              *Create a word search using unit vocabulary  
              *Create a tourist brochure  
              *Create, and build with your group, your own NYC using the information/research from this unit |  |
<table>
<thead>
<tr>
<th>Field Test Edition Winter 2008</th>
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<tbody>
<tr>
<td><strong>The Arts</strong></td>
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<tr>
<td><em>Interpret the lyrics of NYC songs: &quot;New York, New York&quot; or &quot;A Wonderful Town&quot;</em></td>
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<td><em>Visit the Museum of the City of New York or other cultural institution with art relating to the city and/or borough</em></td>
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Create geography pop-up cards. Using vocabulary list, students draw, write, and label cards with geographical terms

Use pop-up card template
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<th>DAY</th>
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<th>HOME CONNECTION ENRICHMENT</th>
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<tr>
<td>4</td>
<td>Focus: Share maps/Compare</td>
<td>Students present their maps to one another. This can be a classroom walk with maps at students’ desks or one-at-a-time share, or small group table share.</td>
<td>Landform scavenger hunt&lt;br&gt;Students will use globes and maps to locate landforms</td>
<td>Teacher shows students Google Maps</td>
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<td>5</td>
<td>Where do we live in relation to continent, country, and state?&lt;br&gt;Focus: Continents and Oceans</td>
<td>Teacher facilitates small group work activity using globes and maps to fill in blank world map and color code. These will stay in student folder or notebook as his or her own personal atlas.</td>
<td>Classroom atlases&lt;br&gt;Looking at Maps and Globes (Rookie Read About Geography) by Carmen Bredeson&lt;br&gt;Maps and Globes (Reading Rainbow Book) by Jack Knowlton, Harriet Barton&lt;br&gt;Helping Your Child with Maps and Globes by Bruce Frazee, William Guardia</td>
<td>Students can label on map where their families originated.&lt;br&gt;Writing Extension:&lt;br&gt;What if oceans did not exist and all the land was attached?</td>
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<td>6</td>
<td>Focus: United States</td>
<td>Teacher introduces the lyrics and music to <em>America the Beautiful</em> or <em>This Land Is Your Land</em>. Teacher relates lyrics to geographical features of United States. Teacher leads class singing along. <em>(Lesson plan included)</em></td>
<td>“This Land Is Your Land” by Woody Guthrie</td>
<td>Students write additional descriptive verse about their community.</td>
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</tbody>
</table>
| 7   | Focus: New York State         | Teacher reads aloud, generates group discussion, and charts NYS facts. Teacher models list and acrostic poems using facts from text. Students facilitate small groups practicing list and acrostic poems. *(Lesson plan included)* | Read *New York Facts and Symbols*, by Emily McAuliffe  
*New York (From Sea to Shining Sea)* by Dennis Brindell Fradin  
Blank template New York State | Students write list or acrostic poem about New York State with illustrations and share with family |
| 8   | How does geography influence and shape the urban development of a city?  
Focus: New York City | Teacher introduces map of New York City with unique geographic features. Identify five boroughs and boundaries, land forms, bodies of water, greenways, bridges, and tunnels, etc. Students locate borough, neighborhood and school on map. *(Lesson Plan included)* | Read *This Is New York* by Miroslav Sasek  
*New York (From Sea to Shining Sea)* by Dennis Brindell Fradin  
*New York City* by Deborah Kent  
*New York City* *(Rookie Read-About Geography)* by David F. Marx | Students should start gathering borough pictures for collage activity *(newspapers, postcards, magazines, etc).* |
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<tr>
<td>9</td>
<td>Focus: Borough of residence</td>
<td>Resident Borough Immersion</td>
<td>Research bins of information about borough (include books, brochures, maps, and websites)</td>
<td>Students continue to gather information on boroughs</td>
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<td>Brainstorm with students headings for graphic organizer</td>
<td>Create persuasive poster “All About” resident borough</td>
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<td>Sample headings include greenways, waterways, bridges, tunnels, cultural points of interest, symbols, government, etc. Brainstorm materials to use in student’s research</td>
<td>Letter writing contest “Why My Borough Is the Best” (Poster rubric attached)</td>
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<td>Fill in blank borough map</td>
<td>Borough websites included for all boroughs</td>
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<td></td>
<td>Teacher facilitates small group work</td>
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<td></td>
<td></td>
<td>(Students examine books for various resident borough facts and information) Persuasive Poster Competition</td>
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<td>10</td>
<td>Focus: Manhattan, Bronx, Brooklyn, Staten Island, or Queens</td>
<td>Continue borough immersion from lesson plan used in Day 9</td>
<td>Students use information from graphic organizer and map to create postcard (Postcard rubric attached)</td>
<td>Students continue to gather information on non-resident boroughs</td>
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<td></td>
<td>Non-resident borough</td>
<td>Students can create word searches and crossword puzzles of boroughs</td>
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<td></td>
<td>Create a postcard wall of the boroughs</td>
<td>(Samples included)</td>
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| 11  | Focus: Manhattan, Bronx, Brooklyn, Staten Island, or Queens | Continue borough immersion from Lesson Plan used in Day 9  
Non-Resident Borough  
Create a Postcard wall of the Boroughs | Students use information from graphic organizer and map to create postcard (Postcard rubric attached)  
Students can create word searches and crossword puzzles of boroughs | Students continue to gather information on non-resident boroughs |
| 12  | Focus: Manhattan, Bronx, Brooklyn, Staten Island, or Queens | Continue borough immersion from Lesson Plan used in Day 9  
Non-Resident Borough  
Create a Postcard wall of the Boroughs | Students use information from graphic organizer and map to create postcard (Postcard rubric attached)  
Students can create word searches and crossword puzzles of boroughs | Students continue to gather information on non-resident boroughs |
| 13  | Focus: Manhattan, Bronx, Brooklyn, Staten Island, or Queens | Continue borough immersion from Lesson Plan used in Day 9  
Non-Resident Borough  
Create a Postcard wall of the Boroughs | Students use information from graphic organizer and map to create postcard (Postcard rubric attached)  
Students can create word searches and crossword puzzles of boroughs | Students continue to gather information on non-resident boroughs |
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<td>14</td>
<td>Focus: All Boroughs</td>
<td>All-Borough Celebration</td>
<td>Students have the option of writing a poem, short essay, postcard containing pertinent information about their chosen borough. Optional lesson plan: Poetry of the boroughs.</td>
<td>Optional Parent/School-wide invitation for this event. Field trips and Virtual tour.</td>
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<td>Students select one of the five boroughs to make a collage, in pairs or small groups. They will use resources gathered to decorate this collage. Observational assessment of students during group work.</td>
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<td>15</td>
<td>How do geography and community affect each other? (day one)</td>
<td>Teacher models creating a bar graph using classroom data: How do you get to school? Brainstorm with students types of borough data they have collected that can be graphed Working in pairs or small groups students will graph and present data findings.</td>
<td>Optional lesson plan: The Adventures of Taxi Dog, by Debra Barracca.</td>
<td>Ask your families why they chose to live where they live.</td>
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<td>16</td>
<td>How do geography and community affect each other? (day two)</td>
<td>Teacher reviews landforms on map of New York City. Students discuss significance of landforms and urban development. Why did people build a city around these landforms? Lesson plan included.</td>
<td>Websites on lesson plan The Brooklyn Bridge by Elizabeth Mann <a href="http://www.salvadori.org">www.salvadori.org</a> Writing activity: Choose an area in New York City and explain why that is the best location for: a sports field, museum, amusement park, etc.</td>
<td>Field trip list</td>
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<td>DAY</td>
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<td>17</td>
<td>Focus: Urban Planning Culmination Activity - Create a City</td>
<td>Teacher asks: <em>What are the necessary elements of a city?</em> Share template for “Designing a City” Students choose mural or 3-D design with their group for culminating project Lesson Plan included Project Rubric included Optional Lesson Plan: Little Red Lighthouse and the Great Gray Bridge</td>
<td>New York City Buildings (Books for Young Learners) by Ann Mace New York: Great Cities Through the Ages by Paige Weber</td>
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<td>18</td>
<td>Continuation of building and designing city</td>
<td>Review student choices for their cities Facilitate group work See attached Day 2 Lesson Creating a City Optional Lesson Plan: Looking at Landscapes and Cityscapes of New York City in art and photography</td>
<td>Virtual tours NYC Empire State Building <a href="http://www.esbnyc.com">www.esbnyc.com</a></td>
<td>Write: What if there were no subways? What if there was no Hudson River? What if there were no parks?</td>
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<td>19</td>
<td>Continuation of building and designing city</td>
<td>Continuation of building and designing a city</td>
<td>Continuation of building and designing a city</td>
<td>Continue field trips and virtual tours</td>
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<td>20</td>
<td>Presentation of student cities/city</td>
<td>Presentations Evaluate how well the city works as a whole in relation to its geography</td>
<td>Gather unit of study portfolio which includes individual atlases, trip reflections, writings, poems, songs, postcards</td>
<td>Invite families for presentations Students can choose a mayor, name of city, transportation system, etc.</td>
</tr>
</tbody>
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LESSON PLANS
GEOGRAPHY VOCABULARY

Basin: a broad area of land drained by a single river and its tributaries.

Bay: an arm of a sea or lake extending into the land.

Borough: a section or division of a city.

Bridge: a structure that is built above and across a river, road, or other obstacle to allow people or vehicles to cross it.

Canal: an artificial waterway constructed for use by shipping, for irrigation, or for recreational use.

Cardinal Directions: basic directions on Earth: North, South, East, West.

City: an extensive built-up area where large numbers of people live and work.

Community: a group of people who live in the same area.

Continents: one of the seven major land masses on Earth.

Country: an independent nation with a boundary and a name.

Environment: one's natural or man-made surroundings.

Geography: the study of Earth and its people; divided into physical geography and human geography.

Geographic Feature: a natural landscape or human created one.

Globe: a miniature model of the planet Earth, usually showing landforms, waterways, and political boundaries.

Greenway: a corridor or protected open space that is managed for conservation and/or recreation.

Grid: a pattern of lines running horizontally and vertically that cross each other at right angles.

Harbor: safe and sheltered bodies of water near a coast in which ships can anchor safely.

Hill: an area of land, usually sloped in shape, that is higher than the surrounding land but not as high as a mountain.
Human Geography: the study of people and how they interact with the environment.

Infrastructure: an underlying base especially for an organization or system.

Inlet: a narrow stretch of water between two islands

Interaction: people’s relationship with their environment, particularly how they use the environment and the impact they have on it.

Island: a small body of land surrounded by water on all sides.

Key/Legend: a table or text box which explains the symbols on maps and globes.

Landfill: a method of solid waste disposal in which refuse is buried between layers of dirt in low-lying ground.

Landforms: the shape land takes; types of landforms include plains, plateaus, hills, and mountains.

Landscape: scenery, especially as much as can be viewed by the eye. Used in art terminology to describe a type of painting, especially of rural scenes.

Latitude Lines: the imaginary lines on maps and globes running east and west; used to locate places.

Location: the position of something or someone on the Earth’s surface.

Longitude Lines: the imaginary lines on maps and globes running north and south; used to locate places.

Map: a flat projection of some aspect of Earth’s surface, such as landforms and waterways, political regions, economic regions, and so on.

Marsh: an area of low-lying waterlogged land, often beside water, that is poorly drained and liable to flood, difficult to cross on foot, and unfit for agriculture or building

Narrows: a narrow stretch of a river or sea usually between two larger bodies of water

Oceans: one of Earth’s four largest bodies of water.

Physical Geography: the study of Earth’s natural features.

Place: what you find at a location; every place has unique physical and human characteristics.

River: a large amount of flowing fresh water that travels to a lake or ocean.
Sanitation Department: the department of local government responsible for the collection and disposal of garbage.

Scale: the size of an area on a map, model or globe compared with the actual size of that area on Earth.

Sewerage: a system of sewers; removal of waste materials by sewers.

Shoreline: the edge of a body of water, especially an ocean, where it meets the shore.

Skyscraper: a very tall building.

State: one of the subdivisions or areas of a federal government, as the United States.

Transportation: the movement of people and goods from one place to another.

Tributary: a stream, river, or glacier that joins a larger stream, river, glacier, or lake.

Tunnel: a long passage that allows pedestrians or vehicles to proceed under or through an obstruction such as a river, mountain, or congested area.


Waterway: a navigable channel such as a river or canal used by boats or ships.

Water Treatment: a process used to make water cleaner and more acceptable for desired use.
ART and ARCHITECTURE VOCABULARY

To Accompany Response to Artists’ Views of New York City lesson

Architect: a person whose job it is to design buildings and advise on their construction.

Architecture: the art or science of building; the practice of designing and building structures

Background: the part of a picture that is in the distance or behind the most important part.

Balance: the impression of equilibrium or symmetry in a picture or sculpture’s composition. Balance can depend on the arrangement of shapes or of color.

Bird’s Eye View: view from above, as a bird might see something.

Cityscape: term used to describe the visuals of urban life such as street signs, skyscrapers, buildings and bridges

Composition: the combination of elements by an artist; an arrangement of pictorial elements.

Design: to plan out in systematic form, often graphic in nature.

Foreground: the part of the picture nearest the viewer, usually containing the most important elements of the picture.

Landscape: a drawing, painting, or print of the outdoors, often featuring natural scenery

Middle Ground: the part of the picture in the middle (between the background and foreground).

Perspective: appearance of distant objects to an observer allowing for the effects of their distance. For example, objects in the distance appear smaller, the horizon appears flat, etc.

Realistic Art: accurate representation of an actual object or scene.

Renovation: restoring something to a better state by cleaning, repairing or rebuilding.

Shape: a geometric form; the outline of something’s form.

Urban Renewal: construction project to replace or restore buildings in an urban area.

Visual Thinking: thinking through visual processing, that is, turning thoughts and ideas into sketches, pictures or graphics.

Worm’s Eye View: view from below, as if a worm were looking at the world.
Lesson Plan

Maps/Globe Study

Unit of Study/Theme: Our Community's Geography-New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: What tools and terminology do you use when studying geography?

Teaching Point:
- Students will be introduced to various types of maps
- Students will label the continents and oceans on a map
- They will learn how to read a physical map

Why/Purpose/Connection:
- Students in the second grade will be introduced to geography and map skills.

Materials/Resources/Readings:
- World Map, political map, state map, city map, road map, and any other type of map
- Construction paper, markers, crayons

Mini Lesson:
- Display various types of maps and ask students for their noticings. How are these maps similar and how are they different? Reiterate to students that each map serves a different function. **Political Map**-shows territorial boundaries/**World Map**-a map of the surface of the Earth/**Road Map**-a map, especially one for motorists, showing and designating the roads of a region.
- Discuss the features of a map. Explain that most maps include certain components: title, key or legend, compass rose, scale, latitude lines, and longitude lines. Discuss the purpose of each.
- Display a large map of the world. What do you see? Elicit landforms and bodies of water. Locate both the continents and the oceans with students.
- Identify New York State and New York City: where are they located in relation to the world map?
- Focus on map scales-ask students, “Why do we use scales?” It can be difficult to relate the distance on a map to a real distance on the surface of the earth. Maps must accurately show distance and location. Therefore, each map has a scale which indicates the relationship between a certain distance on the map and the distance on the ground.

Student Exploration/Practice:
- Working in small groups, students will:
  create a map of the classroom (students will be required to include components of a map: cardinal directions, map symbols, etc.)
Share/Closure:
- Display student maps around the classroom or on a bulletin board
- Small group share of their classroom maps
- Students complete a checklist which will identify if they have included all important components of the map.

Next Steps:
- Students create a map of their school highlighting additional features (i.e. lunchroom, gymnasium, and auditorium).
- Students create a map of their neighborhood.

Other Notes/Comments:
- Field Trips:
  - Walking tour of the school for observational purposes.
  - Walking tour of the neighborhood to observe unique characteristics of our neighborhood.
- School to Home Connection:
  - Students will create a map of their bedroom and/or any other room they choose in their home.

**Teacher Information for Student Atlas**

As you teach the geography unit, keep in mind that many lessons focus on maps; world maps, country maps, state maps, and then borough maps. You should keep all of these maps together and create a student-generated atlas by the end of the unit, with all the maps together at the end.

This atlas may include:
- **Atlas Map 1:** World Map
- **Atlas Map 2:** Map of the United States
- **Atlas Map 3:** New York State Map
- **Atlas Map 4-8:** Borough Maps
- **Atlas 9:** Student Drawn Neighborhood Map
Classroom Map Checklist

Did I remember to include...

Cardinal Directions  

Scale  

Compass Rose  

Title  

Key
Name____________________________    Date___________________

**Map and Globe Scavenger Hunt**

1. What does the color blue represent on a map? ________________

2. What color are the continents? ________________

3. List all seven of the continents:

   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________
   ______________________________________________________

4. Find the equator. Name one country that the equator crosses:

   __________________________

5. Write down three oceans you found on a map/globe:

   ____________  ____________  ____________

6. Write down two continents west of Asia:

   ______________  ______________

7. The United States of America is directly south of which country?

   __________________________

8. Circle the correct answer: Antarctica is located to the North / South of South America.

9. Australia is an island located in which ocean(s)?

   __________________________
Map and Globe Scavenger Hunt Page 2

10. Name a continent and a country that the Prime Meridian crosses:

   Continent: ___________________ Country: _________________________

11. List 5 countries in the South American Continent:

   ____________________________________________________________________
   ____________________________________________________________________

12. List 5 countries located in the African Continent:

   _______________ _______________ _____________  
   _______________ _______________ 

13. Find New York State on the map. Name one landform or geographical feature that is North, South, East, and West of New York State.

   North: _______________   South: _______________
   East: _______________  West: _______________
LESSON PLAN

This Land Is Your Land

Unit of Study/Theme: Our Community’s Geography-New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: Where do we live in relation to continent, country, and state?

Teaching Points:
  • To analyze the lyrics of “This Land Is Your Land” as a means to understanding our nation’s diverse geography.
  • To envision the various landforms and features of our nation.
  • To introduce the idea of the adjective.
  • To listen to, speak, read, and write in descriptive language.

Why/Purpose/Connection:
  • Students will understand the size and scope of the United States, as well as the many landforms and features that make up the geography of the nation.
  • Students will be able to locate New York on a map.
  • Students will understand the idea and importance of adjectives and descriptive language.

Materials/Resources/Readings:
  • A recording of “This Land Is Your Land,” by Woody Guthrie.
  • This Land Is Your Land By Woody Guthrie (picture book)
  • Lyrics on chart paper
  • Blank chart paper
  • Blank drawing paper and crayons/markers/colored pencils

Mini-Lesson:
  • Play the song “This Land Is Your Land” (available online) by the folksinger Woody Guthrie to the students, as they follow along with the lyrics on chart paper.
    o If unable to obtain the song, teach students lyrics from chart and sing the song together.
  • Play the song a second and third time, with the kids singing along with the lyrics.
  • Ask the students what they know about this song. Where do the lyrics come from? What do the words mean?
  • Explain to the students that the song was written in 1940 by Woody Guthrie, and each verse represents a different area of the United States.
  • Ask students to locate the regions of the U.S. that each verse refers to (multiple responses are possible; see attached map/information chart idea).
• Point out on a USA map how the song matches up with the USA, and that our country has deserts, islands, highways, mountains, etc.
• Ask students which parts of the song possibly pertain to New York.
  o Endless skyways, ribbon of highways, city, steeples (especially in Brooklyn, visible from the Gowanus Highway)

Student Exploration/Practice:
• Ask the students to close their eyes and think about the words in the song. Can they envision what the verses look like? Why?
• Interpret the language in the verses of this song, by explaining descriptive language. Adjectives are describing words used in sentences to make them sound more detailed.
  o Point out that in “diamond deserts” the word “diamond” is the adjective describing the deserts.
• In small groups, for 15 minutes, ask students to work with a partner and write down all the descriptive words they can find in the song. Ask the students to draw a picture of one of the descriptive phrases that they like, in color, writing that phrase somewhere on the drawing.
  o Ask students who are done early or would like to try, to work on rewriting some of the descriptive words with synonyms. (You can demonstrate using a children’s thesaurus.)
    ▪ For example: “Diamond deserts” can be “glittery” deserts.

Share/Closure:
• When done, ask the students to share the words they found and their drawings.
• Students should be encouraged to use more adjectives in their writing pieces, and think about describing things in detail.

Next Steps:
• The next writing assignment should be focused on descriptive writing.
• The drawings can be placed on a large blank USA map in the location in which they belong.
• Share other USA/New York Songs with the students
  o “A Song of New York”
  o “America the Beautiful”
The class can create a verse together or in pairs about the geography of the United States.
THIS LAND IS YOUR LAND
Words and music by Woody Guthrie
Copyright 1972 Ludlow Music, Inc.

Chorus:
This land is your land, this land is my land
From California, to the New York Island
From the redwood forest, to the gulf stream waters
This land was made for you and me

As I was walking a ribbon of highway
I saw above me an endless skyway
I saw below me a golden valley
This land was made for you and me

Chorus

I've roamed and rambled and I've followed my footsteps
To the sparkling sands of her diamond deserts
And all around me a voice was sounding
This land was made for you and me

Chorus

The sun comes shining as I was strolling
The wheat fields waving and the dust clouds rolling
The fog was lifting a voice come chanting
This land was made for you and me

Chorus

As I was walkin' - I saw a sign there
And that sign said - no trespassin'
But on the other side .... it didn't say nothin!
Now that side was made for you and me!

Chorus

In the squares of the city - In the shadow of the steeple
Near the relief office - I see my people
And some are grumblin' and some are wonderin'
If this land's still made for you and me.

Chorus (2x)
This Land Is Your Land Handout

My Group: ____________________________________________________

In the phrase “Diamond Deserts,” the word “diamond” is an adjective, or describing word, because it describes the desert.

1. List the other describing words that you can find:

_____________________  _____________________  _____________________  
_____________________  _____________________  _____________________  
_____________________  _____________________  _____________________  
_____________________  _____________________  _____________________  
_____________________  _____________________  _____________________  

2. Choose Option A, B, C, or D:

A: Rewrite some of the descriptive phrases of the song. For example, “Diamond Deserts” can be “Glittery Deserts.”

B: Choose one descriptive phrase from the song and draw a picture of that phrase, using the song lyrics to help you visualize the image.

C: Look around your classroom and write a verse to the song that is about your classroom.

D: Look at a map of the USA and write a verse to the song that is about another part of the USA.
Extension Activities and Lyric Interpretation for “This Land Is Your Land”

1. This is a chart idea or handout. The “Fun Facts” should spark students’ interests and generate discussion and independent or class studies. The ideas on this chart are interdisciplinary.

2. This can also be student generated, having them interpret the song through research.

<table>
<thead>
<tr>
<th>Song Lyrics</th>
<th>United States Fun Facts</th>
</tr>
</thead>
</table>
| “As I was walking a ribbon of highway” | • Many highways are part of the official National Highway System  
• The USA has approximately 3,995,644 mi of highway within its borders. (Graph the major highway lengths.)  
• The world’s busiest highway is in the USA: The Katy Freeway in Houston, Texas, United States of America, has a total of 26 lanes in some sections as of 2007. (What is the average lane amount?)  
• The most famous United States highway is Route 66. It is immortalized in the song "(Get Your Kicks on) Route 66". (Learn the song.) |
| “I saw above me an endless skyway”   | • In Montana, you can find a town called Big Sky, in which the skies are large and seem endless. (Find pictures online.)  
• The Wright Brothers invented the first airplane in 1903, 37 years before Woody Guthrie sang about looking at the “endless skyway” (perhaps he saw an airplane). (Research airplanes.) |
| “I saw below me a golden valley”     | • In both Arizona and Minnesota, there are towns called “Golden Valley.”  
• The “Golden Valleys” are meant to be the wheat that is raised in the USA because it is golden in color. (Can wheat be other colors? What other colors could different types of valleys be?)  
• In the USA we have the “Grain Belt” which is sometimes called the “Breadbasket” because it is the part of our country where the soil is fertile enough to have a large amount of agriculture, with crops like wheat grown there. (What does fertile mean to a farmer? How do you farm wheat?)  
• Our Grain Belt is mostly in Northwestern USA. (Which states grow the most wheat?)  
• Some varieties of wheat grow as tall as seven feet, but most are only between two and four feet tall. (What are the varieties? What does New York State grow?)  
• There are many types of wheat: search wheat facts online! |
| “To the sparkling sands of her diamond deserts” | • The Southwest of the USA is home to many deserts. (Can you find which states have deserts, and their locations?)  
• The North American deserts are grouped into four major types - the Great Basin Desert, Sonoran Desert, Chihuahuan Desert and Mojave Desert. (Why are they grouped this way?)  
• Animals adapt to live in this area. For example the jackrabbit has long ears to give off extra heat. (What other types of adaptations do animals make? What about plants?)  
• Death Valley is considered the hottest, driest place in the United States, with temperatures regularly over 120° F in the summer. The hottest temperature ever recorded in the United States was 134° F at Death Valley in July, 1913. (Where is the coldest place in the U.S.? Why is it called Death Valley?) |
| “The sun comes shining as I was strolling” | • The sun is actually a star (Then what is a planet?)  
• The diameter of the Sun is about 100 times wider than the Earth (What are the diameters of the other planets?)  
• The last solar eclipse was August 1st, 2008. (When is the next one and when was the last one?)  
• The Greeks believed that the sun was the god Helios, or Apollo, driving his chariot around and around the earth. In the morning he began driving up in the sky, and then in the evening he drove back down again, and that was the sunset. (Study Greek Mythology and understand the seasons also based on the Greeks.)  
• The ultimate source of energy on the Earth is the sun. (What are the other sources of energy?)  
• The Sun Dance was the most spectacular and important religious ceremony of the Plains Indians of 19th-century North America, ordinarily held by each tribe once a year usually at the time of the Summer Solstice. (Learn and research the sun dance.) |
| “the dust clouds rolling” | • Guthrie was talking about the 1930’s “Dust Bowl” which was a period of severe dust storms which caused major damage to American farms and Canadian prairie lands from 1930 to 1936. It was caused by severe drought. (What is the actual cause of drought and can it be prevented?)  
• From the drought, the grass of the lands were destroyed leaving the soil on the surface. With no plant roots to hold it down the soil eroded and became like dust, which blew with the wind in large black clouds. (Chart the affected areas in the United States. Which area was the most affected?)  
• The “Dust Bowl” is also called “Black Blizzard” and “Black Roller.”  
• John Steinbeck, a famous writer, wrote The Grapes of Wrath about this event. (Can you find other famous people of the 1930s?) |
Lesson Plan

New York State Facts and Symbols

Unit of Study/Theme: Our Community’s Geography-New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: Where do we live in relation to continent, country, and state?

Teaching Points:
- Students will locate New York State on a map.
- Students will create an acrostic poem of New York State with illustrations.
- Students will review maps of United States and New York State.

Why/Purpose/Connection:
- Students will acquire and develop knowledge of New York State geography and facts.

Materials/Resources/Readings:
- Blank state map
- New York Facts and Symbols, by Emily McAuliffe
- Map templates of New York State
- Web/graphic organizers
- Markers or crayons
- Safety scissors
- Cardstock
- Magazines/newspapers which include pictures of New York State landmarks (optional)
- Glue sticks

Mini Lesson:
- Display a blank state map. Ask students to identify the type of map they are shown. Next, have a volunteer locate New York State on the map.
- Explain to students that today’s focus will be on the facts and symbols of New York State.
- Read Aloud New York Facts and Symbols and create a web based on information students learned in the text.
- Explain to students that they will create their own acrostic poems. Briefly review the definition of an acrostic poem. (An acrostic poem uses the letters in a topic word to begin each line. All lines of the poem should relate to or describe the topic word).
Student Exploration/Practice:

- Students work in pairs to create New York State acrostic poems. (Group students according to interest.) Tell students that they should include illustrations in their poems.
- Next, students will cut out templates of New York State. Have students write their acrostic poems inside those templates.
- Students will then illustrate their poems with pictures of New York State landmarks. (Students can either create their own illustrations or cut out pictures from magazines/newspapers and glue them on their templates.)
- Students glue their templates onto cardstock.

Share/Closure:
- Display acrostic poems around the classroom or on a bulletin board.
- Students share their acrostic poems with members of the class.

Next Steps:
- Students create their New York State acrostic poems using full sentences.
- Students write New York State songs which will include interesting facts and information.

Other Notes/Comments:
- Field Trip: New York State Museum (http://www.nysm.nysed.gov)
- School to Home Connection: Students share their poems with their parents/guardians.
- Write an additional poem with a family member who can share his or her travels and experiences throughout New York State.
- Using a New York State road map plot a travel route from New York City to any chosen destination.
Lesson Plan

New York City Geography

Unit of Study/Theme: Our Community's Geography: New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: Where do we live in relation to continent, country, and state?

Teaching Points:
Students will:
• Analyze and interpret a physical map
• Identify the physical characteristics of NYC
• Create and/or complete maps of NYC

Why/Purpose/Connection:
Students in the second grade will:
• Be introduced to NYC geography and map skills
• Accumulate and review geographic vocabulary daily
• Understand the geography of New York City

Materials/Resources/Readings:
• Maps of New York City, New York State (available online or at bookstores)
• Blank maps
• Graphic Organizers
• Read Alouds (grade-appropriate NYC texts)

Mini-Lesson (Model/Demonstration):
• Display and discuss physical maps. What do students notice? What landforms can be seen? How are the landforms shown on the map? What bodies of water can be seen on the map? How are the bodies of water shown (colors/laces, etc.)?
• Show students map of NYC. Students should attend to title, key or legend, compass rose, scale. Briefly discuss the purpose of each.
• Students identify the symbols on the map that represent the geography of NYC (characteristics of geographical features).
• Students locate the boundaries that divide NYC into five boroughs.
• Students determine and list NYC’s unique physical characteristics.

Student Exploration/Practice:
• Form small groups/partnerships and review roles/rules for group activity.
• Distribute blank copies of NYC map template.
• Students will complete the template.
Ask students to identify and label the five boroughs.
Where are the natural and manmade landforms of NYC?
Where are the bodies of water/waterways located?

Share/Closure:
- Ask students to present in groups what they have learned and share their maps with the class.

Next Steps:
- Students will create and solve vocabulary puzzles using related vocabulary (map terminology).
- Students will create a 3D physical map of New York City.
- Students will explore urban development in relation to the landforms of New York City.

Other Notes/Comments:
LESSON PLAN

Boroughs of New York City-General

Unit of Study/Theme: Our Community's Geography- New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: Where do we live in relation to continent, country, and state?

Teaching Points:
Students will:
• Locate New York City on a map
• Locate the five boroughs that make up New York City on a map
• Conduct an in-depth study of each borough

Why/Purpose/Connection:
Students in the second grade will be able to:
• Locate New York City on a map, as well as identify the five boroughs that make up New York City on a map
• Identify unique characteristics of each borough (This lesson plan is specific for Brooklyn)
• Locate Brooklyn in relation to the other four boroughs of New York City
• Locate Brooklyn in relation to other major cities in the United States

Materials/Resources/Readings:
• Fly Over Brooklyn by Myron Uhlberg
• Maps-New York City, subway and bus, New York State, United States, World
• Graphic Organizer for documenting research
• Websites: www.brooklyn-usa.org
  www.queensbp.org
  www.statenislandusa.com
  www.ilovethebronx.com
  www.mbpo.org

Mini-Lesson:
The borough of Brooklyn has many unique characteristics that distinguish it from the other four boroughs of New York City.

• Brainstorm with the students the kinds of unique characteristics that they might look for when researching this borough. For example: museums, parks, borders, waterways, bridges, tunnels, major highways & expressways, subways & buses, cultural institutions, points of interest, coordinates on a map, flag, flower, bird and any other symbols unique to Brooklyn.
Brainstorm with the students the types of research materials that they can use to find information about the borough (books, websites, newspapers, magazines, interviews).

Review the use of the graphic organizer to be used for this lesson. Review small group participation and responsibilities for a group activity.

Student Exploration/Practice:
In small groups:
- Research unique characteristics of the borough of Brooklyn.
- Document research findings on the graphic organizer.
- Prepare to verbally present and discuss research findings to other small groups or whole class or other second grade classes.

Share/Closure: Small groups share their research and findings contained on their graphic organizers with other small groups, whole class, or to another second grade class.

Next Steps:
- Students will research and document unique characteristics of the other boroughs of New York City.
- Students will fill in graphic organizers with information about the other four boroughs.
- Students will create a persuasive poster about one of the boroughs.
- Students may write a persuasive letter to a Borough President about an issue of interest.
- Students may make a word search and/or crossword puzzle about a borough and send them to the local newspaper, share with other classes, or post online to an appropriate website. (Brooklyn samples are included.)

Other Notes/Comments:

Field Trip-walk across the Brooklyn Bridge
- Fill in the questions and sketches contained in the trip packet.
- Brown bag/school lunch in the Brooklyn Bridge Park under the Bridge while viewing other major bridges from this vantage point.
- Observe some of the waterways of New York City and transportation systems upon those waterways.

Suggestion: Take a school bus to one side of the bridge/preferably Manhattan and walk back towards the Brooklyn side. Walk underneath the Brooklyn Bridge across cobblestone streets to the park where you can eat your brown bag lunches. The school bus can pick your class up after lunch on the Brooklyn side. Walking both ways across the bridge can be very tiring (it is nearly a one-mile walk from beginning to end). Students should wear comfortable shoes and a hat, use sunscreen, and carry a water bottle and his or her lunch. Bring pencils for writing/filling in the trip packet and crayons or color pencils for sketching.
Extension Activities: Build 3-D models of the Brooklyn Bridge using popsicle sticks, toothpicks, pipe cleaners, tissue paper, construction paper, shoe boxes /other cardboard boxes, or materials in the classroom. See Lesson Plan-Landforms/Day 16 for pictures, useful websites, and more information regarding making a model of a bridge.
Brooklyn Bridge Walk

1. What boroughs does the Brooklyn Bridge connect?

2. Describe 5 unique features that you observe about the Brooklyn Bridge.

3. When was the Brooklyn Bridge built?

4. Who designed the Brooklyn Bridge?

5. List at least 3 famous buildings that you observe while on the bridge.

6. List other important landmarks that you observe while on the bridge.

7. Read at least one of the bronze plaques on the bridge. Write 3 or more facts you learned from the plaque.

8. Observe: What do you hear?

Observe: What do you smell?
Observe: What do the different parts of the bridge feel like?

8. Draw a picture of this suspension bridge. Label the different sections and features. Include other things that you observe surrounding the bridge.

9. When the Brooklyn Bridge was constructed, only pedestrians and horse-drawn carriages crossed the bridge. What effect do you think cars might have on the condition of the bridge?

10. Imagine you are in charge of adding improvements to the Brooklyn Bridge. What would you change in order to meet the needs of the city?
LESSON PLAN

Poetry of the Boroughs

Unit of Study/Theme: Our Community’s Geography: New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: How does geography influence and shape the urban development of a city?

Teaching Points: Poetry of the Boroughs

Students will:
• Conduct and document research about the five boroughs of New York City.
• Use the information learned through their research and apply it to the writing of original poems about the five boroughs.
• Read poetry about general New York City topics written by other poets.

Why/Purpose/Connection:

Students will:
• Become familiar with poetry about the boroughs that has been written by poets who live or have lived in the different boroughs of New York City (including New York City student-poets).
• Become familiar with poetry about the boroughs that has been written by non-resident poets.
• Write original poetry that reflects information learned through research of the five boroughs.
• Publish their poetry, read their poems to an audience of classmates and others, display their poems, create a poetry anthology, and/or submit their poems for publication.

Materials/Resources/Readings:

Books: Poems of New York by Elizabeth Schmidt (editor)
Sky Scrape/City Scape: Poems of City Life selected by Jane Yolen
I Speak of the City: Poems of New York by Stephen Wolf (editor)
Dem Poems: The Brooklyn Collection by Thomas Porky McDonald
Mural on Second Avenue and Other City Poems by Lilian Moore
Bronzeville Boys and Girls compiled by Gwendolyn Brooks
Mini-Lesson:

- Discuss the different types of poetry with which the students are familiar.
- Read examples of “borough” poetry (samples follow for lesson plan). It may be helpful to make overhead projector copies so that the class can read the poems together. Copies for each child can also be made and a personal Poetry Anthology started for the year.
- Whole class discussion of the elements and meanings of the borough poems.

Student Exploration/Practice:

- Students read poems that have already been written about the different boroughs and New York City using classroom books and internet resources.
- Students write poems about a specific borough using their research as a basis for information.
- Students publish and illustrate their poems.

Share/Closure:

- Students publish their poems for display in the classroom, hallway or other area of the school.
- Students read their poems aloud and discuss the content of their poems with classmates.
- Students include their poems in their personal anthologies or a personal book of poems about New York City.

Next Steps:

- Students send their original poetry to the borough presidents’ offices, local borough newspapers, school newspaper, other publications and internet sites.
- Students continue to write, publish and illustrate original poems about New York City throughout the year.
- Students research poetry contests (local, national, international) and submit their poems for judging.
- Students study “Subway Poetry,” write poems for the subways, then publish their poems in school. The MTA has suspended its Poetry in Motion program and has begun a program highlighting prose text (2008).
- Further research: Who are the Poet Laureates for each Borough? Write letters to these poets and send them the original poems written by students.
Other Notes/Comments:

- Some borough websites post student poetry and conduct poetry contests for students. The individual borough websites are listed under resources.

School to Home Connection:

- Students read their original poems to family members.
- Students share the borough websites with family members.
- Students co-write borough poetry with a family member.
New York City's 5 Boros
Joseph P. Martino

The Greatest City In The World, with more attractions per square inch, having fun is such a cinch. Manhattan is the home of Wall Street and the stock market, City Hall and where Lady Liberty stands proud and tall so when in town, pay her a call. Opportunity knocks, between these blocks. The Empire State building is a "storied" structure in more ways than one come visit her and have some fun. The Village, Soho, and Tribeca help to form a perfect trifecta. 42nd Street, The Theatre District, Fifth and Madison Avenue, Rockefeller, Lincoln Center and Radio City music hall Fulfill our hopes and dreams, for one and all.

Brooklyn from Manhattan, ride or walk across the world-famous Brooklyn Bridge to reach “The Heights.” Plenty of good shopping, restaurants, culture, BAM and The Botanical Gardens are great nearby sights. Life is for honeymooners in The Boro of Kings, the former home of the two famous "Jackies" and the Brooklyn Dodgers Jackie, Branch and Gil Hodges. While in Brooklyn, visit Coney Island by the sea, the aquarium and Nathan's, too.

The Bronx, then travel North to the great Bronx Zoo. Attend a game at the fabled Yankee Stadium, in the history where past great players' ghosts The Babe, Joe, Mickey and Roger will be happy to be your host. City Island is a short ride away. Later, stroll the Botanical Gardens and Arthur Avenue Taste the delights while seeing the sights along the way.

Queens. The vibrant boro of Queens lies across the river The variety of life, food and sights cause one to quiver. Queens, home of the New York Mets, the National Tennis Center, The Queens Museum, the Hall of Science and the Queens Zoo. Make Queens’ Kennedy Airport your destination, when flying across our great nation.
Staten Island, last but not least.
Take a ride on the world-famous Verrazano Bridge, or
the Staten Island ferry to historic Richmond County.
How many islands can you name other than Manhattan,
that are served by four major bridges?

You will be captivated by the beauty of her Green Belt,
Snug Harbor and historic Richmond Town
never known to cause one to frown.
Stroll along the beautiful pastoral country settings
and pristine sandy beaches along the bay.
And have yourself a healthy, safe and happy stay.

Staten Island

The Isle of the Bay
By James Burke

Up from the waters that come as daughters,
Of Neptune, lord of the wide spreading main,
Bringing with pleasure, love, homage, and treasure
To lay on the altar of Liberty’s fane,-
Rises serenely, resplendent, and queenly
As far-famed Atlantis, in Hercules’ day,
Sweet Staten Island, of valley and highland,
So fair that we name her the pride of the bay!

The author was a Staten Island soldier in the Civil War (b. 1836, d.1928). The word fane is obsolete; it means banner.
Brooklyn

Brooklyn Bridge: Nightfall

By D. B. Steinman

Against the city's gleaming spires,
Above the ships that ply the stream,
A bridge of haunting beauty stands –
Fulfillment of an artist's dream.

From deep beneath the tidal flow
Two granite towers proudly rise
To hold the pendent span aloft –
A harp against the sunset skies.

Each pylon frames, between its shafts,
Twin Gothic portals pierced with blue
And crowned with magic laced design
Of lines and curves that Euclid knew.

The silver strands that form the net
Are beaded with the stars of night
Lie jeweled dewdrops that adorn
A spider web in morning light.

Between the towers reaching high
A cradle for the stars is swung;
And from this soaring cable curve
A latticework of steel is hung.

Around the bridge in afterglow
The city's lights like fireflies gleam,
And eyes look up to see the span –
A poem stretched across the stream.
Queens

Verse Affords Means
To Get about Queens

By Ellis Parker Butler

In Queens to find locations best --
Avenues, roads and drives run west;
But ways to north or south, ‘tis plain
Are streets or place or even lane;
While even numbers you will meet
Upon the west and south of street.

(This poem was written in 1926 when the streets in Queens were being numbered and named, and helps people find their way around the borough.)

Manhattan

Excerpt from the poem by Norma Farber

Manhattan Lullaby

Lulled by rumble, babble, beep,
let these little children sleep;
let these city girls and boys
dream a music in the noise,
hear a tune their city plucks
up from buses, up from trucks
up from engines wailing fire!
up ten stories high, and higher,
Excerpt from the poem by Matthew Lee

Art Is in the Street

Put a sheet plastic roof
Over a vacant lot
And you’ve got a dance hall.
Just go to Crotona Park
Between Clinton and Prospect
And you’ll see it for yourself:
a live bank playing Eddy Palmieri’s
“Mandinga” with timbales and trumpets
And an old man playing the blood-churning
And foot-moving piano parts
on a cheap electric guitar.

Real art was never meant to be in the museum
Which only the rich and the tourists distractedly peruse--
Art was meant to be in the Street,
A live band playing in every storefront
Murals put up directly on the raw brick sides
Of free-standing tenements.

On a cheap electric guitar!
And the older Dominican couples dancing happily...
And the smell of roast pork
And cars double-parked all the way to the corner.
Art was meant to be in the street like this.
LESSON PLAN

The Little Red Lighthouse and the Great Grey Bridge

Unit of Study/Theme: Our Community’s Geography: New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: How does geography influence and shape the urban development of a city?

Teaching Points:
Students will:
• Locate landmarks of New York City
• Become familiar with the purposes of waterways and structures that are related to those waterways, such as bridges and lighthouses

Why/Purpose/Connection:

Students in the second grade will be able to:
• Identify the waterways surrounding New York City
• Identify the purposes and uses of waterways
• Identify the structures built around the waterways, such as bridges and lighthouses

Materials/Resources/Readings:
• Play: “The Little Red Lighthouse and the Great Gray Bridge,” by Carol Pugliano, Scholastic Books
• Book: The Little Red Lighthouse by Hildegarde H. Swift
• Websites: www.nycgovparks.org.

Mini-Lesson:
• Introduce the play. Cast the play or let the students choose the parts they would like to perform/read. Explain the part of the narrator.
• Discuss vocabulary specific to this play: lighthouse, tug boat, steamship, canoe, lighthouse keeper, beam of light, cheerio (the greeting)
• Students will practice physical movements or poses to depict a bridge and a lighthouse. Play “Simon Says” using the words lighthouse and bridge and the students should take the pose of that word. This gives all children a chance to play the parts of the lighthouse and bridge, even if they do not get cast in those roles.
Student Exploration/Practice:

- Students read through the play to become familiar with their parts and any new vocabulary words.
- Students practice reading the play with expression/memorize their parts if possible.
- Students discuss the importance of lighthouses.

Share/Closure:

- Students perform the play in groups in front of their classmates.

Next Steps:

- Students perform the play in groups in front of other second grade classes or school groups.
- Students look at maps and place lighthouse symbols next to places on the maps where they think lighthouses should be located.
- Students locate other lighthouses in the New York City area.
- Students write other plays using New York City structures as a basis for their characters. Perform the original plays. Submit the plays to a play writing contest.

Other Notes/Comments:

This play is based on an actual lighthouse that is located under the George Washington Bridge on the Hudson River. The lighthouse dates to 1921. There are children’s books written about this lighthouse and an annual fall festival celebrating its place in the history of New York City and the Hudson River.

Field Trip:

Take a trip to the Little Red Lighthouse under the George Washington Bridge. Perform the play on location. Sketch the actual lighthouse and surrounding area.

School to Home Connection:

The child can read the play at home with family members. Family members can read parts of the play while the child reads other parts.

On a Saturday in September, attend the Little Red Lighthouse fall festival and participate in the activities surrounding the festival. The dates and activities for this celebration are published on this website: www.nycgovparks.org and click on Things to Do and Upcoming Events.
LESSON PLAN

The Adventures of Maxi, the Taxi Dog

Unit of Study/Theme: Our Community’s Geography: New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: How does geography influence and shape the urban development of a city?

Teaching Points:
- Students will learn about point of view.
- Students will incorporate borough knowledge into their writing pieces, using point of view.

Why/Purpose/Connection:
- To continue to explore New York City geography, as students learn to identify and incorporate point of view in their reading and writing.

Materials/Resources/Readings:
- The Adventures of Taxi Dog, by Sal and Debra Barracca
- Pencil and paper or writing journal
- Borough maps and information gathered from previous lessons
- Taxi Dog Point of View writing worksheet

Mini-Lesson:
- Read the story The Adventures of Taxi Dog.
- Explain to the students that Maxi saw New York City from his own point of view. What is point of view? How do you see New York City?
- Ask the students what Maxi's point of view was? What did Maxi see that he may not have seen before his ride with LeVar?

Student Exploration/Practice:
- Ask students to imagine that they lost a stuffed animal in a cab, bus, or subway. Ask them to think about what that stuffed animal may see on its adventure. (You may explain that this is called personification. Personification is giving human traits to non-living things, like a stuffed animal.)
- In pairs, or alone, students should brainstorm what the point of view of a stuffed animal could be traveling through New York City.
  - What has the stuffed animal never seen before? What might be scary or overwhelming? What could be a fun sight for the stuffed animal to see?
- Students can use the attached writing worksheet, plus their collected and created maps and information, as well as classroom maps to generate a route and landmarks that their mode of transportation may take their stuffed animal.
• On draft paper or in a writing journal, students can create a story from the point of view of their stuffed animal.
• Hand out guide to aid students’ writings.

Share/Closure:
• Students draw a map-like picture showing their cab/bus/subway’s route from the point of view of their stuffed animal.
• Students publish their work and present their work to peers.

Assessments:
• Students’ group work and quality of writing, as well as presentations

Next Steps:
• Students should think about point of view when continuing to study New York City. The next geography lessons should be taught from various perspectives.
• When teaching the next unit, New York City Over Time, explore the community from various points of view.

Other Notes/Comments:
• Students can choose to write an adventure story encompassing all five boroughs.
• Students can try to write their story in poem form like *The Adventures of Taxi Dog*.

Home/School Connection:
• Family members can take a cab ride, subway or bus trip, to experience their own adventure.
Taxi Dog Point of View Writing Guide
Fill in the lines!

My stuffed animal is a _____________________________
(Type of animal or creature)

It is riding around in the borough of _______________________
(Choose a borough)

It is riding around this borough in a: (circle one) Taxi / Subway / Bus

In the borough you chose, list five different landmarks or geographical features your stuffed animal would see:

1. ___________________________________________________________________
2. ___________________________________________________________________
3. ___________________________________________________________________
4. ___________________________________________________________________
5. ___________________________________________________________________

Now think about what your stuffed animal’s point of view. How would it describe the five listed landmarks or geographical features? What would it think when it sees them? (For example, if a cuddly teddy bear saw the Brooklyn Bridge, it may think it looked like a fun place to see the city from, or be scared at the large amount of people walking across it, or the many cars it sees.)

Now that you are done filling in your five landmarks and geographical features, begin to write a 3-5 sentences about each landmark or geographical feature from the point of view of your stuffed animal.

Remember to use as many adjectives or descriptive words as you can to make your story detailed.
LESSON PLAN

LANDFORMS: NEW YORK CITY

Unit of Study/Theme: Our Community’s Geography: New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: How does geography influence and shape the urban development of a city?

Teaching Points:

- Students will learn landforms of New York City
- Students will discuss how waterways, islands, and shorelines influenced the structural development of New York City

Why/Purpose/Connection:

- To acquire a connection between the cause and effect of geography in the development of New York City.

Materials/Resources/Readings:

www.worldatlas.com (NY maps)
New York City at the Millennium White Star Press (maps/photographs)
Wikipedia.org: New York City entry
United States Geological Survey www.USGS.gov
New York City Department of Environmental Protection (DEP) www.nyc.gov/html/dep

Mini-Lesson:

Teacher will show students an outline map of New York City with major landforms. Students will discuss location of various landforms in and out of their community: rivers, islands, bays, marshes, inlets, canals, basins, and hills.

Questions: What did people have to consider in order to build a city around these landforms? How did the changes they made then affect where they lived?

Student Exploration/Practice: Collect names of structures created to connect New York City. Locate them on a map. Why do you think these structures were built in these locations?

Share/Closure: Groups share information and chart on classroom map various man-made structures.
Next Steps: Suggested Critical Thinking Activities:

- Where do you think is a good location for a new sports field, playground, marina, or amusement park? Why? Choose an area in New York City and explain why you think that is the best spot.

- Compare New York City Structures (bridges or tunnels) in graphs (bar or pictographs) Chart size, weigh, number of people who use structure daily or yearly, age, and length in relation to each other or with structures around the United States.

- Create a landform from boxes, sand, clay or dough. Recommended websites for this project include:

  Video: Building a Popsicle bridge  www.sutree.com
  Building a bridge /tunnel directions/samples www.pbs.org/wgbh/buildingbig
  Building Structures www.brooklynexpedition.org
                  www.salvadori.org

Other Notes/Comments:

Children can choose own groups based on preferences or teacher’s choice
Field trips: All historical societies have walking tours in communities
  Walk Brooklyn Bridge
  Brooklyn Museum (Workshop: Brooklyn on the Move)
  Museum of the City of New York: tours and workshops on structures
  New York Hall of Science (structures and waterways)
  South Street Seaport
  Alley Pond Environmental Center (Jamaica Bay Wildlife Refuge)
  New York City Department of Environmental Protection
LESSON PLAN

RESPONDING TO ARTISTS’ VIEWS OF NEW YORK CITY

Unit of Study/Theme: Our Community’s Geography: New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: How do geography and community affect each other?

Teaching Points:
- Students will develop visual literacy by looking at a variety of photographic and painted cityscapes.
- Students will recognize “landscapes” as a genre in art.
- Students will compare and contrast common themes.
- Students will recognize point of view.

Why/Purpose/Connection:

Students will be able to observe and respond critically to works of art and recognize various architectural features artists’ use in their work. They will be able to develop an awareness of how the environment influences an artist’s point of view in their work.

Materials/Resources/Readings: Faith Ringgold: Tar Beach
Jacob Lawrence: “This is Harlem”
Romare Bearden: “The Block”
www.urban75.org (photography of New York City)
www.museumofnyc.org (photography of New York City)

Mini-Lesson:

Teacher will introduce concept “LANDSCAPE/CITYSCAPE”. The word “scape” comes from “scope” meaning to view or to look. Thus “Landscape” is a view of the land and “cityscape” is a view of the city. Teacher will ask: “What is the artist’s point of view?” Suggest students look for details of where the artist or photographer’s eye is looking at the picture. Introduce terms: foreground, middle ground, background, bird’s-eye view, worm’s eye view. Teacher will model how to chart observations of a painting or photograph of New York City. Elements include: scale (size), line (horizontal, vertical, diagonal), shapes, architectural features (spires, arches, symmetry), and visual details (people, landmarks, time, mood, colors, and location).
Student Exploration/Practice:
Students will work in small groups to discuss two different pieces of art (one photograph and one painting). They will compare and contrast their works. Teacher will facilitate group dynamics.

Share/Closure:
Groups will share and add elements in common to original class chart. Teacher will ask: “What decisions did your artists’ make to represent their place in their art form?”

- Next Steps:
  - Create a photographic essay of their neighborhood or field trips in this unit. Share point of view of pictures.
  - Does the art work have a narrative? (Use “The Block” by Romare Bearden or Francis Guy’s “Winter in Brooklyn.”) Write a response to the artist’s treatment of his subjects.
  - Create a cityscape of their neighborhood.
  - Study an artist or photographer who has created a collection of city art (for example, Lewis Hine, Bernice Abbott, Helen Levitt, James Van Der Zee). Evaluate changes in the city over time.
  - Research photographs, or paintings of the city over time. Recognize and evaluate the use of these as primary documents.

Other Notes/Comments:
Trip to Museum of the City of New York (Possible Workshops: “Urban Planning in New York City” or “Leave it to Beaver: How Trade and Transportation Developed New York City.”)
CULMINATING LESSON PLAN
CREATING A CITY

This culminating lesson plan will bring a thoughtful completion to our unit of study. Through a hands-on interactive approach to learning, students will create their own 2-D or 3-D cities. The development process will include room for critical thinking, critical analysis, and an in-depth self-assessment. The activity will give the teacher a thorough overview of the student’s process and product and an accurate assessment of the students’ knowledge of the subject matter. This engaging activity will provide many opportunities for student interactions as well as interdisciplinary study. The teacher will be able to promote learning as fun and interactive. Members of the school community or families can be invited to share in the celebration of the students’ final products. Most importantly, this activity should prove to strengthen the classroom community as a motivated and integrated group of learners.

Unit of Study/Theme: Our Community’s Geography: New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: How do geography and community affect each other?

Teaching Points:
- Students will chart elements that make up a city.
- Students will understand geographical infrastructure of a city.
- Students will develop observational & critical thinking about urban planning.
- Students will plan and create their own city.

Why/Purpose/Connection:
- Students will utilize facts related to how geography influences the building of a city to design and create their own vision of a city.

Materials/Resources/Readings:
- Maps of New York City and boroughs
- New York City Buildings Books for Young Learners by Ann Mace
- New York: Great Cities Through the Ages by Paige Weber
- Photographs of New York City

Mini-Lesson: Students will review/chart information gathered about New York City. Discuss with students what are the necessary elements of a city and why. Chart what are functional components of a city? What makes a city appealing? Share with students the template for designing a city and how to fill out. Offer choices for final project: mural or 3-D design.
Student Exploration/Practice: Students will work in small groups (teachers can decide how to best organize group i.e. according to interests in types of design). They will chart what they want and need in their city as well as supplies necessary to create it.

Share/Closure: Have a group leader share each group’s project

Next Steps: Review student proposals
Gather necessary supplies (texts and art materials) to support student work
Allow about a week for students to create their city

Other Notes/Comments: Field trips: Queens Museum (to view the panorama of the city)
Brooklyn Bridge
Neighborhood walking tour
CITY DESIGN TEMPLATE

Your job as a group is to create your own city. Your group must decide on the landforms, landmarks, structures and systems that you will use to create your final project.

<table>
<thead>
<tr>
<th>GROUP MEMBERS</th>
<th>RESPONSIBILITIES</th>
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REQUIRED CITY ELEMENTS:

- Office Buildings
- Transportation System
- Homes
- Bridge and/or Tunnel
- Streets/Highway System
- Waterway

ADDITIONAL CHOICES: Choose at least three

- Cultural and Historical Institutions
- Open Space or Recreation Spaces: parks, playgrounds, zoos
- Skyline
- Hospitals
- Schools
- Sanitation Systems: landfills, recycling, sewers
- Water treatment

ART and BUILDING MATERIALS:

1.
2.
3.
4.
5.
LESSON PLAN

Creating a City-Lesson Two

Unit of Study/Theme: Our Community’s Geography-New York City Geography

Essential Question: How does geography influence where people choose to live and why?

Focus Question: How do geography and community affect each other?

Teaching Points:

- Students will develop observational and critical thinking about urban planning.
- Students will evaluate needs of a city related to geography, necessities, and population.
- Students will plan and create their own cities.

Why/Purpose/Connection:

- Students will utilize facts related to how geography influences the building of a city to design and create their own vision of a city.

Materials/Resources/Readings:

- Maps of New York City and Boroughs
- New York City Buildings by Ann Mace (Books for Young Learners)
- New York: Great Cities Through the Ages by Paige Weber
- Photographs
- Unit resource library (see Bibliography)

Mini-Lesson: Teacher will review essential elements of a city: infrastructure, urban planning and greenways. The group will chart “What makes a city a city.” Teacher will return group templates. Group projects will be decided based on available resources (teacher/student supplied): boxes, cartons, popsicle sticks, wood pieces etc., mural paper, brown craft paper, crayons, and paint.

Student Exploration/Practice: Groups will work with planning (graph or plain paper) planning the design and format of their city. They will review choices from required list and possible choices. Teacher will facilitate group work by questioning group decisions, and by ensuring that vital services (hospital, police, fire, school) are represented.

Share/Closure: Each group will share progress stating one accomplishment and one area in need of improvement. Make sure beforehand that students understand that they should not be criticizing team members when citing needed improvements; this should be something that would make their city better.
Next Steps: Assemble all materials collected. Consider a distribution/storage system for the materials since they will be needed over several days. Create a workspace in room for project. Plan daily task completion dates. Chart timetable for students so all groups can stay on task.

Please note the completed project will need several days to finish. Please review with groups/class as needed any teaching points from the Unit of Study.

Other Notes/Comments:

Virtual Tours: www.about.com A Tourist’s Tour of NYC
  www.esbnyc.com.kids (Empire State Building)
  www.meetmeatthecorner.org Virtual tours of NYC by kids
TEACHER RESOURCES
## POSTER RUBRIC

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
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<tbody>
<tr>
<td>Elements of the Poster</td>
<td>The poster includes all five required elements</td>
<td>Three to four of the required elements are included on the poster</td>
<td>One to two of the required elements are included on the poster.</td>
<td>None of the required elements is included on the poster.</td>
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<td>• Persuasive Title</td>
<td>• Persuasive Title</td>
<td>• Persuasive Title</td>
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<td>• Geographical Features</td>
<td>• Geographical Features</td>
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<td>• Interesting Facts</td>
<td>• Interesting Facts</td>
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<td>• Content Matching Illustrations/Pictures</td>
<td>• Content Matching Illustrations/Pictures</td>
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<td></td>
<td>• Appropriate Text/Writing</td>
<td>• Appropriate Text/Writing</td>
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<tr>
<td>Graphics and Illustrations</td>
<td>All four graphic elements show outstanding creativity and artistic presentation</td>
<td>Three of the required graphic elements show creativity and artistic presentation</td>
<td>One to Two of the required graphic elements show creativity and artistic presentation</td>
<td>No graphic elements are used.</td>
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<td></td>
<td>• vivid color</td>
<td>• vivid color</td>
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<td>• background</td>
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<td>• layout</td>
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<td></td>
<td>• illustration/pictures</td>
<td>• illustration/pictures</td>
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<tr>
<td>Accuracy of Historical/Geographical Information</td>
<td>All the information and facts displayed on the poster are accurate and historically relevant.</td>
<td>Most of the information and facts displayed are accurate and relevant.</td>
<td>Some of the information and facts displayed are accurate and relevant.</td>
<td>All/Most of the Information displayed or facts displayed are incorrect or irrelevant.</td>
</tr>
<tr>
<td>Presentation</td>
<td>The poster is very appealing to the viewer. Attractive, accurate and neat.</td>
<td>The poster is appealing to the viewer.</td>
<td>Some parts of the poster are accurate, neat, and attractive but not all.</td>
<td>The poster is not appealing to the viewer because it is hard to read, sloppy or does not use graphics.</td>
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</table>
## RETELLING RUBRIC

<table>
<thead>
<tr>
<th>CRITERIA</th>
<th>LEVEL 4</th>
<th>LEVEL 3</th>
<th>LEVEL 2</th>
<th>LEVEL 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT AND ORGANIZATION</strong></td>
<td>• The Graphic Organizer is complete</td>
<td>• The Graphic Organizer is complete or mostly complete.</td>
<td>• The Graphic Organizer is partially complete.</td>
<td>• The Graphic Organizer is incomplete and/or inaccurate.</td>
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<td></td>
<td>• Accurate retelling of the story (beginning, middle, end).</td>
<td>• A mostly accurate retelling of the story.</td>
<td>• A partial retelling of the story.</td>
<td>• A minimal retelling of the story.</td>
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<td></td>
<td>• Story events retold in logical sequence from beginning to end.</td>
<td>• Story events are mostly in logical sequence from beginning to end.</td>
<td>• Some story events are in logical sequential order.</td>
<td>• Few or none of the story events are in logical sequential order.</td>
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<td>• Response shows an excellent understanding of the story.</td>
<td>• Response shows a fairly good understanding of the story.</td>
<td>• Response shows a partial understanding of the story.</td>
<td>• Response shows minimal understanding of the story.</td>
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<td>WRITING MECHANICS</td>
<td>Winter 2008</td>
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<td>• Sentence structure is correct.</td>
<td>• Sentence structure is mostly correct.</td>
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<td>• Sentences are clearly written.</td>
<td>• Most sentences are clear.</td>
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<td>• Transitions are smooth. (There is evidence of transitional word usage.)</td>
<td>• Transitions are mostly smooth.</td>
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<tr>
<td>• Punctuation marks are used correctly.</td>
<td>• (Some evidence of transitional word usage).</td>
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<tr>
<td>• Capitalization is used correctly.</td>
<td>• Punctuation marks are mostly used correctly.</td>
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<td></td>
</tr>
<tr>
<td>• Capitalization is mostly used correctly.</td>
<td>• An attempt is made at using the correct sentence structure.</td>
<td></td>
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<tr>
<td>• An attempt is made at using the correct sentence structure.</td>
<td>• Some of the sentences are clearly written.</td>
<td></td>
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<tr>
<td>• Some of the sentences are clearly written.</td>
<td>• Minimal evidence of transitional word usage.</td>
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<tr>
<td>• Minimal evidence of transitional word usage.</td>
<td>• An attempt was made to use punctuation marks and capitalization.</td>
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<tr>
<td>• Little or no attempt was made to correctly use punctuation marks and capitalization.</td>
<td>• Sentence structure is mostly incorrect.</td>
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<td>• Few sentences are clearly written.</td>
<td>• Minimal or no evidence of transitional word usage.</td>
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<tr>
<td>• Minimal or no evidence of transitional word usage.</td>
<td>• Little or no attempt was made to correctly use punctuation marks and capitalization.</td>
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## PERSUASIVE WRITING RUBRIC

<table>
<thead>
<tr>
<th>Criteria/Category</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
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<tbody>
<tr>
<td><strong>Support for Position Taken</strong></td>
<td>Includes <strong>three or more</strong> reasons why that borough is the best borough. Writer has anticipated reader's concerns and provided counter argument.</td>
<td>Includes <strong>at least three</strong> reasons why that borough is the best borough. Counter argument present but not strong.</td>
<td>Includes <strong>two</strong> reasons why that borough is the best borough.</td>
<td>Includes <strong>one</strong> reason why that borough is the best borough.</td>
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<tr>
<td><strong>Organization</strong></td>
<td>Demonstrates logical sequencing of ideas. Engaging language usage. Strong introduction and conclusion.</td>
<td>Demonstrates sequence of ideas. Includes an introduction and conclusion.</td>
<td>Some organization. Ideas are not fully developed. Introduction and conclusion present.</td>
<td>A logical sequencing/organization of ideas. No introduction or conclusion.</td>
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</tbody>
</table>
| **Mechanics and Language Usage** | • Rich vocabulary  
• Accurate spelling, punctuation, capitalization  
• Variety of sentence usage | • Occasional use of rich vocabulary  
• Few errors present in spelling, punctuation, capitalization  
• Some attempt at sentence variety | • Repetitious vocabulary  
• Weak language usage  
• Occasional spelling, punctuation, and capitalization errors  
• Little sentence variety | • Multiple errors present in sentence structure, spelling, punctuation, capitalization  
• Weak vocabulary  
• Multiple language usage errors |
| **Use of Resources**       | • Uses appropriate information to support writing  
• Uses at least three resources to support position | • Uses subject knowledge to support writing  
• Uses two or more resources to support position | • Little use of appropriate information to support writing  
• Uses one resource to support position | • Little evidence of subject matter or resources to support position |
### RUBRIC FOR FINAL PROJECT

**CREATING A CITY PROJECT**

<table>
<thead>
<tr>
<th>CATEGORY</th>
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**Suggested Categories:**
- Inclusion of Required City Elements/Additional Choices
- Creative Use of Materials
- Group Members Responsibilities/Participation
- Presentation of Project (Oral or Written)
- Appearance of Project
Multiple Intelligence Checklist for Students

This checklist is a simple tool to help you consider student learning strengths based on the eight intelligences identified by Howard Gardner and originally described by Thomas Armstrong. Understanding the way a student prefers to learn is a critical step in selecting technology which matches the individual needs of the student.

Linguistic Intelligence (Word Smart)
___enjoys reading books
___has a good memory for names, places, lyrics or trivia
___appreciates nonsense rhymes, puns, tongue twisters
___enjoys listening to stories on tape, the radio, talking books
___likes word games, crossword puzzles
___has a good vocabulary for age
___writes better than average for age
___spells words accurately, or does developmental spelling advanced for age
___loves to tell stories, jokes, or spin tall tales
___enjoys going to libraries, bookstores

Other characteristics in this area:

Logical-Mathematical Intelligence (Number Smart)
___asks a lot of questions about how things work
___good at mental arithmetic, or has advanced math concepts for age
___likes math class, or enjoys counting and numbers
___has organized collections of cards, coins, insects
___enjoys logical puzzles, brain teasers, strategy games on or off the computer
___likes to experiment and test things out
___handles money matters well
___likes putting things in categories or hierarchies
___loves working on the computer, any technologies
___enjoys science fairs, electronic exhibits, trips to Radio Shack, math contests

Other characteristics in this area:

Spatial/Visual Intelligence (Picture Smart)
___Likes to draw, paint, and design things
___enjoys solving mazes, puzzles, “Where’s Waldo?”
___prefers videos, slides, maps, charts, diagrams
___reacts strongly to colors (likes and dislikes)
___daydreams more than peers
___gets more out of pictures than words when reading
___doodles on notebook, worksheet, other paper
wins easily at checkers, chess, battleship or other board games
builds interesting 3D constructions for age, using Lego or wooden blocks
enjoys going to planetariums, art shows

Other characteristics in this area:
Bodily-Kinesthetic Intelligence (Body Smart)
excels in one or more sports
moves, twitches, taps or fidgets while seated
cleverly mimics other people’s gestures or mannerisms
loves to take things apart and put them together again
has to put hands “all over” something new
enjoys running, jumping, wrestling, and/or dancing
has a dramatic way of expressing ideas, communicating
shows skill in crafts like woodworking, sewing, mechanics
likes to work with clay or finger paint
enjoys sporting events, hiking, acting, or role-playing

Other characteristics in this area:
Musical Intelligence (Music Smart)
plays a musical instrument
has a good singing voice
remembers melodies of songs
hums, whistles, or taps out rhythms unconsciously when reading, studying
sensitive to environmental, non-verbal noises
responds strongly to background music
tells you when music is off-key or disturbing
needs music to study, do homework, work
has a rhythmic way of speaking, moving
enjoys concerts, musicals

Other characteristics in this area:
Interpersonal Intelligence (People Smart)
enjoys socializing with peers
seems to be a natural leader
gives advice to friends who have problems
appears to be “street” smart
joins clubs, committees, other organizations
has a good sense of empathy and concern for others
enjoy playing group games, team sports
has several close friends
prefers to work with someone else on a project or at the computer
enjoys almost any activities which promote socialization
Other characteristics in this area:
Intrapersonal Intelligence (Self Smart)
___displays a sense of independence, or strong will
___has a realistic sense of own strengths and weaknesses
___prefers working alone to working with others
___marches to the beat of a different drummer
___has an interest or hobby which others do not know about
___expresses feelings accurately
___learns from own successes and failures in life
___enjoys independent study, self-paced instruction
___prefers to have own computer, game, book, ball
___has high self-esteem, self-motivation
Other characteristics in this area:
Natural Intelligence (Nature Smart)
___has one or more pets
___prefers to be outdoors
___monitors, predicts changes in the weather
___recognizes and knows names of flowers, trees, plants
___likes to feed and handle hamsters, birds, horses, snakes
___prefers stories about animals, natural phenomena (earthquakes, hurricanes)
___collects and categorizes leaves, butterflies, insects, rocks
___likes to garden, grow plants indoors
___likes to fish, hunt, camp, hike nature trails
___notices and recognizes animal tracks, nests, burrows
Other characteristics in this area:

Adapted from the work of Howard Gardner on Multiple Intelligences
WRITING RESOURCES
Note: Below are some sample writing activities that can be assigned during the school day or for homework. They can also be used in the Writing Center by enlarging and gluing them onto large index cards.

- **Field Trip Response**
  Ask your students to reflect on the field trip. When and where did they go? What did they do? Instruct them to develop an outline or list some details about the trip. Students can then use the outline or list to write and illustrate at least a paragraph describing the trip. Display or share the responses with the class.

- **Borough Characterizations**
  Ask your students to choose one of the five boroughs and list some interesting facts. Use the facts they collected to create and illustrate a book about New York City (like an A to Z Book, or an All About Book).

- **Persuasive Letter**
  Ask your students to think about their favorite place (landmark, historical site, etc.) in New York City. Tell them to list all the things that make this place so special. Students can write a persuasive letter to their teacher convincing the teacher to take the class on a trip to this place. Allow time for sharing at the end of this activity.

- **Student Interview**
  Ask students to select an adult at home as an interview candidate. Use the following questions in the interview. After the interview use the information gathered from the questions to write a response.
  - Where are you from originally?
  - How long have you lived in (borough)?
  - Why did you choose to live in (borough)?
  - What do you like best about this borough? What do you like least about this borough?
  - Would you encourage other people to live in this borough? Why or why not?

- **Field Trip Observations**
  What place did you visit?
  What did you see there?
  What sounds did you hear?
  What impressed you most about this place?

- **What If? Questions**
  - What if there was no Hudson River?
  - What if there were no parks in New York City?
  - What if there were no oceans?
• Kid Zones
Ask your students to write about fun places for kids to visit in their community. Where do kids go to have fun? What do they do? If the students are unable to generate a list of “fun places” in their community, have the students write suggestions for “fun places” and tell why the community should provide these places for kids.

• Likes and Dislikes
Tell your students to select either of the following topics: “Things I like About My Community/Borough” or “Things I Don’t Like About My Community/Borough.” Students will write an essay on the topic they chose. Encourage students to write an introduction (beginning), body (middle), and conclusion (end).

• Group Poems
Divide students into small groups or partnerships. Ask them to brainstorm and choose a topic about NYC that is meaningful to each member of the group. For students having difficulty choosing a topic you might suggest landmarks, the subway, parks, historical sites, etc. Ask students to write a poem about the chosen topic. Share poems with the class.

• NYC Problems
Ask students to consider the things about NYC that bother them, or things that occur in the city that upset them. Ask students to write a response about their feelings on the topic, and suggestions they would give to the people in charge of the city that would help to change or fix the problem. Provide time for sharing at the end of the activity.

• Neighborhood Visit
Ask your students to visualize their neighborhoods, and then do a quick sketch. Then students can write a paragraph or more describing their neighborhood for someone who has never seen it. Encourage students to use strong, descriptive words in their writing. Display or share responses.

• Meet the Mayor
Ask students to pretend that they have an appointment to meet the mayor of NYC. Explain that during this meeting they can ask the mayor anything they want. Part 1: Tell students to write five questions that they would ask the mayor. Part 2: Write an imaginary story pretending that they did meet the mayor, asked their questions, and got an answer. Focus on punctuation, especially quotation marks. (Variation: write an actual letter to City Hall, asking the questions.)
Pop-Up Geography Cards

Students use their list of “Words to Know” to create their pop-up geography cards. They should follow the instructions below:

1. Fold index card in half.
2. Write geographical term on the inside of the card (bottom half).
3. On the outside of the card, top half, write the definition of the word and draw a picture of that term.

These cards can be used as a game when work is complete, in which students quiz themselves and each other, as well as a center activity. They can also be stapled on a wall as an interactive bulletin board.
Start with a long sheet of paper

fold in half

then open up

fold each end into middle

flip over

valley folds

side view

mountain folds

side view

fold each end into first mountain fold

fold each mountain fold in to the center
mountain fold: crease paper to make a
fold in each middle page

open all folds

NATIONAL MUSEUM of WOMEN in the ARTS
Rubber Band Journal

For the paper:

Fold each sheet of paper in half.

Mark the folded edge of the paper, 2" from the top and 2" from the bottom.

Repeat for each sheet of paper.

Using the marks as a guide, make two holes on the folded edge of the paper with a hole punch or cut two notches out of the folded edge.

Repeat for each sheet of paper.

For the cover:

Fold the cover paper in half.

Mark the folded edge of the paper, 2¼" from the top and 2⅛" from the bottom.

Using the marks as a guide, make two holes on the folded edge of the cover with a hole punch or cut two notches with scissors.

To assemble the book:

Place the nested paper inside the cover, lining up the holes.

Open the book and thread a rubber band through the bottom hole, going from the inside of the book to the outside. Pull about ½" of the rubber band through the hole.

Loop the end of the rubber band around the end of the stick.

Thread the other end of the rubber band through the top hole, going from inside to outside and loop it around the top of the stick.

NATIONAL MUSEUM OF WOMEN IN THE ARTS
Flag Book

For the paper:
For the covers: two sheets of 8½” x 5½” paper (two pieces can be cut from one 8½” x 11” paper)

For the spine: one sheet of 8½” x 11” paper

For the flags: six sheets of 2½” x 5½” paper (six pieces can be cut from one 8½” x 11” paper)

To make the spine:
Begin by folding the 8½” x 11” paper widthwise into a four-page accordion. Place the accordion facing down with the two mountain folds pointing up.

Fold each mountain fold in to the center fold, press down to crease the paper.

For directions on folding, refer to the Accordion Book Instructions, completing the first four steps only.

To attach the covers:
Glue the covers to the end flaps of the spine, with the end flaps on the inside of the covers.

To attach the flags:
Glue the first row of two flags at the top of the spine, one flag on the left side of each fold.

Glue the second row of two flags in the middle of the spine, just below the first row, one flag on the right side of each fold.

Glue the third row of two flags at the bottom of the spine, just below the second row, one flag on the left side of each fold.

The flags on the top and bottom row will point to the right; the flags in the second row will point to the left.
Pop-Up

For the paper:
One 8½" x 11" sheet of paper

Fold paper in half widthwise.

Draw two parallel lines that are the same length (2" to 3") towards the folded edge of the paper.

Cut along both lines starting at the folded edge.

Fold the cut flap towards you and make a straight crease at the fold.

Then fold the flap back away from you and press the fold again.

Unfold the flap, putting it in its original position.

Open the paper like a tent, and push the flap through to the other side.

Close the paper in half and press the folds.

Open, the box pops up!

NATIONAL MUSEUM of WOMEN in the ARTS
Tunnel Book

For the covers:
Cut two sheets of 4¼" x 5½" paper

Back cover 5½"

Front cover 5½"

Cut a 3" x 2¼" rectangle from the center of the front cover, leaving a ½" border on the sides and a ½" border on the top and bottom.

For the sides:
Cut two sheets of 4¼" x 11" paper

Fold each side into an 8-panel accordion. For directions on folding refer to the Accordion Book instructions.

To assemble the book:
Glue the back cover to the accordion sides. Attach it to the front side of the last fold on each accordion side.

Glue cut paper shapes to the front sides of the accordion folds.

Glue the front cover to the accordion sides.

Attach it to the outside of the first fold on each accordion side.

NATIONAL MUSEUM of WOMEN in the ARTS
Self-portrait Book

For the paper:
One 8½”x11” sheet of paper

fold both sides to meet in middle

fold corners down to middle

reverse fold and tuck fold in on both sides

national museum of women in the arts
TEMPLATES
LESSON PLAN TEMPLATE

Unit of Study/Theme:

Focus Question:

Teaching Points:

Why/Purpose/Connection:

Materials/Resources/Readings:

Mini-Lesson:

Student Exploration/Practice:

Share/Closure:

Next Steps:

Other Notes/Comments:
### Unit Planning Guide

#### Unit:

#### Essential Questions:

#### Core Vocabulary:

#### Focus Questions

#### Student Outcomes

Think about what you want the students to know and be able to do by the end of this unit.

<table>
<thead>
<tr>
<th>Content, Process and Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>
Interdisciplinary Unit of Study
Planning Matrix Template

<table>
<thead>
<tr>
<th>Focus Questions</th>
<th>Disciplines</th>
<th>Resources Needed</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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</table>

Content: The student will:

<table>
<thead>
<tr>
<th>Process: The student will:</th>
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<tbody>
<tr>
<td>Math/Science</td>
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<tr>
<td>Social Studies</td>
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<tr>
<td>The Arts</td>
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<tr>
<td>Technology</td>
</tr>
</tbody>
</table>

| Attitudes and Attributes: The student will: |

| I. Initial activities that introduce, build and engage students with content knowledge, concept, skill |
|II. Extension activities that challenge students to deepen their understanding through inquiry and application, analysis, synthesis, etc. of knowledge, concept, skill |
|III. Culminating activities for independent or small group investigations that allow students to create, share or extend knowledge while capitalizing on student interests |
### Disciplines

<table>
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<tr>
<th>Focus Questions</th>
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<tbody>
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<td><strong>Content:</strong></td>
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<tr>
<td>The student will:</td>
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<td><strong>Process:</strong></td>
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## Unit of Study:

**Essential Question:**

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<th>Disciplines</th>
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<td>*</td>
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</tbody>
</table>
Name _______________________________________________ Date ______________________

KWL Chart
Before you begin your research, list details in the first two columns. Fill in the last column after completing your research.

<table>
<thead>
<tr>
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</table>


Observation Chart
List details for each sense in the correct column.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Sight</th>
<th>Sound</th>
<th>Touch</th>
<th>Taste</th>
<th>Smell</th>
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Persuasion Map
Write your goal in the first box. Write three reasons in the next boxes. List facts and examples in the branching boxes.

Goal

Reason 1
- fact/example
- fact/example
- fact/example

Reason 2
- fact/example
- fact/example
- fact/example

Reason 3
- fact/example
- fact/example
- fact/example
Sequence Chart
List steps or events in time order.

<table>
<thead>
<tr>
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</tr>
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<tbody>
<tr>
<td>First</td>
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<td>Next</td>
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<tr>
<td>Next</td>
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<tr>
<td>Last</td>
</tr>
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Venn Diagram
Write details that tell how the subjects are different in the outer circles. Write details that tell how the subjects are alike where the circles overlap.

Subject 1: ________________________________  Subject 2: ________________________________
Describing Wheel
Add describing words about your topic between the spokes.
### Interdisciplinary Unit of Study
#### Planning Matrix Template

<table>
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#### Content:
The student will:

- Literacy
- Math/Science
- Social Studies
- The Arts
- Technology

#### Process:
The student will:

#### Attitudes and Attributes:
The student will:

#### Resources Needed:
PHOTO AND MAP RESOURCES
Catskill Mountains

1826 Thomas Cole- Sunrise in the Catskill Mountains
1890 Childe Hassam *Snowstorm, Madison Square*

Madison Square Park, 2007
New York Seals

NYC Seal (below)

Bronx Seal (below)

Modern Staten Island seal (below)
Map showing the major waterways in New York City

KEY:

2. East River          7. Jamaica Bay
3. Long Island Sound  8. Atlantic Ocean
4. Newark Bay
5. Upper New York Bay
Map Showing Major Green Spaces in New York City

KEY:

1) Central Park
2) Van Cortlandt Park
3) Bronx Park
4) Pelham Bay Park
5) Flushing Meadows Park
6) Forest Park
7) Prospect Park

8) Floyd Bennett Field
9) Jamaica Bay
A) Jacob Riis Park and Fort Tilden
B) Fort Wadsworth
C) Miller Field
D) Great Kills Park
Outline Map of New York Boroughs/Counties
Outline Map of New York City
BIBLIOGRAPHIES AND INTERNET RESOURCES
**PROFESSIONAL RESOURCES**


Heller, Rafael and Cynthia L. Greenleaf. *Literacy Instruction in the Content Areas: Getting to the core of middle and high School improvement*.. Alliance for Excellent Education, 2007.


Instructional Guide: Literacy, Grades 6-8, New York City Department of Education, 2000-2001

Interdisciplinary Curriculum Planning
http://volcano.und.nodak.edu/vwdocs/msh/lc/llc/is/icp.html


Reading Skills in the Social Studies, [http://www.learningenrichment.org/reading.html](http://www.learningenrichment.org/reading.html)


What are the roots of interdisciplinary learning and how has it evolved over time? – Thirteen| ed Online [http://www.thirteen.org/edonline/concept2class/interdisciplinary/index_sub1.html](http://www.thirteen.org/edonline/concept2class/interdisciplinary/index_sub1.html)


Student Resources


Evan-Moor Educational Publisher. *Beginning Geography: How to Use a Map*. Evan-Moor, 1992.


Internet Resources

**Answers.com**  
http://www.answers.com

Answers.com is a free, ad-supported, reference search service, created to provide you with instant answers on over a million topics. As opposed to standard search engines that serve up a list of links for you to follow, Answers.com displays quick, snapshot answers with concise, reliable information. Editors take the content from over 100 authoritative encyclopedias, dictionaries, glossaries and atlases, carefully chosen for breadth and quality. Answers.com has incorporated citation functionality with the goal of educating and helping users cite their work. Clicking on the "Cite" button (which can be found next to each copyright at the bottom of each Answer Page), will direct you to a fully-formatted citation, ready for students to include in their bibliography. They can even choose from MLA, Chicago and APA styles.

**Bartleby.com**  
http://www.bartleby.com

Bartleby.com publishes thousands of FREE online classics of reference, literature and nonfiction. The editors of Yahoo! Internet Life magazine voted it a 2002 “Best Literary Resource” for Net excellence. The magazine’s review of Bartleby.com proclaims: “Never judge a book by its cover. Bartleby might not look like much – just a whole lot of text – but this online library is one of the Net’s true gems. Read literary masterpieces by Dickens, Dostoyevsky, Twain, and many others, as well as the Emancipation Proclamation and other landmarks of nonfiction. You'll find scientific papers, philosophical treatises, historical memoirs, and reference tomes. Everything is free, and late fees have been waived.”

**Book-making Techniques**

The websites below provide many templates and instructions for book-making projects:

- www.booklyn.org

**Citation Machine.net**  
http://citationmachine.net

Citation Machine is an interactive Web tool designed to model the proper format for citing information property from print and electronic resources. If you cannot find how to cite the specific type of reference you seek or have a question about how to cite a particular resource that is unique in some way, consult your teacher or the *MLA Handbook for Writers of Research Papers: 6th Edition* or *Publication Manual of the American Psychological Association: 5th Edition*.

**Dictionary.com**  
http://dictionary.reference.com

A multi-source dictionary search service produced by Lexico Publishing Group, LLC, a leading provider of language reference products and services on the Internet. To use the dictionary or thesaurus, simply type a word in the blue search box that appears at the top of every page and then click the **Search** button. You can also sign-up for the ‘Word of the Day’ email or browse the other multi-lingual dictionaries featured on the site.

**Note: This site is FREE, but there are pop-up advertisements**
NYC.gov  http://www.nyc.gov

NYC.gov is a public comprehensive site which is a free service of The City of New York. This site provides detailed information on New York City Services, as well as links to relevant information on culture, education, and statistics. This site can be useful for viewing profiles of current city agencies and to research data pertaining to the changes in our city over time.

Puzzlemaker  http://puzzlemaker.discoveryeducation.com

Puzzlemaker is part of Discovery Education’s web page which provides school resources for teachers and students. The puzzle generator includes customized word searches, crossword puzzles, acrostics, and more.


Schools.nyc.gov is a public comprehensive site which is a free service of The City of New York. This site provides detailed information of NYC Department of Education services. It can be useful for viewing profiles of current offices, programs, and supports. This site has many useful links for the research of educational policies, programs, and instruction in many subject areas.

Wikipedia  http://www.wikipedia.org

Wikipedia is a comprehensive online encyclopedia that provides current and detailed information and which is updated by the viewing public who act as online editors. It provides many links that prove useful for classroom preparation of teachers and students in multiple languages. Wikipedia is a registered trademark of the Wikimedia Foundation, Inc.

United States Geological Survey  http://www.USGS.gov

The United States Geological survey is the sole science agency for the Department of the Interior. It is the nation’s largest water, earth, and biological science and civilian mapping agency. The USGS website is a comprehensive website that is free to the public. Online resources include data, lessons and maps. This relevant website can play a fun and interesting role in your classroom.
Field Trip List with Websites and Virtual Tours

Manhattan

- Broadway Theater District  www.ny.com/theater
- Carnegie Hall  www.carnegiehall.org
- Central Park  www.centralpark.com
- Chinatown  www.chinatown-online.com www.explorechinatown.com
- Empire State Building  www.esbny.com
- Grand Central Station  www.grandcentralterminal.com
- Guggenheim Museum  www.guggenheim.org
- Lincoln Center  www.lincolncenter.org
- Metropolitan Museum of Art  www.metmuseum.org
- Museum of the City of New York  www.mcny.org
- Museum of Modern Art (MOMA)  www.moma.org
- American Museum of Natural History  www.amnh.org
- Rockefeller Center  www.rockefellercenter.com
- Skyscrapers  www.skyscraper.org
- Skyscraper Museum  www.skyscraper.org
- Wall Street Financial District  www.ny.com/sights/neighborhoods

Brooklyn

- Brooklyn Museum of Art  www.brooklynmuseum.org
- Brooklyn Academy of Music  www.bam.org
- Brooklyn Children’s Museum  www.brooklynkids.org
- Brooklyn Botanic Garden  www.bbg.org
- Coney Island  www.pbs.org/wgbh/amex/coney
- Green-Wood Cemetery  www.green-wood.com
- New York Aquarium  www.nyaquarium.com
- New York Transit Museum  www.mta.info/mta/museum
- Prospect Park  www.prospectpark.org
- Weeksville Homestead  www.weeksvilleassociation.org
- Wyckoff Farmhouse Museum  www.wyckoffassociation.org

Queens

- American Museum of the Moving Image  www.movingimage.us
• Flushing Meadows Park  www.nycgovparks.org
• Flushing Town Hall  www.flushingtownhall.org
• Jamaica Center for Arts and Learning  www.jcal.org
• Jamaica Performing Arts Center  www.queensnewyork.com
• New York Hall of Science  www.nyhallsci.org
• Noguchi Museum  www.noguchi.org
• Queens Botanical Garden  www.queensbotanical.org
• Queens Museum of Art  www.queensmuseum.org
• Queens Theatre in the Park  www.queenstheatre.org
• Sculpture Center  www.sculpture-center.org
• Queens County Farm  www.queensfarm.org

### Bronx

Bronx Museum of Arts  www.bronxmuseum.org
• Bronx Zoo  www.bronxzoo.com
• Hall of Fame for Great Americans  www.bcc.cuny.edu/hallofFame
• Hudson River Museum  www.hrm.org
• Lehman College Art Gallery  www.lehman.cuny.edu/gallery
• Maritime Industry Museum at Historic Fort Schuyler  www.sunymaritime.edu
• New York Botanical Garden  www.nybg.org
• Wave Hill  www.wavehill.org
• Yankee Stadium  www.yankees.mlb.com

### Staten Island

• Staten Island Ferry  www.siferry.com
• Snug Harbor Cultural Center  www.snug-harbor.org
• The Alice Austen House Museum  www.aliceausten.org
• Staten Island Children's Museum  www.statenislandkids.org
• The Staten Island Museum  www.statenislandmuseum.org
• Historic Richmond Town  www.historicrichmondtown.org
• Staten Island Zoo  www.statenislandzoo.org
All Boroughs

- Urban Park Rangers (explore parks)  www.nycgovparks.org
- Virtual Tours videotaped by children  www.meetmeatthecorner.org
- General New York City information  www.nycgovparks.org/sub
                                          www.gothamcenter.org
                                          www.nyhistory.org