Early Encounters: Native Americans and Explorers
Grade 7: Unit 1

Fra Mauro map, 1459

Office of Curriculum and Professional Development
Department of Social Studies
Department of Social Studies

Social Studies is the integrated study of history, geography, economics, government and civics. More importantly it is the study of humanity, of people and events that individually and collectively have affected the world. A strong and effective Social Studies program helps students make sense of the world in which they live, it allows them to make connections between major ideas and their own lives, and it helps them see themselves as members of the world community. It offers students the knowledge and skills necessary to become active and informed participants on a local, national and global level.

Social Studies must also help students understand, respect and appreciate the commonalities and differences that give the U.S character and identity. The complexities of history can only be fully understood within an appreciation and analysis of diversity, multiple perspectives, interconnectedness, interdependence, context and enduring themes.

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

Contributing Educators

Taralyn Ciaramello
IS 52K

Sheila Klasovsky
School for Human Rights

Rachel Montagano
MS 216Q

Lila Teitelbaum
PS 59M

# Early Encounters: Native Americans and Explorers

## Table of Contents

### I. The Planning Framework
- How This Unit Was Developed 3
- Teacher Background: Early Encounters: Native Americans and Early Explorers 5
- Brainstorm Web 6
- Essential Question 7
- Sample Daily Planner 8
- Learning and Performance Standards 15
- Social Studies Scope and Sequence 18

### II. Principles Guiding Quality Social Studies Instruction
- Principles of Quality Social Studies Instruction 21
- Inquiry in the Social Studies Classroom 22
- Social Studies Skills 23
- New Research on Content Literacy and Academic Vocabulary 24
- Social Studies Content Area Reading Strategies 25
- Diversity and Multiple Perspectives: An Essential Component 28
- Reading As a Historian 30
- How to Develop Concept Understanding 33
- Interdisciplinary Models: Literacy and Social Studies as Natural Partners 35

### III. Teaching Strategies
- Text Structures Found in Social Studies Texts 39
- Encouraging Accountable Talk 42
- Project-Based Learning 43
- Successful Strategies for Implementing Document-Based Questions 44
- Assessing Student Understanding 48
- Multiple Intelligences 50
- Bloom’s Taxonomy 51
- Maximizing Field Trip Potential 52

### IV. Sample Lessons, Materials and Resources
- Trade Book Text Sets 55
- Engaging the Student/Launching the Unit 57
- Lessons Plans 61
- Field Trips for Early Encounters: Native Americans and Explorers 118

### V. Additional Resources
- Templates 121
- Technology 135
- Bibliography 139
- Professional Resources 144
I.

The Planning Framework

*Early Encounters:*

*Native Americans and Explorers*
HOW THIS UNIT WAS DEVELOPED

- This unit is the first unit of the Grade 7 scope and sequence. The unit was developed by a team of DOE staff and teachers. The first step was a brainstorming session and the results were charted in a “web.” While brainstorming elicited an extensive list of interdisciplinary connections, the team chose to focus on those ideas that are most central and relevant to the topic and goals for the unit.

- After the brainstorm web was refined to include the most essential components, the Essential Question and Focus or Guiding Questions were developed. An essential question can be defined as a question that asks students to think beyond the literal. An essential question is multi-faceted and is open to discussion and interpretation. The essential question for this unit of study on Early Encounters: Native Americans and Explorers is “What was the impact of European exploration on the Americas’ land and people?”

- Focus Questions or Guiding Questions were developed before beginning the unit of study. We thought about the goals and objectives for students when formulating the Focus or Guiding Questions. For example, one of the goals of the unit is to promote student awareness of the complexities of the first encounters between Native Americans and the early explorers and settlers. Therefore, one of the focus questions is, “How was the idea of ‘discovery’ different for Native Americans and explorers?”

- Student outcomes were determined by thinking about what students are expected to know and be able to do by the end of the unit. The processes for that learning (how the learning would occur) and the desired student affective understandings were also considered.

- Various types of assessments are included to meet the needs of all learners.

- Lessons and activities are included, as well as ideas for launching the unit that introduce, build and engage students with content knowledge, concept, or skill that address the focus questions in some way.

- Ideas for extension activities are included with lessons so students can deepen their understanding through inquiry and application, analysis, and synthesis of knowledge, concept, and skill to address the specific skills that students should acquire.

- A variety of activities for independent or small group investigations are suggested that allow students to create, share, or extend knowledge while capitalizing on student interests that will allow for independent interest-based inquiries.

- We have included guidelines on the use of text sets which are central to this unit.

- Current research on the importance of content area literacy, the development of academic vocabulary, and culturally relevant pedagogy is included.

- A bibliography of appropriate, multi-dimensional and varied resources is provided.
• A rationale for the value of field trips and a list of possible field trips to relevant cultural institutions, art museums and community-based organizations is included.

• A suggested culminating activity that validates and honors student learning and projects is described.
TEACHER BACKGROUND

EARLY ENCOUNTERS: NATIVE AMERICANS AND EXPLORERS

“The people of this island have such a generosity that they would give away their own hearts.” —Christopher Columbus, 1492

Early Encounters is an interdisciplinary unit that examines the positive and negative influences European explorers and America’s native inhabitants had upon each other. The unit focuses on the traditions and perspectives held by the native peoples, the European ideologies that explorers brought with them to America and the inevitable collision of cultures. Students develop historical understanding by connecting local history to the bigger chronicle of the American experience.

Background

Before the arrival of the Europeans, highly developed native cultures flourished in the Americas. In Central and South America, the Maya, Aztec and Inca had vast empires that included huge cities with intricate infrastructures of roads, irrigation systems, and ordered government systems.

In North America many native cultures lived along the Atlantic coastline. These groups can generally be divided into people who spoke Algonquian languages and those who spoke Iroquois languages. The Algonquian primarily lived in what is known today as New England. The Iroquois lived in what is now northern New York State.

The thirst for knowledge and discovery that marked the Renaissance led to a competition among European nations to establish and dominate trade routes to acquire the exotic resources of Asia. Each country began to finance voyages of exploration to see who could find a quick and profitable trade route. Spain, England, the Netherlands and France began to travel west, across the Atlantic, to places that were previously unknown to Europeans. Unaware of how large the world actually was and equipped with rudimentary and highly inaccurate maps, many decades passed before any of these early travelers realized that they were not traveling to Asia, but actually had stumbled upon a land previously unknown to them.

Conquistadors from Spain led expeditions in search of riches and conquered the native peoples in the Americas. The British, Dutch and French established colonies while exploring America for a navigable northwest waterway they thought would lead to Asia. African people were forcibly enslaved and brought to the colonies to provide needed labor. Still others came to the New World in search of religious freedom.

Initial encounters between the Native Americans and explorers were many and varied. While some had cataclysmic results for the native populations, other interactions led to exchanges of ideas and resources. These exchanges altered life on both sides of the Atlantic.

Please note: the activities and lesson plans provided in this unit guide are suggestions that can be adapted and customized to meet your students’ individual needs.
Early Encounters

What was the impact of European exploration of the Americas’ land and people?

Math
- Graph decline in Native American population after 1492.
- Examine the Aztec and Maya mathematic systems.
- Investigate the role of the Pythagorean Theory in calculating distance and using early navigation tools.

BRAINSTORM WEB

Science
- Study how ocean & wind patterns affected early voyages.
- Simulate how European diseases impacted the Native populations.
- Research how Europeans and Native Americans influenced each other’s agricultural practices.

Social Studies
- Study maps of the new and old worlds
- Investigate daily life of Native American cultures before the arrival of the Europeans.
- Analyze the Treaty of Tordesillas’ impact on exploration.
- Read excerpts from Columbus’ journals to understand the challenges of exploration.
- Compare European explorer viewpoints on exploration to Native American view points of their arrival.

The Arts
- Explore the role of music and dance in religion/culture of Native Americans.
- Contemplate the Myth of the Noble Savage as portrayed in sculpture and paintings.
- Analyze and reflect on George Catlin portraits.
- Observe Hudson River School landscapes at N-YHS.

Field trips
- National Museum of the American Indian
- American Museum of Natural History: Culture Halls
- Iroquois Indian Museum (Howe’s Cave, NY)
- Metropolitan Museum of Art: Gallery for the Art of Native North America
- Inwood Hill Park

Projects
- Create a guidebook to early Native American cultures.
- Produce a photo essay documenting contributions of Native Americans.
- Design a board game based on the experiences of an explorer.
- Run a campaign to elect the greatest explorer of all time.

Technology
- Use map making software to illustrate an explorer’s route.
- Utilize TrackStar to research the contact and conflict between European explorers and Native Americans.
- View an online exhibit at the National Museum of the American Indian.

Literacy
- Compare and contrast myths/folktales from different Native American cultures.
- Write journal entries from the point of view of Native Americans and explorers.
- Write a letter to the King or Queen persuading him/her to support your next voyage to the new world.
- Debate whether the positive effects of exploration outweighed the negative ones.
- Read Encounter and discuss the author’s point of view.

Department of Social Studies
ESSENTIAL QUESTION

What was the impact of European exploration on the Americas’ land and peoples?

Content/Academic Vocabulary (sample)

<table>
<thead>
<tr>
<th>surplus</th>
<th>irrigation</th>
<th>civilization</th>
<th>culture</th>
<th>clan</th>
<th>indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>sachem</td>
<td>navigation</td>
<td>circumnavigate</td>
<td>conquistador</td>
<td>encounter</td>
<td>rivalry</td>
</tr>
</tbody>
</table>

Focus Questions

- What were Native American societies like prior to European exploration?
- What motivated European explorers to embrace the unknown?
- How was the idea of “discovery” different for Native Americans and explorers?
- How did the Europeans’ search for trade routes affect the development of the Americas?
- What is the legacy of the encounter between Native Americans, Africans and Europeans?

Student Outcomes

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

Content, Process and Skills

- Comprehend the reasons for exploration and settlement.
- Describe the cultures of Native Americans and explorers.
- Understand the complexity of the encounter between Native Americans and explorers.
- Analyze features and contributions of both Native Americans and explorers.
- Compare and contrast the different value systems.
- Explain the advantages/disadvantages of two competing cultures.
- Recognize how the actions of the past have a continuous impact.
- Acquire an appreciation of indigenous cultures as well as the motivations for exploration/colonization.
- Develop a historical context for the founding of a new nation.
<table>
<thead>
<tr>
<th>Day</th>
<th>Social Studies Focus Question</th>
<th>Content Understandings</th>
<th>What learning experiences will answer the focus question?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>What were Native American societies like prior to European exploration?</td>
<td>• Native cultures of the Americas&lt;br&gt;- Geography&lt;br&gt;- Economics</td>
<td>Study early maps of the Americas and trace the routes the first peoples traveled as they migrated from Asia:&lt;br&gt;- Discuss the land bridge theory.&lt;br&gt;- Examine settlement patterns of first peoples.&lt;br&gt;- Identify the factors that led people to transition from a nomadic lifestyle to farming.&lt;br&gt;&lt;i&gt;America in the Time of Columbus&lt;br&gt;Historical Atlas of North America before Columbus&lt;/i&gt;</td>
</tr>
<tr>
<td>2</td>
<td>What were Native American societies like prior to European exploration?</td>
<td>Existing Cultures&lt;br&gt;- The Americas prior to early explorers and colonial settlement&lt;br&gt;- Plains&lt;br&gt;- Southwest&lt;br&gt;- Pacific NW&lt;br&gt;- Algonquian&lt;br&gt;- Iroquois&lt;br&gt;- Aztecs, Mayas and Incas&lt;br&gt;- Native cultures of the Americas&lt;br&gt;- Geography&lt;br&gt;- Religion/spirituality&lt;br&gt;- Economics&lt;br&gt;- Government system&lt;br&gt;- Traditions&lt;br&gt;- Culture (arts, music, literature)&lt;br&gt;- Interactions among different native cultures</td>
<td>Small group study focused on native cultures of North America.&lt;br&gt;- Use text set resources to research daily life, culture and traditions of Native American cultures prior to 1500 CE.&lt;br&gt;- Students will create guides/presentations on Native American life.&lt;br&gt;Model scanning using&lt;i&gt;Native American Family Life&lt;/i&gt; to gather information to input on Indigenous Cultures template.</td>
</tr>
</tbody>
</table>
| 3 | **What were Native American societies like prior to European exploration?** | **Existing Cultures**  
- The Americas prior to early explorers and colonial settlement  
  - Plains  
  - Southwest  
  - Pacific NW  
  - Algonquian  
  - Iroquois  
  - Aztecs, Mayas and Incas  
- Native cultures of the Americas  
  - Geography  
  - Religion/spirituality  
  - Economics  
  - Government system  
  - Traditions  
  - Culture (arts, music, literature)  
- Interactions among different native cultures | **Continue Native American life guides.**  
- Complete Indigenous Cultures template.  
- Decide presentation form based on audience and purpose.  
Model paraphrasing using *Nations of the Plains.* |
| 4 | **What motivated European explorers to embrace the unknown?** | **Europeans explore and settle in North and South America** | **Explore how discoveries by Marco Polo led to European interest in the Far East.**  
- Trace Marco Polo's route on a map ([http://www.metmuseum.org/explore/marco/get_1.html](http://www.metmuseum.org/explore/marco/get_1.html))  
- Examine the role of Prince Henry the Navigator and advances in technology that made exploration by sea possible. |
<table>
<thead>
<tr>
<th>Page</th>
<th>What motivated European explorers to embrace the unknown?</th>
<th>Trace successes, failures and results of early efforts to reach the Far East via the Cape of Good Hope.</th>
</tr>
</thead>
</table>
| 5    | • Europeans explore and settle in North and South America  
      • Interactions between Native Americans, Africans and Europeans | • Discuss the connection between early exploration and beginnings of the African slave trade.  
      • Develop an understanding of how nationalism led to increasing competition among European nations as they sought to discover and acquire greater riches.  
      • Examine the impact of the Line of Demarcation / Treaty of Tordesillas.  
      http://geography.about.com/library/weekly/a112999a.htm |
| 6    | What motivated European explorers to embrace the unknown? | If You Sailed with a Great Explorer sample lesson  
      • Examine the personal traits explorers possessed.  
      • Evaluate contributions of prominent European Explorers. |
| 7    | How was the idea of “discovery” different for Native Americans and explorers? | What was the impact of Columbus’ interaction with the Taíno? sample lesson plan.  
      • Read aloud Encounter.  
      • Discuss the author’s point of view.  
      • Categorize examples of positive and negative interactions. |
|      | • Interactions between Native Americans, Africans and Europeans  
      • European settlement in the Americas  
        -Interaction among indigenous cultures  
        -European settlers and enslaved Africans  
        -Conflicts between native cultures and European settlers |
<table>
<thead>
<tr>
<th>Page</th>
<th>How was the idea of “discovery” different for Native Americans and explorers?</th>
<th>How did the Europeans’ search for trade routes affect development of the Americas?</th>
<th>How did the Europeans’ search for trade routes affect development of the Americas?</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>• Europeans explore and settle in North and South America</td>
<td>• Europeans explore and settle in North and South America</td>
<td>• Europeans explore and settle in North and South America</td>
</tr>
<tr>
<td></td>
<td>• Interactions between Native Americans, Africans and Europeans</td>
<td>• European migration to Americas</td>
<td>• European migration to Americas</td>
</tr>
<tr>
<td></td>
<td>• European migration to Americas</td>
<td>• Religious and political reasons</td>
<td>• Religious and political reasons</td>
</tr>
<tr>
<td></td>
<td>• European settlement in the Americas</td>
<td>• Economic and geographical reasons</td>
<td>• Economic and geographical reasons</td>
</tr>
<tr>
<td></td>
<td>• Interaction among indigenous cultures</td>
<td>• European settlers and enslaved Africans</td>
<td>• European settlers and enslaved Africans</td>
</tr>
<tr>
<td></td>
<td>• Conflicts between native cultures and European settlers</td>
<td>• Conflicts between native cultures and European settlers</td>
<td>• Conflicts between native cultures and European settlers</td>
</tr>
<tr>
<td></td>
<td>Continue examining the contact between Columbus and the Taíno.</td>
<td>Exploring the Americas sample lesson plan</td>
<td>Examine Learning About the Settlement of the Americas with Graphic Organizers to establish the connection between European routes of exploration and the development of New England, New France, New Netherland and New Spain.</td>
</tr>
<tr>
<td></td>
<td>• Read Columbus journal entry about the initial contact with the Taíno</td>
<td>Trace European routes of exploration in the Americans on a map.</td>
<td>Use Expeditions in the Americas to model tracing Cortes’ routes and points of contact with the Aztecs on a map, taking into account geographical factors.</td>
</tr>
<tr>
<td></td>
<td>• Conduct research for additional examples of positive and negative interactions.</td>
<td>• Incorporate Native American settlements onto the map.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Draw and support conclusions about the contact.</td>
<td>• Identify points of contact between Native Americans and explorers.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>How did the Europeans’ search for trade routes affect development of the Americas?</td>
<td>How did the Europeans’ search for trade routes affect development of the Americas?</td>
<td>How did the Europeans’ search for trade routes affect development of the Americas?</td>
</tr>
<tr>
<td>10</td>
<td>How did the Europeans’ search for trade routes affect development of the Americas?</td>
<td>How did the Europeans’ search for trade routes affect development of the Americas?</td>
<td>How did the Europeans’ search for trade routes affect development of the Americas?</td>
</tr>
<tr>
<td></td>
<td>• Trace European routes of exploration in the Americans on a map.</td>
<td>• The development of New England, New France, New Netherland and New Spain</td>
<td>• Political Objectives</td>
</tr>
<tr>
<td></td>
<td>• Incorporate Native American settlements onto the map.</td>
<td>• The development of New England, New France, New Netherland and New Spain</td>
<td>• Economic Objectives</td>
</tr>
<tr>
<td></td>
<td>• Identify points of contact between Native Americans and explorers.</td>
<td>• The development of New England, New France, New Netherland and New Spain</td>
<td>• Social Considerations</td>
</tr>
<tr>
<td></td>
<td>• Use Expeditions in the Americas to model tracing Cortes’ routes and points of contact with the Aztecs on a map, taking into account geographical factors.</td>
<td>• The development of New England, New France, New Netherland and New Spain</td>
<td></td>
</tr>
</tbody>
</table>
| 11 | How did the Europeans’ search for trade routes affect development of the Americas? | • Europeans explore and settle in North and South America  
• Interactions between Native Americans, Africans and Europeans  
• The development of New England, New France, New Netherland and New Spain  
  - Political Objectives  
  - Economic Objectives  
  - Social Considerations  
• Enslaved Africans and the development of the Americas  
  - Africans in the Americas  
Read excerpts from *African Americans in the Colonies* and *The Slave Trade in Early America* to identify the role enslaved Africans had in the development of early European settlements in the Americas.  
  • Read a passage that describes contributions by Africans in the development of New Amsterdam. ([http://www.slaveryinnewyork.org/gallery_2.htm](http://www.slaveryinnewyork.org/gallery_2.htm))  
  • Compare a New Amsterdam enslaved African settlement map with a present day map of Manhattan.  
  • Identify the African Burial Ground and other significant points.  
  • Discuss why contributions of enslaved Africans were only recognized recently. |
|---|---|---|
| 12 | How was the idea of “discovery” different for Native Americans and explorers? | • Europeans explore and settle in North and South America  
• Interactions between Native Americans, Africans and Europeans  
• European settlement in the Americas  
  - Interaction among indigenous cultures  
  - European settlers and enslaved Africans  
  - Conflicts between native cultures and European settlers  
*Were the Aztecs really discovered?* sample lesson plan  
  • Examine primary source documents that illustrate the Aztec perspective on their “discovery” by the Spanish.  
  • Analyze the documents to draw inferences. |
<table>
<thead>
<tr>
<th>Page</th>
<th>Question</th>
<th>Paragraph</th>
<th>Lesson Plan</th>
</tr>
</thead>
</table>
| 13   | How was the idea of “discovery” different for Native Americans and explorers? | - Europeans explore and settle in North and South America  
- Interactions between Native Americans, Africans and Europeans  
- European migration to Americas  
  - Religious and political reasons  
  - Economic and geographical reasons  
- European settlement in the Americas  
  - Interaction among indigenous cultures  
  - European settlers and enslaved Africans  
  - Conflicts between native cultures and European settlers | *Encounter: Different Perspectives* sample lesson plan  
Use *Europeans and Native Americans* to identify other points of contact between Native Americans and explorers.  
- Continue identifying and charting examples of positive and negative interactions.  
- Understand how the same event can be viewed from different perspectives. |
| 14   | How was the idea of “discovery” different for Native Americans and explorers? | - Europeans explore and settle in North and South America  
- Interactions between Native Americans, Africans and Europeans  
- European migration to Americas  
  - Religious and political reasons  
  - Economic and geographical reasons  
- European settlement in the Americas  
  - Interaction among indigenous cultures  
  - European settlers and enslaved Africans  
  - Conflicts between native cultures and European settlers | Use examples identified in *Henry Hudson* to place findings of positive and negative interactions on a large spectrum line.  
- Understand how many events have both positive and negative implications. |
| 15   | What is the legacy of the encounter between Native Americans, Africans and Europeans? | Social and cultural contributions  
- Native American influence on Western culture | *Indian or Native American? Pride or Prejudice* sample lesson plan  
- Examine mid-19th century portraits of Native Americans to identify objective and subjective responses. |
| 16 | What is the legacy of the encounter between Native Americans, Africans and Europeans? | Social and cultural contributions
- Native American influence on Western culture | Indian or Native American? Pride or Prejudice sample lesson plan
- Compare examples of the portrayal of Native Americans and contrast with Native American perspectives. |
| 17 | What is the legacy of the encounter between Native Americans, Africans and Europeans? | Social and cultural contributions
- Africans in the Americas
- Native American influence on Western culture | Read aloud excerpts from Two Cultures Meet to identify examples of social and cultural contributions of Native Americans, Africans and Europeans.
- How did these interactions make lasting changes their ways of life?
- What contributions are still evident today? |
### LEARNING AND PERFORMANCE STANDARDS CORRELATED TO: EARLY ENCOUNTERS: NATIVE AMERICANS AND EXPLORERS

<table>
<thead>
<tr>
<th>New York State Social Studies Learning Standards and Key Ideas</th>
<th>Representative Social Studies Performance Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>History of the United States and New York State</strong></td>
<td></td>
</tr>
<tr>
<td>Key Idea 1.2: Important ideas, social and cultural values, beliefs, and traditions from New York State and United States history illustrate the connections and interactions of people and events across time and from a variety of perspectives.</td>
<td>1.2b: Investigate key turning points in New York State and United States.</td>
</tr>
<tr>
<td>Key Idea 1.3: The study about the major social, political, economic, cultural, and religious developments in New York State and United States history involves learning about the important roles and contributions of individuals and groups.</td>
<td>1.3a: Complete well-documented and historically accurate case studies about individuals and groups who represent different ethnic, national, and religious groups, including Native Americans, in New York State and the United States at different times and in different locations.</td>
</tr>
<tr>
<td>Key Idea 1.4: The skills of historical analysis include the ability to: explain the significance of historical evidence, weigh the importance, reliability, and validity of evidence, understand the concept of multiple causation, and understand the importance of changing and competing interpretations of different historical developments.</td>
<td>1.4b: Understand how different experiences, beliefs, values, traditions, and motives cause individuals and groups to interpret historic events and issues from different perspectives.</td>
</tr>
<tr>
<td><strong>World History</strong></td>
<td></td>
</tr>
<tr>
<td>Key Idea 2.1: The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.</td>
<td>2.1b: Interpret and analyze documents and artifacts related to significant developments and events in world history.</td>
</tr>
</tbody>
</table>
**Key Idea 2.2:** Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.

**Key Idea 2.3:** The study of the major social, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.

**Key Idea 2.4:** The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.

**Geography**

**Key Idea 3.1:** Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.

**Key Idea 3.2:** Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.

**Economics**

**Key Idea 4.1:** The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and the interdependence of economies and economic systems throughout the world.

2.2c: Study about major turning points in world history by investigating the causes and other factors that brought about change and the results of these changes.

2.3b: Interpret and analyze documents and artifacts related to significant developments and events in world history.

2.4a: Explain the literal meaning of a historical passage or primary source document, identifying who was involved, what happened, where it happened, what events led up to these developments, and what consequences or outcomes followed.

3.1c: Investigate why people and places are located where they are located and what patterns can be perceived in these locations.

3.1d: Describe the relationships between people and environments and the connections between people and places.

3.2a: Formulate geographic questions and define geographic issues and problems.

4.1a: Explain how societies and nations attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.
### Sample list of strategies that Social Studies and ELA have in common.
**Check all that apply and add new strategies below**

- Present information clearly in a variety of oral, written, and project-based forms that may include summaries, brief reports, primary documents, illustrations, posters, charts, points of view, persuasive essays, oral and written presentations.
- Use details, examples, anecdotes, or personal experiences to clarify and support your point of view.
- Use the process of pre-writing, drafting, revising, and proofreading (the “writing process”) to produce well constructed informational texts.
- Observe basic writing conventions, such as correct spelling, punctuation, and capitalization, as well as sentence and paragraph structures appropriate to written forms.
- Express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence.
- Present arguments for certain views or actions with reference to specific criteria that support the argument; work to understand multiple perspectives.
- Use effective and descriptive vocabulary; follow the rules of grammar and usage; read and discuss published letters, diaries and journals.
- Gather and interpret information from reference books, magazines, textbooks, web sites, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams.
- Select information appropriate to the purpose of the investigation and relate ideas from one text to another; gather information from multiple sources.
- Select and use strategies that have been taught for note-taking, organizing, and categorizing information.
- Support inferences about information and ideas with reference to text features, such as vocabulary and organizational patterns.

**Add your own strategies:**
### NYCDOE Social Studies Scope and Sequence

<table>
<thead>
<tr>
<th>Grade</th>
<th>Units of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td><strong>School and School Community</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Self and Others</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Families</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Neighborhood</strong></td>
</tr>
<tr>
<td>First</td>
<td><strong>Families are Important</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Families, Now and Long Ago</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Families in Communities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Community</strong></td>
</tr>
<tr>
<td>Second</td>
<td><strong>Our Community’s Geography</strong></td>
</tr>
<tr>
<td></td>
<td><strong>New York City Over Time</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Urban, Suburban and Rural Communities</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Rights, Rules and Responsibilities</strong></td>
</tr>
<tr>
<td>Third</td>
<td><strong>Introduction to World Geography and World Communities</strong></td>
</tr>
<tr>
<td></td>
<td>Case Study of a Community in Africa, Asia, South America, The Caribbean, Middle East, Europe, Southeast Asia, or Australia</td>
</tr>
<tr>
<td></td>
<td>Teacher should select 3-6 world communities to study that reflect diverse regions of the world</td>
</tr>
<tr>
<td>Fourth</td>
<td><strong>Native Americans: First Inhabitants of NYS</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Three Worlds Meet</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Colonial and Revolutionary Periods</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The New Nation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Growth and Expansion</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Local and State Government</strong></td>
</tr>
<tr>
<td>Fifth</td>
<td><strong>Geography and Early Peoples of the Western Hemisphere</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The United States</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Latin America</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Canada</strong></td>
</tr>
<tr>
<td></td>
<td>Western Hemisphere Today</td>
</tr>
<tr>
<td>Sixth</td>
<td><strong>Geography and Early Peoples of the Eastern Hemisphere</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Middle East</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Africa</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Asia</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Europe</strong></td>
</tr>
<tr>
<td>Seventh</td>
<td><strong>Early Encounters: Native Americans and Explorers</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Colonial America and the American Revolution</strong></td>
</tr>
<tr>
<td></td>
<td><strong>A New Nation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>America Grows</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Civil War and Reconstruction</strong></td>
</tr>
<tr>
<td>Eighth</td>
<td><strong>An Industrial Society</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The Progressive Movement</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The United States as an Expansionist Nation</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The United States between Wars</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The United States Assumes Worldwide Responsibilities</strong></td>
</tr>
<tr>
<td></td>
<td>From World War II to the Present: The Changing Nature of the American People</td>
</tr>
<tr>
<td>Ninth</td>
<td><strong>Ancient World-Civilizations &amp; Religions</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Expanding Zones of Exchange and Encounter</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Global Interactions (1200-1650)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The First Global Age (1450-1770)</strong></td>
</tr>
<tr>
<td>Tenth</td>
<td><strong>An Age of Revolution (1750-1914)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Crisis and Achievement Including World Wars (1900-1945)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>The 20th Century Since 1945</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Global Connections and Interactions</strong></td>
</tr>
<tr>
<td>Eleventh</td>
<td><strong>Forming a Union</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Industrialization, Urbanization and the Progressive Movement</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Prosperity and Depression: At Home and Abroad (1917-1940)</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Triumphs and Challenges in American Democracy (1950-present)</strong></td>
</tr>
<tr>
<td>Twelfth</td>
<td><strong>Economics and Economic Decision Making</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Participation in Government</strong></td>
</tr>
</tbody>
</table>
II.

Principles Guiding the Development of this Unit
**PRINCIPLES OF QUALITY SOCIAL STUDIES INSTRUCTION**

*Quality social studies instruction must:*

- cultivate civic responsibility and awareness so that students become active and informed participants of a democratic society.

- expose students to the diversity of multiple perspectives through the use of historically accurate and culturally relevant and sensitive materials.

- integrate the study of content and concepts with the appropriate skills and vocabulary both within and across content areas.

- nurture inquiry and critical thinking that enables students to make connections between major ideas and their own lives.

- immerse students in the investigation of the enduring themes that have captivated historians in their study of humanity, people and events that individually and collectively have shaped our world.
INQUIRY IN THE SOCIAL STUDIES 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 (like Social Studies or History) 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 social studies 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 math text or social studies text in the same way or with the same purposes. In Social Studies we often deal with the events, ideas and individuals that have historical significance. An example would be how Social Studies require the reader to consider context in the following way:

_To understand a primary source, we need to consider the creator of the document, the era in which it was created and for what purpose._

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 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 re-visiting 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.
READING AS A HISTORIAN

Good social studies teachers are changing the focus of teaching history from a set of known facts to a process of investigation, modeled on how actual historians work. Students can learn that history is open to interpretation. Students can be taught to approach history like historians who analyze multiple primary and secondary sources and artifacts related to a single event, thereby questioning earlier conclusions drawn from them.

Using multiple documents poses challenges for readers, however. Some students may be unable to use the organizational patterns of historical texts with adequate comprehension. Textbooks are mostly narrative, using a combination of structures: chronological, sequential, and cause-and-effect (Britt et al., 1994). Primary and secondary sources, on the other hand, may have very different structures and purposes. These documents are often created in other formats, such as propaganda leaflets, political notices, essays, memoirs, journals, or cartoons. These texts may not have main ideas explicitly stated, and the relationships between ideas may not be clearly expressed.

The writer's purpose can also influence the organizational structure of a document. For example, a propaganda leaflet may use a compare/contrast structure to illustrate opposing viewpoints. Primary and secondary sources may vary from the sequential narrative form that students see in textbooks to using structures such as problem/solution, main idea with supporting details, or compare/contrast.

If students do not recognize a text's structure, their comprehension will be compromised. Reading researchers have shown that successful learners use text structures, or “frames,” to guide their learning (Armbruster & Anderson, 1984; Buehl, 2001; Jones, Palincsar, Ogle, & Carr, 1987). Students who understand basic text structures and graphically depict the relationships among ideas improve both comprehension and recall (Armbruster & Anderson, 1984; RAND Reading Study Group, 2003). For example, a fluent reader who recognizes a problem stated in a text will begin looking for a solution.

The use of a variety of documents, rather than one book, requires additional cognitive skills of the reader. Thus, students need to be aware of the source information provided with the documents, in addition to their context. Also, rather than unquestioningly accepting facts, as students often do with textbooks, readers of multiple documents may face different interpretations of the same event based on contradictory evidence. The documents themselves can have varying degrees of reference; for example, a secondary source may refer to a primary source. Therefore, a student must be able to mentally organize a large amount of disparate and conflicting information and make literal sense out of it.

Sam Wineburg (2001) notes that true historians comprehend a subtext on the literal, inferred, and critical levels. These subtexts include what the writer is saying literally but also any possible biases and unconscious assumptions the writer has about the world. Historians “try to reconstruct authors' purposes, intentions, and goals” as well as understand authors' “assumptions, world view, and beliefs” (pp. 65–66). Wineburg calls readers who believe exactly what they read “mock” readers while “actual” readers take a critical and skeptical stance toward the text.
Judy Lightfoot has constructed the following chart (based on Wineburg’s work at Stanford) detailing the characteristics of an expert reader of history versus those of a novice reader.

### HOW EXPERTS AND NOVICES TEND TO READ HISTORICAL TEXTS

<table>
<thead>
<tr>
<th>Experts . . .</th>
<th>Novices . . .</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seek to <em>discover context and know content.</em></td>
<td>Seek only to <em>know content.</em></td>
</tr>
<tr>
<td>Ask what the text <em>does</em> (purpose).</td>
<td>Ask what the text <em>says</em> (“facts”).</td>
</tr>
<tr>
<td>Understand the <em>subtexts</em> of the writer's language.</td>
<td>Understand the <em>literal meanings</em> of the writer's language.</td>
</tr>
<tr>
<td>See any text as a <em>construction</em> of a vision of the world.</td>
<td>See texts as a <em>description</em> of the world.</td>
</tr>
<tr>
<td>See texts as <em>made by persons with a view of events.</em></td>
<td>See texts as <em>accounts of what really happened.</em></td>
</tr>
<tr>
<td>Consider <em>textbooks less trustworthy</em> than other kinds of documents.</td>
<td>Consider <em>textbooks very trustworthy</em> sources.</td>
</tr>
<tr>
<td>Assume <em>bias</em> in texts.</td>
<td>Assume <em>neutrality, objectivity</em> in texts.</td>
</tr>
<tr>
<td><em>Consider word choice</em> (connotation, denotation) and <em>tone.</em></td>
<td><em>Ignore word choice and tone.</em></td>
</tr>
<tr>
<td>Read slowly, <em>simulating a social exchange between two readers,</em> “actual” and “mock.”</td>
<td>Read to <em>gather lots of information.</em></td>
</tr>
<tr>
<td><em>Resurrect</em> texts, like a magician.</td>
<td><em>Process</em> texts, like a computer.</td>
</tr>
<tr>
<td><strong>Compare</strong> texts to judge different, perhaps divergent accounts of the same event or topic.</td>
<td><strong>Learn the “right answer.”</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td><strong>Get interested in contradictions, ambiguity.</strong></td>
<td><strong>Resolve or ignore contradictions, ambiguity.</strong></td>
</tr>
<tr>
<td><strong>Check sources of document.</strong></td>
<td><strong>Read the document only.</strong></td>
</tr>
<tr>
<td><strong>Read like witnesses to living, evolving events.</strong></td>
<td><strong>Read like seekers of solid facts.</strong></td>
</tr>
<tr>
<td><strong>Read like lawyers making a case.</strong></td>
<td><strong>Read like jurors listening to a case someone made.</strong></td>
</tr>
<tr>
<td><strong>Acknowledge uncertainty and complexity in the reading with qualifiers and concessions.</strong></td>
<td><strong>Communicate “the truth” of the reading, sounding as certain as possible.</strong></td>
</tr>
</tbody>
</table>

HOW TO DEVELOP CONCEPT UNDERSTANDING

Concept development is a strategy to help students move from facts to concepts to generalizations. Concepts are the basic tools of thinking and inquiry in social studies. Unless students understand what a concept is they will be unable to understand and categorize facts and move toward generalizations.

Concepts are the categories we use to cluster information. Concepts organize specific information under one label. They are the links between facts and generalizations. To understand a generalization, students first must understand its component concepts. For example, in order to understand the generalization, “People in communities are interdependent,” students must know the meaning of the two concepts of community and interdependence.

Concepts can be grouped into two general types: concrete and defined. Concrete concepts are those that students can see (e.g., river, mountain, clothing, shelter, family, government, etc.). Concrete concepts have properties or attributes that students can observe. Defined concepts are concepts that are abstract and not directly observable (e.g., democracy, region, citizenship, reform, revolution, justice, nationalism, capitalism, etc.). Since defined concepts have meanings that are not readily observed, their definitions are built through a comparison of several examples.

The teaching of defined concepts is more difficult and requires a series of learning experiences that help develop the meaning of abstract concepts. Research in the teaching of concepts has identified the following steps that teachers can use in order to teach concepts effectively.

- Brainstorm a set of examples of a particular concept.
- Identify one example that is a “best” example.
- Brainstorm a set of non-examples of the concept.
- Identify the characteristics of each example.
- Develop questions that will help students identify the characteristics, the similarities, and the differences in the examples and non-examples used.
- Have students compare all the examples with the most clear or strongest example.
- Have students identify the critical characteristics of the “best” example.
- Ask students to develop a definition of the concept. The definition should include the category that contains the concept as well as the critical characteristics of the concept.
- Connect the concept to prior student knowledge.
- Use the concept when appropriate in new situations.

Two teaching strategies for developing concepts are direct instruction and inductive reasoning. Both strategies include attention to the identification of common characteristics (attributes), use of examples and non-examples, classifying or grouping items, naming or labeling the group, and using the concept in ongoing activities.

Direct instruction by the teacher includes the following steps:

- State the concept to be learned or pose a question. (“Today we are going to learn about capitalism” or “What is a peninsula?”).
• Identify the defining characteristics (attributes) of the concept. Classify or group the common attributes.
• Present the students with several examples of the concept. Have them determine the pattern revealed by the characteristics to develop a generalized mental image of the concept.
• Present some non-examples. The non-examples must violate one or more of the critical attributes of the concepts. Begin with the best non-example.
• Have students develop a definition of the concept based on its category and critical characteristics.
• Apply the definition to a wide variety of examples and non-examples. Modify the definition of the concept as new examples are identified.

The inductive reasoning approach involves students themselves developing the concept from the facts identified in several examples and non-examples. This approach emphasizes the classifying process and includes the following steps:

• Have students observe and identify items to be grouped (“Which items are shown in this picture?”).
• Identify the characteristics (attributes) used to group each set of items (“Which items seem to belong together? Why?”)
• Name, label, or define each group (“What is a good name for each group?”)
• Have students develop a definition of the name (concept) for each group, using the characteristics or attributes for each group.
• Test the definition by applying it to a wide variety of examples and non-examples.
• Refine, modify, or adjust the definition of the concept as further examples are identified. Inductive reasoning works better with concrete concepts.

Adapted from: Social Studies Department / San Antonio Independent School District
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*
III.

Teaching Strategies
TEXT STRUCTURES FOUND IN SOCIAL STUDIES TEXTS

Fluent readers recognize and use organizational patterns to comprehend text. A particular text may reflect more than one organizational pattern. The writer’s purpose influences the organizational pattern of a particular text. When students do not recognize a text’s structure, their comprehension is impaired. The seven organizational patterns of social studies text are:

<table>
<thead>
<tr>
<th>Type of Organizational Pattern</th>
<th>Signal Words</th>
<th>Questions Suggested by the Pattern</th>
</tr>
</thead>
</table>
| **Chronological Sequence**    | after, afterward, as soon as, before, during, finally, first, following, immediately, initially, later, meanwhile, next, not long after, now, on (date), preceding, second, soon, then, third, today, until, when | - What sequence of events is being described?  
- What are the major incidents that occur?  
- How is this text pattern revealed in the text? |
| **Comparison and Contrast**    | although, as well as, as opposed to, both, but, compared with, different from, either...or, even though, however, instead of, in common, on the other hand, otherwise, similar to, similarly, still, yet | - What items are being compared?  
- What is it about the item that is being compared? What characteristics of the items form the basis of comparison?  
- What characteristics do they have in common; how are these items alike?  
- In what ways are these items different?  
- What conclusion does the author reach about the degree of similarity or difference between the items?  
- How did the author reveal this pattern? |
| **Concept/Definition:** organizes information about a generalized idea and then presents its characteristics or attributes. | for instance, in other words, is characterized by, put another way, refers to, that is, thus, usually | - What concept is being defined?  
- What are its attributes or characteristics?  
- How does it work, or what does it do?  
- What examples are given for each of the attributes or characteristics?  
- How is this pattern revealed in the text? |
| Description: organizes facts that describe the characteristics of a specific person, place, thing or event. | above, across, along, appears to be, as in, behind, below, beside, between, down, in back of, in front of, looks like, near, on top of, onto, outside, over, such as, to the right/ left, under | - What specific person, place, thing, or event is being described?  
- What are its most important attributes or characteristics?  
- Would the description change if the order of the attributes were changed?  
- Why is this description important? |
| **Episode:** organizes a large body of information about specific events. | a few days/ months later, around this time, as it is often called, as a result of, because of, began when, consequently, first, for this reason, lasted for, led to, shortly thereafter, since then, subsequently, this led to, when | - What event is being described or explained?  
- What is the setting where the event occurs?  
- Who are the major figures or characters that play a part in this event?  
- What are the specific incidents or events that occur? In what order do they happen?  
- What caused this event?  
- What effects has this event had on the people involved?  
- What effects has this event had on society in general? |
| **Generalization/Principle:** organizes information into general statements with supporting examples. | additionally, always, because of, clearly, conclusively, first, for instance, for example, furthermore, generally, however, if...then, in fact, it could be argued that, moreover, most convincing, never, not only...but also, often, second, therefore, third, truly, typically | - What generalizations is the author making or what principle is being explained?  
- What facts, examples, statistics, and expert opinion are given that support the generalization or that explain the principle?  
- Do these details appear in a logical order?  
- Are enough facts, examples, statistics, and expert opinion included to clearly support or explain the generalization/principle? |
| **Process/ Cause and Effect:** organizes information into a series of steps leading to a specific product, or into a causal sequence that leads to a specific outcome. | accordingly, as a result of, because, begins with, consequently, effects of, finally, first, for this reason, how to, how, if...then, in order to, is caused by, leads/led to, may be due to, next, so that, steps involved, therefore, thus, when...then | - What process or subject is being explained?  
- What are the specific steps in the process, or what specific causal events occur?  
- What is the product or end result of the process; or what is outcome of the causal events? |
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 hear, 30% 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 what they hear 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.
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.
SUCCESSFUL STRATEGIES FOR IMPLEMENTING
DOCUMENT-BASED QUESTIONS

Document-based questions are based on the themes and concepts of the Social Studies Learning Standards and Core Curriculum. They require students to analyze, synthesize and evaluate information from primary and secondary source documents and write a thematic essay. DBQs help students develop the skills of historical analysis. They ask students to take a position on an issue or problem and support their conclusions with examples from the documents. They are criterion referenced and employ a scoring rubric. Document-based questions should be integrated with daily classroom instruction.

Effective DBQs are built on major issues, events or concepts in history and ask students to:
- compare/contrast.
- illustrate similarities and differences.
- illustrate bias or point of view.
- describe change over time.
- discuss issues categorically: socially, economically, politically.
- explain causes and effects of historic events.
- examine contending perspectives on an issue.

When creating a DBQ for your students, begin by stating the directions and the historical context. The context represents the theme of the DBQ as it applies to a specific time and place in history.
Then state the task. The task statement directs students to:
- write the essay.
- interpret and weave most of the documents into the body of the essay.
- incorporate outside information.
- write a strong introduction and conclusion.

Use verbs such as discuss, compare, contrast, evaluate, describe, etc. Select documents that relate to your unit or theme. Most DBQs include 6-7 documents. A mini-DBQ can consist of two to three documents. Examine each document carefully. If using visuals, ensure that their quality is excellent. They must be clear, clean, and readable. If using text, passage length is important. Readings should not be wordy or lengthy. If the passage is longer than one-third of a page, it probably needs to be shortened. Where vocabulary is difficult, dated, or colloquial, provide “adaptations” and parenthetical context clues.

Scaffolding questions are key questions included after each document in the DBQ.
- The purpose of scaffolding questions is to lead students to think about the answer they will write.
- They provide information that will help students answer the main essay question.

Good scaffolding questions:
- are clear and specific.
- contain information in the stimulus providing a definite answer to the question.

There is at least one scaffolding question for each document. However, if a document provides opposing perspectives or contains multiple points, two questions are appropriate. Provide 5 or 6 lines on which students will write their response. At the end of the documents, restate the Historical Context and Question. Provide lined paper for students to complete the essay.
DBQ DOCUMENTS

Informational Graphics are visuals, such as maps, charts, tables, graphs and timelines that give you facts at a glance. Each type of graphic has its own purpose. Being able to read informational graphics can help you to see a lot of information in a visual form.

Maps and charts from the past allow us to see what the world was like in a different time. Using maps can provide clues to place an event within its proper historical context. The different parts of a map, such as the map key, compass rose and scale help you to analyze colors, symbols, distances and direction on the map.

Decide what kind of map you are studying:
- raised relief map
- topographic map
- political map
- contour-line map
- natural resource map
- military map
- bird’s-eye view map
- satellite photograph
- pictograph
- weather map

Examine the physical qualities of the map.
- Is the map handwritten or printed?
- What dates, if any, are on the map?
- Are there any notations on the map? What are they?
- Is the name of the mapmaker on the map? Who is it?

All of these clues will help you keep the map within its historical context.
- Read the title to determine the subject, purpose, and date.
- Read the map key to identify what the symbols and colors stand for.
- Look at the map scale to see how distances on the map relate to real distances.
- Read all the text and labels.
- Why was the map drawn or created?
- Does the information on this map support or contradict information that you have read about this event? Explain.
- Write a question to the mapmaker that is left unanswered by this map.

Tables show numerical data and statistics in labeled rows and columns. The data are called variables because their values can vary. To interpret or complete a table:
- Read the title to learn the table’s general subject.
- Then read the column and row labels to determine what the variables in the table represent.
- Compare data by looking along a row or column.
- If asked, fill in any missing variables by looking for patterns in the data.

Graphs, like tables, show relationships involving variables. Graphs come in a wide range of formats, including pie graphs, bar graphs and line graphs. To interpret or complete a graph:
- Read the title to find out what the graph shows.
- Next, read the labels of the graph’s axes or sectors to determine what the variables represent.
- Then notice what changes or relationships the graph shows.
Some graphs and tables include notes telling the sources of the data used. Knowing the source of the data can help you to evaluate the graph.

**Timelines** show the order of events as well as eras and trends. A timeline is divided into segments, each representing a certain span of time. Events are entered in chronological order along the line. Take into account not only the dates and the order of events but also the types of events listed. You may find that events of one type, such as wars and political elections, appear above the line, while events of another type, such as scientific discoveries and cultural events appear below it.

**Written Documents**

Most documents you will work with are textual documents:

- newspapers
- speeches
- reports
- magazines
- memorandums
- advertisements
- letters
- maps
- congressional records
- diaries
- telegrams
- census reports

Once you have identified the type of document with which you are working, you will need to place it within its proper historical context. Look for the format of the document (typed or handwritten), the letterhead, language used on the document, seals, notations or date stamps.

To interpret a written document:

- What kind of document is this?
- What is the date of the document?
- Who is the author (or creator) of the document?
- For what audience was the document written?
- What was the purpose or goal of the document? Why was it written?
- List two things from the document that tell about life at the time it was written.
- Write a question to the author that is left unanswered by the document.
- Tell how the document reflects what is going on during this period.

**Firsthand Account**

A firsthand account is when someone who lives in a particular time writes about his/her own experience of an event. Some examples of firsthand accounts are diaries, telegrams, and letters. Firsthand accounts help us learn about people and events from the past and help us understand how events were experienced by the people involved. Many people can see the same event, but their retelling of the event may be different. Learning about the same event from different sources helps us to understand history more fully.

- Identify the title and the author. What do you think the title means?
- Use the title and details from the account to identify the main idea.
- Read the account a few times. Determine the setting (time and place) of the account.
- Determine the author’s position, job, or role in the event. What is his opinion of the event?

**Cartoons**

What do you think is the cartoonist’s opinion? You can use political cartoons and cartoon strips to study history. They are drawn in a funny or humorous way. Political cartoons are usually about government or politics. They often comment on a person or event in the news. Political cartoons give an opinion, or belief, about a current issue. They sometimes use caricatures to exaggerate a person or thing in order to express a point of view. Like editorials, political cartoons try to persuade people to see things in a certain way. Being able to analyze a political cartoon will help you to better understand different points of view about issues during a particular time period.
Pay attention to every detail of the drawing. Find symbols in the cartoon. What does each symbol stand for?

Who is the main character? What is he doing?

What is the main idea of the cartoon?

Read the words in the cartoon. Which words or phrases in the cartoon appear to be most significant, and why?

Read the caption, or brief description of the picture. It helps place the cartoon in a historical context.

List some adjectives that describe the emotions or values portrayed or depicted in the cartoon.

Posters and Advertisements

Posters and advertisements are an interesting way to learn about the past. Many advertisements are printed as posters. They are written or created to convince people to do something. By looking at posters, we can understand what was important during different times in history. An advertisement is a way to try to sell something. Historical advertisements provide information about events or products. By reading these advertisements, you can learn many things about what people were doing or buying many years ago. Be sure to include representations and or depictions of diverse groups of people in culturally appropriate ways.

Generally, effective posters use symbols that are unusual, simple, and direct. When studying a poster, examine the impact it makes.

Look at the artwork. What does it show?

Observe and list the main colors used in the poster.

Determine what symbols, if any, are used in the poster.

Are the symbols clear (easy to interpret), memorable, and/or dramatic?

Explore the message in the poster. Is it primarily visual, verbal, or both?

Determine the creator of the poster. Is the source of the poster a government agency, a non-profit organization, a special interest group, or a for-profit company?

Define the intended audience for the poster and what response the creator of the poster was hoping to achieve.

Read the caption. It provides historical context.

What purpose does the poster serve?


Determine the main idea of the advertisement by reading all slogans, or phrases, and by studying the artwork.

What is the poster/advertisement about?

When is it happening?

Where is it happening?

Who is the intended audience? Identify the people who the advertisement is intended to reach.

Why is it being advertised?

Describe how the poster reflects what was happening in history at that time.
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 Social Studies assessments are administered in November of the 5th Grade and June of the 8th Grade. These exams measure the progress students are making in achieving the learning standards. 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 National Council of Social Studies adopted six “Guiding Principles for Creating Effective Assessment Tools”. They are:

- Assessment is considered an integral part of the curriculum and instruction process.
- Assessment is viewed as a thread that is woven into the curriculum, beginning before instruction and occurring throughout in an effort to monitor, assess, revise and expand what is being taught and learned.
- A comprehensive assessment plan should represent what is valued instructionally.
- Assessment practices should be goal oriented, appropriate in level of difficulty and feasible.
- Assessment should benefit the learner, promote self-reflection and self-regulation, and inform teaching practices.
- Assessment results should be documented to “track” resources and develop learning profiles.

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, artifacts, or evidence of student thinking, allow 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>• checklists and rubrics</td>
</tr>
<tr>
<td>• student peer evaluation</td>
<td>• conferences with individuals or groups</td>
</tr>
<tr>
<td>• student-made books</td>
<td>• group discussions</td>
</tr>
<tr>
<td>• I-movies; photo-essays</td>
<td>• anecdotal records</td>
</tr>
<tr>
<td>• graphic timelines</td>
<td>• teacher-made tests</td>
</tr>
<tr>
<td>• creating songs and plays</td>
<td>• student presentations</td>
</tr>
<tr>
<td>• writing historical fiction and/or diary entries</td>
<td>• role play and simulations</td>
</tr>
<tr>
<td>• creating maps and dioramas</td>
<td>• completed “trips sheets”</td>
</tr>
<tr>
<td>• student-created walking tours</td>
<td>• rubrics for student exhibitions</td>
</tr>
<tr>
<td>• tables, charts and/or diagrams that represent data</td>
<td>• rubrics and checklists</td>
</tr>
<tr>
<td>• student-made PowerPoints, webquests</td>
<td>• reflective journal entries</td>
</tr>
<tr>
<td>• monologues</td>
<td>• student writing (narrative procedures, etc.)</td>
</tr>
<tr>
<td></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>Verbal-Linguistic</td>
<td>Students who demonstrate a mastery of language and strength in the language arts—speaking, writing, reading,</td>
</tr>
<tr>
<td>“word smart”</td>
<td>listening.</td>
</tr>
<tr>
<td>Logical-Mathematical</td>
<td>Students who display an aptitude for numbers, detecting patterns, thinking logically, reasoning, and problem-solving.</td>
</tr>
<tr>
<td>“number-smart”</td>
<td></td>
</tr>
<tr>
<td>Body-Kinesthetic</td>
<td>Students who use the body to express their ideas and feelings, and learn best through physical activity—games,</td>
</tr>
<tr>
<td>“body-smart”</td>
<td>movement, hands-on tasks, dancing, building.</td>
</tr>
<tr>
<td>Visual-Spatial</td>
<td>Students who learn best visually by organizing things spatially, creating and manipulating mental images to solve problems.</td>
</tr>
<tr>
<td>“picture-smart”</td>
<td></td>
</tr>
<tr>
<td>Naturalistic</td>
<td>Students who love the outdoors, animals, plants, field trips, and natures in general and have the ability to identify and classify patterns in nature.</td>
</tr>
<tr>
<td>“nature smart”</td>
<td></td>
</tr>
<tr>
<td>Musical-Rhythmic</td>
<td>Students who are sensitive to rhythm, pitch, melody, and tone of music and learn through songs, patterns, rhythms,</td>
</tr>
<tr>
<td>“music-smart”</td>
<td>instruments and musical expression.</td>
</tr>
<tr>
<td>Interpersonal</td>
<td>Students who are sensitive to other people, noticeably people oriented and outgoing, learn cooperatively in groups or with a partner.</td>
</tr>
<tr>
<td>“people-smart”</td>
<td></td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Students who are especially in touch with their own desires, feelings, moods, motivations, values, and ideas and learn best by reflection or by themselves.</td>
</tr>
<tr>
<td>“self-smart”</td>
<td></td>
</tr>
</tbody>
</table>
BLOOM’S TAXONOMY

The language of Bloom’s Taxonomy was revised by his student Lynn 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>1. REMEMBER</strong></td>
<td><strong>2. UNDERSTAND</strong></td>
</tr>
<tr>
<td>A. Factual Knowledge</td>
<td>Retrieve relevant knowledge from long-term memory</td>
</tr>
<tr>
<td>B. Conceptual Knowledge</td>
<td>• Recognize (identify)</td>
</tr>
<tr>
<td>C. Procedural Knowledge</td>
<td>• Recall (retrieve)</td>
</tr>
<tr>
<td>D. Metacognitive Knowledge</td>
<td>• Classify (categorize, subsume)</td>
</tr>
</tbody>
</table>
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. This implies that the field trip is not an essential part of an important planned learning experience.
IV.

Sample Lessons,
Materials and Resources
TRADE BOOK TEXT SETS

What are they?
Trade book text sets are a collection of books centered on a specific topic or theme. The NYCDOE Social Studies trade book text sets are correlated to the K-8 Social Studies scope and sequence. There is a specific text set for each unit of study. The books and texts are carefully selected to explore the focus of each unit of study from a variety of perspectives. Though the texts are linked by theme (content) they are multi-genre and reflect a variety of reading levels. While the collection currently includes trade books and picture books, it is our hope that teachers and students will add appropriate historical fiction, poetry, newspaper/magazine articles, journals/diaries, maps, primary documents and websites to this collection. In essence anything that is print-related and thematically linked will enhance the text set.

The titles have been selected because they are well written, historically accurate, include primary sources, are visually appealing and they support the content understandings of the unit. The books span a wide range of topics, vary in length, difficulty level and text structure, and are related to the central theme or unit. Select titles are included for teacher and classroom reference.

Text sets provide students with texts that may address a specific learning style, are engaging and rich with content and support meaningful interaction. With appropriate teacher guidance, text sets encourage students to:

- question what they read.
- build background knowledge.
- synthesize information from a variety of sources.
- identify, understand and remember key ideas, facts and vocabulary.
- recognize how texts are organized.
- monitor own comprehension.
- evaluate an author’s ideas and perspective.

The wide reading that results from the use of text sets benefits students’ reading development as well as their content learning. Students are also exposed to higher level thinking as they explore, read and think about complex ideas that are central to the understanding of social studies.

Introducing Text Sets to Students
There are many ways to introduce students to the world of text sets. All books should be organized and stored in a portable container or bin. There should be a set of books for each table group (these table groups can vary from 6-8 students). Books can be organized for students so that each table has a comparable set of texts (there are multiple copies of key books for this purpose) or where each table has a unique set of texts (sub-topics of the unit focus). Here are some suggestions for getting started:

Scavenger Hunt: Plan a few questions related to the content of the books at each table. Allow students 15-20 minutes to look for answers to those questions. Students can then share their findings with their group or with the entire class. As they
search through texts for answers, they will get a sense of the content and structure of each book.

**Book Browse:** Let students browse through the collection at each table selecting the titles that they want to skim or read. Students can then discuss their selection and why it was interesting to them.

**Word Splash:** Print a selection of content vocabulary taken from the texts onto large paper and splash around the classroom or on the tables. Ask students to try to read, discuss and figure out the meaning of the words. As the unit progresses they can become part of a word wall and students will recognize them in the text sets.

**Text Sets as the Core of Mini-lessons**

Text sets provide teachers with a wealth of opportunities for mini-lesson development. Short texts should be lifted from the key titles to create lessons with a specific content reading strategy, content knowledge focus, text structure, or process skill related to the unit standards, goals and outcomes. Selected texts can also be used for read-alouds, independent reading, guided reading and research and writing.

**Formative Assessment**

Text sets lend themselves well to daily student assessment of content reading comprehension, process skills like note taking, and the acquisition, understanding and application of content knowledge. Graphic organizers, journal writing, reflection logs, short term assignments, accountable talk and informal discussion are all effective ways of assessing for student learning. Daily student assessment should be used to guide instructional decisions. Students should also have regular opportunities to reflect on their learning.

**Dynamic Collections**

The best text sets are those that change and grow with time. New titles can be found in bookstores, libraries, staying abreast of new publications and notable books in social studies (NCSS), award-winning books, etc. Multi-media additions to text sets are another exciting way to refresh and renew collections. Students can also be encouraged to critique current titles and recommend new titles.

Teachers know their students best. Text sets may not always reflect the specific needs of all students. Therefore it is important to consider student needs when adding additional print or non-print materials to the text set. Teachers may want to include photographs and other images for visual learners, music and other audio for auditory learners etc. Additional print material written at a higher or lower level than the materials provided in the text set may be needed. In classrooms with a large percentage of ELLs, teachers should consider more read aloud and shared reading opportunities, and texts that have quality picture support.
Early Encounters: Native Americans and Explorers
Engaging the Student/Launching the Unit

Engaging students with the content to be studied is important. Making the content relevant to their personal lives or making a connection to how the learning can be used in a real world setting is one way to get students “hooked.” Another effective hook is making students see the content as interesting and unusual by having them view the content from a different perspective. Launching the unit for your students involves engaging them in mental stretching activities and providing a hook for the content to be learned. Students are more interested in and pay more attention to activities that are introduced in a way that engages them emotionally, intellectually and socially.

Launching a unit effectively can excite the students—giving them the motivational energy to want to make the best use of their learning time. Activities that get students to think divergently are important. Presenting far-out theories, paradoxes, and incongruities to stimulate wonder and inquiry are extremely effective.

One way to launch the “Early Encounters: Native Americans and Explorers” unit is to post unusual facts about exploration around the room using a variation of the “word splash” technique. Teachers can title areas or stations around the room with provocative questions like: “Did You Know?” or “Would You Believe?” or “True or False?” Teachers can be creative and display the information in a variety of interesting ways; for example, statements can be written on a picture of a giant drop of water, or onto a picture of a 15th century sailing ship or caravel. Students can then participate in a gallery walk where they view each of the stations and make notes on answers, their wonderings or they can also generate questions that the facts raise. These wonderings / questions can also be posted at each station.

After the students have had time to view the stations, encourage a whole group discussion or small group discussions about what they observed: what was surprising, what do they want to learn more about, how did they make decisions as to what was true or false?

You Wouldn’t Want to Sail with Christopher Columbus by Fiona MacDonald, is a text that is rich with “unusual” facts presented through humorous language and engaging illustrations. Sample facts from this text that work well for the “splash” are:
Women were not allowed on sailing ships because they were considered bad luck.

Typical food on an ocean voyage included:
- Hard and tasteless biscuits full of weevils
- Salt or pickled meat covered in mold
- Dried peas that were either too hard to too mushy
- Smelly cheese full of worms
- Fish that was fresh but very strange looking and maybe not edible
- Wine that turned to vinegar and water that became salty

A typical crew had 90 sailors: 2 captains, 3 masters, 3 pilots, 3 boatswains, 3 stewards, 3 caulkers (to mend leaks), a doctor and some government officials who may have been spies.

The signs of land on an ocean voyage included:
- Mist and clouds
- Birds flying overhead
- Seaweed
- Shellfish
- Branches of trees
- Smells of sweat and sewage
- A glow on the horizon

The cook spread food on the deck and the sailors helped themselves.

The toilet was a wooden seat attached to the side of the ship.

The bilges were full of slimy, smelly water and the ship was rat infested.

There were no beds or chairs and sailors slept on the deck where it was cleaner and healthier.

Columbus made 4 voyages to the new world; on the third voyage he was accused of fraud and sent back to Spain as a prisoner.

America was named after a rival explorer, Amerigo Vespucci who sailed in 1499.

After Columbus’ death in 1506, many explorers proved that many of his ideas are wrong.

Another way to involve students prior to learning content is to conduct an open brainstorm session. Ask students to think about how an astronaut would feel as s/he were about to embark on a journey to Mars and the qualities of individuals who seek out these
occupations. Then ask that they consider whether they would or would not have wanted to be a sailor making long ocean voyages during the 1500’s. Ask them to list their reasons why or why not. This can also serve as a way to gauge student background knowledge. The class can be divided into teams—those that would have undertaken the challenge and those that would not, presenting their arguments in turn. This activity makes good use of writing, listening and speaking components.

<table>
<thead>
<tr>
<th>Why I would have been a sailor in 1500</th>
<th>Why I would not have been a sailor in 1500</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Still another way to engage students with the content is to use the images that follow. Teachers can create a station on navigational instruments of the time and ask students to try to figure out how the instruments were used. A description of how the instruments were actually used on voyages can be attached to the back of each picture. Students can be encouraged to explain and defend their statements before checking the descriptions. There are endless possibilities, and your students’ interests and learning styles should be guiding teacher choices.
LESSON PLANS

Ice age and America’s Early Peoples
Nonfiction Reading Lesson Plan

Unit of Study—Early Encounters: Native Americans and Explorers

The Teaching Points:
- New York was rich in resources in its early history.
- Native Americans were the first people to inhabit New York.
- Nonfiction is different from fiction in a variety of ways.

Why/Purpose/Connection:
- Students will understand that the resources in New York were the result of climatic change.
- Students will understand that Native Americans were the first people to settle in New York.
- Students will understand that when reading nonfiction, readers can expect certain things to be different than when reading fiction.

Materials/Resources/Readings:
- *Gotham*, page 4 (Immigrant Ice)
- *Encarta* selection on Ice Age and Early Inhabitants
- “The Differences between reading fiction and nonfiction” from *Nonfiction in Focus*, p. 15

Model/Demonstration:
- Explain to students that they will be reading nonfiction and that before they read they should know what to expect. Have students quickly brainstorm what kinds of things they expect from fiction and nonfiction reading.
- Pass out the reading from *Nonfiction in Focus* and go over the nonfiction elements with the students. Look for overlaps from their brainstorm.
- Tell the students that today they will be reading two different passages on a similar topic—New York history. Ask the students to make a list of the 4 or 5 most important points from the text (be sure to rotate around the room to monitor comprehension- the text is dense and important points may be tough for some students to prioritize).

Student Exploration/Practice:
- Each table has the two examples of nonfiction (comparable selections from *Encarta* and *Gotham*); each side of the table has the same reading. Students read the text on their own first and write down the important parts of the text. After they come up with their own ideas, they meet as a pair. The two sides of the table then switch readings and do the same thing again.
- Once the entire table has read both pieces of nonfiction, the entire table decides on the three most important facts from each reading and then the MOST important fact from each reading. (Modified 5,3,1)
• Each group should chart the three most important ideas and underline the most important one.

**Share/Closure:**
• Groups share out the main ideas of their readings.
• Charts can be organized around the room according to year—ice age to 400 years ago.

**Assessment:**
• Individual notes and group notes can be collected. Students who had trouble isolating most important parts of the text can be pulled out and worked with on the next reading or re-read.

**Next Steps:**
• Students learn the difference between literary (creative) nonfiction versus regular nonfiction.

**-----------------------------**

*Enlarge and reproduce the excerpts on separate paper*

<table>
<thead>
<tr>
<th><strong>Microsoft Encarta</strong></th>
<th><strong>Gotham, by Edwin Burrows and Mike Wallace</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Ice Age</strong></td>
<td><strong>Immigrant Ice</strong></td>
</tr>
<tr>
<td>During an ice age several geologic changes occur. These alterations range from changes in the shape of the land to a decrease in sea level. Water freezes and settles within the growing glaciers. This process causes worldwide sea level to drop by as much as 150 m (500 ft) below the current sea level. When this process occurs, shallow ocean waters that cover the continental shelves, or the edges of the continents, recede and uncover the submerged land. Advancing ice sheets can block water drainage pathways and create glacial lakes. Elsewhere, rivers are diverted from their original pathways to courses along the ice margin. The added weight of glacial ice sheets causes Earth's crust to lower by as much as several hundred meters. The ground in some areas becomes frozen throughout the year and forms permafrost, or permanently frozen ground. When glaciers recede, the combined effects of rebound from crustal depression and the shifting of ice masses cause the redistribution of rivers and lakes.</td>
<td>The formation of this lush ecosystem had begun seventy-five thousand years ago, when the packs of glaciers crept down from Labrador into the almost featureless plain that then stretched east of the Allegheny Mountains to the Atlantic, and halted in the middle of modern New York City. Approximately fifty thousand years ago, a sheet of ice a thousand feet thick lay across the area. Its immense weight, and the continual flow of ice from the north, crushed and flayed beneath, depressing riverbeds, scooping out deep valleys, and dragging along boulders, gravel, sand and clay like a huge conveyor belt. In parts of Manhattan and the Bronx, it peeled away everything above the bedrock-layers of gneiss, marble, and schist, five hundred million years old, that now lie naked to the passing eye, scarred and battered by their ordeal. So much of the earth's water was captured in this and other ice sheets that the sea level fell three hundred feet or more and the shoreline bulged out a hundred miles.</td>
</tr>
</tbody>
</table>
Arctic gusts blew off its face across desolate tundra, inhabited only by mosses and lichens that reached as far south as Philadelphia.

**Early Inhabitants**

First Americans, the earliest humans to arrive in the Americas. The first people to come to the Americas arrived in the Western Hemisphere during the late Pleistocene Epoch (1.6 million to 10,000 years before present). Most scholars believe that these ancient ancestors of modern Native Americans were hunter-gatherers who migrated to the Americas from northeastern Asia.

The first human settlement of the area that is now New York probably occurred about 10,500 BCE, after glaciers that had covered the region retreated. Archaeological sites from Staten Island to Lake Champlain indicate that the Paleo-Indians, who hunted mammoths and other prehistoric animals, existed until about 8000 BCE. They gave way to the Archaic culture, lasting until about 1000 BCE, whose people depended on deer, elk, birds and plants from the woodlands they inhabited. After that, the Northeast culture developed, and at some point hunting and gathering was replaced by agriculture as the main source of food.

**Native Americans**

Sometime after ad 1000, two major Native American language groups emerged in New York, the Algonquian and the Iroquoian. For several centuries the dominant group was Algonquian-speaking, including the Mahican, Delaware, and Wappinger, who lived in the southeast section of New York and up the Hudson River valley to Lake Champlain. The Algonquian were primarily farmers who raised corn, squash, and beans, but they also caught fish, hunted game, and gathered berries, nuts, and roots.

Historians and archaeologists disagree on whether the Iroquois developed in the New

**[Hunters]**

Trapped behind the moraine [an accumulation of earth and stones carried and finally deposited by a glacier], runoff from the retreating ice pooled icy lakes that drowned the region for several thousand years before their waters broke through a mile wide gap, now called the Narrows, and drained off toward the ocean. Scrubby pines and birches took root in the thawing tundra, and then gave way, perhaps twelve-thousand years ago, to stands of spruce and fir, interspersed with open meadows. Woolly mammoths, mastodons, bison, musk oxen, bears, sloths, giant beavers, caribou, saber-toothed tigers, and other large animals moved in. Trailing behind them came small bands of nomadic hunters- the region’s first human occupants- who stalked game for a couple of thousand years, leaving behind only flint spear points and heaps of bones as evidence of their presence.

**[The Lenape]**

About sixty-five hundred years ago, this altered environment attracted a second generation of human residents. The newcomers were small game hunters and foragers who subsisted on a diet of deer, wild turkey, fish, shellfish, nuts and berries. Although they possessed a limited repertoire of tools, their campsites may have been occupied by as many two hundred people at a time. Roughly twenty-five hundred years ago, they discovered the use of the bow and arrow, learned to make pottery, and started to cultivate squash, sunflowers, and possibly tobacco. Later, about a thousand years ago, they may also have begun to plant beans.
York-Great Lakes region or migrated there from the mid-Mississippi Valley. Five of the groups—the Mohawk, Oneida, Onondaga, Cayuga, and Seneca—united in about 1570 to form the Iroquois Confederacy, known as the Five Nations. From their base in central New York the Iroquois extended their domain, and during the 17th century they subdued almost all the Native Americans in a vast region extending from the Atlantic Ocean to the Mississippi River and from the St. Lawrence River to the Tennessee River. Sometime in the early 1700s, the Tuscarora, an Iroquoian group that had migrated to New York from North Carolina, were formally admitted to the confederacy, and the name of the league was changed to the Six Nations.

The Iroquois, like the Algonquian people, had an agricultural economy, based mainly on corn. Families lived together in large bark-covered dwellings called longhouses. Each community was governed by a ruling council and a village chief. The entire confederacy was run by a fairly democratic common council of delegates, elected by members of various groups. The league as a whole had no single leader, and decisions were usually made by a unanimous vote of the council.

and maize. These changes supported larger populations. By the time Europeans appeared on the scene, a mere five hundred years ago, what is now New York City had as many as fifteen thousand inhabitants—estimates vary widely—with perhaps another thirty to fifty thousand in the adjacent parts of New Jersey, Connecticut, Westchester County, and Long Island. Most spoke Munsee, a dialect of the Delaware language in which their name for themselves was Lenape—“Men” or “People”. Their land was Lenapehoking—“where the Lenape dwell.”
Ice age and America’s Early People: 
Literary Nonfiction Lesson Plan

Unit of Study—Early Encounters: Native Americans and Explorers

The Teaching Points:
• Authors use a variety of methods to create literary nonfiction.
• Literary nonfiction uses some elements of fictional writing.
• Descriptive words help to paint a mental picture.

Why/Purpose/Connection:
• Students will learn to distinguish between literary nonfiction and nonfiction reading by recognizing author’s craft.
• Students will understand that in order to create literary nonfiction, authors use elements of fiction.
• Students will look for ways that authors paint pictures with words.

Materials/Resources/Readings:
• Gotham, p. 4 Immigrant Ice
• Examples of regular and literary nonfiction from Nonfiction Writing: From the Inside Out, p. 17
• Inquiry sheet on charting difference between literary nonfiction and fiction

Model/Demonstration:
• Review what to expect from nonfiction writing. Ask students to think of how they imagine a “story” to be told. Can nonfiction be told as a “story”? Do authors try to be creative when recounting nonfiction?
• Explain that there is a kind of nonfiction that can read like fiction. This kind of nonfiction is called “literary nonfiction” or “creative nonfiction.”
• Chart the ways that authors craft nonfiction:
  o Receptive to world around them
  o Use senses to research and write
  o Tell stories
  o SHOW, don’t tell
• Allow humanity and warmth to infuse their prose (and all this is done without bending the facts; remember, it’s nonfiction)
• Give students a non-literary example of nonfiction. Read together. Now hand out a literary text on a comparable subject and read that together. Discuss some of the differences between the two pieces. Choose words that help to paint a picture and chart the word with the image evoked. The majority of the words should come from the literary piece—point this out.
• Distribute a second example of literary nonfiction for students to chart highly descriptive words on their own.
• Go over what they found and how the two pieces of text are different.
Student Exploration/Practice:
- Students reread the texts from *Gotham* and *Encarta* that they read in the previous lesson. Using the method from above, students go through the readings on their own looking for the words that help to create a picture.
- Once they have completed the task on their own, have students meet in pairs and then as a group.
- Have the group look over their list of words—which text has more words that help to paint a picture?

Share/Closure:
- Have groups share how the *Gotham* piece is literary nonfiction, identifying the details and craft that make it so. Students may share opinions about which piece they prefer to read—*Gotham* may paint a better mental picture, but *Encarta* is easier to read. Literary nonfiction does not always have to be the best option.

Next Steps:
- Students practice writing literary nonfiction.
- Students examine author’s purpose in writing literary nonfiction.
Who were the Native Americans prior to 1500 CE?

Unit of Study—Early Encounters: Native Americans and Explorers

Focus Question: What was life like for Native Americans prior to European contact?

The Teaching Point:
- Students will research and categorize information on Native American peoples to understand the complexity of their cultures.

Why/Purpose/Connection:
- To increase student understanding of the richness of the indigenous cultures of the Western Hemisphere prior to European contact.

Materials/Resources/Readings:
- Excerpt from letter of Isaack de Rasieres to Samuel Blommaert (1628)
- Titles from the Trade Book Text Set
  - North American before Columbus
  - The Pueblo and Their History
  - Nations of the Plains
  - The Wampanoag
  - Powhatan Indians
  - Iroquois Indians
  - Comanche Indians
  - Life in a Sioux Village
  - Navajo Indians
  - Seminole Indians
  - America in the Time of Columbus
  - Native American Family Life
  - Who Were the First North Americans?
  - Native American Festivals and Ceremonies
  - Native American Confederacies
- Websites
  - Aztec
    - [http://library.thinkquest.org/27981/](http://library.thinkquest.org/27981/)
    - [http://www.indians.org/welker/aztec.htm](http://www.indians.org/welker/aztec.htm)
    - [http://www.mnsu.edu/emuseum/cultural/mesoamerica/aztec.html](http://www.mnsu.edu/emuseum/cultural/mesoamerica/aztec.html)
  - Inca
    - [http://www.crystalinks.com/inca.html](http://www.crystalinks.com/inca.html)
    - [http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/inca.html](http://www.mnsu.edu/emuseum/prehistory/latinamerica/south/cultures/inca.html)
  - Maya
    - [http://en.wikipedia.org/wiki/Maya_civilization](http://en.wikipedia.org/wiki/Maya_civilization)
    - [http://www.indians.org/welker/maya.htm](http://www.indians.org/welker/maya.htm)
    - [http://www.mnsu.edu/emuseum/prehistory/latinamerica/meso/cultures/maya.html](http://www.mnsu.edu/emuseum/prehistory/latinamerica/meso/cultures/maya.html)
- “Guide Book to Indigenous Cultures of the Western Hemisphere” template (completed one on the Lenape and blank copies for student research)
• Project Guidelines

Model/Demonstration:
• Teacher reads aloud from the letter of Isaack de Rasieres in which he describes his encounter with the Lenape of New Amsterdam.
• During the read aloud, students are asked to generate a list of words and phrases that describe the Lenape culture based on de Rasieres’ account.
• After the read aloud, students share their list of words/ phrases. Teacher charts them.
• Teacher then asks: “Based on our list of characteristics, what conclusions did the Europeans draw about the native cultures of the Western Hemisphere based on their initial encounters?” Teacher lists these on chart paper. “How can we determine if these conclusions were accurate?”
• Teacher introduces the “Guide Book to the Indigenous Cultures of the Western Hemisphere” template and models the process of categorizing research using the Lenape.
• Teacher explains that students will work in groups of 2-4 to research an indigenous culture of the Western Hemisphere. (Groups may self-select a culture to study, or the teacher may assign cultures). Students will organize their research using the “Guide Book to Indigenous Cultures of the Western Hemisphere” template. They will then use their information to create a “Guide Book” whose purpose is to introduce the native culture to the European explorers.
• Teacher distributes and reviews the “Project Guidelines” sheet.

Differentiation:
• Students choose from a variety of titles from the trade book text sets and from other resources that reflect a spectrum of reading levels and that incorporate visuals.

Student Exploration/ Practice:
• Students work in their group to identify resources, read and interpret information on their indigenous culture, and organize their information on the template. Additionally, they identify images to include in their “Guide Book.”
• After completing the template, students determine the format of their “Guide Book” and begin the process of creating the document.

Share/Closure:
• Student groups display their “Guide Books” around the classroom.
• Students conduct a Gallery Walk and take notes based on the question: “What conclusions can we come to about the culture of the indigenous people of the Western Hemisphere prior to European contact?”
• Teacher facilitates a discussion of the student responses to the question.

Assessment:
• Teacher rotates among the pairs/ groups during the reading and categorizing to evaluate student need for additional support, and to evaluate how the pairs/ groups are managing their time, how well they are working independently and cooperatively.
• Students create a rubric to evaluate each other’s “Guide Book.”
Isaack de Rasieres to Samuel Blommaert
1628

Up the river the east side is high, full of trees, and in some places there is a little good land, where formerly many people have dwelt, but who for the most part have died or have been driven away by the Wappenos.

These tribes of savages all have a government. The men in general are rather tall, well proportioned in their limbs, and of an orange color, like the Brazilians; very inveterate against those whom they hate; cruel by nature, and so inclined to freedom that they cannot by any means be brought to work. They support themselves by hunting, and when the spring comes, by fishing. In April, May and June, they follow the course of these, which they catch with a drag-net they themselves knit very neatly, of the wild hemp, from which the women and old men spin the thread. The kinds of fish which they principally take at this time are shad, but smaller than those in this country ordinarily are, though quite as fat, and very bony; the largest fish is a sort of white salmon, which is of very good flavor, and quite as large; it has white scales; the heads are so full of fat that in some there are two or three spoonfuls, so that there is good eating for one who is fond of picking heads. Our people give the same report; it is the same with them when they eat a great deal at one time, as can be shown by the shirts.

As an employment in winter they make sewan, which is an oblong bead that they make from cockle-shells, which they find on the sea-shore, and they consider it as valuable as we do money here, since one can buy with it everything they have. They string it, and wear it around the neck and hands; they also make bands of it, which the women wear on the forehead under the hair, and the men around the body; and they are as particular about the stringing and sorting as we can be here about pearls. They are very fond of a game they call Senneca, played with some round rushes, similar to the Spanish feather-grass, which they understand how to shuffle and deal as though they were playing with cards; and they win from each other all that they possess.

In the winter time they usually wear a dressed deer skin; some have a bear’s skin about the body, some a coat of scales, some a covering made of turkey feathers which they understand how to knit together very oddly, with small strings. They also use a good deal of duffel cloth, which they buy from us, and which serves for their blanket by night, and their dress by day.

Guide Book to the Indigenous Cultures of the Western Hemisphere

**Group:** Lenape

**Region of the Americas:** Eastern Woodlands

**Sources:** [http://www.lenapelifeways.org/lenape1.htm#lenapes](http://www.lenapelifeways.org/lenape1.htm#lenapes)

<table>
<thead>
<tr>
<th>Feature of Society</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background</td>
<td>The Lenape or Lenni-Lenape (later named Delaware Indians by Europeans) were organized bands of Native American peoples with shared cultural and linguistic characteristics. They lived in an area they called &quot;Lenapehoking&quot;, which meant &quot;Land of the Lenape.&quot; Their land included what is now New Jersey and along the Delaware River in Pennsylvania, the northern shore of Delaware, and the lower Hudson Valley and New York Harbor in New York.</td>
</tr>
</tbody>
</table>
| Political Structure| The Lenape had well-organized ways of governing their clans and their villages. The chiefs were chosen for their behavior, skill in speaking, honesty, and ability to make wise decisions. The chiefs also had to know about religion, so that they could lead the people in rituals and ceremonies.  
War leaders were different. They gained power through proven bravery and success in battle. They were able to gather young men together and go off on a raid—without the approval of the chief.  
Within their own groups the Lenape were kind to one another. They felt a sense of responsibility towards everyone in their community. They did not steal from anyone in their own village, for there was no reason to do so. The land belonged to the whole community, shelters were shared, and no one hoarded valuable possessions. |
| Social Structure   | The Lenape used a system of clans. Clan membership was matrilineal, that is, children inherited membership in a clan from their mother.  
Families were important to the Lenape. There were strong ties between parents and children, and among all the related families that made up the clan. The Lenape had three clans—wolf, turtle and turkey, which traced their descent through the female line. This meant that a clan was made up of a matron, her sisters and |
brothers, all her sons and daughters, and the daughter's children. The sons had to marry women from other clans, and their children then belonged to their mother's clan.

In a matrilineal society, a man's closest male ancestor was usually considered to be his maternal uncle (his mother's brother) and not his father, since his father belonged to a different clan.

Land was assigned to a particular clan for hunting, fishing, and cultivation. Individual private ownership of land was unknown, but rather the land belonged to the clan collectively while they inhabited it. Clans lived in fixed settlements, using the surrounding areas for communal hunting and planting until the land was exhausted, at which point the group moved on to find a new settlement within their territories.

### Daily Life

The Lenape lived in settled villages and did not stay in one place for the whole of their lives. Every ten or twelve years they had to move their entire village to a new site because they had used up many of the natural resources of their area.

Women were responsible for the planting and harvesting of crops and gathering of wild foods, and for preparing meals and caring for the children. They were skilled at making clay pots, weaving rush mats and bags, and making baskets. They wove cornhusks for slippers, mats and dolls, and made containers from elm and birch bark. With fibers from the inside of plants, they spun and braided cords for binding and carrying bundles. Women were also responsible for preparing the hides for clothes and shelters. With bone tools, they scraped the hair from the hides and cleaned them. Then they smoked them, cut them into pieces and sewed the pieces with bone needles.

Men prepared land for gardening. They hunted and fished, traded with other groups, and made tools. They were good woodworkers, and made bows, arrows, fishing equipment, canoes, bowls, and ladles. Some warriors used their woodworking skills to make ball-headed clubs.

The Lenape made dome-shaped houses called wigwams where a small family or individual could live. They pushed a circle of poles into the ground and then bent them over one another to make a domed frame, which they covered with sheets of bark, skins or woven rush mats. Several families sometimes lived together in a larger "longhouse", still rounded on top, but longer. Inside the longhouse were platforms of poles on either side that could be used as seats or beds. Down the center was a row of fires to share. Openings in the roof let the smoke out. Corn and herbs were hung high in the roof, and there was room to store other goods beside the doorway.
The Lenape dressed for snow and icy winds or for sticky heat, depending on the season. For men, light clothes would be a breechclout and leggings tied to a belt, and for women, a short, wrap-around skirt. Clothing worn next to the body was usually made of deerskin or beaver skin. In colder weather people added a hide shirt, a robe and perhaps mittens and fur caps. Everyone wore soft-soled deerskin moccasins.

The Lenapehoking used different kinds of transport according to the season and the area in which they lived. Often they simply went on foot, making their own trail or following animal tracks or a dry streambed. Heavy loads were often carried by the women. A woman would rest the bundle on her back and support some of its weight with a strap called a tumpline. This was attached at each end to the bundle and passed in a loop around the wearer's forehead.

In summer when streams and lakes were not frozen, it was sometimes easier to travel by water than by land. The Lenape used dugout canoes for this purpose. The canoes were made from a hollowed-out tree, which could carry several people.

Food and Agriculture

Many of the Lenape lived in villages for most of the year and grew much of their food. The three most important crops were corn, beans, and squash, known as "the three sisters." The gardening tools were very simple—hoes, and sticks for digging and planting. Some of the crop was eaten as soon as it was harvested, but much of it was preserved for use in winter when food was scarce. What was kept for later use was dried and stored in underground pits lined with bark.

The Lenape fished and hunted in all seasons. Using bows and arrows, traps, snares, and spears, they hunted deer, bear, elk and beaver. They also hunted the ducks and other birds that lived in their area. Sometimes hunting and fishing trips took men away from their villages for several weeks. Wild foods were also used. Berries were eaten fresh, baked into bread made from corn flour, or dried for winter use. Nuts were ground up and baked, or were pressed to squeeze out their oil, which was used in cooking. Maple syrup was made by collecting sap from maple trees in early spring.

Religion

The Lenape believed that there were spirits all around them. They believed that a great spirit created the world and that evil spirits were responsible for sickness and death. They felt there was a spirit in every wild storm and in each new bud on the trees in spring.

Spirits could be helpful or harmful and they had to be treated with respect. To gain a spirit's favor, people left small offerings in the place where they thought it lived—near a huge tree, a waterfall, or a strange and lonely rock. The gifts might be a handful of leaves or flowers, carved stick, or some pipe smoke. The Lenape were
careful not to offend the spirits.

Sometimes a man dressed from head to foot in a bearskin costume with a red and black painted mask and would impersonate one of the spirits called the "Mesingw." He would not talk but used a turtle shell rattle and stick to communicate his thoughts.

At different times of the year the Lenape held ceremonies and rituals to honor the good spirits or drive out the evil ones. The celebrated the rising of the maple sap and the planting of the corn. They had a ritual for the first green corn of each year and a celebration of the corn harvest. And there were other good things to celebrate—a birth, a marriage, or a successful hunt.

The Lenape believed that certain rituals, such as fasting, gave them special power to influence spirits. It was the custom for boys—and sometimes girls—to mark the time when they became adults by going away alone for many days to fast and dream. The special power they received at this time might enable them to have visions. And some of them might find a guardian spirit. People known as shamans were thought to have more special power over spirits. They could use their power for the good of others by becoming medicine men or religious leaders.

<table>
<thead>
<tr>
<th>Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Lenape admired strength and liked to compete with one another in contests and games. To be able to run fast was an important skill, and so races were often run. Boys tried their skill with the bow and arrow, or with a pole that had to be thrown through a rolling hoop. Both men and women enjoyed team games, like lacrosse. In winter, people told stories to pass the time.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Interactions with Other Native Peoples</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Lenape individual would have identified primarily with his or her immediate family and friends, or village unit; then with surrounding and familiar village units; next with more distant neighbors who spoke the same dialect; and finally, with all those in the surrounding area who spoke similar languages, including the Mahican. Among other Algonquian peoples the Lenape were considered the &quot;grandfathers&quot; from whom all the other Algonquian peoples originated. Consequently, during council meetings, the Lenape were given the respect as one would to their elders.</td>
</tr>
</tbody>
</table>

Those groups who spoke a different language—such as the Iroquois (or, in the Lenape language, the Minqua)—were regarded as foreigners. In the case of the Iroquois, the hatred between the groups was intense, and lasted for many generations.
Indigenous Cultures of the Western Hemisphere
Project Guidelines:

In order to combat the ignorance of the European explorers about the indigenous cultures of this hemisphere, you have been asked to present a comprehensive picture of the life and culture of your people. The presentation should include both written descriptions and images. The images may be drawn or downloaded from the internet.

You may choose to present your information as a written guide, a PowerPoint, skit, or other format.

Be sure to include the following information in your presentation:

- **Background** (history and settlement in the Western Hemisphere)
- **Political Structure** (who are the leaders, how are decisions made, what type of system do they use, what is the role of women and elders)
- **Daily Life** (family life, social structures, gender roles, life for children, housing, language, food and agriculture)
- **Religion** (deities, ceremonies)
- **Culture** (art, music)

**Research**: In addition to the titles in the trade book text sets, you should conduct research using various internet sources. Suggested links are:

- [www.nativeamericans.com](http://www.nativeamericans.com)
- [www.nativeculturelinks.com](http://www.nativeculturelinks.com)
- [www.sacred-texts.com](http://www.sacred-texts.com)
- [www.native-languages.org](http://www.native-languages.org)
If You Sailed With an Explorer

Unit of Study—Early Encounters: Native Americans and Explorers

Focus Question: What motivated European explorers to embrace the unknown?

Teaching Point:
- Students will read and interpret necessary background for understanding of Explorer Biography Cards from the Age of Discovery.

Why/Purpose/Connection:
- To develop student ability to investigate attributes of explorers and make evaluative judgments of initial encounters between Native Americans and European explorers.

Materials/Resources/Readings:
- Explorer Biography Cards and answer sheet
- Student notebooks/pens
- Chart paper/markers

Model/Demonstration:
- Teacher begins by asking students to imagine that they are back in the Age of Discovery. Each of them will be asked to join an explorer’s crew, but will need more information about the explorers before selecting one to sail with.
- Teacher asks students, “What traits do explorers possess?” Students generate lists in notebooks; then share their lists with others at their tables. Together, they combine their traits into one list.
- Table by table, groups share different attributes from their list and a class list is created.
- Teacher then asks students, “What makes a good leader? Who would you follow?” (This is personalized—each of us requires something different from a leader, someone we are willing to follow.) Students generate a list of character attributes associated with a leader.
- Teacher asks students to keep both of these lists in mind as they read the Explorer Biography Cards. (Biography cards do not have the names of the explorers on them, just the attributes and experience.)

<table>
<thead>
<tr>
<th>What makes a good explorer?</th>
<th>What makes a good leader?</th>
</tr>
</thead>
<tbody>
<tr>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>o</td>
<td>o</td>
</tr>
<tr>
<td>o</td>
<td>o</td>
</tr>
</tbody>
</table>
Student Exploration/Practice:
- Students read the Explorers Biography Cards and rank the explorers by deciding their effectiveness as a leader/explorer.

Share/Closure:
- Students share their rankings with a partner.
- Class tallies the votes and charts the findings. Teacher then initiates a discussion about student findings. Students should be encouraged to think about the criteria and priorities they used for ranking.
- Teacher reveals the identities of the individual explorers summarized on the Explorer Biography Cards.
- Continue the discussion and ask students a) if they were surprised about explorer identities, and b) if knowing the identity of the explorers would have changed their ranking.

Assessment:
- Teachers may assess the thoughtfulness of the students’ lists, the ability to do partner work and to actively listen in a class discussion.
- Teacher may also assess a students’ understanding of leadership and explorer qualities through classroom discussion/participation.

Next Steps:
- Students will read selections about their specific explorer.
- Students will conduct further, more in-depth research on their chosen explorer in the following lessons.
Lesson: “If You Sailed with a Great Explorer...”

Explorer Biography Cards

<table>
<thead>
<tr>
<th>Explorer A</th>
</tr>
</thead>
</table>
Born: Italy, 1451

Personality/Physical Features: He was known for his great skill and courage in navigating the seas. He had ambitious desires to captain his own ship to the Far East. He was considered to be a respectable married man with children. He was tall with wide shoulders, a bearded face and a high forehead. People held him in high esteem and called him the “Great Admiral.”

Education/Early Years: When he was 10, his father took him to Venice where he learned to read and write. He also learned basic navigation skills there. He became a seaman on ships that sailed to Lebanon, Israel and Egypt.

Experience: He was confident in his skills and courage. Venice merchants gave him command of his first galley within two years. He spent the next eight years trading along the ports of the Mediterranean, gaining more and more experience. He decided to do better than an earlier explorer, and so he planned a shorter route to reach the Indies. He sailed for England and explored America in 1497.

Background: He was considered by merchants to be a good and honest businessman. He drew accurate charts and had quality navigation tools.

<table>
<thead>
<tr>
<th>Explorer B</th>
</tr>
</thead>
</table>
Born: Italy, 1451

Personality: He had strong religious beliefs. He was confident in his skills and had a competitive nature. He was determined to find someone to pay for the voyage, and he waited many years until Spain finally agreed. He was very happy to sail and he worked hard to manage his crew. He was eager to please the King and Queen of Spain.

Education/Early Years: He did not go to school. He worked with his father, a weaver. He took short sea voyages along the coast of Italy to sell the cloth his father made.

Experience: He learned how to make maps and ran a map shop for eight years. He realized that the earth was round, so he courageously sailed west to beat everyone to the discovery of the Indies.

Background: He was treated like royalty by the Spaniards because they thought he had discovered the Indies.
### Explorer C

**Born:** England, ca. 1565

**Personality:** He was eager to find a passage to Asia, and he was interested in wealth and fame. His was loyal to the idea of discovery, not to a specific country. He was a skilled navigator. He was hard-working and persistent, enduring many hardships during his explorations.

**Education/Early Years:** Little is known of his early life. His family worked together for the same trading company. He had a wife and three sons, one of whom sailed with him. He most likely learned sailing and navigation skills while on the job.

**Experience:** He led four expeditions, exploring the Americas from 1610 to 1611. He had primarily friendly encounters with Native Americans, who he traded with extensively.

**Background:** He was entrusted with ships for his difficult expeditions through snow, ice, fog, and strong currents of Arctic waters by two important trading companies from two separate countries.

### Explorer D

**Born:** Spain, 1485

**Personality:** He became a rich and important man, because of his exploration skills. Rumors of an empire rich in gold on the American mainland made him curious and he set off in search of it.

**Education/Early Years:** He was born to a distinguished but poor Spanish family. He studied law, but did not finish, choosing instead to sail for America in 1504.

**Experience:** He convinced the governor of Cuba to send him on an expedition to Mexico. He overcame the native Tlaxcalans and then formed an alliance with them against the Aztecs, their enemies. When he arrived at Tenochtitlán, the Aztecs treated him like he was a god. He and his soldiers found gold and riches during their exploration of Tenochtitlán. He conquered the Aztecs and built Mexico City on the ruins of Tenochtitlán. Colonists were brought over from Spain, and the city became the main European city in America. He controlled Mexico, inflicting great cruelty on the indigenous peoples.

**Background:** He became mayor of Cuba in 1511 after he helped conquer it. He was named governor and captain general of New Spain in 1523 due to his popularity and riches.
**Explorer E**

**Born:** Spain, ca. 1500

**Personality:** He had an ambitious desire for glory. He hoped to discover a civilization as rich and powerful as the Aztecs and Inca were.

**Education/Early Years:** His family wanted him to study law, but stories of discoveries and conquests in South America made him decide to be a conquistador instead. As a teenager, he trained with Spanish captains in Latin America where he learned the arts of war.

**Experience:** He traveled with Pizarro’s army when it entered South America and helped conquer the Incans. He was an aide to the governor of Panama and explored Central America. In 1539, he led an expedition to conquer the territory of La Florida. In search of gold and silver, he explored parts of what is now the southeastern United States.

**Background:** When he returned to Spain after helping conquer the Inca, he was wealthy and honored. He is commemorated by a national memorial in Florida.

---

**Explorer F**

**Born:** Spain, ca. 1476

**Personality:** He earned a reputation as a quiet brave fighter. He lived in Panama for several years until he decided to take a bold gamble.

**Education/Early Years:** He was raised in poverty and never learned to read or write.

**Experience:** He joined an expedition into Colombia. In 1519 he became the mayor of Panama and made a small fortune. He took control of the Inca empire in 1532, and he built the city of Lima, which he governed.

**Background:** Some of the Inca believed he was a god.
Explorer G

Born: On an island near France, 1491.

Personality: He had the reputation among seamen as one of the best captains in France.

Education/Early Years: His father was a fisherman. As a young boy he learned how to sail and fish while accompanying his father on fishing trips in the North Atlantic.

Experience: By the time he was 30 years old, he had become captain of his own fishing boat. He explored the Americas in 1534-5. Sent by the admiral of the French navy to find the Northwest Passage, he discovered a large waterway in Canada which he named the St. Lawrence. (This gave France a large claim in North America.)

Background: He had expert navigation skills.

Explorer H

Born: France, ca. 1567

Personality: He was well liked by the French King. He traveled through rugged forests and lands. He forged routes for trappers who were eager to trade.

Education/Early Years: Not much is known about his early years. His parents were probably members of the lower nobility. His father was a naval captain, and he became one, too. He had excellent skills in cartography, geography and navigation.

Experience: He gained experience in navigation on voyages to the West Indies and Central America in the late 1500’s. He led expeditions in the Americas from 1604 until 1607. Dreaming of starting a colony to rival New Spain, he founded the first settlement in New France, called Quebec, which had a fort and trading post.
Explorer Biography Card Answers

John Cabot: Explorer A

- England's King Henry VII sent Cabot to find a quick route to the Indies by sailing west. Cabot thought that he was sailing toward Japan. When he arrived back in England he was sure that he had found some part of the Asian continent—but it was really North America.
- Cabot was unsuccessful in his search to find cities filled with riches.
- He is believed to have encountered the Massachusett and Lenape.
- Cabot did not know where he was, but he did know that it was “new-found land” and this discovery later became known as Newfoundland, which is now part of Canada.
- Cabot found and named several capes and islands in what is now believed to be Labrador, Newfoundland and Cape Breton Island.
- Although merchants were disappointed that he had not returned with gold, silks and spices, the king was pleased because he thought Cabot had claimed a part of Asia for England.
- The king financed a second voyage, but Cabot did not bring back any interesting news or treasures. He had not found the rich shores of China, but he had discovered North America.
- Cabot kept no records of his voyage and he was eventually forgotten.

Christopher Columbus: Explorer B

- Explored for Spain during 4 different voyages—sailed west looking for the Indies to get riches for Spain; never found much gold.
- Discovered San Salvador (in the Bahamas) by mistake and claimed the land for Spain.
- Thinking he was in the Indies, he called the native Taíno people “Indians.”
- Explored the Bahamas, Cuba, Hispaniola, Trinidad, South America, Martinique, Panama and Jamaica.
- One boat under his command deserted the fleet; another one of his ships ran aground on a coral reef and sank; lost several more ships on other voyages.
- He didn’t think he might have calculated wrong and gotten lost; he never understood that he had discovered a new world.
- Was taken back to Spain in chains.
Henry Hudson: Explorer C

- Although he never found a Northwest Passage (a northern route to Asia), he added a great amount to the knowledge of uncharted territory.
- His few surviving journals are useful historical documents for us today.
- Hudson wrote detailed descriptions in his journals of Native Americans he encountered, which offer us important information about their life and culture.
- Hudson and his crew had many friendly encounters with Native Americans—the Lenape and the Mahicans in particular. His crew traded with these groups and was welcomed into their homes.
- His crew had an encounter with Native Americans where one of the crew members and several Native Americans were killed.
- In 1609, while sailing for The Dutch West India Company, his expedition ran into vicious storms and was unable to continue on their journey to find the Northwest Passage. Instead of returning to the Netherlands like his contract required, he sailed south and west to America. No one knows why!
- After a miserable winter, dwindling supplies, and bleak hope of finding the Northwest Passage, Hudson’s crew mutinied. Hudson and his son were put in a small boat, cut adrift from the ship and left to die.

Hernando Cortes: Explorer D

- In 1519 Cortes intended to make his fortune by conquering the Aztecs.
- The Aztecs were terrified by Cortes’ cannons and horses. Some thought his arrival was the god Quetzalcoatl returning to Earth. The Aztec emperor, Montezuma thought otherwise.
- Cortes took Montezuma prisoner and demanded a huge ransom of gold. The gold was paid, but Cortes cheated the Aztecs and kept Montezuma captive.
- While he was away, his men started an attack on an Aztec religious meeting and killed many of the participants.
- In August 1521 Cortes besieged Tenochtitlán, cutting off food and water for nearly three months. After destroying the city of Tenochtitlán, the Aztec empire quickly crumbled.
- Cortes built Mexico City in Tenochtitlán’s place.
Hernando de Soto: Explorer E

- In 1539, de Soto led ten ships from Cuba on an expedition to conquer land in Florida.
- De Soto had many encounters with local Native Americans.
- Looking for gold and silver, the Spanish marched through much of what is now the southeastern part of the United States.
- In 1541, de Soto's men became the first Europeans to see the Mississippi River. The men were exhausted and low on food and ammunition.
- The expedition traveled during a brutal summer drought through Arkansas into Louisiana where de Soto fell ill with a fever and died.
- The survivors built boats and sailed into the Gulf of Mexico, finally reaching Spanish colonies in Mexico.

Francisco Pizarro: Explorer F

- In 1532 Pizarro started an expedition with nearly 170 men. Their goal was to conquer the Inca Empire in Peru, South America.
- Pizarro’s soldiers had a collision encounter with the Inca during which Atahualpa was taken prisoner. Pizarro demanded a large ransom of gold and silver. To save their king, Inca sent their riches.
- Pizarro executed Atahualpa. The Inca Empire came under Spanish control.
- He was one of the most famous conquistadors.
Jacques Cartier: Explorer G

- During his exploration of Newfoundland, Cartier and his sailors came across many new animals.
- Cartier found an opening to a waterway which he thought was the mouth of a great passage leading to China. It was not the Northwest Passage, but a strait that separates Newfoundland from the coast of Labrador.
- Much of the French’s claims to Canada are due to Cartier’s exploration.
- In 1541, Cartier tried to establish a colony in Canada but was unsuccessful.
- He wrote an account of his expeditions that was published in 1545.
- In 1535, as Cartier explored up the St. Lawrence River, he wintered at the Iroquoian village of Stadacona.
- Cartier is credited with bringing back the name “Canada” for the country he had explored. “Canada” seemed to mean “village” to the local Native Americans.

Samuel de Champlain: Explorer H

- After shooting at the Iroquois, Champlain earned a pledge of friendship from groups of Algonquin and Huron, as well as the lasting hatred of many groups of Iroquois.
- Known as the father of “New France,” and the French colonies in North America.
- In 1609, Champlain joined with Algonquin and Huron and invaded the hunting grounds of the Iroquois Confederacy, setting off great warfare between the French and the Iroquois.
- He was the first European to view and explore the Great Lakes.
What was the impact of Columbus’ encounter with the Taíno?

Unit of Study—Early Encounters: Native Americans and Explorers

Focus Question: How was the idea of “discovery” different for Native Americans and explorers?

The Teaching Point:
- Students will analyze different perspectives on the interaction between Columbus and the Taíno and determine whether it resulted in the destruction of these cultures.

Why/Purpose/Connection:
- To enrich student understanding of the impact of European exploration on native cultures of the new world.

Materials/Resources/Readings:
- *Encounter* by Jane Yolen
- Excerpt from Columbus’ diary dated October 11th
- Titles from the Trade Book Text Set
  - *Columbus and the Americas*
  - *Expeditions in the Americas: 1492-1700*
  - *America in the Time of Columbus*
  - *The History of US: The First Americans*
- Websites
  - [http://www.elmuseo.org/taino/](http://www.elmuseo.org/taino/)
  - [http://www.healing-arts.org/spider/tainoindians.htm](http://www.healing-arts.org/spider/tainoindians.htm)
  - [http://en.wikipedia.org/wiki/Ta%C3%ADno](http://en.wikipedia.org/wiki/Ta%C3%ADno)
  - [http://www.discoverhaiti.com/history00_1_1.htm](http://www.discoverhaiti.com/history00_1_1.htm)
- Discussion Web (large version for modeling and individual copies for students)

Model/Demonstration:
- Teacher explains that students will be reading various texts on Christopher Columbus and his interaction with the Taíno, to decide if the contact had a positive or negative impact.
- Teacher reads aloud from Columbus’ diary in which he describes his initial encounter with the Taíno.
- During the read aloud, students are asked to generate a list of words and phrases that describe the Taíno culture based on Columbus’s account.
- After the read aloud, students share their list of words/ phrases. Teacher charts them.
- Teacher reads aloud *Encounter*.
- During reading, students record their responses to the text.
- After both of the read alouds, teacher introduces the Discussion Web.
- Teacher elicits responses from the students and models categorizing their responses on the Discussion Web.
- Teacher explains that students will now work in pairs and read a variety of texts (selections from the text set as well as other resources). They will be gathering
information about Columbus and his interaction with the Taíno and categorizing that information into positive and negative impact on the Discussion Web.

- After students have completed categorizing their information, they will join another pair and discuss their findings. As a group, they will come to consensus on the question, “What was the impact of Columbus’s encounter with the Taíno?,” and provide evidence to support their conclusion.

**Differentiation:**
- Students choose from a variety of texts that reflect a spectrum of reading levels. They also have the option to examine images.

**Student Exploration/ Practice:**
- Students use the text set trade books and other resource material on Columbus to gather information.
- Students categorize their findings on the Discussion Web and work in small groups to reach consensus.

**Share/Closure:**
- Students will compare their findings and conclusions with the class.

**Assessment:**
- Teacher will rotate among the pairs/groups during the reading and categorizing to evaluate student need for additional support, and to evaluate how the pairs/groups are managing their time, how well they are working independently and cooperatively.

**Next Steps**
- Students will participate in a debate on the question of whether Columbus’ interaction with the Taíno had a negative or positive impact.
- Students will research modern evidence of the legacy of Taíno culture.
Excerpt from the Diary of Christopher Columbus

Thursday, October 11, 1492

http://www.historyguide.org/earlymod/columbus.html

As I saw that they were very friendly to us, and perceived that they could be much more easily converted to our holy faith by gentle means than by force, I presented them with some red caps, and strings of beads to wear upon the neck, and many other trifles of small value, wherewith they were much delighted, and became wonderfully attached to us. Afterwards they came swimming to the boats, bringing parrots, balls of cotton thread, javelins, and many other things which they exchanged for articles we gave them, such as glass beads, and hawk's bells; which trade was carried on with the utmost good will. But they seemed on the whole to me, to be a very poor people. They all go completely naked, even the women, though I saw but one girl. All whom I saw were young, not above thirty years of age, well made, with fine shapes and faces; their hair short, and coarse like that of a horse's tail, combed toward the forehead, except a small portion which they suffer to hang down behind, and never cut. Some paint themselves with black, which makes them appear like those of the Canaries, neither black nor white; others with white, others with red, and others with such colors as they can find. Some paint the face, and some the whole body; others only the eyes, and others the nose. Weapons they have none, nor are acquainted with them, for I showed them swords which they grasped by the blades, and cut themselves through ignorance. They have no iron, their javelins being without it, and nothing more than sticks, though some have fish-bones or other things at the ends. They are all of a good size and stature, and handsomely formed. I saw some with scars of wounds upon their bodies, and demanded by signs the of them; they answered me in the same way, that there came people from the other islands in the neighborhood who endeavored to make prisoners of them, and they defended themselves. I thought then, and still believe, that these were from the continent. It appears to me, that the people are ingenious, and would be good servants and I am of opinion that they would very readily become Christians, as they appear to have no religion. They very quickly learn such words as are spoken to them. If it please our Lord, I intend at my return to carry home six of them to your Highnesses, that they may learn our language. I saw no beasts in the island, nor any sort of animals except parrots.
**Discussion Web**

*Complete evidence for the “positive impact” column and for the “negative impact” column and discuss with your group. Write the group conclusion in the box at the bottom of the page.*

<table>
<thead>
<tr>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*What was the impact of Columbus’s encounter with the Taino?*

<table>
<thead>
<tr>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**CONCLUSION**

<table>
<thead>
<tr>
<th>POSITIVE IMPACT</th>
<th>NEGATIVE IMPACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Exploring the Americas

Unit of Study—Early Encounters: Native Americans and Explorers

Focus Question: How did the Europeans’ search for trade routes affect the development of the Americas?

The Teaching Point:
• Students will research and trace the new world trade routes established by the Spanish, Portuguese, English, French and Dutch.
• Students will understand how the voyages of exploration affected the native cultures of the Western Hemisphere and Africa.
• Students will understand how contact between Native Americans, Africans and European explorers led to the development of New Spain, New France, New England and New Netherlands.

Why/Purpose/Connection:
• To build on student understanding of the expanding world view of European nations and their desire to acquire land and wealth.
• To develop student understanding of the impact of exploration on Native Americans and Africans.
• To develop student understanding of the development of European colonies in the Americas.

Materials/Resources/Readings:
• Map of the World (physical wall map, desk map or atlas) If desk map or atlas, an overhead enlargement of the map and individual copies of the desk map
  o Teacher Note: A wipe-off wall map is ideal for this lesson
• 1544 map of the world by Martin Waldseemuller
• Map of Cortes’ route from Spain to Mexico
• Titles from the Trade Book Text Set
  o The Spanish Exploration of the Southwest
  o The Early French Explorers of North America
  o Expeditions in the Americas
  o Exploration and Conquest: The Americas after Columbus 1500-1620
  o Europeans and Native Americans
  o Two Cultures Meet: Native Americans and Europeans
  o The History of US: The First Americans
  o Dutch Colonies in the Americas
  o Spanish Colonies in the Americas
  o French Colonies in the Americas
  o The English Colonization of the Americas
  o Learning about the Settlement of the Americas using Graphic Organizers
  o First American Colonies
  o African Americans in the Colonies
  o Colonial Life
• Websites
  o http://en.wikipedia.org/wiki/Age_of_Discovery
  o http://www.mce.k12tn.net/explorers/explorers.htm
Model/Demonstration:

- Using an overhead projector or Smartboard, display the 1544 Waldseemüller map of the world and explain to the class that the map was the first to display the Western Hemisphere.
- Teacher asks: “How had the European view of the world changed since the early Spanish and Portuguese voyages of exploration?” “How did this new world view affect exploration?” “How did it affect the native peoples of the Western Hemisphere and Africa?” Teacher lists responses on chart paper.
- Teacher explains that students will be divided into five groups. Each group will represent one of the major European countries of exploration: England, Spain, France, Portuguese and Dutch. The groups will research and trace on a world map, the routes of exploration of the major explorers from the country and their points of contact with native peoples. They will also research the effects of the contact between European explorers and native peoples and summarize their findings on an index card.
- Using a map of the world (wall or overhead), teacher traces the route taken by Cortes from Spain to Mexico. As part of the modeling, teacher identifies Cortes’s point of origin, his point of contact with the new world, and his further route across Mexico. Teacher discusses the geographic and navigational factors that influenced Cortes’ choice of routes. Teacher also models how to summarize information on the effects of Cortes’s contact with the Aztec and other native cultures of the area.

Differentiation:

- Students choose from a variety of titles from the trade book text sets and from other resources that reflect a spectrum of reading levels and that incorporate visuals.

Student Exploration/ Practice:

- Students work in their group to identify, read and interpret information on the trade routes/ routes of exploration of their European country, and represent that information on a map of the world. They identify points of contact between the explorer and the native cultures.
- After completing the map, students read and interpret information on the effect of contact on the native cultures of the Americas, and summarize the information on an index card.
Share/Closure:
- Student groups display their country’s trade routes/routes of exploration and summary on the classroom walls.
- Students conduct a Gallery Walk and take notes based on the questions: “What conclusions can we come to about the interaction between the European explorers, Native Americans and Africans?,” and “How did that contact result in the development of European colonies in the Americas?”
- Teacher facilitates a discussion of the student responses to the questions.

Assessment:
- Teacher rotates among the pairs/groups during the reading and categorizing to evaluate student need for additional support, and to evaluate how the pairs/groups are managing their time, how well they are working independently and cooperatively.

Next Steps:
- Students research and compare maps that represent the changing world view as a result of the voyages of exploration.
- Students write a series of journal entries from the perspective a crew member on one of the voyages of exploration.
Universalis Cosmographia Secundum Ptholomaei Traditionem et Americi Vespucii Alioru[m]que Lustrationes.

St. Dié, 1507

http://www.loc.gov/rr/geogmap/waldexh.html
Were the Aztec really “discovered”?  

Unit of Study—Early Encounters: Native Americans and Explorers  

Focus Question:  How was the idea of “discovery” different for Native Americans and explorers?  

The Teaching Point:  
- Students will analyze the Spanish exploration and conquest of Mexico from the perspective of the native peoples, then and today.  

Why/Purpose/Connection:  
- To enrich student understanding of the impact of European exploration on native cultures of the new world.  

Materials/Resources/Readings:  
- Excerpt from “Flowers and Songs of Sorrow” by Miguel Leon-Portilla  
- Aztec drawing  
- Portion of a mural by Diego Rivera  
- Essay by a Mexican student  
- Titles from the Trade Book Text Set  
  - *Exploration and Conquest: The Americas after Columbus*  
  - *The Spanish Exploration of the Southwest*  
  - *The History of US: The First Americans*  
- Websites  
  - [http://library.thinkquest.org/16325/y-conq.html](http://library.thinkquest.org/16325/y-conq.html)  
- Reaction Chart (one large copy and individual student)  

Model/Demonstration:  
- Teacher explains that students will be examining a variety of documents on the Spanish conquest of Mexico to understand that there are different perspectives on and reactions to the interaction between European explorers and the native cultures of Mexico.  
- Teacher introduces the Reaction Chart.  
- Teacher reads excerpt from “Flowers and Songs of Sorrow.”  
- After reading, teacher models the use of the Reaction Chart, recording her response to the poem.  
- Teacher elicits responses to the poem from the students and adds their responses on the Reaction Chart.  
- Possible discussion prompts include:  
  - What words does the poet use to describe the Aztec empire before the Spanish came?  
  - How does the poet explain the Aztecs’ defeat?  
  - Why did the poet write this poem? Who is his audience?  
- Teacher explains that students will now work in study groups of 4-6 students. Each group will examine and discuss one of the documents and recording their responses on the Reaction Chart.
Differentiation:
- Students examine a variety of documents, both written and visual. The jigsaw activity provides additional student support.

Student Exploration/ Practice:
- Students work in their “expert” groups to analyze and discuss their document. They record their responses on the Response Chart.
- After the groups have completed their examination of their document, students will reorganize into new groups that contain one member from each document group. Each “expert” member will share what he or she learned from the document.
- After the jigsaw activity is completed, the students will reconvene in their document groups and complete the Reaction Chart.

Share/Closure:
- Each group presents its responses to their document and to the question, “How did the native peoples of Mexico respond to their discovery by the Spanish explorers?”
- Additional discussion questions for whole class share:
  - “How might the Spanish explorers have justified their treatment of the Aztec?”
  - As an Aztec, how might you have reacted to Spanish conquest”?
  - How has Spain influenced the culture of Mexico”?

Assessment:
- Teacher rotates among the pairs/ groups during the reading and categorizing to evaluate student need for additional support, and to evaluate how the pairs/ groups are managing their time, how well they are working independently and cooperatively.

Next Steps:
- Students create a mural depicting the interaction between Cortes and the Aztec.
- Students write a description of the first encounter between Cortes and the Aztec from the perspective of either a Spanish sailor or an Aztec villager.
Document 1: This poem was composed by an Aztec poet at the time of the conquest. It has been preserved and translated by the editor from an oral history.

Flowers and Songs of Sorrow

Nothing but flowers and songs of sorrow
Are left in Mexico and Tlatelolco,
Where once we saw warriors and wisemen.

We know it is true
That we must perish,
For we are mortal men.
You, the Giver of Life,
You have ordained it.

We wander here and there
In our desolate poverty.
We are mortal men.
We have seen bloodshed and pain
Where once we saw beauty and valor.

We are crushed to the ground;
We lie in ruins.
There is nothing but grief and suffering
In Mexico and Tlatelolco,
Were once we saw beauty and valor.

Have you grown weary of your servants?
Are you angry with your servants,
O Giver of Life?

- Miguel Leon-Portilla

Document 2: This picture was drawn by an Aztec shortly after the Spanish conquest. Study it and use the questions below as discussion starters.

Discussion Starters:
- How can you tell the difference between the Spaniards and the Native Americans in this picture?
- What do the different scenes in the picture show?
- Why do you think the events of the Spanish conquest were drawn on a path marked with arrows?
Document 3: This is a portion of a mural by the 20th Century Mexican artist, Diego Rivera. Study it and use the questions below as discussion starters.

![Mural Image]

Discussion Starters:
- What action is the artist depicting in this mural?
- What do you think Diego Rivera feels about the conquest? How can you tell?
- What do you think is the purpose of this mural?
Document 4: This is a translation of an essay written by a young Mexican student about 20 years ago. Read it and use the questions below as discussion starters.

If the Spaniards had not conquered us, we would not speak Spanish. We would speak several languages. And if Columbus had gone to India and not to America, we would not be called Indians. When the Spaniards arrived, they told us gold was good for nothing and took it to Europe. Also, since they had horses, our people thought that they were half man and half beast.

We were scared when we saw the first Spaniard on horses. We thought the horses were four-legged monsters, so we moved back and let them pass. Later when we understood that they were not monsters, we began to fight, but we lost our houses and our shops.

So after they won, they left us in misery. Along with the cruelty, they brought about the mestizaje, or mixtures, because we were the bronze race and they were the blonde and white.


Discussion Starters:
- Who does the student mean when he writes, we and us?
- In the student’s view, why did the Spanish win?
- In what ways has the conquest influenced Mexico, according to the student?
## Reaction Chart

<table>
<thead>
<tr>
<th>Aztec Reaction: What is the artist or author saying?</th>
<th>Our Conclusions: What does this tell us about Spanish conquest?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poem: Flowers and Songs of Sorrow</td>
<td>•</td>
</tr>
<tr>
<td>Drawing of Aztecs after Spanish conquest</td>
<td>•</td>
</tr>
<tr>
<td>Mural by Diego Rivera</td>
<td>•</td>
</tr>
<tr>
<td>Mexican student essay</td>
<td>•</td>
</tr>
</tbody>
</table>
Encounter: Different Perspectives

Unit of Study—Early Encounters: Native Americans and Explorers

Focus Question: How was the idea of “discovery” different for Native Americans and explorers?

Teaching Point:
- Students will determine their explorer's positive and negative impact on history and how he should be remembered.

Why/Purpose/Connection:
- To enrich student understanding of European motivation to explore the Americas.

Materials/Resources/Readings:
- Encarta Encyclopedia software
- Internet capability (teacher-made “hotlists” with pertinent sites)
- Assortment of books and articles on chosen explorers
- Student notebooks/pens/pencils
- Chart paper/markers

Model/Demonstration:
- Students need their notebooks and readings about their chosen explorers in front of them. The students should be grouped by explorer group. All students who selected Christopher Columbus should work together, etc.
- Teacher explains that students will be gathering information about their chosen explorers’ discoveries and encounters with Native Americans. They will also be categorizing their notes into positive and negative impact. (In the process, they will be reviewing the basics of good research—reliable sources, cross referencing information and keyword searching.) Students will use attached worksheet to keep notes.
- Teacher reviews the three basic types of encounters: a contact encounter; a collision encounter; and a relationship encounter. Students identify and analyze the types of encounters that their explorer had with different Native American groups.
  - Contact encounter: The initial meeting between a Native American group and an explorer.
  - Collision encounter: Fighting between Native Americans and explorers. An antagonistic relationship.
  - Relationship encounter: Mutually beneficial relationship, involving trade and other crossover of culture.
- In analyzing these encounters and discoveries, students will be asked to indicate whether the encounter was positive and/or negative, and will have to provide evidence to back up their opinions.
- Teacher shows an example of something that has both positive and negative impact.
  - Example: A forest fire. Ask students to say what their initial reaction is. Does a forest fire have a positive or negative impact? At first glance, the impact is probably seen as negative. Animals are displaced, sometimes
killed. They lose their homes and immediate food supply. Many plants are destroyed. The smoke isn’t good for the environment. But on the other hand, the positive impact is that conifers are able to pop open from the intense heat and can germinate. The forest is regenerated by the release of these seeds. New grass grows and becomes an excellent source of food for deer and other animals.

- Once students understand the task, the teacher asks the students to brainstorm: Why is it helpful to start research with an encyclopedia? Class shares and works toward a general overview, ideas for what to research, helpful keywords, and reliable source of information.
- Teacher states that initially all students will work on *Encarta* using the laptops, and will then branch out to other sources and hotlists that are available.

**Student Exploration/Practice:**
- Students use *Encarta*, books, and hotlists with links to the Internet to research their explorers.

**Share/Closure:**
- Students compare information with others who have chosen to research the same explorer.
- Class shares their research process.

**Assessment:**
- Teacher rotates through student groups during research time to evaluate types of keywords they are using, how well they’re utilizing their time, how well they are working with others, and taking responsibility for their own work.

**Next Steps:**
- Students review their notes and try to find a corresponding positive or negative impact to an event they already have on their sheet.
- Students decide whether or not to nominate their explorer for Greatest Positive Impact or Greatest Negative Impact. Students will present and be required to support their claim with evidence.
Student Name: _______________________ Explorer Name: _______________________

**Explorer Investigation**

<table>
<thead>
<tr>
<th>Source</th>
<th>Positive Impact</th>
<th>Negative Impact</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Fizzies Virus

Unit of Study—Early Encounters: Native Americans and Explorers

The Teaching Point
- Some diseases spread easily and quickly and it is an epidemiologist’s job to find out where a disease began.

Why/Purpose/Connection:
- Students will understand that Native Americans were greatly affected by the diseases brought here by the Europeans. This is a simulation activity on how disease spreads. (This can be used with various units of study as disease and the spread of disease have played a part throughout history.)

Materials/Resources/Readings:
- 7 oz. plastic cups (one per student), 3 oz. water per student, 3 oz. hydrogen peroxide, bleach, medicine dropper for bleach, markers to label cups and chart paper.
- Do the following out of student sight:
  - Number the 7oz. cups on the side.
  - Pick a number and pour 3oz. of hydrogen peroxide into it.
  - Write down the cup # where the students will not see it.
  - Put 3oz. of water in the remaining cups.

Model/Demonstration:
- Ask students to brainstorm a list of diseases and then share their lists. Discuss the effect that diseases had on the Native Americans. Tell them you have discovered a new disease called the “Fizzies Virus.” Explain to them that you are about to begin an activity with unknown substances so they must follow appropriate lab procedures (e.g., Don’t taste or touch the liquids).
- Explain that they will go through a series of three exchanges where during an exchange a person empties the contents of his/her cup into another person’s cup and then that person pours half back into the first cup. Teacher should model this and explain that this is how you complete an exchange. Establish a procedure for students to follow as they will exchange (e.g., someone at your table, someone who has a birthday in the same month, etc.). Facilitate each exchange to make sure students are doing it correctly. Students need to sequentially document with whom they exchanged being careful to not exchange with the same person twice.
- Collect the cups and drop 2-4 drops of bleach into each cup. If it fizzes, the cup is infected. Choose someone in the class to record the results of which cups are infected. When the bleach reacts with hydrogen peroxide there will be a fizz.

Student Exploration/ Practice:
- Examine the results with students. Ask how can we determine who had the virus first. Elicit that we need to know with whom each of the infected people exchanged. Record those results. Students should act like an epidemiologist to analyze the data to establish who had the virus.

Share/Closure:
- Have students share their findings and explain how they obtained their results.
Indian or Native American: Pride or Prejudice?

Unit of Study—Early Encounters: Native Americans and Explorers

Focus Question: What is the legacy of the encounter between Native Americans, Africans and Europeans?

Note: This lesson should be done over a 2-day period

Teaching Points:
• Students will discover there is more than one way to portray a subject.
• Students will understand the motivation behind various portrayals of Native Americans and the larger concept of artist’s intent.
• Students will understand the complexity of the controversy surrounding the use of Native American references in sports logos.

Materials/Resources/Readings
• Native Americans Today: Resources and Activities for Educators Grades 4—8 by Arlene Hirschfelder and Yvonne Beamer
• Images to be shown on Smartboard or overhead projector
See last page for images used in lesson and websites where images can be located
• http://www.tolerance.org/news/article_tol.jsp?id=168 for information dealing with stereotypes in sports logos and mascots
• http://www.artcyclopedia.com/artists/catlin_george.html for additional images of George Catlin’s work
• chart paper for graphic organizer
• copies of the following article for shared reading:
  o “Indian Mascots: Matter of Pride or Prejudice?” By Darryl Fears, The Washington Post (attached)
  o “By Any Other Name,” by John Miller, National Review Online (attached)
• small group assignments (attached)

Day 1
To encourage students to examine and discuss various portrayals of Native Americans in mid 19th century and use these examples to inform their evaluation of the portrayal of Native Americans on team logos and mascots.

Model/ Demonstration:
• On Smartboard (or overhead projector) display one of George Catlin’s mid-19th century portrayals of Native Americans, A Stone Warrior, His Wife and a Boy.
• Discuss with students why families like to take picture of children as they grow up. Explain that George Catlin traveled the path that Lewis and Clark took and made hundreds of sketches of the Native American population; he understood that things were changing, much might be lost and he wanted to document, and thus preserve the way of life of the Native American.
• Display several more images of Catlin’s portrayals of Native Americans:
  o Arapaho Chief, His Wife and Warrior
  o Alaeutian Chief and Two Warriors
• Explain the difference between objective and subjective comments and ask students for objective descriptions of the images and subjective comments on mood and intention. Invite them, as a class, to fill in the following information on a chart:

<table>
<thead>
<tr>
<th>Title of Image</th>
<th>What I See</th>
<th>What I Think</th>
<th>What I Wonder¹</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

• Display image of Cleveland Indian logo.
  Make sure students understand how the image is used. Again, invite students to respond to the image. Note: If students have an immediate reaction (sounds of surprise, laughter) ask them to explain those responses. Then ask them to compare them to their responses towards the Catlin images.
• Again, ask students for objective descriptions of the images and again as a class to continue filling in the charted responses to images.
• Ask for comparisons and invite other comments.

Student Exploration/ Practice:
• Working in groups of 3 or 4, students look at three images:
  o The Chief of the Multnomah Tribe a sculpture by Hermon Atkins MacNeil
  o The Indian Hunter a sculpture by John Quincy Adams Ward
  o An Atlanta Braves flag with cartoon image of a Native American holding a bat and decide how they would complete the chart using those images.

Share/Closure:
• Students add their contributions to the chart.
• Basing responses on chart, students will answer three questions:
  o What quality of the Native Americans was important to each artist?
  o How does each artist represent the Native American?
  o How might a Native American feel about all the images you have just looked at?
• Have several students act as scribes and note class responses.
• Tell students they will revisit these questions when they continue the lesson the following day

Day 2

Review:
• The chart of responses to images.
• Answers to the three questions (using student notes).
• Use the last question “How might a Native American feel about all the images you have just looked at?” as a lead-in to the mini-lesson.

Model/Demonstration:
• Present this excerpt from the article “Indian Mascots: Matter of Pride or Prejudice?”

¹ Template for looking at art from Mary Ehrenworth, Looking to Write, Heinemann, 2003.
Stephanie Fryberg, an assistant professor of psychology at the University of Arizona...in a 2003 study...showed mascot images to Native American high school students and white college students and asked, “How do you feel right now?”

• Ask students to predict responses and explain that this excerpt came from an article they will read with a partner.

Student Exploration/ Practice:
• Working in pairs, students receive copies of the article.
• Direct students to read the article and note the pro and con comments.

Share/ Closure:
• Direct students to objectively report back to class.

Assessment:
• Using the images, discussions, chart data, and article as background information plan class debates around the question: “Should we ban team logos and mascot that incorporate images of and references to Native Americans?”

Next Steps:
• Use attached six student activity sheets to further the discussion on Native American stereotypes. These should be used in groups of 3 to 4 students. Students may then come together to present their work.
• Compare Catlin images to those created by the Ledger Artists in the late 19th century.
• George Catlin’s writing Letters and Notes on the Manners, Customs, and Conditions of North American Indians can be found online. Teachers may select appropriate writing for age and grade of students. Students may compare the emphasis and tone of Catlin’s writing to the images he created.
• To continue discussing the complexity of the stereotype issue, direct students to read and discuss: By Any Other Name.
Images Referenced in Lesson

Arapaho Chief, His Wife and Warrior
George Catlin, 1861/1869
http://www.nga.gov/cgi-bin/pimage?50056+0+0

Alaeutian Chief and Two Warriors
George Catlin, 1855/1869
http://www.nga.gov/cgi-bin/pimage?50195+0+0

A Stone Warrior, His Wife and a Boy
George Catlin, 1855/1869
http://www.metmuseum.org/Works_of_Art/viewOnezoom.asp?dep=2&zoomFlag=0&viewmode=1&item=39%2E65%2E54a%2C+b

The Chief of the Multnomah Tribe
Hermon Atkins MacNeil, 1903

The Indian Hunter
John Quincy Adams Ward, 1860
Cleveland Indians logo

Atlanta Braves penant

Florida State University’s Chief Osceola and Renegade
Indian Mascots: Matter of Pride or Prejudice?
Even Tribes Are Divided as NCAA Issues Edict

By Darryl Fears
Washington Post Staff Writer

Sunday, August 14, 2005; A03

When Florida State University's Chief Osceola gallops on his horse across the football field with his flaming spear at the school's next home game, Jim Shore and other members of the Seminole Tribe of Florida will welcome the controversial mascot with open arms.

"The Seminoles have no problem with the use of the name or symbols or mascot," Shore said.

But in Oklahoma, where most members of the original Seminole nation were marched to at gunpoint during the Indian wars more than a century ago, the tribe has members who accept Osceola and others who are working with activists to knock the pretend chief off his spotted horse.

"We feel like it gives the type of recognition that allows people to identify with the name 'Seminoles,' " Ken Chambers, the outgoing chief of the Great Seminole Tribe of Oklahoma, told the Palm Beach Post.

"Chambers doesn't know what he's talking about," David Narcomey, a member of the Oklahoma tribe's governing council, said Friday while attending the Native American Pow Wow at MCI Center in Washington. Oklahoma's Seminole Tribe joined the Five Civilized Tribes of Oklahoma in condemning Indian mascots and is a member organization of the National Congress of American Indians, which repudiates native mascots, he said.

The disagreement among the Oklahoma Seminoles came to light last week after the NCAA announced that it will ban Indian images from championship games, a decision that will affect 18 schools, including two colleges with high-profile sports teams—Florida State and the University of Illinois, where the mascot is the feathered Chief Illiniwek.

The NCAA said that opposition to Florida State's mascot by Oklahoma's Seminoles was a factor in its decision to include the school in the ban. But after the chief contradicted Narcomey, the collegiate association is reconsidering its challenge. Meanwhile, Florida State has planned a formal appeal.

But the debate over the morality of Indian mascots appears to be gaining momentum. Regardless of the NCAA's decision, Chief Osceola would not be allowed on several major college campuses that in recent years have prohibited the use of Indian images in sports.

Last month in Washington, the U.S. Court of Appeals ruled that a Native American, Manteo Romero of New Mexico, could challenge the trademark on the Washington Redskins.
Redskins officials say the name honors Indians, and across the country, high schools and colleges that use such nicknames say the same. But large groups of Native Americans say the images are often crudely drawn stereotypes created by white people who have not taken the time to learn about Indian cultures ravaged in the 19th century by U.S. military forces.

Even polls disagree. A survey conducted in 2002 by *Sports Illustrated* found that 81 percent of Native Americans who live outside traditional Indian reservations and 53 percent of Indians on reservations did not find the images discriminatory.

One year later, the newspaper *Indian Country Today* conducted a poll that found almost the opposite. It said that 81 percent of respondents found the images disparaging to Native Americans and that 75 percent said they seemed to violate anti-discrimination laws, as they were described by poll workers.

"You can't rely on polls to guide you on issues like this," NCAA spokesman Bob Williams said in defense of the mascot ban. "If that were the case, civil rights legislation, voting rights legislation, equal rights for women and their right to vote—many of the things that changed this country for the good—never would have happened."

Florida State University President T.K. Wetherell blasted the mascot ban. "That the NCAA would now label our close bond with the Seminole Tribe of Florida as 'culturally hostile' and 'abusive' is outrageous and insulting," he said.

Shore, the general counsel for the Seminoles of Florida, wondered what the fuss is about. "This is just a game," he said. "... The tribe doesn't get caught up with these sorts of things. This is not the hottest thing on the tribe's radar screen."

But Narcomey said, "If it were just a game, it would be a simple thing for Florida State to just change the name."

That is hardly the view of every Oklahoma Seminole. "Members of the Seminole nation are students at FSU, and the Seminole nation is proud of its representation on campus," Chambers said in a statement.

The Seminoles were not always cheered, especially by southerners. They were part of five tribes that inhabited Florida dating back to the Spanish conquest. They settled there to escape slavery in the U.S. colonies, along with other bands such as the Choctaws and Chickasaws.

The Seminoles formed a bond with escaped slaves who settled near them in Florida, an act that infuriated southern slaveholders.

In 1830, President Andrew Jackson of Tennessee pushed the Indian Removal Act through Congress, and in the ensuing wars, the Seminoles and numerous other tribes were marched to Oklahoma during the infamous Trail of Tears. An estimated 200 to 500 Seminoles escaped into the Florida Everglades, where some of their descendants remain.

"We are the same people," said the Oklahoma tribe's Narcomey. "My ancestors were captured at the point of a gun and removed. Their ancestors escaped into the Everglades."
You have to respect them for . . . surviving. [But] it’s always been a tenuous relationship, I would say."

Shore said, matter-of-factly: "They're like our first cousins. We do our thing here and they do whatever it is that they do in Oklahoma."

Both claim Chief Osceola, portrayed at Florida State as a brave and fierce warrior. The mascot’s thunderous charge onto the field before home games is a spectacle adored by fans. The marching band plays stereotypical Indian theme music from the stands and the crowd chops, tomahawk style, in time with the music.

But Osceola is offensive to many Native Americans because he is portrayed by a white student in Indian dress and war paint, and Seminoles never used war paint, according to both tribes. Seminoles also never pranced on the spotted Appaloosa horse.

"Osceola hated American expansion into Florida," said Carol Spindel, a professor of writing at the University of Illinois at Urbana-Champaign who wrote "Dancing at Halftime," a book on mascots. "When he died in American custody, they chopped off his head for a trophy. Would he want to be a mascot?"

Schools with Indian mascots can control their imagery on campus, Spindel said, but they cannot control how rival schools use those images before big games. During campus rallies, Indians are often hanged and burned in effigy, painted as crude demons on shop windows and beheaded in mock scalpings.

Stephanie Fryberg, an assistant professor of psychology at the University of Arizona, said the images are harmful to Native American children. In a 2003 study, she showed mascot images to Native American high school students and white college students and asked, "How do you feel right now?"

It lowered the self-esteem of the Native American students but not of the others, she said. The NCAA incorporated the study into its investigation of mascots and said it contributed to the decision to ban them.

The University of Illinois has issued no formal reaction to the ban that would affect its nickname, the Illini, which dates to 1874. Chief Illiniwek does not travel with the school's sports teams, said Thomas Hardy, director of university relations.

© 2005 The Washington Post Company (washingtonpost.com)
Cleveland Indians

“You can have a name like the Cleveland Indians, but take a look at the logo itself. That is fairly demeaning, not the name. I think it is the logos rather than the names that can be the most offensive. The dork dressed up like an Indian chief would probably get me angry too, if I were Indian.”

Questions to consider:

What does this person find particularly demeaning?

How would this person probably react to a logo that was a realistic image of a Native American, rather than a caricature?

The speaker claims that if s/he were a Native American s/he would get angry looking at “the dork dressed up like an Indian chief.” This implies that as a non-Native American, the speaker is really not angry. What do you think of this?
**Student Activity Sheet 2**

- Chicago Black Hawks
- Cleveland Indians
- Golden State Warriors
- Atlanta Braves

<table>
<thead>
<tr>
<th>Team</th>
<th>Positive Elements of Image</th>
<th>Negative Elements of Image</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chicago Black Hawks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cleveland Indians</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Golden State Warriors</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Atlanta Braves</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Questions to consider:**

Did you find positive elements in any of these logos?

If your group did find some positive attributes, does it justify the team’s use of the logo?
Chicago Black Hawks

“I don't understand the Indians taking offense. When sports teams call themselves the Indians it's because they want to portray themselves as proud warriors that are a force to be reckoned with. It seems more like a compliment to me. Native Americans should not take offense when none is intended.”

Questions to consider:

What do you think of the rationale “Native Americans should not take offense when none is intended”?

What is the group’s impression of this image? (If there are different opinions please list all.)
The following information is from “Indian Mascots: Matter of Pride or Prejudice?” by Darryl Fears for the Washington Post, August 14, 2005.

Fact 1
A survey conducted in 2002 by Sports Illustrated found that 81% of Native Americans who live outside traditional Indian reservations and 53% of Indians on reservations did not find the images discriminatory.

Fact 2
One year later, the newspaper Indian Country Today conducted a poll that found almost the opposite. It said that 81% of respondents found the images disparaging to Native Americans and that 75% said they seemed to violate anti-discrimination laws, as they were described by poll workers.

Questions to consider:
Why would Native Americans not find the images to be discriminatory?

How can you explain the very different results of these polls?
Student Activity Sheet 5

This image can be found on a website illustrating *A Cleveland Indians Blog*.

**Questions to consider:**

Which elements in this image refer to Native Americans? Which elements refer to baseball?

If a Native American finds the Cleveland Indians caricature offensive, what might that person say about this image?

Do you think it is acceptable to use this image, rather than a caricature? Explain.
Student Activity Sheet 6

Below are two images of Seminole Chief Osceola. Use them to complete the chart:

<table>
<thead>
<tr>
<th>Objective Description</th>
<th>Mood/Emotion Evoked</th>
<th>Artist’s Intention</th>
<th>Positive/Negative Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drawing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Photograph</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Osceola, Leader of the Seminoles
George Catlin, 1838
Prints and Photographs Division
Library of Congress

Photograph of
Florida State University mascot
“Chief Osceola” before football game
# Field Trips for Early Encounters: Native Americans and Explorers

<table>
<thead>
<tr>
<th>Location</th>
<th>Exhibits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>National Museum of the American Indian</strong>&lt;br&gt;One Bowling Green, Manhattan&lt;br&gt;<a href="http://www.nmai.si.edu">http://www.nmai.si.edu</a></td>
<td>Hall of Eastern Woodland Indians&lt;br&gt;Hall of Mexico and Central America&lt;br&gt;Hall of Plains Indians&lt;br&gt;Hall of Northwest Coast Indians</td>
</tr>
<tr>
<td><strong>American Museum of Natural History</strong>&lt;br&gt;Central Park West and 79th Street, Manhattan&lt;br&gt;<a href="http://www.amnh.org/museum/">http://www.amnh.org/museum/</a></td>
<td></td>
</tr>
<tr>
<td><strong>Metropolitan Museum of Art</strong>&lt;br&gt;1000 Fifth Avenue at 82nd Street, Manhattan&lt;br&gt;<a href="http://www.metmuseum.org/">http://www.metmuseum.org/</a></td>
<td>New Gallery for the Art of Native North America</td>
</tr>
<tr>
<td><strong>Inwood Hill Park</strong>&lt;br&gt;Dyckman Street, Manhattan&lt;br&gt;<a href="http://www.nycgovparks.org/parks/inwoodhillpark">http://www.nycgovparks.org/parks/inwoodhillpark</a> <a href="http://www.washington-heights.us/history/archives/000445.html">http://www.washington-heights.us/history/archives/000445.html</a></td>
<td></td>
</tr>
<tr>
<td><strong>African Burial Ground</strong>&lt;br&gt;Corner of Duane and Elk Streets, Manhattan&lt;br&gt;<a href="http://www.nps.gov/afbg">http://www.nps.gov/afbg</a></td>
<td></td>
</tr>
<tr>
<td><strong>South Street Seaport Museum</strong>&lt;br&gt;12 Fulton Street, Manhattan&lt;br&gt;<a href="http://www.southstreetseaportmuseum.org/">http://www.southstreetseaportmuseum.org/</a></td>
<td>New Amsterdam Walking tour&lt;br&gt;African American History Walking tour</td>
</tr>
</tbody>
</table>
V.

Additional Resources
**ESSENTIAL QUESTION**

Content/Academic Vocabulary (sample)

Focus Questions

Student Outcomes

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

Content, Process and Skills
# INTERDISCIPLINARY PLANNING TEMPLATE

<table>
<thead>
<tr>
<th>Focus Question</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading connected to the Social Studies curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Connected to the Social Studies Curriculum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Math</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arts</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## LESSON PLAN STRUCTURE

<table>
<thead>
<tr>
<th>Unit of Study/Theme __________________________</th>
<th>Date ________________</th>
</tr>
</thead>
</table>

**The Teaching Point:** What concept/skill/strategy will you be teaching today?

**Why/Purpose/Connection:** How does this relate to earlier learning? What is the purpose for learning this?

**Materials/Resources/Readings:** What will you use to teach the concept/skill/strategy?

**Model/Demonstration:** The active teaching part. What will you do? Read aloud? Short shared text? Process demonstration? Think aloud?

**Differentiation:** How will you address student learning styles?

**Guided Practice:** This is when students practice the new learning with teacher guidance.

**Independent Exploration:** This is an opportunity for students to practice and apply the new learning independently.

**Share/Closure:** Selected students share with purpose of explaining, demonstrating their understanding and application of teaching point.

**Assessment:** How will you assess student learning? How does student response to this lesson/activity inform future instruction?

**Next Steps:** How will you follow up and connect today’s learning to future learning? How might this lead to further student investigation?

**Other Notes/Comments:**
TEXT SELECTION PLANNER

Text Title: ________________________________

Author: ________________________________  Text Genre: ________________________________

Choose a text. Read text carefully and decide how the text can best be used with your
students. [please circle your choice(s)]:

Read Aloud  Shared Reading  Independent Reading
Paired Reading  Small Group Reading

Student Outcomes: Decide what you want the students to know or be able to do as a
result of interacting with this text.

●
●
●

Social Studies Outcomes: What are the specific Social Studies outcomes to be connected
with this text?

●
●
●

ELA Outcomes: What are the specific ELA outcomes (e.g., main idea, cause/effect,
visualizing)?

●
●
●

What will students do to interpret this text (read and discuss, high-light, take
notes, complete graphic organizer, etc.)?

●
THINKING ABOUT TEXT TEMPLATE

Your Name: ________________________________________

Name of text: ________________________________________

Read the text carefully and fill in the chart below.

<table>
<thead>
<tr>
<th>What I Read</th>
<th>What I Think</th>
<th>What I Wonder</th>
</tr>
</thead>
</table>

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author.
THINKING ABOUT IMAGES TEMPLATE

Your Name: _____________________________________________

Name of image: __________________________________________

Look carefully at the picture and fill in the chart below.

<table>
<thead>
<tr>
<th>What I See</th>
<th>What I Think</th>
<th>What I Wonder</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Template from *Looking to Write* by Mary Ehrenworth. Used by permission of author
NOTE-TAKING TEMPLATE

Chapter Title: ______________________________________________________________

Big Idea:

Using only 2 to 3 sentences, tell what the chapter/section is about.

What I Learned (Details):

•

•

•

•

•
WHAT DOES IT MEAN TO SUMMARIZE?

1. Read the text and underline/highlight the key words and ideas. Write these in the blank area below where it says “Words to Help Identify Main Idea.”

2. At the bottom of this sheet, write a 1-sentence summary of the text using as many main idea words as you can. Imagine you only have $2.00, and each word you use will cost you 10 cents. See if you can “sum it up” in twenty words!

Words to help identify main idea:

Write the $2.00 sentence here:

____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
WHAT'S THE POINT?
LOOKING FOR THE MAIN IDEA

Name________________________  Text ________________________________

As I read, I note the following:

1) ____________________________________
   ____________________________________

2) ____________________________________
   ____________________________________

3) ____________________________________
   ____________________________________

4) ____________________________________
   ____________________________________

To sum up points 1-4, I think that this text is mostly about…
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
______________________________________
PARAPHRASE ACTIVITY SHEET

Name ________________________________________     Date _______________________
Text _________________________________________________________________________

<table>
<thead>
<tr>
<th>The Actual Text Reads...</th>
<th>In My Own Words...</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
OPINION/PROOF THINK SHEET

Name ________________________________________     Date _______________________
Text __________________________________________________________

<table>
<thead>
<tr>
<th>What I think</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think the author is stating that...</td>
<td>I know this because...</td>
</tr>
</tbody>
</table>
VIDEO VIEWING GUIDE

What did you hear?

What did you see?

What did you realize?

What do you wonder?

Source:
TECHNOLOGY TOOLS

TrackStar is a web-based tool that helps teachers organize and annotate websites for online research activities. Tracks allow teachers to organize pre-selected websites that they have reviewed for reading level and content that is appropriate and pertinent to a class project. As a result, online research becomes more focused; students are not aimlessly searching the Internet and they do not have to enter any webpage addresses!

- Go online to http://trackstar.4teachers.org

First, let’s review three posted tracks.

Women of the American Revolution
Track # 242428

Features of the Brooklyn Bridge
Track # 188009

Folktales
Track # 140293

To view a track
Enter these track numbers in the box entitled View a Track and click Go

At each title page, read the track description. What information does the teacher provide? Do you have a sense of the activity students were supposed to complete and why?

- Click on View in Frames to enter track (Also, check out View in Text, too!)

As you review each track, consider the following:

- How the window is organized
- The focus of the track
- The number and quality of websites listed
- The annotation provided and the questions posted
- How to move around the websites
- How would you change/improve this track
**Track Features**
Tracks have three (3) features:

1. **The Left frame** → Titles of all websites students may visit (you can change/shorten an official site title and provide a title students will readily identify)
2. **The Top frame** → The webpage title you’ve created, URL and teacher annotations (these might include questions, directions etc.)
3. **Stage Frame** → The webpage

---

**Creating a Track**
- Go to the main page [http://trackstar.4teachers.org](http://trackstar.4teachers.org)
- Under *Make a Track*, click *Create an Account and Start Making Tracks*
- Complete New User Sign Up and follow directions to create your account
- The TrackStar site offers a detailed tutorial on planning, creating and editing your tracks.

**Before you make a track!**
Use the Track Star Draft Worksheet (see next page) as a guide to gather all the information necessary for building your track.

While it might seem time consuming to create the track as a worksheet in Word first, this process has several advantages:

1. It’s easier to change the order of how you would like the websites listed within a Word document than after you’ve created a track, you can easily add URL’s and other information using cut and paste.
2. Creating your track in a Word document allows you to spell check your work.
3. If TrackStar is not available, you always have a backup list of all the sites and annotations for students to continue their research.

Once you've gathered all the information needed for your track on your worksheet, you can then easily transfer this into TrackStar.

**Time Savers**

When you are ready for your students to begin exploring the track you’ve created:

- Whether you’re using Microsoft Internet Explorer or Netscape Navigator, show students how to add the TrackStar web address [http://trackstar.4teachers.org](http://trackstar.4teachers.org) to Favorites. This will save a lot of time and remove the frustration of having to type and remember the webpage address.
- DO NOT create more than two (2) links to the same website within one Track. TrackStar places a hold on your track if you do and the site will not be accessible!
Internet Tools

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.”

Citation Machine  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.

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**
BIBLIOGRAPHY

EARLY ENCOUNTERS: NATIVE AMERICANS AND EXPLORERS

About the Lenapes, http://www.lenapelifeways.org/lenape1.htm#lenapes


American Indians, www.nativeamericans.com

Ancient Aztecs, http://library.thinkquest.org/27981/

Aztec, http://www.mnsu.edu/emuseum/cultural/mesoamerica/aztec.html


British Colonization of the Americas,
http://en.wikipedia.org/wiki/British_colonisation_of_the_Americas


Chronicles of America: English Exploration of America,
http://www.chroniclesofamerica.com/english_exploration.htm

Chronicles of America: French Exploration of America,
http://www.chroniclesofamerica.com/french_exploration.htm

Clampitt, Cynthia. Jamestown Colony, The, Scott Foresman,

Comparing U.S. Constitution with Iroquois Constitution (The Great Law of Peace),


Deep Look: The Taínos, http://www.discoverhaiti.com/history00_1_1.htm


Early American Colonization,
http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=15664


Explorers, http://www.mce.k12tn.net/explorers/explorers.htm


Importance of women in Iroquois government structure,
http://tuscaroras.com/graydeer/influenc/page2.htm


Internet Sacred Text Archive, www.sacred-texts.com
Iroquois Constitution (The Great Binding Law),
http://www.kahonwes.com/constitution.html

Journal of Christopher Columbus (1492),
http://www.historyguide.org/earlymod/columbus.html
Leon-Portilla, Miguel. The Broken Spears; The Aztec Account of the Conquest of Mexico, The
Mestro, Betsey and Giulio. Exploration and Conquest: The Americas After Columbus.
Marco Polo and the Mongol Empire, http://www.metmuseum.org/explore/marco/get_1.html
Maya, http://www.mnsu.edu/emuseum/prehistory/latinamerica/meso/cultures/maya.html
Maya Civilization, [http://en.wikipedia.org/wiki/Maya_civilization](http://en.wikipedia.org/wiki/Maya_civilization)

Mayan Civilization, [http://www.indians.org/welker/maya.htm](http://www.indians.org/welker/maya.htm)


Morganelli, Adrianna. *Christopher Columbus Sailing to a New World*, Crabtree, 2005.


Native American Sites, [www.nativeculturelinks.com](http://www.nativeculturelinks.com)


Slavery in New York, [http://www.slaveryinnewyork.org/gallery_2.htm](http://www.slaveryinnewyork.org/gallery_2.htm)


Taino, [http://en.wikipedia.org/wiki/Ta%C3%ADno](http://en.wikipedia.org/wiki/Ta%C3%ADno)

Taíno: Pre-Colombian Art and Culture from the Caribbean, http://www.elmuseo.org/taino/


PROFESSIONAL RESOURCES


Interdisciplinary Curriculum Planning  
http://volcano.und.nodak.edu/vwdocs/msh/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


