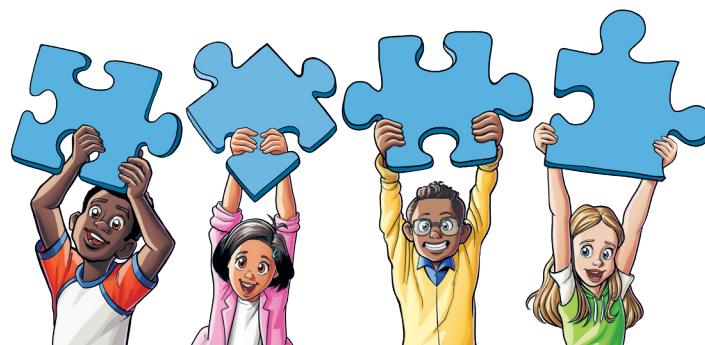




West Virginia Social Studies

Program Preview

COMPREHENSIVE CURRICULUM



	COMPREHENSIVE	SUPPLEMENTAL
THE BACKBONE OF CLASSROOM INSTRUCTION	✓	
HEAVILY BASED ON EDUCATIONAL RESEARCH	✓	
ADDRESSES ALL, OR NEARLY ALL, STATE STANDARDS AND FOUNDATIONAL SKILLS	✓	
USED FOR TIER 1 INSTRUCTION	✓	
INCLUDES FORMATIVE AND SUMMATIVE ASSESSMENTS	✓	
COMPLEMENTS STUDENT MATERIALS WITH RICH TEACHER MATERIALS	✓	
MAY INCLUDE EXTRA TOPICS AND DEPTH	✓	✓
CAN BE USED FOR TIER 2 OR 3 INSTRUCTION	✓	✓
MAY INCLUDE REMEDIATION, ENRICHMENT, AND EXTENSION ACTIVITIES	✓	✓
TEACHERS CAN DIFFERENTIATE CLASS MATERIALS TO MEET DIVERSE STUDENT NEEDS	✓	✓
STUDIES WEEKLY!	✓	✓

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WHAT COMES WITH STUDIES WEEKLY



Teacher Edition

Spend less time planning and more time teaching.

- Ready-made lessons
- Essential questions
- Activities & assessments
- Standards correlations
- Material lists



Online Platform

Engage all students and expand their learning!

- Exclusive video library
- Audio reader
- Rewards system
- Customizable content
- Teacher resources



Printables

Each unit includes multiple lesson supports, graphic organizers, activity sheets, flash cards, and word wall cards to **REINFORCE** and **EXTEND** student learning.



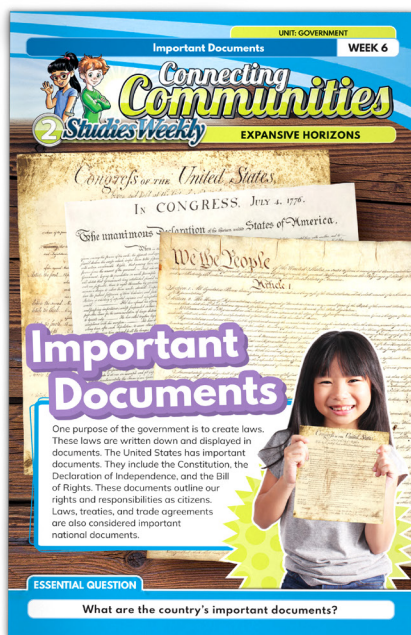
Student Artifacts

CUT IT. CONSUME IT.

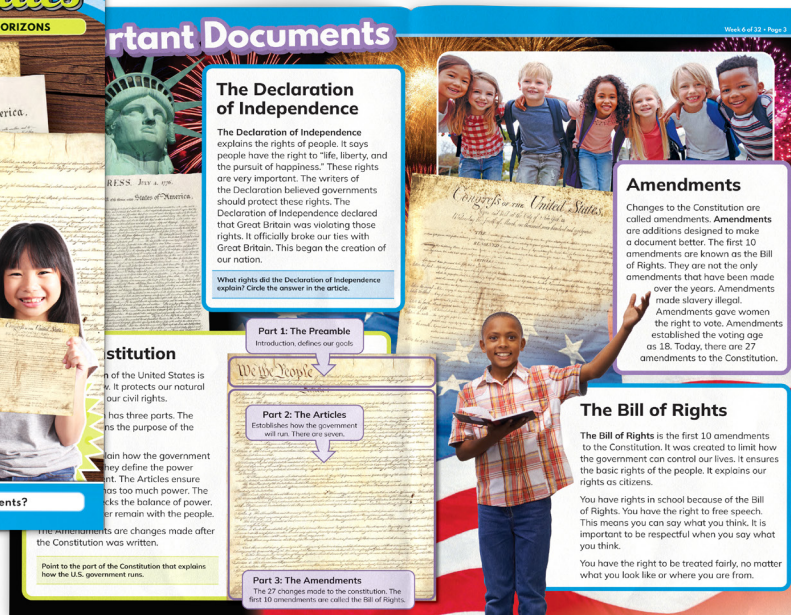
Students can make the print publications their own by highlighting and annotating on it. Use Student Editions to create student artifacts and assess knowledge.

PreK–6 SOCIAL STUDIES

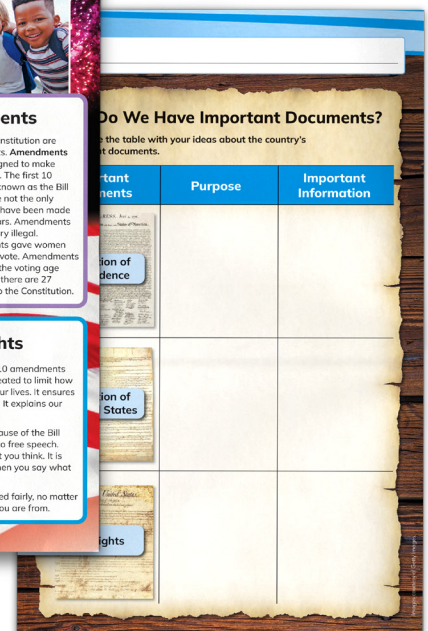
Studies Weekly is an innovative curriculum program for teaching social studies standards in PreK–6. Engaging, easy-to-use periodicals with an online learning platform make learning fun at an affordable price.



INFORMATIONAL TEXT WITH PRIMARY AND SECONDARY SOURCES



HANDS-ON AND INTERACTIVE

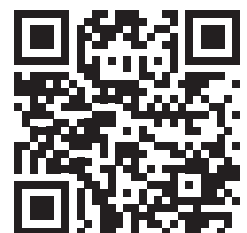


DRIVEN BY STUDENT INQUIRY

SUPPORTS ELA FOR USE IN YOUR LITERACY BLOCK



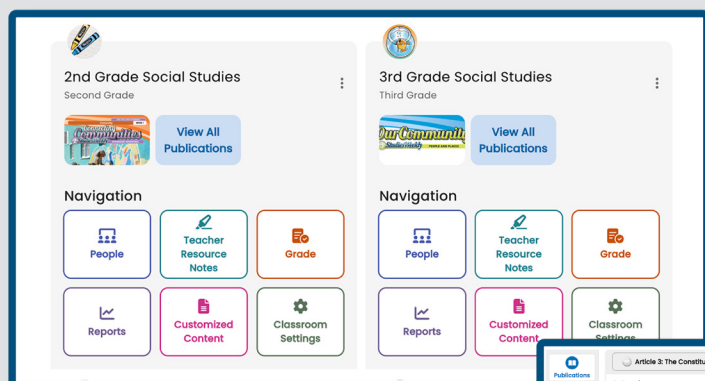
SEE MORE OF YOUR
SOCIAL STUDIES



s-w.co/social-studies

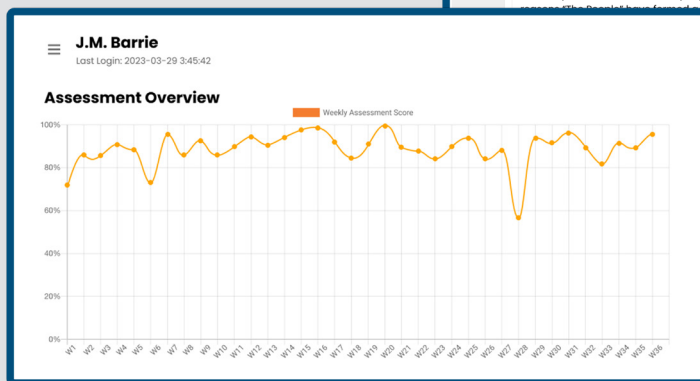
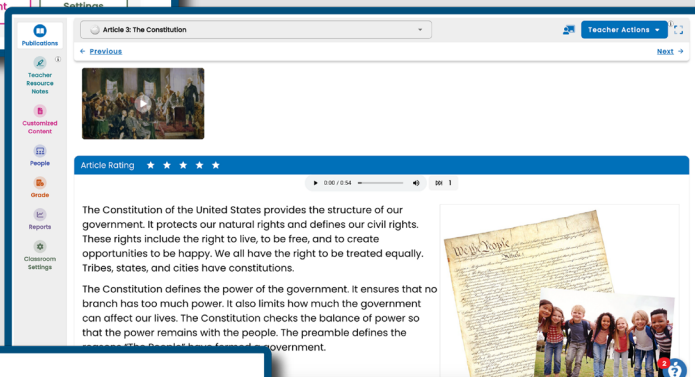
STUDIES WEEKLY ONLINE

Our user-friendly digital learning program is used by over **1.7 MILLION TEACHERS and STUDENTS**. It is similar to popular LMS platforms and appeals to all learning styles with easy-to-use lesson plans, videos, and activities.



**PLAN YOUR LESSONS,
ASSIGNMENTS, AND ASSESSMENTS
ALL IN ONE PLACE**

**BUILT-IN AUDIO READER
TEXT ANNOTATION TOOLS
AUTO-GRADED ASSESSMENTS
GOOGLE CLASSROOM INTEGRATION**



**MONITOR INDIVIDUAL
STUDENT OR CLASS PROGRESS
WITH JUST A FEW CLICKS**



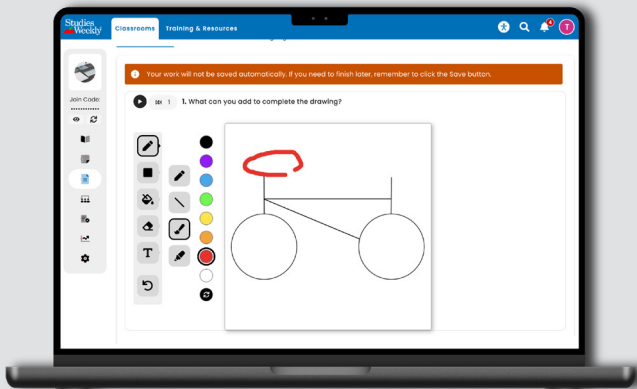
s-w.co/online

SEE MORE ONLINE!
START A 60-DAY FREE TRIAL



GAMIFICATION AND TOOLS

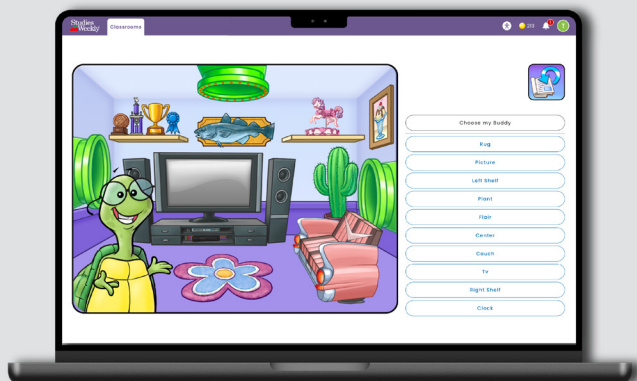
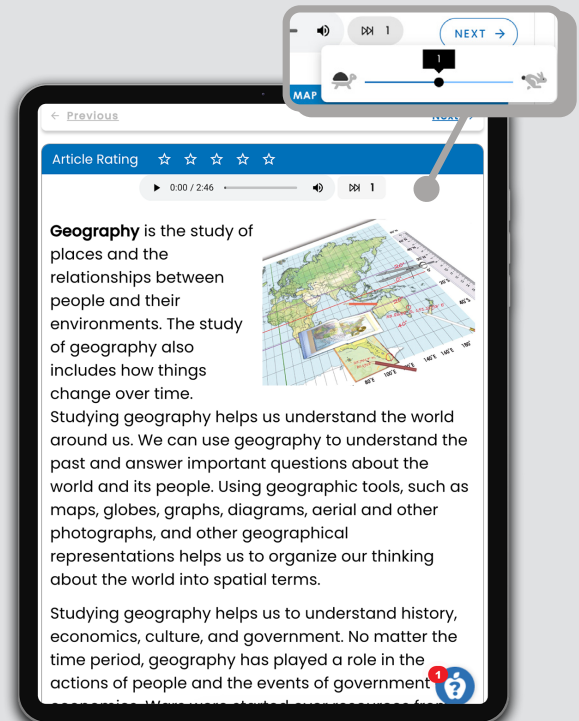
Your social studies program includes many additional resources within the digital platform to enhance and expand your teaching.



CUSTOMIZABLE online content with editable assessments and assignments, and drawing and annotation tools

ARTICLE TOOLS include:

- Variable speed audio reader
- Highlighting & annotating tools





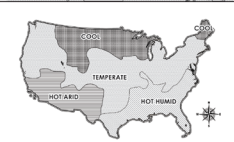

GAMIFICATION encourages student engagement


PRINTABLES

Printables help students connect with the material, extend learning, and reinforce key concepts.

Name: _____ Date: _____

Types of Maps

	<p>1) What type of map is this?</p> <p>2) What is the map used for?</p>
	<p>1) What type of map is this?</p> <p>2) What is the map used for?</p>
	<p>1) What type of map is this?</p> <p>2) What is the map used for?</p>
	<p>1) What type of map is this?</p> <p>2) What is the map used for?</p>








Name: _____ Date: _____

Primary Pieces

You are learning about primary and secondary sources. Can you tell them the pictures below and put them in the correct column. Check them with a teacher before you glue them onto the paper. Can you think of anything else to add? If so, draw it on the chart.

PRIMARY	SECONDARY



Source ANALYSIS worksheets

Name: _____

Date: _____

Artifact Analysis Worksheet

FILL OUT THE QUESTIONS BELOW BASED ON THE ARTIFACT FOUND ON THE ARTIFACT GRID.

- 1) TYPE OF ARTIFACT**

Describe the material from which this artifact was made: bone, pottery, metal, wood, stone, leather, glass, paper, cardboard, cotton, plastic, other material

- 2) SPECIAL QUALITIES OF THE ARTIFACT**

Describe how the artifact looks and feels: shape, color, texture, size, weight, movable parts, anything printed, stamped or written on it?

- 3) USES OF THE ARTIFACT**

A - What might it have been used for? _____

B - Who might have used it? _____


C - Where might it have been used? _____

D - When might it have been used? _____
- 4) WHAT DOES THE ARTICLE TELL US?**

A - What does it tell us about technology of the time in which it was made and used? _____

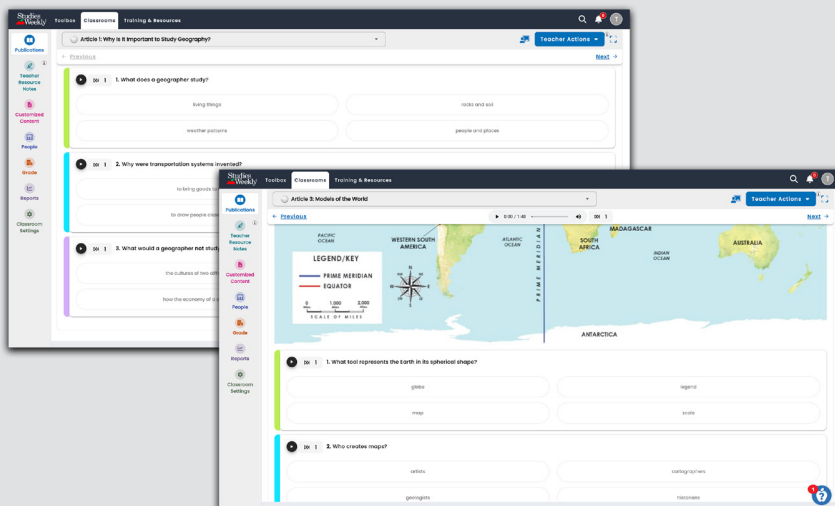
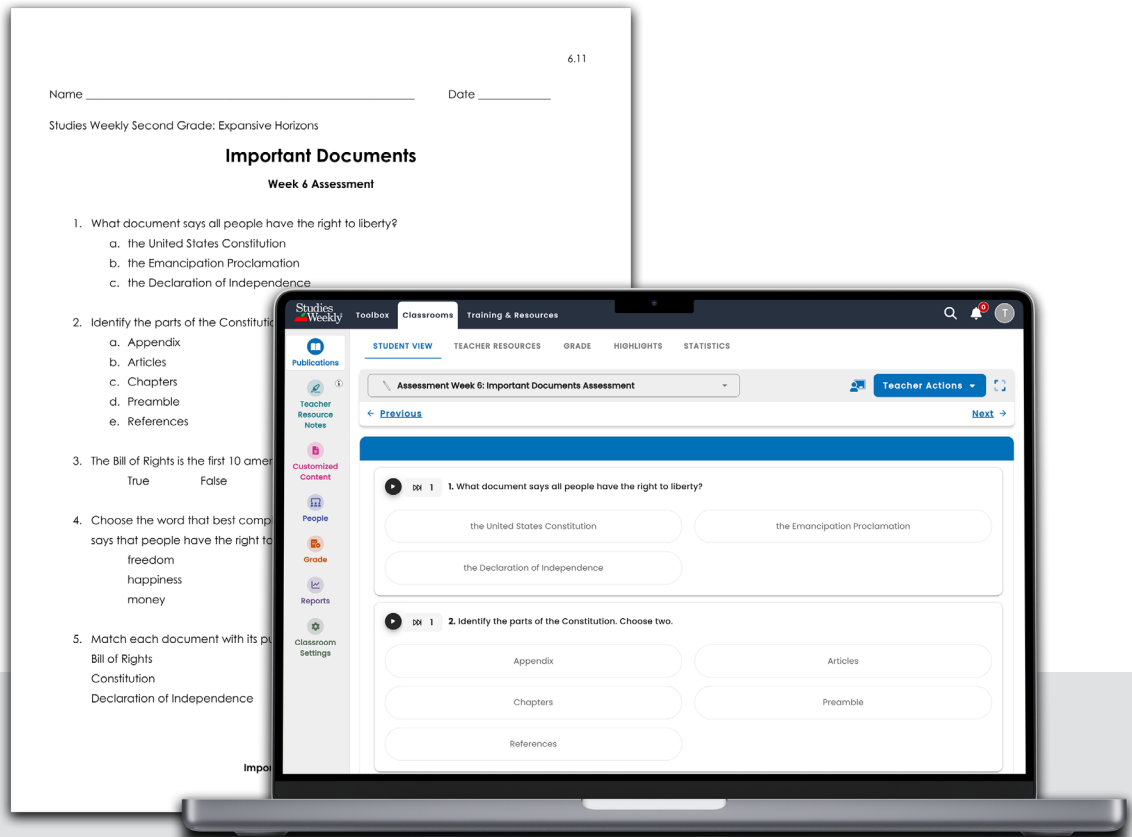
B - What does it tell us about the life and times of the people who made it and used it? _____

C - Can you name a similar item today? _____



ASSESSMENTS

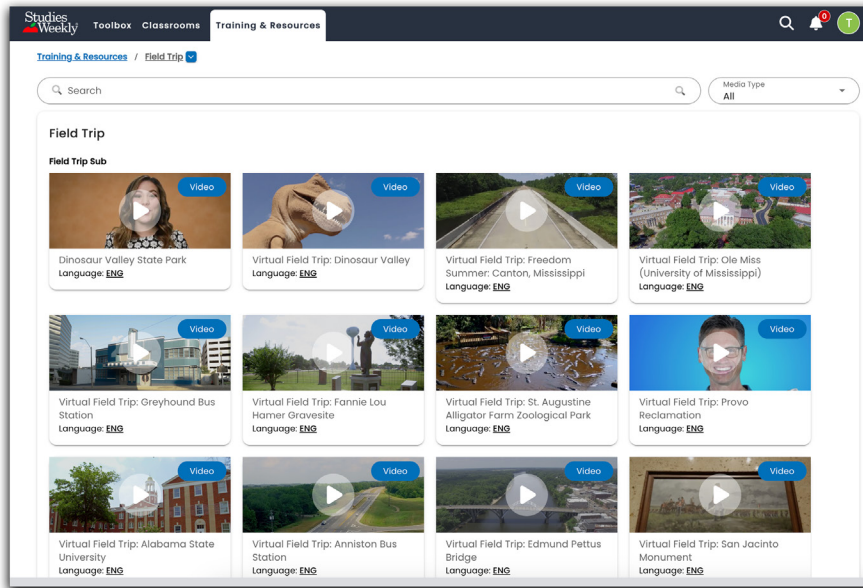
Monitor student progress with formative and summative assessments that are easy to edit, assign, and grade in print or online.



Check knowledge with comprehension questions after each article and lesson activity

TEACHER RESOURCES

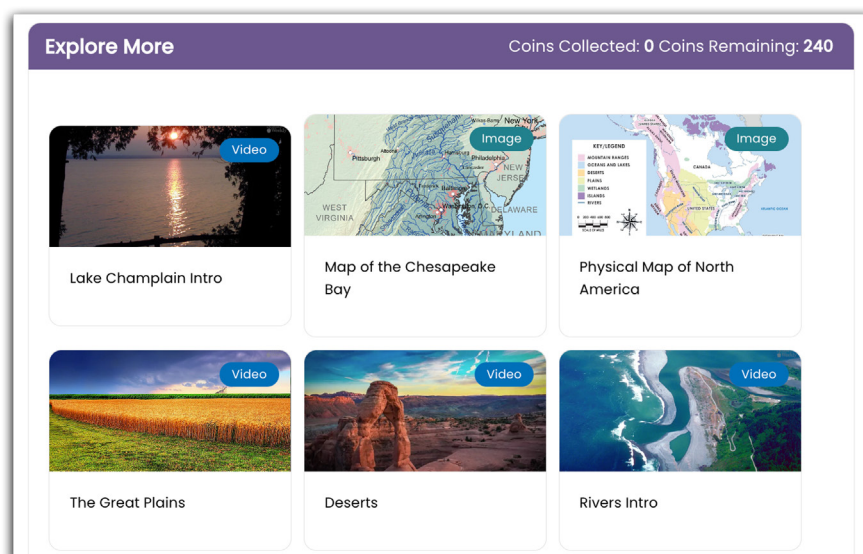
Empower teachers with comprehensive teacher resources to lessen preparation time, deepen learning, and enhance the teacher experience.



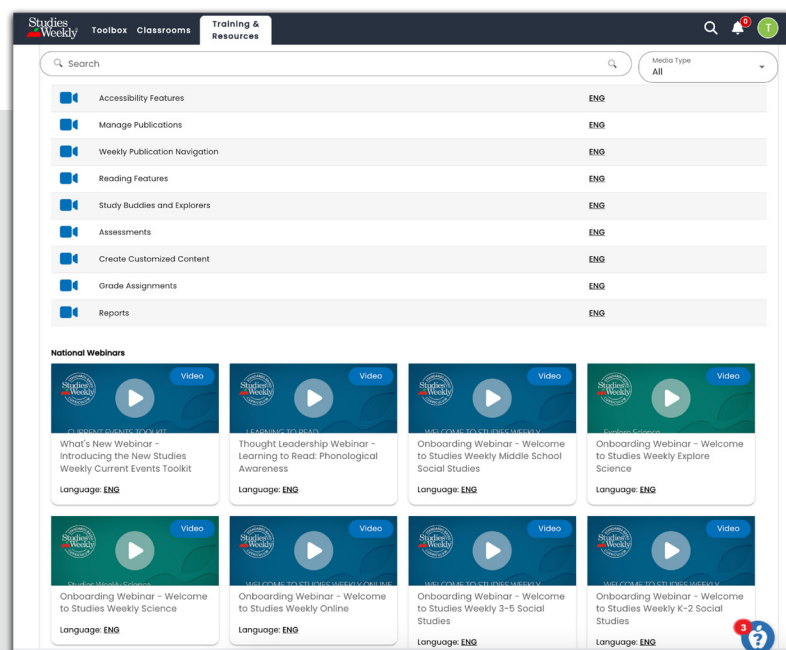
Virtual FIELD TRIPS

CUSTOMIZABLE online content

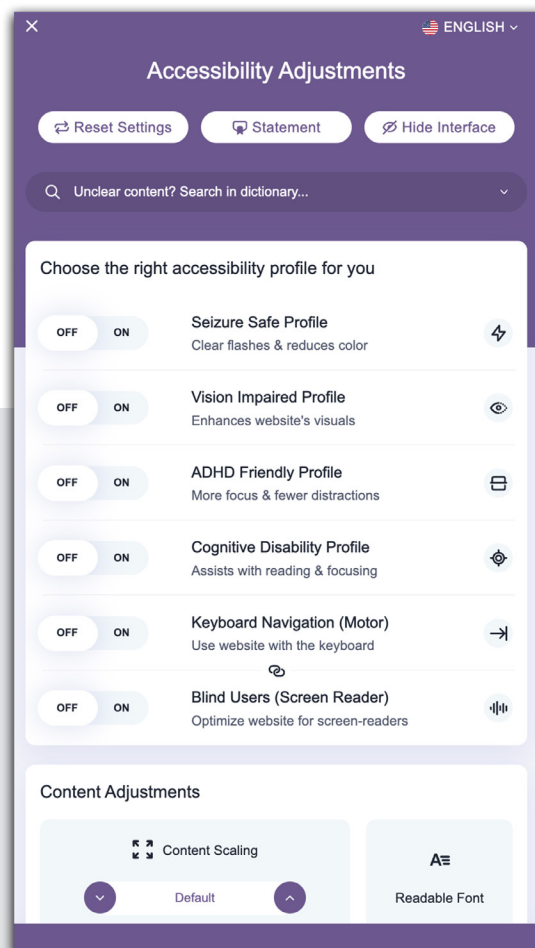
A screenshot of the 'Create Customized Content' form. The form has a blue header with the title 'Create Customized Content' and a close button. Below the header, there is a checkbox for 'Randomize Questions'. The main section is titled 'Questions' and includes a text area for the question, a radio button for 'Option 1 A', and four radio buttons for 'Option 2 B', 'Option 3 C', and 'Option 4 D'. Each option has a red 'X' button to the right. There is a '+ ADD CHOICE' button below the options. At the bottom, there are fields for 'Point Value' (set to 1.00), 'Language' (set to English), and a 'Color (optional)' section with a color picker. A '+ ADD' button is at the bottom left. A 'Please Note' box on the right states: 'Please Note: Once any student has started the Customized Content, it can no longer be modified. This includes all content within the Customized Content and score point value.' At the bottom right, there are 'CANCEL' and 'CREATE' buttons.



Additional **VIDEOS** and **IMAGES**



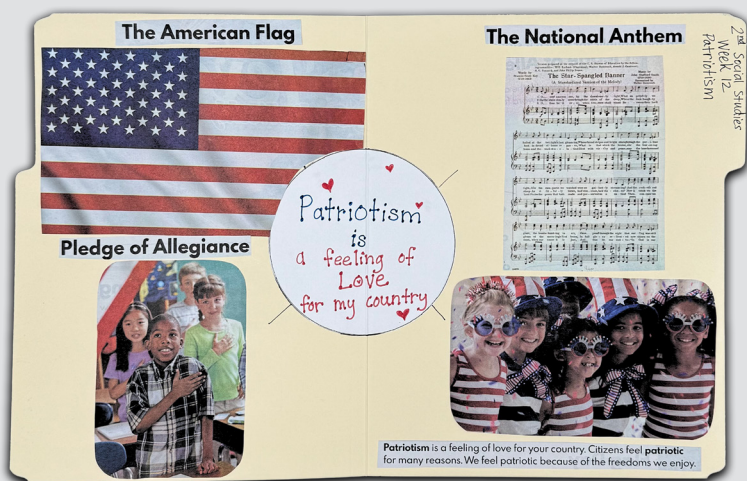
TRAINING and ON-DEMAND PD



Online **ACCESSIBILITY** FEATURES

STUDENT ARTIFACTS

Because Studies Weekly is a consumable program, students can cut out images and information from the print publication to create learning artifacts.



EDUCATOR SUPPORT

At Studies Weekly, we believe every educator deserves equitable access to effective, ongoing training and support. Our programs offer student and teacher-friendly resources, Professional Development opportunities, and a partnership with dedicated teams ready to assist you every step of the way.

Our Professional Development and Customer Support teams partner with you to help you reach your professional, classroom, and implementation goals.

Support options include:

- Step-by-step Onboarding Guide available to all educators
- Training resources and videos available in Studies Weekly Online
- Professional Development that can be built around your school or district needs
- One-on-one help from a Teacher Advocate
- Free weekly Teacher Talk Q&A sessions
- A comprehensive Help Center filled with useful articles, videos, and step-by-step guides
- A friendly Customer Support team that can troubleshoot issues with orders, shipping, technical difficulties, rostering, etc.

¡DISPONIBLE EN ESPAÑOL!

Las versiones en español de Studies Weekly para Estudios Sociales, Ciencia, Salud y Bienestar apoyan a sus **APRENDICES DEL INGLÉS** con el mismo contenido y plan de estudios.

“Las entrevistas y los videos de Studies Weekly en línea son muy fáciles de incluir en un plan de estudios y muchos de esos videos también están en español. Soy un gran defensor de la educación bilingüe, y esa es una de las principales cosas por las que siempre lucho: tener esos recursos traducidos y disponibles para maestros y estudiantes. Así que Studies Weekly es excelente y funciona de maravilla para nosotros”.

Facilitador de Estudios Sociales, TX



- Fomenta la lectura, escritura, expresión oral y la comprensión auditiva en ambos idiomas.
- Incorpora **VIDEOS EN ESPAÑOL** y un **LECTOR DE AUDIO** con velocidad variable.
- Incluye evaluaciones **PREPARADAS** y **PERSONALIZABLES**.
- Se complementa con los materiales impresos y en línea en inglés.
- La traducción es realizada por hablantes bilingües que también son **HABLANTES NATIVOS** de español.

EARLY LEARNING

A **CHILD-CENTERED CURRICULUM** that fosters a nurturing learning environment and encourages creativity, exploration, and social development for a strong educational foundation.

BUILDS LANGUAGE SKILLS



INTERACTIVE PLAY-BASED ACTIVITIES

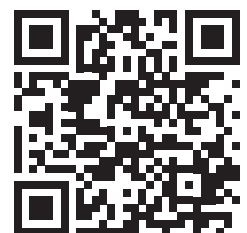


MULTI-SENSORY ENGAGEMENT

CROSS-DISCIPLINARY INTEGRATION



SEE MORE
EARLY LEARNING



s-w.co/early-learning

UNIT: CIVICS AND GOVERNMENT

Government **WEEK 5**

MyWorld
K Studies Weekly NEAR AND FAR

Look at the picture.
What do you see?
What do you wonder?

GOVERNMENT

A **government** is a group of people.
Governments lead communities.

We have a city government.
We have a state government.
We have a national government.

ESSENTIAL QUESTION

Why do we need a government?

See, Think, Wonder
exercises

Essential Question
guides the lesson

ment

e group choices.
m.
to read.



Government Leaders

Government leaders lead our city.
They lead our state. They lead
our country. Community members
vote to choose government leaders.

KINDERGARTEN STUDENT EDITION

Annotate directly on
the publication

Highlight the three things
government leaders do.

Why Do We Have a Government?



Government leaders solve problems.



Government leaders listen to people.



Government leaders make rules and laws.



Learn about local
government

Government

is the leader of
governors help
governors help

ne of your state?

Draw a picture of the
governor of your state.

Government

leader of
helps run
ices. A mayor
problems.

ne of your city?

Draw a picture of the
mayor of your city.

Vocabulary found in the lesson

5.4

Student Edition Vocabulary and Phrases:
government: a group of people who lead a community
governor: leader of a state
mayor: leader of a city
voting: a fair way to make group choices

Language for Social Studies Learning:
Language for Social Studies Learning includes any unbolded terms and phrases in the student edition and the teacher edition that enable student understanding. We suggest using a graphic organizer, such as a Frayer box, to assist in student understanding of weekly vocabulary.
 president of the United States: leader of the country

Critical Thinking Question: What would our city and state be like without government leaders?

Let's Draw or Write: Think about a time you voted to make a choice.

Wellness Questions:

- Does knowing that you have a government in your community make you feel more or less safe? *(Answers will vary.)*
- How do you feel, knowing you will get to choose government leaders? *(Answers will vary.)*

Weekly Assessment:

- True or false? A government is a group of people who lead a community.
- Fill in the blank. A governor is the leader of a state.


Dist

Teacher background information

5.3

UNIT: CIVICS AND GOVERNMENT

Government WEEK 5

 NEAR AND FAR

Summary of the Week: Students will learn about the structure and purpose of government. They will understand why we have government leaders. Students will learn about the roles and responsibilities of government leaders on the local and state levels.

Standards: N/A

Teacher Background Knowledge: A government is a group of people who lead a community. Government leaders are authority figures in the community. They are elected or appointed by members of a community. Government leaders have specific roles in the community, state, and nation. These individuals provide leadership to keep the community running properly.

Notes for Teacher:

- The sequence of articles in this week is designed to build and support the learning of concepts for students.
- For the lesson "Government," you will need to gather images. See the lesson plan for a list.
- The Poster Pal activity "Let's Take a Vote!" will be used in the "Voting" lesson.
- The articles "State Government" and "Local Government" will be taught together.
- There is an extended reading article online titled "Making Decisions." This article can be an extension of the "Voting" article and lesson plan. The Poster Pal activity "Making Decisions" will be completed with this article if you choose to do so.

Essential Question: Why do we need a government?

Learning Objectives:

- Students will be able to discuss what a government is.
- Students will be able to explain why we need a government.

"I Can" Statements:

- I can discuss what a government is.
- I can explain why we need a government.

Government | Week 5

Government | Week 5

KINDERGARTEN TEACHER EDITION

Materials list for
lesson activities

5.7

Materials Needed:

Image of your city hall, images of your town, image of your state capitol building, images of your state, images of the United States, map of your town, map of your state, map of the United States

Graphic organizer Levels of Our Government

Suggested lesson
guide**Present Essential Question to Class:**

- Present the essential question, learning objective in student-friendly language. Clarify any questions about content and learning objectives.
- Have students preview the text to identify the vocabulary words and unpack the weekly vocabulary, as appropriate.

Article 1: Government**Word Count: 25****Vocabulary:****government:** a group of people who lead a community**High Impact Teaching Strategies:** Structuring Lessons, Explicit Teaching**Lesson Plan:**

1. Have the students look at the image on the cover of the student edition.
 - a. Explain that the building is called the Capitol Building. This building is in Washington, D.C., and it is where leaders make decisions and laws for our country.
 - b. Explain that every state has a capitol building and that a lot of them have domes on the top, like in the picture. Show a picture of your state capitol building.
 - c. Explain that every city has a city hall. That is where leaders in your city meet. Show a picture of your city hall.
2. Read the article together. Discuss the article.
 - a. Explain: A government is a group of people who lead a community. We have a government for our city. We have a government for our state. We have a government for our country.
3. Invite students to share the names of government leaders they know (the president, governor, mayor, legislators, or council members).
4. Give each student a copy of the graphic organizer Levels of Our Government. Model the activity, and guide students as they complete the graphic organizer.
 - a. While completing the graphic organizer, show the following images:
 - i. a map of your town and pictures of your town (city circle)
 - ii. a map of your state and pictures of your state of (state circle)
 - iii. a map of the United States (or the image "Map of the United States" included in related media) and pictures of the United States (country circle)
 - b. Use these maps and images to reinforce the concepts of the different levels of government.
 - c. Have the students write the name of your city, state, and the country in the circles. As they write, have them name the levels of the government.
 - d. Have the students glue the graphic organizer into their interactive notebooks.
5. Recap the lesson by reviewing the concepts that were taught. Give the students the opportunity to explain their graphic organizer to a partner or group.

Government | Week 5

Government | Week 5



GRADE 1

STUDENT EDITION

Model behavior
through images

Week 8 of 32 • Page 3

Responsibilities

Citizens have responsibilities. **Responsibilities** are things citizens should do.



Be Citizens

Citizens make their community better. They help in their community.



After you read the article.

Citizens Have Responsibilities

You have the responsibility to follow the rules and laws. You have the responsibility to respect others. You have the responsibility to make good choices.

Connect ideas

Name one responsibility you have as a citizen.

Be a Responsible Citizen Now!

Be a responsible citizen. Help your school and community.

Remember to follow the rules. Respect others. Make good choices.



Images courtesy of Getty Images.

Vocabulary found in the lesson

8.2

Student Edition Vocabulary and Phrases: citizen: a member of a community, state, or country responsibilities: things citizens should do rights: freedoms that all people have Language for Social Studies Learning: N/A Critical Thinking Questions: <ul style="list-style-type: none"> Why is it important to be a responsible citizen in your communities? How does being a responsible citizen help you and your community?

Let's Draw or Write: How can you be a responsible citizen in your community? Draw or write about two ways.

Wellness Questions:

- What are some of the responsibilities you have in your community? **(Answers will vary.)**
- What happens if you do not fulfill your responsibilities? **demonstrate that students understand the consequences of not fulfilling responsibilities. Example: If a student fails to fulfill a responsibility, a pet could be harmed.)**

Weekly Assessment Questions:

- Fill in the blank: Choose the word that best completes the sentence.
All citizens have rights and responsibilities.
Distractors: duties, freedoms, responsibilities
- What is one responsibility of a citizen?
a. to eat snacks
b. to brush your teeth
c. to follow school rules
(Answers may vary.)
- Fill in the blank: Citizens are people who live in a community.
Responsible citizens follow the rules and laws of their community.
Distractors: books, laws, rules
- Open response: On a separate piece of paper, draw or write about how you can be a responsible citizen today. **(Answers may vary.)**
- Fill in the blank: Choose the word that best completes the sentence.
You are a **citizen** of your classroom.
Distractor: leader

Teacher background information



Overview of the Week: Students will learn what a citizen is. They will explore the rights and responsibilities of citizens. The students will learn about how to be responsible citizens in their communities.

Standards: N/A

Teacher Background Knowledge: We use the term "citizen" frequently throughout the publication. Please be aware that we use this term in its broadest sense, with "citizen" meaning any member of a community. The term is often used to refer to only legal members of a community. Be aware that even in first grade, some children may be aware of this distinction. It is important to ensure that students understand that our definition includes all members and that everyone is an important part of their community. As citizens, we have rights and responsibilities. We have the responsibility to be responsible citizens and make our communities better.

Notes for Teacher:

- The sequence of articles in this week is designed to build and support the learning of concepts for students.
- You will be using the Poster Pal T-chart "Rights and Responsibilities" and the Poster Pal chart "Responsible Citizens" in the lessons this week.
- The Poster Pal chart "Responsible Citizens," made this week, will also be used in the following week, "Characteristics of Responsible Citizens."

Essential Question: What rights and responsibilities do I have?

Learning Objectives:

- Students will be able to describe characteristics of responsible citizenship.
- Students will be able to explain the rights and responsibilities that they have as citizens.

"I Can" Statements:

- I can describe characteristics of responsible citizenship.
- I can explain the rights and responsibilities I have as a citizen.

Citizens | Week 8

GRADE 1

TEACHER EDITION

Discussion questions

Suggested lesson guide

Present Essential Question to Class:

- Present the essential question, learn student-friendly language. Clarify content and learning objectives.
- Have students preview the text to identify the vocabulary words for this week. Unpack the weekly vocabulary as appropriate.

Article 1: What is a Citizen?

Word Count: 29

Vocabulary:

citizen: a member of a community, state, or country**High Impact Teaching Strategies:** Explicit Teaching, Worked Examples, Multiple Exposures

Lesson Plan:

1. Review what was learned previously about communities. Have the students think of the communities that they are a part of.
 - a. What communities are you a part of? (**family, school, local**)
2. Have the students point to the title of the article. Read the title of the article together. Have the students repeat the word "citizen" after you. Count the number of syllables in the word.
3. Read the article as a class as the students follow along. Discuss the word "citizen." Refer back to the article. Have the students find and point to the bolded word "citizen." Together, read the definition of the word. Have the students highlight the definition. Ask:
 - a. What is a citizen? (**a member of a community, state, country, classroom, school, etc.**)
 - b. Explain to students that they are citizens because they are members of a community, state, and country.
4. Go through each community that was mentioned in the article. As you discuss each community, draw concentric circles, and display the images included in related media that show the different communities. Have the students draw the concentric circles with you in their interactive notebooks.
 - a. Draw a circle on the board. Write the words "school community" in the circle. Explain that we are citizens in our class and school. Show the image of the school and children included in related media. Ask:
 - i. Who are the citizens in our classroom and school? (**We are citizens in our classroom and school.**)
 - ii. What types of things do you see in our classroom community? (**Answers may vary.**)
 - b. Draw a larger circle around the first circle. Write the words "local community" in the circle. Explain that we are citizens in our local community. Show the images of a local community included in related media. Ask:
 - i. Who are the citizens in our community? (**Possible answers: family, neighbors, firefighters, police officers, the mayor, etc.**)
 - ii. What types of things do you see in our community? (**Answers may vary.**)
 - c. Draw a larger circle around the first two circles. Write the words "state" in

Citizens | Week 8

8.5

the circle. Show a map of your state. Show images of popular places in your state (parks, canyons, lakes, etc.). Ask:

- i. Who are the citizens in our state? (**Possible answers: the governor, the state leaders, people from other towns, etc.**)
 - ii. What types of things do you see in our state? (**Answers may vary.**)
- d. Draw a larger circle around the other three circles. Write the word "country" in the circle. Explain that we are citizens of the United States. Show the map of the United States and images of what is found in the country, included in related media. Ask:

Who are the citizens in our country? (**Possible answers: people who live in the United States, the president, etc.**)

What places are found in our country? (**White House, Statue of Liberty, Golden Gate Bridge, St. Louis Arch, Empire State Building, etc.**)

Reviewing what it means to be a citizen.

Copy of the graphic organizer **I Am a Citizen**.

Students draw pictures of themselves in each community they are a part of. They can also draw ideas of possible images if needed.

am
group
community

popular places in your state
in

Map with State Capitals"

ound"

Citizens | Week 8



Connecting Communities

Studies Weekly

EXPANSIVE HORIZONS

Important Documents

ESSENTIAL QUESTION

What are the country's important documents?

Important Documents

The Declaration of Independence

The Declaration of Independence explains the rights of people. It says we have the right to "life, liberty, and the pursuit of happiness." These rights are very important. The writers of the Declaration believed governments should protect these rights. The Declaration of Independence declared that Great Britain was violating those rights. It officially broke our ties with Great Britain. This began the creation of our nation.

What rights did the Declaration of Independence explain? Circle the answer in the article.

Part 1: The Preamble

Introduction, defines our goals

stitution

n of the United States is
v. It protects our natural
our civil rights.

It has three parts. The first part states the purpose of the

Part 2: The Articles

Establishes how the government will run. There are seven.

Study important
historical documents

Part 3: The Amendments

The 27 changes made to the constitution. The first 10 amendments are called the Bill of Rights.

Organize information

Amendments

Changes to the Constitution are called amendments. **Amendments** are additions designed to make a document better. The first 10 amendments are known as the Bill of Rights. They are not the only amendments that have been made over the years. Amendments made slavery illegal. Amendments gave women the right to vote. Amendments established the voting age as 18. Today, there are 27 amendments to the Constitution.

The Bill of Rights

The Bill of Rights is the first 10 amendments to the Constitution. It was created to limit how the government can control our lives. It ensures the basic rights of the people. It explains our rights as citizens.

You have rights in school because of the Bill of Rights. You have the right to free speech. This means you can say what you think. It is important to be respectful when you say what you think.

You have the right to be treated fairly, no matter what you look like or where you are from.

Do We Have Important Documents?

Use the table with your ideas about the country's important documents.

Important Documents	Purpose	Important Information
Declaration of Independence		
Constitution of the United States		
Bill of Rights		

Learn civic vocabulary

Suggested lesson guide

Present Guiding Question to Class:
Present the essential question, learning objectives, and student "I can" statements. Have students preview the text to identify the vocabulary words for this week. Unpack weekly vocabulary, as appropriate.

Article 1: Important Documents
Word Count: 57

Vocabulary: N/A

High Impact Teaching Strategies: Collaborative Learning, Exp

Lesson Plan:

1. Have students call out documents that they think are important. (Examples: **passport, birth certificate, contract, identify card, library card**)
2. Give students a minute to reflect on what makes each document important. What do the documents allow them to do? Think about important documents? Have them discuss with a partner.
3. Read the article.
4. Explain to students that every country has its own important documents. Some of these documents have laws written on them. These documents are in order to ensure that something is not done that is against the law.
5. Encourage students to ask questions.
6. As a class, identify the main idea in the article. (**Governments display them in important documents.**)
7. Have students copy the main idea in their interactive notebook.

Article Assessment Questions:

1. Where are laws written down?
 - a. **documents**
 - b. letters
 - c. newspapers
 - d. notes
2. What is **not** an important document of the United States?
 - a. the Bill of Rights
 - b. **the Attorneys' Guide**
 - c. the United States Constitution
 - d. the Declaration of Independence

Materials Needed: N/A

Online Related Media: N/A

Extended Reading Article:

Important Documents | Week 6

6.4

6.1



Summary of the Week: Students will learn about important documents of the United States. They will learn what the purpose is for these documents and why they are important to the United States.

Standards: N/A

Teacher Background Knowledge: N/A

Notes for Teacher:

- The sequence of articles in this week is designed to build and support the learning of concepts for students.
- The "hands-up pair-up" activity requires movement. Be sensitive to students who are unable to move freely, and provide other options for this activity.

Question: What are the country's important documents?

Objective: Students will be able to explain how important documents affect how a country is run and the freedoms people have.

"I Can" Statement: I can explain how important documents affect how a country is run and the freedoms that people have.

Student Edition Vocabulary and Phrases:

- amendments:** additions designed to make a document better
- the Bill of Rights:** the first 10 amendments to the Constitution
- the Constitution:** the law of the country
- the Declaration of Independence:** a document that explains the rights of people

Language for Social Studies Learning: N/A

Critical Thinking Question: How does a document control what people do?

Let's Draw or Write:

- What kind of freedoms would you include in a Classroom Bill of Rights?
- What problems do you think would arise if our country had no Constitution or laws?

Important Documents | Week 6

Vocabulary found in the lesson

GRADE 2 TEACHER EDITION

Materials list for
lesson activities

2. What is one purpose of the Declaration of Independence?
 - a. to make enslavement illegal
 - b. to break ties with Great Britain**
 - c. to organize a new government
 - d. to give women the right to vote

Materials Needed:Graphic organizer [Declaration of Independence Main Idea Web](#)

Discussion questions

Article 2: The Declaration of Independence
Word Count: 66**Vocabulary:****the Declaration of Independence:** a document that explains the reasons for the American Revolution**High Impact Teaching Strategies:** Collaborative learning, Questioning**Lesson Plan:**

1. Show the video "Rights: Life, Liberty, and the Pursuit of Happiness - 2nd" to students a purpose for listening. They should make a note of one supporting idea from the video. Have students respond to the video on the board. Work as a class to find the connections and come to a main idea. Consider watching the video twice.
2. Display the image of the Declaration of Independence, from related media.
3. Read the article. Have students underline the word "rights" each time you read it.
4. Discuss the following questions together.
 - a. What are rights? **(Right are freedoms people have; you may need to explain this, as it is not explicitly stated.)**
 - b. What are some examples of rights? **(Rights are things like life, liberty, and the pursuit of happiness.)**
 - c. What is the purpose of the Declaration of Independence? **(It declared our separation from Great Britain. It explains our rights.)**
 - d. What do you think the pursuit of happiness means? **(being able to do what makes you happy)**
 - e. What do you think liberty means? **(the ability to move about freely)**
 - f. Why are these rights important? **(Answers will vary.)**
5. Distribute the graphic organizer [Declaration of Independence Main Idea Web](#). Have the students use the article to fill in the bubbles and then write a summary about the Declaration of Independence.
6. Using the "hands-up, pair up" strategy, have students share their summaries. Have the students stand up and put a hand up. When you say, "Go," students will walk toward a partner whose hand is up. They match up with a high five. Next, the students share their information and put their hands up when they are done. When everyone is ready for another round, say, "Hands up, pair up," and students switch to a new partner. Have students pair and share with one or two partners.
7. Have the students put the organizer in their interactive notebooks. Have the students add anything new they learned from their partners.

Article Assessment Questions:

1. What is **not** a right in the Declaration of Independence?
 - a. education**
 - b. happiness
 - c. liberty
 - d. life

country

Questioning, Collaborative learning

the Constitution of the United States, from related media. to explain and show the purposes and the parts of the articles, and Amendments).

Invite students to underline any phrases that describe the Constitution. **(provides the structure of our government, defines or explains our civil rights)**organizer [Our Classroom Constitution](#). Review the Constitution, and explain that students need to try to find a Constitution that covers the same main ideas. **(What does the "structure of our government" look like? What rights and freedoms are important for our classroom?)**

Important Documents | Week 6

UNIT: INQUIRY
Sources WEEK 2

Our Community
3 Studies Weekly
PEOPLE AND PLACES

Thinking Like a Historian

Historians identify, select, analyze, and evaluate sources to understand the past. When we think like a historian, we ask questions such as: What happened? When did it happen? Who was involved? How and why did it happen? Historians use different forms of evidence, such as art and photographs, artifacts, oral histories, maps, and graphs, to find the answers to their questions.

ESSENTIAL QUESTION

How does asking questions about history help us?

What past events are you curious about?

Identify primary sources

Sources

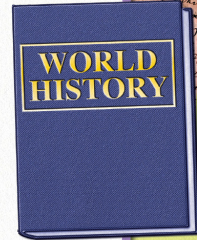
Primary Sources

Different sources to find out about events in the past. There are many types of primary sources.

Primary sources are created by people who saw something themselves. They are made around the time of the event. Examples include photographs, diaries, drawings, and letters.

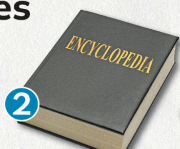
Secondary sources are made by people who experience events themselves. They are created by people who have read or heard about primary sources.

Examples of secondary sources include encyclopedias, textbooks, and stories you write about events. A secondary source is a story you write about an event that you were there and experienced. Someone else writes about it and writes about it. Their story is a secondary source.



Sources

Primary sources?



Essential question guides the lesson

GRADE 3 STUDENT EDITION

Learn to analyze
sources

Week 2 of 32 • Page 3

AUTHOR/CREATOR

- Who is the author or who made the source?
- What was their role in the event or situation?
- Are they a primary source or a secondary source?

PURPOSE

- When was the source created?
- Why was the source made?
- Was the source made around the time of the event or much later?
- Is the source trying to persuade, inform, or entertain?

FORMAT

- How was the source created?
- What was it made of?

How Do We Examine Sources?

Historians analyze sources to answer questions about the past. When we **analyze** something, it means that we study it carefully. To analyze sources, we investigate them. We want to know about the author or creator, the purpose, and the format. We want to be confident in the source.



Multiple Perspectives

Everyone is different and has a unique **perspective**, or way of seeing things. Experiences and events may be interpreted differently by people. People have different cultural or individual perspectives. It is important to understand the perspectives of others. When we look at multiple perspectives, we can have a deeper understanding of what happened in the past. This helps us create the most accurate analysis of the people and events of history.

For Children in the 1920s

What was life like for children in the 1920s? Look at some source images and

ool

the images of school in the 1920s?



everywhere. Look at the photographs and compare them to your life today. What are the similarities and differences?

Primary sources

In the 1920s, not all children went to school. There were no laws that said children had to go to school. In fact, many young children worked to help their families.

Some worked in cotton mills. These were big factories that made fabric from cotton. Many young children worked in these factories.

What do you notice about the children in the photos?



What primary sources could a historian use to write about your life?

Images courtesy of Getty Images.

Suggested lesson guide

Present Guiding Question to Class:
Present the essential question, learning objective, and student "I can" statement. Have students preview the text to identify the vocabulary words for this week. Unpack weekly vocabulary, as appropriate.

Article 1: Thinking Like a Historian
Word Count: 61

Vocabulary:

historian: a person who studies history by using evidence and asking questions

High Impact Teaching Strategy: Questioning

Lesson Plan:

1. Read the title of the article, "Thinking Like a Historian."
2. Ask students:
 - a. What do you notice about the word "historian?"
3. Guide the discussion into looking at the root word: "his-".
4. Define "historian" with the class, and write the definition on the board.
5. Ask students:
 - a. What characteristics do you think a historian must have?
6. Show students the video "Ms. Archambo." This video discusses the characteristics of a historian.
7. Discuss the characteristics mentioned in the video: speaking, asking questions, and using evidence.
8. Set a purpose for reading: We are going to read more about how to think like a historian. Pay attention to the types of questions a historian asks.
9. Read the article.
10. Discuss the questions listed in the article. Ask students:
 - a. Can you think of other questions that would be asked by a historian?
 - b. Discuss questioning words: who, what, when, where, how, why.

Article Assessment Questions:

1. Why do historians evaluate sources?
 - a. to fill their free time
 - b. to create evidence
 - c. **to understand the past**
 - d. to complete a project
2. What question would a historian ask about an event?
 - a. Who was at the event?
 - b. How was the event?
 - c. **When did the event take place?**
 - d. Where did the event take place?

Vocabulary found in the lesson

Sources | Week 2

Week 2.4

Week 2.1



Summary of the Week: Students will engage in an exploration of different types of sources that can be used to help understand events in the past.

Standards: N/A

Teacher Background Knowledge: N/A

Teacher: The sequence of articles in this week is designed to build and support understanding of concepts for students.

Question: How does asking questions about history help us?

Objective: Students will be able to apply historical thinking skills to discover what life was like for children 100 years ago.

Statement: I can apply my historical thinking skills to discover what life was like for children 100 years ago.

Student Edition Vocabulary and Phrases:

analyze: to study something carefully

historian: a person who studies history by using evidence and asking questions

perspective: a way of seeing things

primary source: sources created by people who saw or experienced something themselves

secondary source: sources made by people who did not see or experience events themselves

Language for Social Studies Learning: N/A

Critical Thinking Question: When you disagree with a friend, how can you use multiple perspectives to help you resolve the conflict?

Sources | Week 2

GRADE 3 TEACHER EDITION

Ready-made
article assessments

Week 2.6

Article Assessment Questions:

1. What sources are created by people who experienced an event?
 - a. experiential
 - b. historical
 - c. **primary**
 - d. secondary
2. What sources are created by people who did **not** experience an event?
 - a. experiential

Week 2.5

3. What do historians use to find answers?

- a. **evidence**
- b. the past
- c. problems
- d. questions

Materials Needed: N/A

Online Related Media:
Video: "Mrs Archambo"

Extended Reading Articles: N/A

Article 2: Primary and Secondary Sources (taught)
Word Count: 124

Vocabulary:

primary source: sources created by people who experienced events themselves

secondary source: sources made by people who did not see or experience events themselves

High Impact Teaching Strategy: Deliberate Practice

Lesson Plan:

1. Set a purpose for reading: We are going to read about the sources that historians use to learn about people, places, and events of the past. As we read, look for the two types of sources they use and how they differ.
2. Read the article. As you reach each type of source, have students circle the words "primary" and "secondary."
3. Discuss the differences between the two types of sources. Discuss the meaning of the words "primary" and "secondary:"
 - a. Primary: root word "prime," meaning "first."
 - b. Secondary: root word "second."
4. Show students the video "Primary and Secondary Sources."
5. Complete the activity at the bottom of the page "Types of Sources." Give students time to decide if each image is a secondary or primary source. Discuss each image as a class.
 - a. How do you know it is a primary source?
 - b. How do you know it is a secondary source?
6. Have students refer to the article to answer the questions during the discussion.
7. Hand out the graphic organizer Primary Pieces. Read the instructions as a class.
8. Give students time to complete the graphic organizer. You can add additional items for the students to sort by bringing in other sources or using image sources provided in related media.
9. Have students put the graphic organizer Primary Pieces into their interactive notebooks.

Sources | Week 2

Research-backed
teaching strategies

TEACHER EDITION

GRADE 3

UNIT: GEOGRAPHY
WEEK 6

Geographic Skills

The United States
4 Studies Weekly
PAST AND PRESENT

Geography is the study of places and the relationships between people and their environments. The study of geography also includes how things change over time. Studying geography helps us understand the world around us. We can use geography to understand the past and answer important questions about the world and its people. Using geographic tools, such as maps, globes, graphs, diagrams, aerial and other photographs, and other geographical representations helps us to organize our thinking about the world into spatial terms.

Studying geography helps us to understand history, economics, culture, and government. No matter the time period, geography has played a role in the actions of people and the events of government and economics. Wars were started over resources from the land. Location played a key role in building the colonies in the United States. Representation in government is based on regions and place. Transportation systems modified the land to bring goods and services to markets. The creation of settlements, territories, states, and nations are all linked to geography.

Geographic skills and concepts can also help people solve local, state, or international problems.

According to former president Barack Obama:

The study of geography is about more than just memorizing places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.

This week, you will practice using geographic skills and tools. As you work through this week, think of ways that geographic skills and tools can help you understand the world around you.

Why is it Important to Study Geography?

GUIDING QUESTION

What tools can you use to learn about a specific place?

of the World

can study the is a model of the water, land, lobes are useful arth in a more

ices around the ces are located help us find the They can show y small areas evation, which

means height above sea level. They can show the population, or how many people live there. They can also show the climate, or the weather over a long period of time. The person who creates a map is called a **cartographer**. A cartographer has a point of view and decides what to include on a map.

There are map tools that we use to help us when using maps and globes. Map tools include the title, legend, compass rose, cardinal directions, and scale. The map's title helps us know the map's purpose and

the kind of information we will examine on the map. The map's **legend** or **key** explains what the symbols and colors on the map represent. Maps have a compass rose. The **compass rose** is a symbol that shows the cardinal directions north, south, east, and west. The compass rose can also show the intermediate directions of northwest, northeast, southwest, and southeast. Distance is how far it is from one place to another. You can tell the distance on a map by looking at the **scale**.

ICAL MAP OF THE WORLD

Maps help students identify key locations

use GIS to make detailed digital models of the sites where they find these artifacts. Mapping the data through GIS allows them to visualize the entire site and find patterns they might otherwise miss. Recreating sites digitally also allows them to limit the amount they disturb fragile historical sites.

County governments in the state use GIS data to identify areas threatened by natural hazards. This helps them create and share evacuation routes with citizens. It also allows the counties to share other important information like flood zones and access to important services like fire stations and schools.

POLITICAL MAP OF THE WORLD

Oceans and rivers create borders.

Political Features

Political features, including cities, states, and countries, are organized by where people live. Political features can be seen on a political map. Many people in the world live in cities. Cities are organized into states. States come together to

form a country. Countries are grouped together to organize continents. Political maps show the borders of cities, states, and countries.

A political map can also show how some borders have been created using the features

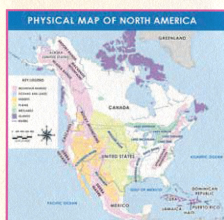
near them. For example, oceans, rivers, and mountain ranges can also create borders of countries or states. These borders help us by showing where one area stops and a new one begins.

GRADE 4 STUDENT EDITION

Infographics and charts help students explore

Types of Maps

There are many different kinds of maps. You can use them to explore the world. Some maps display the characteristics of physical environment. Other maps show where people live and how they interact with their environment.



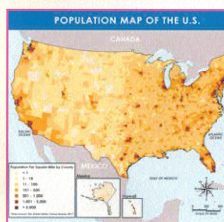
A **physical map** shows the natural features of an area. Natural features include landforms, mountains, valleys, lakes, and streams.



A **political map** shows the borders of regions, countries, states, and cities. Some political maps represent even smaller divisions, such as counties, townships, and neighborhoods.



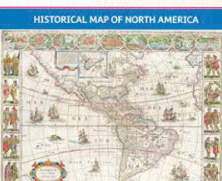
Some maps show the climate of a region. Climate is the study of weather over time. A **climate map** shows whether a place is usually warm or cold and wet or dry.



A **population map** is used to show the overall distribution of the population within a particular area or region. Most maps use colors or symbols, such as circles or stars, to represent the varying populations. Population maps are useful for the government to plan how to distribute resources.



Cultural maps identify community cultures and resources. These maps are used to help plan and implement the distribution of resources. Cultural maps also connect cultural groups based on their beliefs and values. Cultural maps illustrate the relationships and interactions between people, places, and the environment.



Historical maps are created to represent historical events in the time period they occurred.



Spatial Perspective

Geographers use many tools to study the physical and human features of the Earth. We can study the features of the world from a spatial perspective. **Spatial perspective** is the study of geographic features of an area using multiple tools. These tools include maps, globes, and satellite images.

Technology presents new and exciting ways to learn about the world. We can use GPS to help us study the world. GPS stands for **Global Positioning System**. It's made up of over 18 satellites that are orbiting, or circling, the Earth in space. These satellites send information to

stations on the ground. This allows scientists to take very specific measurements of different locations all over the Earth. With the newest GPS systems, scientists can pinpoint a place on Earth to the nearest centimeter! You can also use GPS to find how long it takes to get from one place to another. Most new cars and smartphones today come with a built-in GPS receiver.

By using geographic tools, we can view the world from many different perspectives. This can help us determine how things work to make a place unique.

Bolded vocabulary

US

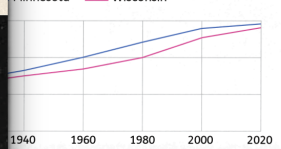
People chart population growth and decline in a census. A **census** is a measure of people. The U.S. census is the count of how many people live in the United States and is conducted every 10 years. A survey is sent to every home. If the survey worker visits the home, the worker helps the household fill out the survey. The survey asks who is living in the home and what they do for work.

A census requires a census. The House of Representatives is based on the number of people in a district or state. If the population in a district or state grows or shrinks in population, this causes the number of representatives to be adjusted. Census information is made available in many ways. Businesses use census data to find ancestors and family information is available from every census. A census is considered a primary source for research.

Tools

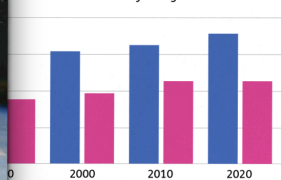
Many tools to understand the data that they gather. These include different types of charts and graphs. These include the increase or decrease of something over time.

MINNESOTA AND WISCONSIN, 1920-2020



to compare data between different groups.

SOUTH DAKOTA AND WYOMING, 1990-2020



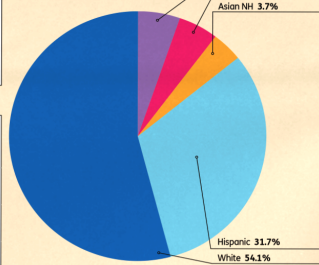
data in columns and rows. A table is labeled with the type of information shown.

THE UNITED STATES, 1920-2020

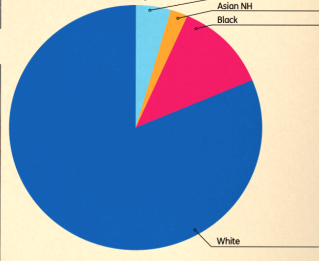
Year	Population
1920	106,021,568
1930	123,202,660
1940	132,165,129
1950	151,325,798
1960	179,323,175
1970	203,211,926
1980	226,545,805
1990	248,709,873
2000	281,421,906
2010	308,745,538
2020	331,449,281

A **pie chart** is another method of displaying information. A pie chart is round. It represents the total number of things counted. The slices show parts of the totals. The larger the slice, the greater the number. The smaller the slice, the smaller the number.

RACE AND ETHNIC ORIGIN GROUPS OF ARIZONA, 2020



RACE AND ETHNIC ORIGIN GROUPS OF MISSOURI, 2020



*Note: All data and information was obtained from the United States Census Bureau.

Vocabulary found in the lesson

Student Edition Vocabulary and Phrases:

bar graph: used to compare data between different groups
cartographer: a person who creates maps and decides what to include on them
census: a measure of people living in a certain area
climate map: a map that shows whether a place is usually warm or cold and wet or dry
compass rose: a symbol that shows the cardinal directions
cultural maps: maps that identify community cultures and resources
geography: the study of places, the relationships between environments, and how things change over time
Global Information Systems (GIS): a system that creates and maps data
Global Positioning System (GPS): a system made up of sending information to stations on the ground, allowing specific measurements of different locations all over the globe
globe: a model of the Earth showing where water is located
historical maps: maps that were drawn or printed to show geographical ideas of the times and places they were produced
legend or key: a key to the symbols on a map
line graph: a graph that shows something changing over time
map: drawing that shows geographical ideas of the times and places they were produced
physical map: a map that shows the physical features of a place
pie chart: a chart that represents a proportion of the whole
political features: features organized by where people live, states, and countries
political map: a map that shows the borders of regions and cities
population map: a map used to show the overall population within a particular area or region
scale: shows the distance on a map
spatial perspective: the study of geographic features and tools, such as maps, globes, and satellite images
table chart: gives data in columns and rows; each column represents the type of information shown

Language for Social Studies Learning: N/A

Critical Thinking Questions:

- Why is it important to analyze a place, event, time period from multiple perspectives?

Geographic Skills | Week 6

6.3

6.2

Teacher background information



Summary of the Week: Students will learn about the tools geographers use to study a place, including maps, globes, satellite images, and data.

Standards: N/A

Teacher Background Knowledge: Using geographic tools and skills will help students understand the world around them. Students should be able to use map tools to organize information from a map and describe the spatial organization of local communities, states, and countries. Students will use vocabulary terms associated with geography to understand the concept of where they are. Students will use tools that encourage them to look at the world from multiple perspectives.

Notes for Teacher:

- The sequence of articles in this week is designed to build and support the learning of concepts for students.
- There are several opportunities in this week's articles and lesson plans to make connections to grade level math concepts and standards.
- The lesson plan for the article "GIS Technology" requires additional materials that may not be readily available in a classroom. These items will need to be purchased and prepared ahead of time. Materials include:
 - 2-3 loaves of sandwich bread
 - three cans of chocolate frosting
 - three cans of vanilla frosting
 - one bottle of green food dye (to dye the vanilla frosting green)
 - clear plastic straws
 - plastic spoons
 - paper or plastic plates

Essential Question: What tools can you use to learn about a specific place?

Learning Objective: Students can use the tools of geographers to describe the location of a place.

"I Can" Statement: I can use the tools of geographers to describe the location of a place.

Geographic Skills | Week 6

GRADE 4 TEACHER EDITION

Ready-made
article assessments

Suggested lesson
guide

Article 1: Why Is It Important to Study Geography?
Word Count: 339

Vocabulary:

geography: the study of places and the relationships between people and their environments and how things change over time

High Impact Teaching Strategies: Collaborative Learning, Questioning, Setting Goals

Lesson Plan:

1. Begin today's lesson by presenting the unit essential question and unit learning intentions and success criteria. Clarify any questions that students have about the content and learning objectives of the unit.
2. Then, review the weekly essential question, learning intentions, and success criteria.
3. Have students preview the text to identify the vocabulary terms in this week's publication. Give each student three copies of the Weekly Vocabulary Flipbook graphic organizer.
4. Give students time to record this week's vocabulary terms and definitions on their graphic organizer.
5. Ask students to work in pairs or small groups to answer the following prompt:
 - a. Why is it important to study geography? (**Answers will vary.**)
6. Have students present their answers to the class, and record student responses on another piece of anchor chart paper.
7. Read the article. While reading, students should underline, circle, or highlight evidence from the article that answers the question "Why is it important to study geography?"
8. Explain to students that geography impacts most aspects of our daily lives, including the food we eat, the clothes we wear, and how we interact with our environment. Studying geography and using geographic skills can help them understand current events, recognize patterns, and solve local, state, or international problems.
9. Extension activity: Divide the class into five groups. Have each group research a current geographic event from your state. Students will research the event and use geographic skills to understand the geographic event's impact on people and the environment. Give each group a piece of anchor chart paper or poster board. On their anchor chart paper or poster board, students should include:
 - a. a map of your state with the location of their event marked
 - b. an explanation of the geographic skills and tools they used to understand this problem
 - c. reasons why it is important to understand this problem
 - d. ways that this problem impacts people and the environment
 - e. possible solutions to this problem
10. Have each group present their research to the class. Give students time to ask and answer questions.

Article Assessment Questions:

1. What does a geographer study?
 - a. living things
 - b. rocks and soil

Geographic Skills | Week 6

- c. weather patterns
 - d. **people and places**
2. Why were transportation systems invented?
 - a. **to bring goods to markets**
 - b. to visit distant family members
 - c. to draw people closer together
 - d. to make it easier to draw borders
 3. What would a geographer **not** study?
 - a. two different villages
 - b. resources are available
 - c. of a city developed
 - d. **what system was formed**

ber (optional)
s (optional)
ulary Flipbook

is a map
p or globe that shows the cardinal directions (north,
mediate directions (northwest, northeast, southwest, and
symbols and colors on the map represent
d the world
ance between two places on a map or globe

Geographic Skills | Week 6

TEACHER EDITION

4
GRADE

UNIT: NORTH AMERICA BEFORE EUROPEAN CONTACT
Trade and Economics in North America
WEEK 8

Our Nation

Studies Weekly

AMERICAN FOUNDATIONS

Archaeology: How Do We Know?

There is no cell phone footage. There are no documentaries. There's not even a photograph to prove that native people had been living in the Americas for thousands of years before European explorers arrived. How do we know that people were here for so long? How do we know anything about their lives?

People leave clues that help us understand them long after they are gone. Sometimes, ancient peoples left clues about how they saw the world in stories passed down to their descendants. They also left behind innovations we still use today. Some of these include crops, like corn, and medicines. People left behind objects they made, too. We call these archaeological evidence.

An **archaeologist** studies things left behind by people who lived a long time ago. Some objects, called **artifacts**, get covered by earth or water for thousands of years. Many become fragile. To avoid damaging them, archaeologists **excavate** them.

But archaeologists don't only study objects. At archaeological **sites**, or places where there is evidence of past human activity, they also study structures and human-made features. Structures like native peoples' homes can suggest whether a certain group had more of a close-knit community or a complex, sprawling society. Features like fireplaces or storage pits can also help scientists imagine what daily life in ancient cultures was like.

Archaeologists study these artifacts carefully. It's important to show respect to people from the past and their descendants. Sometimes when archaeologists dig, they unearth sensitive things. They may find places where people are buried. Some people think burials should be examined for evidence. Others think they should be left alone. New technology has helped archaeologists with this problem. Today, they can often scan areas without digging. Not having to dig allows them to show more respect for burial places.

When combined with other forms of evidence, artifacts can tell a story.

Or trade by tracking the movement of similar artifacts. For example, Knife River flint comes from what is now North Dakota. Artifacts made from this flint have been found throughout the western United States. They have also shown up as far east as Ohio and Pennsylvania. This evidence suggests that native peoples traded the flint all across the country.

ESSENTIAL QUESTION

How were family and community structures of Indigenous people of North America similar to and different from one another?

Informational text practice

Bolded vocabulary

Rivers and Trails

Rivers were extremely important when native people needed to travel. Many traveled by canoe on major rivers like the Mississippi, Ohio, Columbia, and Missouri. Some canoes could haul thousands of pounds of goods for trade. Rivers were the "highways" for tribes. If rivers were the highways, paths were like the smaller "roads" we use today. Paths crossed all over North America.

Native peoples made and named other paths. One well-known route stretched from the forests by Lake Erie to the South Carolina coast. This trail, called the Trading Path, appeared on maps in the 1700s. Parts are still marked today.

Trails often followed the "military crest" of the ridge. Trails ran alongside, but not on the ridge tops. This way, a person could travel along the trail without being seen by those on the other side of the ridge. Many American Indians disciplined themselves to

and Money

meet their wants and needs is the goods and services needed or wanted wants and needs of the community is resources they used to meet their in how the homes and shelters of what natural resources were around es on the coast did not have the same Great Plains. The same is true about to meet their wants and needs, people and year farming and raising maize. e destroyed in a weather disaster. The would be needed in the second tribe. and tribe would offer the first ad plenty of, such as furs or and representatives out onnections with other tribes. Sometimes the traders were welcomed with music and celebration. A market would be opened for goods to be shown and opportunities for families to make a trade on their own. This is called **bartering**. Each trader had to negotiate for a satisfactory trade. The trade would depend on how much one of the traders wanted or needed the goods or service. If every family had sufficient furs for the winter, they wouldn't look to trade for furs. However, if there was scarcity of items, trade values would go up in those goods, and more goods would be required to make a satisfactory deal.

Tribes in the local region would offer common items for trade. What was common in one geographic region could be highly valued in different geographic regions. Coastal tribes found dentalium seashells common. However, inland tribes who had never been to the ocean found seashells a high-value trade item.

Bartering still occurs today. Any time you trade a good like an apple for another good, such as a string cheese, that is bartering.

walk heel-to-toe in a single file. This left the smallest marks on the ground and allowed them to travel without being seen.

Trading Sites

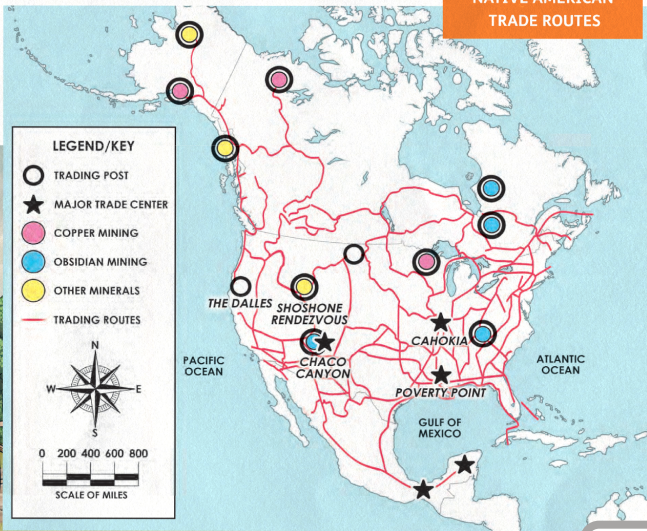
Trade was very important to tribes. They exchanged food, goods, and information. Some locations were more permanent

trading locations, while others moved where the people went.

One example of a permanent trading station is the straits of Mackinac. The straits of Mackinac is where Lakes Michigan and Huron meet. This area in the Great Lakes attracted tribes from all over the eastern woodlands to trade. The Odawa and Chippewa had villages at

Mackinac and conducted the trade. Most of the trade happened when native people went to other villages or designated areas for trade. These areas were often convenient locations along travel routes. One such site, the Dakota Rendezvous site, was held along the James River.

NATIVE AMERICAN TRADE ROUTES



Trade Goods

Two thousand years ago, there was a great city of people located in what is now Ohio and Illinois. Modern scientists have studied the remains of the city. The artifacts tell us that Hopewell was a huge metropolis of people, religions, entertainment, and trade. The variety of trade goods was extensive and came from all over the continent. There, archaeologists have recovered ocean shells from the Gulf of Mexico. There is evidence of pigments, which were minerals and soil from the southwest used in paints. The points were used on pottery, hides, and body decorations. There was also evidence of mica. Mica is a mineral that is reflective and can be cut into thin sheets. Mica crystals are also used in paints, pottery, and decoration. The Appalachian Mountains on the east coast of North America have deposits of mica.

The Appalachian Mountains in Pennsylvania and New York also have large pockets of limestone. Limestone is easily ground down and can be white in color. The white powder of limestone was used in the production of a variety of goods. Limestone can be easily obtained from open pits on the sides of the mountains.

Chunks of green copper ore and creations from copper were also discovered in the Hopewell city. Copper ore is found in the west, near present-day Utah. Ornaments, jewelry, utensils, and everyday items were also found in the



Native American artifacts housed at Hopewell Culture National Historical Park



Human face effigy, Hopewell Culture Center

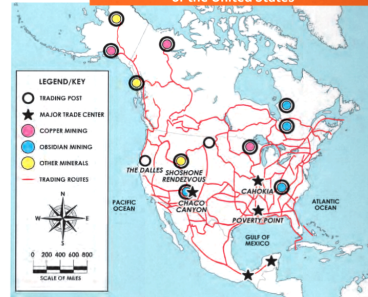
Primary sources

Routes Long Ago and Today

Impact Today
Native trails and trade routes. Many U.S. highways follow the same paths that took thousands of years ago! For example, the route between Chicago and Detroit that native peoples used 11,000 years ago is Interstate (I-75) from Michigan to Ohio on top of an old native path. The route was "the Great Path."



Native American Trade Routes of the United States



Modern Highway Systems of the United States



Identify the trade corridors/pathways used today that are the same as the paths American Indians used long ago. What resources are traded today from one region to another?

Maps identify locations of key places

Ready-made weekly assessments

Wellness Questions:

- Should archaeologists be permitted to research anywhere there are artifacts or should there be respect for sacred areas?

Weekly Assessment Questions:

- Fill in the blank: Edna exchanges her apple for Tyler's apple. This is called **bartering**.
Distractors: buying; producing; selling
- What evidence supports an extensive trade network across the continent?
a. **desert pigments used in artwork from Ohio**
b. farming tribes eating squash for daily meals
c. shelters on the Plains made from bison hides
d. beautiful shell jewelry made by coastal tribes
- What is a middleman in trade?
a. someone who bargains for the best price
b. the person who travels to a trading center
c. **a person who takes goods from a seller to a buyer**
d. someone who manufactures resources into goods
- What trading material was used to make weapons?
a. copper
b. **flint**
c. shells
d. squash
- True or false: All trade in ancient America occurred in the south.
a. **True**
b. false
- Why might a coastal tribe trade rare shells for eating utensils?
a. They do not like eating seafood.
b. Seashells are used to make jewelry.
c. Traders prefer to walk long distances.
d. **No one in the tribe can make utensils.**
- True or false: Tribes traded information as well as goods.
a. **True**
b. false
- What happens to the price of a good when scarcity of the good increases?
a. nothing
b. **It increases.**
c. It decreases.
d. It is negotiated.
- Open response: Explain how trade between American Indian tribes supported an extensive trade network.
a. **They lived. They put their goods in written records.**
b. **They lived. They put their goods in written records.**
c. **They lived. They put their goods in written records.**
d. **They lived. They put their goods in written records.**
- Open response: Explain how trade between American Indian tribes supported an extensive trade network.
a. **They lived. They put their goods in written records.**
b. **They lived. They put their goods in written records.**
c. **They lived. They put their goods in written records.**
d. **They lived. They put their goods in written records.**

Vocabulary found in the lesson

Trade and Economics in North America



Summary of the Week: Trade and exchange among the tribes of North America created a network across the continent. Trade items and routes are studied and connected to today.

Standards: N/A

Teacher Background Knowledge: This week, students will explore trade among the Indigenous peoples of North America and their routes. Students will look into the resources and skills used to analyze artifacts to help tell the story of the past.

Notes for Teacher:

- The sequence of articles in this week is designed to build and support the learning of concepts for students.
- The lesson plans in this week's publication allows students to engage with the content through multiple exposures and modalities. The lessons can be further differentiated to assist struggling students.

Formative Question: How were family and community structures of Indigenous people of North America similar to and different from one another?

Learning Objective: I am learning about archaeology tools, historical thinking, and Native American trade so I can understand the family and community structure of the tribes of North America.

Success Criteria: I can compare the trade goods and routes of Native Americans to today's trade goods and routes.

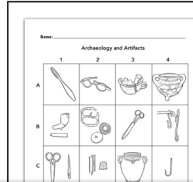
Student Edition Vocabulary and Phrases:

archaeologist: a scientist who studies things left behind by people who lived a long time ago
artifacts: objects, found by archaeologists, that were left by people from long ago
bartering: opportunities for families to make a trade on their own
mica: a mineral that is reflective and can be cut into thin sheets
pigments: minerals and soil from the southwest, used in paints
sites: places where there is evidence of past human activity

Trade and Economics in North America | Week 8

GRADE 5 TEACHER EDITION

Materials list for lesson activities



Article 1: Archaeology: How Do We Know?
Word Count: 587

Vocabulary:

archaeologist: a scientist who studies things left behind by people who lived a long time ago

artifacts: objects, found by archaeologists, that were left by people from long ago

sites: places where there is evidence of past human activity

High Impact Teaching Strategies: Collaborative Learning, Differentiated Teaching, Multiple Exposures

Lesson Plan:

1. Present the essential question and learning intentions and success criteria to students using student-friendly language. Clarify any questions that students have about the content and learning objectives
2. Have students preview the text to identify the vocabulary words in this week's publication.
3. Show the video "Archaeology Intro," from related media.
4. Show students the image "Archaeological Dig at Fort Raleigh," from related media. Ask students:
 - a. What do you notice about the image?
 - b. Why do they have the site divided?
5. Show students the remaining images from "Archaeology and Artifacts": "Illustration," "Artifacts Illustration," and "Archaeological Dig at Fort Raleigh." Ask students to share their observations students make about each image.
6. Explain to students that archaeological digs are divided into sections. These sections are then divided into smaller spaces. This is because archaeologists have to examine every inch of the site. Any dirt that is taken out is put into a wooden box with a screen on the underside. The dirt is sifted through the screen, leaving behind any small pieces of pottery, buttons, or any other artifacts. Very detailed records are kept of exactly where each object was found in each section of the grid. All of the artifacts and details about where they were found are combined and studied. The archaeologists look for patterns to help them determine what kind of site they are looking at and what life was like in that place.
7. As a class, read the article. Have students underline the artifacts that were found by archaeologists. As a class, discuss:
 - a. What did you underline in the article? **(Answers will vary.)**
 - b. Why? **(Answers will vary.)**
8. Have students work with a partner and reread the article. Have students highlight in the text how the artifact was found. Ask students:
 - a. What conclusions were made because of the findings? **(Answers will vary.)**
9. Discuss as a class what students learned about American Indians based on the archaeological findings covered in the article.

Trade and Economics in North America | Week 8

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Collaborative Learning, Metacognitive Strategies

d Economics in North America | Week 8

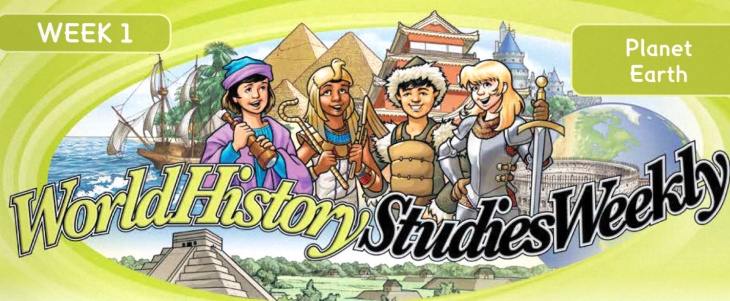
Suggested lesson guide

TEACHER EDITION

GRADE 5

WEEK 1

Planet Earth



Planet Earth

How much do you know about your home? No, not the house or apartment you live in—our planet, Earth. It's big and round, and it's where we all live. Can you name the continents and the oceans? Do you know where the coldest place on the Earth is found? Do you know the Earth's largest island? This issue will give you lots of information about your home, planet Earth!

Get in groups of six or eight and put a globe in the middle of each group. (You'll probably need to borrow some globes from other classrooms.) Look at the large bodies of water on the planet. Did you know the Pacific Ocean is the largest and deepest of all the oceans? See all those large landmasses? You probably know they are called continents. Some books say there are seven continents, with the Ural Mountains of Russia being the dividing line between Europe and Asia. Others say this is only one continent, Eurasia. Scientists say the continents are about 25 miles thick (40 kilometers). You'd need a very big shovel to dig to the other side. Did you know the landmasses on the Earth are constantly moving?

Don't worry, you don't need a seat belt. The continents are only moving about 1 to 3 inches a year.

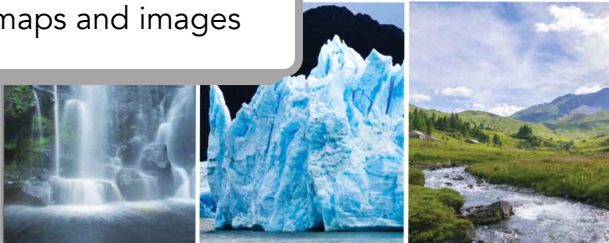
Next, find India or Italy. These countries are called peninsulas. A peninsula is land that is surrounded on three sides by water. Can you find other examples? Find the water separating the state of Alaska from Russia. This is called the Bering Strait. A strait is a narrow section of water connecting two larger bodies of water. Can you name these bodies of water? The opposite of a strait is called an isthmus. Can you find a long narrow body of land connecting two larger bodies of land? Central America is probably the most famous isthmus. It connects North and South America.

Find the European country of Switzerland. Like the states of Iowa and Kansas, Switzerland is a landlocked area. Landlocked means it doesn't touch any bodies of water. Can you find other countries of the world that are

CONTINUED ON PAGE 4



Learn geography with maps and images



Engaging informational text

Planet Earth

theory

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rologist (scientist who studies

ta called the Continental Drift Theory,

isted about 200 million years ago.

Pangaea, meaning "all Earth."

as the continents moved over time,

it Wegener called Laurasia and

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outh America, Africa, India, Australia

ched for evidence to support his

ome evidence that made him believe

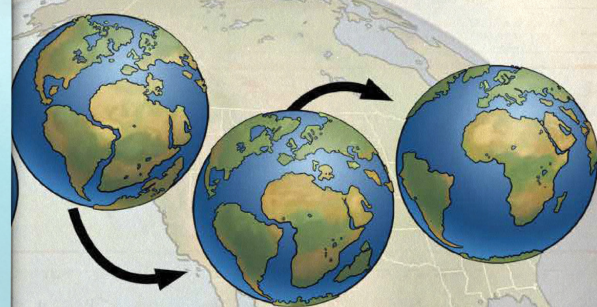
ere were many similar fossils on the

Africa. Wegener reasoned that there

was no way for those animals to cross the large Atlantic Ocean, and South America and Africa must have been joined at one time. There was lots of other evidence too. A species of earthworm was found in South America and South Africa where the two continents may have been joined. A fossil of a tree-like plant called Glossopteris was found in the areas that made up Gondwanaland. Similar coal was found in areas of North America and Europe. Fossilized tropical plants in Antarctica and glacier evidence in India suggest that these landmasses were at one time in different climate areas, closer to the equator.

Most people didn't think much of Wegener's theory. Why? They didn't believe continents could plow through water and move. There weren't instruments available yet that could detect such movement. Wegener died in 1930 on an expedition to Greenland's ice cap searching for more evidence to prove his theory. He never lived to see his theory given much credit.

But in the 1950s, Wegener's theory began to get another look. New fossil evidence continued to suggest the theory may be correct. New photographs of the ocean floor showed ridges, or



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name was Hercules.

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if he'd tell him where

the secret location.

Hercules into taking

s punishment. Atlas told

Hercules that if Hercules held the sky, he'd get

the golden apples and bring them to him. Hercules

agreed, but when Atlas returned with the apples,

Atlas said he wouldn't take back the sky. Hercules

said holding the sky was very uncomfortable and asked Atlas if he'd find something to use as a pad to cushion Hercules' shoulders. When Atlas returned with a pad, Hercules asked Atlas to take the sky for a minute as he adjusted the pad on his shoulders. The minute Atlas took the sky back, Hercules took the apples and left.

The story says Atlas eventually turned to stone. He became the Atlas Mountains in northwestern Africa. The Atlas Mountains are about 1,500 miles long and are in the countries of Algeria, Tunisia and Morocco. The highest point in the mountain range is the Toubkal peak, which is about 13,665 feet tall. It is located in Morocco.

The word for a book of maps is an atlas. The word comes from the word "to support," or from Atlas, the Titan.

Mythology

ATLAS

30 Maps

ATLAS MOUNTAINS

ATLAS MOUNTAINS

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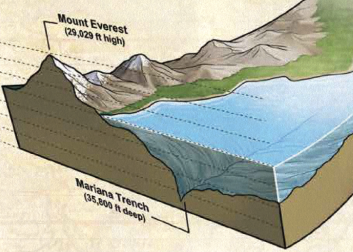
ATLAS MOUNTAINS

ATLAS MOUNTAINS

GRADE 6 STUDENT EDITION

Write on and annotate
the print publication

As you read this week's lesson, look for pronouns. Circle or highlight subjective pronouns in yellow, possessive pronouns in green and objective pronouns in blue. (CC ELA L.6.1)



chains of mountains, which was evidence that continents move. Another theory, the plate tectonic theory, later helped explain how the continents could move. Think about a soft-boiled egg. Think of the Earth's crust (the tectonic plates) as the shell. The white inside is the Earth's mantle. The plates move around on the soft mantle. The Earth's liquid core is like the yolk of the egg. New instruments detected movement and confirmed that continents do move. Some move up to a couple inches a year. Africa is moving toward Europe, pushing the Mediterranean Sea as it does. North America is moving toward Asia. Lower California is moving northwest, away from the rest of the continental United States. Hawaii is moving closer to Japan.

Planet Earth Facts

- If you like heights, then Mount Everest is for you. It is the highest mountain in the world at 29,028 feet (8,848 meters) high. In 1953, Edmund Hillary, a New Zealander, and Tenzing Norgay, a Sherpa, were first to reach the summit of Mount Everest. Since then, more than 5,000 people have attempted the climb, and 2,500 have made it. More than 200 people have died trying to get to the top.

- If you could move Mount Everest to the deepest point on Earth, you'd have to dive more than a mile underwater to see it. That's because the deepest place on our planet is the Mariana Trench in the Pacific Ocean. In 2012 filmmaker James Cameron went down into the trench, touching bottom at 35,803 feet (10,912 meters). That's almost seven miles deep.

This Week's Question

Which is better – a map or a globe?

Which do you think best represents Earth: a map or a globe? That depends on what you want to use it for. A globe more accurately represents the shape and size of the continents. A map can distort the shape and size of continents but is better for navigation. For example, look at a map and find Greenland. Now check the size of Greenland on a globe. It doesn't look nearly as big as it did on the map, does it? Greenland covers 823,000 square miles; it is the world's largest island. In comparison, Australia is about 2.6 million square miles and is a continent.

Fast Facts: The country with the largest area is Russia; it is about twice the size of the United States and is one of two countries spread across two continents, Europe and Asia. (The other transcontinental country is Turkey.) Vatican City, which is less than .2 square miles, is the world's smallest country. The entire country is inside Rome, Italy.

World Geography

The First New Map of the World

Martin Waldseemüller was a cartographer born in Germany in 1470. A cartographer is a person who makes maps. Maps help us find locations. Waldseemüller's world map from 1507 was the first map to use the term America for the continents located on the other side of the Atlantic Ocean. Waldseemüller selected the name America after explorer Amerigo Vespucci. Vespucci, who was also a cartographer, was the first to show that Christopher Columbus had not reached Asia, as Columbus himself had believed. Instead, he had discovered a continent previously unknown to the Europeans.

In later maps, Waldseemüller removed the name America and called the land Terra Incognita ("unknown land") instead. Some say he had second thoughts about naming the land after Vespucci. However, since more than 1,000 maps had already been printed, "America" stuck. Only one copy is known to exist of Waldseemüller's map that uses the name America. It was found in a castle in Germany in 1901. In 2001, the U.S. Library of Congress bought this map for its collection.

This map, called the First New Map of the World, had many firsts. It was the first map not printed in a book but as a separate document. It took 12 wood blocks to print the large map that showed the entire coastline of Africa for the first time. Waldseemüller's map was also the first to show the Pacific Ocean. This is very interesting since the map was made six years before explorer Vasco Nunez de Balboa "discovered" the ocean for Europeans and 15 years before Ferdinand Magellan's journey. Waldseemüller's map also listed the location of Zipangri (Japan). Although Marco Polo wrote about the island nation, no European had seen Japan prior to 1507.



Trades & Technology

Cartography

Have you ever looked at a map and wondered who made it? People who make maps are called cartographers, and cartography is the art and science of mapmaking. Because of its style and precision, mapmaking is both an art and a science. Cartography has evolved (changed) over time. In ancient times, people drew maps on walls. Today, we can access maps easily through a computer. Early mapmakers had little technology to help, and oftentimes maps were distorted and inaccurate (wrong). Modern mapmakers have the ability to use high-tech tools like satellites to make very accurate representations of locations on Earth.

There are many cartography companies. Look around your classroom and locate a map or two. Then try to find the name of the mapmaking company printed on the map.

Now that you know more about mapmaking, the next time you or your parents use a map to go somewhere, you can thank those hard working cartographers for helping you get to where you need to go!



If you'd like to make any editorial comments about our paper, please write to us at support@studiestheweekly.com.

Latitude and Longitude

Mapping & Charting

Latitude were locations
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Writing activities

Look at the map of the world and determine which continent or body of water would you be if you were at these coordinates?

A. 45° N Latitude, 90° W Longitude

C. 0° Latitude, 30° E Longitude
D. 15° S Latitude, 90° E Longitude
E. 30° N Latitude, 30° W Longitude
F. 75° N Latitude, 45° W Longitude

Let's Write

Want to do something pretty cool? You can go to Greenwich, England, and stand on two hemispheres at the same time. At the Old Royal Observatory at Greenwich, you can see the prime meridian. You can straddle the line and stand on both the Eastern and Western hemispheres at the same time. You can also stand in two different hemispheres (Northern and Southern) in Quito, Ecuador. The equator runs through what is called *Medio del Mundo* (middle of the world). Imagine you are in one of these places. Write a postcard to someone explaining where you are and how it feels to be standing on two hemispheres.

Planet Earth

CONTINUED FROM PAGE 1

landlocked?

On a world map Greenland looks pretty big. Why is it the world's largest island and not a continent? Did you know the world's longest river is the Nile River? Can you locate the country where you find that river? Do you know that the world's largest desert is called the Sahara? Can you find the continent where the Sahara Desert is located?

Planet Earth is a beautiful and exciting place—shared by about 7 billion people. It's our home, and it's time to learn more about it.

Vocabulary found in the unit

World History Studies Weekly Teacher Supplement Week 2 – Earth

KEY VOCABULARY

culture contact: when different cultural groups meet and exchange ideas

global interdependence: the theory that the countries of the world depend on one another in many ways, such as for trade or for protection

indigenous peoples: groups of people who inhabit a particular region or country and share a common culture; natives of a region, such as the Yanomami tribe of the Amazon rain forest or the Ka-Kaune or Padaung of Myanmar and Thailand

QUESTIONS OF THE WEEK

1. Many more important scientists are sociologists, anthropologists, or geographers. Do you agree or least prefer to be? Give reasons.
2. Why are Margaret Mead and Bronislaw Malinowski important to people?
3. Explain the difference between culture and civilization.

Answers

1. Archaeologists study artifacts from ancient cultures; sociologists study how people live together; anthropologists study customs of a group of people; political scientists study the government of a culture; historians study the written records of a culture. Answers will vary.
2. They help people compare and understand other cultures, see similarities, and in her words, "better understand themselves."
3. Culture is a group of people who share customs, and customs are the things that a group of people do. Examples will vary, but customs could include language, traditions, music, food, dress and lifestyle.

NOTEWORTHY BOOKS

1. "The Usborne Book of Peoples of the World: Internet Linked" by Catherine Johnson
2. "Margaret Mead: Pioneer of Social Anthropology" by John Bankston
3. "Global Art: Activities, Projects, and Inventions from Around the World" by J. Bradley Cruxton
4. "Discovering the Amazon Rainforest" by J. Bradley Cruxton

WEBSITES OF INTEREST

1. National Geographic is a natural for facts, photos and videos of many places. <http://kids.nationalgeographic.com/Places/>
2. The website "Sights and Cultures Around the World," <http://www.sightsandcultures.com/> has photos, music and descriptions of 18 different countries to explore. Wonders of the Ancient World and UNESCO's World Heritage List.
3. Explore holiday customs around the world during November and December. http://www.worldbook.com/wb/Students?content_spotlight/holiday

Weekly discussion questions

World History Studies Weekly Teacher Supplement Week 1 – Planet Earth

KEY VOCABULARY

theory: an assumption or hypothesis that explains scientific observations

plate tectonics: the theory that the outer shell of the Earth is made up of thin, rigid plates that move, sometimes as much as 1-3 inches per year

Pangaea: the name given to the single supercontinent of the Earth's land masses by Alfred Wegener in his Continental Drift theory

QUESTIONS OF THE WEEK

1. Many different scientists were mentioned in this week's newspaper. Define geologist, geographer, meteorologist and cartographer. How might the studies of one be useful to the others?
2. Summarize the Greek myth of Atlas and retell it in your own words as a dramatic storyteller.
3. Besides "Around the World in 80 Days," what other books or movies have you read or seen which depend on a particular area of Earth for their settings?

Answers

1. A geologist studies the structure of the Earth and other planets, especially rocks, minerals and soil; a geographer uses maps and other tools to study the physical features of the Earth's surface, including its climate and the distribution of plant, animal and human life; a meteorologist studies the Earth's atmosphere, especially its climate and weather; a cartographer makes maps.
2. Answers will vary.
3. Answers will vary.

NOTEWORTHY BOOKS

1. "Children's World Atlas" by DK Publishing. Travel around the world through the maps and pictures in this book.
2. "Graphing Planet Earth" by Elizabeth Miles. This book presents math activities that use real world data for ages 8-12.

WEBSITES OF INTEREST

1. The revolutionary technology at <http://earth.google.com/> lets you start in outer space and zoom in on your town, your neighborhood, your school and your house. It's free, and it's the best way to get a feel for where on Earth you are.
2. See remarkable video clips of Planet Earth from the Discovery Channel series at <http://dsc.discovery.com/convergence/planet-earth/planet-earth.html>. There is also an interactive game where students become film makers for new episodes of the series. [Note: there are advertisements on this site.]
3. First read about the mission of Blue Marble, NASA's Earth Observing System and then view the way the seasonal changes of the Earth appear over a year in the monthly global images at <http://earthobservatory.nasa.gov/Features/BlueMarble/>.
4. Explore the Mariana Trench with James Cameron: <http://deepseachallenge.com/>. This site has links for animations of how Pangaea drifted: <http://etc.lrhdsd.org/archives/pangaea.shtml>

GRADE 6 TEACHER EDITION

Weekly activities

World History Studies Weekly Teacher Supplement

PRIMARY SOURCES

These photos are from excavations at Catalhoyuk. This one is a burial of two siblings: <http://chnm.gmu.edu/cyh/primary-sources/214>

In this photo of an infant burial you can see the remains of bracelets around the baby's ankles: <http://chnm.gmu.edu/cyh/primary-sources/213>

Cave painting: <http://commons.wikimedia.org/wiki/>

They were created by a young child: <http://chnm.gmu.edu/cyh/>

ART AND CAVE PAINTINGS

As like in prehistoric times if there were no written records? People all over the world left "picture books" of their lives in their

art in the jpeg photos at the Wikipedia website http://en.wikipedia.org/wiki/File:Lascaux_Cave_Paintings.jpg as to the caves of Lascaux and Altamira as well as cave paintings in our country. Our own country also has a rich heritage of prehistoric art. Visit the website for North American art, <http://www.bradshawfoundation.com/> and see what anthropologists think they symbolized.

Select some large, flat stones and brush or wash them clean of dirt. Draw pictures that are significant in your life, ones that you would want to leave behind. Outline the figures and symbols with charcoal pencil and then color them. Different paints work better on different surfaces. Set up a classroom gallery.

Lesson helps

amas

by Erin Fry. Samples of the "Code" for next year in Greece and Rome. Book

World History Studies Weekly Teacher Supplement Week 3 – Earliest Humans

KEY VOCABULARY

prehistory, prehistoric: the period in time before history was first recorded in writing

nomads, nomadic: a group of people who move their homes from place to place to search for food, water or pasture for livestock, often with the seasons

excavate: to dig for artifacts by carefully removing soil and taking notes about findings for study by archaeologists

QUESTIONS OF THE WEEK

1. Make a timeline of the prehistoric periods (Paleolithic, Mesolithic and Neolithic Ages) showing the important events in each period.
2. Compare the hunter-gatherer lifestyle to the farming lifestyle. Which would you prefer? Why?
3. Summarize the things that scientists learned from the discovery of "Otzi, the Iceman." How long ago do they estimate that he lived? Why was the iceman such an important discovery?

Answers

1. Paleolithic: hunter-gatherer lifestyles; Mesolithic: still hunters and gatherers, but began using bows and arrows, nets and spears; Neolithic: domesticated animals, began farming, had improved weapons.
2. Hunter-gatherer cultures were nomadic and all their time was spent finding food; farming gave cultures the opportunity to develop communities that settled in one place, better clothing, weapons, tools, pottery and other arts and crafts. Opinions will vary.
3. People in his culture wore fur hats and grass cloaks, leather jackets and shoes stuffed with straw, had bows and arrows for hunting and perhaps weapons and used grains of wheat either for food or for planting. They ate crackers, plants, red deer meat and sloes. They had many tattoos which might have been a type of medical treatment. Scientists estimate he lived 5,300 years ago. Opinions will vary.

NOTEWORTHY BOOKS

1. "Prehistoric Peoples: Discover the Long-ago World of the First Humans" by Philip Brooks
2. "The Boy of the Painted Cave" by Justin Denzel (fiction)
3. "The Leakeys: Uncovering the Origins of Humankind" by Margaret Poynter
4. "Painters of The Caves" by Patricia Lauber
5. "The Early Human World" by Peter Robertshaw and Jill Rubalcaba

WEBSITES OF INTEREST

1. For an overview of prehistoric peoples and life, go to <http://www.historylink101.com/prehistory.htm>. This website has links on the iceman, the town of Catalhoyuk and prehistoric maps. There's also an Ice Age Art Gallery.
2. The Cave of Lascaux, <http://www.lascaux.culture.fr/#/en/00.xml>, is a fascinating website sponsored by the French government which includes a virtual tour of the cave and its famous paintings.



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