

CORRELATION OF

DoDEA SOCIAL STUDIES STANDARDS

AND

ADVENTURES IN TIME AND PLACE
Grade 4

McGRAW-HILL
SCHOOL DIVISION

Grade Four

Regions

SS1—Citizenship

- Explain citizens' rights and responsibilities in given regions, states, counties, and cities.
- Participate as a responsible and involved citizen.
- Explain ways to strengthen the common good that include a range of options for citizen actions.

GRADE FOUR

Chapter 2, Lesson 2: pp. 46-50

Compare the three branches of the U. S. government.

Describe the rights and responsibilities of United States citizens under the Constitution.

Activities:

- p. 50: Meeting Individual Needs (Language Arts)—Write letters to lawmakers about a passing a law. Interview parents and adults about taxes. Research local government issues compared to national government.

Chapter 2, Citizenship: Making a Difference, p. 51

Evaluate how individual persistence can help solve a community problem.

Activities:

- p. 51: Citizenship (Language Arts)—Write letters, lobby, write petitions to get a community problem addressed.

Chapter 7, Citizenship: pp. 225

Explore how community involvement can help restore the environment.

Activities:

- p. 225: Citizenship (Language Arts/Math/Art)—Choose a restoration project to benefit the community. Make a proposal and budget. Create fundraising projects and design posters to help implement the project.

Chapter 10, Citizenship: p. 333

Explore how people can work together to aid the cause of peace.

Activities:

- p. 333: Citizenship (Language Arts)—Debate the pros and cons of keeping traditions and customs alive in today's world.

Chapter 12, Citizenship: p. 393

Explain the importance of voting.

Activities:

- p. 393: Citizenship (Language Arts/Drama)—Role-play class elections with speeches, mock debates, and voting.

SS2—Culture

- Describe cultural characteristics to include customs, arts and traditions.
- Explain the value of cultural diversity within and across groups.

GRADE FOUR

Chapter 2, Lesson 1: pp. 38-43

Define *culture* and *custom*.

Discuss the growth of U.S. population through immigration and slavery.

Explain the importance of separate and shared heritages in the United States.

Activities:

- p. 42: Curriculum Connection (Language Arts)—Research and interview to learn more of the lives of immigrants.
- p. 43: Meeting Individual Needs (Language Arts)—Write generalizations for headings in the lesson. Research common “American” pastimes to their original culture. Illustrate and display on the bulletin board.

Chapter 4, Lesson 1: pp. 104-107

Describe the culture of the Cherokee.

Explain how and why Sequoyah developed a written language for his people.

Understand how forced resettlement affects a people and its culture.

Activities:

- p. 106: Curriculum Connection (Language Arts)—Write diary entries from the point of view of a Cherokee child forced to move.
- p. 107: Meeting Individual Needs (Language Arts)—Write poems or lyrics to songs commemorating the Trail of Tears. Write letters as Cherokee students giving information about their life and history. Create symbols for syllabary of the English language.

Chapter 4, Lesson 4: pp. 126-131

Explain how African Americans were denied civil rights after the Civil War.

Identify Martin Luther King, Jr.'s contributions to the civil rights movement.

Describe how the Southeast has changed since the death of King.

Activities:

- p. 130: Curriculum Connection (Physical Ed.)—Research a Summer Olympics for facts and figures.
- p. 131: Meeting Individual Needs (Art)—Draw a mural of the civil rights movement. Identify 3 major industries of the Southeast.

Chapter 4, Global Connections: pp. 132-135

Compare British colonialism in India and in America.

Trace the development and influence of Gandhi's ideas about non-violence.

Evaluate the difficulties posed by ethnic conflicts.

Activities:

- p. 134: Curriculum Connection (Current Events)—Research India today.

- p. 135: Meeting Individual Needs (Current Events/Language Arts)—Write headlines for the major events in this lesson. Prepare an imaginary interview with an Indian citizen before independence from British rule.

Chapter 6, Lesson 1: pp. 176-179

Identify Northeastern Indian groups.

Explain how the Iroquois traditionally used the resources of the Northeast.

Analyze the structure of the Iroquois Confederacy.

Activities:

- p. 177: Curriculum Connection (Math/Art)—Solve problems about the size of an Iroquois longhouse with different amounts of family members. Draw dioramas of traditional Iroquois villages.
- p. 179: Meeting Individual Needs (Art/Language Arts)—Create a diagram illustrating the political structure of the Iroquois Confederacy. Express the thoughts of the Iroquois and the encroachment of the English on their land and the efforts to form the Iroquois Confederacy. Write dramatizations of the efforts to form the Iroquois Confederacy.

Chapter 6, Lesson 3: pp. 192-197

Describe the life of immigrants to New York between 1890 and 1914.

Activities:

- p. 195: Citizenship (Language Arts)—Learn about the jobs available to immigrants today and recent laws to improve working conditions. Compare and contrast with immigrants in the past and present.
- p. 197: Meeting Individual Needs (Language Arts/Drama)—Write fictional accounts of immigrants in New York in 1910. Research various facts about immigrants' countries. Produce skits showing an immigrant family's arrival to Ellis Island.

Chapter 8, Lesson 2: pp. 254-259

Explore how Spanish horses changed the Lakota way of life.

Describe the Lakota way of life.

Analyze the conflict between the Lakota and the new settlers.

Activities:

- p. 256: Curriculum Connection (Science)—List ways the Lakota adapted to their environment.
- p. 259: Meeting Individual Needs (Language Arts)—Make flash cards of facts learned. Write paragraphs comparing Lakota lives before and after reservations. Compare different methods of buffalo hunting.

Chapter 10, Lesson 1: pp. 306-313

Identify past and present Native American groups of the Southwest.

Explore the history of the Navajo in the Southwest.

Describe Navajo life today.

Activities:

- p. 310: Curriculum Connection (Art)—Create drawings based on Navajo rug designs.
- p. 311: Curriculum Connection (Language Arts)—Write diary entries from the point of view of an Indian group.
- p. 313: Meeting Individual Needs (Art/Language Arts)—Draw and label Navajo hogans. Prepare a newspaper about life on the reservation. Write a short story from the point of view of a 10-year-old living on the Navajo reservation.

Chapter 10, Lesson 2: pp. 314-317

Explain why the Spanish came to the Southwest.

Describe the Spanish influence in the colonial Southwest.

Activities:

- p. 316: Curriculum Connection (Language Arts)—Look up words in the dictionary to explain their origins.
- p. 317: Meeting Individual Needs (Language Arts)—List and illustrate words of Spanish origin. Write a letter describing living and working conditions at different missions. Write biographical sketches.

- Identify the influence of immigration and migration.

GRADE FOUR**Chapter 2, Lesson 1: pp. 38-43**

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Chapter 4, Global Connections: pp. 132-135

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Chapter 6, Lesson 3: pp. 192-197

Describe the life of immigrants to New York between 1890 and 1914.

Trace the impact of the Industrial Revolution on the employment of immigrants.

Compare the life of an immigrant today to that of an immigrant from the past.

Activities:

- p. 195: Citizenship (Language Arts)—Learn about the jobs available to immigrants today and recent laws to improve working conditions. Compare and contrast with immigrants in the past and present.
- p. 197: Meeting Individual Needs (Language Arts/Drama)—Write fictional accounts of immigrants in New York in 1910. Research various facts about immigrants' countries. Produce skits showing an immigrant family's arrival to Ellis Island.

Chapter 6, Lesson 4: pp. 200-203

Trace the shift from rural to urban and the emergence of the megalopolis.

Analyze why people move to suburbs.

Activities:

- p. 202: Citizenship (Math)—Use an almanac to find population statistics. Compare two sets of statistics.
- p. 203: Meeting Individual Needs (Language Arts)—List the pros and cons of living in a city, suburb, and a rural area. Poll the class's preferences. Write a skit about a family thinking of moving from the suburbs to the city. Research a large city to find the city's past and present population, major industries, and cultural attractions.

Chapter 8, Lesson 1: pp. 246-251

Explain why pioneers headed west.

Describe the routes and modes of transportation used by pioneers.

Investigate life in newly settled land.

Activities:

- p. 248: Curriculum Connection (Art)—Draw a diagram for a bulletin board of a Conestoga wagon with descriptions of each part's use. (Music)—Sing and explain what folk songs such as "Oh, Susannah" tell us about life on the western frontier.
- p. 251: Meeting Individual Needs (Art/Language Arts)—Make government posters advertising new opportunities for settlers west of the Appalachians. Write journals from the point of view of a pioneer heading west in the 1800's. Write character sketches of the young Abraham Lincoln.

Chapter 12, Lesson 1: pp. 372-375

Describe the geography and resources of Hawaii.

Interpret the history of human settlement in Hawaii.

- p. 374: Curriculum Connection (Language Arts)—Make illustrated posters of Hawaiian words.
- p. 375: Meeting Individual Needs (Language Arts)—Write biographical sketches of Hawaiian leaders. Debate for and against the induction of Hawaii as a state of the Union. Research one of four Native American groups to compare with the history of Hawaiian groups.

SS3—Time, Continuity, and Change

- Trace factors influencing population movement.
- Explain the developmental stages of a region.
- Identify political, religious, and economic factors that influence the settlement of specific geographical locations.

GRADE FOUR

Chapter 2, Lesson 4: pp. 60-63

Analyze geographic and historical features that make regions distinct.

Activities:

- p. 62: Curriculum Connection (Language Arts)—Write brief biographies of regional writers such as Mark Twain.
- p. 63: Meeting Individual Needs (Art/Language Arts)—Draw large-scale depictions of features of regions. Create pamphlets of regions of the United States for visitors from other countries. Design flow diagrams summarizing the subject matter that geographers study.

Chapter 3, Lesson 1: pp. 74-79

Analyze why cities are located by rivers.

Explain the role of rivers in the development of the United States.

Analyze why cities are located by rivers.

Activities:

- p. 76: Curriculum Connection (Language Arts)—Make up metaphors and similes to vividly describe geographical features in the community or region.
- p. 77: Citizenship (Debate)—Debate how wetlands should be used.
- p. 79: Meeting Individual Needs (Language Arts)—Draw a large mural showing the Mississippi and its main tributaries. Write a short story describing a journey on a raft down the Mississippi.

Chapter 3, Lesson 2: pp. 82-85

Explain which factors make agriculture profitable.

Describe the effect of climate on the economy and ways of life in the Southeast.

Activities:

- p. 84: Curriculum Connection (Health)—Research the nutrient values of the cash crops from this lesson.
- p. 85: Meeting Individual Needs (Art/Language Arts/Math)—Draw pictures of scenes that show how climate affects life in the Southeast. Write letters as tourists on vacation in the Southeast. Research the annual production of cash crops.

Chapter 5, Lesson 1: pp. 146-151

Compare the major landforms of the Northeast and the Southeast.
Describe how the Northeast's geography influences the region's economy.

Activities:

- p. 149: Field Trip (Science)—Visit a science museum or local factory.
- p. 151: Meeting Individual Needs (Language Arts/Art)—Create illustrated displays showing the ways people benefit from the geography of the Northeast. Write short stories based on hikes along sections of the Appalachian Trail. Report on aspects of the Industrial Revolution in the Northeast.

Chapter 5, Lesson 2: pp. 152-155

Explain differences in climate due to the tilt of the Earth.

Activities:

- p. 153: Curriculum Connection (Reading)—Read and write poems inspired by the beauty of autumn.
- p. 154: Curriculum Connection (Science)—Prepare reports on the effects of acid rain.
- p. 154: Meeting Individual Needs (Language Arts/Science)—Create travel brochures to attract tourists to leaf tours. Prepare charts that illustrate various leaves. Research the effect of the Earth's tilt on seasons and climate.

Chapter 5, Lesson 3: pp. 160-165

Compare the various methods of fishing used over time in the Northeast.
Explain the challenge of pollution and overfishing to the fishing industry.
Describe the growth of aquaculture.

Activities:

- p. 165: Meeting Individual Needs (Language Arts/Art/Drama)—Create an illustrated display of fishing methods in Chesapeake Bay. Interview people involved with fish and fishing. Create skits about early whaling ways.

Chapter 6, Lesson 4: pp. 200-203

Analyze why people move to suburbs.

Activities:

- p. 203: Meeting Individual Needs (Drama/Language Arts)—Make lists of the advantages and disadvantages of living in a city, suburb, and a rural area. Take a poll of class preferences. Write a skit about a family thinking of moving from the suburbs to the city. Research a large city to find the city's past and present population, major industries, and cultural attractions.

Chapter 7, Lesson 2: pp. 228-231

Explain the factors that affect the climate of the Middle West.

Analyze the effects of the Midwest's climate on the area's farms and people.

Activities:

- p. 231: Meeting Individual Needs (Language Arts)—Write fictional accounts of experiences with a tornado or drought. Create diagrams that demonstrate the lake effect (T. Ed. p. 229). Find paintings, photos or songs that portray some aspect of climate of the Middle West.

Chapter 8, Lesson 4: pp. 266-269

Analyze the impact of agribusiness on family farms and settlement patterns.

Activities:

- p. 267: Curriculum Connection (Health)—Identify various food products made in the Middle West and their places on the food pyramid.
- p. 269: Meeting Individual Needs (Language Arts)—Write facts found in the encyclopedia about new developments in agriculture. Draw an illustrated flow chart depicting the stages a seed goes through to reach a place on a dining table. Write a list of steps a farmer goes through in producing a typical crop.

Chapter 9, Lesson 1: pp. 280-285

Define erosion and explain its effect on the geography of the Southwest.

Explore the effect of tourism on the environment of the Grand Canyon.

Activities:

- p. 281: Curriculum Connection (Science)—Report on how geologists study the Grand Canyon to gain clues about the stages of Earth's formation. Illustrate and label the canyons walls and layers of rock.
- p. 285: Meeting Individual Needs (Language Arts/Art/Science)—Draw and label scenes of visits to the Grand Canyon. Write letters to the editor asking for rules to limit pollution in the Grand Canyon. Write comparisons of major environments in the Southwest.

Chapter 10, Lesson 2: pp. 314-317

Analyze the impact of the introduction of cattle on the Southwest.

Activities:

- p. 316: Curriculum Connection (Language Arts)—Look up words in the dictionary to explain their origins.
- p. 317: Meeting Individual Needs (Language Arts)—List and illustrate words of Spanish origin. Write a letter describing living and working conditions at different missions. Write biographical sketches.

Chapter 11, Lesson 2: pp. 352-355

Describe the climate of the West.

Explore the effects of climate on the environment at different elevations.

Define and describe the rain shadow.

Activities:

- p. 355: Meeting Individual Needs (Language Arts/Science)—Contrast the different climates found within the West. Write short stories about a hike in Rocky Mountain National Park. Draw diagrams showing the rain shadow effect and the effect of elevation on temperature.

Chapter 11, Lesson 3: pp. 356-361

Examine the resources and economy of the West.

Explore logging methods and their effects on the environment.

Activities:

- p. 357: Curriculum Connection (Science/Math)—Compute problems with the knowledge that a tree grows one year for every two bands.
- p. 361: Meeting Individual Needs (Language Arts/Science)—Create labeled drawings of 5 natural resources found in the West. Write facts about trees. Report on the history and science of forestry in the United States.

Chapter 12, Lesson 2: pp. 378-385

Analyze the impact of gold mining on the growth of the West.

Activities:

- p. 380: Curriculum Connection (Language Arts)—Write autobiographical accounts of the lives of Forty-Niners during the Gold Rush. (Math)—Solve problems about how much money was found during the Gold Rush.
- p. 381: Curriculum Connection (Music)—Listen to songs sung during the era of the Gold Rush. Write mining songs.
- p. 382: Curriculum Connection (Art)—Paint murals of typical boomtowns during the Gold Rush. Paint murals of ghost towns.
- p. 385: Meeting Individual Needs (Language Arts)—Write descriptions of the methods miners used to search for gold. Write poems about the construction on the transcontinental railroad. Write short essays speculating how the West might be different today if gold had not been found.

SS4—Space and Place

- Use a variety of geographical tools to gather and interpret data and draw conclusions about physical patterns.

GRADE FOUR

Map and Globe Skills: G5-G11, 6, 12, 19, 21, 31, 35, 36, 61, 72, 75, 78, 83, 89, 97, 103, 105, 110, 120, 124, 133, 144, 150, 154, 156, 157, 158, 159, 169, 173, 175, 177, 186, 201, 207, 218, 222, 227, 233, 239, 243, 245, 247, 255, 278, 282, 284, 288, 301, 307, 309, 322, 342, 348, 351, 353, 355, 358, 365, 369, 371, 373, 380, 399, 400, 411, R3, R4, R6, R7, R10, R12, R14, R15, R16, R17

Graphs, Charts, and Diagrams: 25, 33, 35, 41, 48, 65, 84, 89, 101, 137, 148, 173, 198, 199, 211, 229, 243, 256, 262, 268, 271, 294, 302, 305, 329, 335, 354, 359, 369, 384, 392, 403, 409, 412, 415, R18

Time Lines: 102, 104, 108, 116, 117, 118, 126, 136, 174, 176, 182, 192, 200, 210, 244, 246, 254, 260, 270, 306, 308, 314, 320, 328, 334, 370, 372, 378, 388, 394, 402, 416

Chapter 6, Thinking Skills: pp. 190-191

Distinguish conclusions from facts.

Explain how to make conclusions.

Activities:

p. 190: Curriculum Connection (Math)—Create word problems.

Chapter 9, Thinking Skills: pp. 298-299

Explain how identify facts and opinions.

Activities:

p. 298: Curriculum Connection (Language Arts)—Write ads to persuade tourists to visit the Southwest.

Chapter 12, Thinking Skills: pp. 376-377

Define *generalization*.

Explain how to make a generalization.

Activities:

p. 376: Curriculum Connection (Reading)—Make generalizations after reading fairy tales and discussing morals.

- Use the geographic concepts of location, places, human-environment interaction, movement, and region.
- Explain how historical events have been influenced by geographic factors.
- Identify demographic factors as they relate to geography, economics, shelter, the environment, jobs, and health.

GRADE FOUR

Map and Globe Skills: G5-G11, 6, 12, 19, 21, 31, 35, 36, 61, 72, 75, 78, 83, 89, 97, 103, 105, 110, 120, 124, 133, 144, 150, 154, 156, 157, 158, 159, 169, 173, 175, 177, 186, 201, 207, 218, 222, 227, 233, 239, 243, 245, 247, 255, 278, 282, 284, 288, 301, 307, 309, 322, 342, 348, 351, 353, 355, 358, 365, 369, 371, 373, 380, 399, 400, 411, R3, R4, R6, R7, R10, R12, R14, R15, R16, R17

Chapter 1, Lesson 1: pp. 8-15

Define and identify landforms.

Describe major landforms of the U.S.

Introduce the idea of *environment*.

Activities:

- p. 9: Curriculum Connection (Science)—Draw diagrams that illustrate the forces responsible for the formation of various landforms.
- p. 10: Curriculum Connection (Reading)—Read journals of pioneers. Prepare scripts for plays based on the readings.
- p. 10: Citizenship (Language Arts)—Prepare Welcome Wagon brochures for newcomers to the neighborhood.

- p. 12: Expanding the Infographic (Research and Writing)—Write fictional accounts of a journey across the United States. Write about different landforms encountered. Draw illustrated maps of the United States.
- p. 13: Curriculum Connection (Math)—Play a math game using distances and time zone information.
- p. 15: Meeting Individual Needs (Art/Language Arts)—Draw pictures of landforms including the animals and plants found in the environment. Make index cards with a major landform, its definition, and major features. Write short stories of aliens landing in a desert using research to add details.

Chapter 1, Geography Skills: pp. 18-19

Read and interpret an elevation map.

Activities:

- p. 19: Meeting Individual Needs (Language Arts)—Summarize how an elevation map is used to tell the direction in which a river flows. Create a chart to show five different rivers shown on the elevation map. Research methods used to create elevation maps.

Chapter 1, Lesson 2: pp. 20-23

Compare climate and weather.

Describe the wide variety of climates found in the United States.

Explain three things that affect weather.

Activities:

- p. 21: Curriculum Connection (Science)—Conduct an experiment involving the collection of precipitation.
- p. 22: Curriculum Connection (Science)—Measure differences in temperature of air over a tub of water and ice.
- p. 23: Meeting Individual Needs (Science/Language Arts)—Write a weather report. Present written and visual information of three factors that affect climate. Research the science of meteorology.

Chapter 1, Lesson 3: pp. 24-29

Define natural resources.

Analyze the importance of conservation.

Identify major renewable, nonrenewable, and human resources.

Activities:

- p. 25: Citizenship (Science/Math)—Plan a recycling project. Conduct a cost-benefit analysis, design posters.
- p. 26: Citizenship (Science)—Complete a chart about the importance of conserving renewable resources.
- p. 27: Curriculum Connection (Science)—Create a chart of renewable and nonrenewable resources.
- p. 28: Field Trip (Science)—Visit an energy or utilities plant to learn about saving energy. Draw a flow chart showing resources being used or renewed. Question adults to compare past and present attitudes towards energy conservation.

- p. 29: Meeting Individual Needs (Science/Language Arts)—Brainstorm natural resources. Play a game asking students to choose each resource as renewable or nonrenewable. Draw a diagram of a block in a commercial district. Apply labels to identify various natural and human resources. Write a science fiction story about a world with only nonrenewable resources.

Chapter 1, Global Connections: pp. 30-33

Describe Canada's size.

Identify shared landforms and bodies of water between Canada and the U.S.

Compare and contrast the geography and climate of Canada and the U.S.

Activities:

- p. 30: Citizenship (Geography)—Use drawings and captions to report on the building of the St. Lawrence Seaway.
- p. 33: Meeting Individual Needs (Geography)—Write captions to pictures that show Canada's geography or climate. Report on Canada's natural features, landforms, and climate. Interview a Canadian or someone who has visited Canada.

Chapter 2, Lesson 4: pp. 60-63

Analyze geographic and historical features that make regions distinct.

Activities:

- p. 62: Curriculum Connection (Language Arts)—Write brief biographies of regional writers such as Mark Twain.
- p. 63: Meeting Individual Needs (Art/Language Arts)—Draw large-scale depictions of features of regions. Create pamphlets of regions of the United States for visitors from other countries. Design flow diagrams summarizing the subject matter that geographers study.

Chapter 3, Lesson 1: pp. 74-79

Analyze why cities are located by rivers.

Activities:

- p. 76: Curriculum Connection (Language Arts)—Make up metaphors and similes to vividly describe geographical features in the community or region.
- p. 77: Citizenship (Debate)—Debate how wetlands should be used.
- p. 79: Meeting Individual Needs (Language Arts)—Draw a large mural showing the Mississippi and its main tributaries. Write a short story describing a journey on a raft down the Mississippi.

Chapter 3, Lesson 2: pp. 82-85

Explain which factors make agriculture profitable.

Describe the effect of climate on the economy and ways of life in the Southeast.

Activities:

- p. 84: Curriculum Connection (Health)—Research the nutrient values of the cash crops from this lesson.
- p. 85: Meeting Individual Needs (Art/Language Arts/Math)—Draw pictures of scenes that show how climate affects life in the Southeast. Write letters as tourists on vacation in the Southeast. Research the annual production of cash crops.

Chapter 5, Lesson 1: pp. 146-151

Compare the major landforms of the Northeast and the Southeast.

Activities:

- p. 149: Field Trip (Science)—Visit a science museum or local factory.
- p. 151: Meeting Individual Needs (Language Arts/Art)—Create illustrated displays showing the ways people benefit from the geography of the Northeast. Write short stories based on hikes along sections of the Appalachian Trail. Research aspects of the Industrial Revolution.

Chapter 5, Lesson 2: pp. 152-155

Explain differences in climate due to the tilt of the Earth.

Activities:

- p. 153: Curriculum Connection (Reading)—Read and write poems inspired by the beauty of autumn.
- p. 154: Curriculum Connection (Science)—Prepare reports on the effects of acid rain.
- p. 154: Meeting Individual Needs (Language Arts/Science)—Create travel brochures to attract tourists to leaf tours. Prepare charts that illustrate various leaves. Research the effect of the Earth’s tilt on seasons and climate.

Chapter 5, Global Connections: pp. 168-171

Describe Switzerland's geography.

Analyze the effect of Switzerland's geography on its economy, culture, transportation routes, and tourism.

Activities:

- p. 170: Curriculum Connection (Physical Education)—Research alpine skiing, three major alpine events.
- p. 171: Meeting Individual Needs (Geography)—Draw and label products made in Switzerland. Draw the mountains of the Alps including the timberline, tunnels, climate, vegetation, and activities. Create an almanac about Switzerland.

Chapter 5, Geography Skills: pp. 156-159

Explain latitude and longitude and find places on a map using these concepts.

Activities:

- p. 158: Curriculum Connection (Math)—Estimate lines of latitude for the Tropics of Cancer and Capricorn.
- p. 159: Meeting Individual Needs (Math)—Provide the state “address” in latitude and longitude. Take turns providing a place’s location in latitude and longitude with a partner naming the place specified.

Chapter 6, Lesson 4: pp. 200-203

Analyze why people move to suburbs.

Activities:

- p. 202: Citizenship (Math)—Use an almanac to find population statistics. Compare two sets of statistics.
- p. 203: Meeting Individual Needs (Language Arts)—List the pros and

cons of living in a city, suburb, and arural area. Poll the class's preferences. Write a skit about a family thinking of moving from the suburbs to the city. Research a large city to find the city's past and present population, major industries, and cultural attractions.

Chapter 7, Lesson 1: pp. 220-224

Describe the Middle West's geography.

Activities:

- p. 223: Curriculum Connection (Math)—Compile statistics from an almanac about the major crops in the Middle West by state. Create charts, tables, and graphs to present the information.
- p. 224: Meeting Individual Needs (Math)—Draw the Central Plains as it existed 150 years ago and today. Write captions, noting contrasting features. Create an illustrated map of the Middle West showing major features of the landscape and agricultural activities. Write vivid descriptions about the Central Plains.

Chapter 7, Lesson 2: pp. 228-231

Analyze the effects of the Midwest's climate on the area's farms and people.

Activities:

- p. 231: Meeting Individual Needs (Language Arts)—Write fictional accounts of experiences with a tornado or drought. Create diagrams that demonstrate the lake effect (T. Ed. p. 229). Find paintings, photos or songs that portray some aspect of climate of the Middle West.

Chapter 7, Global Connections: pp. 238-241

Compare and contrast Poland's geography and agriculture with those of the Middle West.

Activities:

- p. 240: Field Trip—Visit a supermarket to find food products from other countries or regions of the United States.
- p. 240: Curriculum Connection (Math)—Solve problems about the size of a Polish farm compared to a football field and the number of farmers in the United States compared to the number in Poland.
- p. 241: Meeting Individual Needs (Math/Language Arts)—Create an illustrated chart showing the natural features and landforms, crops and farming of Poland and the Middle West. Check an almanac to learn more about Poland's history, founding government and current government.

Chapter 8, Lesson 4: pp. 266-269

Analyze the impact of agribusiness on family farms and settlement patterns.

Activities:

- p. 267: Curriculum Connection (Health)—Identify various food products made in the Middle West and their place on the food pyramid.
- p. 269: Meeting Individual Needs (Language Arts)—Write facts from the section on new developments in agriculture. Draw illustrated flow charts showing the stages of a seed. Write up a list of steps a farmer goes through in producing a typical crop.

Chapter 10, Lesson 2: pp. 314-317

Analyze the impact of the introduction of cattle on the Southwest.

Activities:

- p. 316: Curriculum Connection (Language Arts)—Look up words in the dictionary to explain their origins.
- p. 317: Meeting Individual Needs (Language Arts)—List and illustrate words of Spanish origin. Write a letter describing living and working conditions at different missions. Write biographical sketches.

Chapter 9, Lesson 1: pp. 280-285

Define erosion and explain its effect on the geography of the Southwest.

Explore the effect of tourism on the environment of the Grand Canyon.

Activities:

- p. 281: Curriculum Connection (Science)—Report on how geologists study the Grand Canyon to gain clues about the stages of Earth’s formation. Illustrate and label the canyons walls and layers of rock.
- p. 285: Meeting Individual Needs (Language Arts/Art/Science)—Draw and label scenes of visits to the Grand Canyon. Write letters to the editor asking for rules to limit pollution in the Grand Canyon. Write comparisons of major environments in the Southwest.

Chapter 9, Lesson 2: pp. 286-289

Describe the Southwestern climates.

Activities:

- p. 288: Curriculum Connection (Music)—Listen to songs that came out of the Dust Bowl such as those by Woodie Guthrie.
- p. 289: Meeting Individual Needs (Art)—Draw ways in which living things adapt to the Southwest’s climate. Write captions. Create illustrated brochures encouraging people to live in the Southwest. Write short stories about living as a wheat farmer in the Dust Bowl during the 1930’s.

Chapter 11, Lesson 1: pp. 344-348

Describe the geography of the West.

Activities:

- p. 345: Curriculum Connection (Art)—Groups conduct research about their assigned state of the West. Draw illustrations that reflect their research.
- p. 346: Field Trip—Visit a produce market to find out where fruits and vegetables come from.
- p. 347: Citizenship (Current Events)—Collect information about topics related to the current status of migrant workers.

Chapter 11, Geography Skills: pp. 350-351

Explain how to read a road map.

Activities:

- p. 351: Meeting Individual Need (Math)—Write a list of 10 possible uses of road maps. Create road maps for the area between home and school. Plot routes between cities, estimating the driving time.

Chapter 11, Lesson 2: pp. 352-355

Describe the climate of the West.

Explore the effects of climate on the environment at different elevations.

Define and describe the rain shadow.

Activities:

- p. 353: Global Connection (Science)—Read about lichens and other plants that have adapted to extreme temperatures.
- p. 355: Meeting Individual Needs (Language Arts/Science)—Write a paragraph contrasting the different climates found within the West. Write a story about a hike on Flattop Mountain. Draw diagrams explaining the rain shadow effect and the effect of elevation on temperature.

Chapter 11, Global Connections: pp. 364-367

Describe the geography of Brazil.

Activities:

- p. 365: Curriculum Connection (Language Arts)—Write an account of an expedition through the Amazon rain forest.
- p. 367: Meeting Individual Needs (Language Arts)—Draw and label valuable resources of the Amazon rain forest. Write a short poem about the Brazilian rain forest. Write a letter to the Organization of American States explaining why the whole hemisphere should work towards the conservation of the Amazon rain forest.

Chapter 12, Lesson 1: pp. 372-375

Describe the geography and resources of Hawaii.

Activities:

- p. 374: Curriculum Connection (Language Arts)—Make illustrated posters of Hawaiian words.
- p. 375: Meeting Individual Needs (Language Arts)—Write biographical sketches of Hawaiian leaders. Debate for and against the induction of Hawaii as a state of the Union. Research one of four Native American groups to compare with the history of Hawaiian groups.

Chapter 12, Global Connections: pp. 398-401

Explore the geography and location of Japan and the Pacific Rim countries.

Activities:

- p. 400: Curriculum Connection (Physical Education)—Find out more about Japan's pursuit of baseball.
- p. 401: Meeting Individual Needs—Label the Pacific Rim countries on an outline map. Create an illustrated chart labeling exports and imports to and from Japan. Write

on the advantages and disadvantages of interdependence among countries of the world.

SS5—Individual Development and Identity

- Explore factors that contribute to one’s identify.
- Describe personal connections to family and school.
- Identify and describe ways regional, ethnic, and national cultures influence daily lives.

The objective is supported in every level of the program. Students using *Adventures in Time and Place* build thinking skills which empower them to achieve greater comprehension of social studies content. The structure of each skills lesson as well as the program's thinking skills scope and sequence work toward this end. Through integrated content, clear instructional models, and plenty of application and review opportunities, *Adventures in Time and Place* helps create "thinking citizens" in today's classrooms. In addition, a variety of literature from diverse cultures is found in every grade. Special features such as "Legacies," "Making a Difference," "Point/Counterpoint" and "Many Voices" introduce students to songs, stories, biographies, and public issues.

SS6—Individuals, Groups, and Institutions

- Interpret group and institutions’ influence on a society.
- Describe the basic institutions that serve the needs of individuals and groups.

GRADE FOUR

Chapter 2, Lesson 2: pp. 46-50

Compare the three branches of the U. S. government.

Describe the rights and responsibilities of United States citizens under the Constitution.

Activities:

- p. 50: Meeting Individual Needs (Language Arts)—Write letters to lawmakers about a passing a law. Interview parents and adults about taxes. Research local government issues compared to national government.

Chapter 2, Citizenship: Making a Difference, p. 51

Evaluate how individual persistence can help solve a community problem.

Activities:

- p. 51: Citizenship (Language Arts)—Write letters, lobby, write petitions to get a community problem addressed.

Chapter 2, Thinking Skills: pp. 52-53

Learn to make decisions to meet goals.

Activities:

- p. 52: Citizenship—Practice decision-making skills on a current political issue of importance in the community.

Chapter 4, Citizenship: pp. 114-115

Compare and analyze contrasting points of view with regard to the Declaration of Independence.

Activities:

- p. 115: Citizenship—Discuss the great sacrifices made by signing the Declaration of Independence.

Chapter 6, Lesson 2: pp. 182-189

Explain origins of American patriotism.

Activities:

- p. 183: Curriculum Connection (Math)—Solve math problems using a chart of statistics on population growth.
- p. 187: Curriculum Connection (Language Arts)—Write a criticism of the British from a colonist's point of view.
- p. 189: Meeting Individual Needs (Language Arts)—Write for an 18th century newspaper about the battles at Lexington or Concord. Write a dialogue between Revere and his captors using information from this lesson. Debate, write living biographies or make flow charts about forming a new government after the American Revolution.

Chapter 7, Citizenship: pp. 225

Explore how community involvement can help restore the environment.

Activities:

- p. 225: Citizenship (Language Arts/Math/Art)—Choose a restoration project to benefit the community. Make a proposal and budget. Create fundraising projects and design posters to help implement the project.

Chapter 10, Citizenship: p. 333

Explore how people can work together to aid the cause of peace.

Activities:

- p. 333: Citizenship (Language Arts)—Debate the pros and cons of keeping traditions and customs alive in today's world.

Chapter 12, Lesson 3: pp. 388-392

Evaluate the context and importance of the Nineteenth Amendment.

Activities:

- p. 389: Curriculum Connection (Art)—Create scenes showing roles played by women Forty Niners.
- p. 391: Curriculum Connection (Language Arts)—Write letters to a congressperson in 1919 arguing for the passage of the Nineteenth Amendment.
- p. 392: Meeting Individual Needs—Write one-sentence descriptions of people from this lesson. Construct time lines showing the struggle for women's right to vote. Write an essay or an advantages/disadvantages list about the prospect of a woman or minority becoming President of the United States.

Chapter 12, Citizenship: p. 393

Explain the importance of voting.

Activities:

p. 393: Citizenship (Language Arts/Drama)—Role-play class elections with speeches, mock debates, and voting.

SS7—Production, Distribution, and Consumption

- Explain how natural resources, transportation, and geographic factors help determine the kinds of jobs available in a particular region.
- Use economic concepts of supply, demand, and price to explain events in a region.
- Define the terms specialization, market, economic choice, unlimited wants with limited resources, goods and services, and scarcity when describing a region's economic.
- Describe the various institutions that make up economic systems.

GRADE FOUR

Chapter 2, Lesson 3: pp. 54-59

Describe our economy under the free enterprise system.

Identify key parts of the U.S. economy.

Tell how economies are interrelated.

Activities:

- p. 55: Curriculum Connection (Science)—Research the advances in technology in the field of agricultural sciences.
- p. 58: Curriculum Connection (Math)—Organize information for the distribution of labor in the form of a bar graph.
- p. 59: Meeting Individual Needs (Math)—Create an advertising campaign to sell a product. Write an essay describing major products made in the state and its importance to the state's economy. Identify and describe service jobs in the community.

Chapter 3, Lesson 2: pp. 82-85

Explain which factors make agriculture profitable.

Describe the effect of climate on the economy and ways of life in the Southeast.

Activities:

- p. 84: Curriculum Connection (Health)—Research the nutrient values of the cash crops from this lesson.
- p. 85: Meeting Individual Needs (Art/Language Arts/Math)—Draw pictures of scenes that show how climate affects life in the Southeast. Write letters as tourists on vacation in the Southeast. Research the annual production of cash crops.

Chapter 5, Lesson 1: pp. 146-151

Describe how the Northeast's geography influences the region's economy.

Activities:

- p. 149: Field Trip (Science)—Visit a science museum or local factory.
- p. 151: Meeting Individual Needs (Language Arts/Art)—Create illustrated displays showing the ways people benefit from the geography of the Northeast. Write short

stories based on hikes along sections of the Appalachian Trail. Report on aspects of the Industrial Revolution in the Northeast.

Chapter 5, Lesson 2: pp. 152-155

Explain how the Northeast's climate contributes to its tourism industry.

Activities:

- p. 153: Curriculum Connection (Reading)—Read and write poems inspired by the beauty of autumn.
- p. 154: Curriculum Connection (Science)—Prepare reports on the effects of acid rain.
- p. 154: Meeting Individual Needs (Language Arts/Science)—Create travel brochures to attract tourists to leaf tours. Prepare charts that illustrate various leaves. Research the effect of the Earth's tilt on seasons and climate.

Chapter 5, Lesson 3: pp. 160-165

Compare the various methods of fishing used over time in the Northeast. Explain the challenge of pollution and overfishing to the fishing industry. Describe the growth of aquaculture.

Activities:

- p. 165: Meeting Individual Needs (Language Arts/Art/Drama)—Create an illustrated display of fishing methods in Chesapeake Bay. Interview people involved with fish and fishing. Create skits about early whaling methods.

Chapter 5, Global Connections: pp. 168-171

Analyze the effect of Switzerland's geography on its economy, culture, transportation routes, and tourism.

Activities:

- p. 170: Curriculum Connection (Physical Education)—Research alpine skiing, three major alpine events.
- p. 171: Meeting Individual Needs (Geography)—Draw and label products made in Switzerland. Draw the mountains of the Alps including the timberline, tunnels, climate, vegetation, and activities. Create an almanac about Switzerland.

Chapter 6, Lesson 3: pp. 192-197

Trace the impact of the Industrial Revolution on the employment of immigrants.

Activities:

- p. 195: Citizenship (Language Arts)—Learn about the jobs available to immigrants today and recent laws to improve working conditions. Compare and contrast with immigrants in the past and present.
- p. 197: Meeting Individual Needs (Language Arts/Drama)—Write fictional accounts of immigrants in New York in 1910. Research various facts about immigrants' countries. Produce skits showing an immigrant family's arrival to Ellis Island.

Chapter 6, Global Connections: pp. 206-209

Describe the economic, political and social life of Buenos Aires.

Activities:

- p. 209: Meeting Individual Needs (Language Arts)—Write a letter to an imaginary pen pal in Buenos Aires. Prepare a television script reporting about Buenos Aires. Debate political issues of Buenos Aires.

Chapter 7, Lesson 3: pp. 232-237

Describe how iron ore is mined and processed in order to create steel.

Explain how steel is used to build skyscrapers.

Identify industries that contribute to the economy of the Middle West.

Activities:

- p. 233: Curriculum Connection (Art)—Create illustrations depicting the process of open-pit mining and reclaiming.
- p. 237: Meeting Individual Needs (Art)—Draw the resources, goods and services from the Middle West. Build models of the frame and outside layer of a skyscraper. Write a poem telling the creation of steel from iron ore in the ground to finished steel in specific form.

Chapter 8, Lesson 3: pp. 260-263

Analyze the impact of cars on the American economy and way of life.

Activities:

- p. 261: Curriculum Connection (Current Events)—Research and graph the nation's fastest growing industries and prospects for their future.
- p. 262: Citizenship—Find pictures that show the environmental hazards of automobiles and efforts to solve these problems.
- p. 263: Meeting Individual Needs (Art)—Create a mural titled, "Motor City, U. S.A." with scenes including assembly lines and people in cars. Write an essay describing how our lives would be different if the automobile had not been invented. Write a biographical sketch about Henry Ford.

Chapter 8, Lesson 4: pp. 266-269

Analyze the impact of agribusiness on family farms and settlement patterns.

Activities:

- p. 267: Curriculum Connection (Health)—Identify various food products made in the Middle West and their places on the food pyramid.
- p. 269: Meeting Individual Needs (Language Arts)—Write facts found in the encyclopedia about new developments in agriculture. Draw an illustrated flow chart depicting the stages a seed goes through to reach a place on a dining table. Write a list of steps a farmer goes through in producing a typical crop.

Chapter 9, Global Connections: pp. 300-303

Define international trade.

Explore the impact of the discovery of oil on Nigeria's economy.

Activities:

- p. 301: Curriculum Connection (Art)—Draw a new Nigerian flag based on knowledge from this lesson.
- p. 303: Meeting Individual Needs (Language Arts)—Write diary entries from Nigerian workers from when oil prices were high and low. Compare life in Nigeria before and after large oil deposits were discovered.
Research and draw illustrations of the art and culture of Nigeria.

Chapter 10, Lesson 2: pp. 314-317

Analyze the impact of the introduction of cattle on the Southwest.

Activities:

- p. 316: Curriculum Connection (Language Arts)—Look up words in the dictionary to explain their origins.
- p. 317: Meeting Individual Needs (Language Arts)—List and illustrate words of Spanish origin. Write a letter describing living and working conditions at different missions. Write biographical sketches.

Chapter 11, Lesson 1: pp. 344-348

Summarize the agricultural practices and products of the Central Valley.

Activities:

- p. 345: Curriculum Connection (Art)—Groups conduct research about their assigned state of the West. Draw illustrations that reflect their research.
- p. 346: Field Trip—Visit a produce market to find out where fruits and vegetables come from.
- p. 347: Citizenship (Current Events)—Collect information about topics related to the current status of migrant workers.

Chapter 11, Lesson 3: pp. 356-361

Examine the resources and economy of the West.

Explore logging methods and their effects on the environment.

Activities:

- p. 357: Curriculum Connection (Science/Math)—Compute problems with the knowledge that a tree grows one year for every two bands.
- p. 361: Meeting Individual Needs (Language Arts/Science)—Create labeled drawings of 5 natural resources found in the West. Write facts about trees. Report on the history and science of forestry in the United States.

Chapter 12, Lesson 2: pp. 378-385

Analyze the impact of gold mining on the growth of the West.

Activities:

- p. 380: Curriculum Connection (Language Arts)—Write autobiographical accounts of the lives of Forty-Niners during the Gold Rush. (Math)—Solve problems about how much money was found during the Gold Rush.
- p. 381: Curriculum Connection (Music)—Listen to songs sung during the era of the Gold Rush. Write mining songs.

- p. 382: Curriculum Connection (Art)—Paint murals of typical boomtowns during the Gold Rush. Paint murals of ghost towns.
- p. 385: Meeting Individual Needs (Language Arts)—Write descriptions of the methods miners used to search for gold. Write poems about the construction on the transcontinental railroad. Write short essays speculating how the West might be different today if gold had not been found.

Chapter 12, Global Connections: pp. 398-401

Interpret the interdependence of the United States and Japan's economies.

Activities:

- p. 400: Curriculum Connection (Physical Education)—Find out more about Japan's pursuit of baseball.
- p. 401: Meeting Individual Needs—Label the Pacific Rim countries on an outline map. Create an illustrated chart labeling exports and imports to and from Japan. Write on the advantages and disadvantages of interdependence among countries of the world.

SS8—Power, Authority and Governance

- Describe the purpose of government and its powers.
- Distinguish among local, state, and national government.
- Identify representative leaders and their roles.
- Examine the rights and responsibilities of the individual in various situations.

GRADE FOUR

Chapter 2, Lesson 2: pp. 46-50

Compare the three branches of the U. S. government.

Describe the rights and responsibilities of United States citizens under the Constitution.

Activities:

- p. 50: Meeting Individual Needs (Language Arts)—Write letters to lawmakers about a passing a law. Interview parents and adults about taxes. Research local government issues compared to national government.

Chapter 4, Citizenship: pp. 114-115

Compare and analyze contrasting points of view with regard to the Declaration of Independence.

Activities:

- p. 115: Citizenship—Discuss the great sacrifices made by signing the Declaration of Independence.

Chapter 6, Lesson 2: pp. 182-189

Explain origins of American patriotism.

Activities:

- p. 183: Curriculum Connection (Math)—Solve math problems using a chart of statistics on population growth.
- p. 187: Curriculum Connection (Language Arts)—Write a criticism of the British from a colonist’s point of view.
- p. 189: Meeting Individual Needs (Language Arts)—Write for an 18th century newspaper about the battles at Lexington or Concord. Write a dialogue between Revere and his captors using information from this lesson. Debate, write living biographies or make flow charts about forming a new government after the American Revolution.

Chapter 12, Lesson 3: pp. 388-392

Evaluate the context and importance of the Nineteenth Amendment.

Activities:

- p. 389: Curriculum Connection (Art)—Create scenes showing roles played by women Forty Niners.
- p. 391: Curriculum Connection (Language Arts)—Write letters to a congressperson in 1919 arguing for the passage of the Nineteenth Amendment.
- p. 392: Meeting Individual Needs—Write one-sentence descriptions of people from this lesson. Construct time lines showing the struggle for women’s right to vote. Write an essay or an advantages/disadvantages list about the prospect of a woman or minority becoming President of the United States.

Chapter 12, Citizenship: p. 393

Explain the importance of voting.

Activities:

- p. 393: Citizenship (Language Arts/Drama)—Role-play class elections with speeches, mock debates, and voting.

SS9—Science, Technology, and Society

- Explain the need for laws and policies that affect scientific and technological applications.
- Use environmental terminology to explain how humans shape and adapt to their environment.
- Recognize how the needs of a region influence scientific and technological choices and advances.
- Explain how major inventions affect society.

GRADE FOUR

Chapter 5, Lesson 3: pp. 160-165

Compare the various methods of fishing used over time in the Northeast.

Explain the challenge of pollution and overfishing to the fishing industry.
Describe the growth of aquaculture.

Activities:

- p. 165: Meeting Individual Needs (Language Arts/Art/Drama)—Create an illustrated display of fishing methods in Chesapeake Bay. Interview people involved with fish and fishing. Create skits about early whaling methods.

Chapter 6, Lesson 3: pp. 192-197

Trace the impact of the Industrial Revolution on the employment of immigrants.

Activities:

- p. 195: Citizenship (Language Arts)—Learn about the jobs available to immigrants today and recent laws to improve working conditions. Compare and contrast with immigrants in the past and present.
- p. 197: Meeting Individual Needs (Language Arts/Drama)—Write fictional accounts of immigrants in New York in 1910. Research various facts about immigrants' countries. Produce skits showing an immigrant family's arrival to Ellis Island.

Chapter 7, Lesson 3: pp. 232-237

Describe how iron ore is mined and processed in order to create steel.
Explain how steel is used to build skyscrapers.
Identify industries that contribute to the economy of the Middle West.

Activities:

- p. 233: Curriculum Connection (Art)—Create illustrations depicting the process of open-pit mining and reclaiming.
- p. 237: Meeting Individual Needs (Art)—Draw the resources, goods and services from the Middle West. Build models of the frame and outside layer of a skyscraper. Write a poem telling the creation of steel from iron ore in the ground to finished steel in specific form.

Chapter 8, Lesson 3: pp. 260-263

Analyze the impact of cars on the American economy and way of life.

Activities:

- p. 261: Curriculum Connection (Current Events)—Research and graph the nation's fastest growing industries and prospects for their future.
- p. 262: Citizenship—Find pictures that show the environmental hazards of automobiles and efforts to solve these problems.
- p. 263: Meeting Individual Needs (Art)—Create a mural titled, "Motor City, U. S.A." with scenes including assembly lines and people in cars. Write an essay describing how our lives would be different if the automobile had not been invented. Write a biographical sketch about Henry Ford.

Chapter 8, Lesson 4: pp. 266-269

Analyze the impact of agribusiness on family farms and settlement patterns.

Activities:

- p. 267: Curriculum Connection (Health)—Identify various food products made in the Middle West and their places on the food pyramid.
- p. 269: Meeting Individual Needs (Language Arts)—Write facts found in the encyclopedia about new developments in agriculture. Draw an illustrated flow chart depicting the stages a seed goes through to reach a place on a dining table. Write a list of steps a farmer goes through in producing a typical crop.

Chapter 9, Global Connections: pp. 300-303

Define international trade.

Explore the impact of the discovery of oil on Nigeria's economy.

Summarize the agricultural practices and products of the Central Valley.

Activities:

- p. 301: Curriculum Connection (Art)—Draw a new Nigerian flag based on knowledge from this lesson.
- p. 303: Meeting Individual Needs (Language Arts)—Write diary entries from Nigerian workers from when oil prices were high and low. Compare life in Nigeria before and after large oil deposits were discovered. Research and draw illustrations of the art and culture of Nigeria.

Chapter 11, Lesson 3: pp. 356-361

Examine the resources and economy of the West.

Explore logging methods and their effects on the environment.

Activities:

- p. 357: Curriculum Connection (Science/Math)—Compute problems with the knowledge that a tree grows one year for every two bands.
- p. 361: Meeting Individual Needs (Language Arts/Science)—Create labeled drawings of 5 natural resources found in the West. Write facts about trees. Report on the history and science of forestry in the United States.

Chapter 12, Lesson 2: pp. 378-385

Analyze the impact of gold mining on the growth of the West.

Activities:

- p. 380: Curriculum Connection (Language Arts)—Write autobiographical accounts of the lives of Forty-Niners during the Gold Rush. (Math)—Solve problems about how much money was found during the Gold Rush.
- p. 381: Curriculum Connection (Music)—Listen to songs sung during the era of the Gold Rush. Write mining songs.
- p. 382: Curriculum Connection (Art)—Paint murals of typical boomtowns during the Gold Rush. Paint murals of ghost towns.
- p. 385: Meeting Individual Needs (Language Arts)—Write descriptions of the methods miners used to search for gold. Write poems about the construction on the

transcontinental railroad. Write short essays speculating how the West might be different today if gold had not been found.

SS10—Global Connections

- Explain how regions are interdependent.

Economic interdependence, pp. 58-59, 263, 401

Activities:

- p. 58: Curriculum Connection (Math)—Organize information for the distribution of labor in the form of a bar graph.
- p. 59: Meeting Individual Needs (Math)—Create an advertising campaign to sell a product. Write an essay describing major products made in the state and its importance to the state’s economy. Identify and describe service jobs in the community.
- p. 263: Meeting Individual Needs (Art)—Create a mural titled, “Motor City, U. S.A.” with scenes including assembly lines and people in cars. Write an essay describing how our lives would be different if the automobile had not been invented. Write a biographical sketch about Henry Ford.
- p. 401: Meeting Individual Needs—Label the Pacific Rim countries on an outline map. Create an illustrated chart labeling exports and imports to and from Japan. Write on the advantages and disadvantages of interdependence among countries of the world.
- Show how cultural elements can both connect people and cause misunderstandings.
 - Explain the relationships and tensions among national, regional, and state interests.

GRADE FOUR

Chapter 2, Lesson 1: pp. 38-43

Define *culture* and *custom*.

Discuss the growth of U.S. population through immigration and slavery.

Explain the importance of separate and shared heritages in the United States.

Activities:

- p. 42: Curriculum Connection (Language Arts)—Research and interview to learn more of the lives of immigrants.
- p. 43: Meeting Individual Needs (Language Arts)—Write generalizations for headings in the lesson. Research common “American” pastimes to their original culture. Illustrate and display on the bulletin board.

Chapter 4, Lesson 1: pp. 104-107

Describe the culture of the Cherokee.

Explain how and why Sequoyah developed a written language for his people.

Understand how forced resettlement affects a people and its culture.

Activities:

- p. 106: Curriculum Connection (Language Arts)—Write diary entries from the point of view of a Cherokee child forced to move.
- p. 107: Meeting Individual Needs (Language Arts)—Write poems or lyrics to songs commemorating the Trail of Tears. Write letters as Cherokee students giving information about their life and history. Create symbols for syllabary of the English language.

Chapter 4, Lesson 4: pp. 126-131

Explain how African Americans were denied civil rights after the Civil War. Identify Martin Luther King, Jr.'s contributions to the civil rights movement. Describe how the Southeast has changed since the death of King.

Activities:

- p. 130: Curriculum Connection (Physical Ed.)—Research a Summer Olympics for facts and figures.
- p. 131: Meeting Individual Needs (Art)—Draw a mural of the civil rights movement. Identify 3 major industries of the Southeast.

Chapter 4, Global Connections: pp. 132-135

Compare British colonialism in India and in America. Trace the development and influence of Gandhi's ideas about non-violence. Evaluate the difficulties posed by ethnic conflicts.

Activities:

- p. 134: Curriculum Connection (Current Events)—Research India today.
- p. 135: Meeting Individual Needs (Current Events/Language Arts)—Write headlines for the major events in this lesson. Prepare an imaginary interview with an Indian citizen before independence from British rule.

Chapter 6, Lesson 1: pp. 176-179

Identify Northeastern Indian groups. Explain how the Iroquois traditionally used the resources of the Northeast. Analyze the structure of the Iroquois Confederacy.

Activities:

- p. 177: Curriculum Connection (Math/Art)—Solve problems about the size of an Iroquois longhouse with different amounts of family members. Draw dioramas of traditional Iroquois villages.
- p. 179: Meeting Individual Needs (Art/Language Arts)—Create a diagram illustrating the political structure of the Iroquois Confederacy. Express the thoughts of the Iroquois and the encroachment of the English on their land and the efforts to form the Iroquois Confederacy. Write dramatizations of the efforts to form the Iroquois Confederacy.

Chapter 6, Lesson 3: pp. 192-197

Describe the life of immigrants to New York between 1890 and 1914.

Activities:

- p. 195: Citizenship (Language Arts)—Learn about the jobs available to immigrants today and recent laws to improve working conditions. Compare and contrast with immigrants in the past and present.
- p. 197: Meeting Individual Needs (Language Arts/Drama)—Write fictional accounts of immigrants in New York in 1910. Research various facts about immigrants' countries. Produce skits showing an immigrant family's arrival to Ellis Island.

Chapter 8, Lesson 2: pp. 254-259

Explore how Spanish horses changed the Lakota way of life.

Describe the Lakota way of life.

Analyze the conflict between the Lakota and the new settlers.

Activities:

- p. 256: Curriculum Connection (Science)—List ways the Lakota adapted to their environment.
- p. 259: Meeting Individual Needs (Language Arts)—Make flash cards of facts learned. Write paragraphs comparing Lakota lives before and after reservations. Compare different methods of buffalo hunting.

Chapter 10, Lesson 1: pp. 306-313

Identify past and present Native American groups of the Southwest.

Explore the history of the Navajo in the Southwest.

Describe Navajo life today.

Activities:

- p. 310: Curriculum Connection (Art)—Create drawings based on Navajo rug designs.
- p. 311: Curriculum Connection (Language Arts)—Write diary entries from the point of view of an Indian group.
- p. 313: Meeting Individual Needs (Art/Language Arts)—Draw and label Navajo hogans. Prepare a newspaper about life on the reservation. Write a short story from the point of view of a 10-year-old living on the Navajo reservation.

Chapter 10, Lesson 2: pp. 314-317

Explain why the Spanish came to the Southwest.

Describe the Spanish influence in the colonial Southwest.

Activities:

- p. 316: Curriculum Connection (Language Arts)—Look up words in the dictionary to explain their origins.
- p. 317: Meeting Individual Needs (Language Arts)—List and illustrate words of Spanish origin. Write a letter describing living and working conditions at different missions. Write biographical sketches.