



ROCHESTER CITY SCHOOL DISTRICT

Social Studies Instructional Strategies and Curriculum Supplement

Grade 5

January 2004

This section is part of the new Social Studies Instructional Strategies & Resources document written by the New York State Education Department. To view the whole document please visit <http://www.emsc.nysed.gov/ciai/pub/pubss.html> or <http://socialstudietimes.tripod.com> .

Introduction

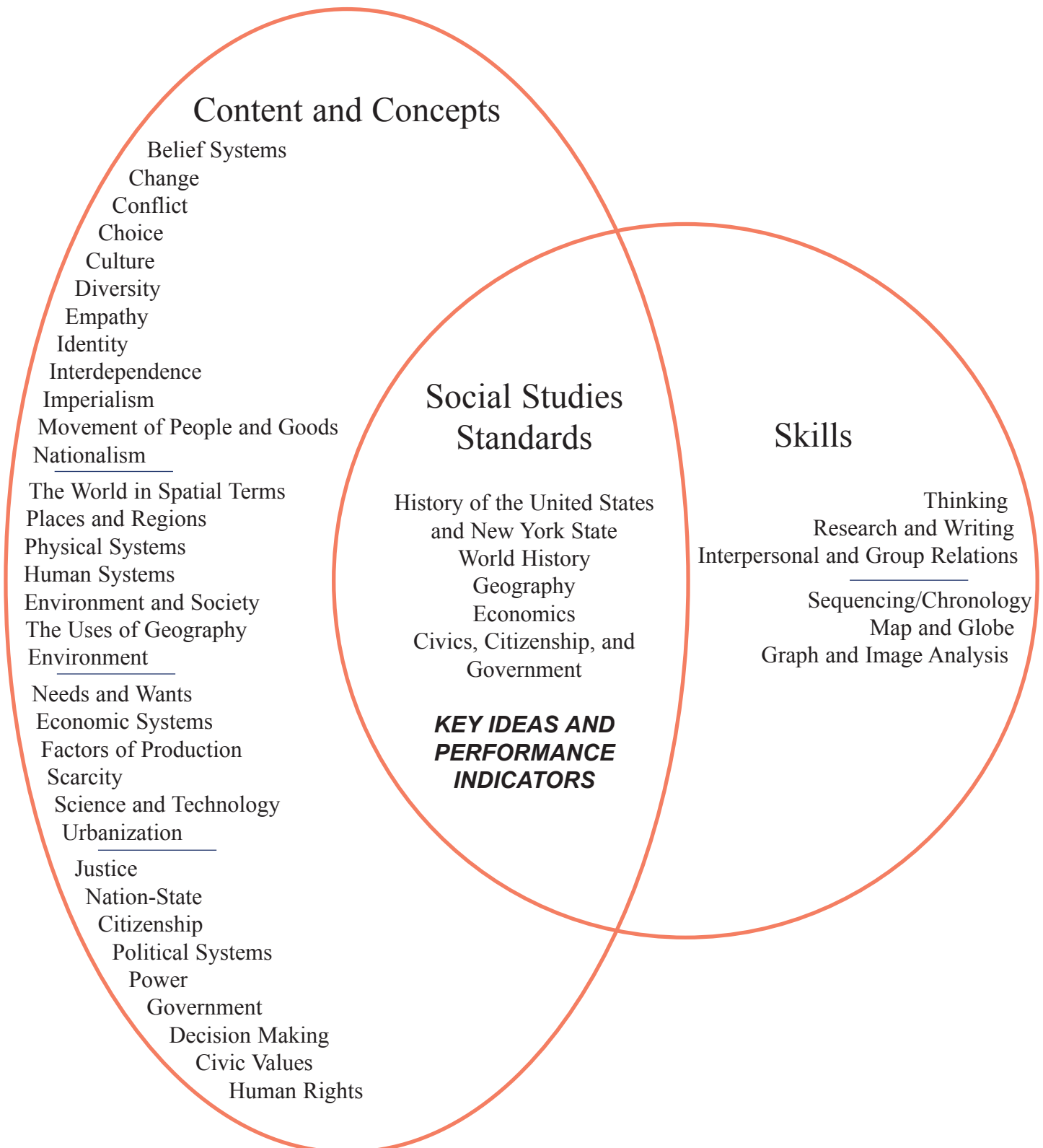
This **Social Studies Instructional Strategies and Resources: Prekindergarten through Grade 6** publication has been designed to support the **Social Studies Resource Guide with Core Curriculum** (New York State Education Department, 1999) by providing additional student activities, resources, Internet sites, and teacher notes, all linked to the elementary content understandings. This supplement provides additional examples of the content and skills students should study and practice as part of their social studies program.

The publication provides a framework of content, concepts, and skills that serve as the foundation for the middle-level and high school courses of study. Students learn, apply, extend, and refine their understanding of the elementary content and concepts throughout their school experiences. Through their understanding of this content and their ability to apply the thinking skills and strategies identified in the curriculum, students will become informed, active citizens. At the same time, they will better understand the interdisciplinary nature of the social, political, economic, and environmental issues and problems that challenge our nation and world. The core and each local curriculum also provide students with opportunities to learn the chronology of historic events. Students become familiar with the histories of their families, schools, neighborhoods, and communities. They learn how individuals, families, groups, and communities change over time. Through their study of local history and key historic events, students apply concepts such as *identity*, *conflict*, *interdependence*, *diversity*, and *culture*. The social studies program also emphasizes the importance of geography as students learn about their neighborhoods, communities, regions, State, and world.

The prekindergarten through grade 6 social studies program integrates the five New York State social studies learning standards at each grade level. It also highlights particular standards that help define the content for each grade. For example, each grade level features content understandings pertaining to the rights and responsibilities of citizenship, making and changing rules and laws, and the symbols of citizenship. These understandings are derived from Standard 5, *Civics, Citizenship, and Government*. Each grade level also incorporates concepts and themes taken from Standards 3 (geography) and 4 (economics). Content understandings in every grade level address concepts such as *places*, *location*, *scarcity*, *needs*, and *wants*. The elementary core curriculum also provides many opportunities for students to apply, extend, and refine their understanding of these concepts.

This supplement was designed for use as a curriculum development model for prekindergarten through grade 6 social studies. It includes grade-by-grade content understandings, concepts/themes, focus questions, classroom activities, evaluation strategies, interdisciplinary connections, and suggested resources. The classroom activities are keyed to the standards, units and understandings of the grade-level social studies program, but they are not exhaustive. These components provide an organizational framework for an elementary social studies program. Teachers, administrators, and curriculum writers can use this framework to develop a program that fits local needs and, at the same time, addresses the New York State social studies learning standards and core curriculum.

NEW YORK STATE SOCIAL STUDIES CORE CURRICULUM



Concepts and Themes for Social Studies

Concepts and themes serve as content organizers for the vast amounts of information people encounter every day. Concepts represent mental images, constructs, or word pictures that help people to arrange and classify fragmented and isolated facts and information.

A concept is:

- usually abstract, as opposed to concrete
- a product of the analysis and synthesis of facts and experiences rather than a definition to be learned
- constantly subject to change and expansion of meaning and delineation of detail, as different experiences provide settings and relationships in new contexts.

Students construct concepts and themes as they interact with their environments. This process of concept formation is ongoing, and developmental in nature. Students incorporate new experiences into their existing conceptual frameworks and at the same time modify that mental framework, constantly changing, expanding, and refining it.

The key concepts of the prekindergarten through grade 12 social studies program are:

HISTORY

Belief Systems means an established, orderly way in which groups or individuals look at religious faith or philosophical tenets.

Change involves the basic alterations in things, events, and ideas.

Conflict is a clash of ideas, interests, or wills resulting from incompatible opposing forces.

Choice means the right or power to select from a range of alternatives.

Culture means the patterns of human behavior that any society transmits to succeeding generations to meet its fundamental needs. These patterns of behavior include ideas, beliefs, values, artifacts, and ways to make a living.

Diversity means understanding and respecting others and one's self, including similarities and differences in language, gender, socioeconomic class, religion, and other human characteristics and traits.

Empathy means the ability to understand others by identifying in one's self responses similar to the experiences, behaviors, and responses of others.

Identity means awareness of one's own values, attitudes, and capabilities as an individual and as a member of different groups.

Interdependence means reliance upon others in mutually beneficial interactions and exchanges.

Imperialism means the domination by one country of the political and/or economic life of another country or region.

Movement of People and Goods refers to the constant exchange of people, ideas, products, technologies, and institutions between one region or civilization and another.

Nationalism means the feeling of pride in and devotion to one's country or the desire of a people to control their own government, free from foreign interference or rule.

GEOGRAPHY

The six essential elements of geography:

The World in Spatial Terms—Geography studies the relationships between people, places, and environments by mapping information about them into a spatial context.

Places and Regions—The identities and lives of individuals and peoples are rooted in particular places and in those human constructs called regions.

Physical Systems—Physical processes shape Earth's surface and interact with plant and animal life to create, sustain, and modify ecosystems.

Human Systems—People are central to geography in that human activities help shape Earth's surface, human settlements and structures are part of Earth's surface, and humans compete for control of Earth's surface.

Environment and Society—The physical environment is modified by human activities, largely as a consequence of the ways in which human societies value and use Earth's natural resources. Human activities are also influenced by Earth's physical features and processes.

The Uses of Geography—Knowledge of geography enables people to develop an understanding of the relationships between people, places, and environments over time—that is, of Earth as it was, is, and might be.

Environment means surroundings, including natural elements and elements created by humans.

Urbanization means movement of people from rural to urban areas.

ECONOMICS

Needs and Wants refers to those goods and services that are essential, such as food, clothing, and shelter (needs), and those goods and services that people would like to have to improve the quality of their lives, such as education, security, health care, and entertainment.

Economic Systems includes traditional, command, market, and mixed systems. Each must answer the three basic economic questions: What goods and services shall be produced and in what quantities? How shall these goods and services be produced? For whom shall goods and services be produced?

Factors of Production are human, natural, and capital resources which when combined become various goods and services (e.g., the use of land, labor, and capital inputs to produce food).

Scarcity means the conflict between unlimited needs and wants and limited natural and human resources.

Science and Technology means the tools and methods used by people to get what they need and want.

CIVICS, CITIZENSHIP, AND GOVERNMENT

Justice means the fair, equal, proportional, or appropriate treatment rendered to individuals in interpersonal, societal, or government interactions.

Nation-state means a geographic/political organization uniting people by a common government.

Citizenship means membership in a community (neighborhood, school, region, state, nation, world) with its accompanying rights, responsibilities, and dispositions.

Political Systems refers to monarchies, dictatorships, and democracies that address certain basic questions of government such as: What should a government have the power to do? What should a government not have the power to do? A political system also provides ways for its parts to interrelate and combine to perform specific functions of government.

Power refers to the ability of people to compel or influence the actions of others. “Legitimate power is called authority.”

Government means the

“formal institutions and processes of a politically organized society with authority to make, enforce, and interpret laws and other binding rules about matters of common interest and concern. Government also refers to the group of people, acting in formal political institutions at national, state, and local levels, who exercise decision making power or enforce laws and regulations.”

(Taken from: *Civics Framework for the 1998 National Assessment of Educational Progress*, NAEP Civics Consensus Project, The National Assessment Governing Board, United States Department of Education, pp. 19.)

Decision Making means the processes used to

“monitor and influence public and civic life by working with others, clearly articulating ideals and interests, building coalitions, seeking consensus, negotiating compromise, and managing conflict.”

(Taken from: *Civics Framework*, pp. 18.)

Civic Values refers to those important principles that serve as the foundation for our democratic form of government. These values include justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property.

Human Rights refers to those basic political, economic, and social rights that all human beings are entitled to, such as *the right to life, liberty, and the security of person, and a standard of living adequate for the health and well-being of one’s self and one’s family*. Human rights are inalienable and expressed by various United Nations documents including the *United Nations Charter* and the *Universal Declaration of Human Rights*.

Social Studies Skills

Content, concepts, and skills form the basis of the learning standards and goals of the New York State social studies curriculum. Social studies skills are not learned in isolation but rather in context as students gather, organize, use, and present information. These skills are introduced, applied, reinforced, and remediated within the framework of the prekindergarten through grade 12 social studies program. Students understand the importance of social studies skills as they use them to interpret, analyze, and evaluate social science concepts and understandings. Students aim for mastery of skill objectives at the same time that they pursue the other cognitive and affective objectives of the social studies program.

Learning, practicing, applying, extending, and remediating social studies skills is a developmental process. Just as students who lack social studies facts and generalizations have difficulty in applying information to new situations and analyzing new issues and historical problems, students with limited understanding of social studies skills have great difficulty in processing information, reaching higher cognitive levels, and learning independently. The teaching of social studies skills needs to be built into every classroom activity so that students engage in a systematic and developmental approach to learning how to process information.

Social studies skills can be classified into thinking skills and thinking strategies. (See: Barry K. Beyer, **Developing a Thinking Skills Program**, Boston: Allyn and Bacon, 1988.) Thinking skills include the ability to gather, interpret, organize, analyze, evaluate, and synthesize information. Thinking strategies involve processing information as students engage in problem solving, decision making, inquiry, and conceptualizing. The following skills charts provide examples of how thinking skills and strategies can be organized throughout the social studies curriculum, prekindergarten through grade 12. The social studies standards, performance indicators, and core curriculum provide additional examples of skill development strategies.

SOCIAL STUDIES SKILLS

PREKINDERGARTEN THROUGH GRADE 6

Thinking Skills

- comparing and contrasting ideas
- identifying cause and effect
- drawing inferences and making conclusions
- evaluating
- distinguishing fact and opinion
- finding and solving multiple-step problems
- decision making
- handling diversity of interpretations

Research and Writing Skills

- getting information
- organizing information
- looking for patterns
- interpreting information
- applying information
- analyzing information
- synthesizing information
- supporting a position

Interpersonal and Group Relation Skills

- defining terms
- identifying basic assumptions
- identifying values conflicts
- recognizing and avoiding stereotypes
- recognizing that others may have a different point of view
- participating in group planning and discussion
- cooperating to accomplish goals
- assuming responsibility for carrying out tasks

Sequencing and Chronology Skills

- using the vocabulary of time and chronology
- placing events in chronological order
- sequencing major events on a timeline
- creating timelines
- researching time and chronology
- understanding the concepts of time, continuity, and change
- using sequence and order to plan and accomplish tasks
- setting priorities

Map and Globe Skills

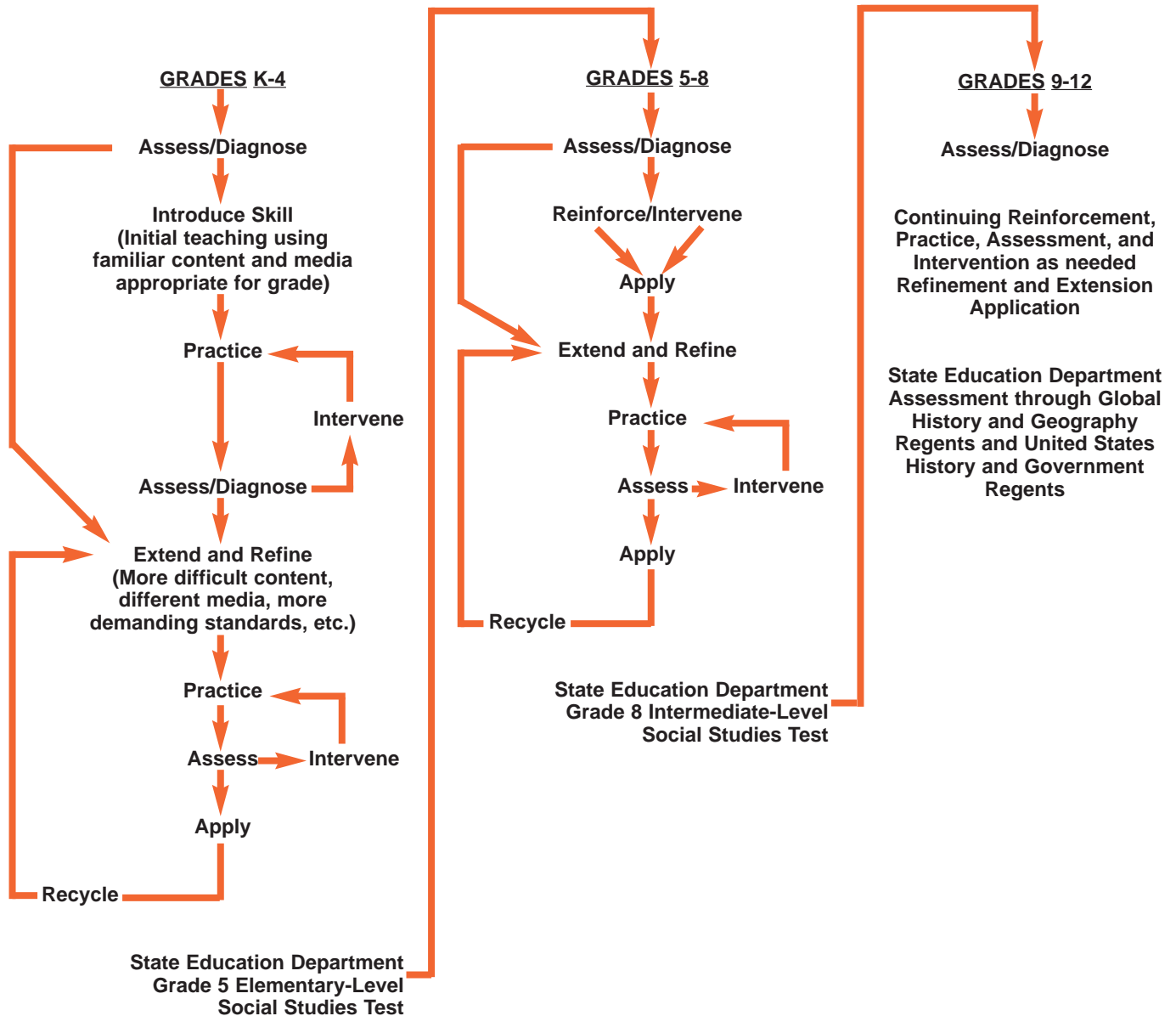
- reading maps, legends, symbols, and scales
- using a compass rose, grids, time zones
- comparing maps and making inferences
- interpreting and analyzing different kinds of maps
- using cartographic tools
- creating maps

Graph and Image Analysis Skills

- decoding images (graphs, cartoons, paintings, photographs)
- interpreting graphs and other images
- drawing conclusions
- making predictions

Procedures for Skill Development

The following diagrams suggest systematic procedures for skill development in social studies. Teachers should determine at the beginning of each year the proficiency level of students in the various skill areas.



Linking Cultural Resources to Social Studies

New York State is rich in cultural resources. New York's cultural resources are managed and made available to educators and students by museums, historical societies, libraries, archives, local governments, businesses, community organizations, municipal historians, and others. Many of these organizations and individuals offer educational programs and materials that support the New York State learning standards. They work directly with prekindergarten through grade 12 teachers and students, often through on-site programs, publications, websites, classroom visits, or other cooperative projects. The cultural resources they manage—artifacts, documents, historic sites, and more—are vital educational tools that can help students meet the New York State learning standards in social studies education.

There are many ways to integrate cultural resources into classroom learning:

- The following websites can be used to identify institutions in New York State that have cultural resources:
 - <http://www.artcom.com/museums>
 - <http://www.nyhistory.com/>
 - Primary Sources: <http://www.uidaho.edu/special-collections/EAST2.html>
 - Historic Document Inventory (New York State organizations that have documents)
<http://www.nysl.nysed.gov/uhtbin/cgisirsi/pAw2j4ytMP10/49>
- Contact town, village, and county governments to determine the name and telephone number of municipal historians, or check the following website: <http://www.nysm.nysed.gov/srvlocal.html>
- The telephone book can provide contact information for community organizations like libraries, historical societies, veterans groups, and businesses.
- Many organizations have placed documents and photographs of artifacts and historic sites on websites. Use an Internet search engine such as <http://www.google.com> to find organizations and materials useful for social studies education.
- Helpful tips when contacting organizations and individuals:
 - Identify your goal. What resources are you looking for?
 - Using the Internet or local library, conduct background research about organizations and topics.
 - Call ahead to make an appointment.
 - Develop a list of questions to ask.
 - Be prepared to talk about the New York State learning standards and assessments and their relevance to cultural resources such as documents and artifacts.
 - Ask about educational programs, publications, and/or research fees.
- Identify the social studies concepts and themes that can be linked to the cultural institution's educational program:
 - Ask about photocopying, scanning, and digital photography of resources. What do these services cost?
 - Inquire about opportunities to work with staff members of cultural organizations to develop educational materials for classroom use.

Linking Literature to Social Studies

Children's literature provides classroom teachers with a wealth of material for:

- differentiating, individualizing, and enriching instruction
- motivating students
- developing and reinforcing content information in social studies as well as concepts such as *empathy* and *tolerance for diversity*
- reinforcing skill goals
- interdisciplinary planning.

There are many ways to set the stage for the use of trade books in social studies:

- Oral Synopsis—Present a short review, describing the book in such a way that students will be motivated to read it.
- Independent or Small Group Contract—Draw up a contract with the student(s) in a teacher-pupil planning session. During the conference, the teacher provides the student(s) with a list of books pertinent to the topic.
- Integration with an English Language Arts Literature Unit—Plan an interdisciplinary unit linking English language arts and social studies. Books that can be read by the student are those associated with the content and/or concepts being taught in social studies. Provision can be made for activities before, during, and after reading the required books.
- Independent and Sharing Activities—Once a student has selected a book, it is important that follow-up time is allotted for reading and sharing it with classmates. There are many follow-up activities that a child may engage in as a culminating activity. It is highly beneficial to have children talk about their book and read from it to others.
- Reading Book Aloud to Class (or Group)—Teacher may select a literary piece that ties in with a particular social studies unit. Book suggestions appear in the Resources section of this supplement. Discussions, as well as activities from role playing to story writing, can follow the story.
- Library Center in the Classroom—Display selected books, articles, and brochures that complement a particular unit of study. Establish a record-keeping system to determine student involvement and progress.
- Local Author in the Classroom—Invite a children's author to the classroom to talk with students about the research, writing, and publishing process.
- Incorporate Literature into the Reading Program—Use social studies-related paperback books in reading group situations as a part of the reading program. Stress vocabulary development and comprehension skills as well as content.

The Resources section of this supplement suggests trade book selections that complement the program. Teachers are encouraged to work with their library media personnel to expand local collections and add to the lists of suggested books.

Student Evaluation

Effective evaluation must be an ongoing part of a social studies program. It is multipurpose in nature and can be used to:

- determine a student's readiness for learning;
- provide the student and teacher with guidance in assessing progress;
- aid in student self-evaluation;
- indicate individual or group instructional needs;
- demonstrate student achievement in knowledge and skill acquisition;
- indicate the effectiveness of classroom procedures, strategies, and materials; and
- provide qualitative and quantitative feedback on performance for parents, teachers, and students.

Effective evaluation requires ongoing attention to such questions as:

- Are students achieving the knowledge and skills set as goals and objectives?
- How successful are they?
- How can we know?

In day-to-day social studies instruction, the teacher has a wide variety of evaluation techniques and strategies from which to choose. Using a variety of formal and informal methods can provide information about students' progress and assist the teacher in planning instruction.

The following list of different methods of evaluation may serve as a teacher checklist:

- ☐ observations
- ☐ rating scales and checklists
- ☐ conferences with individuals or groups
- ☐ group discussions
- ☐ anecdotal records
- ☐ teacher-made objective tests
- ☐ problem solving and values clarification
- ☐ higher level analytical questioning
- ☐ standardized tests
- ☐ student criteria setting and self-evaluation
- ☐ student peer evaluation
- ☐ role play and simulations
- ☐ culminating projects.

Explanation of Format

Indicates the grade level with a content heading

GRADE 3

Communities Around the World—Learning About People and Places

The grade 3 social studies core curriculum:

- is based on the five social studies standards.
- is linked with the content and skills of grades 6, 9, and 10

Provides an overview for the grade in terms of content and skills plus curriculum connections to other grade levels.

FOCUS QUESTIONS

- Why do people settle and live in a particular place?
- Why do people in world communities have different rules, rights, and responsibilities?

Poses key questions that are addressed throughout the grade level.

Content Understandings

Cultures and civilizations

What is a culture? What is a civilization?
How and why do cultures change?
Where do people settle and live? Why?

Communities around the world

People of similar and different cultural groups often live together in world communities.
World communities have social, political, economic, and cultural similarities and differences.
World communities change over time.
Important events and eras of the near and distant past can be displayed on timelines.
Calendar time can be measured in terms of years, decades, centuries, and millennia, using *B.C.* and *A.D.* as reference points.

The location of world communities

World communities can be located on maps and globes (by latitude and longitude).
The spatial relationships of world communities can be described by direction, location, distance, and scale.
Regions represent areas of Earth's surface with unifying geographic characteristics.
World communities can be located in relation to each other and to principal parallels and meridians.

Provides a brief statement of grade-level understandings that:

- forms the knowledge goals for the grade-level program.
- provides a guide for selecting specific factual content from available resources and texts.
- encourages teachers to select relevant content that strengthens students' content understandings.

Identifies the unit and asks questions that will be addressed.

Cultures and Civilizations

- What is a culture? What is a civilization?
- How and why do cultures change?
- Where do people settle and live? Why?

Standard	Concepts/Themes	CONNECTIONS
World History	Change Culture Empathy Identity	<p>Classroom Activities</p> <p>Invite speakers to share customs and traditions. Students can prepare interview questions for the speaker. Students or community members can share personal religious traditions, family customs, or family celebrations.</p> <p>Read folktales from many countries. See how they transmit values and beliefs.</p> <p>Teacher Notes</p> <ul style="list-style-type: none"> • The grade 3 program focuses on a study of world communities. Schools and districts may choose to select specific world communities for in-depth study to illustrate concepts and content understandings. Inclusion of communities that are culturally and geographically diverse is recommended.

Provides curriculum and instructional advice to teachers and curriculum developers.

Provides activities that teachers might incorporate into their instructional programs. These activities can enhance and complement a variety of student learning rates and styles. Teachers are encouraged to modify and add activities that meet their students' specific needs.

Interdisciplinary Connections



MATHEMATICS

Calendar study including *B.C.*, *A.D.*, *decade*, and *century*.

Provides appropriate grade-level learning activities that are designed to encourage interdisciplinary planning.

Suggested Documents and Other Resources Selected by New York State Teachers

Maps
Postcards
Holiday artifacts

Trade Books:

Everybody Cooks Rice by Norah Dooley

Teacher Resources:

Possible Field Trips:

Throughout the year, many communities hold ethnic festivals that include arts, crafts, and foods. Various cultural institutions also conduct similar activities related to exhibits. (When planning social studies field trips, keep in mind the social studies standards and the *Linking Cultural Resources to Social Studies* section of the introduction.)

Documents, trade books, and teacher references suggested by New York State teachers to assist in developing concepts, content, and skills.

Using the Internet

<http://www.jinjan.org>

<http://www.ipl.org>

Kidspace—Culture quest

Websites recommended by classroom teachers provide teachers with content information and lessons. These sites were online at the time that this supplement was posted. Teachers may find commercial sites helpful, but the New York State Education Department does not list them in State publications.

Key Terms

GRADE 3

artifacts

beliefs

century

change

civilization

climate

compass rose

continent

culture

customs

decade

democracy

dictatorship

empathy

environment

exports

geography

grid

The key terms listed here have been recommended by grade-level teacher teams. They are not all-inclusive. Teachers should amend and edit the list as they develop their grade-level curricula.

Bibliography

Cooper, Floyd. **Mandela: From the Life of the South African Statesman**. Putnam Publishing Group. 1996. ISBN: 0399229426.

Cushman, Karen. **Catherine Called Birdy**. HarperTrophy. 1995. ISBN: 0064405842.

The books listed in this section have been recommended by New York State Teachers. A complete citation, including the International Standard Book Number (ISBN), has been provided.

Social Studies

Prekindergarten - Grade 6

The prekindergarten through grade 6 social studies program:

- is standards-based.
- uses an “expanding horizons” curriculum development model.
- establishes the content, skills, and concept foundation for a student’s entire prekindergarten through grade 12 social studies learning experience.
- builds on and enhances previous social studies learning at each grade level.
- directly impacts social studies learning at the intermediate and commencement levels.

FOCUS QUESTIONS

- What is special about me?
- What is a family?
- How are families alike and different today, and how were they alike and different long ago?
- How are local and national communities alike and different?
- How are world communities alike and different?
- What are the fundamental values of American democracy?
- What are the roots of American culture?
- How has geography affected the history, economies, and cultures of Western Hemisphere nations?
- What comparisons can be made between Eastern and Western Hemisphere nations in terms of their history, geography, economies, and governments?

PREKINDERGARTEN
Self

KINDERGARTEN
Self and Others

GRADE 1
My Family and Other Families, Now and Long Ago

GRADE 2
My Community and Other United States Communities

GRADE 3
Communities Around the World—Learning About People and Places

GRADE 4
Local History and Local Government

GRADE 5
The United States, Canada, and Latin America

GRADE 6
The Eastern Hemisphere

GRADE 5

The Western Hemisphere: The United States, Canada, and Latin America

The grade 5 social studies core curriculum:

- stresses geographic, economic, and social/cultural understandings related to the Western Hemisphere—the United States, Canada, and nations in Latin America.
- builds on and reinforces historical and political content about the United States included in the grade 4 social studies program.
- uses contemporary case studies rather than a chronological approach, with the content understandings guiding selection of specific case studies and factual information.
- focuses on contemporary examples, whenever appropriate, to help students learn the grade five content understandings.

FOCUS QUESTIONS

- How have the key geographic and environmental characteristics of nations and regions in the Western Hemisphere affected the history, economies, and cultures of its nations?
- What changes in the population of Western Hemisphere nations have taken place across time and place, and what has been the effect of these changes?
- What historical experiences have nations of this hemisphere shared? How have different people and nations seen these similar or shared experiences?
- What are similarities and differences among governments of the Western Hemisphere, such as governmental structures and functions, civic values and principles, and views of the role and rights of citizens?
- Why have some Western Hemisphere nations been more successful than others in meeting their needs and wants?
- How are nations in the Western Hemisphere economically and geographically interdependent?

Content Understandings

History of the United States, Canada, and Latin America

Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.

Different people living in the Western Hemisphere may view the same event or issue from different perspectives.

The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.

Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.

Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 15th- to 16th-century exploration and encounter; 19th-century westward migration and expansion; 20th-century population movement from rural to suburban areas.

Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.

Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

Geography of the United States, Canada, and Latin America

Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America.

Political boundaries change over time.

The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, regions, physical settings (including natural resources), human systems, and environment and society.

The physical and human characteristics of places in the United States, Canada, and Latin America are diverse.

Culture and experiences influence people's perceptions of places and regions in the United States, Canada, and Latin America.

Human actions modify the physical environments of the United States, Canada, and Latin America.

The economies of the United States, Canada, and Latin American nations

Concepts such as *scarcity*, *supply and demand*, *markets*, *opportunity costs*, *resources*, *productivity*, *economic growth*, and *systems* can be used to study the economies and economic systems of the United States, Canada, and Latin America.

Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.

Types and availability of resources are important to economic development in the United States, Canada, and Latin America.

Production, distribution, exchange, and consumption of goods and services are economic decisions that the nations of North and South America must make.

Science and technology have influenced the standard of living in nations in North, Central, and South America.

Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas, Europe, and sub-Saharan Africa have changed life in these regions.

Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.

As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.

The governments of the United States, Canada, and Latin American nations

Across time and place, the people of the Western Hemisphere have held differing assumptions regarding *power, authority, governance, citizenship, and law*.

Basic civic values such as *justice, honesty, self-discipline, due process, equality, and majority rule with respect for minority rights* are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America.

Constitutions, rules, and laws are developed in democratic societies in order *to maintain order, provide security, and protect individual rights*.

The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.

Governmental structures vary from place to place, as do the structure and functions of governments in the United States of America, Canada, and Latin American countries.

Concepts such as *civic values, politics, and government* can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from **Civics Framework for the 1998 NAEP**, p. 19.)

Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.

Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include: New Year's Day, Martin Luther King, Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, and Christmas.

History of the United States, Canada, and Latin America

- Different ethnic, national, and religious groups, including Native American Indians, have contributed to the cultural diversity of these nations and regions by sharing their customs, traditions, beliefs, ideas, and languages.
- Different people living in the Western Hemisphere may view the same event or issue from different perspectives.
- The migration of groups of people in the United States, Canada, and Latin America has led to cultural diffusion because people carry their ideas and ways of life with them when they move from place to place.
- Connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States. These connections and exchanges include social/cultural, migration/immigration, and scientific/technological.
- Key turning points and events in the histories of Canada, Latin America, and the United States can be organized into different historical time periods. For example, key turning points might include: 15th- to 16th-century exploration and encounter; 19th-century westward migration and expansion; 20th-century population movement from rural to suburban areas.
- Important historic figures and groups have made significant contributions to the development of Canada, Latin America, and the United States.
- Industrial growth and development and urbanization have had important impacts on Canada, Latin America, and the United States.

Standard	Concepts/ Themes	CONNECTIONS								
History of the United States and New York State	Change	Classroom Activities Case Study: The Encounter Have students complete a chart that shows the effects of the Encounter on different groups of participants. Include European’s, Native American Indians, and Africans. THE ENCOUNTER <table><tr><td>Those Involved</td><td>Their Effect</td></tr><tr><td>European’s</td><td></td></tr><tr><td>Native American Indians</td><td></td></tr><tr><td>Africans</td><td></td></tr></table> Have students answer a document-based question on the Encounter. The question should contain documents that include information on the Exchange, the impact of diseases, Native American Indian groups, and slavery and the slave trade.	Those Involved	Their Effect	European’s		Native American Indians		Africans	
	Those Involved		Their Effect							
	European’s									
	Native American Indians									
	Africans									
Culture										
Empathy										
Identity										
Interdependence										

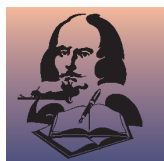
Standard	Concepts/ Themes	CONNECTIONS
		<p>Display historical maps of North and South America and the Caribbean from different time periods, and ask students to create a graphic organizer showing changes in control of parts of this hemisphere from the period of the Encounter through the 19th century. Students should determine what nations were located in the areas where political control changed. Students should also examine maps of key nations in different time periods. Ask questions such as:</p> <ul style="list-style-type: none"> • How do the maps explain cultural differences between Brazil and neighboring nations? • How did Spain lose control of the lands it claimed in what is now the United States? in Latin America? • How did the Louisiana Purchase change the map of North America? of the United States? • How did the map change as the United States grew to its present boundaries? • How did the United States acquire Alaska? Hawaii? • Why is Canada a bilingual nation? <p>Have students make multitiered timelines comparing time periods of major turning points and events in the history of the United States, Canada, and selected Latin American nations. If students have Latin American ancestry, choose the countries their families came from as examples. Ask students to predict and then research points on the timeline where there is a relationship between and among events.</p> <p>1400 1500 1600 1700 1800 1900 2000</p> <p>Canada</p> <p>1497 1867</p> <p>Mexico</p> <p>1519 1846</p> <p>United States</p> <p>1607 1776</p> <p>Ask students to compare two accounts of an historic event or current issue showing different points of view. Topics to consider may include the Mexican War, the Panama Canal, the clash over Oregon, the Spanish American War, and the French Canadian separatist movement.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students create a graphic organizer showing the causes and effects of a turning point in the history of one or more Western Hemisphere nations. Make sure that students can answer the following questions:</p> <div style="display: flex; justify-content: space-around;"> <div>CAUSE</div> <div>EFFECT</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="border: 1px solid black; padding: 10px; text-align: center;"> The British North America Act forms the written part of Canada's Constitution </div> <div style="display: flex; flex-direction: column; gap: 10px;"> <div style="border: 1px solid black; padding: 5px; text-align: center;">Created a federation</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Governed vast and diversified regions</div> <div style="border: 1px solid black; padding: 5px; text-align: center;">Left greatest part of the Canadian Constitution unwritten</div> </div> </div> <ul style="list-style-type: none"> • What is a turning point in history? • Why is a particular event, such as the Industrial Revolution or the Encounter, a turning point? • What are some turning points in the history of the Western Hemisphere? Why? <p>Have students write brief biographies of important figures in the history of Canada and Mexico.</p> <p>Case Study: Industrialization</p> <p>Have students compare the process of industrial growth and development with the process of urbanization in the United States, Canada, and selected Latin American nations. Discussion should focus on these questions:</p> <ul style="list-style-type: none"> • What led to industrial development? • When and where did industrialization take place? • What factors helped and/or hindered a nation's process of industrialization? • Why have there been differences in the ability of nations of the Western Hemisphere to industrialize? • What is the relationship between industrialization and urbanization? • What is the relationship between industrialization and immigration/migration? • What have been the effects of industrial growth and urbanization on the nations of the Western Hemisphere? • How has industrialization increased the interdependence of Western Hemisphere nations? <p>Have students compare accounts of life in a Western Hemisphere nation today, from the standpoint of people who play different roles in society. Students may instead opt to make comparisons during the time of the Encounter or Industrial Revolution.</p> <p>Have students create a collage that shows examples of cultural diffusion in the Western Hemisphere today.</p> <p>Teacher Notes</p> <p>In Grade 5 the emphasis is on:</p> <ul style="list-style-type: none"> • the contemporary time period. • geography, economics, and social/cultural understandings, rather than history. • different viewpoints about events and issues among peoples and/or nations of the Western Hemisphere.

Standard	Concepts/ Themes	CONNECTIONS
		<p>The first decision you must make is how to organize your study of the nations of the Western Hemisphere.</p> <ol style="list-style-type: none"> 1. You may choose to examine the United States, Canada, and selected nations of Latin America separately. 2. You may decide to study North America as an entity, and then study selected nations of South America, Central America, and the Caribbean. 3. You may decide to study the United States and Canada together and then examine selected nations of Latin America, including Mexico. 4. You may decide to examine the Western Hemisphere as a whole through its geography, history, economies, and governments. <p>Depending on what you selected as your organizational pattern for the grade 5 social studies program, some titles for units of study on the history of Western Hemisphere nations might include:</p> <ul style="list-style-type: none"> • The United States Becomes a World Political and Economic Power. • The History of Canada in Modern Times. • The History of Mexico in Modern Times. • The History of Argentina (and/or other Latin American nations) in Modern Times. • Turning Points in the History of the United States, Canada, and Mexico. • Turning Points in the History of Selected Latin American Nations. • Turning Points in the History of the United States and Canada. • Turning Points in the History of Mexico and Selected Latin American Nations. • Historic Turning Points of North and South American Nations. • Shared and Similar Turning Points in the History of North and South American Nations. <p>Using any organizational pattern, consider centering student activities on case studies of key turning points and events in the histories of Canada, Latin America, and the United States. Some suggestions for case studies appear in the history understandings. They include:</p> <ol style="list-style-type: none"> 1. Cultural diversity of the peoples of the hemisphere. 2. Social/cultural connections and exchanges. 3. Migration/immigration connections and exchanges. 4. Scientific/technological connections and exchanges. 5. 15th- to 16th-century exploration and encounter. 6. 19th-century westward migration and expansion. 7. 20th-century population movement from rural to suburban areas. 8. Industrial growth and development. 9. Important historic figures and groups that contributed to the development of Canada, Latin America, and the United States. <p>Case Studies</p> <p>Many case studies include content understandings from several social studies disciplines. A study of industrial development, for instance, includes understandings from history, economics, and geography. The question “Why is industrialization a turning point in a nation’s history?” illustrates this interdisciplinary nature of this case study. (See Appendix C: Effects of Industrialization and Appendix D: Characteristics of Developed and Less Developed [Developing] Nations.)</p> <p>You may want to do a case study on cultural diversity of the peoples of the Western Hemisphere and/or migration/immigration connections in your geography unit. Or you may decide to extend a case study of the PreColumbian period to the Encounter, focusing either on slavery or on the exchange of technologies, plants, animals, and diseases.</p> <ul style="list-style-type: none"> • How have historic events affected the cultures of the United States, Canada, and selected nations of Latin America?

Standard	Concepts/ Themes	CONNECTIONS
		<p>A case study of westward migration and expansion in the 19th and 20th centuries could include understandings from history, geography, government, and even economics. Consider events that led to interaction among the nations of the hemisphere such as the Mexican War, the clash over Oregon, the development of the Monroe Doctrine, the Spanish American War, the Panama Canal, and the Cuban missile crisis. Consider also having students compare the effects of similar events in different nations (e.g., the effects of the Gold Rush in the United States and in Canada, the building of the transcontinental railroad and the Canadian Pacific Railway).</p> <p>A case study of industrial growth and development in the United States and other nations of the Western Hemisphere could include the role of migration and immigration, science and technology, and 20th-century population movement from rural to urban to suburban areas.</p> <p>For additional guidance in selecting content, evaluation questions, and resources, consult Social Studies Program: 5 published by the New York State Education Department, 1982.</p>

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students write a journal entry from the viewpoint of a Native American Indian affected by the Encounter, and another from the viewpoint of a European participant. Students may choose instead to base their journal entries on a contemporary event.

In their study of the Encounter, have students assess primary and secondary source materials, as well as works of fiction, to determine fact versus opinion and accuracy of information. Students may also look for examples of different perspectives.

A similar activity can focus on the immigrant experience, slavery, and/or the urban experience in the United States, Canada, and selected Latin American nations.

Have students compare factual and fictional narratives about turning points in the history of nations of the Western Hemisphere. They should address such questions as:

- In what country's history is the event a turning point?
- Why is the event a turning point?
- Is the event connected to more than one Western Hemisphere nation? How?
- Who has different points of view about the event? Why?
- Are there major differences between the fictional and factual accounts of the event?

Have students read a biography of a leader who brought about change in a Western Hemisphere nation. They should take events from the biography and put them in chronological order. They should also compare different points of view about the leader's achievements. In a group discussion, students should compare the leader's beliefs, motivations, actions, methods, and results.

ARTS

Have students analyze songs, posters, and paintings about major historic events. They should discuss the accuracy of the music or visual, as well as its point of view. Posters from World War I or II are examples of visuals, as are paintings of battle scenes.



Suggested Documents and Other Resources Selected by New York State Teachers

Historical maps
Paintings
Posters
Photographs
Primary source materials showing different perspectives on historic events
Biographies of historic figures

Trade Books:

Resources for Students:

All the People, 1945-1999 (The History of U.S.) by Joy Hakim
An Age of Extremes, 1870-1917 (The History of U.S.) by Joy Hakim
Argentina: The Land. by Bobbie Kalman and Greg Nickles
Brazil by Shirley W. Gray, Linda D. Labbo, Sherry L. Field
Canada: The Culture by Bobbie Kalman
The Cuban Missile Crisis in American History by Paul E. Brubaker
Daily Life in a Covered Wagon by Paul Erickson
Eyewitness: American Revolution by Stuart Murray
Eyewitness: Explorer by Rupert Matthews, Jim Stevenson (illustrator)
The First Americans: Prehistory-1600 (The History of U.S.) by Joy Hakim
How Would You Survive in the American West? by Jacqueline Morley
If You Traveled West in a Covered Wagon by Ellen Levine
If Your Name Was Changed at Ellis Island by Ellen Levine
Immigrant Kids by Russell Freedman
Liberty for All? (The History of U.S.) by Joy Hakim
Panama by Dana Meachen Rau
The Panama Canal by Barbara Gaines Winkelman
Puerto Rico by Joyce Johnston
The Spanish-American War by Michael Golay, John Bowman (editor)
Reconstruction and Reform (The History of U.S.) by Joy Hakim
Struggle for a Continent: The French and Indian Wars, 1689-1763 by Giulio Maestro
War, Peace, and All That Jazz (The History of U.S.) by Joy Hakim
We Were There, Too: Young People in U.S. History by Phillip M. Hoose
Where Do You Think You're Going, Christopher Columbus? Jean Fritz

Biographies/Autobiographies:

Franklin Delano Roosevelt by Russell Freedman
How We Crossed the West: The Adventures of Lewis and Clark by Rosalyn Schanzer
Into a New Country: Eight Remarkable Women of the West by Liza Ketchum
John F. Kennedy: Our Thirty-Fifth President by Judith E. Harper
Lewis and Clark: Explorers of the American West by Steven Kroll
The Life and Death of Crazy Horse by Russell Freedman, Amos Bad Heart Bull (photographer)
Sisters in Strength: American Women Who Made a Difference by Yona Zeldis McDonough

Related Literature for Students:

Among the Volcanoes by Omar S. Castenada
The Black Pearl by Scott O'Dell
Dandelions by Eve Bunting
The Diving Bell by Todd Strasser
Encounter by Jane Yolen, David Shannon (illustrator)
The Incredible Journey by Shelia Burnford, Carl Burger (illustrator)
Island of the Blue Dolphins by Scott O'Dell
Mexican Folk Tales by Anthony John Campos (editor)
Prairie Songs by Pam Conrad, Darryl S. Zudeck (illustrator)

The Root Cellar by Janet Lunn
Secret of the Andes by Ann Nolan Clark and Jean Charlot
The Sign of the Beaver by Elizabeth George Speare
The Sky Is Falling by Kit Pearson
Sounder by William Howard Armstrong
Ticket to Curlew by Celia Barker Lottridge, Wendy Wolsak-Frith (illustrator)

Teacher Resources:

An Age of Extremes 1870-1917 (The History of U.S.) by Joy Hakim
All the People 1945-1999 (The History of U.S.) by Joy Hakim
A Brief History of Canada by Roger E. Riendeau
Canada Firsts by Ralph Nader, Nadia Milleron, Duff Conacher
Canadian Studies: A Syllabus by the New York State Education Department
Canadian Studies: Syllabus and Resource Guide for Elementary and Junior High School Teachers, developed by the State University College at Plattsburgh and the New York State Education Department
A Guide for Using the Sign of the Beaver in the Classroom by John Carratello, Patsy Carratello
The Illustrated History of Canada by Robert Craig Brown, Craig Brown (editors)
Liberty for All? (The History of U.S.) by Joy Hakim
Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 by Stephanie Harvey
Reconstruction and Reform (The History of U.S.) by Joy Hakim
Social Studies Program: 5 by the New York State Education Department
War, Peace, and All That Jazz (The History of U.S.) by Joy Hakim

Possible Community Field Trips:

Throughout the year, many museums conduct special programs related to their exhibits. (When planning social studies field trips, keep in mind the social studies standards and the “[Linking Cultural Resources to Social Studies](#)” section of the introduction.)

Using the Internet

Websites for information about the history of Canada

<http://www.canada.gc.ca/>
Government of Canada
<http://www.odci.gov/cia/publications/factbook/geos/ca.html>
<http://www.craigmarlatt.com/craig/canada>
<http://www.kids.premier.gov.on.ca/>

Websites for information about the history of Latin American nations

<http://www.odci.gov/cia/publications/factbook>

Websites for information about the history of the United States

<http://www.americanhistory.si.edu>
Smithsonian National Museum of American History
<http://www.lib.utexas.edu/maps/histus.html>
Historical maps of the United States
<http://www.memory.loc.gov/>
Library of Congress American Memory Historical Collections
<http://www.memory.loc.gov/ammem/gmdhtml/gmdhome.html>
Library of Congress American Memory Map Collections 1500-2002
http://www.ukans.edu/carrie/docs/amdocs_index.html
Documents for the study of American history
<http://www.nara.gov>
The National Archives

Geography of the United States, Canada, and Latin America

- Maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models can be used to gather, process, and report information about the United States, Canada, and Latin America.
- Political boundaries change over time.
- The nations and regions of the Western Hemisphere can be analyzed in terms of spatial organization, places, regions, physical settings (including natural resources), human systems, and environment and society.
- The physical and human characteristics of places in the United States, Canada, and Latin America today are diverse.
- Culture and experiences influence people's perceptions of places and regions in the United States, Canada, and Latin America.
- Human actions modify the physical environments of the United States, Canada, and Latin America.

Standard	Concepts/ Themes	CONNECTIONS
Geography	Environment and Society Human Systems Physical Systems Places and Regions	Classroom Activities What can we learn from maps, charts, graphs, and other data about the nations of the Western Hemisphere? Provide different types of maps, aerial and other photographs, tables, and graphs, as well as satellite-produced and computer models, for students to use in gathering and processing information about the nations of the Western Hemisphere. Ask students to: <ul style="list-style-type: none"> • Identify the key physical and human characteristics of the hemisphere and its nations. • Identify geographic features that nations and regions share. • Locate major political centers of government (as well as physical features). • Differentiate between political and physical features of the hemisphere. • Use different scales to measure distances and to find absolute and relative locations, in order to learn more about the hemisphere and its nations. • Identify the effects of climate due to elevation. • Recognize reversal of seasons in the Southern Hemisphere. • Answer geographic questions such as: <ul style="list-style-type: none"> • Where are places located? • Why are they located where they are? • What is important about their locations? Ask students to identify regions of the Western Hemisphere. They should be able to answer questions such as: <ul style="list-style-type: none"> • What is a region? • What common characteristics of geography—physical and human—unify and distinguish the major regions of the Western Hemisphere? • What other common characteristics—economic, political, cultural—unify and distinguish the major regions of the United States, Canada, and selected nations of the Western Hemisphere? • What are the major causes of change in regions?

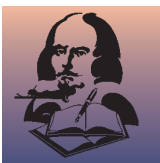
Standard	Concepts/ Themes	CONNECTIONS																																								
		<p>Have students apply what they have learned by comparing the major regions of the United States, Canada, and Latin America.</p> <ul style="list-style-type: none">• How do the characteristics of a specific region affect the way people earn a living? How do these characteristics affect lifestyles? population distribution?• What are examples of change in the characteristics of a region?• What are examples of interdependence between and among regions? <p>For the United States, Canada, and the Latin American nations selected, have students make a national profile or data file that includes information such as natural resources, climate, topography, vegetation, land use, population centers, major cities, key harbors, and major ethnic groups in the population. Tables or graphs, as well as a map of the nation, could be part of the data file. Ask students to identify similarities and differences among the nations as they are studied.</p> <table><tr><th></th><th>CANADA</th><th>UNITED STATES</th><th>A NATION IN LATIN AMERICA</th></tr><tr><td>Natural Resources</td><td></td><td></td><td></td></tr><tr><td>Climate</td><td></td><td></td><td></td></tr><tr><td>Topography</td><td></td><td></td><td></td></tr><tr><td>Vegetation</td><td></td><td></td><td></td></tr><tr><td>Land Use</td><td></td><td></td><td></td></tr><tr><td>Population Centers</td><td></td><td></td><td></td></tr><tr><td>Major City</td><td></td><td></td><td></td></tr><tr><td>Key Harbors</td><td></td><td></td><td></td></tr><tr><td>Major Ethnic Groups</td><td></td><td></td><td></td></tr></table> <p>Have students research major cities of Western Hemisphere nations and answer questions such as:</p> <ul style="list-style-type: none">• Why did this city develop where it did?• What was the effect of geographic and environmental factors on development?• How have human actions modified the physical environment of the city?• How has the past been preserved in the city?• What geographic and environmental features would determine where you would locate a new city? Compare your answer to the location selected for the city of Brasilia. <p>Have students collect pictures that show how lifestyles are influenced by geographical and environmental factors and then use them to make a collage. Have students write a brief caption explaining the influence of the environment.</p> <p>Ask students to compare a population distribution map of a Western Hemisphere nation with other information about the climate, landforms, bodies of water, and natural resources of that nation, and draw conclusions about the pattern of population distribution.</p> <p>Have the class make a travel brochure or public announcement for radio or television that features a community in the Western Hemisphere.</p>		CANADA	UNITED STATES	A NATION IN LATIN AMERICA	Natural Resources				Climate				Topography				Vegetation				Land Use				Population Centers				Major City				Key Harbors				Major Ethnic Groups			
	CANADA	UNITED STATES	A NATION IN LATIN AMERICA																																							
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Standard	Concepts/ Themes	CONNECTIONS
		<p>Case Study: The Peoples of the Western Hemisphere</p> <p>Have students collect information about the populations of the Western Hemisphere nations. They should be able to answer questions such as:</p> <ul style="list-style-type: none"> • Who are the people of the Western Hemisphere? • What changes in population have taken place across time and place? • Where do most of the people in the nations of the Western Hemisphere live? • What factors influence where people choose to live? • Why don't large numbers of people live in the Canadian Shield? • Why don't large numbers of people live in deserts? • What do you predict the population density in mountainous areas to be? • Why is United States population density highest in the Northeast and in California? • What major population shifts have taken place in the United States in the last three decades? Why? • Why do people migrate or emigrate? What are some examples of population migration in different times and places in the Western Hemisphere? For example, in the 20th-century, Central Americans, Mexicans, Cubans, and Vietnamese, among others, came to the United States; Brazilians and others moved from rural to urban areas. • What are the key periods of immigration to the United States? to Canada? Who came? Why? • What were some effects of these migrations? • What examples of cultural diffusion in the nations of the Western Hemisphere are due to migration and/or immigration? <p>Who/What Group Moved</p> <p>Where They Moved</p> <p>Why They Moved</p> <p>CANADA or UNITED STATES or A NATION IN LATIN AMERICA</p> <p>Immigrated or Migrated</p> <p>The Effects of Their Move</p> <p>When They Moved</p> <p>For a case study, ask students to select one group of people who have migrated to the Western Hemisphere or within the Western Hemisphere. They should trace their movement over time and from place to place, and identify some of the customs or other aspects of their culture that have become part of the larger culture of a Western Hemisphere nation. Have students map the migration patterns within the hemisphere of the group(s) selected.</p> <p>Have students examine historical maps showing changes in the political boundaries of nations in the Western Hemisphere such as the United States, Mexico, and Canada. Ask students to read about the reasons for these changes and to make a graphic organizer indicating these reasons.</p>

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students create travel posters urging people to visit different nations in the Western Hemisphere. They should use different landforms and bodies of water on each poster and/or political landmarks, and include a brief report on the importance of the physical features and/or places for the particular nation.</p> <p>As part of a case study, students should identify and then classify the activities, accomplishments, and contributions of selected Native American Indian cultures in the Western Hemisphere.</p> <p>Work with students to create a timeline showing the time periods of some of the major early cultures of the Western Hemisphere such as the Mayas, Aztecs, and Incas.</p> <p>Ask students to map the migration routes that are believed to have been used by the earliest peoples who came to the Western Hemisphere.</p> <p>Develop a document-based question that focuses on key physical and human characteristics of nations and regions in the Western Hemisphere.</p> <p>Have students research the origin of names of physical and political features in the Western Hemisphere to see the connection between geography and history. They should also research reasons for changes in names of places. Names often indicate the relationship between geography/environment and history/culture.</p> <p>Ask students to collect articles about nations of the Western Hemisphere and explain how geography is linked to economics, government, or history in the articles.</p> <p>Help students create a web organizer that shows patterns of human activity affecting the environment and the environment affecting human activity.</p> <p>One effect of industrialization is pollution. Have students use readings, charts, and pictures about key environmental issues such as acid rain in the northeastern United States, air quality in Mexico City, and destruction of the Brazilian rain forest. Create a web organizer as students determine the causes of the environmental problems, including the role of industry, government, and geography. Add to the web the ways the problems can be solved and the effects of the solutions.</p> <p>Teacher Notes</p> <p>Titles for units of study on the geography of Western Hemisphere nations depend on the organizational pattern you select. Titles might include:</p> <ul style="list-style-type: none"> • Geography: The Land and People of the United States • Geography: The Land and People of Canada • Geography: The Land and People of Mexico • Geography: The Land and People of Argentina (and/or other Latin American nations) • The Land and People of North America • The Land and People of Latin America • Regions and Peoples of the United States and Canada: Two Multicultural Nations • Latin America: Its Regions and Culture • Physical Geography of the Western Hemisphere: Regions and Nations • Human Geography of the Western Hemisphere: The People—Past and Present

Standard	Concepts/ Themes	CONNECTIONS
		<p>Include ongoing comparisons of the geography, demography, and cultures of the nations of the Western Hemisphere in your social studies program, whether or not you select a nation-by-nation approach or a broader regional approach.</p> <p>The geography understandings imply some case studies such as:</p> <ol style="list-style-type: none"> 1. An analysis of the United States, Canada, and Latin America today by using information from maps and other geographic representations, tools, and technologies such as aerial and other photographs, satellite-produced images, and computer models. This case study would include recognizing the physical and human characteristics of places and regions of the Western Hemisphere. 2. Understanding the characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin America. <p>To help students recognize the characteristics, distribution, and complexity of cultures found in the United States, Canada, and Latin America, establish a linkage between geography and history. This case study is related to geography and history, as well as economics. You may choose to begin with a case study of some of the Native American Indians of the hemisphere. You may want to select another ethnic, national, or religious group as well. Plan a case study by asking questions such as:</p> <ul style="list-style-type: none"> • What is a culture? • What is a civilization? • How do cultures develop? Why? • How and why do cultures change? • What influences shaped the cultures of the United States, Canada, and selected Latin American nations? • How are these influences alike and different? • What cultures in the hemisphere can be traced to a period of time before the Encounter? • How have different peoples contributed to the cultural diversity of the nations of the Western Hemisphere? • What connections and exchanges exist between and among the peoples of Europe, sub-Saharan Africa, Canada, Latin America, the Caribbean, and the United States? • What is cultural diffusion? • How has the migration of groups of people in the United States, Canada, and Latin America led to cultural diffusion? • How do culture and experiences influence people's perceptions of places and regions in the United States, Canada, and Latin America today? • Why do different people living in the Western Hemisphere sometimes view the same event or issue from different perspectives?

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students research and then write about the importance of a physical feature to a specific place in the Western Hemisphere. For example, they may write about the importance of the Amazon River to Brazil.

Have students select a nation of the Western Hemisphere and research why people live where they do in that nation. Ask them to note major changes in where people have lived over time. Have them give an oral report on the subject. Note-taking skills during the research phase, preparing the oral report, and listening to the reports of others are parts of the evaluation.

Have students write a persuasive essay on the positive or negative effects of human activity on the environment. Have students select an actual example from a Western Hemisphere nation or region. Students should identify the audience to whom they are writing and choose an appropriate way to reach that audience (e.g., a letter to the editor).

Have students engage in a comparative research project on the cultures of Western Hemisphere Native American Indians. Include Native American Indian groups from different nations and different geographic regions of the Western Hemisphere.

Read folktales, legends, myths, and other narratives about the cultures of the United States, Canada, and selected Latin American nations with the students. What important beliefs, ideas, and values can be learned from their literature?

ARTS

Collect paintings and artifacts that depict lifestyles and cultural values of various peoples of Western Hemisphere nations. Have students analyze what can be learned about a culture from art and artifacts. In addition, they may contribute a drawing or painting, photograph, or artifact for analysis.

Collect photographs of physical features of Western Hemisphere nations. Include photographs of rural and urban life as well as photographs of economic activity. Have students analyze the photographs to make connections between geographic and economic activities and to identify various aspects of a nation's culture.



MATHEMATICS

Have students collect data on the composition of the population of the United States, Canada, and selected Latin American nations at the present time, and incorporate the data into a graph for each nation.



LANGUAGES OTHER THAN ENGLISH

Ask students where *north*, *south*, *east*, and *west* are in the building. Walk to different walls of the room and say *I am going north*, *I am going south*. Place labels on the walls of the room. Select students to act out going to the four areas. Place cut outs of the target country in different spots of the rooms. Have students repeat the question, *Where are you going?* Then answer, *I am going to _____*, using the statement *It is north* or *It is south*. Have students return to their seats. Distribute a map with the target country, other countries, and the cardinal directions. Ask questions about which country is north, south, etc. of the target country while they color in the map.



Suggested Documents and Other Resources Selected by New York State Teachers

Maps, aerial and other photographs, satellite-produced images, computer models of the world and particularly of the United States, Canada, and Latin America

Photographs of physical, political, and human characteristics of the United States, Canada, and Latin America

Artifacts and pictures of lifestyles of cultures in the United States, Canada, and Latin America as well as examples of cultural diffusion

News articles

Trade Books:

Resources for Students:

Amazon: A Young Reader's Look at the Last Frontier by Peter Lourie

Antonio's Rain Forest by Anna Lewington, Edward Parker (photographer)

Argentina: The Land by Bobbie Kalman and Greg Nickles

Argentina: The People by Bobbie Kalman and Greg Nickles

The Aztec News by Philip Steele, Scott Steedman (editor)

Brazil by Shirley W. Gray, Linda D. Labbo, Sherry L. Field. One of the "First Report Countries" series

Celebrate the 50 States! by Loreen Leedy (illustrator)

The Complete Book of Maps & Geography American Education Publications

Eyewitness: North American Indian by David Murdoch, Lynton Gardiner (photographer)

Eyewitness: Aztec, Inca and Maya by Elizabeth Baquedano, Michel Zabe (illustrator)

Geography from A to Z: A Picture Glossary by Jack Knowlton

Growing Up in Aztec Times by Marion Wood

Houses of Snow, Skin and Bones by Bonnie Shemie

Houses of Wood: The Northwest Coast by Bonnie Shemie
The Kids' Book of the 50 Great States., Scholastic Trade
Kids Learn America! Bringing Geography to Life with People, Places, & History by Patricia Gordon, Reed C. Snow, and Loretta Trezzo Braren (illustrator)
Fort Chipewyan Homecoming: A Journey to Native Canada by Morningstar Mercredi
Panama by Dana Meachen Rau
Puerto Rico by Joyce Johnston
The Shaman's Nephew: A Life in the Far North by Simon Tookoome
Somewhere in the World Right Now by Stacey Schuett
United States Geography Journey by Linda Schwartz, Beverly Armstrong (illustrator)
The Usborne Geography Encyclopedia by C. Varley
Wake Up World! A Day in the Life of Children Around the World by Beverly Hollyer

Related Literature for Students:

Baseball in April and Other Stories by Gary Soto
Julie of the Wolves by Jean Craighead George
Morning Girl by Michael Dorris
There's an Owl in the Shower by Jean Craighead George

Teacher Resources:

Across the Land: A Regional Geography of the United States and Canada by John C. Hudson
The Regional Geography of Canada by Robert M. Bone
Canadian Studies: A Syllabus by the New York State Education Department
Canadian Studies: Syllabus and Resource Guide for Elementary and Junior High School Teachers, by the State University College at Plattsburgh and the New York State Education Department
Oh Canada: Its Geography, History and the People Who Call It Home by George Sherman
Oh Canada: Its Geography, History and the People Who Call It Home: Literature Selections by Emily Castine (editor)

Using the Internet

Websites for geographic information about Canada

<http://www.canada.gc.ca/acanada/acPubHome.jsp?>
<http://www.canada.gc.ca/>
Government of Canada
<http://www.odci.gov/cia/publications/factbook/geos/ca.html>
CIA Factbook
<http://www.kids.premier.gov.on.ca/>
<http://www.usask.ca/library/gic/>
Canada Information Office

Websites for geographic information about Latin America

<http://www.lanic.utexas.edu/subject/countries/>
<http://www.odci.gov/cia/publications/factbook>
all nations

Websites for geographic information about the United States

<http://www.americaslibrary.gov/cgi-bin/page.cgi>
<http://www.memory.loc.gov/ammem/gmdhtml/gmdhome.html>
Library of Congress—American memory map collections 1500-2002
<http://www.ipl.org/youth/stateknow/>
<http://www.factfinder.census.gov/home/en/kids/kids.html>
Census Bureau
<http://www.odci.gov/cia/publications/factbook/geos/us.html>
<http://www.lib.utexas.edu/maps/histus.html>
Historical maps of the United States

The Economies of the United States, Canada, and Latin American Nations

- Concepts such as *scarcity*, *supply and demand*, *markets*, *opportunity costs*, *resources*, *productivity*, *economic growth*, and *systems* can be used to study the economies and economic systems of the United States, Canada, and Latin America.
- Individuals and groups in the United States, Canada, and Latin America attempt to satisfy their basic needs and wants by utilizing scarce capital, natural, and human resources.
- Types and availability of resources are important to economic development in the United States, Canada, and Latin America.
- Production, distribution, exchange, and consumption of goods and services are economic decisions that the nations of North and South America must make.
- Science and technology have influenced the standard of living in nations in North, Central, and South America.
- Exchanges of technologies, plants, animals, and diseases between and among nations of the Americas, Europe, and sub-Saharan Africa have changed life in these regions.
- Nations in North, Central, and South America form organizations and make agreements to promote economic growth and development.
- As the economic systems of the global community have become more interdependent, decisions made in one nation or region in the Western Hemisphere have implications for all nations or regions.

Standard	Concepts/ Themes	CONNECTIONS
Economics	Economic Systems Factors of Production Interdependence Needs and Wants Science and Technology	Classroom Activities Have students collect data on the geography of a community or nation, including its location, topography, climate, land use, and natural resources. Ask them to predict how successful industrial development would be in the nation they are considering. Have students create a graphic organizer that shows the positive and negative effects of technological innovations in a Western Hemisphere nation in two different time periods. They should indicate the effects on other aspects of the nation's history/culture. For example, exchanges of technologies, plants, animals, and diseases in the Encounter influenced life in Western Hemisphere nations in the past, while nowadays science and technology continue to influence the standard of living. <ul style="list-style-type: none"> • How have science and technology influenced the standard of living in Western Hemisphere nations? • What exchanges of technologies have taken place and with what effects?

INFLUENCES OF TECHNOLOGY

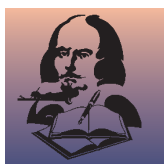
Name of Technology	When It Had an Effect	The Effect
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Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students make a picture chart of an economy of a Western Hemisphere nation that shows examples of economic terms such as <i>scarcity</i>, <i>supply and demand</i>, <i>markets</i>, <i>goods and services</i>, <i>capital resources</i>, <i>human resources</i>, <i>natural resources</i>, <i>opportunity costs</i>, <i>productivity</i>, <i>distribution</i>, <i>exchange</i>, <i>consumption</i>, <i>economic system</i>, and <i>economic growth</i>. Students should consider including news articles and advertisements in the chart. A definition of each term should be provided.</p> <p>In a Venn diagram or other type of graphic organizer, show how two nations of the Western Hemisphere, such as Canada and Cuba, have made different decisions regarding production, distribution, exchange, and consumption of goods and services.</p> <pre> graph TD D(DISTRIBUTION) --> E(EXCHANGE) E --> C(CONSUMPTION) C --> P(PRODUCTION) P --> D D <--> PR(PRODUCT) E <--> PR C <--> PR P <--> PR </pre> <p>Have students discuss how nations with different types of economic systems, such as Canada and Cuba, answered the three basic economic questions today and in the past.</p> <ul style="list-style-type: none"> • What goods and services shall be produced and in what quantities? • How shall these goods and services be produced? • For whom shall these goods and services be produced? <p>Have students make a product map of the regions of the United States and Canada and for selected Latin American nations. They should discuss the relationship between a region's and/or nation's products and jobs. They should also discuss the relationship between a region's and/or nation's products and its exports and imports.</p> <ul style="list-style-type: none"> • What can be learned about the strength of an economy by examining products? • What is meant by the term <i>one-crop economy</i> (or <i>one-resource economy</i>)? • What other economic data is needed to determine the strength of a national and/or regional economy? • What might bring about a change in a region's and/or nation's products? • How might that affect the economy?

Standard	Concepts/ Themes	CONNECTIONS																		
		<p>What products are purchased by families in the United States to meet their needs and wants? Have students find out by surveying different types of products found at home. They should include food, clothing, furnishings, transportation, and electronic goods. The students should make a chart showing where the product came from and whether it is a need or a want, and then locate where the products were produced on a world map. Have students form generalizations about economic interdependence in the world today.</p> <table border="1"> <thead> <tr> <th>Product</th><th>Where did it come from</th><th>Is it a want or a need?</th></tr> </thead> <tbody> <tr> <td>Food _____</td><td>_____</td><td>_____</td></tr> <tr> <td>Clothing _____</td><td>_____</td><td>_____</td></tr> <tr> <td>Furnishings _____</td><td>_____</td><td>_____</td></tr> <tr> <td>Transportation _____</td><td>_____</td><td>_____</td></tr> <tr> <td>Electronics _____</td><td>_____</td><td>_____</td></tr> </tbody> </table> <p>Have students map trading partners among the nations of the Western Hemisphere. The thickness of the line should indicate the amount of trade. A key containing more specific data should be included.</p> <p>Teacher Notes</p> <p>Titles for units of study on the economies of Western Hemisphere nations depend on the organizational pattern you select. Titles might include:</p> <ul style="list-style-type: none"> • The Economic Development of the United States as an Industrial Nation • The Economic Development of Canada • The Economic Development of Mexico • The Economic Development of Argentina (and/or other Latin American nations) • The Economic Development of the United States, Canada, and Mexico • The Economic Development of Selected Latin American Nations • The Economic Development of the United States and Canada • Differences in the Economic Development of Mexico and Other Latin American Nations • The Economic Interdependence of the Western Hemisphere <p>Consider these examples of case studies centered on economics, but involving other social studies disciplines.</p> <p>Industrialization in Western Hemisphere: Geography/History/Economics Meet</p> <ul style="list-style-type: none"> • How can economic data be used to understand the strengths and weaknesses of the economies of Western Hemisphere nations? • How can economic terminology be used to understand the strengths and weaknesses of the economies of Western Hemisphere nations? • What are the characteristics of a strong economic system? • What are the effects of natural, capital, and human resources, as well as other geographic factors, on industrialization in the United States, Canada, and selected nations of Latin America? • What other factors can have a positive or negative influence on the economic development of the United States, Canada, and selected nations of Latin America? 	Product	Where did it come from	Is it a want or a need?	Food _____	_____	_____	Clothing _____	_____	_____	Furnishings _____	_____	_____	Transportation _____	_____	_____	Electronics _____	_____	_____
Product	Where did it come from	Is it a want or a need?																		
Food _____	_____	_____																		
Clothing _____	_____	_____																		
Furnishings _____	_____	_____																		
Transportation _____	_____	_____																		
Electronics _____	_____	_____																		

Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> What is the role of agriculture in the economies of the United States, Canada, and selected nations of Latin America? How does the economic system of a nation affect the lives of the nation's people? How does industrialization affect urbanization? How are immigration and migration related to industrialization and urbanization? In what ways are the nations of the Western Hemisphere economically interdependent? How have international organizations promoted economic growth and development in Western Hemisphere nations? What are some problems and promises in the future of the interdependent economies of Western Hemisphere nations? <p>Science, Technology, and Industrialization</p> <ul style="list-style-type: none"> How did scientific and technological advancements lead to industrialization? How have technological advancements in transportation and communication increased global interdependence? How have science and technology affected the standard of living in nations in North, Central, and South America?

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students read the story **The Ox-Cart Man** and answer these questions:

- What goods were produced by this family?
- How did the family produce these goods?

Have students also answer these questions on the basis of a story or television program about family life today to show differences in the two time periods.

Have students write a brief essay answering these questions about a current advertisement for goods or services:

- What audience is the advertiser trying to reach in the ad?
- What is the evidence for your answer?
- How successful or persuasive is the advertiser? Would you buy the goods or services offered? Why or why not?

Have students write a poem called a *cinquain* about a producer or consumer of goods and services. Ask students to consider producers and consumers of goods and services, in the past as well as the present, in the United States and in other Western Hemisphere nations.

In this five-line poem:

Line 1 is a single noun (the name of a person, place, or thing).

Line 2 is two words that describe the noun.

Line 3 is three words that describe actions of the noun.

Line 4 is four words that express a feeling or opinion about the noun.

Line 5 is one word that means the same as the noun.

MATHEMATICS

Ask students to create comparative graphs and charts with economic data about trade among Western Hemisphere nations.



Suggested Documents and Other Resources Selected by New York State Teachers

Pictures of families, supplied by students or clipped from magazines.

Items that illustrate a family's customs, traditions, or beliefs: clothing, recipes, religious artifacts, etc.

Trade Books:

Resources for Students:

- Antonio's Rain Forest** by Anna Lewington, Edward Parker (photographer)
- Angels in the Dust** by Roger Essley (illustrator), Margot Theis Raven
- Growing Up in Coal Country** by Susan Campbell Bartoletti
- Children of the Dust Bowl: The True Story of the School at Weedpatch Camp** by Jerry Stanley
- The Great Depression (Cornerstones of Freedom)** by R. Conrad Stein
- Potato: A Tale from the Great Depression** by Kate Lied, Lisa Campbell Ernst (illustrator)
- The Triangle Factory Fire. (Spotlight on American History)** by Victoria Sherrow

Literature for Students:

- Boy of the Deeps** by Ian Wallace

Biographies/Autobiographies:

- Kids at Work: Lewis Hine and the Crusade Against Child Labor** by Russell Freedman, Lewis Hine (Photographer).

Using the Internet

Economic Information—General

- <http://www.odci.gov/cia/publications/factbook/index.html>
- <http://www.fte.org/>
Foundation for Teaching Economics
- <http://www.economics.unimelb.edu.au/school.html>
Resources for Secondary Teachers of economics
- <http://www.econedlink.org/>

Websites for economic information about Canada

- <http://www.canada.gc.ca/>
- <http://www.odci.gov/cia/publications/factbook/geos/ca.html>

Websites for economic information about Latin American nations

- <http://www.lanic.utexas.edu/subject/countries/>
- <http://www.cia.gov/cia/publications/factbook/>

Websites for economic information about the United States

- <http://www.ipl.org/youth/stateknow/>
- <http://www.odci.gov/cia/publications/factbook/geos/us.html>
- <http://www.usmint.gov>

The Governments of the United States, Canada, and Latin American Nations

- Across time and place, the people of the Western Hemisphere have held differing assumptions regarding *power, authority, governance, citizenship, and law*.
- Basic civic values such as *justice, due process, equality, and majority rule with respect for minority rights* are expressed in the constitutions and laws of the United States, Canada, and nations of Latin America.
- Constitutions, rules, and laws are developed in democratic societies in order *to maintain order, provide security, and protect individual rights*.
- The rights of citizens in the United States are similar to and different from the rights of citizens in other nations of the Western Hemisphere.
- Governmental structures vary from place to place, as do the structure and functions of governments in the United States of America, Canada, and Latin American countries.
- Concepts such as *civic values, politics, and government* can be used to answer questions about what governments can and should do, how people should live their lives together, and how citizens can support the proper use of authority or combat the abuse of political power. (Adapted from **Civics Framework for the 1998 NAEP**, p. 19.)
- Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy. In the United States these documents include the Declaration of Independence, the United States Constitution, and the Bill of Rights. In Canada these documents include the British North America Act and the Canadian Bill of Rights.
- Citizenship in the United States, Canada, and nations of Latin America includes an awareness of the patriotic celebrations of those nations. In the United States these celebrations include: New Year's Day, Martin Luther King, Jr. Day, Presidents Day, Memorial Day, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving, and Christmas.

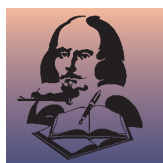
Standard	Concepts/ Themes	CONNECTIONS
Civics, Citizenship, and Government	Citizenship Civic Values Government Interdependence	Classroom Activities Have students use a graphic organizer to study the structure and functions of a government in a Western Hemisphere nation. Then ask them to make comparisons with the structure and functions of other governments in the hemisphere. <ul style="list-style-type: none"> • What are some of the different types of governments of Western Hemisphere nations? • What is a democracy? • What characteristics do you look for in a democracy? • What are the different types of democracies found in Western Hemisphere nations? • What are other types of governments of Western Hemisphere nations? • Why does a nation have a constitution? • Do all constitutions make a nation a democracy? • How are constitutions of Western Hemisphere nations alike and different? • What is the function of each branch of government? • How do governments affect the lives of people in different nations of the hemisphere? Ask students to compare the Bill of Rights of the United States Constitution with the Canadian Bill of Rights. <ul style="list-style-type: none"> • What is the purpose of each document? • When was each created? • Who created each document? • Why was each created? • How are the two documents alike and different?

Standard	Concepts/ Themes	CONNECTIONS																		
		<p>Ask students to illustrate the United States Bill of Rights to help a younger child understand the meaning of each amendment.</p> <p>Ask students to write a letter to a younger brother or sister explaining what we in the United States today mean by the terms <i>power</i>, <i>authority</i>, <i>governance</i>, <i>citizenship</i>, and <i>law</i>. Tell students to use the Declaration of Independence, the Preamble to the Constitution, and the Bill of Rights in their explanations.</p> <p>Have students create a chart indicating what the terms <i>power</i>, <i>authority</i>, <i>governance</i>, <i>citizenship</i>, and <i>law</i> have meant in different time periods and in different nations of the Western Hemisphere. They should describe how these concepts can affect the lives of people in a nation. Ask students to look for news articles to support the conclusions shown on the chart.</p> <p>Divide students into two groups. Have one group make a collage or chart of the important holidays of the United States, Canada, and selected nations of the Western Hemisphere. They should identify the holidays’ similarities and differences.</p> <ul style="list-style-type: none">What do the major holidays and festivals of a nation tell us about that nation’s beliefs and values? <p>Involve the second group of students in a similar activity for the symbols of the United States, Canada, and selected nations of the Western Hemisphere. They should include flags, anthems, monuments, memorials, and important public buildings.</p> <ul style="list-style-type: none">What is the meaning of the symbols of each nation?What do the symbols of a nation tell us about that nation’s beliefs and values?What is the purpose of the different monuments or memorials?What do they symbolize? <p>Ask students to identify important leaders in the independence movements of Western Hemisphere nations and compare their leadership characteristics. Also have students identify leaders in the 20th century; they should include government leaders in periods of crisis, and leaders who did not hold office but who influenced a government. Students should make comparisons between the two groups of leaders. Leaders of Western Hemisphere independence movements include:</p> <table><tr><td><i>United States</i></td><td>George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison</td></tr><tr><td><i>Canada</i></td><td>William Lyon Mackenzie King, Louis Papineau, John A. Macdonald, Lord Durham</td></tr><tr><td><i>Haiti</i></td><td>Toussaint L’Ouverture</td></tr><tr><td><i>Venezuela</i></td><td rowspan="5">Simón Bolívar</td></tr><tr><td><i>Colombia</i></td></tr><tr><td><i>Ecuador</i></td></tr><tr><td><i>Peru</i></td></tr><tr><td><i>Bolivia</i></td></tr><tr><td><i>Argentina</i></td><td>José de San Martín</td></tr><tr><td><i>Chile</i></td><td>Bernardo O’Higgins, José de San Martín</td></tr><tr><td><i>Mexico</i></td><td>Father Miguel Hidalgo, Agustín de Iturbide</td></tr></table> <ul style="list-style-type: none">What differences are there in the ways nations of the hemisphere became independent?What roles did different leaders play in the establishment of their nations?What leaders in modern times or in other times of national crisis have been considered successful?Are the same leadership qualities needed today as those found in leaders in the past?What symbols show how leaders are honored in their nations today?What words of a leader in the past or present express the views of that leader and/or show his/her leadership qualities? See biography project under Interdisciplinary Connections: English Language Arts.	<i>United States</i>	George Washington, Thomas Jefferson, Benjamin Franklin, John Adams, James Madison	<i>Canada</i>	William Lyon Mackenzie King, Louis Papineau, John A. Macdonald, Lord Durham	<i>Haiti</i>	Toussaint L’Ouverture	<i>Venezuela</i>	Simón Bolívar	<i>Colombia</i>	<i>Ecuador</i>	<i>Peru</i>	<i>Bolivia</i>	<i>Argentina</i>	José de San Martín	<i>Chile</i>	Bernardo O’Higgins, José de San Martín	<i>Mexico</i>	Father Miguel Hidalgo, Agustín de Iturbide
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<i>Chile</i>	Bernardo O’Higgins, José de San Martín																			
<i>Mexico</i>	Father Miguel Hidalgo, Agustín de Iturbide																			

Standard	Concepts/ Themes	CONNECTIONS
		<p>Have students create a graphic organizer to compare the rights and responsibilities of citizens in different nations of the Western Hemisphere.</p> <p>Create a GUIDE TO GOOD CITIZENSHIP pamphlet for a citizen of the United States at home, in school, in the community, and in the nation. Include the rights and responsibilities of citizenship, as well as illustrations of actions of good citizens.</p> <p>Teacher Notes</p> <p>Depending on what you select as your organizational pattern for the grade 5 social studies program, some titles for units of study on the economics of Western Hemisphere nations include:</p> <ul style="list-style-type: none"> • The Government of the United States: Democracy: Its Values and Principles, Structure and Function in Modern Times • The Government of Canada: Parliamentary Democracy: Its Values and Principles, Structure and Function in Modern Times • The Government of Mexico: Parliamentary Democracy: Its Values and Principles, Structure and Function in Modern Times • The Government of Argentina (and/or other Latin American nations: Parliamentary Democracy: Its Values and Principles, Structure and Function in Modern Times • The Governments of the United States, Canada, and Mexico: Three Different Democracies • Comparing the Governments of Selected Latin American Nations • Comparing the Governments of the United States and Canada • Comparing the Governments of Mexico and Selected Latin American Nations • Governments of the Western Hemisphere <p>Some questions to consider in any study of the governments of the United States, Canada, and Latin American nations include:</p> <ul style="list-style-type: none"> • Why do nations have governments? • What differing assumptions regarding <i>power, authority, governance, citizenship, and law</i> have been held by Western Hemisphere nations across time and from place to place? • How did the colonial experience under the French, Spanish, Portuguese, or English affect modern governments of Western Hemisphere nations? • How did these colonial governments differ in their views of citizenship, justice, due process, equality, majority rule with respect for <i>minority rights, civic life, politics, power, authority, governance, democracy, and law</i>? • Who held the power in these early governments of Western Hemisphere nations? • What are the different types of governments of Western Hemisphere nations? • What are similarities and differences in the structure and functions of the governments of Western Hemisphere nations? • Who holds the power in different governments of Western Hemisphere nations today? • What are similarities and differences in the views of citizenship of Western Hemisphere nations? • How do governments affect the lives of the nation's citizens? <p>The topic "Government and Citizenship in Western Hemisphere Nations Today" is an example of a case study based on the government understandings.</p> <ul style="list-style-type: none"> • How are the rights of citizens in the United States similar to and different from the rights of citizens in other nations of the Western Hemisphere?

Standard	Concepts/ Themes	CONNECTIONS
		<ul style="list-style-type: none"> How are the responsibilities of a citizen in the United States similar to and different from the rights of citizens in other nations of the Western Hemisphere? How do governments affect the lives of the nation's citizens? How have citizens in nations of the Western Hemisphere acted in modern times to preserve, protect, and expand their rights? (Examples are the civil rights movements of the 1960s in the United States, the Quebec movement in Canada, the Native American Indian movements throughout the Hemisphere, and actions against Latin American dictatorships.)

Interdisciplinary Connections



ENGLISH LANGUAGE ARTS

Have students read biographies of leaders of Western Hemisphere nations who served in the government or influenced the government. They should compare these leaders' beliefs, motivations, actions, methods, and results. Then ask students to take events from the biography they are reading and place them on a timeline, along with events that were happening in the nation at the same time. Ask students to compare different points of view about the achievements of the political leader, and to look for cartoons or other visuals that express an opinion about the leader.

Have students read both fictional and nonfictional accounts of the internments of Japanese Americans during World War II.

- What does the Constitution tell us about the nation's values and principles?
- What is the view of the United States on the role and rights of its citizens?
- How can the rights of a citizen clash with the need for national security?
- Why did Canada have Japanese internment camps?
- When and how did the United States government change its position on its actions toward these Japanese Americans?

ARTS

Have students compare the "Star-Spangled Banner," "O Canada," and the Mexican national anthem. Lyrics for these anthems can be found in the **Using the Internet** section.



Suggested Documents and Other Resources Selected by New York State Teachers

The Constitution of the United States
 Bill of Rights
 British North America Act
 Canadian Bill of Rights
 Biographies of government leaders
 "Star-Spangled Banner," "O Canada," and the Mexican national anthem

Trade Books:

Resources for Students:

The Bill of Rights by Patricia Ryan Quiri
The Declaration of Independence: The Words That Made America by Sam Fink (illustrator)
The Day Martin Luther King Jr. Was Shot: A Photo History of the Civil Rights Movement by James Haskins
The Flag We Love by Pam Munoz Ryan, Ralph Masiello
If You Lived at the Time of Martin Luther King by Ellen Levine
If You Were There When They Signed the Constitution by Elizabeth Levy, Joan Holub (illustrator)
A Kid's Guide to America's Bill of Rights: Curfews, Censorship, and the 100-Pound Giant by Kathleen Krull, Anna DiVito (illustrator)

Liberty by Lynn Curlee

A More Perfect Union: The Story of the Constitution by Giulio Maestro and Betsy C. Maestro

Shh! We're Writing the Constitution by Jean Fritz

So You Want to Be President? by Judith St. George and David Small

Uncle Sam & Old Glory: Symbols of America by Delno C. West and Jean M. West, Christopher Manson (illustrator)

The Voice of the People: American Democracy in Action by Giulio Maestro and Betsy C. Maestro

We the Kids: The Preamble to the Constitution of the United States by David Catrow

You Want Women to Vote, Lizzie Stanton? by Jean Fritz

Biographies/Autobiographies:

The Big New Book of U.S. Presidents: Fascinating Facts about Each and Every President... by Todd Davis, Marc E. Frey

Bully for You, Teddy Roosevelt by Jean Fritz

Eleanor Roosevelt: A Life of Discovery by Russell Freedman

Franklin Delano Roosevelt by Russell Freedman

George Washington by Cheryl Harness

George Washington by Stuart A. Kaller

James Madison: Fourth President of the United States by Susan Clinton

John Adams: Public Servant by Bonnie Lukes

John F. Kennedy: Our Thirty-Fifth President by Judith E. Harper

Jose de San Martin: Latin America's Quiet Hero by Jose B. Fernandez

Leaders of Women's Suffrage by Kristina Dumbeck

Lincoln: A Photobiography by Russell Freedman

Lives of the Presidents: Fame, Shame (And What the Neighbors Thought) by Kathleen Krull, Kathryn Hewitt (illustrator)

My Dream of Martin Luther King by Faith Ringgold

Our Country's Presidents by Ann Bausum

A Picture Book of Simon Bolivar by David A. Adler, Robert Casilla (illustrator)

Sisters in Strength: American Women Who Made a Difference by Yona Zeldis

Through My Eyes by Ruby Bridges. Margo Lundell (editor)

Toussaint L'Ouverture: Lover of Liberty by Laurence Santrey

Viva Mexico! A Story of Benito Juarez and Cinco de Mayo by Argentina Palacios

Where Was Patrick Henry on the 29th of May? by Jean Fritz

Literature for Students:

The Eternal Spring of Mr. Ito by Shelia Garrique

Journey Home by Yoshiko Uchida

The Landry News: A Brand New School Story by Andrew Clements

A Long Way to Go: A Story of Women's Right to Vote by Zibby O'Neal

Roll of Thunder, Hear My Cry by Mildred D. Taylor

Using the Internet

Websites with information about the government of Canada

<http://www.canada.gc.ca/>

<http://www.odci.gov/cia/publications/factbook/geos/ca.html>

<http://canada.gc.ca/acanada/acPubHome.jsp?>

<http://www3.sk.sympatico.ca/vavrr/>

<http://www.kids.premier.gov.on.ca/english>

Ontario—The Premier's Kid Zone

http://www.pch.gc.ca/progs/cpsc-ccsp/sc-cs/anthem_e.cfm

Websites with information about the governments of Latin American nations

<http://www.lanic.utexas.edu/subject/countries/>

<http://www.cia.gov/cia/publications/factbook/>

<http://www.countryreports.org/anthems/mexicotexte.htm>

Websites with information about the government of the United States

<http://www.americanpresidents.org>

American Presidents Life Portraits

<http://www.ipl.org/ref/POTUS>

The Internet Public Library—Presidents of the United States

<http://www.memory.loc.gov/>

Library of Congress American Memory Historical Collections

<http://www.memory.loc.gov/ammem/gmdhtml/gmdhome.html>

Library of Congress American Memory map collections 1500-2002

http://www.ukans.edu/carrie/docs/amdocs_index.html

Documents for the study of American history

<http://www.nara.gov>

The National Archives

<http://www.countryreports.org/anthems//unitedstatestexte.htm>

Key Terms

GRADE 5

absentee ballot	climate	factors of production	labor force
acid rain	colonial governments	federal government	labor movement
aerial photographs	commonwealth	foreign relations	landforms
agricultural	Commonwealth of Nations	foreign policy	Latin America
altiplano	communism	free enterprise	latitude
altitude	compromise	free trade	legislative branch
amendment	conquistador	French Canadians	legislature
*American democracy, ideals, values/principles of	conservation		longitude
*American Revolution, the Americas	Constitution of the United States	geographic factors	majority rule
Antarctic Circle	consumer	geographic features/areas	maize
Arctic Circle	consumption	geological processes	manufacture
arid	Continental Divide	global warming	markets
artifacts	contour	globe	Mayas
assembly line	cotton belt	goods and services—	midwest
authority	credit	production, distribution, exchange, consumption of	megalopolis
Aztecs	cultures—characteristics, distribution, complexity of	governance	meridians
	cultural characteristics	government	migration
	cultural diffusion	Great Depression	migration/immigration
	cultural diversity	Gross Domestic Product (GDP)	mining
	*cultural groups	Gross National Product (GNP)	minority rights, respect for
	culture	Gulf Stream	Mississippi River
			modernization
barter	Declaration of Independence	House of Representatives	monarchy
basin	delta	human migration	
Battle of Quebec	democracy	human resources	NAFTA
Bill of Rights	Democratic Party		Native American Indians
border	developed nations	independence	natural resources
boycott	developing nations	industrialization	
branches of government	dictatorship	immigrant	OAS
British North America Act	due process	immigration	oligarchy
		import	opportunity cost
cabinet	economic development	Incas	
campaign	economic growth	indigenous peoples	parallels
campesino	economic interdependence	individual rights to life, liberty, pursuit of happiness	Parliament
Canada	economic systems	industrialization	petition
Canadian Bill of Rights	economies	industrial growth/expansion	physical characteristics
capitalism	emigrate/emigrants	Inuits	physical features
capital goods	encomienda system	interdependence	physical setting
capital resources	environmental factors	international	political boundaries
the Caribbean	equality of opportunity	international organizations	political party
census	ethnic groups	irrigation	political power
Central America	European Encounter and exchanges—of technologies, plants, animals, diseases	isthmus	pollution
Chippewa	executive branch	judicial branch	population
checks and balances	export	junta	population density
citizenship			population distribution
civic life			
civic values			
civilization			
civil rights			
civil wars			

population movement—rural to urban to suburban—20th century	rain forest	Senate of the United States	tariff
power	renewable resource	separatists	technologies
prairies	repeal	slavery	technologies—exchanges of
Preamble to the Constitution	resources—capital, natural, human	slave trade	trade
president	region	social/cultural exchanges and connections	tributaries
Prime Meridian	relief (physical) map	socialism	Tropic of Cancer
Prime Minister	Republican Party	societies	Tropic of Capricorn
producer	representative	South America	tundra
production	revolution	spatial organization	turning points
productivity	rural to urban to suburban migration	standard of living	United Nations
profit	satellite-produced images	state	United States of America
province	scale	stock market	urbanization
	scarcity	suburban	veto
	science and technology	supply and demand	Western Hemisphere
	scientific/technological	Supreme Court (U.S.)	westward expansion
	exchanges and connections	surplus	World Bank
		symbolize	
		symbols	

Place Names

GRADE 5

Alaska	Dominican Republic	Lake Maracaibo	the Pampas
Alberta		Lake Titicaca	Panama
Amazon River	Ecuador	Laurentian Highlands	Panama Canal
Amazon River Basin	El Salvador		Paraguay
Andes Mountains	Europe	Manitoba	Peru
Appalachian Mountains		Mexico	
Argentina	Guatemala	Mexico City	Ontario
Atacama Desert	Gulf of Mexico	Mississippi River	Quebec
	Great Lakes		Orinoco River
Bolivia	Great Plains	New Brunswick	
Brazil	Guyana	Newfoundland	Rio de la Plata system
British Columbia		Northwest Territories	Rocky Mountains
	Haiti	Nunavut	
Canadian Shield	Hawaii	Nicaragua	Saint Lawrence River
Caribbean Sea	Hispaniola	Nova Scotia	Saskatchewan
Chile	Honduras		Suriname
Colorado River	Hudson Bay	Ottawa	
Colombia			United States of America
Columbia River	Interior Plains		Uruguay
Costa Rica			
Cuba	Jamaica		Washington, D.C.
			Yukon

This list of key terms and place names is not exhaustive. It reflects the best thinking of teams of teachers who work at this grade level. There may be additional terms and names that you want to add to your own grade-level list, and there may be terms and names you want to delete.

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