

SOCIAL STUDIES

Chapter 2 SAMPLER

myWorld
ACTIVITY GUIDE

2

Objectives

- Locate specific locations and geographic features on a simple letter-number grid system.
- Identify essential map elements such as title, legend, and directional indicator.
- Locate on a map where their ancestors live(d), telling when the family moved to the local community and why they made the trip.
- Compare basic land use in urban, suburban, and rural environments in different places.

Quest Project Based Learning: Create a Diorama

	Description	Duration	Materials	Participants
STEP 1 Set the Stage	Read a blackline master as in introduction to the project.	10 minutes	Blackline Master: Quest Kickoff	Whole Class
STEP 2 Launch the Activities	Introduce Quest activities.	5 minutes	Leveled Readers: Where Do You Live?; The Land Around Us; This Land is Your Land: A Guide to California	Whole Class
Activity 1 Make a Map Grid	Draw and write on a blackline map grid.	30 minutes	Blackline Master: Make a Map Grid Source Link: https://www.nps.gov/grsm	Individuals
Activity 2 Write a Song	Write a song about the Great Smoky Mountains National Park.	15 minutes		Small Groups
Activity 3 Make a Web	Complete a web about the Great Smoky Mountains National Park.	20 minutes	Graphic Organizer: Web Source Link: • https://www.nps.gov/grsm	Whole Class
Activity 4 Write an Opinion	Write an opinion paragraph about the Great Smoky Mountains National Park.	20 minutes	Graphic Organizer: Three Column Chart	Individuals
STEP 3 ELL Complete the Quest Create a Diorama	Use art supplies to create a diorama of the Great Smoky Mountains National Park.	30 minutes	empty cardboard shoeboxes, art supplies, dirt, tree clippings	Individuals
Deliver a Presentation	Give an opinion speech about the Great Smoky Mountains National Park.	15 minutes		Individuals
Answer the Compelling Question	Discuss the compelling question.	10 minutes		Whole Class

Quick Activities

	Description	Duration	Materials	Participants
<p>Map Activity: My Family's Place of Origin</p>	<p>Locate a family's place of origin.</p>	<p>15 minutes</p>	<p>Student Activity Mat: 4A Let's Talk/How Many? Blackline Master: My Family's Place of Origin, pull down map or online map, self-sticking notes</p>	<p>Individuals</p>
<p>Make a Poster</p>	<p>Make an informative poster about Mojave Trails National Monument.</p>	<p>30 minutes</p>	<p>Fact Sheet: Mojave Trails, poster paper, art supplies Student Activity Mat: 1B United States Outline</p>	<p>Individuals</p>
<p>Types of Environments</p>	<p>Compare land use in urban, suburban, and rural environments.</p>	<p>15 minutes</p>	<p>Graphic Organizer: Three Column Chart, online or printed images of urban, suburban, and rural environments</p>	<p>Whole Class</p>
<p>Readers Theater: A Scavenger Hunt</p>	<p>Perform a brief skit about using a map in a scavenger hunt.</p>	<p>20 minutes</p>	<p>Blackline Master: A Scavenger Hunt</p>	<p>Small Groups</p>

Project Based Learning: Create a Diorama



Are national parks important to create and maintain?

Welcome to Quest 2, Create a Diorama. Through the activities in this Quest, children will learn about geography, how to read a map, and land usage in the United States. When they finish this inquiry, they will be able to discuss the compelling question for further reflection.

Objectives

- Locate specific locations and geographic features on a simple letter-number grid system.
- Identify essential map elements such as title, legend, and directional indicator.
- Locate on a map where their ancestors lived.
- Compare and contrast basic land use in urban, suburban, and rural environments.

STEP 1 Set the Stage 10 minutes

Begin the Quest by distributing the blackline master, **Quest Kickoff**. It will bring the world of the Quest to life, introducing a story to interest children and a mission to motivate them.

Story

Children are invited to become travel guides and share information they learn about a national park. After exploring land usage and learning to read maps, your children will be prepared to explain the value of national parks to others.

.....

Mission

Children will use what they've learned about land usage in a national park to create a diorama as a visual model of the Great Smoky Mountains National Park. Children will then label the important features of the park contained in their dioramas.

STEP 2 Launch the Activities

The following four activities will help children prepare for their diorama presentation by helping them to learn about the Great Smoky Mountains National Park. Note that all four can be done independently of the larger Quest. Before children begin, assign the appropriate Leveled Reader for the chapter to help them build background that will help them complete the activities.

Activity 1 Make a Map Grid 30 minutes

Materials: Blackline master: Make a Map Grid,
<https://www.nps.gov/grsm>

Use the link above to navigate to the Great Smoky Mountains Visitor's Guide. Mouse over *Plan Your Visit* and click *Smokies Trip Planner*.

Use the guide to lead your children in shared research about the park.

Distribute the blackline master, **Make a Map Grid**, which will be used to create a map grid. Demonstrate to children how to use a map grid to locate specific areas on a map. Review definitions of absolute and relative locations.

First, use the link to examine page 4 of the guide. Have children complete the legend on the blackline master using the four symbols noted on the guide: guided walks, horseback riding, bicycles, picnicking. Tell children that for this activity, they will imagine that they are planning the development of a national park including these areas.

Have children mark the areas they would use as these locations in their park by drawing these symbols on their blackline masters. Finally, have children tell the class about their map grids using absolute and relative locations to describe the park and/or areas within the park. Remind children to speak audibly, in complete sentences, and at an appropriate speed.

Activity 2 Write a Song 15 minutes

Have children work in small groups to write songs about the Great Smoky Mountains National Park. Allow children to use one of the tunes below to sing their lyrics or to create their own tune to accompany their lyrics.

- The Farmer in the Dell
- Three Blind Mice
- The Birthday Song
- Row, Row, Row Your Boat

As children create their songs, remind them to think about what they would find in the park and the reasons why the park is important. Have groups perform their songs for the class, speaking or singing audibly in coherent sentences.

Activity 3 Make a Web 20 minutes

Materials: Graphic Organizer: Web; <https://www.nps.gov/grsm>

Define the academic vocabulary word *conservation* as taking care of the land, water, animals, and other resources on Earth.

Distribute the graphic organizer, **Web**, which helps children organize information about the Great Smoky Mountains National Park.

Have children use the Great Smoky Mountains National Park Smokies Trip Planner to participate in shared research. As you lead children, model by completing a web on the board or on an overhead projector. (See Answer Key for questions and sample answers.)

Activity 4 Write an Opinion 20 minutes

Materials: Graphic organizer: Three-Column Chart

Tell children they will write an opinion about visiting Redwood National Park. Tell children they must state their opinions and defend their opinions by explaining the reasons why the park is a good choice to visit.

Distribute the graphic organizer, **Three-Column Chart**, which provides a template for children to use in organizing their thinking.

Have children label the chart “Reasons to Visit the Great Smoky Mountains National Park.” If necessary, provide sentence stems as shown in the Answer Key to help students revise and strengthen their writing. Remind children to introduce the park with a brief overview of its land usage and important features (mountains, waterfalls, etc.), state an opinion, supply reasons that support the opinion, and provide a conclusion.

ELL Support for English Language Learners

Speaking Remind children to refer to their primary sources to locate textual evidence to support their opinions.

Entering: Ask children *yes/no* questions about the text. Say: *I would visit the waterfalls.* Prompt children to answer *yes* if they agree and *no* if they do not.

Emerging: Work one on one with children who are emerging to provide guidance on locating supporting evidence within a primary source. Then have children provide at least one supporting reason for their opinions.

Developing: Children may work with peers to identify supporting evidence for their opinions. Then have children provide at least two supporting reasons for their opinions.

Expanding: Children may work with peers to identify and strengthen the justification(s) used when stating their opinions.

Bridging: Have children persuade the teacher or group of peers that their opinions are valid by providing detailed supporting evidence from the text.

STEP 3 Complete the *Quest*

Part 1 Create a Diorama 30 minutes

Materials: empty cardboard shoeboxes, art supplies

Have children use what they've learned from their shared research to create a diorama from an empty shoebox. Allow children to draw, paint, and/or create three-dimensional aspects of the park. If available, provide children with small amounts of dirt and small stems from trees to glue into their diorama. Then have children write labels to identify the elements in the diorama, such as trees, mountains, or lakes.

Part 2 Deliver a Presentation 15 minutes

Have children use their dioramas, along with their songs and written opinions, to present an opinion speech about the Great Smoky Mountains National Park to the class. Remind children to introduce the Great Smoky Mountains National Park by telling about its land usage, state an opinion about the park, and give supporting evidence for the opinion. Remind children to speak audibly in complete sentences.

Part 3 Compelling Question 10 minutes

After children complete their presentations, encourage them to reflect on what they learned. As a class, discuss the compelling question for this Quest: "Are national parks important to create and maintain?"

Children have learned about the geography of the Great Smoky Mountains National Park and the importance of national parks in general. They have identified natural resources within parks and have explored the aspects of national parks that are enjoyable to individuals who visit them. When they finish this project, have children discuss the compelling question for further reflection.

Create a Diorama

Let's go to the park! Your principal is planning a field trip and needs your help. Become a travel guide! Learn about the Great Smoky Mountains National Park and create a diorama to show your principal all the amazing things to do and see at this park.

Your Mission

You want to convince your principal that the Great Smoky Mountains National Park is a great choice for a field trip. It's up to you to wow your principal with your discoveries about the park!



To prepare for your presentation:

Activity 1 Make a Map Grid: Create a map grid to learn about the Great Smoky Mountains National Park.

Activity 2 Write a Song: Write a song about the reasons the Great Smoky Mountains National Park is important.

Activity 3 Make a Web: Research and write about the history and geography of the Great Smoky Mountains National Park.

Activity 4 Write an Opinion: Use evidence from your primary source to write your opinion about the park.

Complete Your Quest

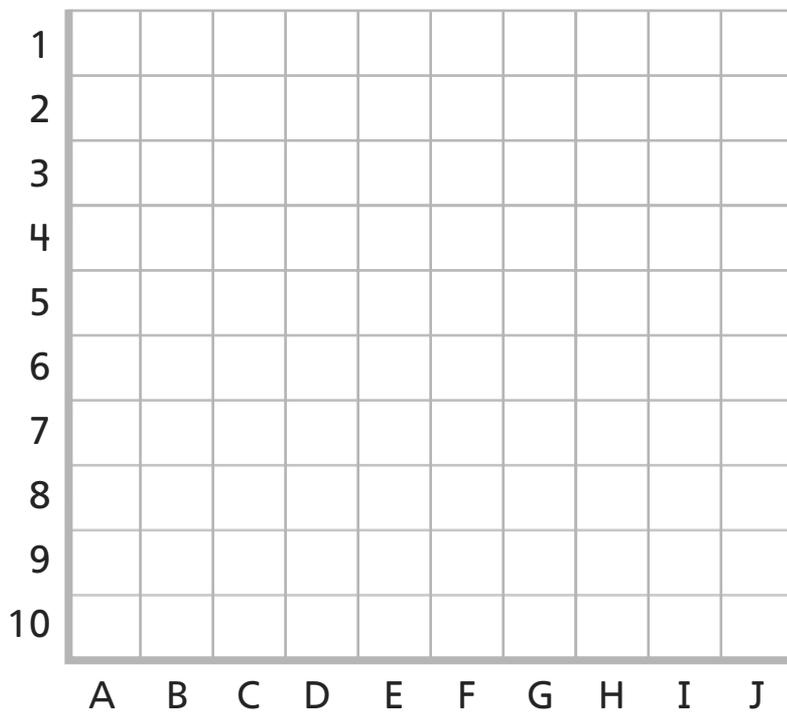
Create a diorama to serve as a visual model of the Great Smoky Mountains National Park. Use the diorama, along with your map, song, and opinion paragraph, to give a presentation about the reasons why your class should visit the Great Smoky Mountains National Park.

Activity 1

Name _____ Date _____

Make a Map Grid

First, label the compass rose. Next, fill in the legend with symbols. Finally, use the compass rose and legend to complete your map grid of a national park.



Legend



Quick Activities

My Family's Place of Origin

Whole Class 15 minutes

Materials: Student Activity Mat 4A Let's Talk/How Many?, Blackline Master: My Family's Place of Origin Pull down map or online map; self-sticking notes

Prior to beginning the activity, have children use the Student Activity Mat 4A **Let's Talk/How Many?** to brainstorm topics to discuss. Then, instruct children to talk with an adult family member to learn about their places of origin.

Give each child a self-sticking note and instruct children to write their names on the notes. Allow children to add their self-sticking notes to the appropriate places on a pull-down world map or on a projected image of an online world map. Assist children with locating their places of origin on the map. As they place their sticky notes, name the continent that contains their place of origin. Note the distance of children's places of origin to their current locations.

Distribute the blackline master, **My Family's Place of Origin**, which displays a map of the world's continents. As you name each continent on the map, have children touch and label the continent. Instruct children to use what they learned about their family's history to color or shade their family's place of origin.

Using children who would like to volunteer, trace the migratory path of the child's ancestors, noting areas where families likely traveled over land and water. Lead a discussion with children about broad topics that could have influenced immigration, such as loss of natural resources. Allow volunteers to share their family stories of migration to allow children to learn about the lives and historical struggles of their peers, noting that not all families migrated due to historical struggles.

Culturally Responsive Teaching: Some families may be reluctant to discuss places of origin and migratory patterns due to cultural sensitivities (i.e., Africans brought to America as slaves, ancestors migrating illegally.) To allow for sensitivity issues, participation in this activity should be encouraged on a voluntary basis.

Make a Poster

Individuals  30 minutes

Materials: Fact Sheet: Mojave Trails, poster paper, art supplies

Tell children that the passage of time can cause changes in the way land is used. Distribute the fact sheet, **Mojave Trails**, which gives children background information about this National Monument.

Have children follow along as you read the fact sheet on Mojave Trails aloud. Lead children in a discussion of how the land was used in the past and how it has changed. Ask children to name the early advantages of the trails by using relative locations to describe areas of the trails. Then have children talk with partners or small groups about how these advantages changed to be disadvantages with the passing of time. Encourage children to research either the Transcontinental Railroad or Route 66 and add the routes to Student Activity Mat 1B **United States Outline**.

Next have children use art supplies to create an informative poster about Mojave Trails. As children work to complete their posters, instruct them to write phrases on their posters that explain the advantages of the area and how those advantages changed over time. Encourage children to use smart, snappy language in their writing, such as what might be heard in a television or radio commercial. Finally, have children talk in small groups about why it's important to preserve Mojave Trails.

Support for English Language Learners

Writing Remind children that linking words such as *and*, *because*, *also*, *if*, and *since* signal a reader or listener that a special relationship exists among the ideas within the sentence or paragraph. Have students practice using signal words with the following exercises.

Entering: Provide children with a list of signal words. Work with them to develop one opinion/supporting reason sentence using one of these signal words to be included on the poster.

Emerging: Provide children with a list of signal words. Demonstrate giving one opinion/supporting reason sentence using one of the signal words. Then assist children in developing sentences for their poster using these signal words.

Developing: Provide children with a list of signal words. In groups, have them explain how these words may be used in sentences on their posters. Then have children write sentences for their posters and identify the signal words they used.

Expanding: Work with children in a small group to develop a list of signal words. Ask children to explain why these words should be used with the facts presented on their posters. Then have children write sentences for their posters and identify the signal words they used in their sentences.

Bridging: Give children a sheet of paper for taking notes. Have children review the posters created by their classmates to identify and list the signal words used on the posters. Then have the children explain to you the relationships among the words in their classmates' sentences where these signal words are used.

Types of Environments

Whole Class 15 minutes

Materials: Graphic Organizer: Three-Column Chart; online or printed map of images of urban, suburban, and rural land areas in your state

Use an online satellite map, photographs, informational books, or other web resources to display images of urban, suburban, and rural areas in your state, or print and display photos of each type of environment. Review definitions of these three areas and lead a discussion to compare these three types of land areas.

- *Urban areas* are large cities. In urban areas, there are not many trees or open fields. Houses and buildings are placed close together.
- *Suburban areas* are smaller cities. In suburban areas, there are more trees and some open fields. Houses and buildings have more space between them.
- *Rural areas* are smaller communities. In rural areas there are more open fields and spaces for wildlife and farms. Houses and buildings have large spaces between them.

Distribute the graphic organizer, **Three-Column Chart**, which provides children with a way to organize their thinking. Instruct children to label the first column *urban*, the second column *suburban*, and the third column *rural*.

Return to the map images once again to take a more detailed exploration of each. As you closely examine the maps with children, instruct them to jot notes about the ways the land is used in each environment. Lead children in a discussion that compares the way the land is used in each environment.

My Family's Place of Origin

What continent are your ancestors from? Color or shade it on the map below.



Fact Sheet: National Monument: Mojave Trails

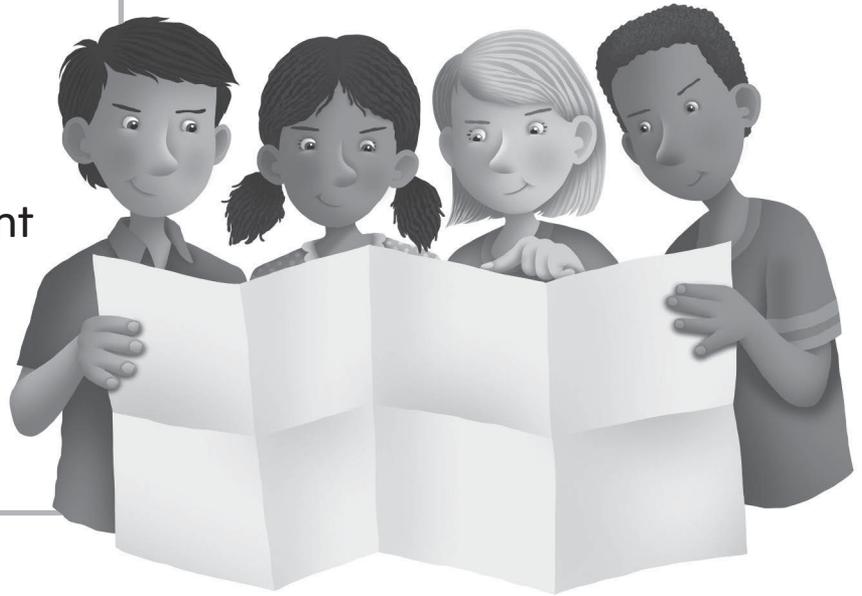
Early Advantages	What Changed Over Time?
<p>Native Americans traveled through the Mojave Indian Trail. The trail gave them access to fresh water from the Mojave River.</p>	<p>People no longer have to rely on nearby sources of fresh water. People are able to have the resources they need brought to them rather than having to travel to find them.</p>
<p>The Transcontinental Railroad included a stretch of railroad along the Mojave Trail. Towns were built around the railroad stops in the area.</p>	<p>As more people began to use other means of transportation, railroads became used less often. With less need for the railroad, people began to move to other towns. Towns near railroads declined.</p>
<p>Route 66, a stretch of road along the Mojave Trail, was used to help connect the American coasts. People were able to use Route 66 to travel by automobile.</p>	<p>As more people began to travel on Route 66, there was more traffic. People began to choose newer, larger traffic routes for automobile travel.</p>



The Parts

5 players:

- **Narrator**
- **Bre'Anna**, a student
- **Mary**, a student
- **James**, a student
- **Julio**, a student



Director's Notes:

Scene opens with the children standing center stage. The four children are looking down at a map as though studying it carefully. The narrator is standing off center, closer to the audience.

Narrator: These friends are on a scavenger hunt! The first team to find all the items on the map grid will win. Will this team figure out the map grid in time to win?

Bre'Anna: Hurry up, I want to win!

Mary: Let's think about what we know about maps and see if we can figure this out.

James: It looks like we need to walk up this hill and turn right at the giant waterfall.

Julio: Which direction do we go?

All 4 children: Hmmmm.

James: I remember something about this star
squinting looking thing. What was it called?

Mary: A compass rose!
pointing to the map

James: That's it!
nodding

Bre'Anna: Right! Okay, so that means if we're
nodding here. . .
(pauses and points to map) . . . then we have to go north to get to
the hill, right?

Mary: Right!
nodding
pointing to map The legend says there should be
a bench where the first item is.

Bre'Anna: Great! What are waiting for? Let's go!

The children run off stage.

Narrator: After a long day of running around
the park, they've found everything.

Mary: Did we win?

Julio: Not yet. We still have to get to the
shaking head finish line.

Bre'Anna: Where is the finish line?

Julio: The map grid says the finish line
should be right next to a big red
building.

James: The legend says the big red building is
pointing at the map the park office.

Julio: We need to walk south and then east
to get there. Let's go!

The four children run off stage.

Narrator: The team did a great job using the map
grid. Congratulations, team!

Three-Column Chart

SOCIAL STUDIES

The *myWorld Activity Guide* will engage your students through a variety of dynamic hands-on activities and short-term and long-term projects. Supporting an inquiry approach, this guide can be used in a variety of ways to supplement your instruction. Lesson plans and blackline masters will help you integrate the activities into your instruction seamlessly.

Foster classroom engagement with these activities:

- Long-term Inquiry Projects
- Games
- Civic Discussions
- Art Projects
- Preparing and Acting Out a Skit
- Read Alouds
- Map Activities
- Readers Theater
- and more

myWorld

ACTIVITY GUIDE

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