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Gateway to Dayton Teaching American History:  
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2005

## Dayton Public Schools 5th Grade Social Studies Instructional Guide. Dayton Teaching American History. Unit 9: Modern Issues

Dayton Public Schools

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**INTRODUCTORY LESSON**  
**American Cultural History:**  
**The 20<sup>th</sup> Century (Flexible)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>C. Explain how new developments led to the growth of the United States:</b></p> <p><b>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.</b></p> <p><b>People in Societies</b></p> <p><b>A. Compare practices and products of North American cultural groups:</b></p> <p><b>1. Compare the cultural practices and products of diverse groups in North American including:</b></p> <p>a. Artistic expressions;  b. Religion;  c. Language;  d. Food;  e. Clothing;  f. Shelter.</p> <p><b>Social Studies Skills &amp; Methods:</b></p> <p><b>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</b></p> <p><b>3. Differentiate between primary and secondary sources.</b></p> <p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b>  <b>A: 1</b></p> <p><b>Informational, Technical, and Persuasive Text:</b>  <b>A: 1, 5</b></p>	<p><b>Core Activity</b></p> <p>This site displays a series of Web guides on the decades of the twentieth century focusing on all aspects of American life.</p> <p>Find the resource on the Web site:  <a href="http://kclibrary.nhmccd.edu/decades.html">http://kclibrary.nhmccd.edu/decades.html</a></p>	<p>cultural</p>

**Differentiated Learning**

*Enrichment Activity:*

- Students will create a "Back to the Future" travel guide. Students (individual or in groups or pairs) will chose a decade and create a travel guide brochure for going back in time. Students will present these to the class.

*Additional Instruction:*

- Have students create a compare and contrast chart in which the students will pick two of the decades at least thirty years apart and compare and contrast life in America concerning religion, language, food, shelter, clothing, artistic expressions.



## They Came to America (8-10 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</b></p> <p><b>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.</b></p>	<p><b>Core Activity</b></p> <p>Why did immigrants come to America?</p> <p>Find the entire lesson on the Web site:  <a href="http://score.rims.k12.ca.us/activity/theycame/student_page.html">http://score.rims.k12.ca.us/activity/theycame/student_page.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>reality, experienced immigrants</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b>            A:1,6            B:4            C:7</p> <p><b>Informational, Technical, and Persuasive Text:</b>            F:4</p> <p><b>Writing Application:</b>            B:5            D:4</p> <p><b>Research:</b>            B:2            C:3,4            E:6</p> <p><b>Communication:</b>            A:1            D:8</p>		

**Differentiated Learning**

*Enrichment Activity:*

- Selected decennial census data on the foreign-born population of the United States from 1850 for students to chart and graph. Find the entire lesson on the Web site:  
<http://www.census.gov/population/www/documentation/twps0029/twps0029.html>
  
- Heritage Fair Day: Make and display family trees of class members. Create mini-museums for samples of family treasures. Have a multicultural lunch with foods from many countries. Decorate class with flags of different nations represented.

- Memorize poem "The Great Colossus", by Sylvia Plath
- Write biography of an immigrant after they were processed at Ellis Island. What happened to them? Where did they settle? Did they get a job? Have they been accepted in America?

*Additional Instruction:*

- Create a T chart with comparisons of reasons immigrants traveled to the U.S. and the realities they faced once they arrived.

**Additional Resources**

*Web Sites:*

- Harvard Immigration Project  
<http://www.gse.harvard.edu/~hip/ImmigrationResources.html>
- U.S. Immigration into the United States  
<http://www.familytreemaker.com/00000389.html>

**Informal Assessment**

Clearly marked assessment in the lesson.



ACTIVITY

**Destination: Mars (1-2 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>A. Explain opportunity costs involved in the allocation of scarce productive resources.</b></p> <p><b>1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.</b></p> <p><b>Social Studies Skills and Methods:</b></p> <p><b>D. Use problem-solving skills to make decisions individually and in groups:</b></p> <p><b>9. Use a problem-solving/decision-making process which includes:</b></p> <ul style="list-style-type: none"> <li>a. Identifying a problem;</li> <li>b. Gathering information;</li> <li>c. Listing and considering options;</li> <li>d. Considering advantages and disadvantages of options;</li> <li>e. Choosing and implementing a solution;</li> <li>f. Developing criteria for judging its effectiveness;</li> <li>g. Evaluating the effectiveness of the solution.</li> </ul>	<p><b>Core Activity</b></p> <p>Through critical thinking and economic reasoning, scarcity, choices, opportunity costs, and money/resources concepts are targeted.</p> <p>Find the entire activity on the Web site:  <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM392">http://www.econedlink.org/lessons/index.cfm?lesson=EM392</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>allocation, lottery, methods, rationing, scarce</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> A:1</p> <p><b>Reading Process:</b> A:1</p> <p>C:7</p> <p><b>Writing Applications:</b> B:5</p> <p><b>Communication:</b> A:1</p>		



## **Differentiated Learning**

### *Enrichment Activity:*

- Use the "NASA for Kids" site - <http://kids.msfc.nasa.gov/Pioneers/> site to explore becoming an astronaut and what it takes to live in space.
- Use the "I Can Touch the Stars" site - <http://www.econedlink.org/lessons/em392/icantouchthestars.doc> page to explore further two special astronauts: Dr. Sally Ride and Senator John Glenn.
- Use the Astronauts in Outer Space site - <http://www.worldalmanacforkids.com/explore/inspace> to create a timeline of space flight that will include six of the most important events in space flight.
- Use the "W.R.P.A. Fliers Club" page at [http://www.workman.com/fliersclub/dl\\_rocketcolor.html](http://www.workman.com/fliersclub/dl_rocketcolor.html) to print off your own paper glider, and go to [http://www.workman.com/fliersclub/dl\\_rocket\\_inst.html](http://www.workman.com/fliersclub/dl_rocket_inst.html) for instructions on how to fold it.

### *Additional Instruction:*

- **WHAT WOULD YOU WORK HARD FOR:** Young children should begin to learn about the concept of value and why some items are considered more valuable than others. These concepts relate to a geographical understanding of natural resources and the reasons why people work very hard to extract resources, such as during the California gold rush - <http://www.nationalgeographic.com/xpeditions/activities/16/questgold.html>. This lesson has students go through a simulation to learn about value, abundance, and scarcity and asks them to consider the things that they would be willing to work very hard for.





## The Little Red Hen (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>A. Explain opportunity costs involved in the allocation of scarce productive resources.</b></p> <p><b>1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.</b></p>	<p><b>Core Activity</b></p> <p>Have you ever worked hard on a project and found that no one would help you? Then when you got it all done, suddenly everyone wanted to participate, or use your creation? You have something in common with the Little Red Hen.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM389">http://www.econedlink.org/lessons/index.cfm?lesson=EM389</a></p>	<p>allocation, lottery, methods, rationing, scarce, production, resources, recipe</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> A:1</p> <p><b>Reading Process:</b> A:1,6 C:7</p> <p><b>Informational, Technical, and Persuasive Text:</b> A:1,5</p> <p><b>Writing Applications:</b> B:5</p> <p><b>Research:</b> C:3,4</p> <p><b>Communication:</b> A:1</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Mathematics</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- Place students in groups and have them build a business. They have to come up with a summation on how group members will be paid according to their productivity.

*Additional Instruction:*

- Read *Tops and Bottoms* available on the Web at [www.eduplace.com/view/pages/t/tops\\_and\\_Bottoms\\_Janet\\_Stevens.html](http://www.eduplace.com/view/pages/t/tops_and_Bottoms_Janet_Stevens.html)  
Discuss how the Rabbit Family was fair to Mr. Bear. Discuss the effectiveness of contracts.

**Informal Assessment**

Clearly marked assessment in the lesson.

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>A. Explain opportunity costs involved in the allocation of scarce productive sources.</b></p> <p><b>1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.</b></p> <p><b>Geography:</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America:</b></p> <p><b>7. Analyze reasons for conflict and cooperation among regions of North America including:</b></p> <p><b>a. Trade.</b></p>	<p><b>Core Activity</b></p> <p>In this lesson you will find out why it makes sense to trade with other countries.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM448">http://www.econedlink.org/lessons/index.cfm?lesson=EM448</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>“opportunity cost”            exports,            imports,            specialize</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b>            A:1            C:7</p> <p><b>Informational, Technical, and Persuasive Text:</b>            A:1</p> <p><b>Writing Applications:</b>            B:5</p> <p><b>Communications:</b>            A:1</p>		

**Differentiated Learning**

*Enrichment Activity:*

- Write an explanation about why Chile exports fruits and vegetables to the United States. Use these words: specialize, exports, and imports in the explanation. You should list the fruits and vegetables that are exported to the United States from Chile, tell how the fruits and vegetables get to the United States, and tell why the geography and climate of Chile make it a perfect place to grow those fruits and vegetables.

To find the information for your explanation go to "Go on a Chilean Fruit Adventure" - <http://www.dole5aday.com/ReferenceCenter/Encyclopedia/ChileanFruits/index.jsp?topmenu=1>. If you click on the words 'Growing Regions' under the 'Background' section you will find out about the geography and climate of Chile.

*Additional Instruction:*

- Unions and Alliances: Upper elementary school students should be able to identify and describe different territorial units, including regional and international alliances - <http://www.nationalgeographic.com/xpeditions/activities/13/eurounion.html> between countries. This lesson has students focus on the United Nations, learning about this organization's functions and purposes and the broad geographical range of its members. It then asks students to apply the concepts behind the UN's mission to their own school, creating an alliance of students or school groups.

**Informal Assessment**

Clearly marked assessment in the lesson.



## Those Golden Jeans (3-5 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>A. Explain the opportunity costs involved in the allocation of scarce productive resources.</b></p> <p><b>2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.</b></p>	<p><b>Core Activity</b></p> <p>This lesson is designed to review the three types of productive resources—natural resources, human resources, and capital resources—needed to produce a variety of goods and services.</p> <p>Find the entire lesson on the Web site: <a href="http://www.e-connections.org/lesson9/">http://www.e-connections.org/lesson9/</a></p>	<p>capital, resource, supply, demand, goods and services</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> A:1</p> <p><b>Reading Process:</b> A:1,6 C:7</p> <p><b>Informational, Technical, and Persuasive Text:</b> A:1,5</p> <p><b>Research:</b> C:3</p> <p><b>Communication:</b> A:1</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	

### **Differentiated Learning**

*Enrichment Activity:*

- With a partner, write a plan for a new business. Describe the goods or services you plan to market, explain who your customers would be, and list what you would need to get started.
- Create a comic strip for Free Enterprise Publishers showing the steps an ambitious young American would take to start and run a new business. Be sure to include a panel showing how the “hero” would respond to competition from other businesses.

*Additional Instruction:*

- On the board write “Goods are things that people buy and sell.” Ask students to suggest examples of goods. Record students’ responses on the board.

- Have students work in small groups. Tell them to identify the kinds of stores/establishments in which they would find these goods listed on the board.
- Ask students who decides what goods and stores are made?
- Explain to students the three basic economic questions: what to produce, how to produce, and who to produce for.

### **Additional Resources**

#### *Web Sites:*

- The Smithsonian Magazine  
• <http://www.smithsonianmag.si.edu/smithsonian/issues97/jun97/pizza.html>

### **Informal Assessment**

Clearly marked assessment in the lesson.





## Allocation Methods (2 days)

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>A. Explain the opportunity costs involved in the allocation of scarce productive resources:</b></p> <p><b>1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.</b></p> <p><b>Social Studies Skills and Methods:</b></p> <p><b>D. Use problem-solving skills to make decisions individually and in groups:</b></p> <p><b>9. Use a problem-solving/decision-making process which includes:</b></p> <ol style="list-style-type: none"> <li>a. Identifying a problem;</li> <li>b. Gathering information;</li> <li>c. Listing and considering options;</li> <li>d. Considering advantages and disadvantages of options;</li> <li>e. Choosing and implementing a solution;</li> <li>f. Developing criteria for judging its effectiveness;</li> <li>g. Evaluating the effectiveness of the solution.</li> </ol>	<p><b>Core Activity</b></p> <p>Using economic reasoning skills, students will be able to compare different allocation methods for goods and services. Students will experience each of the allocation methods listed in the indicator. They will learn why allocation methods are needed when there are scarce goods or services. Given a scenario, students will list options, consider advantages and disadvantages, and choose and implement an allocation method.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/A/E5A1-S5D9%20Allocation%20Methods.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/A/E5A1-S5D9%20Allocation%20Methods.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>allocation, scarcity, first-come-first-served, rationing, lottery</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Communications:</b> F:9</p>		

**Differentiated Learning**

*Enrichment Activity:*

- Take pictures of signs in the community or cut out newspaper ads that display one or more of the allocation methods. For example: "While Supplies Last" at a local fast food restaurant is an example of first-come-first-served.

- Students may survey the class on the best “indoor game” for rainy days. Set up a tournament using the game. Finally, use different allocation methods each day to determine who will get to play the game.

*Additional Instruction:*

- Have students work in small teams to provide support and give them more opportunities and time to respond.
- Create a rap song with the allocation methods to help someone remember them.
- Create a poem of one or more of the allocation methods.
- Create pantomimes demonstrating the allocation methods and allow other students the chance to guess the method being shown.

**Informal Assessment**

Clearly marked assessment in the lesson.



## Old Business, New Business (3-5 days)

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>B. Explain why entrepreneurship, capital goods, technology, specialization, and division of labor are important in the production of goods and services.</b></p> <p><b>3. Explain how education, specialization, capital goods and the division of labor affect productive capacity.</b></p>	<p><b>Core Activity</b></p> <p>In this lesson students are introduced to several businesses from the past. They see that, while the names for these businesses are different, many of the elements of people's jobs are common to occupations.</p> <p>Find the entire activity on the Web site:  <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM64">http://www.econedlink.org/lessons/index.cfm?lesson=EM64</a></p>	<p>occupations, business</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b>  A:1,6  C:7</p> <p><b>Informational, Technical, and Persuasive Text:</b>  A:1,5</p> <p><b>Writing Applications:</b>  B:5</p> <p><b>Research:</b>  B:2  C:3,4  E:6</p> <p><b>Communication:</b>  A:1</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Art</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- Research a business that was started in the early 1900s and follow its growth through today and make a timeline of changes.
- Ask students to survey their neighborhoods for stories about family names. Organize this information for a booklet describing surnames that originated from occupations, from locations, from re-spellings of foreign names, etc.

- On the computer or by hand, design business stationery or small business cards for:
  - Local businesses
  - Family members
  - School faculty /staff
  - Sports teams
  - Authors of favorite books

*Additional Instruction:*

- Make a timeline of the changes in television. Give students cards that can be put in order from when the television was invented to present day.

**Additional Resources**

*Web Sites:*

- Business Then and Now  
<http://www.factmonster.com/ipka/A0768830.html>
- Business  
<http://www.factmonster.com/ipka/A0768796.html>



## Old Toys, New Market (1-2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</b></p> <p><b>4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</b></p>	<p><b>Core Activity</b></p> <p>In this lesson, you will demonstrate how new markets can be developed for old products and explore how a product sold in different countries can be affected by cultural and social differences in each country.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.econedlink.org/lessons/index.cfm?lesson=EM387">http://www.econedlink.org/lessons/index.cfm?lesson=EM387</a></p>	<p>facilitate, interdependent, specialize, markets</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b>  <b>A:1</b>  <b>C:7</b></p> <p><b>Informational, Technical, and Persuasive Text:</b>  <b>A:1,5</b></p> <p><b>Writing Applications:</b>  <b>B:5</b></p> <p><b>Research:</b>  <b>B:2</b>  <b>C:3</b></p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- Do research to see if there are different versions of popular board games like Monopoly in other countries.
- Are they the same in other countries?
- Suppose a new LEGOLAND is built in Japan. Why would this represent a new market for the company? *[Currently there are no LEGOLANDS in Asia, so the company would be reaching many new Asian consumers not previously reached.]*



- You have been asked to develop a restaurant for a new park in Japan. Create a menu, complete with the name of the restaurant and some dishes that you think would be popular with Japanese and Asian park visitors as well as with European and American visitors.

*Additional Instruction:*

- Create a new game and explain why it would be popular in another country

**Additional Resources**

*Web Sites:*

- Certain sections of the official LEGOs Company Web site, <http://www.lego.com>, will be used in the Process section of the lesson. These sections include <http://www.lego.com/eng/info/default.asp?page=timeline7> about the history of the company about the rides available at LEGOLAND.
  - LEGOLAND California (United States) <http://www.lego.com/legoland/california/default.asp?locale=2057>
  - LEGOLAND Windsor! (England) <http://www.lego.com/legoland/windsor/default.asp?locale=2057>
  - LEGOLAND Billund! (Denmark) <http://www.lego.com/legoland/billund/Default.asp?locale=2057>
  - LEGOLAND Deutschland! (Germany) <http://www.lego.com/legoland/deutschland/default.asp?locale=2057>
- The fun facts about Monopoly will be used in the Process section from: <http://www.monopoly.com/pl/page.funfacts/dn/default.cfm>

**Informal Assessment**

Clearly marked assessment in the lesson.





## The Life and Times of a No. 2 Pencil (5-8 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</b></p> <p><b>4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.</b></p>	<p><b>Core Activity</b></p> <p>Students identify resources used in its production, classify those resources by the factors of production and discuss alternative ways to produce a pencil. Discussion can also focus on how the resources are selected, the decisions that are involved in production, and how the production is an example of global interdependence.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.producingohio.org/teachers/Lesson1.pdf">http://www.producingohio.org/teachers/Lesson1.pdf</a></p>	<p>alternative, classify, global, factors of production, interdependence</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b>  A:1  F:8</p> <p><b>Reading Process:</b>  A:1  C:7</p> <p><b>Informational, Technical, and Persuasive Text:</b>  A:5</p> <p><b>Writing Applications:</b>  A:1  B:2,5</p> <p><b>Research:</b>  B:2</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	

### Differentiated Learning

#### *Enrichment Activity:*

- Write about the birth of a house and everything that goes into making a house.
- See lesson Web site for further enrichment resources

*Additional Instruction:*

- Look at the production of another classroom item or supply such as paper.
- See this Web site for a re-teach lesson plan...it also has enrichment ideas:  
<http://www.producingohio.org/teachers/Lesson10.pdf>

**Additional Resources**

*Web Sites:*

- Welcome to the Pencil Pages  
<http://www.pencilpages.com/>
- The Pencil Pages  
<http://www.pencils.com/>
- Faber-Castell  
<http://www.faber-castell.com/>

**Informal Assessment**

Clearly marked assessment in the lesson.



## The Circular Flow of a Market Economy (5-8 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</b></p> <p><b>5. Explain the general relationship between supply, demand and price in a competitive market.</b></p>	<p><b>Core Activity</b></p> <p>This lesson introduces the graphic organizer and illustrates the relationships of a market economy's sectors and markets.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.producingohio.org/teachers/Lesson2.pdf">http://www.producingohio.org/teachers/Lesson2.pdf</a></p>	<p>market, sector, consumer, goods and services, producer</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b>  A:1  F:8</p> <p><b>Reading Process:</b>  A:1  C:7</p> <p><b>Informational, Technical, and Persuasive Text:</b>  A:5</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- Use the newspaper to find items that are on sale. Compare stores and their prices on the same items. Do they have other things on sale that would cause you to shop at their store more readily than other stores?

#### *Additional Instruction:*

- Complete a graphic organizer that will show the circular flow model of a Market Economy so students can "see" how the market works.
- Use this website for additional understanding of Circular Flow - <http://www.producingohio.org/action/circular/index.html>

### **Informal Assessment**

Clearly marked assessment in the lesson.



## Ka-Ching! Supply, Demand and Market Price (1-2 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</b></p> <p><b>5. Explain the general relationship between supply, demand and price in a competitive market.</b></p>	<p><b>Core Activity</b></p> <p>In this lesson, students respond to scenarios about events or changes in consumer or producer behaviors. As an assessment activity, students create similar scenarios about an agricultural product they regularly consume to determine the predictable effects of events or changes in behaviors on the supply or, demand for that product and its market price.</p> <p>Find the entire lesson on the Web site: <a href="http://www.producingohio.org/teachers/Lesson6.pdf">http://www.producingohio.org/teachers/Lesson6.pdf</a></p>	<p>complementary goods, cost, cost of production, demand, factors of production, market price, price, substitutes, supply, tastes, preferences</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> A:1 F:8</p> <p><b>Reading Process:</b> A:1 C:7</p> <p><b>Informational, Technical, and Persuasive Text:</b> A:5</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Math</p> <p>Science</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- See lesson Web site for enrichment activities.

#### *Additional Instruction:*

- Create a simulation. Suggest to the students that they all want to buy a certain candy. (Provide this candy for them to buy with fake money.) Now have the students, row by row, start coming up to buy the candy. As the candy begins running out, start raising the price as the last rows begin coming up. Explain to them the meaning of this. You can also have a candy that nobody wants, and now since there is so much of it, lower the price.

### **Additional Resources**

#### *Web Sites:*

- See lesson Web site for Web links.

### **Informal Assessment**

Teacher can create their own assessments based on the lesson content.





## High Flying Factors of Production (5-8 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</b></p> <p><b>6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.</b></p>	<p><b>Core Activity</b></p> <p>In this simulation, groups will make decisions about how to organize and how to use resources for the production of paper airplanes. The student groups will compete to be the best—the most efficient—airplane producers.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.producingohio.org/teachers/Lesson3.pdf">http://www.producingohio.org/teachers/Lesson3.pdf</a></p>	<p>efficient, producers, factors of production, capital, profit</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b>  A:1  F:8</p> <p><b>Reading Process:</b>  A:1  C:7</p> <p><b>Communication:</b>  A:1</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Art</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- Students are to check prices of a DVD player and find the best one for the least amount of money.

#### *Additional Instruction:*

- Given a budget, students are to see who the best shopper is. Using the Sunday paper, go shopping to see how many items they can buy and have some money left over. They will be given a list of items to buy. Discuss reasons for purchases and if they would have purchased “higher” price items if they had more money.

### **Additional Resources**

#### *Web Sites:*

- See lesson Web site for links

### **Informal Assessment**

Clearly marked assessment in the lesson.



## Competition in the Marketplace (3-5 days)

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>Economics:</b></p> <p><b>C. Explain how competition affects producers and consumers in a market economy and why specialization facilitates trade.</b></p> <p><b>7. Explain why competition among consumers/buyers results in higher product prices.</b></p>	<p><b>Core Activity</b></p> <p>The primary determinant of the level of competition in a market is the number of competing business firms and the ease of entry and exit of firms into and out of that market. This lesson identifies the potential barriers to competition in various markets and suggests how those factors will affect the market prices of the goods or services discussed.</p>	<p>determinant, markets, competition, monopoly</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> A:1 F:8</p> <p><b>Reading Process:</b> A:1 C:7</p> <p><b>Writing Applications:</b> B:5</p> <p><b>Communication:</b> A:1</p>	<p>Find the entire lesson on the Web site: <a href="http://www.producingohio.org/teachers/Lesson7.pdf">http://www.producingohio.org/teachers/Lesson7.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- Group students into business groups to design and sell bracelets. They are to write advertisements and drum up business for the sale. The group that sells the most bracelets will become super producers.

#### *Additional Instruction:*

- Here is an additional lesson that can help the students understand determinants and markets:  
<http://www.producingohio.org/teachers/Lesson8.pdf>

### **Additional Resources**

#### *Web Sites:*

- See lesson website for additional links

### **Informal Assessment**

Clearly marked assessment in the lesson.





## A Nation of Many Cultures (2 days)

Standard: Benchmark : Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>A. Compare practices and products of North American cultural groups.</b></p> <p><b>1. Compare the cultural practices and products of diverse groups in North America, including:</b></p> <ul style="list-style-type: none"> <li>a. Artistic expressions;</li> <li>b. Religion;</li> <li>c. Language;</li> <li>d. Food;</li> <li>e. Clothing;</li> <li>f. Shelter.</li> </ul>	<p><b>Core Activity</b></p> <p>Students create a visual representation of themselves to include their family, heritage, and interests, to compare and contrast similarities and differences of America's peoples.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.pbs.org/americaresponds/anationofcultures.html">http://www.pbs.org/americaresponds/anationofcultures.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Art</p> <p>Language Arts</p>	<p>heritage, representation, visual</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b> A:6</p> <p><b>Informational, Technical, and Persuasive Text:</b> A:5</p> <p><b>Writing Applications:</b> B:5</p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Make a collage or poem relating to all the different cultures we learned.
- Research a holiday. Why was it started?

#### *Additional Instruction:*

- Discuss artistic expressions, religion, language, food, clothing and shelter. Have students provide different examples they can think of and list them on the board. See if any of these characteristics of different cultural groups relate to one another. How are they different?

### **Informal Assessment**

Clearly marked assessment in the lesson.



## The Mississippi: River of Song (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>A. Compare practices and products of North American cultural groups.</b></p> <p><b>1. Compare the cultural practices and products of diverse groups in North America, including:</b></p> <ul style="list-style-type: none"> <li>a. Artistic expressions;</li> <li>b. Religion;</li> <li>c. Language;</li> <li>d. Food;</li> <li>e. Clothing;</li> <li>f. Shelter.</li> </ul> <p><b>Social Studies Skills and Methods:</b></p> <p><b>B. Use a variety of sources to organize information and draw inferences:</b></p> <p><b>6. Draw inferences from relevant information.</b></p>	<p><b>Core Activity</b></p> <p>This PBS unit presents opportunities to experience the wide variety of types of music and musical contexts that run through our nation.</p> <p>Find the entire activity on the Web site:  <a href="http://www.pbs.org/riverofsong/teachers/">http://www.pbs.org/riverofsong/teachers/</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Music</p> <p>Language Arts</p>	<p>context, variety</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> A:1</p> <p><b>Reading Process:</b> A:1 C:7</p> <p><b>Informational, Technical, and Persuasive Text:</b> A:5</p> <p><b>Communication:</b> A:1</p>		

### Differentiated Learning

#### *Enrichment Activity:*

- Create a song about one of the major bodies of water in Ohio. Find any songs that are about towns in Ohio or about the State of Ohio.

- Explain the importance of the major rivers of our country.
- See the lesson's Web site for more extension activities.

*Additional Instruction:*

- Finding Your Spot in the World - <http://www.lessonplanspage.com/ssGeography2.htm>. Students will be able to understand how movement of people brings ideas and changes into a country or neighborhood. Students will become familiar with their local surrounding areas and the countries of their ancestors. They will be able to use a local and world map.



## Food History Lesson Plans (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>A. Compare practices and products of North American cultural groups.</b></p> <p><b>1. Compare the cultural practices and products of diverse groups in North America, including:</b></p> <p><b>d. Food.</b></p>	<p><b>Core Activity</b></p> <p>Ever wonder what the Vikings ate when they set off to explore the new world? How Thomas Jefferson made his ice cream? What the pioneers cooked along the Oregon Trail? This Web site offers numerous lessons on Food History.</p> <p>Find the resource lesson at:  <a href="http://www.foodtimeline.org/food2a.html">http://www.foodtimeline.org/food2a.html</a></p>	<p>explore, pioneer</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Reading Process:</b> A:1</p> <p><b>Research:</b> B:2</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	

### **Differentiated Learning**

#### *Enrichment Activity:*

- Why do certain cultures or religions have rules or taboos regarding food? Choose several examples of food laws and customs and research their origins. Write a report on your findings
- Feeding Minds, Fighting Hunger: an international classroom for exploring the problems of hunger, malnutrition and food insecurity. You will find sample materials and lessons, and an interactive forum for exchanging ideas and experiences around the world. <http://www.feedingminds.org/>

#### *Additional Instruction:*

- Hey, Mom! What's for Breakfast? Discuss food items you consume for breakfast. Investigate elements of foreign culture, particularly food. Use map skills to locate selected foreign nations. <http://www.econedlink.org/lessons/index.cfm?lesson=EM41>





**African American Feats Yield  
Advances in Science, Technology  
(1-2 days)**

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>A. Compare practices and products of North American cultural groups.</b></p> <p><b>1. Compare the cultural practices and products of diverse groups in North America.</b></p>	<p><b>Core Activity</b></p> <p>Contributions of African Americans in Science &amp; Technology.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.cnn.com/fyi/interactive/specials/bhm/lesson.plan/innovators.lp.html">http://www.cnn.com/fyi/interactive/specials/bhm/lesson.plan/innovators.lp.html</a></p>	<p>advances, yield</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> A:1</p> <p><b>Reading Process:</b> A:1 C:7</p> <p><b>Writing Applications:</b> B:5</p> <p><b>Research:</b> B:2 C:3,4 E:6</p>	<p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p> <p>Science</p>	

**Differentiated Learning**

*Enrichment Activity:*

- Report orally on an invention by an African American
- Students can look through American history textbooks to see whether or not the person they profiled is included. If not, they can write letters to the editors arguing for the inclusion of the African Americans they chose to research.
- Students can do research on one of the inventions or research projects mentioned in the article and write essays or create oral presentations that explain the invention/research.

*Additional Instruction:*

- Students can create index cards with the name of an African American inventor, scientist, researcher, activist, entertainer, etc., on one side and this person's contributions or creations on the other side. Allow students time to share their information with each another. Then collect the cards, divide the students into teams, and use the cards to quiz them on names and contributions to society.

- Students can write essays about ways in which inventions of prominent African Americans have affected their everyday lives

### **Additional Resources**

#### *Web Sites:*

- For whom 'The Bell Curve' tolls  
<http://www.skeptic.com/03.2.miele-murray-interview.html>
- A review of 'The Bell Curve': Bad science makes for bad conclusions -  
<http://goinside.com/98/3/postmod.html>

### **Informal Assessment**

Clearly marked assessment in the lesson.





## Diversity of Cultures in America (Flexible)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies</b></p> <p><b>A. Compare practices and products of North American cultural groups.</b></p> <p><b>1. Compare the cultural practices and products of diverse groups in North America, including:</b></p> <ul style="list-style-type: none"> <li>a. Artistic expressions;</li> <li>b. Religion;</li> <li>c. Language;</li> <li>d. Food;</li> <li>e. Clothing;</li> <li>f. Shelter.</li> </ul> <p><b>Geography</b></p> <p><b>B. Identify the physical and human characteristics of places and regions in North America.</b></p> <p><b>7. Analyze reasons for conflict and cooperation among regions of North America including:</b></p> <ul style="list-style-type: none"> <li>c. Immigration</li> </ul>	<p><b>Core Activity</b></p> <p>Is America a “melting pot?” Recognize America’s diversity.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0008.html">http://www.eduref.org/cgi-bin/printlessons.cgi/Virtual/Lessons/Social_Studies/US_History/USH0008.html</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>diversity, conflict, regions, “melting pot” immigration</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Acquisition of Vocabulary:</b> F:8</p> <p><b>Reading Process:</b> A:1,6</p> <p><b>Informational, Technical, and Persuasive Text:</b> A:5</p> <p><b>Writing Applications:</b> B:5</p> <p><b>Communication:</b> A:</p>		
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> <li>• Have an immigrant speak to the class. Afterward the students can do a study on the immigrant’s country.</li> </ul>		

Or invite a representative of the local immigration department to talk about what a person has to do to become an American citizen; the speaker also might touch on other challenges new immigrants face. Have students develop questions beforehand, based on their newspaper reading.

*Additional Instruction:*

- This lesson will use photographs to visually describe the transition from Old World to New World experienced by immigrants to the United States. Students will gain an understanding of the new life of immigrants in this country, and will learn how the medium of photography can record and recount history. They will also gain historical perspective by comparing and contrasting images of the past and the present. <http://artsedge.kennedy-center.org/content/2315/>

**Additional Resources**

*Web Sites:*

- The American Immigration Project  
<http://www.bergen.org/AAST/Projects/Immigration/>

**Informal Assessment**

Teachers can create their own assessments based on the lesson content.



## Exploring Cultural Practices and Projects (5-6 days)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People in Societies:</b></p> <p><b>A. Compare the practices and products of North American cultural groups:</b></p> <p><b>1. Compare the cultural practices and products of diverse groups in North America including:</b></p> <ul style="list-style-type: none"> <li>a. Artistic expressions;</li> <li>b. Religion;</li> <li>c. Language;</li> <li>d. Food;</li> <li>e. Clothing;</li> <li>f. Shelter</li> </ul> <p><b>Social Studies Skills and Methods:</b></p> <p><b>A. Obtain information from a variety of primary and secondary sources using the component parts of the source:</b></p> <p><b>2. Locate information in a variety of sources using key words, related articles and cross-references.</b></p>	<p><b>Core Activity</b></p> <p>This lesson teaches students about cultural practices and products of North American cultural groups. Students are guided to obtain information from primary and secondary sources. This lesson may also be used when studying cultural groups of a particular North American region such as Canada (e.g., French Canadians or Inuits) or Mexico (e.g., Huichols, Yucatan Maya, Zapotecs).</p> <p>Find the entire lesson on the Web site:  <a href="http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/P5A1-S5A2_Exploring_Cultural_Practices_and_Products.pdf">http://www.ode.state.oh.us/academic_content_standards/socialstudiesboe/pdf_set/D/P5A1-S5A2_Exploring_Cultural_Practices_and_Products.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Language Arts</p>	<p>culture, cultural practices, cultural products, stereotype, primary source, secondary source, artistic expressions, shelter</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Writing Process:</b> C:5 H:17</p> <p><b>Reading Process</b> A:6</p> <p><b>Research</b> B:2</p>		
<p><b><u>Differentiated Learning</u></b></p> <p><i>Enrichment Activity:</i></p> <ul style="list-style-type: none"> <li>• Extend the lesson to include multiple forms of artistic expression in the areas of music, dance and visual arts.</li> <li>• Extend the lesson to include traditional celebrations that represent different North American cultural groups. This can be an effective means of integrating several of the indicator subparts into a comprehensive study of cultural practices and products.</li> </ul>		

- Have a cultural group organization send guest speakers to the classroom to inform students about their cultural group's practices and products.

*Additional Instruction:*

- Pair students to select pictures and analyze cultural practices and products.
- Use graphic organizers for students to categorize information from pictures.
- Allow students to participate in the “hands-on” nature of the project according to their abilities.
- Challenge students to pursue research into their own genealogy and cultural heritage and present information in a multimedia format.

**Informal Assessment**

Clearly marked assessment in the lesson.



## Immigration (3 weeks)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>People In Societies</b></p> <p><b>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</b></p> <p><b>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.</b></p>	<p><b>Core Activity</b></p> <p>Using literature, drama, arts, computer and map skills, students learn from where and why immigrants came, including the major waves of immigration.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.coreknowledge.org/CKproto2/resrcs/lessons/698Immigratn.htm">http://www.coreknowledge.org/CKproto2/resrcs/lessons/698Immigratn.htm</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Drama</p> <p>Computer Science</p>	<p>drama, timelines immigration "waves of immigrants"</p>
<p><b><u>LANGUAGE ARTS ALIGNMENT</u></b></p> <p><b>Communication:</b>  <b>A: 1, 2</b>  <b>F: 8d</b></p>		

### **Differentiated Learning**

#### *Enrichment Activity:*

- Read *Watch the Stars Come Out*, by Riki Levinson. This story describes an immigrant's journey by boat to America. Ask the children to describe the reasons people might take such a long journey. Some of the children may be recent immigrants or the sons/daughters of recent immigrants. If it is appropriate, ask these children to describe the reasons for their immigration to America. All of these reasons should be listed for future reference.
- Read sections of *Ellis Island: New Hope in a New Land*, by William Jay Jacobs. This is a historical account of Ellis Island and includes specific information about a variety of immigrants who landed there in 1907. Additional reasons for immigration may be listed at this time. Another book about Ellis Island is *If Your Name Was Changed at Ellis Island*, by Ellen Levin.
- A very different story about the immigrant experience is found in *Grandfather's Journey*, by Allen Say. This book relates both the happy and sad experiences of an immigrant from Japan



*Additional Instruction:*

- Discuss with the students why people say, "This is a land of opportunity", and what makes people want to try to come live here. How could it be better than their old life?

**Additional Resources**

*Supplemental Texts:*

- Davis, James E. and Phyllis Maxey Fernlund, *Civics, Participating in Our Democracy* New York: Addison Wesley 1993 ISBN 0-201-81563-x
- Freeman, Russell: *Immigrant Kids* New York: Penguin Books 1995 ISBN 0-14-037594-5
- Jacobs, William Jay *Ellis Island: New Hope in a New Land* New York Atheneum Books 1990 ISBN 0-684-19171-7
- Kudlinski, Kathleen V. *Girl Hood Journeys: Shannon* New York Aladdin Paperbacks 1996 ISBN 0-689-80984-0
- Levine, Ellen *If Your Name Was Changed at Ellis Island.* New York Scholastic Inc 1993 ISBN 0-590-43829-8
- Levinson, Riki *Watch the Stars Come Out.* New York E.P. Dutton, 1985 ISBN 0-525-44205-7
- Maestro, Betsy *Coming to America* New York Scholastic Inc 1996 ISBN 0-590-44151-5
- Maestro, Betsy & Giulio *Teaching Social Studies Through Literature; the Story of the Statue of Liberty* Pennsylvania Hays School Publishing Co., Inc 1992 ISBN 1-55767-166-4
- Sevaly, Karen *Summer Idea Book* California Teacher's Friend Publications, Inc 1990 ISBN 0-943263-17-4
- Stevens, Carla *Lily and Miss Liberty* New York Scholastic Inc. 1992 ISBN 0-590-44920-6

**Informal Assessment**

Clearly marked assessment in the lesson.



## Coming to America (1 day)

Standard: Benchmark: Indicator	Suggested Strategies/Lessons	Vocabulary
<p><b>History:</b></p> <p><b>C. Explain how new developments led to the growth of the United States:</b></p> <p><b>6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States:</b></p> <p><b>People in Societies:</b></p> <p><b>B. Explain the reasons people from various cultural groups came to North America and the consequences of their interactions with each other.</b></p> <p><b>4. Describe the waves of immigration to North America and the areas from which people came in each wave.</b></p> <p><b>5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.</b></p> <p><b>Geography:</b></p> <p><b>C. Identify and explain ways people have affected the physical environment of North America and analyze the positive and negative consequences:</b></p> <p><b>7. Analyze reasons for conflict and cooperation among regions of North America including:</b></p> <p style="padding-left: 20px;"><b>c. Immigration.</b></p> <p><b>Social Studies Skills and Methods:</b></p> <p><b>A. Obtain information from a variety of primary and secondary sources using the component parts of the source.</b></p> <p><b>B. Use a variety of sources to organize information and draw inferences.</b></p> <p><b>7. Organize key ideas by taking notes that paraphrase or summarize.</b></p> <p><b>D. Use problem-solving skills to make decisions individually and in groups.</b></p>	<p><b>Core Activity</b></p> <p>Through lecture, primary source documents, media, and a simulation of the process at Ellis Island, students examine the feelings of exhilaration and fear faced by immigrants upon their arrival at Ellis Island.</p> <p>Find the entire lesson on the Web site:  <a href="http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/5/lessonplan.pdf">http://www.dps.k12.oh.us/academic/secsoc/americanhistory/images/5/lessonplan.pdf</a></p> <p><b>Interdisciplinary Connections</b></p> <p>Music</p> <p>Language Arts</p>	<p>immigration, Ellis Island</p>

9. Use a problem-solving/decision-making process which includes:

- a. Identifying a problem;
- b. Gathering information;
- c. Listing and considering options;
- d. Considering advantages and disadvantages of options;
- e. Choosing and implementing a solution;
- f. Developing criteria for judging its effectiveness;
- g. Evaluating the effectiveness of the solution.

**LANGUAGE ARTS ALIGNMENT**

**Differentiated Learning**

*Enrichment Activity:*

- The Web site lesson includes good ideas in the extension and assessment sections.

*Additional Instruction:*

- Students requiring additional instruction may be assigned groups to complete the work. Papers can become oral presentations.

**Additional Resources**

*Web Sites:*

- Ellis Island  
<http://www.ellisland.org>
- The American Immigration home page  
<http://www.bergen.org/aast/projects/immigration>
- Modern History Sourcebook: Us Immigration  
<http://www.fordham.edu/hulsall/mod/mielsbook28.html>

**Informal Assessment**

Clearly marked assessment in the lesson.