

# Iowa and Where We Live

Social Studies  
Curriculum Guide  
for Grade 3

*Iowa and Where We Live*  
Social Studies Concept-Based, Integrated Curriculum  
Grade 3

***Purpose***

The purpose of the third grade social studies concept-based curriculum is to create a classroom environment in which children feel they are contributing members of the group, are recognized and valued for their individuality, are actively engaged in their learning, and who take responsibility for their learning and their behavior while learning about our Bettendorf community, Iowa state government, Iowa's geography, Iowa's history, and Iowa's people, past and present.

***Goal***

Our goal is to develop each child's problem-solving and decision-making skills, assist students in discovering patterns and meaning in the world around them, help children understand the interconnectedness and relationships that exist between people and between people and their environment, provide students with basic learning tools and strategies, and help them acquire the attributes needed to be productive citizens in a democratic society.

***Materials***

Materials include current event magazines, trade books, highway and city maps, *From Sea to Shining Sea Iowa*, *The Nystrom Map Champ Atlas*, and first hand observation and experience through study trips and guest speakers.

***Instructional Model***

Students are given strategies and tools for becoming independent and collaborative workers by understanding the attributes of successful students and productive citizens in a democratic society. The curriculum model, *Understanding by Design* (Wiggins & McTighe) is designed to lead students to a deeper conceptual knowledge—*enduring understandings*—which are timeless, universal, and cross-curricular. Teachers use *essential questions* to guide students to the *enduring understandings*. Critical content that each student needs to master is identified for each unit.

Social Studies Framework  
Grade 3

First Quarter

*Enduring Understandings*

**Communities exist to provide for the wants and needs of its inhabitants.  
Communities require cooperation.**

*Essential Questions*

- What wants and needs do the individuals of a community have? (ecosystems, classroom community, city)
- What structures in a community provide for the wants and needs of its inhabitants? (government, procedures, careers in the community)
- Why is it important for individuals to cooperate for the greater good of the group, classroom, school, and community?

Second Quarter

*Enduring Understandings*

**Native Americans lived together in communities.  
Native American communities changed over time.  
Different perspectives or belief systems often result in conflict.  
Legends perpetuate the beliefs and values of a society.**

*Essential Questions*

- Which Native American groups lived in our area?
- What resources in our area did the Native Americans utilize?
- How were Native American groups organized and governed?
- What roles and responsibilities did elders, men, women, and children have in Native American communities?
- How did the beliefs of the Native Americans differ from other groups?

Third Quarter

***Enduring Understandings***

**A state's geography determines the resources in its boundaries.  
Maps depict physical, political, or topographical characteristics of an area.**

***Essential Questions***

- How is a map organized and interpreted?
- What are Iowa's resources?
- How does the climate of Iowa affect the work its people do?
- What recreational resources exist in Iowa?
- How does the environment influence Iowa?
- What natural disasters occur in Iowa?

Fourth Quarter

***Enduring Understandings***

**Governmental structures develop rules and laws to establish order and security and to manage conflict.  
Elected representatives establish rules and laws for democratic states.**

***Essential Questions***

- Why do groups of people need rules and laws?
- How do rules and laws provide order and protect property?
- How is state government structured?
- Who determines authority?
- How is authority granted to just a few individuals?

Materials for  
Social Studies Concept-Based, Integrated Curriculum  
Grade 3

Title	Type of Material	Quantity
<i>Class President</i>	Shared Reading Books	30/Building
<i>From Sea to Shining Sea Iowa</i>	Shared Reading Books	1/Student
<i>Harlequin and the Gift of Many Colors</i>	Shared: Basal Readers	1/Student
<i>Kate Shelley and the Midnight Express</i>	Shared Reading Books	30/Building
<i>Night of the Full Moon</i>	Shared Reading Books	30/Building
<i>Nystrom Map Champ Atlas, The</i>	Shared Reading Books	30/Building
<i>Brave Bear and the Ghosts</i>	Guided Reading Books	16/Building
<i>Buffalo Before Breakfast</i>	Guided Reading Books	16/Building
<i>Buffalo Bill: Frontier Daredevil</i>	Guided Reading Books	16/Building
<i>Buffalo Woman</i>	Guided Reading Books	16/Building
<i>Cabin Faced West, The</i>	Guided Reading Books	16/Building
<i>Children of the Earth and Sky</i>	Guided Reading Books	16/Building
<i>Courage of Sarah Noble</i>	Guided Reading Books	16/Building
<i>Haunting of Grade Three</i>	Guided Reading Books	16/Building
<i>If You Lived with the Sioux Indians</i>	Guided Reading Books	16/Building
<i>Legend of the Blue Bonnet</i>	Guided Reading Books	16/Building
<i>Marvin Redpost: Kidnapped at Birth?</i>	Guided Reading Books	16/Building
<i>Molly's Pilgrim</i>	Guided Reading Books	16/Building
<i>Mud Pony, The</i>	Guided Reading Books	16/Building
<i>One in the Middle is a Green Kangaroo</i>	Guided Reading Books	16/Building
<i>Quillworker: A Cheyenne Legend</i>	Guided Reading Books	16/Building
<i>Rough-Face Girl, The</i>	Guided Reading Books	16/Building
<i>Sarah Plain and Tall</i>	Guided Reading Books	16/Building
<i>Seven Kisses in a Row</i>	Guided Reading Books	16/Building
<i>Sideways Stories from Wayside School</i>	Guided Reading Books	16/Building
<i>Sod Houses on the Great Plains</i>	Guided Reading Books	16/Building
<i>Sweetwater Run</i>	Guided Reading Books	16/Building
<i>Story of Jumping Mouse, The</i>	Guided Reading Books	16/Building
<i>Trail of Tears, The</i>	Guided Reading Books	16/Building

## First Quarter

### ***Enduring Understandings***

- **Communities exist to provide for the wants and needs of its inhabitants.**
- **Communities require cooperation.**

### ***Concepts***

- **Community**
- **Wants and Needs**
- **Cooperation**
- **Government**
- **Rights**
- **Responsibilities**
- **Citizenship**

### ***Essential Questions***

1. What wants and needs do the individuals of a community have? (ecosystems, classroom communities, cities)
2. What structures in a community provide for the wants and needs of its inhabitants? (government, procedures, careers in the community)
3. Why is it important for individuals to cooperate for the greater good of the group, classroom, school, and community?

### ***Standards—Individual Development & Identity***

IVd. Show how learning and physical development affect behavior.

IVh. Work independently and cooperatively to accomplish goals.

### ***Standards—Individuals, Groups, & Institutions***

Va. Identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member.

Vg. Show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.

### ***Standards—Power, Authority, & Governance***

VI d. Recognize how groups and organizations encourage unity and deal with diversity to maintain order and security.

VIh. Recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice.

### ***Standards—Civic Ideals & Practices***

Xb. Identify examples of rights and responsibilities of citizens.

### ***Critical Content***

An individual has a responsibility to follow the rules of each community in which they are involved.

Government establishes rules for safety and order.

Government provides services and jobs for people.

Different levels of government work together and cooperate.

### ***Supporting Facts and Definitions***

A community is (1) a group of people who live in the same locality and under the same government; (2) a group of people who have the same or common interests; or (3) society as a whole.

A rule is (1) an authoritative direction for conduct or (2) a usual or customary course of action or behavior.

The purpose of rules is to keep people safe, enable people do their jobs, and help people get along and work together.

The purpose of a procedure is to provide a structure so that people know what is expected of them, thus enabling them to always do their personal best.

Personal best is each person's attempt to produce a quality product, to actively engage in learning, or to demonstrate good citizenship.

People who do not follow the rules experience consequences.

Right: 1) something that is due to a person by law, tradition, or nature; 2) a just claim, legally, morally, or traditionally.

Responsible: 1) legally or ethically accountable for the care or welfare of another; 2) involving personal accountability or ability to act without guidance or superior authority; 3) capable of being trusted or depended upon, reliable; 4) based upon or characterized by good judgment or sound thinking.

### ***Supporting Facts and Definitions***

Responsibility is accepting accountability for your actions and demonstrating actions that are acceptable and encouraged in the culture in which you live.

Personal best is each person's attempt to produce a quality product, to actively engage in learning, or to demonstrate behaviors that show caring, responsibility, effort, initiative, perseverance, teamwork, and common sense.

Citizenship: the status of a citizen with its attendant duties, rights, and privileges.

Community features can be represented on maps.

Cooperation: the act of working together toward a common end or purpose.

Organizations: a number of persons or groups having specific responsibilities and united for a particular purpose

Teamwork: cooperative effort by the members of a group or team to achieve a common goal

Caring: to feel concern for others

Teamwork: to work together toward a common goal

Responsibility: to be accountable for your actions

Effort: to try your hardest

Initiative: to do something because it needs to be done

Perseverance: to stay with something until it is complete

Common Sense: to use good judgment



## Communities

### Daily Plans

<b>Enduring Understandings</b> <b><i>Communities require cooperation.</i></b> <b><i>Communities exist to provide for the wants and needs of its inhabitants.</i></b>	
Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> <li>➤ Categorizing</li> </ul>	<p>Note: You may want to review/establish listening skills and group discussion procedures prior to the discussion.</p> <p>Write <i>community</i> on the board or a large sheet of chart paper. Web all the things related to community. (Community is a major topic in the second grade curriculum; this should be a review.) After webbing randomly, have the students categorize the words and phrases under major headings. Use the headings to organize a paper about a community they are familiar with—each heading reflected by a paragraph.</p>
<ul style="list-style-type: none"> <li>➤ Vocabulary development</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Map reading</li> </ul>	<p>Discuss how communities can be represented on maps. (You may want to obtain neighborhood maps from the district Director of Communication or obtain copies of maps of the Quad-Cities from the Bi-State Regional Commission or Chamber of Commerce.) Assign partners and have students explore the maps, noting things with their partners before sharing out as a whole group. Make a list of the features that students find and articulate, i.e., maps use drawings, numbers, letters, colors, labels, a map key, symbols, etc. Remind students that maps have a view from above and that they show only the important things. Compare what students have identified on the maps with the web done earlier on community. How are they alike and how are they different.</p>
<ul style="list-style-type: none"> <li>➤ Vocabulary development</li> <li>➤ Listening</li> <li>➤ Group discussion</li> <li>➤ Recording information</li> </ul>	<p>Talk about the classroom as a community. How is the classroom community like the community in which we live? How is it different? Suggest that a map can also represent our classroom. Model the beginning of a classroom map. Have the students draw as you do. Ask them to complete the map with details they think are important (Maps show only the important things).</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Vocabulary development</li> <li>➤ Listening</li> <li>➤ Group discussion</li> <li>➤ Recording information</li> <li>➤ Sorting and categorizing</li> <li>➤ Reaching consensus</li> </ul>	<p>Give students three strips of paper or three 5x8 cards. Have them write three rules or procedures they think should be followed in their classroom—one on each strip or card. Write 1-8 on the chalkboard, leaving enough space between each number to “post” the cards or strips below. Ask each student to choose which rule he or she wrote is the most important. Have students bring them forward one at a time. Each different rule should be posted until a different number (may have to go beyond 8), but if rules are similar, post them below the one it is like. Have students watch the other two rules they have written for a category that matches. After the first round is up, have students post any of their other rules or procedures under a “like” rule or procedure. Any that have not been mentioned before need to be considered by the group, but you will want to limit the number of rules for the classroom. Use the ideas under each number to write a rule that reflects the words written on the strips or cards. Have students debrief the process after finishing. What was good about the process? What didn’t they think was effective?</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questioning</li> <li>➤ Cause and effect</li> <li>➤ Drawing conclusions</li> </ul>	<p>Invite the principal to come and speak about how he or she decides which rules are needed at school. Talk about how the size of a group influences the rules that are needed. Also talk about how the relationships within a group determine rules. Talk about how society determines “standards of behavior.” Are there some rules that can be negotiated from time to time? Have students question any rules they don’t understand the need for. After the discussion, have students write for five minutes a reflection of what they have just heard.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Drawing conclusions</li> <li>➤ Noting details</li> <li>➤ Presentation skills</li> <li>➤ Cause and effect</li> </ul>	<p>Ask the students if the larger community in which we live has any rules. Make a list of the rules they think of. What are rules in the larger community called? Discuss why these rules (laws) exist. Record the reasons on an overhead or poster. Use the list of rules for the classroom created earlier. List the reason for each rule. Have each student create his or her own poster of the classroom rules to keep in a binder or notebook (or laminate them for the students to keep and refer to). Send a paper copy home to the parents. Option: invite the parents to share the rules they enforce at home.</p>
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Group discussion</li> <li>➤ Listening</li> <li>➤ Drawing conclusions</li> <li>➤ Noting details</li> <li>➤ Presentation skills</li> <li>➤ Cause and effect</li> </ul>	<p>Pair the students and have the partners choose a location in the community and identify the rules that are in effect in that specific location, e.g., the park (no littering because some objects would hurt people or animals, some things are unsanitary, small children might pick things up and put them in their mouths, etc.), the skating rink, the mall, church, etc. Make a poster or create a rap about the place and what you should or should not do in that location. Share with the larger group or with another pair and then post the presentations.</p>
<ul style="list-style-type: none"> <li>➤ Supporting an opinion</li> <li>➤ Cause and effect</li> <li>➤ Group discussion</li> <li>➤ Compare and contrast</li> <li>➤ Presentation skills</li> </ul>	<p>■ (Page 63) Ask the students if they have ever thought that some rules were unfair, i.e., going to bed early, showering before entering a public pool, etc. Make a list of the rules they mention (don't discuss them; just list them). Then divide the class into teams of four—two sets of partners. Use a discussion web. Assign each team one of the rules listed as being unfair by someone. It's better not to assign the rule to the person who brought it up. Have two of them agree with the rule and two disagree. Each team should have some time (Set a timer for 5-6 minutes.) to list all the reasons the rule is or isn't unfair. Then have the two teams "debate" the rule. Share their thoughts with the whole group.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Creating meaning through writing</li> <li>➤ Cause and effect</li> <li>➤ Group discussion</li> <li>➤ Compare and contrast</li> </ul>	<p>▣ (Page 64) Write the word <i>consequences</i> on the board or overhead. Give the students 3-5 minutes to write what they think of when they think of consequences (you may want to play music softly in the background while they write). Before discussing what the students wrote, write the word choices on the board or a large sheet of paper. Have students come up with pairs of choices, i.e., do my homework or watch my favorite television show; mow the grass without anyone asking or play video games, practice the piano (instrument) or play with my friends, etc. Then share what students have written. Give each student a T-Chart. Have students choose one of the choice pairs and write it at the top. Then have them identify which one they choose and using the T-Chart, write the advantages and disadvantages of their choice.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Written expression</li> </ul>	<p>▣ (Page 65) Teach the students the steps in making a decision. Post them where they can be easily seen or give copies to the students. Ask the students to write about a time they had to make a decision. How did they decide what to do? Did someone help them? What were the consequences of the decision?</p>
<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Sequencing</li> <li>➤ Noting details</li> </ul>	<p>Brainstorm a list of school procedures, e.g., physical education procedures, recess procedures, going to the restroom procedures, being absent or tardy procedures, riding the bus or walking to and from school procedures, etc. Point out the fact that many procedures have a sequence. Assign partners and have partners choose one of the procedures to design a poster for. You may want to post them around the school or in the classroom.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questioning</li> <li>➤ Writing notes of appreciation</li> </ul>	<p>Invite the nurse to talk about medical procedures (or the secretary, office procedures, or the custodian, maintenance procedures). Prepare students ahead of time to ask questions. Questions might include how they learned the procedures and what happens if a procedure is not followed. Teach students how to write notes of appreciation and then have them write notes to the guests.</p>

<b>Skills</b>	<b>Learning Activities</b>
<ul style="list-style-type: none"> <li>➤ Following directions</li> <li>➤ Sequencing</li> <li>➤ Noting details</li> </ul>	<p>Demonstrate and practice the procedures for fire and disaster drills. After instruction and practice, have the students write the procedure in their journal or learning log in their own words. Share the procedure written by the school (or teacher) and have students compare.</p>
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Drawing conclusions</li> <li>➤ Sequencing</li> <li>➤ Noting details</li> <li>➤ Presentation skills</li> </ul>	<p>Establish procedures with the students for a new student joining the class. Do the same for greeting visitors to the room and for when a guest (substitute) teacher is in the room. Divide the class into three groups. Have each group design the procedure poster for each of those three situations. Share them with the class as a draft to get feedback for any changes or additions before making the final poster. Post the procedures in the room and/or give the students a copy. Have students role-play each of the situations.</p>
<ul style="list-style-type: none"> <li>➤ Sequencing</li> <li>➤ Noting details</li> <li>➤ Presentation skills</li> </ul>	<p>Give small groups of students a procedure to follow, i.e., an art project, picking up or handing out papers, straightening the bookshelf, putting away math manipulatives, coming to the listening area, etc. Have them plan a skit. Then have them demonstrate the procedure for the rest of the class without using words. See if the class can identify what they are doing.</p>
<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Cause and effect</li> <li>➤ Drawing conclusions</li> <li>➤ Presentation skills</li> </ul>	<p>Role-play situations in which students must follow rules and procedures or chaos will result, e.g., everyone dismissing at the same time; everyone talking whenever they want to, playing a game where there are no rules (a simulation might be done in collaboration with the physical education teacher), etc. Have students draw conclusions about why rules and procedures are important. Write their conclusions in their journals or learning logs. When this occurs naturally, take time to debrief, reflect, and write.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Thinking</li> <li>➤ Vocabulary development</li> <li>➤ Self-evaluation</li> </ul>	<p>On a large piece of chart paper or on a bulletin board, display the words <i>personal best</i>. Leave it up several days before drawing attention to it. Ask students to give you words that reflect the attributes of personal best. Assign the students the task of selecting one thing each day to put into a personal best folder for a week. At the end of the week, have them self-evaluate the five pieces they have in their folder and choose the one they feel the best about. Have them lay it on top of their folder. Then take a museum walk. In a museum walk, students move around the room with their hands behind their backs and do NOT say anything—no compliments, no put-downs. They are merely to appreciate the personal best items without comment. After the walk, have the students label their personal best with ONE of the words from the chart that best describes why they feel this piece is their <i>personal best</i>. Collect the papers and respond. You may confirm the student’s evaluation or add a different descriptor.</p>
<ul style="list-style-type: none"> <li>➤ Self-evaluation</li> <li>➤ Drawing conclusions</li> <li>➤ Noting details</li> </ul>	<p>☐ (Page 66) Give each student a week-long grid. Have them target five classroom rules to practice for one week. At the end of each day, have the students evaluate their performance in following the rules. Have the students develop a system of rating and recording. You may want to do this a second week, but have the students ask someone else in the class to evaluate them.</p>
<ul style="list-style-type: none"> <li>➤ Presentation skills</li> <li>➤ Noting details</li> <li>➤ Sequencing</li> <li>➤ Cause and effect</li> </ul>	<p><b>Assessment Suggestion.</b> Have students write or draw the steps necessary to complete a project or an activity before actually beginning it. This is an important study skill—organizing before beginning. Begin a list of study skills to post in the room for students to refer to.</p>
<ul style="list-style-type: none"> <li>➤ Cause and effect</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> </ul>	<p><b>Assessment Suggestion.</b> After several weeks of school, assign a specific activity for students to write the procedure for in their learning log or journal, e.g., going to lunch or recess, being tardy, going to music or physical education class, etc. Check for accuracy and detail.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Drawing conclusions</li> <li>➤ Development vocabulary</li> </ul>	<p>Write the word <i>citizenship</i> and its meaning on a large piece of chart paper. Do a Think-Pair-Share. Have students read and think about the word citizenship and its meaning for 90 seconds. Then have them talk about what it means with a partner for 3 minutes. Have each pair then share with the whole group what the definition of citizenship means to them. Take notes on the chart to reference later.</p>
<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Listening skills</li> <li>➤ Drawing conclusions</li> <li>➤ Written expression</li> </ul>	<p>Have students brainstorm a list of “rights.” Some examples might include: the right to be listened to, the right to have a turn, the right to be accepted and not made fun of, the right to receive an education, the right to use materials others are using. We lose rights when we are not responsible. What would be some examples of not being responsible that would cause us to lose the rights mentioned above? Have students choose the right they would hate to lose the most and write about it and why it’s so important to them.</p>
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> <li>➤ Drawing conclusions</li> </ul>	<p>Discuss the meaning of <i>responsibility</i>. Have students individually or with a partner create a word ladder for responsibility. Write the letters of the word vertically and for each letter write a word or phrase that describes, defines, or exemplifies responsibility. Share the results with the whole group and compare the meaning.</p>
<ul style="list-style-type: none"> <li>➤ Noting details</li> <li>➤ Vocabulary development</li> <li>➤ Drawing conclusions</li> <li>➤ Group discussion</li> </ul>	<p>Review <i>responsibility</i> and then focus on the responsibilities of students. Have students create a word ladder for student with words or phrases that describe, define, or exemplify a learner’s responsibilities. Share with the whole group. Talk about what happens if a student does not demonstrate responsibility or act responsibly. Brainstorm a list of ways that students can learn to be responsible. Like other things, responsibility takes a conscious effort and lots of practice.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Cause and effect</li> <li>➤ Self-evaluation</li> </ul>	<p>Discuss the meaning of “neat work.” Have students describe what neat work is, how it looks, and what it takes to do “neat work.” Construct a personal best rubric with the class. What does personal best mean? Does personal best always mean “neat?” What keeps us from doing our best work? What keeps us from doing “neat” work? How does personal best differ from individual to individual—emphasize the “personal” part.</p>
<ul style="list-style-type: none"> <li>➤ Drawing conclusions</li> <li>➤ Self-evaluation</li> </ul>	<p>Demonstrate how students can use the rubric/checklist created above to remind themselves to do their personal best. Routinely use the rubric as part of assignments as a checklist for students to self-evaluate before submitting assignments.</p>
<ul style="list-style-type: none"> <li>➤ Goal setting</li> <li>➤ Group discussion</li> <li>➤ Listening</li> <li>➤ Self-evaluation</li> </ul>	<p>■ (Page 64) Make two columns on the chalkboard or a large sheet of chart paper—one for good work habits, one for poor work habits OR give partners a T-Chart and have them write the headings at the top. Then, either as a whole class or as partners, complete the chart. After sharing the results, discuss ways of improving poor study habits or teach ones that have not been listed, i.e., using a Table of Contents, an index, looking for information, setting goals, having all materials on hand before starting a project, organizing thoughts using visuals, etc. Have students rate themselves on a scale of 1-10 as to their personal study habits. Write goals for improvement.</p>
<ul style="list-style-type: none"> <li>➤ Goal setting</li> <li>➤ Drawing conclusions</li> <li>➤ Self-evaluation</li> </ul>	<p>Have students set a personal goal, e.g., reading a book ten minutes each night, practicing a musical instrument daily, completing chores for a month, or some other aspect of citizenship, etc. Report the success or failure in reaching the goal and tell why in either written or oral form. Tie the experience back to responsibility and personal best.</p>



Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Main idea</li> <li>➤ Drawing conclusions</li> </ul>	<p>Have students collect newspaper articles of people demonstrating their personal best OR of losing rights because they did not make good choices or did not act responsibly. Develop a bulletin board for them or share them in Community Circle.</p>
<ul style="list-style-type: none"> <li>➤ Main idea</li> <li>➤ Cause and effect</li> <li>➤ Written expression</li> </ul>	<p>Have the class develop a sense of citizenship by adopting a special project for the school, i.e., planting flowers, being buddies to younger students, policing the playground, planning games for a class, reading to kindergarten students, etc. After the event, have students reflect on their experience in a journal or learning log.</p>
<ul style="list-style-type: none"> <li>➤ Goal setting</li> <li>➤ Sequencing</li> <li>➤ Cause and effect</li> <li>➤ Written expression</li> </ul>	<p>Discuss setting goals, i.e., what you want to be when you grow up, saving money for something special, getting better at soccer, gymnastics, piano, etc. Model two or three and list the steps it would take to achieve the goal. Discuss taking responsibility for setting goals and working to meet them. Then, have students identify a goal and list the steps they will take to try and meet the goal in their journal or learning log.</p>
<ul style="list-style-type: none"> <li>➤ Setting goals</li> <li>➤ Sequencing</li> <li>➤ Cause and effect</li> </ul>	<p>Establish classroom goals. Identify each person's responsibility to help the class achieve the goals and the steps necessary to reach the goal.</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Cause and effect</li> <li>➤ Drawing conclusions</li> <li>➤ Participation skills</li> </ul>	<p>Write the word <i>cooperation</i> on a large sheet of chart paper. Ask students to think of all the words or phrases that come to mind when they hear the word cooperation. Develop a definition of cooperation, i.e., cooperation is the act of working together toward a common end or purpose. Explain that they will be working in cooperative groups this year to accomplish tasks. Have students make a list of reasons why working in cooperative groups can help all children learn in their learning logs or journals. (Note: Could also do a mini-lesson on the value of diversity in groups.)</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> <li>➤ Thinking</li> </ul>	<p>☐ (Pages 67-69) Teach students the jobs necessary for cooperative learning groups: manager, secretary, marketing manager, supply manager, production manager, and personnel director. Divide the class into small groups and give them a task to do, e.g., create a mural after listening to a story, make a “gift” for a school helper, design a safety poster, etc. The group must determine the materials it needs, procedures, and responsibilities for each member before beginning the project. Share the process after completing the task. One at a time, have each small group sit in a circle with the rest of the students around the outside. Have the inside group talk about what went well and what didn’t. Have the group identify a “strength” of each member of the team. Make a list of the behaviors that seemed to help the groups function smoothly.</p>
<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Cause and effect</li> <li>➤ Planning skills</li> <li>➤ Group discussion</li> <li>➤ Participation skills</li> <li>➤ Drawing conclusions</li> <li>➤ Following directions</li> </ul>	<p>Assign students to small groups and assign each member of the group to assume one of the cooperative group roles. Provide a variety of art materials for students to construct something with. Have the group decide what they will make, but other materials can NOT be added. After the activity, discuss the process of organizing and how each person performed the role he or she was assigned. Have all of the managers get together and talk—the secretaries, the managers, etc. Have them tell what was the hardest part of their job and what they will do when they have the job again. Identify some group skills that would be helpful in all situations, i.e., strategies so that all can participate (everyone write down an idea on a slip of paper), considering several ideas before selecting one, keeping notes so that everyone can see them, etc. Share the projects each group made with a museum walk. In a museum walk, students move around the room with their hands behind their backs and do NOT say anything—no compliments, no put-downs. They are merely to appreciate the creations without comment.</p>

<b>Skills</b>	<b>Learning Activities</b>
<ul style="list-style-type: none"> <li>➤ Following directions</li> <li>➤ Group discussion</li> <li>➤ Cause and effect</li> <li>➤ Drawing conclusions</li> <li>➤ Participation skills</li> </ul>	<p>Have small groups each create a different rhythm by clapping their hands, snapping fingers, “dusting” hands, etc. Then, have one group start their rhythm and gradually add each of the other groups’ rhythms until all are playing. Repeat, letting each group have a turn starting. Draw analogies from the activity to other activities at school or in the world.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Group discussion</li> <li>➤ Presentation skills</li> <li>➤ Cause and effect</li> </ul>	<p>Make a list of times that children have needed help, i.e., gotten hurt, lost their lunch money, forgot their library book or house key, etc. Then identify the person who could help them in that particular situation. Have students design a poster about the person who helps, i.e., when I’m sick, the school nurse helps take care of me. Students may want to present their posters to their “helpers.”</p>
<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Thinking</li> <li>➤ Drawing conclusions</li> <li>➤ Written communication</li> <li>➤ Letters requesting information</li> </ul>	<p>Have students write letters to older students asking them for advice about doing homework, getting along on the playground, joining the band, etc. Share and compare the information received. Make the point that if you’re going to ask for advice, it’s best to ask advice from someone who knows about what you’re asking and that you trust and can depend on.</p>
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Participation skills</li> <li>➤ Cause and effect</li> <li>➤ Drawing conclusions</li> </ul>	<p>Have students organize what they will do at recess before going outside. The assignment is to cooperate and to get along. After recess, have each group report how things went. Whose responsibility is it if things didn’t go well?</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Presentation skills</li> </ul>	<p>☐ (Pages 70-71) Review the attributes of <i>Active Listening</i> and <i>Effective Speaking</i>. Class members can help each other by practicing Active Listening and Effective Speaking. Have individual students make posters promoting Active Listening or Effective Speaking. Post in the room and in other places in the school. A checklist for students to self-evaluate is included in this guide.</p>
<ul style="list-style-type: none"> <li>➤ Speaking</li> <li>➤ Listening</li> <li>➤ Brainstorming</li> <li>➤ Drawing conclusions</li> <li>➤ Cause and effect</li> </ul>	<p>Divide the class into partners. Have each pair decide who will be first speaker, second speaker. Then, announce a topic to talk about such as “My favorite thing to do in Bettendorf is ____.” Have the first speaker talk for ninety seconds about the topic to the second speaker. The second speaker is not to say anything, but should practice good listening skills, i.e., nod the head, use appropriate facial expressions, look at the speaker. Then reverse the roles. Rotate to a new partner and use the same procedure with a new topic. After several “discussions,” debrief and identify good listening and speaking skills. As a check, have students make a mindmap (a webbing with pictures) of what his or her partner said.</p>
<ul style="list-style-type: none"> <li>➤ Participation skills</li> <li>➤ Speaking</li> <li>➤ Listening</li> </ul>	<p>Partner the students and tell them to think of their favorite thing to do after school. Each partner will tell the other about his or her favorite thing. After both have shared, the listener must draw a picture of the speaker’s favorite thing to do. Check how the listening went.</p>
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Thinking</li> <li>➤ Listening</li> <li>➤ Brainstorming</li> <li>➤ Written communication</li> </ul>	<p>Teach children to use “I” messages in day-to-day situations, i.e., “I don’t like for you to cut in line.” or “I feel bad when you call me names.” Brainstorm a list of things an individual can do or say when someone’s behavior is bothering them, e.g., ignore the behavior because it’s not bothering you that much, move yourself to another area away from the person whose behavior is bothering you, ask an adult for help, give the person an “I” message, etc. Have students write in their journal or learning log the things they will do when someone is bothering them or use it as a prompt for Community Circle.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Speaking</li> <li>➤ Listening</li> </ul>	<p>Model and discuss both work and social “mistakes” and how to handle them, i.e., spilling paint, using too much glue, laughing when someone trips, making fun of someone’s work, etc. In Community Circle, have each student pretend they have done something wrong with “Excuse me, I’m sorry I ____.”</p>
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Listening</li> <li>➤ Speaking</li> <li>➤ Thank you letters</li> </ul>	<p>Invite a business partner or parent to speak about teamwork. How does teamwork affect his or her business or job? What does he or she do to create teamwork or be an effective member of a team? What happens if a member of the team doesn’t do their part or show up? What skills does he or she think are absolutely essential to doing a good job—both technical and general? Have students prepare other questions. Teach students how to write thank you notes and then have them write letters of appreciation to the speaker.</p>
<ul style="list-style-type: none"> <li>➤ Letters requesting information</li> </ul>	<p>Have students write to various members of the governmental community, i.e., the mayor, the governor, a City Council member, a legislator, etc., and ask what role teamwork plays in the work they do. Brainstorm other questions they might like to know about that particular position’s responsibilities.</p>
<ul style="list-style-type: none"> <li>➤ Interviewing skills</li> <li>➤ Written expression</li> <li>➤ Noting details</li> <li>➤ Listening</li> <li>➤ 6-Trait Writing</li> </ul>	<p><b>Assessment Suggestion.</b> Have students interview an adult they know personally about teamwork. Have them develop at least five questions for the interview. After the interview, write a one-page paper on teamwork. They may want to use the information gained from class work as well as the interview. Develop a rubric with the class to assess their papers.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Following directions</li> <li>➤ Vocabulary development</li> </ul>	<p>Introduce several life skills' concepts to the students, e.g. caring, initiative, perseverance, respect, integrity, common sense, effort, teamwork, etc., as values all humans need in order to live peacefully with one another. Choose several to focus on for the next several weeks and have the students write each one and what it means on a different page in a journal or learning log. Add examples of each of these life skills as they are applied in the classroom. This may be done as individuals or as a class.</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Following directions</li> <li>➤ Drawing conclusions</li> <li>➤ Participation skills</li> </ul>	<p>Give students a small group activity to do. After they have completed the task, have them write which of the life skills were demonstrated and by whom. This could be done as a group or individually and recorded in their journal or learning log.</p>
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Classifying</li> <li>➤ Written expression</li> <li>➤ Goal setting</li> </ul>	<p>■ (Page 72) Brainstorm a list of tasks/activities/interactions with other classmates that are done at school, i.e., keeping desks or lockers organized, playing a game at recess, abiding by the rules, doing an assignment, following directions, learning the multiplication facts, remembering to write their name on their paper, etc. Then, list the tasks/activities/interactions on an attribute grid and identify which of the life skills you are working on apply to each task. Have students identify which of the tasks/activities/interactions is a difficult one for them to demonstrate. Have them write in their learning log or journal how they'll try to improve on that skill.</p>
<ul style="list-style-type: none"> <li>➤ Goal setting</li> <li>➤ Cause and effect</li> <li>➤ Drawing conclusions</li> <li>➤ Self-evaluation</li> </ul>	<p>Refer to the class goals for the year established earlier or develop students' expectations for a special project. Have students set individual goals that will help accomplish the class goals or individual project. Have students identify which of the life skills will be the most critical in accomplishing the goal(s). Have them determine if they will be able to meet the goal easily, with a little help, or with a lot of assistance. Ask students to determine if they will be able to help someone else with the goal or if they know someone they can ask for help.</p>

<b>Skills</b>	<b>Learning Activities</b>
<ul style="list-style-type: none"> <li>➤ Information analysis</li> <li>➤ Cause and effect</li> <li>➤ Drawing conclusions</li> <li>➤ Planning</li> </ul>	<p>☐ (Page 73) Have students fill out the “Classroom Climate Survey.” After you have tallied the results, share them with the students. Are there areas that need to be worked on? If so, develop a plan of action with the class. Four weeks later, give the survey again. Have the students compare the data and analyze it.</p>
<ul style="list-style-type: none"> <li>➤ Vocabulary development</li> <li>➤ Constructing meaning</li> </ul>	<p>Create a class song or rap about life skills. Use it as the opening or closing for Community Circle. It may be easier to do this as cooperative learning groups.</p>
<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Collaborating</li> <li>➤ Planning a project</li> <li>➤ Evaluating a project</li> </ul>	<p>Discuss how a learning environment can be enhanced in the school when different age groups get to know each other and when one group helps another. Brainstorm a list of things that the class might do to create a learning climate at their school. Then have cooperative learning groups choose one of the projects to show caring about another group at school, e.g., a skit welcoming the kindergarten children, a rap of appreciation for the lunchroom lady or the custodian, spending recess time listening to first graders read, planning a game to play with a younger group of children at recess, etc. The group should develop a written plan identifying the purpose and detailing each member’s responsibility before implementing the project. Coordinate each group’s plan so that the projects are not all aimed at the same audience. Be sure to debrief each activity. Share responses from the targeted group, how members of the class group felt, things that went well, things that could be improved if the project were done again, which of the life skills each member of the group demonstrated, etc.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questioning</li> </ul>	<p>Invite a senior high school student to talk to the students about life skills—which ones he or she has demonstrated the most, which ones he or she feels is more important, what they mean to him or her, etc.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Evaluation</li> <li>➤ Developing vocabulary</li> </ul>	<p>☐ (Page 72) Using an attribute chart, have students identify several people they admire—these may be celebrities or local or national individuals. Then, check which of the life skills these people demonstrate. Students must be able to give an example to support their responses.</p>
<ul style="list-style-type: none"> <li>➤ Letters of recommendation</li> <li>➤ Written expression</li> </ul>	<p><b>Assessment Suggestion.</b> After teaching students about letters of recommendation, have students identify an adult they admire—it may be someone they know or a well-known individual. Pretend they are writing a letter of recommendation for that person. Have them use the life skills to describe that person. Give examples of why they think that person demonstrates perseverance, initiative, caring, etc.</p>



## Second Quarter

### ***Enduring Understandings***

- **Native Americans lived together in communities.**
- **Native American communities changed over time.**
- **Different perspectives or belief systems often result in conflict.**
- **Legends perpetuate the beliefs and values of a society.**

### ***Concepts***

- **Community**
- **Change**
- **Culture**
- **Perspective**
- **Conflict**
- **Legend**
- **Beliefs**
- **Values**

### ***Essential Questions***

1. Which Native American groups lived in our area?
2. What resources in our area did the Native Americans utilize?
3. How were Native American groups organized and governed?
4. What roles and responsibilities did elders, men, women, and children have in Native American communities?
5. How did the beliefs of the Native Americans differ from other groups?

### ***Standards—Culture***

- 1a. Explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns.
- 1b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
- 1c. Describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture.
- 1d. Compare ways in which people from different cultures think about and deal with their physical environment and social conditions.
- 1e. Give examples and describe the importance of cultural unity and diversity within and across groups.

***Critical Content***

Native Americans utilized the resources of the regions and adapted their lifestyle to the land.

Western expansion affected the lifestyles of the Native Americans.

Elders were held in high regard in Native American communities.

Native American men, women, and children all had specific roles in order to sustain the community.

The beliefs of the Native Americans were tied to nature and the land.

Legends transferred the beliefs of the community from one generation to the next, an oral tradition; most had no written communication.

Many Native American groups were unable to communicate with each other.

***Supporting Facts and Definitions***

Cultures are dynamic and ever-changing.

**Culture:** the totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought characteristic of a community or population

**Immigration:** the act of entering and settling in a country or region to which one is not native

**Diversity:** the fact or quality of being distinct in kind; different

**Beliefs:** mental acceptance of or conviction in the truth or actuality of something

## Native American Communities

### Daily Plans

<p><b>Enduring Understandings</b></p> <p><b><i>Native Americans lived together in communities.</i></b></p> <p><b><i>Native American communities changed over time.</i></b></p> <p><b><i>Different perspectives or belief systems often result in conflict.</i></b></p> <p><b><i>Legends perpetuate the beliefs and values of a society.</i></b></p>	
Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> </ul>	<p>Introduce the concept of diversity—difference—using pages 32-41 in <i>The Nystrom Map Champ Atlas</i>. The United States is a country of diversity because so many people immigrate to the U.S. When people move to a new region, they bring their behavior patterns, arts, beliefs, institutions, and values with them. Try to imagine the first time that the Indians who lived in North America met the explorers from Europe. Even without speaking to one another, how did they know they were different? How might you know someone is of a different culture than yours today? It is important to remember, however, that not all the Indians had the same culture, nor did all the Europeans.</p>
<ul style="list-style-type: none"> <li>➤ Sequencing</li> <li>➤ Noting details</li> <li>➤ Listening</li> <li>➤ Group discussion</li> </ul>	<p>▣ (Pages 74-75) Introduce pages 12-14 of <i>From Sea to Shining Sea Iowa</i>. Read this passage of text together and create a timeline as you read. Note significant dates and an event or descriptor for each one. Read aloud the article on “Mound Builders” in this guide as additional information. There is also an article on Black Hawk to read aloud. Have students note items of interest to them in their learning log or journal.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questioning</li> <li>➤ Taking notes</li> </ul>	<p>▣ (Pages 76-78) Take a Study Trip to Hauberg Museum. Use the Letter to Parents, the Study Trip record grid to help students organize what they see, and the Study Trip Record to reflect.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Drawing conclusions</li> <li>➤ Noting details</li> <li>➤ Observation</li> <li>➤ Making inferences</li> </ul>	<p>Having heard information about the Indians in Iowa, have students identify their cultural characteristics—their “behavior patterns, arts, beliefs, institutions, and other products of human work.” Draw conclusions about their lifestyle and what they valued. Students may work individually or with a partner or in a learning club.</p>
<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> <li>➤ Recording information</li> <li>➤ Sequencing</li> <li>➤ Cause and effect</li> </ul>	<p>Read and discuss pages 15-16 in <i>From Sea to Shining Sea Iowa</i>. Continue the time line that was started before. Discuss the statement on page 15: “The Indians warmly welcomed them.” We often think of the interactions between the explorers and settlers as unfriendly. What caused that to be true as time went on? Begin a list of the conflicts that are mentioned in this section. Identify the cause if possible.</p>
<ul style="list-style-type: none"> <li>➤ Vocabulary development</li> <li>➤ Drawing conclusions</li> <li>➤ Questioning</li> </ul>	<p>Take a picture walk through pages 17 to 20 in <i>From Sea to Shining Sea Iowa</i> before reading (to “The Twenty-Ninth State”). Have students ask questions of curiosity about the pictures. Record their questions. Also, have students change the headings into questions, i.e., When did Iowa come under American control? What does American control mean? What happened that caused Iowa to come under American control? Continue the list of conflicts mentioned in this section and the time line. Ask the students to think about why we often remember things in the past in terms of the conflicts?</p>
<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Vocabulary development</li> <li>➤ Noting details</li> <li>➤ Sequencing</li> <li>➤ Cause and effect</li> <li>➤ Predicting</li> </ul>	<p>Take a picture walk through pages 20 to 22 in <i>From Sea to Shining Sea Iowa</i> before reading. Have students ask questions of curiosity about the pictures. Record their questions. Predict what the heading “The Twenty-Ninth State” refers to. Continue the list of conflicts mentioned in this section and the time line.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Vocabulary development</li> <li>➤ Noting details</li> <li>➤ Sequencing</li> <li>➤ Main Idea</li> <li>➤ Cause and effect</li> </ul>	<p>Take a picture walk through pages 23 to 25 in <i>From Sea to Shining Sea Iowa</i> before reading. Have students ask questions of curiosity about the pictures. Record their questions. Continue the list of conflicts mentioned in this section and the time line. After reading, ask the students if they can begin to see a pattern to the conflicts. What three issues do most conflicts revolve around? (needs, resources, beliefs)</p>
<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Vocabulary development</li> <li>➤ Noting details</li> <li>➤ Predicting</li> </ul>	<p>Note the picture on page 27 before reading pages 26 to 27 in <i>From Sea to Shining Sea Iowa</i>. Does it look familiar? Have students predict what the riverboat has to do with the heading: "Growth and Challenges." Continue the list of conflicts (problems) mentioned in this section and the time line.</p>
<ul style="list-style-type: none"> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Main idea</li> </ul>	<p>Review the time line and list of conflicts. Have students then review this chapter and create a map showing some of the information from the chapter. It might be a map of the ten largest cities, a map showing the development of Iowa, a map of the Indian tribes in Iowa, a map of the explorers who visited Iowa, a map of natural resources, etc.</p>
<ul style="list-style-type: none"> <li>➤ Drawing conclusions</li> <li>➤ Main idea</li> <li>➤ Group discussion</li> <li>➤ Presentation skills</li> </ul>	<p>Divide the class into Learning Clubs. Give each club one of the Essential Questions. Have them discuss the question among themselves and then plan a way to present their discussion to the rest of the class.</p> <p>Which Native American groups lived in our area?  What resources in our area did the Native Americans utilize?  How were Native American groups organized and governed?  What roles and responsibilities did elders, men, women, and children have in Native American communities?  How did the beliefs of the Native Americans differ from other groups?</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Map skills</li> <li>➤ Questioning</li> <li>➤ Group discussion</li> </ul>	<p>▣ (Pages 64, 79) Display a map of the world on a bulletin board so that you can label countries of origin for folk tales and connect them to the city or county in Iowa that reflects that culture. Read aloud a favorite folk tale such as <i>The Frog Prince</i>. Explain the origins of the folk tale. For example, <i>The Frog Prince</i> originated in Germany. Stretch a piece of yarn from the country of Germany to the Amana Colonies in Iowa. Talk about the history of the Amana Colonies. Visit the website for the history of the Amana Colonies: <a href="http://www.iowa-city.com/amanas/historical/index.html">www.iowa-city.com/amanas/historical/index.html</a>.</p> <p>You may then wish to read aloud <i>The Frog Princess</i> by Laura Cecil and discuss the similarities and differences of the two stories using a Venn Diagram or T-Chart.</p>
<ul style="list-style-type: none"> <li>➤ Thinking skills</li> <li>➤ Presentation skills</li> <li>➤ Group collaboration</li> </ul>	<p>Divide the students into small groups and assign a well-known folk tale to each group. Give each group 5 minutes to practice pantomiming the folk tale. Then have each group take turns pantomiming for the entire class. Viewers try to guess the name of the folk tale. Include the following as background for the books to be read: <i>The Three Little Pigs</i>; <i>Cinderella</i>; <i>The Ugly Duckling</i>; <i>Little Red Riding Hood</i>; <i>Goldilocks and the Three Bears</i> as well as other favorites. Discuss the common elements of these folk tales.</p>
<ul style="list-style-type: none"> <li>➤ Map skills</li> <li>➤ Listening skills</li> <li>➤ Group discussion</li> </ul>	<p>▣ (Page 80) Each succeeding day of the unit a new folk tale is read. After locating the country of origin, a city in Iowa which is known for this culture will be located by stretching a piece of yarn from country to city. A flag with the name of the folk tale will be placed on the city. Below are examples:</p> <p><i>Jack and the Beanstalk</i> (Steven Kellogg) from England City in Iowa: Le Mars</p> <p><i>The Twelve Months</i> (<i>Favorite Fairy Tales Told in Czechoslovakia</i> by Virginia Haviland) from Czechoslovakia City in Iowa: Cedar Rapids</p> <p><i>Why Hare Is Always on the Run</i> (<i>Tales Alive</i> by Susan Milord) from Africa City in Iowa: Davenport</p>

	<p><i>The Dancing Wolves (Twenty-two Splendid Tales Told From Around the World</i> by Pleasant DeSpain) from <i>American Indians</i> City in Iowa: Tama</p> <p><i>The Magic Purse (Twenty-two Splendid Tales Told From Around the World</i> by Pleasant DeSpain) from Ireland City in Iowa: Emmetsburg</p> <p><i>Nail Soup (Twenty-two Splendid Tales Told From Around the World</i> by Pleasant DeSpain) from Norway City in Iowa: Decorah</p> <p><i>Lindy and the Forest Giant (Twenty-two Splendid Tales Told From Around the World</i> by Pleasant DeSpain) from Sweden City in Iowa: Swedesburg</p> <p><i>The Two Wishes (Legends and Folk Tales of Holland</i> by Adele DeLeeuw) from Holland City in Iowa: Pella</p> <p>After hearing the folk tale, students may work individually, in pairs, or in small groups to complete the Elements of Fairy Tales student response sheet.</p>
<ul style="list-style-type: none"> <li>➤ Information locating skills</li> <li>➤ Taking notes</li> <li>➤ Presentation skills</li> </ul>	<p>Divide the class into small groups to explore <i>Iowan</i> magazines or brochures from the Iowa Welcome Center. The magazines contain many articles about cultural events and celebrations in Iowa. Assign each group one of the cultures listed above. The group is then responsible for reporting their findings to the rest of the class.</p>
<ul style="list-style-type: none"> <li>➤ Letter writing skills</li> <li>➤ Questioning skills</li> <li>➤ Presentation skills</li> </ul>	<p>Compile a list of addresses of travel and tourist agencies. Consult libraries, travel magazines, newspaper travel sections, and telephone directories for the addresses. Invite the children to write letters to agencies requesting free materials from different cities. Have the children use their home addresses to receive materials. As they receive booklets and brochures, bring them to class to discuss and display.</p>

<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questioning</li> <li>➤ Group discussion</li> </ul>	<p>▣ (Page 81) Iowa's cultural traditions include Amish, Germans (more from Germany than from any other country), Mennonites, Swedes, and African Americans. Make a list of why these people came to Iowa after reading aloud the information in this guide, "Iowa's Immigrant Families."</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Written response</li> </ul>	<p>When the immigrants came, they had to make changes to adapt to the land in which they settled. Likewise, the Native Americans found themselves forced to make changes in order to survive. Introduce the concept of change with the following simulation or one of your own choosing. Tell students that things are going to be different at their school beginning tomorrow. The principal has decreed a new dress code, students will have to attend school on Saturdays and holidays as well as during the week, everyone will have to eat school lunch every day, etc. Be as "stern" and realistic as possible. Don't allow any discussion, but give students ten or fifteen minutes to write a letter to the principal about the changes. Debrief after they have written their letters. Relate this experience to the experiences of many of the immigrants who came to the United States—things were different; it was not like back home. Or, write from the perspective of the Native American.</p>
<ul style="list-style-type: none"> <li>➤ Making lists</li> <li>➤ Noting details</li> <li>➤ Compare and contrast</li> </ul>	<p>Have each student make a list of the traditions that are observed in his or her family—where they go on Sunday, how they celebrate Christmas, what clothes they wear, what kinds of food they eat, etc. Ask them to be as specific as possible. Collect the papers and draft some general lists or compare, chart, or graph the information with the class. How are they alike and how are they different? If possible, try and determine the countries from which the traditions originated. Then ask how important the traditions are to them. What if they couldn't eat a certain food ever again or couldn't wear jeans or couldn't have Christmas lights? Try to get students to realize how much these things mean to us; that culture is all about who we are, because what is valued by our families and the larger community to which they belong, is taught to us and then we value it, too.</p>



Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Questions</li> <li>➤ Listening</li> <li>➤ Recording information</li> </ul>	<p>Begin a discussion using the following questions:</p> <ul style="list-style-type: none"> <li>Why do people tell stories?</li> <li>Why do people create art?</li> <li>Why do people sing songs and create music?</li> <li>Why do people play?</li> <li>Why do people dance?</li> <li>How do stories come about, and how are they passed from generation to generation?</li> </ul> <p>Record the students' responses to refer to.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questions</li> <li>➤ Compare and contrast</li> </ul>	<p>Invite guests from other cultures to the classroom to share traditions, beliefs, arts and crafts, etc. Prepare the students for the experience. Videotape the speaker if possible so students can revisit what they heard to take notes. Develop profiles of the various cultures represented for students to compare.</p>
<ul style="list-style-type: none"> <li>➤ Questioning</li> <li>➤ Listening</li> <li>➤ Presentation skills</li> </ul>	<p>▣ (Page 82) Have students interview a family member of a friend of the family to learn about ethnic traditions. Prepare the information to share with the class either as an oral presentation, a visual presentation, or a written presentation.</p>
<ul style="list-style-type: none"> <li>➤ Questioning</li> <li>➤ Listening</li> <li>➤ Viewing</li> <li>➤ Thinking skills</li> </ul>	<p>▣ (Pages 76-78) Take a Study Trip to the Art Museum. Ask them to focus on how art reflects the culture in which it is developed. Or ask them to focus on Iowa art. Have the students connect the art to what they know about Iowa.</p>
<ul style="list-style-type: none"> <li>➤ Questioning</li> <li>➤ Listening</li> <li>➤ Viewing</li> <li>➤ Thinking skills</li> </ul>	<p>Brainstorm where fine arts are found in the community—television, church, pictures, radio, concerts, etc.—after talking about what fine arts are. Discuss the various celebrations in Bettendorf. Record new knowledge and understanding in a learning log or journal. Or, invite a member of the Chamber of Commerce to share the various events in the community.</p>

<b>Skills</b>	<b>Learning Activities</b>
<ul style="list-style-type: none"> <li>➤ Brainstorming</li> <li>➤ Drawing conclusions</li> <li>➤ Noting details</li> </ul>	<p>Identify the arts in community traditions—weddings, funerals, etc. Talk about the various traditions that exist in various cultures and religious groups. Record new knowledge and understanding in a learning log or journal.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Noting details</li> </ul>	<p>Read an article from the paper about the fine arts to the children and have children look for articles about things going on in the Quad Cities.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Brainstorming</li> <li>➤ Drawing conclusions</li> <li>➤ Noting details</li> <li>➤ Compare and contrast</li> <li>➤ Thinking</li> </ul>	<p>☐ (Page 64) Use music as a complement to a read-aloud, art, or writing time. Have students express how the music affected what they were doing. Identify diverse musical styles in the community, i.e., rock, rhythm and blues, sacred, etc., and the radio stations that play them. Compare concert etiquette to listening at home. Compare and contrast performance groups—various choral groups, instrumental ensembles, etc. Record new knowledge and understanding in a learning log or journal.</p>

## *Performance Task for Second Quarter*

Analyze two groups of people from different cultures in order to understand that the interaction of cultures brings cooperation or conflict. Demonstrate your understanding by writing a newspaper article describing the interactions of two cultures. Decide whether you want your article to show conflict or cooperation between the two groups and reflect this in your writing. Use the 5 W's of newspaper writing: *who, what, when, where, why, and sometimes how.*

### ***ASSESSMENT RUBRIC***

<i>Mode</i>	<i>Criteria</i>		<i>Descriptors</i>
Writing	Knowledge Organization Mechanics		Accuracy Significant
<i>Criteria</i>	<i>Exceeds</i>	<i>Meets</i>	<i>Needs</i>
<b><i>Knowledge</i></b>	Accurate, significant, thorough understanding of cultural interaction	Understanding of cultural interactions	Evidence of some knowledge that cultures interact
<b><i>Organization</i></b>	Excellent use of paragraph and sequencing. Paragraphs have a topic sentence and many details	Uses paragraphs and sequencing; most paragraphs contain a topic sentence and supporting details	Some evidence of sequencing; limited use of paragraphs and topic sentences
<b><i>Mechanics</i></b>	Excellent, exact use of capitalization, punctuation, and spelling	Mostly accurate use of capitalization, punctuation, and spelling	Evidence of some grammatical skills

## Third Quarter

### ***Enduring Understandings***

- **A state's geography determines the resources in its boundaries.**
- **Maps depict physical, political, or topographical characteristics of an area.**

### ***Concepts***

- **Boundary**
- **Physical Maps**
- **Political Maps**
- **Topographical Maps**
- **Location**
- **Natural Disaster**
- **Natural Resources**
- **Climate**
- **Recreation**

### ***Essential Questions***

1. How is a map organized and interpreted?
2. What are Iowa's resources?
3. How does the climate of Iowa affect the work its people do?
4. What recreational resources exist in Iowa?
5. How does the environment influence Iowa?
6. What natural disasters occur in Iowa?

### ***Standards—People, Places, & Environments***

- IIIa. Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape.
- IIIb. Interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs.
- IIIc. Use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information.
- IIIe. Locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans.
- IIIh. Examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions.

**Standards—Production, Distribution, & Consumption**

VIIa. Give examples that show how scarcity and choice govern our economic decisions.

**Critical Content**

Map legends are tools for interpreting a map.

Maps use symbols to depict information.

Different maps have different symbols and purposes.

Iowa has a variety of landforms: rivers, hills, and plains.

Iowa's natural resources influence how people live and what they do.

The environment in the state of Iowa supports agriculture, river traffic, tourism, and manufacturing.

**Supporting Facts and Definitions**

Landform: any one of a number of specific physical features that occur on the earth's surface, i.e., rivers, mountains, hills, plateaus, deserts, islands, oceans, etc.

Political Boundaries: imaginary lines that separate political regions such as countries, states, and counties that have been determined and agreed to by a unit of government with authority in that area

Natural resources: those things that occur in nature and are useful to people

Natural resources such as coal or lumber may be depleted in a given area.

**Landforms**

Mountain: part of the earth that is much taller than the land around it

Hills: part of the earth that is tall, but not as tall as a mountain

Plateau: an elevated and comparatively level expanse of land; tableland

Plains: an extensive area of flat or gently rolling, treeless land

### **Geographic Features**

Ocean: a large, salty body of water; four of them cover most of the earth—the Pacific, Atlantic, Indian, and Arctic

Island: a land mass (smaller than a continent) that is surrounded by water

Swamp: a place where plants grow in ground that is covered with shallow water

Desert: a dry region with few plants and little rain

River: a large, natural stream of water emptying into an ocean, lake, or other body of water and usually fed along its course by converging tributaries

Prairie: an extensive area of flat or rolling grassland

Forest: a dense growth of trees, together with other plants, that covers a large area

Physical environment: the total of circumstances or conditions that surround a being

Iowa Geography: Map Skills  
Daily Plans

<p><b>Enduring Understandings</b>  <i>A state's geography determines the resources in its boundaries.</i>  <i>Maps depict physical, political, or topographical characteristics of an area.</i></p>	
Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>Write the word map on the board or a large sheet of paper. Have students brainstorm what they think of when they hear the word map. Introduce them to <i>The Nystrom Map Champ Atlas</i>, explaining that an atlas is usually defined as a book of maps. Give them time to explore the atlas with a partner and note three things of curiosity, i.e., bits of information, unusual graphics, photographs, "Amazing Facts" (on the inside front cover), etc., and then share these with the group, citing page number and location of the item.</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>Introduce pages 4-7 in <i>The Nystrom Map Champ Atlas</i> and discuss. Using a wall map or highway map, have students identify any of the symbols used on the map that were discussed on pages 6-7. Then, have students create a map symbol for a lake, a river, an airport, and a forest. Share the symbols. Are they similar? People who create maps try to use universal symbols that are easily discerned by the people using the map. Have students find the word <i>symbol</i> in the Glossary and write the meaning in their learning log or journal.</p> <p><b>Assessment Suggestion.</b> On a sheet of paper or in their learning log, ask students to draw the symbols for the following: highway, swamp, desert, railroad, and capital city.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Vocabulary development</li> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Recording information</li> </ul>	<p>Discuss pages 8-9 in <i>The Nystrom Map Champ Atlas</i> and the things that can be represented by colors as map symbols. Draw their attention to color by asking questions such as <i>What color is India? Which color shows the highest amount of rainfall?</i>, etc. Using a different map, have students identify how color is used on that map. Ask students why they chose pink as the color for India. Make the point that India is not pink, that colors are only used to separate one state or one country from another and that contrast is important. Have students find the word <i>key</i> in the Glossary and write the meaning in their learning log or journal.</p> <p><b>Assessment Suggestion.</b> On a sheet of paper or in their learning log, ask students to write three things that color can be used for as a map symbol.</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>Discuss pages 10-11 in <i>The Nystrom Map Champ Atlas</i> and how landforms can be represented on flat maps. Draw their attention to the detail that can be shared with a symbol, i.e., the “snowy peak” of Mt. Fuji would indicate a higher mountain than others in the region. Also, draw their attention to other landforms shown on these maps, i.e., lakes, rivers, ocean, sea. How do I know that the Great Salt Lake is larger than some other lakes in Utah, Idaho, and Wyoming? Talk about relative size. Point out the major mountain ranges in the United States. Which range is the largest? Compare the two maps at the top of page 11. Ask students who have been to the mountains to describe both the experience and the physical appearance of a mountain. Are there mountains in Iowa? How can I tell on the map on page 11? Ask questions such as <i>What color is India? Which color shows the highest amount of rainfall?</i>, etc. Have students find the word <i>mountain</i> in the Glossary and write the meaning in their learning log or journal.</p> <p><b>Assessment Suggestion.</b> On a sheet of paper or in their learning log, ask students to write the difference between a mountain and a hill.</p>



Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>Discuss pages 12-15 in <i>The Nystrom Map Champ Atlas</i> and the concept of a globe. Using a globe (Check with another teacher to find out if the globe he or she has is different from the one you have. If so, borrow it so students can compare.), have students compare the real globe to the globes in the picture. How are they alike? How are they different? There are different kinds of globes just as there are different kinds of maps. What symbols on the globe are like the symbols we have been studying in the atlas? Have students find the word <i>globe</i> in the Glossary and write the meaning in their learning log or journal. Discuss how maps and globes are different. How many continents are shown on pages 14 and 15? How many oceans? Have students find the words <i>sphere</i> and <i>hemisphere</i> in the Glossary. <i>Hemi</i> is a prefix meaning partial (in this case “half”). Write the meanings of these vocabulary words in a learning log or journal.</p> <p><b>Assignment:</b> Have the students trace the world on pages 14 and 15 and label the continents and oceans.</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Compare and contrast</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>■ (Page 83) You may want to review the seven continents and have students try a freehand drawing before discussing pages 16-17 in <i>The Nystrom Map Champ Atlas</i>. Point out the <i>legend</i> at the bottom of page 16 specifically noting the continental and international boundaries and the fonts used for continents, countries, cities, etc. Find the compass rose. Do an activity to identify directions in the classroom, i.e., label walls, play Simon Says, etc. Then, use directions to discuss the continents’ location in relation to one another, i.e., <i>Africa is west of ____</i>. <i>Asia is east of ____</i>, etc. Discuss the unusual continent that has no countries other than itself. Have students find the word <i>continent</i> in the glossary and add it to their learning log or journal.</p> <p><b>Assignment:</b> Give students an outline map of the world. Have them color the continents colors of your choice and the oceans blue. Have them add the compass rose if it is not on the map.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Following directions</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>Discuss pages 18-19 in <i>The Nystrom Map Champ Atlas</i> and the things that can be represented by colors and symbols. Introduce all of the animals and have students note each one's symbol. Help students become more familiar with the continents by asking, <i>Which of these animals lives in North America?</i> (and each of the other continents), <i>Which animal lives in the ocean?</i> <i>Which ocean(s) does that animal live in?</i> <i>Which animal lives on more than one continent?</i>, etc. You could also discuss the idea of habitat at this point, drawing attention to the photos and talking generally about some of the climatic conditions and landforms that are exceptional to those continents OR have the students individually or in partners choose one of the animals to research. For example, have students find five facts about the animal including the environment in which the animal lives.</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Compare and contrast</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>Discuss pages 20-21 in <i>The Nystrom Map Champ Atlas</i> and how climate is represented by colors as map symbols. Draw their attention to the map key and discuss the meanings of each of the symbols. Then ask questions such as <i>Which continent is shown as being only cold?</i> <i>On which continent does the major part of the land fall into the hot category?</i> <i>Which continents have the major part of the land fall into the varied climate range?</i>, etc. Ask students which continent they would prefer to live on based on the kind of weather they like best. Have students locate <i>weather</i> and <i>climate</i> in the Glossary and write the meanings in their learning log or journal.</p> <p><b>Assessment Suggestion.</b> List each continent on a piece of paper and then write the kinds of climate found on each.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>Discuss pages 22-25 in <i>The Nystrom Map Champ Atlas</i> and compare the photo, the globe view, and the maps, drawing attention to the United States. Draw their attention to details by asking questions such as <i>Which country borders the US on the north? Which ocean is on the east side of the US?</i>, etc. Draw attention to Alaska and Hawaii. Give students an outline map of the United States. Have them use a dark crayon or marker and trace around the edges. Label the Pacific Ocean, the Atlantic Ocean, the Gulf of Mexico, Canada, and Mexico. Draw attention to Iowa on page 25 by asking questions about the states around Iowa, its location in the United States, a quick way to find it by starting at the tip of the furthest west Great Lake and moving south. Ask students why the states all look so different—why some have straight-line borders, others have wiggly, and others have a combination.</p> <p><b>Assessment Suggestion.</b> ■ (Page 84) Have each student find Iowa on the map on pages 24 and 25 or on the outline map.</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>Review the continents and the oceans. Have students try a freehand drawing or tracing, labeling the continents and the oceans. Then find which continent the United States is on. Review the atlas that has been introduced thus far by going back and finding the climate for the United States and the mountain ranges.</p> <p><b>Assessment Suggestion.</b> Have students write the continent they live on, the country they live in, the state they live in, and the city they live in. List three things they know about where they live related to landforms, climate, or relative location of their country or state.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Noting details</li> </ul>	<p>Discuss pages 26-27 in <i>The Nystrom Map Champ Atlas</i> using the map key. Ask students why the cartographers didn't use blue as a color on the map key? Note that political boundaries are shown on this map and the Great Lakes. What else could the cartographers have shown without drawing attention away from the land use? Make the point that specific maps focusing on a particular topic usually do not add other dimensions, but allow us to focus on the topic being shown. Which of the pictures might we see in Iowa? Does showing Iowa as all green mean that none of the other things are done in Iowa? How is land use in Iowa like land use in the neighboring states? What inferences about climate can we make by looking at how the land is used? What conclusions could we draw about the areas labeled as "little or no use?" Have students look up <i>town</i>, <i>city</i>, and <i>suburb</i> and write the meanings in their learning log or journal.</p> <p><b>Quick Check:</b> Have each identify whether they live in a town, city, or suburb and tell why.</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Making inferences</li> <li>➤ Vocabulary development</li> <li>➤ Reading maps</li> </ul>	<p>Discuss pages 26-27 in <i>The Nystrom Map Champ Atlas</i> using the map key. Have students look up <i>national park</i> in the glossary and write the meaning in their learning log or journal. If students have been to any of the national parks, ask them to share their experience or to bring in pictures if they have them. Draw students' attention to the parks located in Iowa. Use the map to answer the following: <i>Which states have the most national forests? Which states have the largest national parks? Which state has large areas of other parks? Why has the government set aside these land areas as national parks and forests? What different land forms are represented in the photographs shown?</i></p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Listening</li> <li>➤ Vocabulary development</li> <li>➤ Noting details</li> <li>➤ Graphic expression</li> <li>➤ Drawing conclusions</li> <li>➤ Note taking</li> </ul>	<p>Use pages 28 and 29 of <i>The Nystrom Map Champ Atlas</i> to introduce the landform and geographic features listed in the critical content. Give students several sheets of plain white paper (enough for one sheet for each of the above landforms and any others you wish to include) to create a landform and geographic features “book.” Introduce one or more landforms or geographic features each day. Talk about how that particular landform or geographic feature is used by human beings. Have the students draw the landform or geographic feature, label it, write the meaning of, identify a state, region, country, or other location where it is one of the most important features (have students identify local places when applicable), and tell the kind of work that is indigenous to that type of landform (pages 26 and 27 will also be of help). Then, have them create a symbol for that landform or geographic feature and put a box around it. Stress neatness and <i>personal best</i>.</p>
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Making inferences</li> <li>➤ Drawing conclusions</li> <li>➤ Reading maps</li> </ul>	<p>Discuss how each of the landforms encourages or discourages human settlement.</p>
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Listening</li> <li>➤ Questioning</li> <li>➤ Charting</li> </ul>	<p>☐ (Page 85) Have students participate in a group K-W-L. List all the things students <i>think</i> they already know about Iowa or have learned this year and list the things students would like to learn about Iowa. After completing the group KWL, give each student a copy. Have them write the things they <i>think</i> they already know and the questions from the list they are particularly interested in.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Following directions</li> <li>➤ Visual information skills</li> <li>➤ Questioning</li> </ul>	<p>Introduce the students to the book <i>From Sea to Shining Sea Iowa</i>. Then have them find specific parts of the book, i.e., the covers, the Table of Contents, the Glossary, the Index, the timeline, etc. Give them several minutes to take their own “picture walk” through the book. After looking at only the pictures, have them add to their list of things they would like to learn on their KWL chart.</p>
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Making inferences</li> <li>➤ Drawing conclusions</li> <li>➤ Reading maps</li> <li>➤ Noting details</li> <li>➤ Main idea</li> </ul>	<p>☞ (Pages 86-87) Have students spend five to six minutes studying the pictorial map on pages 4 and 5. This map, unlike the ones we’ve been studying, does not have a map key. With a partner, develop a map key for each of the symbols shown on the map. Then read together the information on page four. After reading, adjust the map key if needed. Check to see if the students have questions of clarification for any of the symbols used on the map.</p> <p><b>Assessment Suggestion.</b> Use the questions over the text on page four to teach students the first part of the QAR strategy.</p>
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Noting details</li> <li>➤ Questioning</li> <li>➤ Reading maps</li> </ul>	<p>☞ (Pages 86, 88) Examine the picture on pages 6 and 7 in <i>From Sea to Shining Sea Iowa</i>. These limestone bluffs are similar to the ones in this area up and down the river. How do the bluffs in our area compare to these? Introduce “The Land Where the Tall Corn Grows” using the headings and the pictures. Have students articulate questions from the pictures and the headings. Record the questions on the board. Note the topography map at the top of page 9. Note the elevation and the rivers. Discuss tributaries. Where do the rivers flow? Read the text and answer the questions with a partner. Review the QAR strategy.</p>
<ul style="list-style-type: none"> <li>➤ Presentation skills</li> <li>➤ Reading maps</li> <li>➤ Following directions</li> </ul>	<p>☞ (Page 89) Give students a political map of the United States. Have them color Iowa and the other states in the Midwest. (Refer back to the inside front cover.) Use the <i>Atlas</i> to write the abbreviations for each of the states considered “Midwest.”</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Following directions</li> <li>➤ Listening</li> <li>➤ Reading maps</li> <li>➤ Letter writing requesting information</li> </ul>	<p>☐ (Page 90) Using an overhead transparency of the map of Iowa rivers, help students label the maps on individual copies. Talk about what the names of the rivers might mean or how they came up with the name (Option: write tall tales explaining why a river has its name.). Discuss the impact of so many rivers in the state on farming. Make a T-Chart with advantages, disadvantages. On a highway map or wall map of Iowa, locate a major city on each of the rivers. Write to the Chamber of Commerce and ask how the river impacts their city or if the river was the reason for the original settlement. If so, why? (Appendix: “A Matching Game of River Names,” “River History,” and “Name It, Paint It, Shape It”)</p> <p>Optional: Color pictures of the state tree, flower, and bird or research and report on these or other animals and plants found in Iowa. Movies from AEA: 0062132—Birds in the City; 0003657—Wildflowers Around You; 0003498—Trees How to Know Them. Research or discuss why the tradition of having state trees, flowers, and birds was started?</p>
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Brainstorming</li> <li>➤ Categorizing</li> </ul>	<p>☐ (Pages 101-105) Give the students the following definition of natural resources: Natural Resources: those things that occur in nature and are useful to people. Ask partners to generate a list of things that are found in nature that are useful to people (Refer to “The Delicate Balance—Iowa’s Natural Resources” for background information and additional activities. A copy is included in this guide.) As students share their suggestions, ask them to put like things together; have them identify those things with a category label.</p>
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Compare and contrast</li> <li>➤ Drawing conclusions</li> </ul>	<p>As a class, generate a list of natural resources one could find in a desert. Then, compare the list with the one created for Iowa. Draw conclusions from the data.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Noting details</li> </ul>	<p>▣ (Page 106) Read aloud the description of the Iowa District or Black Hawk Purchase made by Lieutenant Albert Lea in 1835. Have students listen for the natural resources he mentions in his book.</p>
<ul style="list-style-type: none"> <li>➤ Cause and effect</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> </ul>	<p>Using the list of natural resources found in Iowa, have students suggest what businesses or industries each one is connected to.</p>
<ul style="list-style-type: none"> <li>➤ Critical reading</li> <li>➤ Noting facts and opinions</li> <li>➤ Drawing conclusions</li> </ul>	<p>Introduce pages 28-30 in <i>From Sea to Shining Sea Iowa</i> before reading. Talk about people being a resource as well as things that occur in nature. Evaluate this portion of text. Is it written from an opinionated point of view? Are there substantial facts to support the main idea? Do students agree with what is being reported?</p>
<ul style="list-style-type: none"> <li>➤ Reading for information</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Making inferences</li> </ul>	<p>Introduce pages 31-33 in <i>From Sea to Shining Sea Iowa</i> before reading. Ask students to jot down the natural resources that are used in these jobs as they read.</p>
<ul style="list-style-type: none"> <li>➤ Interviewing</li> <li>➤ Gathering information</li> <li>➤ Presentation skills</li> <li>➤ Listening</li> </ul>	<p>▣ (Pages 107-108) Teach students how to conduct an interview and have the class generate a list of questions to find out what businesses or industries used to exist in the Quad-Cities that are no longer in operation or use the interview included in this guide. Have students interview their parents, grandparents, or other older adults. Have students share the information they gather. (The Chamber of Commerce or the Historical Society may also have this kind of information.) Review the information on Business and Industry in Iowa.</p>



Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questioning</li> <li>➤ Vocabulary development</li> <li>➤ Thank you letters</li> </ul>	<p>Invite a member of the Farm Bureau or the County Extension Service to come to the class and talk about what has happened to farming in the last twenty years. Have students write letters of thank you after the presentation.</p>
<ul style="list-style-type: none"> <li>➤ Writing letters requesting information</li> <li>➤ Questioning</li> <li>➤ Gathering information</li> </ul>	<p>Partner students and have them write to the Chambers of Commerce in Iowa's eight largest cities and ask what changes have occurred in the types of business and industry that may have shut down or opened in the last ten years. The state web page also has a link to the economic development director.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Noting details</li> <li>➤ Taking notes</li> </ul>	<p>☐ (Page 109) Invite the Quad-Cities Director of Economic Development to come and speak. What is being done to encourage new business in the area? Why is that important? Have students prepare questions prior to the presentation. Fill out the chart on "Our Community's Economic Development."</p>
<ul style="list-style-type: none"> <li>➤ Reading</li> <li>➤ Noting details</li> </ul>	<p>The chapter "A Trip Through the Hawkeye State" in <i>From Sea to Shining Sea Iowa</i> also references a number of businesses that used to exist, but no longer do as well as some that are thriving today.</p>
<ul style="list-style-type: none"> <li>➤ Drawing conclusions</li> <li>➤ Making inferences</li> <li>➤ Presentation skills</li> </ul>	<p>Knowing that changes occur in economic development in communities, have Learning Clubs develop a plan for how a worker would prepare himself for that possibility. Share the plans with the whole group.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> <li>➤ Graphic representation</li> <li>➤ Making inferences</li> </ul>	<p>☐ (Pages 110-111) Using the “books” describing landforms and geographic features created earlier, explain physical environment. Identify the physical environment in which we live—next to a river, plains, bluffs, etc. Read aloud the article, “Saukenuk Lives On in Rock Island.” Have students try to visualize this area without people. What would we see? As they describe, “draw” the scene on the board or a large sheet of chart paper. Have students add details as it unfolds. Lindsey Park in Davenport was once described as “overlooking a large eddy (a current moving contrary to the direction of the main current) at the foot of what was once the treacherous Rock Island Rapids of the Mississippi River.” A description of Arsenal Island says: <i>it was surrounded by rapids that were very difficult to travel over.</i> There was also a thirty-foot cliff over the edge that was made of limestone with many eaves in it. How has that scene changed? What do we see today?</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questioning</li> <li>➤ Noting details</li> </ul>	<p>Invite a representative from the Corps of Engineers to talk about how humans have changed the physical environment along the river, how the river is used today, and how humans impact the river currently. Have students prepare questions of curiosity before the presentation.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Reading</li> <li>➤ Questioning</li> <li>➤ Thinking</li> </ul>	<p>☐ (Pages 116-118) Share the information about the “Threatened and Endangered Species in Iowa,” “What happened to the water?” and “How to care for a river” with the students. Have students think of a project they could do to help, i.e., posters of awareness, letters to legislators, changing their own refuse habits, etc.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Listening</li> <li>➤ Speaking</li> <li>➤ Questioning</li> <li>➤ Noting details</li> <li>➤ Drawing conclusions</li> <li>➤ Main idea</li> <li>➤ Debating</li> <li>➤ Presentation skills</li> </ul>	<p>☐ (Page 63) Write <i>Changes People Make in Their Environment</i> at the top of a large sheet of paper. Have students suggest what changes people are currently making to the physical environment, i.e., cutting down trees to make paper, building homes north of Bettendorf on what used to be farmland and before that open prairie, throwing away tons and tons of trash, using chemicals on farmland, building huge factories such as IPSCO requiring huge sources of energy, building nuclear power plants such as the one at Cordova. After creating the list, write the ideas as statements that can be “debated” using a discussion web, i.e., People shouldn’t cut down trees to make paper or build houses. Then divide the class into teams of four—two sets of partners. Assign each team one of the statements. Assign two of them to agree with the statement and two to disagree. Each team should have some time (Set a timer for 5-6 minutes.) to list all the reasons they agree or disagree with the statement. Then have the two teams “debate” the statement. Share their thoughts with the whole group orally or perhaps with a poster (The two pairs may have different posters or one team may convince the other team and the team would create one poster.).</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Note taking</li> <li>➤ Questioning</li> <li>➤ Group discussion</li> <li>➤ Written expression</li> </ul>	<p>Invite a guest speaker from the waste facility to talk about recycling, its need, its mass, the effect of waste, projections for the future, etc. Have students prepare questions of curiosity before the presentation. After the presentation, debrief what was said. What did the students learn? Write for several minutes in a learning log or journal.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questioning</li> <li>➤ Drawing conclusions</li> <li>➤ Making inferences</li> <li>➤ Noting details</li> </ul>	<p>Discuss the idea that people change their environment for recreational reasons as well as for economic reasons. Make a list of recreational activities. Next to each, cite if it changes the environment or not, and if it does, does it change the environment in a positive way, i.e., a man-made lake will afford water sports and activities; it may also be a flood control measure? (Most all will have some impact even if just the roads and transportation [exhaust] to get there.)</p>

<b>Skills</b>	<b>Learning Activities</b>
<ul style="list-style-type: none"> <li>➤ Group discussion</li> <li>➤ Making inferences</li> </ul>	<p>☐ (Page 119) Select an environmental issue. Use a Sorting Tree to analyze the impact that environmental decisions have.</p>
<ul style="list-style-type: none"> <li>➤ Thinking</li> <li>➤ Compare and contrast</li> <li>➤ Making inferences</li> </ul>	<p>☐ (Page 120) Environmental issues have multiple perspectives. Choose a local issue such as using chemicals to control weeds in farm crops. Using a Triple T Chart, examine the issue from the perspective of an environmentalist, a farmer, and a consumer.</p>

## *Performance Task for Third Quarter*

Investigate recreational activities or environmental issues of Iowa in order to understand that interaction with the environment results in change or constancy. Demonstrate an understanding by designing a board game which reflects your choice of issues, and shows change or constancy. The game must include some factual information, directions, and all game pieces. You will be required to present the game and explain the rules so that it can be played by your classmates.

### ***ASSESSMENT RUBRIC***

<i>Mode</i>	<i>Criteria</i>		<i>Descriptors</i>
Project	Knowledge Organization Design Presentation		Accuracy Planning Esthetics Eye contact, voice tone
<i>Criteria</i>	<i>Exceeds</i>	<i>Meets</i>	<i>Needs</i>
<b><i>Knowledge</i></b>	Accurate and thorough understanding of the issue is demonstrated; many specific details are included	Accurate understanding of the issue; several specific examples are included	A general understanding of the issue; a few examples are included
<b><i>Organization</i></b>	Superior planning and execution	Well planned and executed	Evidence of some planning
<b><i>Design</i></b>	Excellent design, creative, esthetically sophisticated	Well designed, pleasant esthetics	Evidence of some concern for beauty
<b><i>Presentation</i></b>	Excellent speaking skills; directions are clear	Pleasant speaking skills; accurate directions	Evidence of some speaking skills; directions are somewhat vague

## *Performance Task for Third Quarter*

Analyze the changes in business and industry that have occurred in our community in order to understand how economic development changes over time. Demonstrate your understanding by drawing a past and present representation of a change in economic development in our community.

### ***ASSESSMENT RUBRIC***

<i>Mode</i>	<i>Criteria</i>		<i>Descriptors</i>
Project	Knowledge Organization Quality		Accuracy Thorough Neat Significant
<b><i>Criteria</i></b>	<b><i>Exceeds</i></b>	<b><i>Meets</i></b>	<b><i>Needs</i></b>
<b><i>Knowledge</i></b>	Accurate and thorough understanding of changes over time in economic development	Accurate understanding of changes over time in economic development	Some general understanding of changes over time in economic development
<b><i>Organization</i></b>	Superior planning, many details presented in drawings	Well planned details presented in drawing	Evidence of some planning; limited details
<b><i>Quality</i></b>	Excellent design, high level of craftsmanship and creativity	Well designed, crafted and creative	Evidence of some design

## Fourth Quarter

### ***Enduring Understandings***

- **Governmental structures develop rules and laws to establish order and security and to manage conflict.**
- **Elected representatives establish rules and laws for democratic states.**

### ***Concepts***

- **Government**
- **Representation**
- **Legislature**
- **Senate**
- **House of Representatives**
- **Law**
- **Conflict**
- **Democracy**

### ***Essential Questions***

1. Why do groups of people need rules and laws?
2. How do rules and laws provide order and protect property?
3. How is state government structured?
4. Who determines authority?
5. How is authority granted to just a few individuals?

### ***Standards—Power, Authority, & Governance***

- VIb. Explain the purpose of government.
- VIc. Give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict.
- VIe. Distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president.

### ***Critical Content***

A law is a rule established by authority, society, or custom.

Authority is the power to command, enforce laws, exact obedience, determine or judge.

The officials of a political unit have authority.

A state's boundaries are established both politically and geographically.

The United States is a country made up of fifty states.

Some laws are made by United States elected officials and some are made by state elected officials.

***Supporting Facts and Definitions***

Mayor: the chief executive officer of a city, town, borough, or municipal corporation

Justice: (a) the principle of moral rightness, equity; (b) the quality of being just, fair, or impartial; (c) the administration and procedure of law

Authority: (a) the power to command, enforce laws, exact obedience, determine, or judge; (b) a person or group invested with this power; (c) the officials of a political unit holding such power; government



Iowa Government  
Daily Plans

<b>Enduring Understandings</b> <i>Governmental structures develop rules and laws to establish order and security and to manage conflict.</i> <i>Elected representatives establish rules and laws for democratic states.</i>	
Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Drawing conclusions</li> <li>➤ Vocabulary development</li> </ul>	<p>Review the rules and procedures that students learned for their classroom, their school community, and at various locations in the community and <i>why</i> those rules and procedures are necessary. Introduce the difference between a rule and a law. Ask the students if they know any laws that directly impact them, i.e., seat belts, school attendance, bicycle operation, snow removal from sidewalks in front of their homes, can't shoot firecrackers, not allowed to purchase alcohol or cigarettes, pets must have a leash, etc. List the laws in one column. In the adjacent column, have students identify whether they <i>think</i> the law is a city ordinance, a state law, or a federal law. (Don't give correct answers at this point.) Do a K-W-L on "Who Makes Laws?"</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Supporting opinions</li> <li>➤ Vocabulary development</li> </ul>	<p>▣ (Page 121) Give students the opinion poll on "Our Rights and Responsibilities." Collect the papers. Use the information to create four or five discussion webs using either the statement that most of the students chose or the one the least number picked. Assign 4 students to a group. Have two of the students agree with the statement and two disagree. Each team should have some time (Set a timer for 5-6 minutes.) to list all the reasons they agree or disagree with the statement. Then have the two teams "debate" the statement. Share their thoughts with the whole group. Relate this process to the process that occurs when laws are passed. City Councils pass laws for the city. The state legislature passes state laws, and the federal legislature passes federal laws. Which laws would take precedence over other laws if laws conflict?</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Organization</li> <li>➤ Vocabulary development</li> </ul>	<p>☐ (Pages 122-123) Introduce students to city government by reading aloud “Bettendorf City Government How It Works.” (The second grade curriculum encourages a visit to the Mayor’s office. Some of this should be a review.) Use the organizational chart and discuss what the various departments would be in charge of and provide. These are services that the city provides for its residents. How are these services paid for? Who would be in charge of enforcing laws? Are they city ordinances? State laws? Federal laws? Have students write letters to each of the departments asking for information about what they do and the rules, procedures, and laws they must enforce and obey. You may also want to extend this study and have them ask about the career training that is required for the positions in these departments. Begin a list of government jobs. Talk about what Civil Service means.</p> <p><b>Assessment Suggestion.</b></p> <ol style="list-style-type: none"> <li>1. The form of government used in Bettendorf is: (a) city manager; (b) strong mayor; (c) Mayor-Council</li> <li>2. The job of the mayor is (a) to arrest people who break the laws; (b) to see that the laws of the state and city ordinances are enforced; (c) to make the laws for the state.</li> <li>3. The job of the council is to (a) make the ordinances for the city; (b) see that the laws are carried out; (c) to elect the mayor.</li> <li>4. The city council is made up of (a) mayor and council members; (b) President and governor; (c) mayor and police chief.</li> </ol>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> </ul>	<p>Ask the students what the following statement means: Rules and laws promote justice. What is justice? Have students give examples of injustice. (The newspaper may have some good examples to share.) Have students record in their learning logs the definition given or the definition arrived at by the group.</p>

Skills	Learning Activities
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> <li>➤ Presentation skills</li> <li>➤ Cooperation</li> <li>➤ Cause and effect</li> <li>➤ Drawing conclusions</li> </ul>	<p>Divide the class into four cooperative learning groups. Assign each group with the task of explaining through words and pictures one of the following statements:</p> <p style="text-align: center;"><b>Rules and laws provide order.</b>  <b>Rules and laws protect property.</b>  <b>Rules and laws guide behavior.</b>  <b>Rules and laws help people resolve conflicts.</b></p> <p>Ask students to identify which of the departments on the city organizational chart would be responsible for enforcing the rules and laws for each of the statements.</p>
<ul style="list-style-type: none"> <li>➤ Listening skills</li> <li>➤ Group discussion</li> <li>➤ Vocabulary development</li> <li>➤ Compare and contrast</li> </ul>	<p>■ (Page 124, 64) Introduce the concept of county government to the class. The structure is very similar to city government except there is no mayor. The governing body is the County Board of Supervisors. There are five of them. They are elected at large from the county. Use a T-Chart for comparison of the two governmental structures, i.e., city has a Police Chief—county has a sheriff; city takes care of streets within the city—county takes care of county roads; city has sewer maintenance and repair while county officials monitor septic systems through building inspections and zoning regulations. Like the city, some county positions are elected like the sheriff; others are appointed or hired based on qualifications. The county has a County Administrator that reports to the County Board of Supervisors while the City Administrator reports to the City Council.</p>
<ul style="list-style-type: none"> <li>➤ Seeing patterns</li> <li>➤ Making comparisons</li> <li>➤ Writing letters requesting information</li> <li>➤ Thinking</li> </ul>	<p>■ (Page 125) Introduce the students to the counties in Iowa with a map. Have each student choose a county to write to for information about the county. Decide with the students which counties to pick, i.e., geographical representation, they know someone who lives there, there is an interesting place to visit, the county has a large city, it's the furthest one away, etc. Most counties with large cities will probably also have a web page. Determine a way for the students to share the information they receive. Use it whenever it is relevant throughout the unit.</p>

<b>Skills</b>	<b>Learning Activities</b>
<ul style="list-style-type: none"> <li>➤ Seeing patterns</li> <li>➤ Making comparisons</li> <li>➤ Collaborating</li> <li>➤ Charting</li> </ul>	<p>☐ (Page 126) Now that students have an idea of organizational structure, divide them into cooperative learning groups and give them the sheet of school positions. Have them organize them into a structure and explain why they put them as they did. You may want the principal to come and explain how some of these people also report to someone besides authority within the building.</p>
<ul style="list-style-type: none"> <li>➤ Seeing patterns</li> <li>➤ Making comparisons</li> <li>➤ Collaborating</li> <li>➤ Chart skills</li> </ul>	<p>☐ (Page 127) Introduce state government to the students with the comparison chart. Have them study the chart independently and then in pairs. Ask them to make statements of comparison, i.e., the mayor in city government is like the governor in state government.</p>
<ul style="list-style-type: none"> <li>➤ Listening</li> <li>➤ Questioning</li> <li>➤ Thank you notes</li> <li>➤ Presentation skills</li> </ul>	<p>If possible, invite a city, county, and/or state official to talk to the class about how government functions, authority, and how rules and laws are made (could be a panel discussion). Write letters of thank you following the visit(s). Have students design a poster of something they learned about government after the visit.</p>

## *Performance Task for Fourth Quarter*

Investigate the democratic process in order to understand how cultures create governmental structures to develop rules and laws. Demonstrate understanding by participating in a process to develop a governmental structure for an imaginary county or state. You may choose to be involved in running for or helping to elect a mayoral or gubernatorial candidate for your country.

### ***ASSESSMENT RUBRIC***

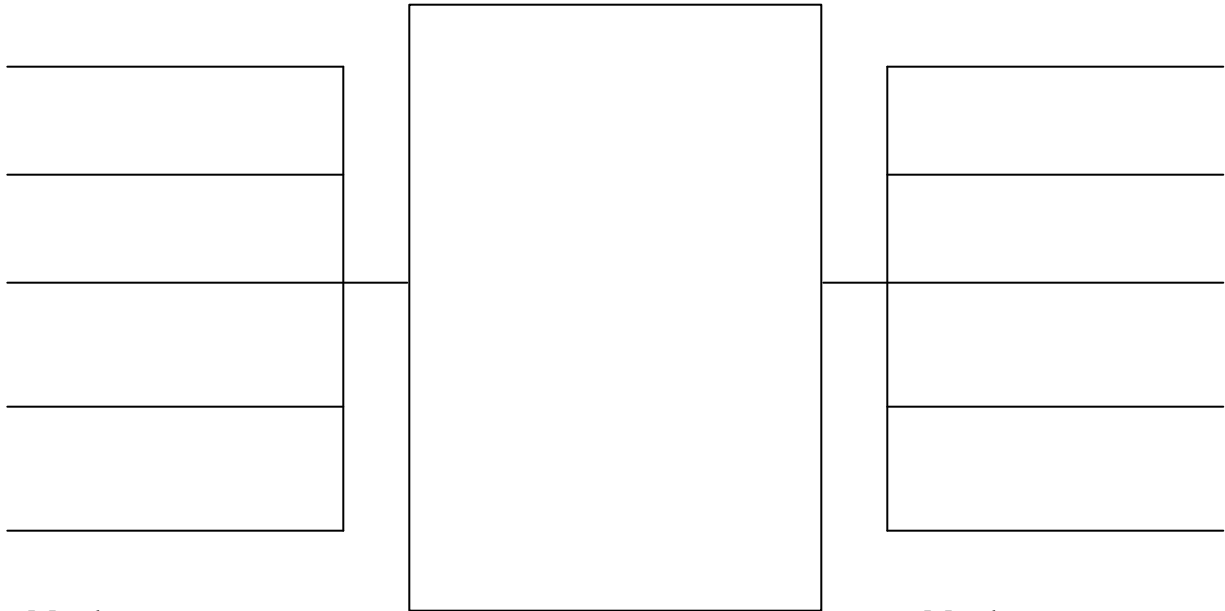
<i>Mode</i>	<i>Criteria</i>		<i>Descriptors</i>
Project	Knowledge Organization Design		Accuracy Planning Esthetically Pleasing
<i>Criteria</i>	<i>Exceeds</i>	<i>Meets</i>	<i>Needs</i>
<b><i>Knowledge</i></b>	Accurate and thorough understanding of the governmental structures is demonstrated; many specific examples are included	Accurate understanding of governmental structure is demonstrated; several specific examples are included	Some general understanding of the governmental structure is demonstrated; a few examples are included
<b><i>Organization</i></b>	Superior planning and execution	Well planned and executed	Evidence of some planning
<b><i>Design</i></b>	Excellent design—creative—esthetically sophisticated	Well designed—pleasant esthetics	Evidence of some concern for beauty

# Information and Resources for Teachers

# Discussion Web

Disagree

Agree



Members

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Members

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Conclusions:

T-Chart

Name \_\_\_\_\_

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# Making Good Decisions

I identify what needs to be decided

Think about the choices

Get more information if it is needed

Talk to someone you trust

Predict what will happen  
with each choice

Make the decision

Do what you've decided

Experience the consequences

## Following Our Classroom Rules – Self-Evaluation

Name \_\_\_\_\_

Rule	Monday	Tuesday	Wednesday	Thursday	Friday	Overall

## Manager

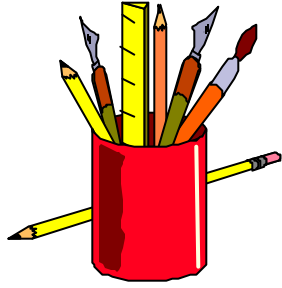


Understands what needs to be done.  
Gets the group started.  
Contributes to the group.  
Keeps everyone involved.  
Makes certain the task is finished.

## Production Manager



Keeps the group on task.  
Sets deadlines.  
Gets additional information as needed.  
Contributes to the group.



## Secretary

Takes notes of everything.  
Writes legibly.  
Contributes to the group.  
Shares notes with the group.

## Personnel Director



Acknowledges each member's contribution.  
Keeps notes of member's skills.  
Initiates conflict resolution if needed.  
Contributes to the group.  
Reports on group's effectiveness.

## Marketing Manager



Contributes to the group.  
Organizes events and/or products for sharing.  
Reports out the group's work.  
Speaks clearly.

## Supply Manager



Gets the supplies for the task.  
Organizes the supplies.  
Monitors the use of supplies.  
Contributes to the group.  
Returns unused supplies to storage area.

## Active Listening

Stop what you're doing and pay attention to the speaker.

Look at the speaker.

Think about what the speaker is saying.

Ask for more information about anything you don't understand.

Respond to the speaker with a smile, a nod,  
or an appropriate comment.

Appreciate what is being said.

## Effective Speaking

Look at the person.

Speak clearly.

Use a suitable voice for the distance.

Remember not to speak too fast.

## How well do I communicate?

Can I be heard?

Do I listen to others?

Can I be understood?

Have I put my ideas in order?

Can I expand and develop my ideas?

How do I sound?

How do I look?

## Am I a good listener?

Do I like to listen to my friends when they talk to me?

Do I try to understand what people are saying?

Do I give the teacher my full attention?

Do I ask questions to have speakers  
explain their ideas more fully?

Excerpts taken from the *Oral Language Resource Book*  
Researched and developed by the Education Department of Western Australia  
Longman, 1994





## Classroom Climate Survey

Statement	Agree	Disagree
1. I feel that most of the people in this classroom like me and treat me with respect.		
2. I know the rules for my classroom and I think they are fair.		
3. The students in my class care about each other.		
4. The students in this class usually play fair.		
5. I have friends in this classroom.		
6. My classroom is a good place to be.		
7. The teacher and the students in this class listen to each other.		
8. My classmates help one another learn.		
9. The students in this class don't call each other names to do "put-downs."		
10. I am an important member of my classroom.		
11. I know how to ask for help in this classroom when I need it.		

## Mound Builders

Who were the first people to live in Iowa? What were they like? These questions are often asked. No one can give an exact answer. The first people to live in Iowa could not write and so left us no stories of themselves. What little we know about these early people we learn from a study of the bones and tools left by them.

Scientists, men who study such things, do not all agree on the story these bones and tools tell. Some scientists believe that a short, stocky, primitive people lived here between the visits of the glaciers. They believe that these people were driven out by the cold weather and the ice of the glaciers. Little proof has been found for this belief and other scientists say it was thousands of years after the last glacier disappeared before the first people came to live in Iowa.

The first people we have proof of living in Iowa are the "mound builders." We call them this because they built many mounds. Indians that were living in Iowa when white men first reached Iowa also built mounds. It is usually easy to tell the difference between mounds built by Indians and the mounds built by these ancient people we call "mound builders."

Some people believe the "mound builders" to have been a tribe of Indians. Other people believe they were an entirely different race. We do know that the people that built these mounds were different from any Indian tribes that were found by white men in or near Iowa.

These ancient people built many mounds in different parts of the Mississippi Valley. They built hundreds of them in Iowa mostly along the Mississippi River and the lower parts of the Iowa and Des Moines Rivers. These mounds are usually found on high bluffs near rivers or on the banks of lakes. They seem to have been built for different purposes and are of many shapes and sizes.

There was a group of ten mounds near Bettendorf. Several of these were opened. In them were found sea shells, copper axes, stone knives, pottery, and many pipes. The pipes had been carved to look like birds and animals. One bird had eyes of copper while another had eyes of pearl. This showed that the Mound Builders were good metal workers and had great skill in carving.

Many of the copper axes were wrapped in a coarse cloth. This showed that the Mound Builders knew how to weave cloth.

A mound located on a bank of the Iowa River was opened. In it was a stone vault containing the skeleton of a Mound Builder with a pottery vessel beside him. This shows us that the Mound Builders knew how to do simple buildings with stone.

Sometimes these mounds were built in groups. Other seem to stand alone. Some mounds were built in the shape of animals or birds. Perhaps this was part of the Mound Builders' religion. There are mounds that were built like a fort for protection. It seems that there were many battles.

The Mound Builders built roads and cut down many trees. They must have lived in Iowa for several hundred years. We believe they were an industrious people and at least partly civilized.

What happened to the Mound Builders? No one knows. Perhaps the more savage Indians who came later, killed all of them. Perhaps the Indians drove them away. They may have moved to the southwest and became the cliff-dwellers.

The Mound Builders were metal workers. They wove cloth. They were skilled stone workers. The Indians that white men found in Iowa would not do these things. Because of this we believe Iowa's first people, the Mound Builders, were not Indians.

Reference: Moeller, Hubert. *Hawkeye Tales*, pages 9-20

Letters to Parents

**We are going on a study trip!**

We are visiting the \_\_\_\_\_.

We will travel by \_\_\_\_\_.

It will cost \_\_\_\_\_.

Children are asked to bring \_\_\_\_\_

\_\_\_\_\_.

Thank you,

\_\_\_\_\_

**We are going on a study trip!**

We are visiting the \_\_\_\_\_.

We will travel by \_\_\_\_\_.

It will cost \_\_\_\_\_.

Children are asked to bring \_\_\_\_\_

\_\_\_\_\_.

Thank you,

\_\_\_\_\_

Name \_\_\_\_\_

<b>Study Trip</b>	
<b>food</b>	
<b>shelter</b>	
<b>clothing</b>	
<b>water</b>	
<b>art</b>	
<b>weapons</b>	
<b>land use</b>	
<b>daily life</b>	
<b>values</b>	
<b>beliefs</b>	

My Study Trip Record

Name \_\_\_\_\_

\_\_\_\_\_

Date

-----  
\_\_\_\_\_  
\_\_\_\_\_

Place

-----  
\_\_\_\_\_

What we did—

\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

What we saw—

\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

What we learned—

\_\_\_\_\_  
-----  
\_\_\_\_\_  
-----  
\_\_\_\_\_

I liked or disliked the trip because—

\_\_\_\_\_  
-----  
\_\_\_\_\_

Name \_\_\_\_\_

A large Venn diagram consisting of two overlapping circles. The interior of both circles is filled with vertical lines, providing a guide for handwriting practice.

# Elements of Folk Tales

Name \_\_\_\_\_

Book \_\_\_\_\_

As you listen to a folktale, respond to the following questions.

<i>What is the "lesson" to be learned from the book?</i>	<i>Who were the "good" characters in the book?</i>
<i>Who were the "bad" characters in the book?</i>	<i>What was the "magic" in the book?</i>
<i>What was the conflict in the book?</i>	<i>How was the conflict resolved in the book?</i>
<i>What things changed in the story?</i>	<i>How were the "bad" characters punished at the end of the book?</i>



## Iowa's Immigrant Families

Most of the people who came to Iowa in the 1800s wanted to become landowners. People also left Europe because of religious problems. This was true of people from Sweden where they had to pay high taxes to support the Lutheran Church. It was also true of Holland where in 1847, about eight hundred people left Holland and started the community of Pella where they worshiped as they pleased.

Some families left Germany because they did not want their sons to go into the army. The Germans settled primarily in Davenport, Burlington, and Dubuque in the late 1800s.

People from Denmark left because they wanted a better way of life for their children. In the early 1800s, many of the poor families had to hire out their children as early as nine years of age. Their parents believed that in the United States they could better care for their children.

The Swedes came and settled New Sweden in 1845. A second Swedish community was started by accident in Boone County—Swede's Point, but the name was later changed to Madrid.

Norwegians settled in northeast Iowa around the town of Decorah and others in Story County in Story City and Huxley in the mid 1800s.

When these European immigrants first arrived, most of them spent their time with their family and with other people from the "old country." That began to change with the next generation who attended school with children from all different backgrounds. They thought of themselves as Americans.

African Americans began migrating to Iowa in the mid-1800s. Before the Civil War, most Iowans did not think that African Americans should be treated the same as whites. The Iowa legislators passed laws known as Iowa's Black Code. After the Civil War, laws about African Americans changed in Iowa. The first group of African American mining families settled in Muchakinock. In 1900 many people moved from Muchakinock to Buxton, and for a time there were more African Americans than whites in Buxton.

Other immigrants in the 1800s included communitarians: the Icarians, the Society of True Inspiration (the Amana Colonies), and the Old Order Amish. The Icarians disbanded in the 1890s, but the Inspirationalists and Amish still live in Iowa today. There are Amish communities near McIntire, Kalona, Oelwein, Milton, Bloomfield, and Riceville.

Italians began settling in Iowa around 1900. Most of them were very poor and went to work in the coal mines.

Mexicans began immigrating to Iowa in the early 1900s. The company that makes train equipment in Bettendorf began to bring in workers from Mexico.

The most recent immigrants to Iowa are refugees from Southeast Asia.

## Exploring Ethnic Traditions

Name \_\_\_\_\_

Ask a family member or friend who can tell you stories about your past or give you leads to other sources of information the following questions.

What are your parents' names? What are their ethnic origins?	What languages do your parents speak? What languages do/did your grandparents speak?
What are your parents' occupations?	What were your grandparents' occupations?
What do you know about the origin of your last name? Do you know what it means? Did it undergo changes coming from another country to the United States?	What were your parents' school experiences like?
What kinds of things did your parents do for fun when they were your age?	What traditions and/or customs does your family observe?

## Outline Map of the World

## Outline Map of the US

Name \_\_\_\_\_

**Topic:**

**What I THINK I Know**

**What I Want to Know**

**What I Learned**

## Question-Answer Relationships

### QAR

#### A Mnemonic Device to Improve Comprehension

Three basic question and answer relationships:

1. *Right There*—the words used to frame the question and the words needed for the answer are in the same sentence
2. *Think and Search*—the answer is in the material that was read, but the words used to frame the question and those necessary for the answer would be in more than one sentence
3. *On My Own*—the answer is not in the text; it requires constructing a response derived from the material presented and the reader's own knowledge

The following examples are from an article in the *Reading Teacher* written by Raphael and Pearson (1986).

Dennis sat in an old wood rocking chair. He rocked harder and harder. Suddenly he found himself sitting on the floor!

*Right There*            What kind of chair did Dennis sit in?  
   "an old wood rocking chair"

*Think and Search*    What did Dennis do while sitting in the chair?  
   "rocked harder and harder"

*On My Own*            Why did Dennis find himself sitting on the floor?  
   He rocked so hard the chair tipped over.

## From Sea to Shining Sea Iowa

Name \_\_\_\_\_

Answer the following questions using the text on page 4. Remember to use the QAR strategy. Most of the answers will be “right there.”

1. What part of the United States is Iowa in? \_\_\_\_\_
2. How did Iowa get its name? \_\_\_\_\_
3. What does the name mean? \_\_\_\_\_
4. What is the state’s nickname? \_\_\_\_\_
5. Who moved to Iowa in the 1800’s? \_\_\_\_\_
6. List the things Iowa makes or produces. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Name 4 famous people who were born in Iowa. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Where was the world’s tallest corn grown? \_\_\_\_\_

Bonus Questions:

Why did a lot of people settle in Iowa in the 1800’s? (Think and Search) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do many people settle in Iowa today? (On Your Own) \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## *From Sea to Shining Sea Iowa*

Name \_\_\_\_\_

Answer the following questions using the text on pages 8-11, "The Land Where the Tall corn Grows." Remember to use the QAR strategy. Most of the answers will be "right there."

1. What do we call the part of the country where Iowa is found? \_\_\_\_\_
2. Name the other six states found in this part of the country. \_\_\_\_\_  
\_\_\_\_\_
3. How does Iowa compare in size to the other states? \_\_\_\_\_
4. Why is Iowa called "The Land Where the Tall Corn Grows?" \_\_\_\_\_  
\_\_\_\_\_
5. Where is the highest point in Iowa? \_\_\_\_\_
6. Where is the lowest point in Iowa? \_\_\_\_\_
7. What river forms the eastern boundary? \_\_\_\_\_
8. What river forms the western boundary? \_\_\_\_\_
9. What is the biggest lake in Iowa? \_\_\_\_\_
10. Name the state tree, the state flower, and the state bird. \_\_\_\_\_  
\_\_\_\_\_
11. Name other trees, wildflowers, birds, and animals found in Iowa. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
12. What is "Tornado Alley?" \_\_\_\_\_

Bonus Question:

What else besides good farmland is required for farmers to have good crops? (Think and Search)

\_\_\_\_\_  
\_\_\_\_\_



Political Map of the United States

Iowa Rivers

## Iowa Topographic Areas

## Glaciation

## Average Annual Precipitation

Mineral Resources

## Agricultural Products

## Population Density



## State Parks and Forests

## Exploration, 1680-1820

## Indian Land Cessions

## Boundary Changes, 1834-1846

## Delicate Balance

## Delicate Balance

## Delicate Balance

## Delicate Balance



## Delicate Balance

## *Notes on...the Iowa District or Black Hawk Purchase*

By Lieutenant Albert Lea

Written as he was traveling through eastern Iowa in 1835  
to find a good location for a fort.

The general appearance of the country is one of great beauty. It may be [seen] as one grand rolling prairie, along one side of which flows the mightiest river in the world...In every part of the whole District, beautiful rivers and creeks are to be found...skirted by woods, often several miles in width, [giving] shelter from intense cold or heat to the animals that may there take refuge...These woods also [contain] the timber necessary for building houses, fences, and boats. Though probably three-fourths of the District is without trees, yet so [well] are the water and the woods distributed throughout, that nature appears to have made an effort to arrange them in the most desirable manner possible....Taking this District all in all, for [ease] of navigation, water, fuel, and timber; for richness of soil; for beauty of appearance; and for pleasantness of climate, it surpasses any portion of the United States with which I am acquainted.

Could I present to the mind of the reader that view of this country that is now before my eyes...he would see the broad Mississippi with its ten thousand islands, flowing gently and lingeringly along one entire side of this District, as if in regret at leaving so delightful a region.

## Homework

### *Changes in Business and Industry in Our Community*

For family homework, have students ask their parents, grandparents, or other older adult to describe the businesses and industries that used to exist in the Quad-Cities, but are no longer in operation. Students and parents or grandparents can work on answering the following questions. At school the next day, have the students share what they learned with their team or the class.

1. What is the largest business in the Quad-Cities that you remember that is no longer in operation?
  
2. What did the business do?
  
3. What is the largest industry in the Quad-Cities that you remember that is no longer in operation?
  
4. What did the company manufacture?
  
5. Can you tell us why you think (or know) they are no longer in operation?
  
6. What is the most important business in the Quad-Cities today in your opinion?
  
7. What is the newest business or industry in the Quad-Cities?
  
8. What kind of business and/or industry do you think will be the leader in the 21<sup>st</sup> Century in the Quad-Cities?
  
9. Has your work changed in the last ten years? If so, how?

## Business and Industry in Iowa

1833-1870

Lumber

General Stores

Industries after 1870

Meat Packing

Flour and Gristmill Products

Furniture

Woolen Goods

Quaker Oats

Deere & Company

The Maytag Company

Pearl Buttons

Coal Mining

Printing and Publishing

Railroad Cars

Twentieth-Century Manufacturing

Sheaffer Pen Company

Collins Radio Company

The Insurance Industry

Name \_\_\_\_\_

**Look at Our Community's Economic Development**

<b>Things That Have Stayed the Same</b>	<b>Things That Have Changed</b>

## Saukenuk Lives On in Rock Island

From *Showcase*, January-February 1998

Saukenuk, located on what is now Black Hawk Historical Site on the bluff of Rock River in south Rock Island, was the largest Indian village in North America when the white men arrived in the early 1800s.

The Sauk tribe probably had a population at that time of 11,000.

The village was remarkable—laid out in lots, blocks, streets and alleys. There was a village square surrounded by hodenosotes, or lodges which were long bark-covered loghouses measuring from 30 to 100 feet long and from 16 to 40 feet wide. Many of them housed an entire family, from grandparents down through grandchildren.

A point on the bluff, 150 feet high, was called Black Hawk's Watchtower. In surrounding white oak trees, the Sauks built lookout platforms as smoke signal stations.

Saukenuk was supplied with fresh drinking water by several springs, and the Rock River rapids provided an abundance of excellent fish. Nearby flat table land was cultivated in corn, beans, pumpkins, squash, tobacco and potatoes. A number of fruit trees yielded apples, cherries and pears, while wild bushes provided gooseberries, blackberries, and logan berries.

Black Hawk was born in the village in 1767.

According to his writings, "We always had plenty. Our children never cried from hunger; neither were our people in want. Here our village stood more than 100 years during which time we were the undisputed possessors of the Mississippi Valley from Wisconsin to Protages des Sioux near the mouth of the Missouri River, a distance of nearly 700 miles.

The tribal name, Sauk, comes from Osakiwug, meaning "People of the yellow earth." The tribe belonged to the Algonquian linguistic stock, as did the Fox and Kickapoo. The Algonquians originated in eastern Ontario, Canada.

The earliest known home of the Sauks was at Saginaw Bay, Michigan, which is named after them—Saginaw means “place of the Sauks.” They later migrated west across Lake Michigan to the upper part of Green Bay. In the 1700s, the tribe came to the mouth of the Rock River.

In 1804, Sauk chiefs signed a treaty with the United States government, giving away their rights to over 50 million acres in northern Illinois and southern Wisconsin, which later became the cause of the Black Hawk War of 1812.

In losing the war, the Sauks were forced into Iowa Territory to join the Fox tribe. In 1842, the tribe ceded this Iowa land in exchange for land in Kansas. Then, in 1867, the Sauks ceded the Kansas land and some moved to Oklahoma Territory and some moved back to Iowa, settling at Tama.

In 1831, there were about 6,000 Sauks living at Saukenuk. Today, there are only a few in the nation.

Examples of that way of life can be seen at the Hauberg Museum, which is open from 8:30 a.m. to noon and from 1 until 4 p.m. daily.

## A Mississippi Rap

The "Muddy Mississippi" is as wide as it can be  
In the state of Minnesota where it starts its journey.  
It flows twenty-three hundred fifty miles to the sea  
And now we'll tell what's happened since 1673.

The nearby Indians gave to us its name  
But little did they realize how great would be its fame  
It's called the "Father-of-Waters" but what is in a name  
Let us call it "Mr. Sippi" then if only for a game.

The river gave to them good clay to make their bowls  
The animals they hunted were used for food and clothes  
To make their woven baskets they used the sturdy reeds  
The "Father-of-Waters" took care of all their needs.

The towns along the river are named for heroes and rogues  
And all in all you're bound to hear many different brogues  
And now let's take a look at names and faces  
You'll find excitement in these historic places.

Marquette and Joliet, well, I declare  
Why did they come here and what did they care  
For Father Marquette it was answer to prayer  
A chance to preach the gospel to the Indians there.

Marquette was born in France or so they say  
But he became a missionary and decided to stay  
He learned the speech and the Indian way.

Joliet explored; he was brave and bold  
Made his canoe by hand we are told  
Found the Mississippi when 28 years old

Father Marquette and Monsieur Joliet  
All winter long worked night and day  
Making their plans and drawing their maps  
Picking a crew of mighty hardy chaps.



And then they were off from St. Ignace in May  
Happy and excited to be on their way  
A month's time had gone when at last they saw  
The great Mississippi, they stood there in awe.

The land was teeming with nature's gifts galore  
Wild game were all along and up and down the shore  
All at once a seven-foot catfish appeared  
Was it the monster that they had feared?

Much further on was path tree lined  
To the Illinois tribe that they had hoped to find  
The peace pipe was offered, a feast was set  
A present was given to Father Marquette.

They turned back north at the Askansau  
There were Spaniards ahead who had broken the law  
So there they ended their long exploration  
To protect their very valuable information.

The Sauk and Fox led peaceful lives for years  
But the white man moving westward brought changes and fears  
Blackhawk born at Saukenuk became a chief so great  
He took sweet "Singing Bird" to be his squaw and mate.

The night he brought the burning stick, would she blow it out  
It meant she loved him in return, he dared not even shout.  
The tribe was dressed up in their best on the following night  
And when they danced till dawn, O my, it was a sight.

From the white man Blackhawk traded for a beast named horse  
And the Indians learned to ride and did their best of course  
The magic in the beast attracted Keokuk, a lad  
And he mastered all the horses, the tribe was proud and glad.

To save his people from the white man, Blackhawk left the land  
Then he turned and fought to save them, but too late to take a stand  
To see the government so powerful, he was taken on a tour  
As a prisoner in balls and chains, humiliation he endured.

Julien Dubuque was a fur tradin' man  
Happy and contented with his lot and then  
He heard of the mines at Catfish Creek  
He went down the river his fortune to seek.

He taught the Indians to mine for ore  
They worked hard and brought out lead galore  
Potosa was the daughter of an Indian chief  
That they married and were happy is our belief.

He made friends with the Fox so we are told  
Proved to them he was brave and bold  
Set fire to the creek with his magic fine  
Just to get the deed from their lead ore mine.

They buried him high on a limestone bluff  
O'er the Mississippi and if that weren't enough  
They built a tower of stone and clay  
It's standing on that bluff yet today.

George Davenport came from England's shores  
To open the West through Rock Island's doors.  
He set up a post for all kinds of trade  
And built him a house, the finest they made.

He lived outside of Ft. Armstrong's walls  
Was a friend to the Indians when they came to call  
LeClaire was his friend and together they'd see  
This land's future and how great it would be.

The riverboats sailed the length of the Miss  
Stopping at cities, that town and this,  
An Illinois lawyer, Abe Lincoln took stand  
Defended the railroads to connect this land.

Other people came and they tilled the soil  
And the children were taught in a schoolhouse royal.  
And the green elm grew as the centuries passed  
And saw history written 'til it died at last.

Bill Cody was born in the town of LeClaire  
And played beneath that tree that was there  
Until they moved to the homestead great  
That his Daddy built when Bill was eight.

And Bill grew up to ride Pony Express  
To shoot buffalo alone in the wilderness  
And he brought back East for all to see  
The Wild West Shows and beasts of the prairie.

And on either side of this river great  
There grew the lands to become a state  
As it gave to us, we must seek a solution  
To protect our river from future pollution

Perhaps this history is part of a plan  
A plan that is here for the good of man  
To spark your interest to read for yourself  
To find out the stories in the books on the shelf.

## Threatened and Endangered Species

What happened to the water?

## How to care for a river

## Sorting Tree

Name \_\_\_\_\_

# Triple T-Chart

--	--	--



# Our Rights and Responsibilities

## Opinion Poll

1. I think some people should have
  - a. more rights than other people
  - b. less rights than other people
  - c. the same rights as other people

My reason for choosing \_\_\_ is \_\_\_\_\_

---

2. Having rights means
  - a. I can do whatever I please.
  - b. I can do whatever I please if I think it is right.
  - c. I can do only what the law says I can do.

My reason for choosing \_\_\_ is \_\_\_\_\_

---

3. I think that laws are
  - a. always fair.
  - b. always unfair.
  - c. sometimes fair, sometimes unfair.

My reason for choosing \_\_\_ is \_\_\_\_\_

---

4. I think that being responsible means
  - a. obeying only the laws that I think are fair to me.
  - b. obeying all laws.
  - c. obeying no laws.
  - d. obeying some laws and disobeying other laws.

My reason for choosing \_\_\_ is \_\_\_\_\_

---

5. I believe that laws are
  - a. not necessary.
  - b. necessary.
  - c. sometimes necessary and sometimes not necessary.

My reason for choosing \_\_\_ is \_\_\_\_\_

---

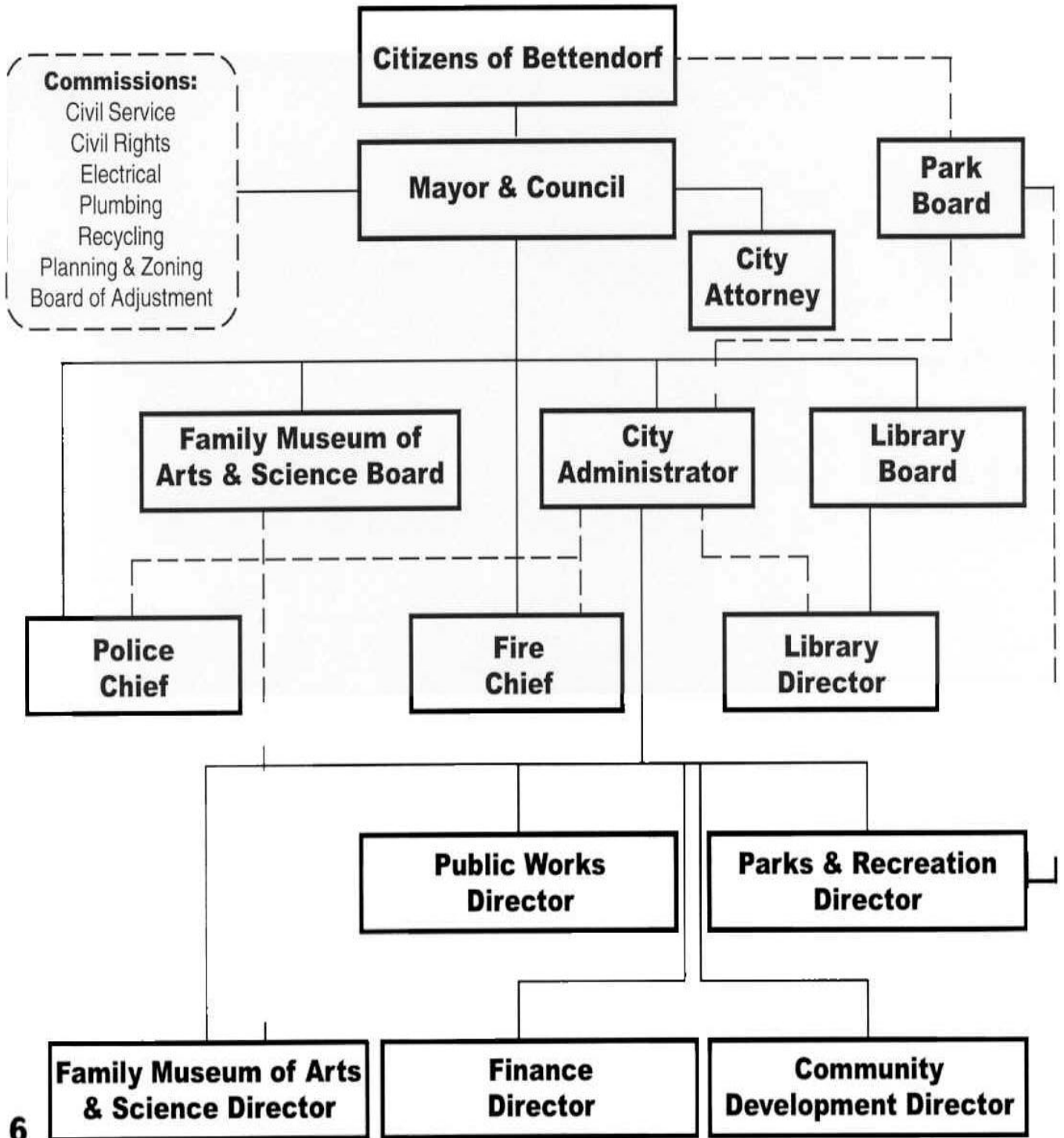
## Bettendorf City Government How It Works

Bettendorf has a council-mayor form of government. The mayor is the head of the city. His or her job is to see that the laws of Iowa and the ordinances (rules) of the city are followed. The people who live in the city elect the mayor. He or she is elected for a term of four years. After four years, the mayor must run for re-election.

There are seven members of the city council. The city is divided into five sections called wards. A council member is elected from each ward. People who live in the ward elect a person to be their representative. Two at-large council members are elected. All of the people who live in Bettendorf may vote for these two people.

The mayor and the city council are responsible for choosing a city administrator, a full-time, salaried employee who manages the administrative functions of the city government. Other municipal officials, such as the Director of Public Works, the City Attorney, and the heads of the various boards and commissions, are appointed by the mayor with the approval of the city council. The Police Chief is appointed by and serves at the discretion of the Mayor as seen by the City organization chart below. The Library Board of Trustees hires the Library Director. For an updated list of City Officials and Council Members, see the city's website at <http://www.bettendorf.org>.

## City of Bettendorf Organizational Structure

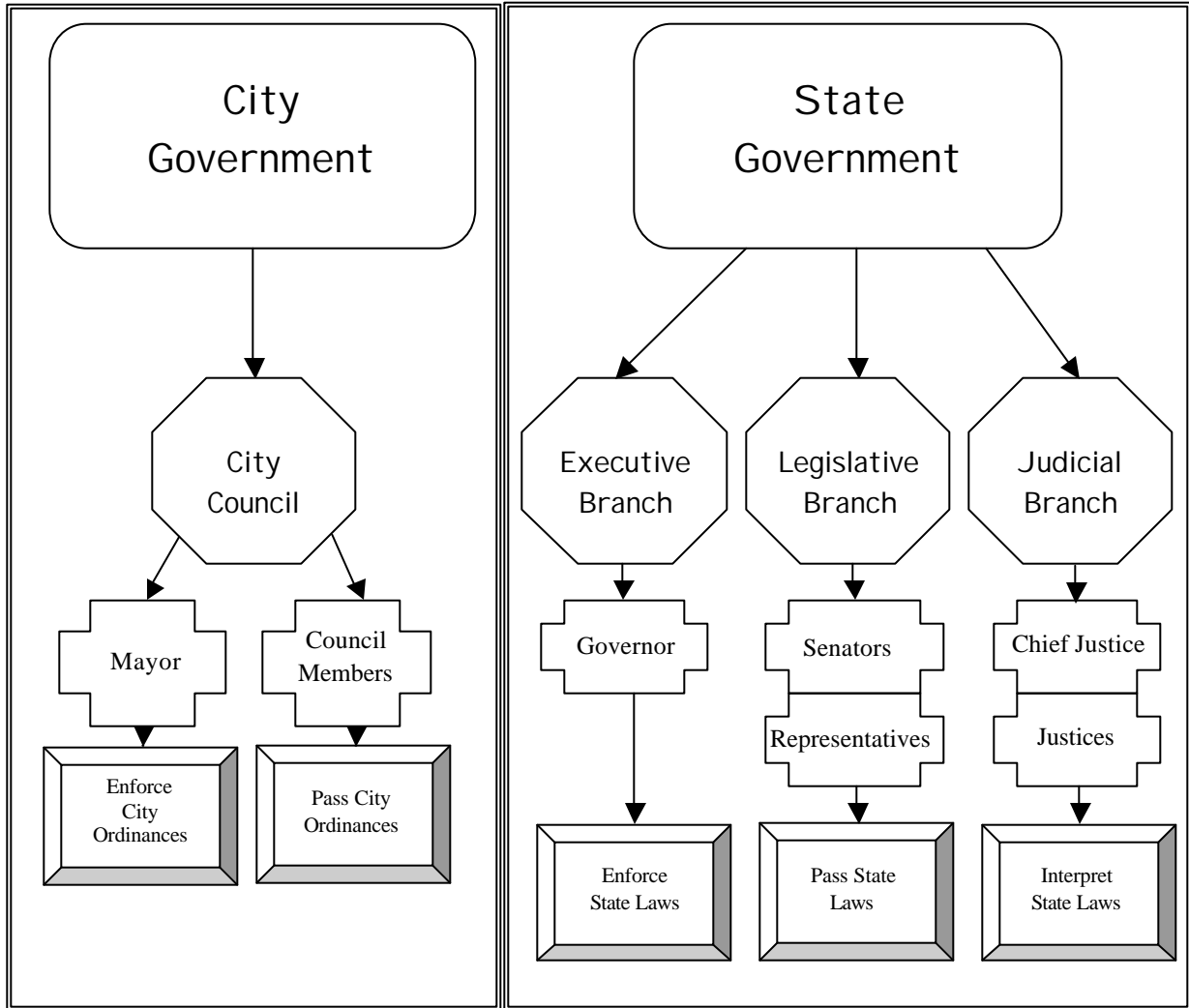


## Scott County Government Organizational Chart

## Iowa Counties

Principal	Classroom Teacher	Media Specialist
Reading Teacher	Custodian	Counselor
Nurse	Secretary	Classroom Aides
Lunch Lady	Cook	Lunchroom Server
Playground Aides	Media Aides	PTA or PTO
Dad's Club	Student Council	Special Education Teacher

# State Government Compared to City Government



## Agendas, Procedures, and Group Building Activities

### Agendas

1. The purpose of a daily agenda is to let students know what will be accomplished during the day.
2. A daily agenda could consist of DOL, DOM, introductory activity, community building (or Community Circle), reading selection, direct instruction, journal, poem, inquiries, closure, etc.
3. The agenda is discussed at the beginning and sometimes at the end of the day for closure.
4. Agendas can be linear, circular, or in some other graphic form.
5. The daily agenda can be placed on a chalkboard, dry erase board, or chart paper.
6. The agenda needs to be placed in an area that students can see throughout the day.
7. It is suggested that different colors be used for the words, and that drawings be added for effect.

### Procedures

1. The purpose of a procedure is to let students know what the expectations are for the classroom or an activity.
2. A welcoming procedure helps them know what to do as soon as they enter the classroom.
3. A welcoming procedure is usually displayed at the point of entry into the classroom, and includes a welcoming message and instructions of what students are to do.
4. The other procedures used in the classroom are for any situations for which there may be confusion (restroom, assignments, tardies, drinking fountain privileges).
5. It is important for students to be involved in the creation of classroom procedures in order to assure their ownership of them.
6. Procedures are posted in appropriate places around the room and/or typed and put in student binders.



## *Sample Procedures*

### Welcome Procedure

1. Shake hands with your teacher.
2. Read the agenda for this class.
3. Think about a real person you regard as a hero.
4. Write in your journal why you think this person deserves to be called a hero.  
What life skills does this person use?
5. Begin reading pages 47-48 in your world history book about ancient Olympic heroes.

### Listening Procedure

(Primary)

1. Look
2. Stay still.
3. Think about what is being said.
4. Nod your head.

(Intermediate)

1. Look at the person who is talking.
2. Remember to sit quietly.
3. Think about what is being said.
4. Wait your turn to talk.
5. Ask a question about the topic to find out more.

### Audience Procedure

1. The following lifelong guidelines will be in place at all times:  
*No putdowns!*  
*Active Listening*
2. Students must remain in their area and be as quiet as possible.
3. Focus undivided attention (eyes, ears, body, and heart) on the speaker.
4. Students must hold their questions or remarks until the speaker requests them.
5. Students must stand to respond (unless otherwise directed).

### Recess Procedures

1. Stay in seat until dismissed by the teacher.
2. Walk quietly to the exit door used for recess.
  3. Follow *common sense* recess rules.
4. If there are problems during recess, bring them to the attention of the teacher on duty.
5. After recess come into the building quietly.
6. Walk through the area without talking and go directly to your seat.

### Restroom Procedure

1. Do not leave the area during teacher instruction unless it is an emergency. Then just leave quietly and return quickly.
2. At other times, sign restroom chart before and after using the restroom, so we know where you are in case of emergency.
3. Use common sense and appropriate behavior while in the restroom. Use the restroom for the purpose for which it is intended and not to visit with friends or play around.
  4. Leave the restroom as clean as you found it.
  5. Return to the classroom quietly.

### Intrapersonal Getaway Procedures

1. Read the procedures.
2. Set the timer for 5 minutes.
3. You may: relax, think, dream, read, cool off.
  4. When the timer goes off, clean up.
  5. Your turn is up.

## Group Building Activities

Community Circle, Friendship Circle, Class Meeting

1. If necessary, prepare a sharing activity (Venn Diagram, T-Chart)
2. Set tone: "We have a problem to solve, decision to make, activity to share, etc."
3. Arrange seats in circle or sit on floor in circle.
4. Explain the purpose of the activity if desired.
5. Go over the Lifelong Guidelines, especially Active Listening and No Put-Downs.
6. Discuss right to pass and confidentiality. Explain that the things discussed in Community Circle are private. They may be shared with parents, but should not become a subject for gossip.
7. Go around the circle letting each student speak without interruption. Accept passes, but go around a second time to let those who passed have an opportunity to speak.
8. Process the activity.
  - Discussion - Talk about the activity.
  - Reflection - Talk about feelings.
  - Appreciation - From teacher or from student to student.

**Note:** The information about Agendas, Procedures, and Group Building Activities is taken from Workshops led by Susan Kovalik & Associates, from *ITI: The Model Integrated Thematic Instruction* by Susan Kovalik (Books for Educators, 1994), and from *Tribes* by Jeanne Gibbs.

## Bettendorf Social Studies Standards

*Curriculum Standards for Social Studies*  
*by the National Council for the Social Studies*

- I. Essential Skills for Social Studies: Organizing and Using Information
  - A. Thinking Skills
    - 1. Classify Information
      - a. Identify relevant factual material
      - b. Sense relationship between items of factual information
      - c. Group data in categories according to appropriate criteria
      - d. Place in proper sequence
        - (1) Order of occurrence
        - (2) Order of importance
      - e. Place data in tabular forms
        - (1) Charts
        - (2) Graphs
        - (3) Illustrations
    - 2. Interpret Information
      - a. State relationships between categories of information
      - b. Note cause and effect relationships
      - c. Draw inferences from factual material
      - d. Recognize the value dimension of interpreting factual material
    - 3. Analyze Information
      - a. Form a simple organization of key ideas related to a topic
    - 4. Synthesize Information
      - a. Propose a new plan of operation, create a new system, or devise a futuristic scheme based on available information
      - b. Communicate orally and in writing
    - 5. Evaluate Information
      - a. Determine whether or not the information is pertinent to the topic
  - B. Decision-Making Skills
    - 1. Make decision based on data obtained
    - 2. Take action to implement the decision
  - C. Metacognitive Skills
    - 1. Select an appropriate strategy to solve a problem
- II. Essential Skills: Interpersonal Relationships and Social Participation
  - A. Personal Skills
    - 1. Recognize the mutual relationship between human beings in satisfying one another's needs
  - B. Group Interaction Skills
    - 1. Participate in making rules and guidelines for group life
    - 2. Serve as a leader or follower
    - 3. Assist in setting goals for the group
    - 4. Participate in delegating duties, organizing, planning, making decisions, and taking action in group setting
    - 5. Participate in persuading, compromising, debating, and negotiating in the resolution of conflicts and differences

- C. Social and Political Participation Skills
  - 1. Work individually or with others to decide on an appropriate course of action
  - 2. Work to influence those in positions of social power to strive for extensions of freedom, social justice, and human rights
  - 3. Accept and fulfill social responsibilities associated with citizenship in a free society
- III. Essential Skills for Social Studies: Acquiring Information
  - A. Reading Skills
    - 1. Comprehension
      - a. Read to get literal meaning
      - b. Interpret what is read by drawing inferences
      - c. Detect cause and effect relationships
      - d. Distinguish between the fact and opinion; recognize propaganda
      - e. Use picture clues and picture captions to aid comprehension
      - f. Use literature to enrich meaning
      - g. Read for a variety of purposes: critically, analytically, to predict outcomes, to answer a question, to form an opinion, to skim for facts
      - h. Read various forms of printed material: books, magazines, newspapers, directories, schedules, journals
    - 2. Vocabulary
      - a. Use visual word attack skills: sight recognition, phonetic and structural analysis
      - b. Use context clues to gain meaning
  - B. Study Skills
    - 1. Find Information
      - a. Use various parts of a book (index, table of contents, etc.)
      - b. Use the community as a resource
    - 2. Arrange Information in Usable Forms
      - a. Make timelines
      - b. Take notes
      - c. Keep records
      - d. Listen for information
      - e. Follow directions
      - f. Write reports and research papers
  - C. Reference and Information-Search Skills
    - 1. The Library—Use card catalog to locate books
    - 2. Special References—Encyclopedias, dictionaries, and news sources such as newspapers, news magazines, TV, radio, videotapes, artifacts
    - 3. Maps, Globes, Graphics
      - a. Orient a map and note directions
      - b. Interpret graphs
    - 4. Community Resources
      - a. Use sources of information in the community
      - b. Conduct interviews of individuals in the community
      - c. Use community newspapers
  - D. Technical Skills Unique to Electronic Devices
    - 1. Computer
      - a. Operate a computer to enter and retrieve information gathered from a variety of sources
    - 2. Telephone and Television Information
      - a. Ability to access information through networks

**Social Studies Standards**  
*Performance Expectations*  
*Early Grades*

**I. Culture**

Social studies programs should include experiences that provide for the study of *culture and cultural diversity*, so that the learner can:

- a. explore and describe similarities and differences in the ways groups, societies, and cultures address similar human needs and concerns;
- b. give examples of how experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference;
- c. describe ways in which language, stories, folktales, music, and artistic creations serve as expressions of culture and influence behavior of people living in a particular culture;
- d. compare ways in which people from different cultures think about and deal with their physical environment and social conditions;
- e. give examples and describe the importance of cultural unity and diversity within and across groups.

**II. Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of *the ways human beings view themselves in and over time*, so that the learner can:

- a. demonstrate an understanding that different people may describe the same event or situation in diverse ways, citing reasons for the differences in views;
- b. demonstrate an ability to use correctly vocabulary associated with time such as past, present, future, and long ago; read and construct simple timelines; identify examples of change; and recognize examples of cause and effect relationships;
- c. compare and contrast different stories or accounts about past events, people, places, or situations, identifying how they contribute to our understanding of the past;
- d. identify and use various sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and others;
- e. demonstrate an understanding that people in different times and places view the world differently;
- f. use knowledge of facts and concepts drawn from history, along with elements of historical inquiry, to inform decision-making about and action-taking on public issues.

**III. People, Places and Environments**

Social studies programs should include experiences that provide for the study of *people, places, and environments*, so that the learner can:

- a. construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape;
- b. interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs;
- c. use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information;
- d. estimate distance and calculate scale;
- e. locate and distinguish among varying landforms and geographic features, such as mountains, plateaus, islands, and oceans;
- f. describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle;
- g. describe how people create places that reflect ideas, personality, culture, and wants and needs as they design homes, playgrounds, classrooms, and the like;

- h. examine the interaction of human beings and their physical environment, the use of land, building of cities, and ecosystem changes in selected locales and regions;
- i. explore ways that the earth's physical features have changed over time in the local region and beyond and how these changes may be connected to one another;
- j. observe and speculate about social and economic effects of environmental changes and crises resulting from phenomena such as floods, storms, and drought;
- k. consider existing uses and propose and evaluate alternative uses of resources and land in home, school, community, the region, and beyond.

#### **IV. Individual Development and Identify**

Social studies programs should include experiences that provide for the study of *individual development and identity*, so that the learner can:

- a. describe personal changes over time, such as those related to physical development and personal interests;
- b. describe personal connections to place—especially place as associated with immediate surroundings;
- c. describe the unique features of one's nuclear and extended families;
- d. show how learning and physical development affect behavior;
- e. identify and describe ways family, groups, and community influence the individual's daily life and personal choices;
- f. explore factors that contribute to one's personal identity such as interests, capabilities, and perceptions;
- g. analyze a particular event to identify reasons individuals might respond to it in different ways;
- h. work independently and cooperatively to accomplish goals.

#### **V. Individuals, Groups, and Institutions**

Social studies programs should include experiences that provide for the study of *interactions among individuals, groups, and institutions*, so that the learner can:

- a. identify roles as learned behavior patterns in group situations such as student, family member, peer play group member, or club member;
- b. give examples of and explain group and institutional influences such as religious beliefs, laws, and peer pressure, on people, events, and elements of culture;
- c. identify examples of institutions and describe the interactions of people with institutions;
- d. identify and describe examples of tensions between and among individuals, groups, or institutions, and how belonging to more than one group can cause internal conflicts;
- e. identify and describe examples of tension between an individual's beliefs and government policies and laws;
- f. give examples of the role of institutions in furthering both continuity and change;
- g. show how groups and institutions work to meet individual needs and promote the common good, and identify examples of where they fail to do so.



## **VI. Power, Authority, and Governance**

Social studies programs should include experiences that provide for the study of *how people create and change structures of power, authority, and governance*, so that the learner can:

- a. examine the rights and responsibilities of the individual in relation to his or her social group, such as family, peer group, and school class;
- b. explain the purpose of government;
- c. give examples of how government does or does not provide for needs and wants of people, establish order and security, and manage conflict;
- d. recognize how groups and organizations encourage unity and deal with diversity to maintain order and security;
- e. distinguish among local, state, and national government and identify representative leaders at these levels such as mayor, governor, and president;
- f. identify and describe factors that contribute to cooperation and cause disputes within and among groups and nations;
- g. explore the role of technology in communications, transportation, information-processing, weapons development, or other areas as it contributes to or helps resolve conflicts;
- h. recognize and give examples of the tensions between the wants and needs of individuals and groups, and concepts such as fairness, equity, and justice;
- i. give examples and explain how governments attempt to achieve their stated ideals at home and abroad.

## **VII. Production, Distribution, and Consumption**

Social studies programs should include experiences that provide for the study of *how people organize for the production, distribution, and consumption of goods and services*, so that the learner can:

- a. give examples that show how scarcity and choice govern our economic decisions;
- b. distinguish between needs and wants;
- c. identify examples of private and public goods and services;
- d. give examples of the various institutions that make up economic systems such as families, workers, banks, labor unions, government agencies, small businesses, and large corporations;
- e. describe how we depend upon workers with specialized jobs and the ways in which they contribute to the production and exchange of goods and services;
- f. describe the influence of incentives, values, traditions, and habits on economic decisions;
- g. explain and demonstrate the role of money in everyday life;
- h. describe the relationship of price to supply and demand;
- i. use economic concepts such as supply, demand, and price to help explain events in the community and nation;
- j. apply knowledge of economic concepts in developing a response to a current local economic issue, such as how to reduce the flow of trash into a rapidly filling landfill.

## **VIII. Science, Technology, and Society**

Social studies programs should include experiences that provide for the study of *relationships among science, technology, and society*, so that the learner can:

- a. identify and describe examples in which science and technology have changed the lives of people, such as in homemaking, child care, work, transportation, and communication;
- b. identify and describe examples in which science and technology have led to changes in the physical environment, such as the building of dams and levees, offshore oil drilling, medicine from rain forests, and loss of rain forests due to extraction of resources or alternative uses;
- c. describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific and technological knowledge, such as conservation of resources and awareness of chemicals harmful to life and to the environment;

- d. identify examples of laws and policies that govern scientific and technological applications, such as the Endangered Species Act and environmental protection policies;
- e. suggest ways to monitor science and technology in order to protect the physical environment, individual rights, and the common good.

### **IX. Global Connections**

Social studies programs should include experiences that provide for the study of *global connections and interdependence*, so that the learner can:

- a. explore ways that language, arts, music, belief systems, and other cultural elements may facilitate global understanding or lead to misunderstanding;
- b. give examples of conflict, cooperation, and interdependence among individuals, groups, nations;
- c. examine the effects of changing technologies on the global community;
- d. explore causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as pollution and endangered species;
- e. examine the relationships and tensions between personal wants and needs and various global concerns, such as use of imported oil, land use, and environmental protection;
- f. investigate concerns, issues, standards, and conflicts related to universal human rights, such as the treatment of children, religious groups, and effects of war.

### **X. Civic Ideals and Practices**

Social studies programs should include experiences that provide for the study of *the ideals, principles, and practices of citizenship in a democratic republic*, so that the learner can:

- a. identify key ideals of the United States' democratic republican form of government, such as individual human dignity, liberty, justice, equality, and the rule of law, and discuss their application in specific situations;
- b. identify examples of rights and responsibilities of citizens;
- c. locate, access, organize, and apply information about an issue of public concern from multiple points of view;
- d. identify and practice selected forms of civic discussion and participation consistent with the ideas of citizens in a democratic republic;
- e. explain actions citizens can take to influence public policy decisions;
- f. recognize that a variety of formal and informal actors influence and shape public policy;
- g. examine the influence of public opinion on personal decision-making and government policy on public issues;
- h. explain how public policies and citizen behaviors may or may not reflect the stated ideals of a democratic republican form of government;
- i. describe how public policies are used to address issues of public concern;
- j. recognize and interpret how the "common good" can be strengthened through various forms of citizen action.