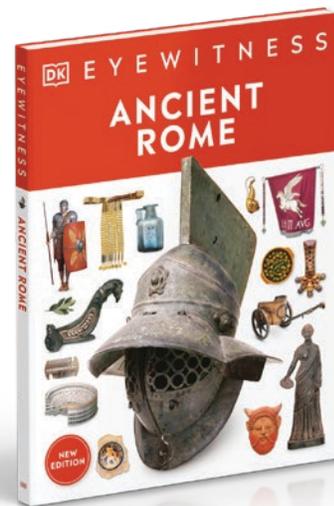
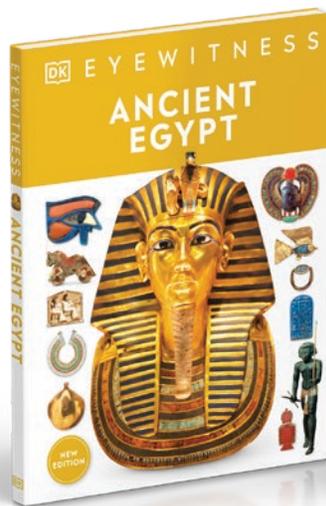
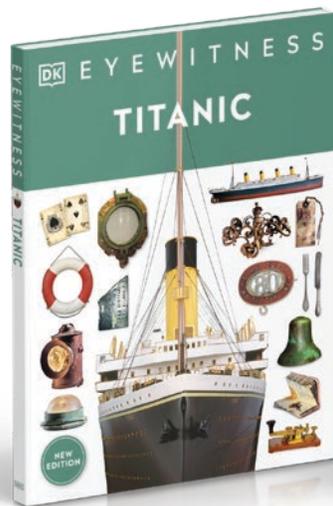
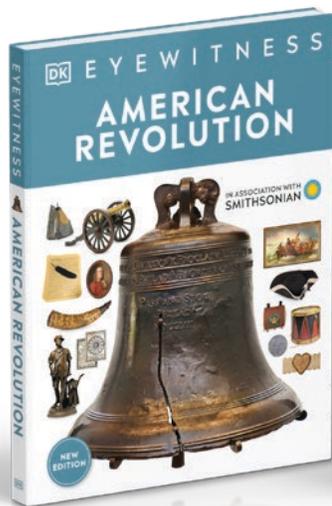


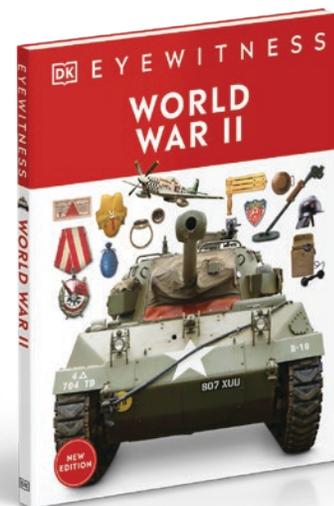
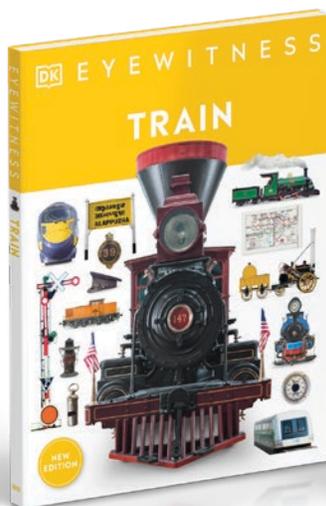
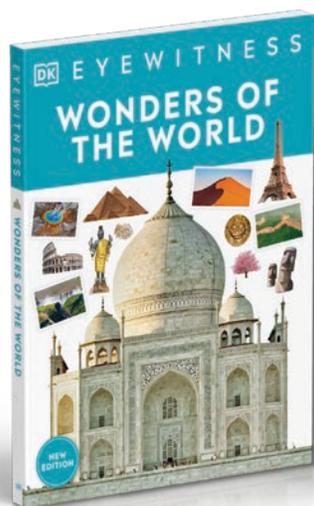
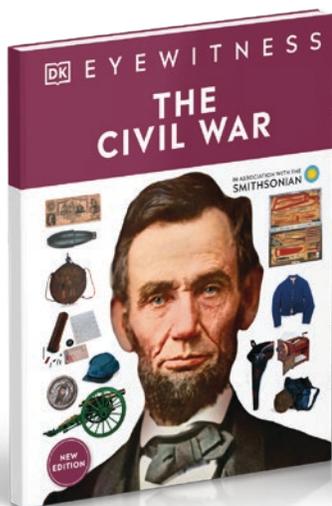


# EYEWITNESS



# ELEMENTARY SCHOOL SOCIAL STUDIES

## EDUCATOR'S GUIDE





### NOTE TO EDUCATORS

DK has devoted itself to creating nonfiction books that are not only accessible for children but interesting to them as well. Their children's books make learning fun by including colorful illustrations and photographs, using kid-friendly language, and offering a wide range of topics to be explored. Nonfiction texts are not always easy to implement in classrooms, but DK has found that particular balance of education and entertainment that leaves children wanting to know more.

DK has spent the last few years talking with teachers, parents, librarians, literacy experts, booksellers, and kids ages 8–12 to find out what's needed in a modern history and social sciences classroom. Each book in the **DK Eyewitness** collection has engaging text, informational sidebars, and more, including:

- content written by a team of experienced authors
- careful vetting and approval by respected literacy and subject experts
- beautiful full-color photographs and illustrations
- domain-specific vocabulary to enhance language and literacy development



### ELEMENTARY SCHOOL RELEVANCY

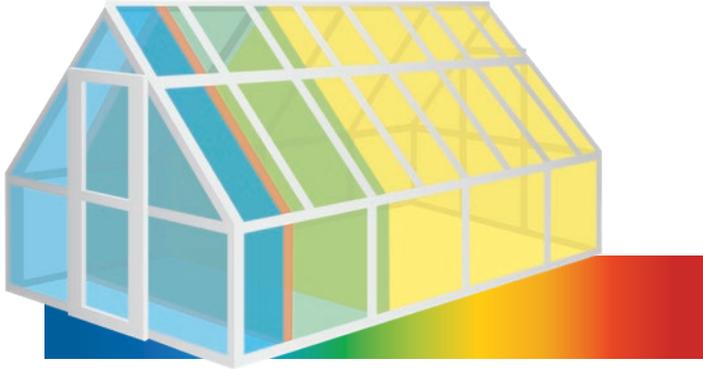
DK's *Eyewitness* collection covers many social studies topics in the elementary classroom, topics ranging from history, civics, economics, and geography. These books include an abundance of information, including nonfiction text and graphic features, that engages elementary learners while enhancing student learning and critical thinking about important events.

DK's *Eyewitness* collection includes nonfiction text and graphic features such as headings; big, bold print; beautiful full colored illustrations and photos with captions; maps; diagrams; charts; glossary; and fun facts. This is all very important for elementary students, our youngest learners, when consuming nonfiction text.

DK's *Eyewitness* collection can be used in alignment with the Common Core Standards (CCSS), accessible online here: [www.corestandards.org](http://www.corestandards.org)

This elementary guide provides suggested lessons, activities, ideas for group work, projects, homework, and other suggestions to use this collection of books when teaching social studies in your elementary classroom. Teachers can use the lesson plans to model their own for other books in the collection.

Enjoy using the DK *Eyewitness* collection in your classroom to enhance your social studies lessons and activities in the elementary classroom.



### LESSON PLAN 1: SOCIAL STUDIES, WARS (SUGGESTED FOR GRADES 3-5)

This is a suggested social studies lesson plan to be used with elementary students reading DK *Eyewitness American Revolution, Civil War, and World War II*.

#### DISCUSSION QUESTIONS

##### Pre-Reading Questions

Before making these books available to students in the classroom, ask a few pre-reading questions to activate their prior knowledge and get them interested in the topic you are focusing on. Some sample questions ranging in complexity might be:

- Have you heard about (topic)?
- Have you ever read a book like this before? Can you describe it? What did you learn?
- What would you like to learn about (topic) that you currently don't know?

##### Reading

Now, allow the students to read through a particular book. Once all students have had the opportunity to examine the book, discuss the post-reading questions below in a conversational and open-ended, inquiry-based style.

**Note:** This could span several weeks depending on how much free time the students have and how many copies are available in the classroom.

##### Post-Reading questions

After students have completed the book, engage them with these post-reading prompts.

- What were some discoveries you made that you didn't know about before reading these books?
- Did looking at these books make you want to do deeper research on anything in particular?
- Identify a key idea from the book. Locate where in the book this idea is developed.

CCSS.ELA-LITERACY.RI.3.2, CCSS.ELA-LITERACY.RI.4.2, CCSS.ELA-LITERACY.RI.5.2

##### Writing Activities

Write a short description of one event covered in the book. Use some of the terms from the glossary to compose a paragraph of text.

CCSS.ELA-LITERACY.RI.3.2, CCSS.ELA-LITERACY.RI.4.2, CCSS.ELA-LITERACY.RI.5.2

Write a book report about the unit you read. Make sure to include terms from the glossary in your report. Make sure the report answers the following questions:

- What was the unit about?
- What period of time does the book cover?
- What places does the book discuss?
- What did you learn about the topic?

CCSS.ELA-LITERACY.W.3.1, 3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

##### Group Project / Multimedia Presentation

Use the book to identify an important event. Create a presentation that focuses on these key points:

- Why was this event so important?
- What were the results of this event?

EDUCATOR'S GUIDE

**LESSON PLAN 1 (CONT'D.):**

**Group Project / Multimedia Presentation (cont'd.)**

- How are the results of the event still significant now?
- Who were key people in this event?

CCSS.ELA-LITERACY.W.3.6, CCSS.ELA-LITERACY.W.4.6, CCSS.ELA-LITERACY.W.5.6

**Suggested Activities for Grades 3-5:**

**CAUSES OF WAR**

**Objective:** Students read and learn about the major events (causes) that led to the war.

CCSS.ELA.LITERACY.RI.3.3, CCSS.ELA.LITERACY.RI.4.3, CCSS.ELA.LITERACY.RI.5.3

**Group Work:** Divide students into five small groups and give a cause of the war to each group. Students read to learn about the cause of that specific event that led to the war. Students conduct short research projects and create a visual slide, poster, or informative/explanatory text, to teach others in their class about that specific event/cause that led to the war.

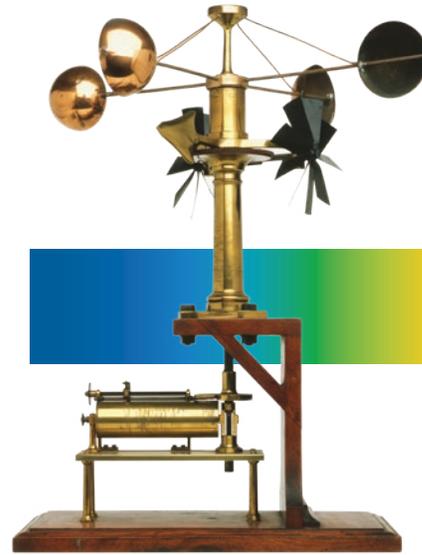
CCSS.ELA-LITERACY.SL.3.4, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.5.4

CCSS.ELA-LITERACY.W.3.7, CCSS.ELA-LITERACY.W.4.7, CCSS.ELA-LITERACY.W.5.7

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.3.2.A, CCSS.ELA-LITERACY.W.3.2.B, CCSS.ELA-LITERACY.W.3.2.C, CCSS.ELA-LITERACY.W.3.2.D

CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.4.2.A, CCSS.ELA-LITERACY.W.4.2.B, CCSS.ELA-LITERACY.W.4.2.C, CCSS.ELA-LITERACY.W.4.2.D, CCSS.ELA-LITERACY.W.4.2.E

CCSS.ELA-LITERACY.W.5.1, CCSS.ELA-LITERACY.W.5.1.A, CCSS.ELA-LITERACY.W.5.1.B, CCSS.ELA-LITERACY.W.5.1.C, CCSS.ELA-LITERACY.W.5.1.D



**KEY PEOPLE/LEADERS OF WAR**

**Objective:** Students learn about the key people of the war.

**Group Work:** Divide students into small groups, each assigned a different person from the war. Students conduct short research projects and create a visual slide, poster, or informative/explanatory text, to teach others in their class about that person and their role in the war.

CCSS.ELA-LITERACY.SL.3.4, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.5.4

CCSS.ELA-LITERACY.W.3.7, CCSS.ELA-LITERACY.W.4.7, CCSS.ELA-LITERACY.W.5.7,

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.3.2.A, CCSS.ELA-LITERACY.W.3.2.B, CCSS.ELA-LITERACY.W.3.2.C, CCSS.ELA-LITERACY.W.3.2.D

CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.4.2.A, CCSS.ELA-LITERACY.W.4.2.B, CCSS.ELA-LITERACY.W.4.2.C, CCSS.ELA-LITERACY.W.4.2.D, CCSS.ELA-LITERACY.W.4.2.E

CCSS.ELA-LITERACY.W.5.2, CCSS.ELA-LITERACY.W.5.2.A, CCSS.ELA-LITERACY.W.5.2.B, CCSS.ELA-LITERACY.W.5.2.C, CCSS.ELA-LITERACY.W.5.2.D, CCSS.ELA-LITERACY.W.5.2.E

### LESSON PLAN 2: SOCIAL STUDIES, ANCIENT CIVILIZATIONS

This is a suggested social studies lesson plan to be used with elementary students reading DK *Eyewitness Ancient Egypt*, *Ancient Rome*, and *Wonders of the World*.

#### DISCUSSION QUESTIONS

##### Pre-Reading Questions

Before making these books available to students in the classroom, ask a few pre-reading questions to activate their prior knowledge and get them interested in the topic you are focusing on. Some sample questions ranging in complexity might be:

- Have you heard about (topic)? What do you know about Ancient Egypt/Ancient Rome?
- Have you ever read a book like this before? Can you describe it? What did you learn?
- What would you like to learn about (topic) that you currently don't know?

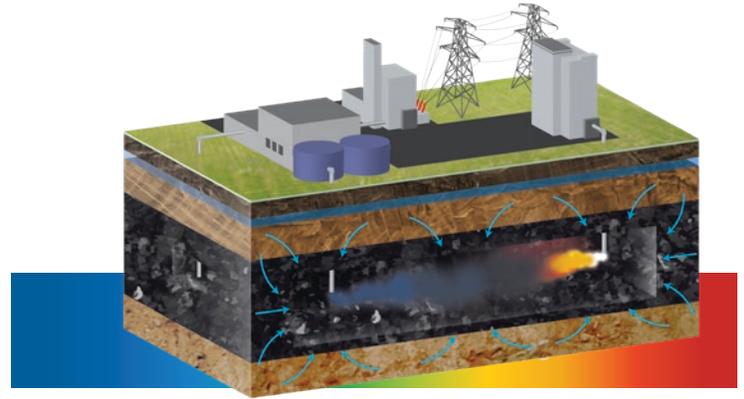
##### Reading

Now, allow the students to read through a particular book. Once all students have had the opportunity to examine the book, discuss the post-reading questions below in a conversational and open-ended, inquiry-based style.

**Note:** *This could span several weeks depending on how much free time the students have and how many copies are available in the classroom.*

##### Post-Reading Questions

- After students have completed the book, engage them with these post-reading prompts.
- What were some discoveries you made that you didn't know about before reading these books?
- Did looking at these books make you want to do deeper research on anything in particular?



- Identify a key idea from the book. Locate where in the book this idea is developed.

CCSS.ELA-LITERACY.RI.3.2, CCSS.ELA-LITERACY.RI.4.2, CCSS.ELA-LITERACY.RI.5.2

##### Writing Activities

Write a short description of one event covered in the book. Use some of the terms from the glossary to compose a paragraph of text.

CCSS.ELA-LITERACY.RI.3.2, CCSS.ELA-LITERACY.RI.4.2, CCSS.ELA-LITERACY.RI.5.2

Write a book report about the unit you read. Make sure to include terms from the glossary in your report. Make sure the report answers the following questions:

- What was the book about?
- What period of time does the book cover?
- What places does the book discuss?
- What did you learn about the topic?

CCSS.ELA-LITERACY.W.3.1, 3.2, CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.5.2

##### Group Project / Multimedia Presentation

Use the book to identify an important event. Create a presentation that focuses on these key points:

- Why was this event so important?
- What were the results of this event?

## EDUCATOR'S GUIDE

### LESSON PLAN 2 (CONT'D.):

#### Group Project / Multimedia Presentation (cont'd.)

- How are the results of the event still significant now?
- How has this event shaped our world as it is today?

CCSS.ELA-LITERACY.W.3.6, CCSS.ELA-LITERACY.W.4.6, CCSS.ELA-LITERACY.W.5.6

#### Suggested Activity for Grades 3-5: Ancient Civilizations

**Objective:** Study the ancient civilization of Egypt or Rome

**Group Work:** Divide students into small groups and assign each group a section from the book (Ex. DK's *Ancient Egypt*: "The pharaohs," "Mummies," "The pyramids," "Life on the Nile," etc.). Students conduct short research projects and create a visual slide, poster, or informative/explanatory text, to teach others in their class about that specific section of the book.

CCSS.ELA-LITERACY.SL.3.4, CCSS.ELA-LITERACY.SL.4.4, CCSS.ELA-LITERACY.SL.5.4

CCSS.ELA-LITERACY.W.3.7, CCSS.ELA-LITERACY.W.4.7, CCSS.ELA-LITERACY.W.5.7

CCSS.ELA-LITERACY.W.3.2, CCSS.ELA-LITERACY.W.3.2.A, CCSS.ELA-LITERACY.W.3.2.B, CCSS.ELA-LITERACY.W.3.2.C, CCSS.ELA-LITERACY.W.3.2.D

CCSS.ELA-LITERACY.W.4.2, CCSS.ELA-LITERACY.W.4.2.A, CCSS.ELA-LITERACY.W.4.2.B, CCSS.ELA-LITERACY.W.4.2.C, CCSS.ELA-LITERACY.W.4.2.D, CCSS.ELA-LITERACY.W.4.2.E

CCSS.ELA-LITERACY.W.5.1, CCSS.ELA-LITERACY.W.5.1.A, CCSS.ELA-LITERACY.W.5.1.B, CCSS.ELA-LITERACY.W.5.1.C, CCSS.ELA-LITERACY.W.5.1.D

#### Suggested activities for Grades K-2

- Use maps to locate Egypt and Rome
- Draw pictures of the Nile River and discuss its significance to the Egyptians
- Learn about the Egyptian pyramids and the Roman Colosseum and build replicas using LEGO
- Learn about the mummies and the mummification process
- Learn about the Roman gods and goddesses



#### Homework Activities

Encourage students to take their learning further. These homework suggestions can be optional or put into a homework choice board for students.

- Compare and contrast the wars (causes, leaders, outcome)
- Compare and contrast the ancient civilization of Egypt and Rome
- Using any science title in the DK collection, write or draw 3 things you learned from the book
- Using any science topic in the DK collection, write 3 questions you still have about the topic and want to know more about
- Choose 3 words from the glossary and draw a sketch to demonstrate each word's meaning



#### OTHER IDEAS FOR THE CLASSROOM

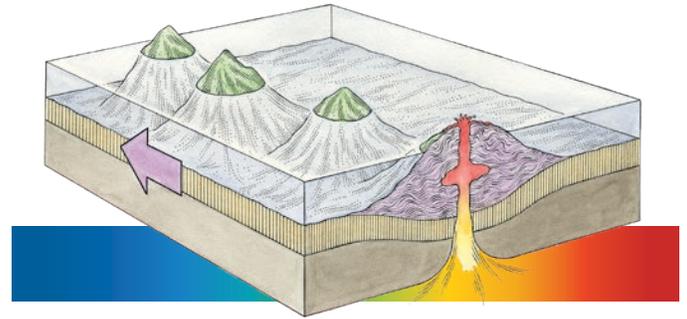
Engage auditory, visual, and bodily kinesthetic learners:

- Display photos of people at war, significant battles, historical figures, militia, weapons, and artillery, etc. on projectors or SmartBoards
- Watch videos (Liberty Kids) of American wars and key people of war
- Dress up as key people/leaders of war during each time period
- Create a digital timeline of the events of a war (historical chronology)



### OTHER IDEAS FOR THE CLASSROOM

- Learn about symbols of freedom (the American Flag, the Liberty Bell, the liberty cap)
- Look at the US Constitution in its entirety
- Use LEGOs to build the Egyptian pyramids and the Roman Colosseum



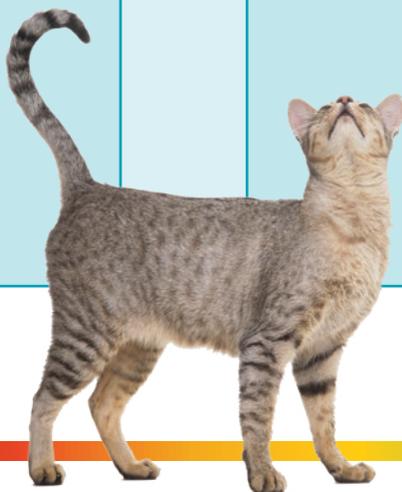
### SUBJECT AND TOPIC COVERAGE

Here are some subject and topic groupings that could work for your class:

SUBJECT / TOPIC	EYEWITNESS TITLE
Ancient civilizations	<i>Ancient Egypt, Ancient Rome, Wonders of the World</i>
Animals	<i>Cat, Dinosaur, Fish, Shark</i>
Biodiversity	<i>Climate Change, Fish, Ocean, Shark, The Amazon</i>
Climate	<i>Climate Change, Hurricane &amp; Tornado, Natural Disasters, Ocean, The Amazon, Volcano &amp; Earthquake, Weather</i>
Ecosystems / Nature / Environmental change	<i>Climate Change, Hurricane &amp; Tornado, Natural Disasters, Ocean, Rocks &amp; Minerals, The Amazon, Volcano &amp; Earthquake</i>
Forces acting on structures and mechanisms	<i>Natural Disasters, Titanic, Train, Weather, Wonders of the World</i>
Geography	<i>Ancient Egypt, Ancient Rome, Wonders of the World</i>
Geology	<i>Rocks &amp; Minerals, Volcano &amp; Earthquake</i>
Habitats	<i>Fish, Ocean, Shark, The Amazon</i>
History	<i>American Revolution, Ancient Egypt, Ancient Rome, Civil War, Climate Change, Dinosaur, Natural Disasters, Titanic, Volcano &amp; Earthquake, World War II</i>
Modernization / Industrial Revolution	<i>Train, Titanic</i>
Sea life	<i>Fish, Ocean, Sharks</i>
The amazing world around us	<i>Ocean, The Amazon, Wonders of the World</i>
Transportation	<i>Titanic, Train</i>
War	<i>American Revolution, Civil War, World War II</i>
Weather	<i>Climate Change, Hurricane &amp; Tornado, Natural Disasters, Ocean, Volcano &amp; Earthquake, Weather</i>

**GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES**

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/ USE
<i>Dinosaur</i>	K-5	Science, Earth resources, Earth through time, Earth science, Change and continuity, Reading informational texts, Evolution, Habitats, Living things, Timelines, Reptiles, Animal adaptations	History, Characteristics/ needs of living things, Career focus on archaeology, Nonfiction text features, Art, Descriptive writing, Literacy, Geography, Science	<p>Extension for advanced readers after studying how animals adapt to environment</p> <p>Evolution over time, noticing and wondering</p> <p>Rock, mineral, fossil exploration</p> <p>Timelines, compare and contrast (portrayal in fictional media)</p> <p>Could use a variety of mediums to show features of different dinosaurs, then descriptive writing to illustrate these features</p> <p>Classifying dinosaurs in different prehistoric time periods (timelines), fossils</p> <p>Studying nonfiction texts and sources/ research, evolution</p> <p>Virtual field trips</p>
<i>Rocks &amp; Minerals</i>	K-5	Natural resources unit, Science, Geology, Matter, Earth science, Soils, Rocks and minerals, Space, Sustainability, Reading informational texts	Geography, Nonfiction text features, Descriptive writing, Literacy, Sorting rocks	<p>Use as a reference when studying different features of rocks/minerals. Extension for students ready to learn names of rock types.</p> <p>Weathering experiment</p> <p>Exploring matter</p> <p>Renewable vs nonrenewable resources</p> <p>Reading and understanding diagrams</p> <p>Record observations using shape, color, and texture vocabulary</p> <p>Identifying and classifying rocks and minerals</p>



### GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES (CONT'D.)

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/ USE
<i>Hurricane &amp; Tornado</i>	K-5	Connections to Earth's resources, Science, Weather, Forces causing movement, Air and water in the environment, Forces acting on structures, Reading informational texts	Reading and writing for problem/ solution and cause/ effect, Math, Alternative forms of measurement, Engineering and design, Measurement, Literacy, Natural disasters, Weather patterns	<p>Paired text/cross text practice with the <i>Volcano &amp; Earthquakes</i> or <i>Natural Disasters</i> books</p> <p>Hurricane speed simulation</p> <p>Morning meetings, discussing weather patterns</p> <p>Reading charts, scales, and maps, understanding rating scales</p> <p>Students must design a home that would survive a hurricane and describe its features</p> <p>Research natural disaster project</p> <p>Watch videos of storms</p>
Weather	K-5	Social studies, History, Preview cloud types and weather, How things are different in the past and today, Energy, Earth studies, Weather, Forces causing movement, Air and water in the environment, Forces acting on structures, , Science, Reading informational texts	Biographies, Patterns, Geography, Math, Understanding cycles, Alternative forms of measurement, Math (reading graphs), Literacy	<p>Read the <i>I Survived</i> series by Lauren Tarshsis</p> <p>Books about weather</p> <p>Reading and writing for compare and contrast (past and present)</p> <p>Weather tracking</p> <p>Morning meetings, discussing weather patterns</p> <p>Nonfiction features, creating/reading diagrams</p> <p>Use graphs and tables of weather data to describe and predict typical weather during a season</p> <p>Study of weather and types of weather, weather cycle, study the weather in different places around the world</p> <p>Watch videos</p>



### GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES (CONT'D.)

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/ USE
<i>Volcano &amp; Earthquake</i>	K-5	Science, Earth formations, Weather systems, Soils, Rocks and minerals, Space, Sustainability, Reading informational texts	Literacy, Natural disasters, Before and after sequences, Geology, History, Nonfiction text features, Math (measurement, reading graphs)	<p>Research natural disaster project</p> <p>Read <i>Ranger in Time</i> series by Kate Messner</p> <p>Volcanic predictions based on knowledge</p> <p>Morning meetings, discussing weather patterns</p> <p>Cause and effect, reading/creating diagrams, classifying</p> <p>Students sort and categorize earthquakes based on readings on seismograph</p>
<i>Cat</i>	K-5	Characteristics/ needs of living things, Science, Growth and changes in animals, Reading informational texts, Plants and animals	Literacy, Math, Nonfiction text features, Sorting and classifying, Expository writing, Compare and contrast writing with different types of cats	<p>Identify and classify different kinds of cats and their characteristics</p> <p>Measuring different types</p> <p>Body part identification, mammals</p> <p>Compare and contrast activities, understanding/creating diagrams and labels</p> <p>Distinguish between facts and opinions related to cats, Compare and contrast different types of cats</p> <p>Use for research clubs reading/ writing in ELA</p>
<i>Shark</i>	K-5	Plants and animals, Science, Ocean life, Characteristics and needs of living things, Growth and changes in animals, Reading informational texts	Literacy, Nonfiction text features, Sorting and classifying, Expository writing, Compare and contrast	<p>Identify and classify different kinds of sharks and their characteristics</p> <p>Compare and contrast different sharks</p> <p>Use for research clubs in ELA</p> <p>Animal adaptations and habitat presentations</p> <p>Compare and contrast activities, understanding/creating diagrams and labels</p> <p>Write about a shark's physical and behavioral adaptations</p> <p>Draw a diagram of a shark</p>



GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES (CONT'D.)

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/ USE
<i>Train</i>	K-5	History, Social studies, Technology advances, Economics, Motion, Force, Vehicles, Structures and mechanisms, Science, Reading informational texts	Compare and contrast writing (trains of the past and today), Math, Historical significance (Trans Canadian Railway), STEAM, Expository writing, Literacy, Maps	<p>Enrichment and extension when studying past/present and human change to environment</p> <p>Calculate speeds</p> <p>Science of motion, vehicle comparisons</p> <p>Create model of train that displays a problem/solution relationship</p> <p>How a train was built, timeline of trains then and now</p> <p>Write a diary entry about a train ride or experience</p>
<i>Fish</i>	K-5	Science, Plants and animals, Characteristics/ needs of living things, Animals, Sea life, Biodiversity, Growth and changes in animals, Reading informational texts	Geography, Sustainability and stewardship, Climate change, Nonfiction text features, Sorting and classifying, Art, Literacy, Research clubs in ELA, Writing about animals	<p>Resource for examples of animal adaptations</p> <p>Categorize fish into locations</p> <p>Compare and contrast different fish</p> <p>Body part identification</p> <p>Compare and contrast activities, understanding/creating diagrams and labels</p> <p>Use lines, shapes, and patterns to show physical adaptations of fish</p> <p>Identify and classify different kinds of fish and their characteristics</p> <p>Venn diagram of fish</p>
<i>Ocean</i>	2-5	Animal habitats/ adaptation, Natural resources, Science, Biodiversity, Sustainability, Environmental stewardship, Reading informational texts	Geology, Nonfiction text features, Persuasive writing, Literacy, Map skills	<p>Use for research clubs on animals (advanced readers)</p> <p>Exploring matter</p> <p>Building background knowledge, diagram exploration, nonfiction feature hunt</p> <p>Write editorial about need to protect our oceans</p> <p>Study of ocean animals and their habitat</p> <p>Virtual field trip or aquarium field trip</p>



### GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES (CONT'D.)

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/ USE
<i>The Amazon</i>	2-5	Science, Earth's resources, Plants and animals, Geography, Habitat studies, Climates, Biodiversity, Climate change, Sustainability, Environmental stewardship	Science, Geography, Economics, Climate change, Nonfiction text features, Literacy, Research clubs in ELA on certain animals	Animal habitats Weather patterns Human impact on environment, change over time, human and environmental interaction Identify and classify animals, plants, insects, climate, and the characteristics of the Amazon (collaborative research project)
<i>Wonders of the World</i>	2-5	Science, Earth's resources, Rocks and minerals, Landforms, Social studies, History, Climate, Earth science, Early societies, Historical impact, Forces and structures, Humans and the environment, Reading informational texts	Maps, Geography, History, Nonfiction text features, Opinion writing, Literacy	Countries' differences virtual field trip (use as extension for students interested in learning more about geology) Weather patterns, geography Timelines, criteria for judgment (ranking wonders by criteria) Each student selects one Wonder of the World, and engage in debate for most deserving of top spot Research project—choose one to research and create a presentation
<i>Climate Change</i>	3-5	Natural resources, Energy, Science, Geography, Social studies, Weather, Environmental/Habitat studies, Biodiversity, Sustainability, Environmental stewardship, Reading informational texts, Nonfiction book clubs	Reading for problem/solution and cause/effect, Writing text-based essays, Math, Social studies/current events, Political/government processes, Nonfiction text features, Math connections (graphs, temperature), Persuasive writing, Literacy, Science, Map skills	Research club on how humans change the environment or renewable energy sources Graph activity, measuring, writing letters about impact Morning meetings, discussing weather patterns Building background knowledge, diagram exploration, nonfiction feature hunt Renewable and nonrenewable energy source persuasive writing Study climate change and the effects of global warming Studying nonfiction texts and sources/research Record temperatures once a month



## GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES (CONT'D.)

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/ USE
<i>World War II</i>	3-5	History, Change and conflict, Reading informational texts, Social studies, Language arts	Geography, Social issues, Remembrance Day, Cause and consequence, Nonfiction text features, Literacy, History, Map skills	Research, nonfiction feature hunts Study of history, causes and its effects of war Virtual field trips
<i>Ancient Egypt</i>	3-5	History, Early societies, Changing family and community traditions, Social studies	Geography, Mapping, Nonfiction text features, Literacy, History	Make available to advanced readers with a special interest in this topic Comparing cultures Reading and understanding diagrams, Compare and contrast present and past communities and families Study of ancient Egypt—life, culture, pharaohs, artifacts, pyramids, afterlife, the Nile, and its resources (research project)
<i>Titanic</i>	3-5	History, Historical significance, Forces acting on structures, Science	Science, Nonfiction text features, Literacy, History	A great resource for students with a special interest in this topic Chemical weathering experiments Inferential thinking while reading Study the <i>Titanic</i> , its history, and artifacts
<i>American Revolution</i>	3-5	History, Social studies, Reading informational texts	Biographies, Geography, Cause and effect, STEAM, Literacy, History	Paired texts for historical fiction Read <i>I Survived</i> series by Lauren Tarshis or <i>Ranger in Time</i> series by Kate Messner Use technology to create interactive timeline of war Study the causes of the revolution

### GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES (CONT'D.)

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/ USE
<i>Ancient Rome</i>	3-5	History, Social studies, Early societies, Changing family and community traditions	Literacy, Geography, Social sciences, Mapping, Nonfiction text features	<p>Study of ancient Rome, life, culture, art, sculptures, the Colosseum (research project)</p> <p>Make available for advanced readers with an interest in this area</p> <p>Comparing ancient cities with our current city</p> <p>Reading and understanding diagrams, compare and contrast present and past communities and families</p>
<i>Natural Disasters</i>	3-5	Science, Rocks and minerals, How humans change the environment, History, Weather forces causing movement, Air and water in the environment, Forces acting on structures	Science, Making connections to global events, Literacy, History (before and after)	<p>Extension/enrichment for students who want to learn more about igneous rocks or human impacts on environment</p> <p>Morning meetings, discussing weather patterns</p> <p>Natural disaster project—choose one to research and create a presentation, compare and contrast natural disasters, or collaborative research project</p> <p>Make safety posters or ads</p>
<i>Civil War</i>	3-5	History, Social studies, Reading informational texts	Geography, Black History Month, Cause and effect, Creative Writing, Literacy, Geography, North and South maps	<p>Map locations of the Civil War</p> <p>Comparing modern times to history</p> <p>Each student takes on role of figure in the Civil War, develops speech, letter, etc. to showcase perspective and emotions during that time</p> <p>Causes and effects of the Civil War, history, and important people</p> <p>Read <i>I Survived</i> series by Lauren Tarshis or <i>Dear America</i> series</p>

