

Defining Community

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
			I	R	M								16 days	

P.A.S.S. Standards

- 2: The student will examine communities from a spatial perspective.**
1. Distinguish among map symbols (e.g., legend references to land, water, roads, and cities) and demonstrate through mental mapping and understanding of relative location, direction, scale, size and shape.
 2. Construct simple maps of the seven continents with the essential map elements of title, key, directional indicators, and date.
 3. Use the equator and prime meridian to identify the four hemispheres.
- 3: The student will analyze the human characteristics of communities.**
1. Investigate through children’s literature the cultural similarities and differences among people in different regions, and how they have changed over time.
 2. Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs).
 3. Examine the purposes of government and identify representative leaders and their roles in the community.
 4. Examine rights and responsibilities of individuals in and to their communities, and identify actions people take to cooperate peacefully and achieve common goals.
- 5: The student will development basic economic decision-making skills.**
1. Describe the difference between goods and services; explaining that, at different times and places, people are both consumers and producers of goods and services.
 3. Compare and contrast the differences among human resources (people at work), natural resources (water, soil, wood, coal, etc.), and capital resource (machines, tools, money, etc.) used to produce goods and services.

6th Grade SAT9
 5th - 8th Grade CRT
 EOI
 AP
 Textbook Rating
 1

Topics	Textbook Correlation
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<p>4. Geography Terms</p> <ul style="list-style-type: none"> a. Location b. Map c. Continent d. Ocean e. Globe f. Hemisphere g. Equator h. Symbols i. Map Key j. Compass Rose k. Cardinal Directions <p>5. Government and Government Officials</p> <p>6. Why we need laws</p> <p>7. Resources we need</p> <p>8. History/Custom/Culture</p>	<p>Harcourt Unit 1</p> <hr/> <p style="text-align: center;">Instructional Resources</p> <hr/> <p>Nystrom Atlas Map Champ Lessons 1-4</p> <p>People & Places Everywhere CD-ROM Lessons 1, 3, 11, 12</p> <p>Unit 1 Visual Summary Poster</p> <p>Activity Book, pp. 1-11</p>
Instructional Resources	Instructional Resources
<p>Write-on Chart 1-4</p> <p>Transparencies 2-5</p> <p>Music Audiocassette: Canadian National Anthem</p> <p>The Amazing Writing Machine</p> <p>Neighborhood Map Machine</p> <p>Game Time!</p> <p>http://www.hbschool.com</p> <p>Videos</p> <p><i>Why We Have Laws: Shiver, Gobble, Snore</i></p> <p><i>Why We Have Elections: The King of Snark (best way to run a government)</i></p> <p><i>Why We Take Care of Property: Planet of Ticklebops</i></p> <p><i>Courtesy is Caring (Disney)</i></p> <p><i>Pooh's Great School Bus Adventure</i></p> <p><i>Ben and Me (animated American Revolution)</i></p>	<p>Bibliography</p> <p><u>Reuben and the Fire</u> by Merle Good</p> <p><u>The Ballot Box</u> by Emily McCully</p> <p><u>Arthur Meets the President</u> by Marc Brown</p> <p><u>City Green</u> by DyAnne DiSalva Ryan</p> <p><u>George Washington's Breakfast</u> by Jean Fritz</p> <hr/> <p style="text-align: center;">Assessment</p> <hr/> <p>Unit 1 Review, pp.70-77</p> <p>Unit 1 Test</p> <p>Performance Task, pp. 20-21</p> <p>Unit 1 Visual Summary Poster</p> <p>Timeliner</p>
Suggested Strategies/Activities	

Activity Choices TE pp. 22-73

Linking Social Studies Across the Curriculum, TE pp. 22E-22F

Set the Scene with Literature: Roxaboxen, pp. 22-36

Skill Lesson: Read a Map, pp. 46-47

Skill Lesson: Act as a Responsible Citizen, p. 52

Skill: Read a Time Line, p. 61

Making Social Studies Real: A Community Guidance Card, pp. 70-71

Cooperative Learning Workshop, TE p. 77

Additional Activities

1. At the beginning of the school year have a discussion about what the word *responsibility* means. Then ask the students to tell about some of their responsibilities at home. List these in one or two words on the chalkboard under heading ***My Responsibilities at Home***. From this discussion, lead them into thinking about how responsibilities at school might be alike or different from those they have at home. List these under the heading ***My Responsibilities at School***.
2. ***Why Do We Need Laws?*** For this activity use the film, ***Why We Have Laws***, which may be obtained from the Media Service Center. Begin the film and stop it after the king makes two laws. Discuss with students the kind of laws the king made and how the people felt about those laws. Continue the film until Shiver, Gobble, and Snore decide they need some laws. Divide the class into three groups, each group representing one of the three characters. Give each group a large sheet of butcher paper and have the groups list laws that the character their group represents would want in the new land. Bring the groups back together and discuss the laws of each group.

Complete the film. Discuss why Shiver, Gobble, and Snore needed laws, why societies need laws, and why schools need rules.

Geography's Influence on Communities

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
	I	I	R	R	R	M	MM						16 days	

P.A.S.S. Standards

4: The student will analyze the human characteristics of communities.

1. Name and locate basic types of climate across the globe (e.g., arctic, temperate, and tropical) and describe how they affect the way people live, including their food, shelter, transportation and recreation.
2. Locate and distinguish among varying landforms and geographic features.
4. Describe how people affect and change their environment (e.g., farming, building dams, and putting up yard lights).

5. The student will develop basic economic decision-making skills.

2. Explain that limits on resources (scarcity) require people to make choices about producing and consuming goods and services.
3. Compare and contrast the differences among human resources (people at work), natural resources (water, soil, wood, coal, etc.) and capital resources (machines, tools, money, etc.) used to produce goods and services.

6th Grade SAT9
 5th - 8th Grade CRT
 EOI
 AP
 Textbook Rating
 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Define Geography 2. Physical Features: landforms, mountain range, valley, plateau, plain, peninsula, coast 3. Climate 4. Desert 	Harcourt Science Unit 2
	Instructional Resources

5. Bodies of Water: ports, harbors, waterways
6. Trade Centers
7. Manufacture
8. Natural Resources
9. Growing Season
10. Governmental Centers: capital city, capitol, state capital, county and county seat

	<p>Nystrom Atlas Map Champ Lesson 1-8, 10, 13, 14</p> <p>People & Places Everywhere CD-ROM Lessons 1, 2, 3, 4, 5, 11, 12, 14, 15</p> <p>Nystrom Literature Link 1 Ag in the Classroom - grades 3-4 p. SS1</p> <p>Unit 2 Visual Summary Poster</p> <p>Activity Book, pp. 12-27</p> <p>Write-on Chart 5-6</p> <p>Transparencies 6-12</p>
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Instructional Resources	Instructional Resources
<p>Music Audiocassette: Down in the Coal Mine (Lesson 5)</p> <p>The Amazing Writing Machine</p> <p>Neighborhood Map Machine</p> <p>Game Time!</p> <p>http://www.hbschool.com</p> <p>Media Services Center: Videos <i>Alphabet of Land and Waters</i> <i>Directions: Map Skills for Beginners</i> <i>Maps: Map Skills for Beginners</i> <i>Globes: Map Skills for Beginner</i></p>	<p><u>Bibliography</u> <u>Armadillo from Amarillo</u> <u>Lost Lake</u> <u>Justin and the Best Biscuits</u> <u>Lon Po Po</u> <u>Flat Stanley</u> <u>Abuela</u> by Arthur Dorros <u>The Blue and Gray</u> by Eve Bunting <u>River</u> by Judith Heidi Gilliland <u>Mountain</u> by Keith Lye <u>It Rained in the Desert Today</u> by Ken Buchanan <u>This Place Is Dry: Sonoran Desert</u> by Vicki Cobb <u>Bringing the Rain to Kapiti Plain</u> by Verna Aardema <u>The Gift of the Sacred Day</u> <u>The Magic Fan</u></p>
	Assessments
	<p>Unit 2 Review</p> <p>Unit 2 Test</p> <p>Performance Tasks, pp. 29-30</p>

Suggested Strategies/Activities

Activity Choices TE pp. 80-135

Linking Social Studies Across the Curriculum, TE pp. 78E-78F

Set the Scene with Literature: Aurora Means Dawn, pp. 82-87

Skill Lesson: Read a Landform, pp. 96-97

Skill Lesson: Read a Table, p. 101

Skill: Find Intermediate Directions on a Map, p. 115

Skill: Use a Product Map, p. 120

Skill: Find State Capitals and Borders, pp. 126-127

Making Social Studies Real: Adopt a Park, pp. 132-133

Cooperative Learning Workshop, TE p. 139

Suggested Strategies/Activities

People Habitats Dioramas

1. Discuss with the class the types of habitats in which people live, such as the country, the city, the mountains, the plains, the desert, etc. What types of houses do you think people need to blend in with their various environments? For example, people who live underground need some way to get light, air and water into their houses. They need houses that do not let in the rain or the cold.
2. Ask the class to think of a place, imaginary or real, and create a home for people who live in this place. Invite the class to choose a shoe box to be the structure for their environment. Provide students with plenty of crayons and markers, construction paper, foil, tissue paper, etc.
3. When they have decided what their backgrounds will look like, have students decorate the insides of their shoe box dioramas to resemble their imagined places. They may also decorate the outsides keeping with the environment of the inside.
4. Each student may then make a house that would blend in with the chosen surroundings. The house may be underground, under the sea, suspended in the air, or on the ground. Lastly, make the people who could live in the house and the environment. Will they have any special physical features that have been adapted to their environment? Do they need special clothing to survive there? Can they have pets? What types of animals could be their pets?
5. Make a gallery of dioramas and encourage the class to walk around looking at the different “people habitats.” Compare and contrast the different ways students presented similar environments.

How Communities Grow and Change

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
		I	I	R	M								16 days	

P.A.S.S. Standards

3. **The student will analyze the human characteristics of communities.**
 1. Investigate through children’s literature the cultural similarities and differences among people in different regions, and how they have changed over time.
 2. Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs).
 3. Examine the purposes of government and identify representative leaders and their roles in the community.
 4. Examine rights and responsibilities of individuals in and to their communities, and identify actions people take to cooperate peacefully and achieve common goals.
4. **The student will examine the interaction of the environment and the people of a community.**
 4. Describe how people affect and change their environment (e.g., farming, building dams, and putting up yard lights).

6th Grade SAT9
 5th - 8th Grade CRT
 EOI
 AP
 Textbook Rating
 1

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. What causes communities to change over the years 2. America’s early communities and history 3. How early interventions changed communities 	Harcourt Unit 3
	Instructional Resources
	<p>Nystrom Atlas Map Champ Lesson 13</p> <p>People & Places Everywhere CD-ROM Lessons 6, 13</p> <p>Unit 3 Visual Summary Poster</p> <p>Activity Book, pp. 28-40</p> <p>Write-on Chart 7-8</p> <p>Transparencies 13-16</p> <p>Music Audiocassette: Take a Walk Through History (Lesson 5)</p>

Instructional Resources	Assessments
<p>The Amazing Writing Machine</p> <p>Neighborhood Map Machine</p> <p>Game Time!</p> <p>http://www.hbschool.com</p>	<p>Unit 3 Visual Summary Poster</p> <p>Unit 3 Test</p> <p>Performance Tasks, pp. 35-37</p> <p>Game Time!</p>
Suggested Strategies/Activities	
<p>Activity Choices TE pp. 140-203</p> <p>Linking Social Studies Across the Curriculum, TE pp. 140E-140F</p> <p>Set the Scene with Literature: Shaker Lane, pp. 144-153</p> <p>Skill Lesson: Compare Maps from Different Times, pp 162-163</p> <p>Skill Lesson: Learn from Artifacts, p. 175</p> <p>Skill: Solve a Problem, p. 180-181</p> <p>Making Social Studies Real: Honoring Their Ancestors, pp. 200-201</p> <p>Cooperative Learning Workshop, TE p. 207</p>	

People Meeting the Needs of a Community

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
	I	R	M										16 days	

P.A.S.S. Standards

3. **The student will analyze the human characteristics of communities.**
 2. Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs).
4. **The student will examine the interaction of the environment and the people of a community.**
 3. Describe how communities depend upon workers with specialized jobs, giving examples of ways in which they contribute to the exchange of goods and services.
5. **The student will develop basic economic decision-making skills.**
 1. Describe the difference between goods and services, explaining that, at different times and places, people are both consumers and producers of goods and services.
 2. Explain that limits on resources (scarcity) require people to make choices about producing and consuming goods and services.
 3. Compare and contrast the differences among human resources (people at work), natural resources (water, soil, wood, coal, etc.) and capital resources (machines, tools, money, etc.) used to produce goods and services.

6th Grade SAT9
 5th - 8th Grade CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Basic Needs 2. Rural Life 3. What is a service 4. Product 5. Producers 6. Raw Materials 7. Marketing 8. Human Resources 9. Industry 10. Wages 11. Consumers 12. Supply and Demand 13. International Trade 14. Import and Export 	Harcourt Unit 4 <div style="text-align: center;">Instructional Resources</div> People & Places Everywhere CD-ROM Lessons 4, 8, 9, 15 Unit 4 Visual Summary Poster Activity Book, pp. 41-53 Write-on Chart 9-10 Transparencies 17-22 Music Audiocassette: If I'd As Much Money (Lesson 3) The Amazing Writing Machine

Instructional Resources	Assessments
<p>Neighborhood Map Machine</p> <p>Game Time!</p> <p>http://moneyfactory.com http://www.hbschool.com</p> <p><u>Bibliography</u> <u>The Tortilla Factory</u> by Gary Paulsen <u>Reuben and the Fire</u> by Merle Good <u>The Go Around Dollar</u> by Barbara Johnston Adams <u>Family Farm</u> by Thomas Locker <u>Music, Music for Everyone</u> by Vera Williams</p>	<p>Unit 4 Visual Summary Poster</p> <p>Unit 4 Test</p> <p>Performance Tasks, pp. 44-45</p> <p>Game Time!</p>
Suggested Strategies/Activities	
<p>Activity Choices TE pp. 208-263</p> <p>Linking Social Studies Across the Curriculum, TE pp. 207E-208F</p> <p>Set the Scene with Literature: Shaker Lane, pp. 212-219</p> <p>Skill Lesson: Read Graphs, p. 226</p> <p>Skill Lesson: Use a Flow Chart, p.232-233</p> <p>Skill: Make an Economic Choice, pp. 240-241</p> <p>Skill: Use a Map Grid, pp. 250-251</p> <p>Making Social Studies Real: Togetherness is Good Business, 260-261</p> <p>Cooperative Learning Workshop, TE p. 267</p> <p>Activities:</p> <ol style="list-style-type: none"> 1. Give students an imaginary amount of money they have saved for Christmas gifts. Then give each student a catalog. Have the students determine an amount to spend on each family member, then let students “shop” in the catalog for their family. They must stay within their planned budget. 2. Have students brainstorm lists of occupations and then categorize these on a chart labeled Goods and Services. 	

Living Together in a Community

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
		I	R	M									16 days	

P.A.S.S. Standards

- 3. The student will analyze the human characteristics of communities.**
 2. Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs).
 3. Examine the purposes of government and identify representative leaders and their roles in the community.
 4. Examine rights and responsibilities of individuals in and to their communities, and identify actions people take to cooperate peacefully and achieve common goals.
- 4. The student will examine the interaction of the environment and the people of a community.**
 4. Describe how people affect and change their environment (e.g., farming, building dams, and putting up yard lights).

6th Grade SAT9
 5th - 8th Grade CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Petition 2. Governor 3. Patriotism 4. Public Property 	Harcourt Unit 5
<ol style="list-style-type: none"> 1. Elections and Voting <ol style="list-style-type: none"> a. Candidate b. Ballot c. Majority Rule d. Minority Rights e. Campaign 6. Lawmakers 7. Judges and Juries 8. Congress 9. Supreme Court 10. Patriotism 11. National Anthem 12. Pledge of Allegiance 	<p style="text-align: center;">Instructional Resources</p> Unit 5 Visual Summary Poster Activity Book, pp. 54-64 Write-on Chart 11-12 Transparencies 23-27 Music Audiocassette: The Star-Spangled Banner (lesson 5) The Amazing Writing Machine

Instructional Resources	Assessments
Neighborhood Map Machine Game Time! Reading Rainbow’s Tar Beach http://www.hbschool.com	Unit 5 Visual Summary Poster Unit 5 Test Performance Tasks, pp. 52-53 Game Time!

Suggested Strategies/Activities

<p>Activity Choices TE pp. 268-331</p> <p>Linking Social Studies Across the Curriculum, TE pp. 268E-268F</p> <p>Set the Scene with Literature: City Green, pp. 272-281</p> <p>Skill Lesson: Resolve Conflicts, pp. 288-289</p> <p>Skill Lesson: Make a Choice by Voting, pp. 295-297</p> <p>Skill: Measure Distance on a Map, p. 302</p> <p>Skill: Compare Patriotic Symbols, pp. 316-319</p> <p>Making Social Studies Real: Pride in the Neighborhood, pp. 328-329</p> <p>Cooperative Learning Workshop, TE p. 335</p>

Cultural Diversity

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
	I	I	R	R	R	M	MM						16 days	

P.A.S.S. Standards

- 1. The student will develop and practice the process skills of social studies.**
 1. Identify, locate, and compare and contrast information found in resources such as encyclopedias, visual images, atlases, maps, globes, and computer-based technologies.
 2. Examine and use children’s literature to compare and contrast his or her own community to other United States and global communities.
- 3. The student will analyze the human characteristics of communities.**
 1. Investigate through children’s literature the cultural similarities and differences among people in different regions, and how they have changed over time.
 2. Compare and contrast the ways people in the United States and other communities in other countries use art, music, and stories to communicate (e.g., storytellers, paintings, and folk songs).

6th Grade SAT9
 5th - 8th Grade CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Immigrants 2. Ellis Island 3. Angel Island 4. Cultural Differences 5. Harlem Renaissance: literature, art, music 6. Holiday, Custom, Traditions 	Harcourt Unit 6 <div style="text-align: center;">Instructional Resources</div> Nystrom Atlas Map Champ Lessons 15 - 22 People & Places Everywhere CD-ROM Lessons 14, 15 Nystrom Literature Links 3, 4, 5, 6 Unit 6 Visual Summary Poster Activity Book, pp. 65-73 Write-on Chart 13-14

Instructional Resources	Assessments
<p>Transparencies 28-31</p> <p>The Amazing Writing Machine</p> <p>Neighborhood Map Machine</p> <p>Game Time!</p> <p>Reading Rainbow's The Patchwork Quilt</p> <p>http://www.hbschool.com</p>	<p>Unit 6 Visual Summary Poster</p> <p>Unit 6 Test</p> <p>Performance Tasks, pp. 61-62</p> <p>Game Time!</p>

Suggested Strategies/Activities

<p>Activity Choices TE pp. 336-393</p> <p>Linking Social Studies Across the Curriculum, TE pp. 336E-336F</p> <p>Set the Scene with Literature: City Green, pp. 340-347</p> <p>Skill Lesson: Understanding Point of View, pp. 366-367</p> <p>Skill Lesson: Follow a Sequence, p. 374</p> <p>Skill: Use a Population Map, pp.384-385</p> <p>Making Social Studies Real: The Scottish Highland Games pp. 390-391</p> <p>Cooperative Learning Workshop, TE p. 397</p>

Instructional Resources	Instructional Resources
<p>Louvre Museum: http://paris.org/Musees/Louvre</p> <p>Virtual Field trips: http://www.field-guides.com</p> <p>Grolier Encyclopedia disk</p> <p><u>Bibliography</u> <u>It Takes a Village</u> by Jane Cowen Fletcher <u>Galimoto</u> by Karen Lynn Williams <u>Arctic Memories</u> by Normee Ekoomika *<u>A Gift for Tia Rosa</u> by Karen Taha (* from Treasury of Literature)</p> <p>Africa <u>The Village of Round and Square Houses</u> by Ann Grifalcone <u>Africa Dream</u> by Eloise Greenfield <u>Jambo Means Hello</u> by Muriel Feelings</p>	<p>Australia <u>Possum Magic</u> by Mem Fox <u>Koala Lou</u> by Mem Fox <u>Max in Australia</u> by Adam Whitmore</p> <p>Europe <u>Anno’s Journey</u> by Mitsumasa Anno <u>The Gondolier of Venice</u> by Robert Kraus <u>The Detective of London</u> by Robert Kraus Jesse</p> <p>North America <u>Sierra</u> by Moha <u>Why I Was Young in the Mountains</u> by Cynthia Rylant <u>Dear Austin</u>, Stories from the Underground Railroad</p> <p>South America <u>Bringing the Rain to Kapiti Plain</u> <u>Lost in the Amazon</u> by Robert Quackenbush <u>The Great Kapok Tree</u> by Lynne Cherry <u>The Most Beautiful Place in the World</u> by Ann Cameron</p> <p>Antarctica <u>Antarctica</u>, Great Stories from the Frozen Continent by Readers Digest 1985 <u>A Tale of Antarctica</u> by Ulco Glimmerveer</p> <p>Asia <u>The Mountains of Tibet</u> by Mordicai Gerstein <u>A is for Asia</u> by Cynthia Chen-Lee</p>
Suggested Strategies/Activities	

	<p>TE pp. T26-T33 (back of book)</p> <p>Practice and Project Book, pp. 21-24</p> <p>Oklahoma Geography Workbook, pp. 10-15</p> <p>http://otrd.state.ok.us/studentguide/</p> <p>http://www.oklaosf.state.ok.us/</p> <p>http://title3.sde.state.ok.us/projectoklahoma/</p> <p>http://www.rootsweb.com/~oknowata//OklaHist.htm</p> <p>http://home.earthlink.net/~dawise/Oklahoma.htm</p> <p>http://rootsweb.com/~oknowata/Bios.htm</p>
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Instructional Resources	Assessments
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<p>Background Information: About the Cross Timbers, p. T31</p>	<p>Chapter 4 Review, p. 98</p> <p>Assessment Book: Chapter 4 Assessment</p> <p>Performance Assessment, pp. T43-T45</p>
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Suggested Strategies/Activities
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Think and Write Activities, p. 98

Ongoing Unit Project: Creating an Oklahoma Tour Book, p. T27

Curriculum Connection: Links to Language Arts, p. T31

Skills Lesson: Reading Road Maps, pp. 90-91, T30

People of Oklahoma

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
			I	R						M			7 days	

P.A.S.S. Standard

- 5. The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.**
1. Identify major historical individuals, entrepreneurs, and groups, and describe their major contributions.

SAT9 CRT EOI AP **Textbook Rating 1**

Topics

Textbook Correlation

<ol style="list-style-type: none"> 1. Jim Thorpe 2. Will Rogers 3. Jim Shoulders 4. Five Ballerinas: Maria Tallchief, Yvonne Chouteau, Marjorie Tallchief, Moscelyne Larkin, Rosella Hightower 5. Charles Banks Wilson 6. Mickie Mantle 7. Shannon Miller 	<p>Chapter 5 Oklahoma Book</p>
	<p>Instructional Resources</p>
<p>Instructional Resources</p>	<p>Assessments</p>

TE pp. T34-T39 (back of book)

Practice and Project Book, pp. 25-27

<http://otrd.state.ok.us/studentguide/>

<http://www.oklaosf.state.ok.us/>

<http://title3.sde.state.ok.us/projectoklahoma/>

<http://www.rootsweb.com/~oknowata/OklaHist.htm>

<http://home.earthlink.net/~dawise/Oklahoma.htm>

<http://rootsweb.com/~oknowata/Bios.htm>

	<p>Chapter 5 Review, p. 112</p> <p>Assessment Book: Chapter 5 Assessment</p> <p>Performance Assessment, pp. T43-45</p> <p>Unit 2 Review, p. 114</p> <p>Unit 2 Test</p> <p>Unit 2 Performance Assessment, p. T46</p>
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Suggested Strategies/Activities

<p>Unit Project: Make a Community Guide, p. T39</p> <p>Continue Ongoing Unit Project, p. T27</p> <p>Citizenship: Doing Something to Help, p. T37</p>
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Settlement by Native Americans

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
			I	R	R			M		MM			12 days	

P.A.S.S. Standard

- 5. The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.**
2. Describe major events of Oklahoma’s past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil.
 3. Analyze the use of Oklahoma’s natural resources (e.g., salt, bison, oil, coal, timber and sod) by early visitors and settlers.

SAT9
 5th-8th CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Spiro Mounds 2. Mound Builders 3. Spanish Explorer–Francisco de Coronado 4. Cibola–the city of gold 1. French Establish Fur Trade 2. French Explorer–Robert La Salle 3. Trading Post–Three Fork area (where the Arkansas River, Verdigris River and Grand or Neosho River met) 	<p>Chapter 6 Oklahoma Book</p>
	Instructional Resources

4. Louisiana Purchase
5. Thomas Jefferson
6. Meriwether Lewis
7. William Clark
8. Sacajawea
9. American Explorers in Oklahoma
 - a. Richard Sparks
 - b. Zebulon Pike
 - c. James Wilkinson
 - d. Stephen Long–“The Great American Desert”
10. Early Settlers–Traders
 - a. Pierre Chouteau–Fur Trade
 - b. Mark Bean–Salt
11. Plains Indians

	<p>TE pp. T42-T47 (back of book)</p> <p>Practice and Project Book, pp. 28-32</p> <p>Oklahoma Geography Workbook, p. 19</p> <p>http://otrd.state.ok.us/studentguide/</p> <p>http://www.oklaosf.state.ok.us/</p> <p>http://title3.sde.state.ok.us/projectoklahoma/</p> <p>http://www.rootsweb.com/~oknowata/OklaHist.htm</p> <p>http://home.earthlink.net/~dawise/Oklahoma.htm</p> <p>http://rootsweb.com/~oknowata/Bios.htm</p>
Instructional Resources	Assessments
<p>Background Information: About the Mammoth, p. T43</p> <p>Background Information: More about LaSalle, p. T45</p>	<p>Chapter 6 Review, pp. 136-137</p> <p>Assessment Book Chapter 6 Test</p> <p>Performance Assessment, pp. T47-T49</p>
Suggested Strategies/Activities	

Ongoing Unit 3 Project: An Oklahoma Pageant, p. T41

School-to-Home: Harvesting History, p. T41

Citizenship: Developing Community Pride, p. T44

Territorial Days

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
			I	R						M			15 days	

P.A.S.S. Standard

- 5. The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.**
2. Describe major events of Oklahoma’s past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil.
 3. Analyze the use of Oklahoma’s natural resources (e.g., salt, bison, oil, coal, timber and sod) by early visitors and settlers.

SAT9
 8th CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
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<ol style="list-style-type: none"> 1. Andrew Jackson 2. Indian Territory 3. Five Civilized Tribes 4. Trail of Tears 1. John Ross 2. Sequoyah 3. Civil War <ol style="list-style-type: none"> a. Slavery b. States Rights c. Union Confederacy d. Round Mound e. Honey Springs f. Opothleyahola g. Robert E. Lee h. Ulysses S. Grant 4. Cattle Drives <ol style="list-style-type: none"> a. Shawnee Trail b. Chisholm Trail 5. Boomers and Sooners <ol style="list-style-type: none"> a. Homestead Act of 1862 b. Elias C. Boudinot c. David L. Payne d. Land Run e. Benjamin Harrison 	<p>Chapter 7 Oklahoma Book</p>
	<p>Instructional Resources</p> <p>TE pp. T48-T54 (back of book)</p> <p>Practice and Project Book, pp. 33-37</p> <p>Oklahoma Geography Workbook, p. 20-21</p> <p>http://otrd.state.ok.us/studentguide/</p> <p>http://www.oklaosf.state.ok.us/</p> <p>http://title3.sde.state.ok.us/projectoklahoma/</p> <p>http://www.rootsweb.com/~oknowata/OklaHist.htm</p> <p>http://home.earthlink.net/~dawise/Oklahoma.htm</p> <p>http://rootsweb.com/~oknowata/Bios.htm</p>
<p>Instructional Resources</p>	<p>Assessments</p>

<p>Mike Adkins, Oklahoma State Museum of History Phone 522-5248 ext. 223</p> <p>Background Information: About American Indian Government, p. T49</p> <p>Background Information: The Civil War and Indian Territory, p. T50</p> <p>Background Information: A Famous Boomer, p.T53</p>	<p>Chapter 7 Review, pp. 160-1161</p> <p>Assessment Book Chapter 7 Test</p> <p>Performance Assessment, pp. T50-T52</p>
<p>Suggested Strategies/Activities</p>	
<p>Citizenship: Should the Five Civilized Tribes Join the Union or the Confederacy, pp. 150-151, T51</p> <p>Citizenship: Divided Loyalties, p. T51</p>	

Statehood														
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K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
			I							M			10-12 days	

P.A.S.S. Standard

- 5. The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.**
2. Describe major events of Oklahoma’s past, such as settlements by Native Americans, cattle drives, land runs, statehood, and the discovery of oil.
 3. Analyze the use of Oklahoma’s natural resources (e.g., salt, bison, oil, coal, timber and sod) by early visitors and settlers.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
<ol style="list-style-type: none"> 1. Homesteader 2. Dugout 3. Windmill 4. Sod House 5. Drought 6. Organic Act 7. Curtis Act 8. Enabling Act 	<p>Chapter 8 pp. 164-185 Oklahoma Book</p> <hr/> <p>Instructional Resources</p>
<ol style="list-style-type: none"> 9. Oklahoma Territory 10. Twin Territories 11. Guthrie 12. Black Gold 13. Nellie Johnstone 	

	<p>TE pp. T55-T61 (back of book)</p> <p>Practice and Project Book, pp. 38-41</p> <p>Oklahoma Geography Workbook, pp. 22-23</p> <p>http://otrd.state.ok.us/studentguide/</p> <p>http://www.oklaosf.state.ok.us/</p> <p>http://title3.sde.state.ok.us/projectoklahoma/</p> <p>http://www.rootsweb.com/~oknowata/OklaHist.htm</p> <p>http://home.earthlink.net/~dawise/Oklahoma.htm</p> <p>http://rootsweb.com/~oknowata/Bios.htm</p>
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Instructional Resources	Assessments
<p>Background Information: About Early Maps, p. T57</p> <p>Background Information: The Wedding of Oklahoma Territory and Indian Territory, p. T58</p> <p>Background Information: About “Wild Mary” Sudik, p. T60</p>	<p>Assessment Book Chapter 8</p> <p>Performance Assessment Book, pp.T53-T55</p>

Suggested Strategies/Activities

Curriculum Connection: Links to Math, p. T56

Citizenship Viewpoints: Should the Twin Territories Become One State or Two, pp. 178-179, T59

Legacy: Wildcatters, pp. 184-185, T61

Our Cultural Heritage

K	1	2	3	4	5	6	7	8	9	10	11	12	Teaching Time	Quarter
	I	I	R	R			M			MM			5 days	

P.A.S.S. Standard

5. **The student will demonstrate an understanding of the unique features which contributed to the settlement of the state of Oklahoma.**
 4. Develop an understanding of and an appreciation for the cultural diversity of his or her community by examining the historical and contemporary racial, ethnic, and cultural groups of the area.

SAT9
 CRT
 EOI
 AP
 Textbook Rating **1**

Topics	Textbook Correlation
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<p>1. Celebrating Our Heritage</p> <ul style="list-style-type: none"> a. German Feast – Corn, Oklahoma b. Juneteenth – Enid c. Czech Festival– Yukon, Oklahoma and Prague, Oklahoma d. Italian Festival – McAlester e. Paseo Arts Festival– OKC 	<p>Chapter 11 Oklahoma Book Section 1, pp. 250-253</p>
	<p style="text-align: center;">Instructional Resources</p> <p>TE pp. T80-T81 (back of book)</p> <p>Practice and Project Book, p. 54</p> <p>Oklahoma Geography Workbook, p. 27</p> <p>http://otrd.state.ok.us/studentguide/</p> <p>http://www.oklaosf.state.ok.us/</p> <p>http://title3.sde.state.ok.us/projectoklahoma/</p> <p>http://www.rootsweb.com/~oknowata/OklaHist.htm</p> <p>http://home.earthlink.net/~dawise/Oklahoma.htm</p> <p>http://rootsweb.com/~oknowata/Bios.htm</p>
Instructional Resources	Assessments

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Suggested Strategies/Activities

Citizenship: Appreciating Community Events, p. T81