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Primary Sources: Communities Around the World

This sample includes the following:

- Teacher's Guide Cover** (1 page)
- Table of Contents** (1 page)
- How to Use This Product** (2 pages)
- Lesson Plan** (11 pages)
- Photo Card** (2 pages)

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— PRIMARY SOURCES —

Communities Around the World

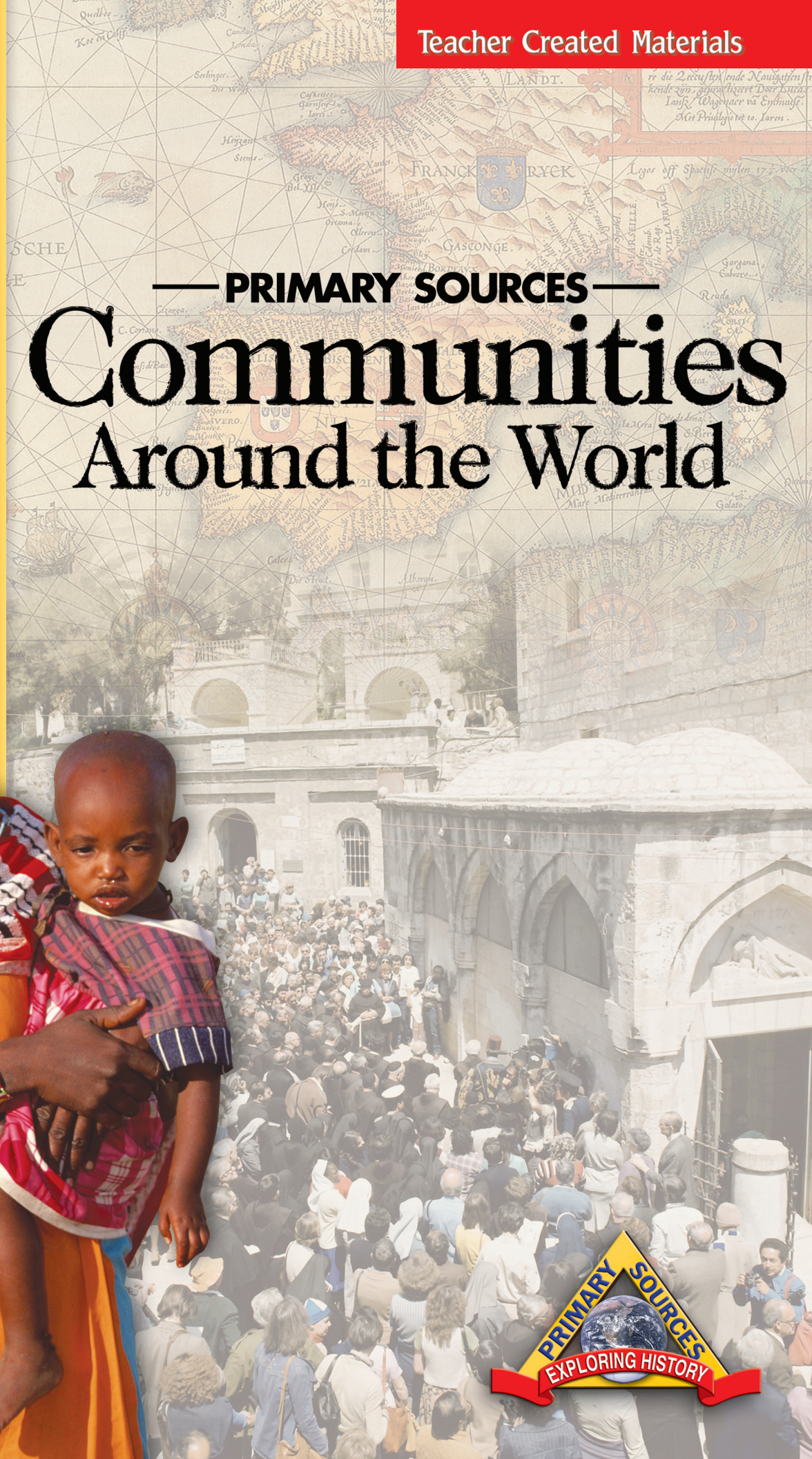


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How to Use This Product

Overview

This unit, with its primary documents, maps, photographs, and support materials, will allow both teacher and student to expand their study of communities around the world beyond the textbook and classroom. The resources in this book assist the busy teacher in presenting innovative primary source lessons that meet state and national standards. Easy to follow, concise, and aligned to the curriculum standards, the teacher lesson plans and student activity pages are certain to become a great addition to any classroom.

Using primary sources offers students the opportunity to act and think as historians. Students will participate in the constructive process of history by studying primary documents and photographs. Viewing historic photographs, handling facsimiles of famous documents, and reading the comments and opinions of those in the past will bring history alive for students. Understanding the background of each primary source will help students to put historical events and attitudes into perspective, to think progressively, and to walk in the shoes of their ancestors.

The organization of the kit provides teachers with all they need to accomplish the lessons without additional research or planning. Teachers have the photographs and documents at their fingertips without scurrying to find such references. Activities are varied, interesting, challenging, and engaging.

The Teacher Resource Guide

The **teacher pages** provide lesson plans organized with objectives, materials, discussion questions, suggestions for using the primary source, geography connections, home-school connections, content-area connections, and literature suggestions. **Background Information for the Teacher** pages are provided to give teachers information about each of the communities being studied. The coordinating pages in the **Student Guided Practice Book** (SGPB) allow the flexibility for a class, individuals, or small groups of students to focus on a specific task. The student book can be used in its entirety, or teachers can pick and choose their activities. When referring to pages in the student book, SGPB is used before the page number.

The **standards** and **objectives** for the lessons are both process and content objectives to cover the full range of social studies skills. The standard listed for each lesson is a process standard taken from one of the ten strands of the National Council for the Social Studies (NCSS, *Expectations of Excellence: Curriculum Standards for Social Studies*, <http://www.ncss.org/>). There is also a specific geography objective listed for each lesson. There are two content learning objectives for each community. These describe what students will learn and how they will show what they have learned for each part of the lesson. A complete chart listing each lesson in the book and the corresponding standards is available in the Digital Resources in the folder titled *Introduction Activities* (filename: standard.pdf).

The **document-based assessment** section provides student preparation and practice on the document-based questions that appear on many standardized tests today. Students will be able to analyze for meanings, compare and contrast, compose short answers, and even respond to and reflect on a longer essay question. The entire testing section will provide students with opportunities to prepare for a variety of testing situations.

How to Use This Product *(cont.)*

The Photograph Cards

Each photograph card has three key components: the photograph, the map, and the map activity. Each photograph and map is provided on the photograph card, in the *Student Guided Practice Book (SGPB)*, and in the Digital Resources. This way, teachers have multiple ways to share the images. The map activity sheet is also provided within the SGPB. However, the background information about the country and its geography is only provided for the students on the back of the photograph card. You may want to read these to them before having them complete the geography activities.

The teacher lesson plans do not necessarily refer to each of the sections on the card. These activities can be used by teachers in any way that fits their classroom needs (group work, individual work, learning center, etc.).

The Primary Sources

The documents, maps, and other primary sources are provided in both an authentic-looking format as well as in the SGPB and in the Digital Resources. The large copies of the primary sources should be shared with the students so that they can see and feel the facsimiles. If necessary, a translation or a transcription of a document is provided in the Digital Resources.

Digital Resources

The Digital Resources provided with the kit have copies of the 12 photographs, 24 maps, and 12 facsimile documents. Additional documents and photographs from around the world are also provided. Any pages necessary to support and enrich the lessons in the book, including 16 student pages to support the introduction, are also included. See pages 86–88 for more information about the files in the Digital Resources.

Objectives of this Unit

By participating in the lessons provided in this book, students will:

- study the geography of world communities.
- examine the social, economic, political, and historical characteristics of world communities.
- discover important characteristics of the world’s people.
- determine how world communities meet their basic needs and wants.
- compare and contrast different political systems around the world.
- understand the chronology of history around the world.
- expand their appreciation for other cultures.

By presenting the lessons in this book, teachers will:

- improve students’ test scores and test-taking skills.
- meet curriculum standards.
- create a learning environment that extends beyond the classroom.
- encourage students to take active roles in learning history and geography.
- develop critical-thinking skills in students.
- connect their students’ learning to content in upper-level social studies classes.

Culture and Nature

Standard/Objectives

- Students will observe and speculate about social and economic effects of environmental changes and crises. (NCSS)
- **Geography:** Students will study the relationships between economic activities and resources (e.g., the relationship of major industrial districts to the location of iron ore, coal, and other resources).
- **Part A:** Students will transfer information from written to visual format.
- **Part B:** Students will compare characteristics of Italian and American culture.

Materials

Italy photograph card and facsimile; Pages 41–46 in the *Student Guided Practice Book* (SGPB)

Part A: The Photograph Card

Discussion Questions

- What do you think it would be like living next to this mountain? How would you feel on a daily basis? How would you live differently than if the volcano were not present?
- What do you think is inside this volcano?
- Looking at the shape of this volcano, if you had to live somewhere on it, where would you live? Why?
- Do you think that even with modern technology it is safe to live on or near a volcano? What do you think people in Italy do to try to make it safer?

Using the Primary Source

1. Have students turn to *The Boot* (SGPB page 41). The digital copy of the map can be projected larger for students (filename: italy01.jpg). This page gives basic information about Italy. Read this page as a class.
2. Add any information you learned from reading the background information for the teacher, *La Dolce Vita—The Good Life* (page 51). Hold a discussion where you ask your students to answer the two comprehension questions included on the bottom of *The Boot*.
3. Complete the Italy geography activity described on page 49 to help each student create a mental map of the country.
4. Have students turn to *Mountain Mania* (SGPB page 43). Following the directions, ask students to use pencils (to allow for erasing and revising) to draw pictures that include all of the vocabulary words. This may be a bit difficult, as students may not yet have a mental picture of a volcano—this is okay, just ask them to do their best.
5. The next step is to show students the photograph on the card or project the digital copy of the image (filename: pompeii.jpg). A copy of the image is also included on *Mount Vesuvius Covers Pompeii* (SGPB page 42).

Culture and Nature *(cont.)*

Part A: The Photograph Card *(cont.)*

Using the Primary Source *(cont.)*

6. Have students read aloud the background information on *Mount Vesuvius Covers Pompeii*. Then, use the discussion questions on page 47 to help students interact more fully with the photograph.
7. To assess student learning, have students revise their volcano drawings. Ask them to use reference materials to make sure they have all the parts of the volcano correctly labeled.

Part B: The Facsimile

Discussion Questions

- What do you think is the purpose of a landmark?
- What do all of the landmarks you studied in this lesson have in common? What are their main differences?
- What do you think the technology of these landmarks says about the people who built them?
- Do you think the buildings and landmarks today are better or worse than those built in historic Italy?
- Have you ever seen anything as old as these landmarks? If so, what?

Using the Primary Source

1. Discuss landmarks in your area. What are the purposes of these landmarks? Some landmarks might include court buildings, sacred sites, ski hills, or rivers.
2. Pass around the primary source facsimile, or project the digital copy of the image (filename: lngtower.jpg). Students also have a smaller version of the image on *Landmarks of Italy* (SGPB page 44). In pairs, have students read the background information on that page.
3. Have students turn to *Italian Landmarks* (SGPB page 45). Following the directions, have them answer the questions.
4. Refer to the discussion questions above to help students interact with the famous Italian landmark.
5. To assess learning, ask students to draw a picture of one Italian landmark, title this drawing, and then write a caption that describes the landmark in as much detail as possible.

Culture and Nature *(cont.)*

Part C: Connecting to Primary Sources

Geography Connection

- Have the students study the map of Italy on the page titled *Italy Map and Activity* (SGPB page 46). There is further information about the map on the back of the photograph card. You may want to read this information to the students. A digital copy of the map is in the Digital Resources (filename: italy02.jpg) if you would like to project the map for the whole class to see.
- Have students complete the geography activity. Students will complete T-charts to compare and contrast life in southern Italy with life in northern Italy.
- **Geography of Italy:** The country of Italy, located in southwestern Europe, is shaped like a boot. Italy is a peninsula, which means that it has water on three sides of it. The top of the boot is attached to the continent of Europe. Italy has two major mountain chains—the Apennines, down the middle of the boot, and the Alps, across the top of the boot. Italy also has two big islands called Sardinia and Sicily. There are two independent areas in Italy. They are called San Marino and Vatican City. They are located in Italy, but are not considered part of the country. Italy has many rivers. These make farming easier in the southern part of the country.

Home-School Connection

- Have students talk to their parents or guardians about any traveling their families have done outside of the country. If their families have traveled overseas, students can come back to the class and share about the trips. They should focus on sharing about landmarks their families viewed.

Content-Area Connections

- **Mathematics:** Have students create models of the Leaning Tower of Pisa. Work with the students on scale and how to make the models to scale. Have students use online sources to discover the dimensions of the building.
- **Science:** Use this lesson as the introduction to a volcano/geology unit.

Literature Suggestions

- Herbert, Janis. *Leonardo da Vinci for Kids: His Life and Ideas, 21 Activities*. Chicago Review Press, 1998.
- Osborne, Mary Pope. *Vacation Under the Volcano (Magic Tree House)*. Random House, 1998.
- Osborne, Mary Pope and Natalie Pope Boyce. *Ancient Rome and Pompeii (Magic Tree House)*. Random House, 2006.
- Sansone, Emma. *Getting to Know Italy and Italian*. Barron's, 1993.

Culture and Nature *(cont.)*

Part D: Student Guided Practice Book Answer Key

SGPB Page 41—The Boot

1. The Alps
2. Answers will vary and may include hearing classical music, viewing Renaissance art, visiting ancient ruins, and eating pizza.

SGPB Page 43—Mountain Mania

Drawings should include all parts of the volcano listed on the activity page: magma, lava, magma chamber, side vent, conduit, crater, eruption. Display accurate drawings in the classroom.

SGPB Page 45—Italian Landmarks

1. Answers will vary and should include architecture (arches), age of landmarks, size, and material (stone).
2. Answers may vary and include the following:

Leaning Tower of Pisa: The tower leans.

Colosseum: It was so huge that it could stage animal hunts and gladiator fights.

Rialto Bridge: Merchants of food and other items sell their wares on the bridge. It spans Italy's Grand Canal. It is not the original bridge but replaced another that was built of wood.

Forum: It was constructed to be the center of social, political, and economic life in Rome. The ionic columns and the triumphal arch of Emperor Septimus still stand. Reliefs of scenes of war can still be seen. The Temple of the Vestal Virgins is located here.

SGPB Page 46—Italy Map and Activity

- **Activity**—Answers will vary and may include the following.

Northern Italy: The climate is colder and residents wear heavier clothing. Work schedules are similar to those in the United States.

Southern Italy: Fresh food and wine are immediately available. The climate is warmer, so residents wear lighter clothing. Work schedules depend on the crops and animal husbandry cycles.

- **Map Skills**—Rome, Naples, and Genoa
- **Extension Idea**—Diagrams may vary slightly. From the diagrams, construct one large diagram on the board or overhead.

La Dolce Vita—The Good Life

Background Information for the Teacher

The famous boot of Italy's southern peninsula juts south from Europe into the Mediterranean Sea. This peninsula forms the geographic and cultural boundary between Western and Eastern Europe. The Alps define the country's northern border, which abuts France, Germany, and Switzerland. The Apennine Mountains run north to south through the country. The island of Sicily is the country's most southern point. The island of Sardinia is its most western.

Technically, Italy is divided into 20 regions, including the well-known Tuscany, Sardinia, Sicily, and Umbria. However, many people also divide the country into two distinct larger regions—the north and the south. The north is alpine in climate and economically prosperous. The average income is \$40,000 per year. The south is hot and dry and traditionally has more economic difficulties. The average income is \$27,000 per year. In 1948, Italy's Constitution established a representative democracy, similar in structure to that of the United States. Of course, both systems are based on ancient Roman laws and government.

Italy is the world's most visited tourist destination. It boasts over 4,000 museums, the most hotel rooms in any European country, and more than 70 percent of the economy is based on the service industry. It is a founding member of the European Union. The country is known for its food, wine, and stunning natural scenery. These aspects of life in Italy combine to create what Italians call *La Dolce Vita* (the good life).

As many of your students will know, Italy is the home of pizza, which is traditionally attributed to the southwestern city of Naples. However, your students might not know that Italy is also the home of much of what we consider to be western culture, including art, music, architecture, and even government. Leonardo da Vinci, Michelangelo, and Donatello, are not just names of Teenage Mutant Ninja Turtles. They are also masters of the Italian Renaissance, whose influence is still felt in the art world today. Italy is also the birthplace of the thermometer, the piano, and the ice cream cone.

Rome is the country's capital. Rome is also home to Vatican City, a small sovereign district within the city that is the seat of the Catholic Church. Rome has been important since ancient times, and visitors still flock to the city's ruins. A few of the most popular ruins include the Roman Forum, the Colosseum, and the Pantheon. Today, Rome is Europe's largest capital in terms of area and is a bustling modern city of about 2.8 million people. It is also home to the University of Rome, which was founded in 1303 and educates about 200,000 students.

The Boot

Italy looks like a boot that is kicking the Mediterranean Sea. In the north, there are mountains. The Alps go across the top of Italy. In the south, it is hot and dry. The islands of Sicily and Sardinia are also part of Italy.

Italy is a democratic republic, just like the United States. It is also the most visited country on Earth. There are over 3,000 museums! Many people visit the city of Rome, where there are ancient ruins.

Pizza was invented in the Italian city of Naples. The thermometer, the piano, and the ice-cream cone were also invented in Italy. Italy is the home of classical music and many styles of art. You might have heard of Leonardo da Vinci, Michelangelo, Raphael, and Donatello. These men are all Italian artists from a time period called the Renaissance.



Map of Italy

Comprehension Questions

1. What are the mountains in northern Italy called?

2. Why do people like to visit Italy?

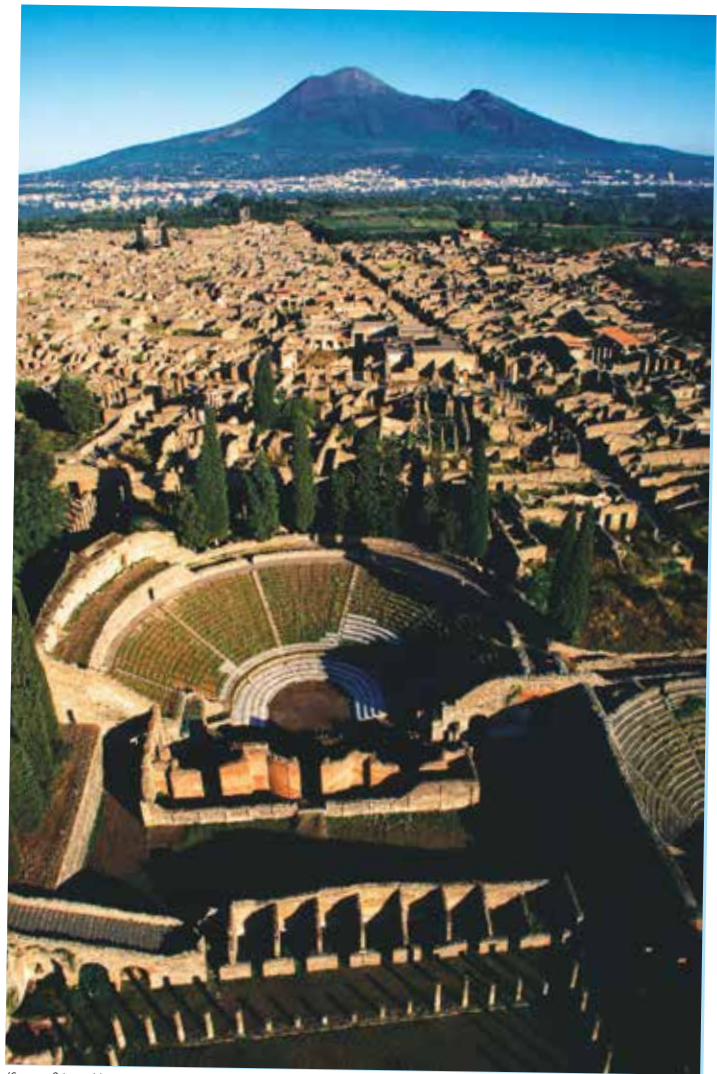
Mount Vesuvius Covers Pompeii

Until the year A.D. 79, Pompeii was a beautiful Roman city of about 20,000 people. There was an amphitheater where people went to watch plays. There were houses and businesses. There were even 25 public fountains. This all ended when Mount Vesuvius erupted. It buried the city of Pompeii in many feet of ash. You can see Mount Vesuvius in the background of this photograph.

This volcanic ash landed on the town so quickly that Pompeii was “frozen” in time. It was like Mount Vesuvius had clicked a giant stopwatch that made everybody and everything stop exactly where it was. Starting in 1748, archaeologists began digging through the ash to find out exactly what everyday life was like in Roman times. Historians learned a lot about Rome from this ancient city.

Today, Pompeii is a beautiful place to visit and is one of Italy’s most popular tourist attractions.

**Pompeii with
Mount Vesuvius in
the background** ➔



(Source: O Louis Mazzatenta/National Geographic/Getty Images)

Mountain Mania

Directions

Draw a picture of a volcano that includes all of the things below. Label the parts of your drawing.

magma—hot, liquid rock before it touches the air

lava—hot, liquid rock once it is outside the volcano

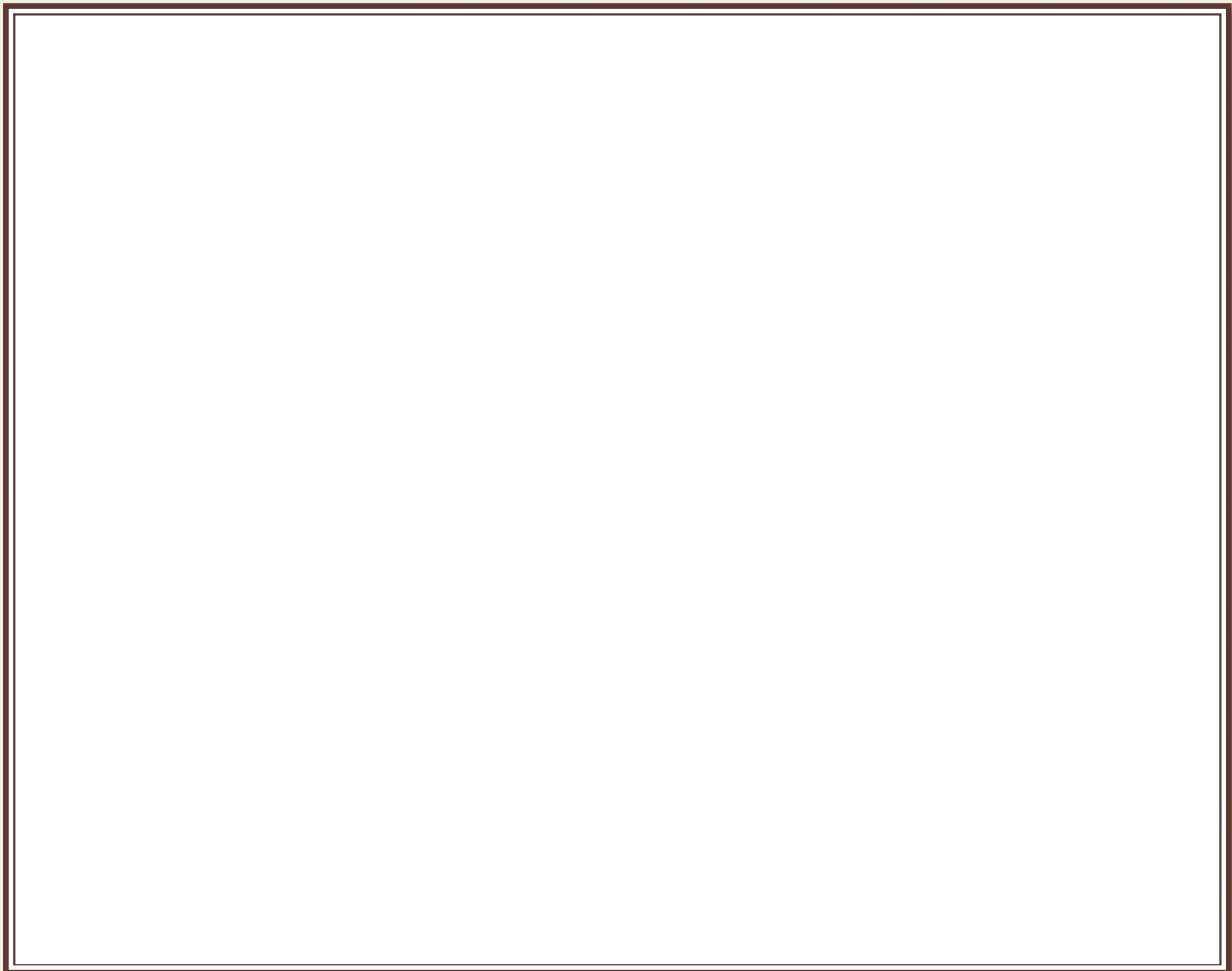
magma chamber—where the hot magma is stored, underneath the volcano

side vent—lava leaks from a small side vent

conduit—the pipe that magma takes to the top of the volcano

crater—the bowl at the top of a volcano

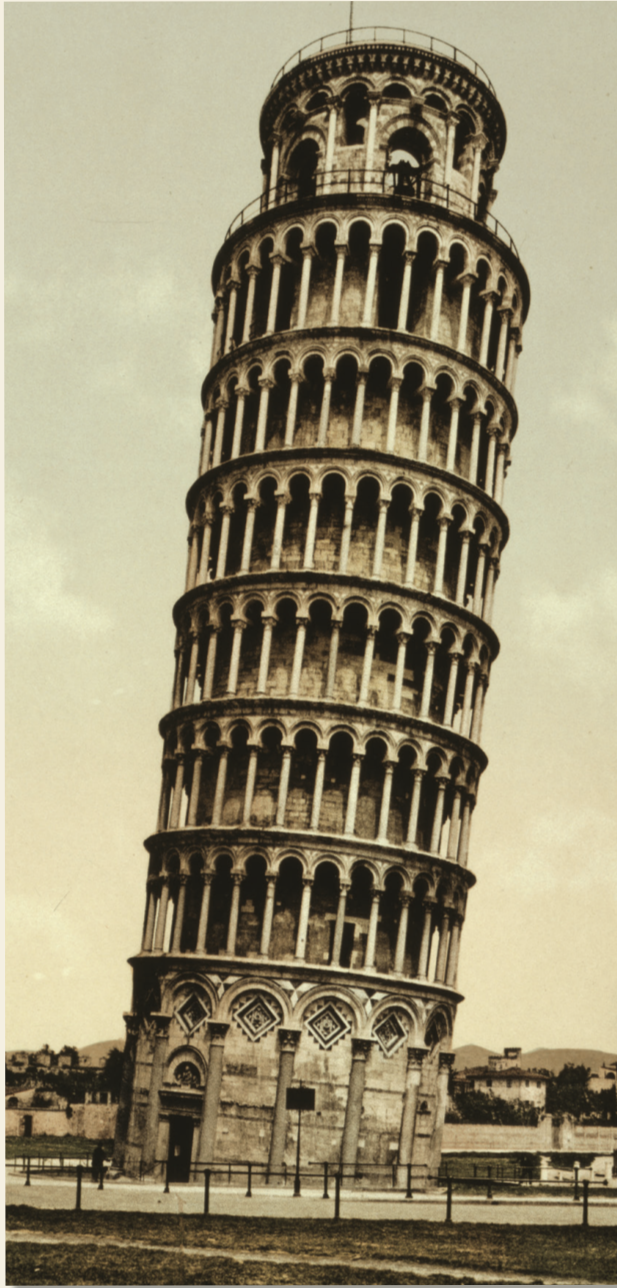
eruption—when a volcano shoots lava and materials out of its crater



Landmarks of Italy

There are amazing buildings and popular tourist attractions in Pisa. The most famous building is the Leaning Tower of Pisa.

The Leaning Tower was started in 1173, but it took about 200 years to finish. Unfortunately, the tower's foundation was only nine feet (2.7 m) deep and the soil was loose. So soon after construction started, the tower began to lean.



(Source: The Library of Congress)

Over the years, many people have worried that the tower will fall over. They have tried many things to keep it stable. At one point, the Italian government made people leave the apartments next to the tower because they thought it could fall on them. Finally, they dug underneath the tower's high side and now the Italian government believes it will be stable for at least another 300 years.

The Leaning Tower has always held people's interest. Some people believe that the scientist Galileo Galilei dropped cannon balls from the building to conduct experiments about gravity.

← **The Leaning
Tower of Pisa**

Italian Landmarks

The Colosseum in Rome



(Source: David Mckeel/Shutterstock)

Rialto Bridge in Venice



(Source: ihenry Maffei/Shutterstock)

The Forum in Rome



(Source: Photos.com)

Directions

Look at these pictures and the photograph of the Leaning Tower of Pisa. Answer the questions.

1. What do all these famous landmarks have in common? List at least two things.

2. What are the main differences between these landmarks? For each landmark, write at least one thing that makes it unique.

Leaning Tower of Pisa: _____

Colosseum: _____

Rialto Bridge: _____

The Forum: _____

Italy Map and Activity

Activity

Most people in northern Italy work in industry, while most people in southern Italy work in farming. Fill in the T-chart below, comparing life in northern and southern Italy. Write at least three answers for each side

Northern Italy	Southern Italy



Industries Map of Italy

Map Skills

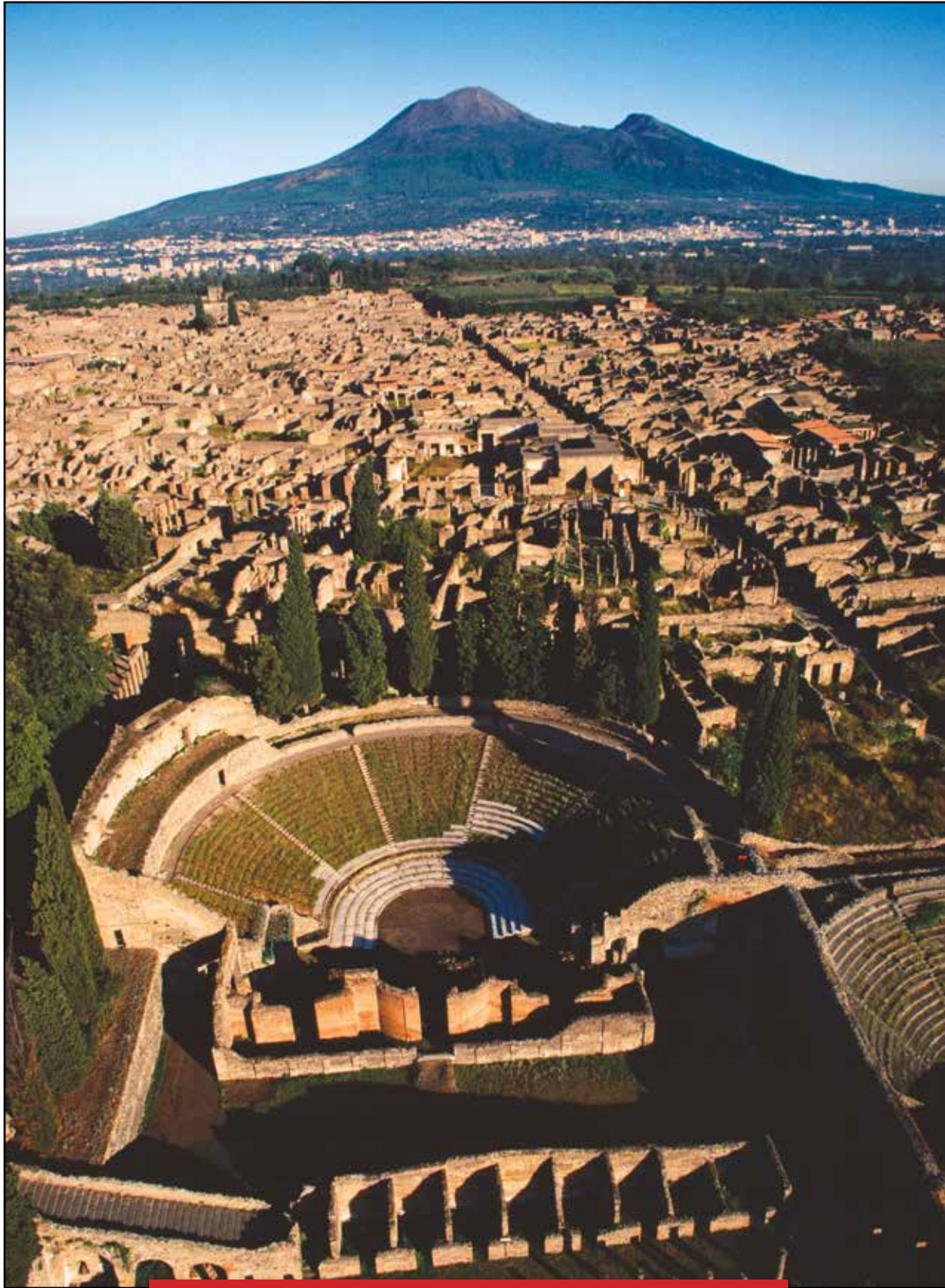
Understanding Symbols

Milan and Torino have the largest circle graphs on the map. List the next three largest industrial cities. What industries do all five cities have in common?

Extension Idea

Create a Venn diagram showing similarities and differences between the two regions: northern Italy and southern Italy.

Italy



Pompeii with Vesuvius
in the Background



Industries Map of Italy

Italy Map Activity

Showing What You Know

Directions: Most people in northern Italy work in industry, while most people in southern Italy work in farming. Fill in the T-chart below, comparing life in northern and southern Italy. Write at least three answers for each side.

Northern Italy	Southern Italy

Map Skills

Understanding Symbols

Milan and Torino have the largest circle graphs on the map. List two of the next three largest industrial cities.

Extension Idea

Create a Venn diagram showing similarities and differences between the two regions: northern Italy and southern Italy.

Geography of Italy

Italy

The country of Italy is located in southwestern Europe. It is shaped like a boot. Italy is a peninsula. That means it has water on three sides. The top of the boot is attached to the continent of Europe. Italy has two major mountain chains—the Apennines and the Alps. The Apennines travel down the middle of the boot. The Alps go across the top of the boot. Italy also has two big islands called Sardinia and Sicily. There are two independent areas in Italy. They are called San Marino and Vatican City. They are located in Italy, but are not considered part of the country. Italy also has many rivers. These help farmers in the southern part of the country.

Industries Map

The northern part of the country has most of Italy's industry. Industry means big businesses. This map shows where Italy's industries are located, what kind of industries they are, and how big they are. For example, the map shows that in the city of Rome clothing and machines are found. You can tell from the map that Rome has more machines than clothing industries. You can also see on the map that Torino and Milan are the two cities with the most industries in Italy. The biggest industry is machines. Can you find a city that only produces food? If you said Brindisi, you are right! That is because it is in the farmland of southern Italy.