



For three decades, Americans All has supported excellence in K–12 social studies education, because the cornerstone of democracy is an informed citizenry. Through social studies instruction, students develop creative and critical-thinking skills and learn how to evaluate different perspectives, assess the validity of evidence and apply facts in decision-making. Study of history and civics imparts knowledge and understanding of why people, communities and nations act the way they do.

We recently created a Homeschool Resource Center as a clearinghouse for instructional materials and teaching tools for homeschool families. Currently, it contains links to our instructional materials and teaching tools in social studies. We are developing electronic, high-quality, grade-level-specific social studies resource databases that are organized, alphabetically and by subject matter, to include names of people, places, events and concepts. Embedded in the databases are links to other appropriate information to strengthen learning opportunities and facilitate interdisciplinary connections. We also offer professional development opportunities in social studies for instructors teaching in home environments.

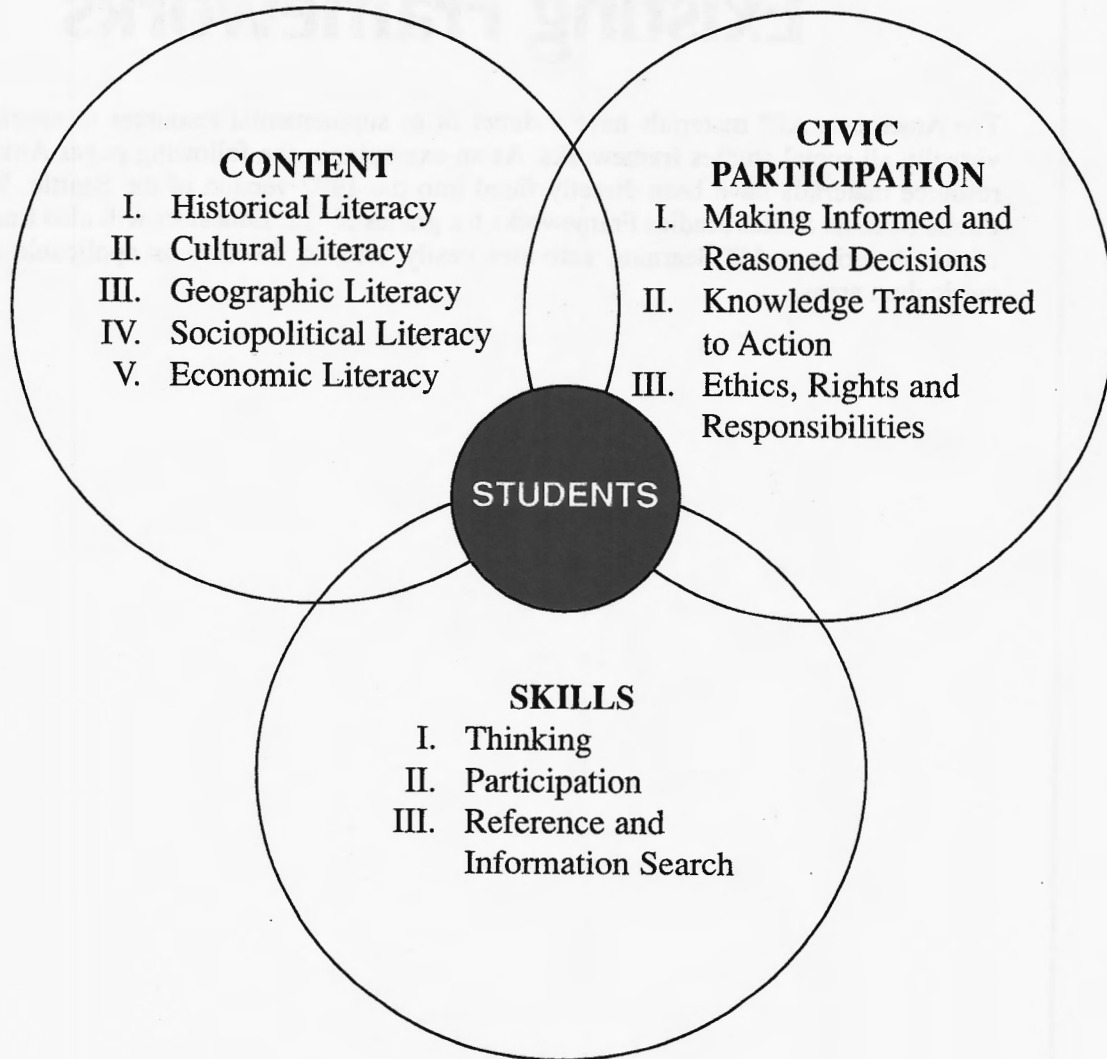
Ultimately, the resource center will also include information from other disciplines to increase its value to homeschool families. In compiling information for homeschools, we search for resources that not only are factually accurate, but also are free from ideas and influences that may not support family values.

This document illustrates how Americans All resources were correlated to an early version of Seattle’s Social Studies Framework for Grades K–12. **Consistent with our philosophy, we leave all content, curriculum and instructional decisions to districts. In the case of homeschools, these decisions would be made by individual families.**

SEATTLE PUBLIC SCHOOLS SOCIAL STUDIES CURRICULUM FRAMEWORK OVERVIEW

GOAL OF KNOWLEDGE AND CULTURAL UNDERSTANDING

GOAL OF CIVIC PARTICIPATION



GOAL OF SKILLS ATTAINMENT

Seattle Public Schools
1997

Introduction

The Seattle Social Studies Framework is based on the input of many voices, which offered numerous opinions and perspectives during its development. This framework is based on the premise that students need to know the past and the present in order to understand their futures.

The Seattle Social Studies Framework is not a listing of names, dates, or events in history. Rather, it asks students to analyze, predict, explore, hypothesize, evaluate and debate social studies content.

Social Studies is the study of the historical and contemporary interrelationships among the peoples of our interdependent and diverse world. It includes the relationship of people to their environment and the interaction of people on individual, community, national, and international levels. The goal of social studies is to prepare students to make significant contributions as responsible citizens.

CONTENT

The major effort of this framework is to help students become literate in five interdependent areas:

- historical literacy
- cultural literacy
- geographic literacy
- sociopolitical literacy
- economic literacy

Literacy means the ability to acquire, process, and transmit knowledge through a variety of media. Pedagogy which teaches students to think critically gives context and meaning to knowledge and skills acquisition. Informed by the goal of expanding democracy, critical social studies teaching helps students to find their own voices and become active agents in their collective and personal pursuits of life, liberty and happiness.

... students need to know the past and the present to understand their futures.

... students are asked to analyze, predict, explore, hypothesize, evaluate, and debate.

... the goal of social studies is to prepare students to make significant contributions as responsible citizens.

... critical social studies teaching helps students to find their own voices and become active agents in their collective and personal pursuits of life, liberty and happiness.

CIVIC PARTICIPATION

Literacy has an end goal of civic participation:

- making informed and reasoned decisions
- transferring knowledge to action
- knowing one's identity and heritage
- understanding and applying ethics, rights and responsibilities

... civic participation puts literacy into action.

SKILLS

The following skills support learning in social studies:

- attending and listening skills
- reading and writing skills
- research and study skills
- thinking and analyzing skills
- communication and interpersonal skills
- technology and media skills
- geographic skills

... skills support learning in social studies.

Americans All® Correlation to Seattle Framework

Social Studies Framework K–3

Americans All® offers K–2 and 3–4 Teacher’s Guides containing learning activities that utilize all of the Americans All® Resource Materials.

1. HISTORICAL LITERACY

1.1 Chronology is a key to understanding history.

- *K–2 Teacher’s Guide: Activity 16: Tracing Voyages* — can be used to examine chronology within a student’s family.
- *3–4 Teacher’s Guide: Teaching Aid 30: Timeline* — students can create their own timeline on a specific topic to display cause and effect.
- *Photograph Collection and Posters* — students can arrange photographs into common themes for different cultures.

1.2 Cause and effect is a key to understanding history.

- *K–2 Teacher’s Guide: Activity 3: Rules for Democratic Living and Learning* — students will recognize how their actions affect other people.
- *3–4 Teacher’s Guide: Activity 10: Bouncing Back* — students compare responses to situations, dramatize and determine cause-and-effect relationships.
- *3–4 Teacher’s Guide: Activity 17: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *Timeline* — students can select one invention from history and locate it in the *Timeline*, then compare and contrast events around it.

1.3 The past influences our lives and society.

- *Photograph Collection and Posters* — When inviting parents and grandparents to share their experiences, use the Photograph Collection and Posters to compare with their histories.
- *K–2 Teachers Guide: Activity 12: We are Many Cultures* — Students become familiar with American history through understanding concepts of time, migration and immigration.
- *K–2 Teacher’s Guide: Activity 15: Before We Arrived: A Local Treasure Hunt* — students can determine past influences apparent within their own community.
- *K–2 Teacher’s Guide: Activity 16: Tracing Voyages* — students can determine past influences apparent within their own family.
- *3–4 Teacher’s Guide: Activity 17: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *3–4 Teacher’s Guide: Activity 18: Family Traditions* — students can compare, identify influences and connect with their own past.
- *3–4 Teacher’s Guide: Activity 19: A History of Our Community* — students will identify and discuss the contributions of diverse groups to their community.

1.3 (continued)

- *3–4 Teacher's Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *3–4 Teacher's Guide: Teaching Aid 22: Family Tree* — students can examine factors that influenced the development of their own family's history.
- *Native American book*: pages 6, 8 and inside back cover — maps detailing migration patterns, and showing lands occupied by Native Americans in the past and currently.
- *Simulation book* — students can role-play immigrants entering the United States, learn some of the ways immigration/migration influences people.
- *Music Cassette* — students can examine lyrics and discuss similarities among different groups regarding relocating in a new country.

1.4 Point of view affects how we understand the past and present.

- *K–2 Teacher's Guide, Activity 1: Let's Read a Story!* — students will explore various ways people interact with each other.
- *K–2 Teacher's Guide, Activity 9: How I'm Growing!* — students can accompany self-drawings with lists of their favorite things and activities, then repeat the activity at a later date and compare differences in themselves and their feelings then and now.
- *K–2 Teacher's Guide, Activity 15: Before We Arrived: A Local Treasure Hunt* — gives students a different point of view about the land they live on and travel every day.
- *3–4 Teacher's Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- *3–4 Teacher's Guide: Activity 11: Self-Care* — students' role plays can show how self-esteem, personal motivation and stress management contribute to point of view.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences of diverse groups in American society.
- *Photograph Collection* — variation on theme: use photos of different methods of travel, different styles of homes, and/or different styles of dress covered in the Photograph Collection. *Travel*: Mexican wagon (328), Native American travois (224), European Conestoga wagon (362). *Homes*: Native American teepees (221), Native American pueblos (223), Asian hut (272), Mexican American street scene (328), Greek street scene (354), New York City tenements (357, 359), African American family in Oklahoma (395), African American family at home (405), Puerto Rican American family (441). *Dress*: Romanian shepherds (106), Three Africans (107), Swedish girl and Finnish girl (120), Children on Angel Island (183); Seminole Indians (236), Chinese family (262), Mexican American women (315), Puerto Rican Fiesta, San Juan (453), Hungarian mothers and daughters (104), Three Africans (107), Four Moroccans (110), Ruthenian woman and Lapp woman (125), Greek woman (124).

2. CULTURAL LITERACY

2.1 Culture has definable components.

- *K–2 Teacher’s Guide: Activity 2: From Jump Rope Rhymes to Raps* — students will discover cultural expressions through play with words and physical activity.
- *K–2 Teacher’s Guide: Activity 11: Our Family Traditions* — Students explore each others’ cultures by sharing family traditions.
- *K–2 Teacher’s Guide: Activity 12: We Are Many Cultures* — students will become familiar with the diversity within their classroom and community.
- *3–4 Teacher’s Guide: Activity 4: Americans All®* — introduces students to cultural diversity within the United States.
- *3–4 Teacher’s Guide: Activity 13: Key Concepts* — students will define and discuss the terms related to culture and immigration/migration.
- *3–4 Teacher’s Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *3–4 Teacher’s Guide: Activity 15: Key Concepts Review Game* — students will compare and contrast terms and analyze key concepts.
- *Photograph Collection* — use photos 453 (Puerto Rican), 389 (African American), 332/333 (Mexican American), 292 (Filipino American), 265 (Chinese American), 220/232 (Native Americans) to discuss cultural components.
- *Photograph Collection* — the Sherman, Williams and Hine collections show the arrivals of many people in their various native costume.

2.2 Similarities and differences exist within and across cultures.

- *K–2 Teacher’s Guide: Activity 2: From Jump Rope Rhymes to Raps* — students can compare cultural expressions through play with words and physical activity.
- *K–2 Teacher’s Guide: Activity 10: Creating a Class Quilt* — students can focus their quilt squares on something reflecting their cultural contribution to the classroom environment.
- *K–2 Teacher’s Guide: Activity 12: We Are Many Cultures* — students can make comparisons among the diverse groups within their classroom and community.
- *3–4 Teacher’s Guide: Activity 2: Pillars of Self-Esteem* — students can explore differences and similarities of how self-esteem is affected within the diversity of their classroom and community.
- *3–4 Teacher’s Guide: Activity 16: Cultural Background and Citizenship* — students explore concepts of cultural background and citizenship.
- *Ellis Island and Angel Island books* — can be used to launch discussion of the differences and similarities in experiences of Asian vs. European immigrants.
- *Music Cassette* — cassette and guide can be used to demonstrate different musical instruments and different musical styles.
- *Student Background Essays* (in appropriate grade level) — give students a general background on six historical groups that helped people this nation.

2.2 (continued)

- *Photograph Collection* — variation on theme: use photos of different methods of travel, different styles of homes, and/or different styles of dress covered in the Photograph Collection. *Travel*: Mexican wagon (328), Native American travois (224), European Conestoga wagon (362). *Homes*: Native American teepees (221), Native American pueblos (223), Asian hut (272), Mexican American street scene (328), Greek street scene (354), New York City tenements (357, 359), African American family in Oklahoma (395), African American family at home (405), Puerto Rican American family (441). *Dress*: Romanian shepherds (106), Three Africans (107), Swedish girl and Finnish girl (120), Children on Angel Island (183); Seminole Indians (236), Chinese family (262), Mexican American women (315), Puerto Rican Fiesta, San Juan (453), Hungarian mothers and daughters (104), Three Africans (107), Four Moroccans (110), Ruthenian woman and Lapp woman (125), Greek woman (124).

2.3 The components of culture contribute to its development and transmission to others.

- *3–4 Teacher's Guide: Activity 3: What's In a Name?* — students can explore cultural identity and how it can be affected by immigration/migration.
- *3–4 Teacher's Guide: Activity 17: Our Heritage* — students can determine their cultural identity and compare with classmates to understand the cultural make-up of their classroom.
- *3–4 Teacher's Guide: Activity 20: A Community Profile* — students can identify cultural contributions to their community reflected in local business and organizations.
- *Native American Book*, page 10, Education for "Civilization" — students can see how European Americans tried to stop transmission of Native American culture.
- *African American Book*, page 4, Adaptation of Africanisms — describes African words and objects that have become part of the American culture.
- *African American Book*, page 14, African American Music's Global Appeal — shows how jazz and blues spread throughout America and around the world.
- *Music Cassette* — through song, students hear about things that are important to different cultures.
- *Photograph Collection* — students can choose photographs showing people of different cultures with things that are important to them.

2.4 Culture is taught, maintained and communicated through institutions.

- *K–2 Teacher's Guide: Activity 2: From Jump Rope Rhymes to Raps* — students can identify cultural expressions they have learned through play with words and physical activity.
- *3–4 Teacher's Guide: Activity 18: Family Traditions* — students can compare family traditions and discuss how they are passed on through generations.
- *Photograph Collection* — use photos of children in all ethnic groups and especially children in learning environments and compare and contrast the images.
- *Photograph Collection* — use photos Chinese burial service (270), Puerto Rican wedding ceremony (332), and Puerto Rican Fiesta, San Juan (453) to discuss how different cultures brought their traditions to America.
- *Native American Book*, page 10, Education for "Civilization" — students can see how European Americans tried to stop transmission of Native American culture.

2.5 Cultures evolve and adapt in response to human needs and changing environments.

- *3–4 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to their community over time.
- *3–4 Teacher's Guide: Activity 20: A Community Profile* — students can discuss the changes to their community's cultural identity over time.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences diverse groups faced coming to and moving through this country.
- *3–4 Teacher's Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.

3. GEOGRAPHIC LITERACY

3.1 Each region has unique natural and human-made features.

- *3–4 Teacher's Guide: Activity 20: A Community Profile* — students can determine natural and human-made features as part of this activity.
- *3–4 Teacher's Guide: Activity 22: The Islands* — students can compare and contrast the regional characteristics of these two major ports of entry.
- *Native American book*, page 3, *Tribal Cultures: Unity and Diversity* — discusses how the different geographic features of this country gave rise to different lifestyles among Native American groups.
- *Timeline* — students can choose a specific decade (and a specific group, The Americas, or The World) and identify entries regarding natural and human-made features.

[NOTE: While examples exist in the *Timeline*, this standard highlights the very real need for the customized state-specific publications that will be created as soon as the Foundation is fully funded.]

3.2 Geography affects humans.

- *K–2 Teacher's Guide: Activity 13: We Live Here* — this activity can be used to initiate a discussion of the local geography.
- *K–2 Teacher's Guide: Activity 16: Tracing Voyages* — students can look at their family histories and consider the effects of different areas their ancestors lived in.
- *3–4 Teacher's Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- *3–4 Teacher's Guide: Activity 8: Stress Talk* — students will identify cause-and-effect relationships between environmental stress factors, emotions and stress reactions.
- *3–4 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to the local area.
- *Native American book*, page 3, *Tribal Cultures: Unity and Diversity* — discusses how the different geographic features of the country gave rise to different lifestyles among Native American groups.

3.3 Humans affect geography.

- *K–2 Teacher's Guide: Activity 13: We Live Here* — this activity can be used to initiate a discussion of the local geography and the effects of people on it.
- *3–4 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to the local area.

3.4 There are decisions to be made regarding the present and future uses of land and resources.

- *K–2 Teacher's Guide: Activity 8: We Are World Citizens* — students pool their knowledge and energy to solve real problems, such as taking care of their community's environment.
- *K–2 Teacher's Guide: Activity 14: We Make A Difference* — students engage in an appropriate community service project, and experience personal investment in their communities.
- *3–4 Teacher's Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can identify decisions made regarding the present and future by diverse groups through history.

4. SOCIOPOLITICAL LITERACY

4.1 Governments have definable powers.

- *3–4 Teacher's Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — lists some of the powers of our democracy.
- *Timeline* — students can choose a decade and review the Americas columns for examples of governments establishing or changing their powers.

4.2 Governments are organized to meet a variety of human needs.

- *3–4 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students will examine needs and practice group problem-solving.
- *3–4 Teacher's Guide: Activity 9: What Motivates Us?* — students will examine basic human needs and the response when these needs are not met.
- *3–4 Teacher's Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — Bill of Rights.
- *3–4 Teacher's Guide: Activity 15: Key Concepts Review Game* — students will compare and contrast terms and analyze key concepts.
- *Timeline* — entries from the colonial period can be used to initiate discussion of how British treatment of the American colonies led to the creation of the Bill of Rights.

4.3 Citizenship involves rights and responsibilities.

- *K–2 Teacher's Guide: Activity 3: Rules for Democratic Living and Learning* — students learn the fundamentals of democratic process and working in groups.
- *K–2 Teacher's Guide: Activity 4: Our Class Decision Is...* — students practice the democratic process in their classroom.
- *3–4 Teacher's Guide: Activity 12: Citizenship and Diversity with Teaching Aid 17: Freedom Documents*— for activities relating to the rights and responsibilities of American citizenship.
- *3–4 Teacher's Guide: Activity 16: Cultural Background and Citizenship* — students explore concepts of cultural background and citizenship.

4.4 Democratic ideals include individual dignity, civil liberty, justice, equality, and the rule of the law.

- *K–2 Teacher's Guide: Activity 3: Rules for Democratic Living and Learning* — students learn the fundamentals of democratic process and working in groups.
- *K–2 Teacher's Guide: Activity 5: Using Words, Not Fists* — students will resolve their differences through democratic conflict resolution and negotiation.
- *3–4 Teacher's Guide: Activity 3: Rules for Democratic Living and Learning* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *3–4 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *3–4 Teacher's Guide: Activity 17: Our Heritage* — students can compare and contrast diverse ideals they bring to the classroom through examining their own histories.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast ideals of diverse groups in American society.

4.5 A political system is composed of a government and the institutions which create, maintain, use and oppose that government.

- *K–2 Teacher's Guide: Activity 6: We're on the Same Learning Team* — students form their own organization to accomplish learning goals.
- *K–2 Teacher's Guide: Activity 7: Wielding Power Wisely* — students participate in the democratic election process by meeting a candidate and discussing pertinent issues.
- *3–4 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation by functioning as their own governing group.
- *Timeline* — students can search The Americas column within a specific decade to identify government institutions and their purpose.

4.6 Ideologies and processes differ across political systems.

- *3–4 Teacher's Guide: Activity 5: Learning to Listen* — can lead to discussion of how political systems listen and respond to people's needs.
- *3–4 Teacher's Guide: Activity 6: Communication Stoppers* — can lead to discussion of how a person can feel their communication is stopped by an institution or system that they belong to.

4.6 (continued)

- *3–4 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *3–4 Teacher's Guide: Activity 16: Cultural Background and Citizenship* — students can compare cultural background and citizenship differences.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of ideologies and political system processes.

5. ECONOMIC LITERACY

5.1 Basic economic problems confront all societies.

- *K–2 Teacher's Guide: Activity 13: We Live Here* — students can identify economic problems and solutions within their community.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the experiences of diverse groups within American society.
- *Timeline* — students can refer to entries regarding the Jamestown colony.
- *European American book*, The Colonial Era.
- *European American book* — students can find information on the economies of Europe that contributed to emigration, particularly from Germany and Ireland.
- *Asian American book*, page 1, Poverty in China and Gold in California — for a discussion of China's economic problems at the time.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of economic situations.
- *Photograph Collection* — students can choose and discuss photographs showing workers doing different jobs.

5.2 There are different economic systems.

- *K–2 Teacher's Guide: Activity 13: We Live Here* — students can identify economic systems within their community.
- *3–4 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students can develop an economic system as a problem-solving technique within the classroom.
- *Timeline* — students can search The World column within a specific decade, list entries regarding an economic system and identify the different areas represented.
- *Photograph Collection* — students can choose pictures from diverse groups showing signs of economic systems within their lifestyles.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of economic situations.

5.3 The way people produce goods and wealth is affected by time and location.

- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the work experiences of diverse groups within American society.
- *Timeline* — students can pick a significant invention, locate it in the *Timeline*, and see what prior events may have led to the invention, and what later events might have occurred because of it.
- *Photograph Collection* — students can gather photographs showing diverse children, women and men in different roles throughout history.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison.

5.4 There is conflict between some economic and environmental needs.

- *K–2 Teacher's Guide: Activity 8: We Are World Citizens* — students pool their knowledge and energy to solve real problems, such as taking care of their community's environment.
- *K–2 Teacher's Guide: Activity 14: We Make A Difference* — students engage in an appropriate community service project, and experience personal investment in their communities.
- *3–4 Teacher's Guide: Activity 12: Citizenship and Diversity* — students will increase their understanding of conflicts experienced by diverse citizens of the United States.

Social Studies Framework 4–5

Americans All® offers 3–4 and 5–6 Teacher’s Guides containing learning activities that utilize all of the Americans All® Resource Materials.

1. HISTORICAL LITERACY

1.1 Chronology is a key to understanding history.

- *3–4 Teacher’s Guide: Teaching Aid 30: Timeline* — students can create their own timeline on a specific topic to display cause and effect.
- *5–6 Teacher’s Guide: Activity 20: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *5–6 Teacher’s Guide: Activity 25: Diversity in the Birth of This Nation* — students will understand the history of diversity in our nation.
- *5–6 Teacher’s Guide: Teaching Aid 35: Timeline* — students can create their own timeline on a specific topic to display cause and effect.
- *Native American book: pages 6, 8 and inside back cover* — maps detailing migration patterns can be used to initiate discussion of Native American landholdings and how they changed over time.
- *African American book* — contains information covering the transition from forced immigration (slavery) to voluntary northward migration.
- *Timeline* — ideal support for this standard, as it is an inclusive, comparative chronology.
- *Photograph Collection and Posters* — students can arrange photographs into common themes for different cultures.

1.2 Cause and effect is a key to understanding history.

- *3–4 Teacher’s Guide: Activity 10: Bouncing Back* — students compare responses to situations, dramatize, and determine cause-and-effect relationships.
- *3–4 Teacher’s Guide: Activity 17: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *5–6 Teacher’s Guide: Activity 10: Bouncing Back* — students compare responses to situations, dramatize, and determine cause-and-effect relationships.
- *5–6 Teacher’s Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *5–6 Teacher’s Guide: Activity 21: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *Timeline* — students can select one invention from history and locate it in the *Timeline*, then compare and contrast events around it.

1.3 The past influences our lives and society.

- *3–4 Teacher’s Guide: Activity 17: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.

1.3 (continued)

- *3–4 Teacher's Guide: Activity 18: Family Traditions* — students can identify and compare influences and connect with their own past.
- *3–4 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss the contributions of diverse groups to their community.
- *3–4 Teacher's Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *3–4 Teacher's Guide: Teaching Aid 22: Family Tree* — students can examine factors that influenced the development of their own family's history.
- *5–6 Teacher's Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *5–6 Teacher's Guide: Activity 17: Family Traditions* — students can identify and compare influences and connect with their own past.
- *5–6 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss the contributions of diverse groups to their community.
- *5–6 Teacher's Guide: Activity 23: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *5–6 Teacher's Guide: Teaching Aid 22: Family Tree* — students can examine factors that influenced the development of their own family's history.
- *Native American book: pages 6, 8 and inside back cover* — maps detailing migration patterns, and showing lands occupied by Native Americans in the past and currently.
- *Simulation book* — students can role-play immigrants entering the United States, and understand how immigration/migration influences people.
- *Music Cassette* — students can examine lyrics and discuss similarities among different groups regarding relocating in a new country.
- *Photograph Collection and Posters* — When inviting parents and grandparents to share their experiences, use the Photograph Collection and Posters to compare with their histories.
- *Photograph Collection* — timeline of African American family, photo 393

1.4 Point of view affects how we understand the past and present.

- *3–4 Teacher's Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- *3–4 Teacher's Guide: Activity 11: Self-Care* — students' role plays can show how self-esteem, personal motivation and stress management contribute to point of view.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences of diverse groups in American society.
- *5–6 Teacher's Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- *5–6 Teacher's Guide: Activity 11: Self-Care* — students' role plays can show how self-esteem, personal motivation and stress management contribute to point of view.

1.4 (continued)

- *5–6 Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences of diverse groups in American society.
- *Photograph Collection* — variation on theme: use photos of different methods of travel, different styles of homes, and/or different styles of dress covered in the Photograph Collection. *Travel*: Mexican wagon (328), Native American travois (224), European Conestoga wagon (362). *Homes*: Native American teepees (221), Native American pueblos (223), Asian hut (272), Mexican American street scene (328), Greek street scene (354), New York City tenements (357, 359), African American family in Oklahoma (395), African American family at home (405), Puerto Rican American family (441). *Dress*: Romanian shepherds (106), Three Africans (107), Swedish girl and Finnish girl (120), Children on Angel Island (183); Seminole Indians (236), Chinese family (262), Mexican American women (315), Puerto Rican Fiesta, San Juan (453), Hungarian mothers and daughters (104), Three Africans (107), Four Moroccans (110), Ruthenian woman and Lapp woman (125), Greek woman (124).

2. CULTURAL LITERACY

2.1 Culture has definable components.

- *3–4 Teacher's Guide: Activity 4: Americans All®* — introduces students to cultural diversity within the United States.
- *3–4 Teacher's Guide: Activity 13: Key Concepts* — students will define and discuss the terms related to culture and immigration/migration.
- *3–4 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *3–4 Teacher's Guide: Activity 15: Key Concepts Review Game* — students will compare and contrast terms and analyze key concepts.
- *5–6 Teacher's Guide: Activity 4: Americans All®* — introduces students to cultural diversity within the United States.
- *5–6 Teacher's Guide: Activity 13: Key Concepts* — students will define and discuss the terms related to culture and immigration/migration.
- *5–6 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *Photograph Collection* — use photos 453 (Puerto Rican), 389 (African American), 332/333 (Mexican American), 292 (Filipino American), 265 (Chinese American), 220/232 (Native Americans) to discuss cultural components.
- *Photograph Collection* — the Sherman, Williams and Hine collections show the arrivals of many people in their various native costumes.

2.2 Similarities and differences exist within and across cultures.

- *3–4 Teacher's Guide: Activity 2: Pillars of Self-Esteem* — students can explore differences and similarities of how self-esteem is affected within the diversity of their classroom.
- *3–4 Teacher's Guide: Activity 16: Cultural Background and Citizenship* — students explore concepts of cultural background and citizenship.

2.2 (continued)

- *5–6 Teacher's Guide: Activity 2: Pillars of Self-Esteem* — students can explore differences and similarities of how self-esteem is affected within the diversity of their classroom.
- *5–6 Teacher's Guide: Activity 15: Cultural Background and Citizenship* — students explore concepts of cultural background and citizenship.
- *Ellis Island and Angel Island books* — can be used to launch discussion of the differences and similarities in experiences of Asian vs. European immigrants.
- *Music Cassette* — cassette and guide can be used to demonstrate different musical instruments and different musical styles.
- *Student Background Essays* (in appropriate grade level) — gives students a general background on six historical groups that helped people this nation.
- *Photograph Collection* — variation on theme: use photos of different methods of travel, different styles of homes, and/or different styles of dress covered in the Photograph Collection. *Travel:* Mexican wagon (328), Native American travois (224), European Conestoga wagon (362). *Homes:* Native American teepees (221), Native American pueblos (223), Asian hut (272), Mexican American street scene (328), Greek street scene (354), New York City tenements (357, 359), African American family in Oklahoma (395), African American family at home (405), Puerto Rican American family (441). *Dress:* Romanian shepherds (106), Three Africans (107), Swedish girl and Finnish girl (120), Children on Angel Island (183); Seminole Indians (236), Chinese family (262), Mexican American women (315), Puerto Rican Fiesta, San Juan (453), Hungarian mothers and daughters (104), Three Africans (107), Four Moroccans (110), Ruthenian woman and Lapp woman (125), Greek woman (124).

2.3 The components of culture contribute to its development and transmission to others.

- *3–4 Teacher's Guide: Activity 3: What's In a Name?* — students can explore the cultural identity and how it can be affected by immigration/migration.
- *3–4 Teacher's Guide: Activity 17: Our Heritage* — students can determine their cultural identity and compare with classmates to understand the cultural make-up of their classroom.
- *3–4 Teacher's Guide: Activity 20: A Community Profile* — students can identify cultural contributions to their community reflected in local businesses and organizations.
- *5–6 Teacher's Guide: Activity 3: What's In a Name?* — students can explore cultural identity and how it can be affected by immigration/migration.
- *5–6 Teacher's Guide: Activity 16: Our Heritage* — students can determine their cultural identity and compare with classmates to understand the cultural make-up of their classroom.
- *5–6 Teacher's Guide: Activity 18: A Community Profile* — students can identify cultural contributions to their community reflected in local business and organizations.
- *Native American Book*, page 10, Education for "Civilization" — for a description of how European Americans tried to stop transmission of Native American culture.
- *African American Book*, page 4, Adaptation of Africanisms — for African words and objects that have become part of the American culture.
- *African American Book*, page 14, African American Music's Global Appeal — to see how

jazz and blues spread throughout America and around the world.

2.3 (continued)

- *Music Cassette* — through song, students hear about things that are important to different cultures.
- *Photograph Collection* — students can choose photographs showing people of different cultures with things that are important to them.

2.4 Culture is taught, maintained and communicated through institutions.

- *3–4 Teacher's Guide: Activity 18: Family Traditions* — students can compare family traditions and discuss how they are passed on through generations.
- *5–6 Teacher's Guide: Activity 17: Family Traditions* — students can compare family traditions and discuss how they are passed on through generations.
- *5–6 Teacher's Guide: Activity 20: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *Photograph Collection* — use photos of children in all ethnic groups and especially children in learning environments and compare and contrast the images.
- *Photograph Collection* — use photos Chinese burial service (270), Puerto Rican wedding ceremony (332), and Puerto Rican Fiesta, San Juan (453) to discuss how different cultures brought their traditions to America.
- *Native American Book*, page 10, Education for “Civilization” — for a description of how European Americans tried to stop transmission of Native American culture.

2.5 Cultures evolve and adapt in response to human needs and changing environments

- *3–4 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted within their community over time.
- *3–4 Teacher's Guide: Activity 20: A Community Profile* — students can discuss the changes to their community's cultural identity over time.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences diverse groups faced coming to and moving through the United States.
- *3–4 Teacher's Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *5–6 Teacher's Guide: Activity 18: A Community Profile* — students can discuss the changes to their community's cultural identity over time.
- *5–6 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted within their community over time.
- *5–6 Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences diverse groups faced coming to and moving through American society.
- *5–6 Teacher's Guide: Activity 23: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.

3. GEOGRAPHIC LITERACY

3.1 Each region has unique natural and human-made features.

- *3–4 Teacher's Guide: Activity 20: A Community Profile* — students can determine natural and human-made features as part of activity.
- *3–4 Teacher's Guide: Activity 22: The Islands* — students can compare and contrast the regional characteristics of these two major ports of entry.
- *5–6 Teacher's Guide: Activity 18: A Community Profile* — students can discuss the changes to their community's cultural identity over time.
- *5–6 Teacher's Guide: Activity 23: The Islands* — students can compare and contrast the regional characteristics of these two major ports of entry.
- *Native American book*, page 3, *Tribal Cultures: Unity and Diversity* — discusses how the different geographic features of the country gave rise to different lifestyles among Native American groups.
- *Timeline* — students can choose a specific decade (and a specific group, The Americas, or The World) and identify entries regarding natural and human-made features.

[NOTE: While examples exist in the *Timeline*, this standard highlights the very real need for the customized state-specific publications that will be created as soon as the Foundation is fully funded.]

3.2 Geography affects humans.

- *3–4 Teacher's Guide: Activity 8: Stress Talk* — students will identify cause-and-effect relationships between environmental stress factors, emotions and stress reactions.
- *3–4 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- *5–6 Teacher's Guide: Activity 8: Stress Talk* — students will identify cause-and-effect relationships between environmental stress factors, emotions and stress reactions.
- *5–6 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- *5–6 Teacher's Guide: Activity 21: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *Native American book*, page 3, *Tribal Cultures: Unity and Diversity* — discusses how the different geographic features of the country gave rise to different lifestyles among Native American groups.

3.3 Humans affect geography.

- *3–4 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- *5–6 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- *Timeline* — entries on Love Canal, Kinzua Dam, the Tennessee Valley Authority and others can be used to initiate thought and discussion on this subject.

3.4 There are decisions to be made regarding the present and future uses of land and resources.

- *3–4 Teacher’s Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- *3–4 Teacher’s Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can identify decisions made regarding the present and future by diverse groups through history.
- *5–6 Teacher’s Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- *5–6 Teacher’s Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can identify decisions made regarding the present and future by diverse groups through history.
- *5–6 Teacher’s Guide: Activity 21: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.

4. SOCIOPOLITICAL LITERACY

4.1 Governments have definable powers.

- *3–4 Teacher’s Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — lists some of the powers of our democracy.
- *5–6 Teacher’s Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- *5–6 Teacher’s Guide: Activity 27: Freedom First* — students will explore the concept of “freedom” and the challenges diverse groups have faced to secure and protect their freedoms.
- *Timeline* — students can choose a decade and review the Americas columns for examples of governments establishing or changing their powers.

4.2 Governments are organized to meet a variety of human needs.

- *3–4 Teacher’s Guide: Activity 7: Problem Solving in Small Groups* — students will examine needs and practice group problem-solving.
- *3–4 Teacher’s Guide: Activity 9: What Motivates Us?* — students will examine basic human needs and the response when these needs are not met.
- *3–4 Teacher’s Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — Bill of Rights.
- *3–4 Teacher’s Guide: Activity 15: Key Concepts Review Game* — students will compare and contrast terms and analyze key concepts.
- *5–6 Teacher’s Guide: Activity 7: Problem Solving in Small Groups* — students will examine needs and practice group problem-solving.
- *5–6 Teacher’s Guide: Activity 9: What Motivates Us?* — students will examine basic human needs and the response when these needs are not met.
- *5–6 Teacher’s Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17,*

4.2 (continued)

- *Timeline* — entries from the colonial period can be used to initiate discussion of how British treatment of the American colonies led to the creation of the Bill of Rights.

4.3 Citizenship involves rights and responsibilities.

- *3–4 Teacher's Guide: Activity 12: Citizenship and Diversity with Teaching Aid 17: Freedom Documents*— for activities relating to the rights and responsibilities of American citizenship.
- *3–4 Teacher's Guide: Activity 16: Cultural Background and Citizenship* — students explore concepts of cultural background and citizenship.
- *5–6 Teacher's Guide: Activity 12: Citizenship and Diversity with Teaching Aid 17: Freedom Documents*— for activities relating to the rights and responsibilities of American citizenship.
- *5–6 Teacher's Guide: Activity 15: Cultural Background and Citizenship* — students explore concepts of cultural background and citizenship.

4.4 Democratic ideals include individual dignity, civil liberty, justice, equality, and the rule of the law.

- *3–4 Teacher's Guide: Activity 3: Rules for Democratic Living and Learning* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *3–4 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *3–4 Teacher's Guide: Activity 17: Our Heritage* — students can compare and contrast diverse ideals they bring to the classroom through examining their own histories.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast ideals of diverse groups in American society.
- *5–6 Teacher's Guide: Activity 3: Rules for Democratic Living and Learning* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *5–6 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *5–6 Teacher's Guide: Activity 16: Our Heritage* — students can compare and contrast diverse ideals they bring to the classroom through examining their own histories.
- *5–6 Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast ideals of diverse groups in American society.
- *5–6 Teacher's Guide: Activity 24: Immigration Policy* — students will examine policy changes and the resulting differences in the numbers and cultural and/or ethnic composition of the people coming to or moving through the United States.

4.5 A political system is composed of a government and the institutions which create, maintain, use and oppose that government.

- *3–4 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation by functioning as their own governing group.

4.5 (continued)

- *5–6 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation by functioning as their own governing group.
- *Timeline* — students can search The Americas column within a specific decade to identify government institutions and their purpose.

4.6 Ideologies and processes differ across political systems.

- *3–4 Teacher's Guide: Activity 5: Learning to Listen* — can lead to discussion of how political systems listen and respond to people's needs.
- *3–4 Teacher's Guide: Activity 6: Communication Stoppers* — can lead to discussion of how people can feel when their communication is stopped by an institution or system that they belong to.
- *3–4 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *3–4 Teacher's Guide: Activity 16: Cultural Background and Citizenship* — students can compare cultural background and citizenship differences.
- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *5–6 Teacher's Guide: Activity 5: Learning to Listen* — can lead to discussion of how political systems listen and respond to people's needs.
- *5–6 Teacher's Guide: Activity 6: Communication Stoppers* — can lead to discussion of how a person can feel their communication is stopped by an institution or system that they belong to.
- *5–6 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *5–6 Teacher's Guide: Activity 15: Cultural Background and Citizenship* — students can compare cultural background and citizenship differences.
- *5–6 Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of ideologies and political system processes.

5. ECONOMIC LITERACY

5.1 Basic economic problems confront all societies.

- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the experiences of diverse groups within American society.
- *5–6 Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.

5.1 (continued)

- *Timeline* — students can refer to entries regarding the Jamestown colony and its economic problems.
- *European American book*, The Colonial Era.
- *European American book* — students can find information on the economies of Europe that contributed to emigration, particularly from Germany and Ireland.
- *Asian American book*, page 1, Poverty in China and Gold in California — for a discussion of China's economic problems at the time.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of economic situations.
- *Photograph Collection* — students can choose photographs showing workers doing different jobs.

5.2 There are different economic systems.

- *3–4 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students can develop a economic system as a problem-solving technique within the classroom.
- *5–6 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students can develop a economic system as a problem-solving technique within the classroom.
- *Timeline* — students can search The World column within a specific decade, list entries regarding an economic system and identify the different areas represented.
- *Photograph Collection* — students can choose pictures from diverse groups showing signs of economic systems within their lifestyles.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of economic situations.

5.3 The way people produce goods and wealth is affected by time and location.

- *3–4 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the the work experiences of diverse groups within American society.
- *5–6 Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *5–6 Teacher's Guide: Activity 26: Women and Diversity in the Peopling of the United States* — students will understand the importance of women from diverse backgrounds in the history of the peopling of the United States.
- *African American book* — have students review and initiate a discussion of the economy of the Southern states during the time when African Americans were enslaved and the era after emancipation.
- *Timeline* — students can pick a significant invention, locate it in the *Timeline*, and see what prior events may have led to the invention, and what later events might have occurred because of it.
- *Photograph Collection* — students can gather photographs showing diverse children, women, and men in different roles throughout history.

- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison.

5.4 There is conflict between some economic and environmental needs.

- *3–4 Teacher's Guide: Activity 12: Citizenship and Diversity* — students will increase their understanding of conflicts experienced by diverse citizens of the United States.
- *5–6 Teacher's Guide: Activity 12: Citizenship and Diversity* — students will increase their understanding of conflicts experienced by diverse citizens of the United States.
- *Timeline* — students can select entries on Love Canal, Kinzua Dam, the Tennessee Valley Authority and others to initiate thought and discussion on this subject.

Social Studies Framework 6–8

Americans All® offers offers 5–6 and 7–9 Teacher’s Guides containing learning activities that utilize all of the Americans All® Resource Materials.

1. HISTORICAL LITERACY

1.1 Chronology is a key to understanding history.

- *5–6 Teacher’s Guide: Teaching Aid 35: Timeline* — students can create their own timeline on a specific topic to display cause and effect.
- *5–6 Teacher’s Guide: Activity 25: Diversity in the Birth of This Nation* — students will understand the history of diversity in our nation.
- *5–6 Teacher’s Guide: Activity 20: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *7–9 Teacher’s Guide: Teaching Aid 35: Timeline* — students can create their own timeline on a specific topic to display cause and effect.
- *7–9 Teacher’s Guide: Activity 19: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *Synoptic History* — students can review for an overall chronology of immigration to and migration through America, or select a specific topic and identify the chronology leading up to and occurring after.
- *Native American book*: pages 6, 8 and inside back cover — maps detailing migration patterns can initiate discussion of lands occupied by Native American groups and how they changed over time.
- *African American book* — contains information covering the transition from forced immigration (slavery) to voluntary northward migration.
- *Timeline* — ideal support for this standard, as it is an inclusive, comparative chronology.
- *Photograph Collection and Posters* — students can arrange photographs into common themes for different cultures.

1.2 Cause and effect is a key to understanding history.

- *5–6 Teacher’s Guide: Activity 10: Bouncing Back* — students compare responses to situations, dramatize and determine cause-and-effect relationships.
- *5–6 Teacher’s Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *5–6 Teacher’s Guide: Activity 21: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *7–9 Teacher’s Guide: Activity 10: Bouncing Back* — students compare responses to situations, dramatize and determine cause-and-effect relationships.
- *7–9 Teacher’s Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *7–9 Teacher’s Guide: Activity 20: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.

1.2 (continued)

- *7–9 Teacher's Guide: Americans All® Maps* — students can compare these historical maps to current versions and discuss changes.
- *Timeline* — students can select one invention from history and locate it in the *Timeline*, then compare and contrast events around it.

1.3 The past influences our lives and society.

- *5–6 Teacher's Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *5–6 Teacher's Guide: Activity 17: Family Traditions* — students can compare, identify influences and connect with their own past.
- *5–6 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss the contributions of diverse groups to their community.
- *5–6 Teacher's Guide: Activity 23: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *5–6 Teacher's Guide: Teaching Aid 22: Family Tree* — students can examine factors that influenced the development of their own family's history.
- *7–9 Teacher's Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *7–9 Teacher's Guide: Activity 17: Family Traditions* — students can compare, identify influences and connect with their own past.
- *7–9 Teacher's Guide: Activity 18: A History of Our Community* — students will identify and discuss the contributions of diverse groups to their community.
- *7–9 Teacher's Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *7–9 Teacher's Guide: Teaching Aid 22: Family Tree* — students can examine factors that influenced the development of their own family's history.
- *Native American book*: pages 6, 8 and inside back cover — maps detailing migration patterns, and showing lands occupied by Native Americans in the past and currently.
- *Simulation book* — students can role-play immigrants entering the United States, and understand how immigration/migration influences people.
- *Music Cassette* — students can examine lyrics and discuss similarities among different groups regarding relocating in a new country.
- *Photograph Collection and Posters* — When inviting parents and grandparents to share their experiences, use the Photograph Collection and Posters to compare with their histories.
- *Photograph Collection* — timeline of African American family, photo 393

1.4 Point of view affects how we understand the past and present.

- *5–6 Teacher’s Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- *5–6 Teacher’s Guide: Activity 11: Self-Care* — students’ role plays can show how self-esteem, personal motivation and stress management contribute to point of view.
- *5–6 Teacher’s Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences of diverse groups in American society.
- *7–9 Teacher’s Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- *7–9 Teacher’s Guide: Activity 11: Self-Care* — students’ role plays can show how self-esteem, personal motivation and stress management contribute to point of view.
- *7–9 Teacher’s Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences of diverse groups in American society.
- *American Immigration* — political cartoons, pages 7 and 14 show examples of points of view.
- *Music of Americas People* — pages 12-13 (generation gap), 20 (seeking fortune), 24 (Prohibition), 31 (race relations), 34 (Depression), 40 (evils of politics), 42 (Depression), and 44 (wealthy vs. poor) These can be used to demonstrate varying points of view originating from various groups.
- *Photograph Collection* — variation on theme: use photos of different methods of travel, different styles of homes, and/or different styles of dress covered in the Photograph Collection. *Travel*: Mexican wagon (328), Native American travois (224), European Conestoga wagon (362). *Homes*: Native American teepees (221), Native American pueblos (223), Asian hut (272), Mexican American street scene (328), Greek street scene (354), New York City tenements (357, 359), African American family in Oklahoma (395), African American family at home (405), Puerto Rican American family (441). *Dress*: Romanian shepherds (106), Three Africans (107), Swedish girl and Finnish girl (120), Children on Angel Island (183); Seminole Indians (236), Chinese family (262), Mexican American women (315), Puerto Rican Fiesta, San Juan (453), Hungarian mothers and daughters (104), Three Africans (107), Four Moroccans (110), Ruthenian woman and Lapp woman (125), Greek woman (124).

2. CULTURAL LITERACY

2.1 Culture has definable components.

- *5–6 Teacher’s Guide: Activity 4: Americans All®* — introduces students to cultural diversity within the United States.
- *5–6 Teacher’s Guide: Activity 13: Key Concepts* — students will define and discuss terms related with culture and immigration/migration.
- *5–6 Teacher’s Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *7–9 Teacher’s Guide: Activity 4: Americans All®* — introduces students to cultural diversity within the United States.

2.1 (continued)

- *7–9 Teacher's Guide: Activity 13: Key Concepts* — students will define and discuss terms related with culture and immigration/migration.
- *7–9 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *7–9 Teacher's Guide: Activity 15: Key Concepts Review Writing Exercise*— students will compare and contrast terms and analyze key concepts.
- *Photograph Collection* — use photos 453 (Puerto Rican), 389 (African American), 332/333 (Mexican American), 292 (Filipino American), 265 (Chinese American), 220/232 (Native Americans) to discuss cultural components.
- *Photograph Collection* — the Sherman, Williams and Hine collections show the arrivals of many people in their various native dress.

2.2 Similarities and differences exist within and across cultures.

- *5–6 Teacher's Guide: Activity 2: Pillars of Self-Esteem* — students can explore differences and similarities of how self-esteem is affected within the diversity of their classroom and community.
- *5–6 Teacher's Guide: Activity 15: Cultural Background and Citizenship* — students explore concepts of cultural background and citizenship.
- *7–9 Teacher's Guide: Activity 2: Pillars of Self-Esteem* — students can explore differences and similarities of how self-esteem is affected within the diversity of their classroom and community.
- *7–9 Teacher's Guide: Activity 23: Immigration Policy* — students can compare similarities and differences regarding culture and immigration policy.
- *Ellis Island and Angel Island books* — can be used to launch discussion of the differences and similarities in experiences of Asian vs. European immigrants.
- *Music Cassette* — cassette and guide can be used to demonstrate the different musical instruments and different musical styles.
- *Student Background Essays* (in appropriate grade level) — gives students a general background on six historical groups that helped people this nation.
- *Photograph Collection* — variation on theme: use photos of different methods of travel, different styles of homes, and/or different styles of dress covered in the Photograph Collection. *Travel:* Mexican wagon (328), Native American travois (224), European Conestoga wagon (362). *Homes:* Native American teepees (221), Native American pueblos (223), Asian hut (272), Mexican American street scene (328), Greek street scene (354), New York City tenements (357, 359), African American family in Oklahoma (395), African American family at home (405), Puerto Rican American family (441). *Dress:* Romanian shepherds (106), Three Africans (107), Swedish girl and Finnish girl (120), Children on Angel Island (183); Seminole Indians (236), Chinese family (262), Mexican American women (315), Puerto Rican Fiesta, San Juan (453), Hungarian mothers and daughters (104), Three Africans (107), Four Moroccans (110), Ruthenian woman and Lapp woman (125), Greek woman (124).

2.3 The components of culture contribute to its development and transmission to others.

- *5–6 Teacher's Guide: Activity 3: What's In a Name?* — students can explore cultural identity and how it can be affected by immigration/migration.

2.3 (continued)

- *5–6 Teacher's Guide: Activity 16: Our Heritage* — students can determine their cultural identity and compare with classmates to understand the cultural make-up of their classroom.
- *5–6 Teacher's Guide: Activity 18: A Community Profile* — students can identify cultural contributions to their community reflected in local businesses and organizations.
- *7–9 Teacher's Guide: Activity 3: What's In a Name?* — students can explore cultural identity and how it can be affected by immigration/migration.
- *7–9 Teacher's Guide: Activity 16: Our Heritage* — students can determine their cultural identity and compare with classmates to understand the cultural make-up of their classroom.
- *American Immigration: page 22, Whom Have We Welcomed?* — students will explore the cultural development of society in the United States over time.
- *Native American Book, page 10, Education for "Civilization"* — for a description of how European Americans tried to stop transmission of Native American culture.
- *African American Book, page 4, Adaptation of Africanisms* — for African words and objects that have become part of the American culture.
- *African American Book, page 14, African American Music's Global Appeal* — to see how jazz and blues spread throughout America and around the world.
- *Music Cassette* — through song, students hear about things that are important to different cultures.
- *Photograph Collection* — students can choose photographs showing people of different cultures with things that are important to them.

2.4 Culture is taught, maintained and communicated through institutions.

- *5–6 Teacher's Guide: Activity 17: Family Traditions* — students can compare family traditions and discuss how they are passed on through generations.
- *5–6 Teacher's Guide: Activity 20: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *7–9 Teacher's Guide: Activity 17: Family Traditions* — students can compare family traditions and discuss how they are passed on through generations.
- *7–9 Teacher's Guide: Activity 19: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *Photograph Collection* — use photos of children in all ethnic groups and especially children in learning environments and compare and contrast the images.
- *Photograph Collection* — use photos of Chinese burial service (270), Puerto Rican wedding ceremony (332), and Puerto Rican Fiesta, San Juan (453) to discuss how different cultures brought their traditions to America.
- *Native American Book, page 10, Education for "Civilization"* — This describes how European Americans tried to stop transmission of Native American culture.

2.5 Cultures evolve and adapt in response to human needs and changing environments.

- *5–6 Teacher’s Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted within their community over time.
- *5–6 Teacher’s Guide: Activity 18: A Community Profile* — students can discuss the changes to their community’s cultural identity over time.
- *5–6 Teacher’s Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences diverse groups faced coming to and moving through this country.
- *5–6 Teacher’s Guide: Activity 23: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *7–9 Teacher’s Guide: Activity 18: A History of Our Community* — students will identify and discuss how diverse groups adapted within their community over time.
- *7–9 Teacher’s Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences diverse groups faced coming to and moving through this country.
- *7–9 Teacher’s Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *American Immigration: page 30, E Pluribus Unum: An Impossible Dream?* — students will explore pluralism in the United States, and its effect on society.
- *Timeline* — students can choose a specific decade and identify entries that show cultural conflict and resolution.
- *Ellis Island* and *Angel Island* books — can be used to launch discussion of the differences and similarities in experiences of Asian vs. European immigrants.

3. GEOGRAPHIC LITERACY

3.1 Each region has unique natural and human-made features.

- *5–6 Teacher’s Guide: Activity 18: A Community Profile* — students can determine natural and human-made features as part of this activity.
- *5–6 Teacher’s Guide: Activity 23: The Islands* — students can compare and contrast the regional characteristics of these two major ports of entry.
- *7–9 Teacher’s Guide: Activity 22: The Islands* — students can compare and contrast the regional characteristics of these two major ports of entry.
- *Native American book, page 3, Tribal Cultures: Unity and Diversity* — discusses how the different geographic features of the country gave rise to different lifestyles among Native American groups.
- *Timeline* — students can choose a specific decade (and a specific group, The Americas, or The World) and identify entries regarding natural and human-made features.

[NOTE: While examples exist in the *Timeline*, this standard highlights the very real need for the customized state-specific publications that will be created as soon as the Foundation is fully funded.]

3.2 Geography affects humans.

- *5–6 Teacher’s Guide: Activity 8: Stress Talk* — students will identify cause-and-effect relationships between environmental stress factors, emotions and stress reactions.
- *5–6 Teacher’s Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- *5–6 Teacher’s Guide: Activity 21: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *7–9 Teacher’s Guide: Activity 8: Stress Talk* — students will identify cause-and-effect relationships between environmental stress factors, emotions and stress reactions.
- *7–9 Teacher’s Guide: Activity 18: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- *7–9 Teacher’s Guide: Activity 20: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *Native American book*, page 3, *Tribal Cultures: Unity and Diversity* — discusses how the different geographic features of the country gave rise to different lifestyles among Native American groups.

3.3 Humans affect geography.

- *5–6 Teacher’s Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- *7–9 Teacher’s Guide: Activity 18: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- *Timeline* — entries on Love Canal, Kinzua Dam, the Tennessee Valley Authority and others can be used to initiate thought and discussion on this subject.

3.4 There are decisions to be made regarding the present and future uses of land and resources.

- *5–6 Teacher’s Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- *5–6 Teacher’s Guide: Activity 21: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *5–6 Teacher’s Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can identify decisions made regarding the present and future by diverse groups through history.
- *7–9 Teacher’s Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- *7–9 Teacher’s Guide: Activity 20: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *7–9 Teacher’s Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can identify decisions made regarding the present and future by diverse groups through history.
- *American Immigration*: page 45, *Unfinished Business Proposals for Immigration Reform* — students can identify land and resource issues that can be affected by immigration reform.

4. SOCIOPOLITICAL LITERACY

4.1 Governments have definable powers.

- *5–6 Teacher's Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — lists some of the powers of our democracy.
- *5–6 Teacher's Guide: Activity 27: Freedom First* — students will explore the concept of “freedom” and the challenges diverse groups have faced to secure and protect their freedoms.
- *7–9 Teacher's Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- *American Immigration: page 4, The Promise and the Pain* — students will explore the United States government through the lens of immigration/migration factors throughout history.
- *Timeline* — students can choose a decade and review the Americas columns for examples of governments establishing or changing their powers.

4.2 Governments are organized to meet a variety of human needs.

- *5–6 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students will examine needs and practice group problem-solving.
- *5–6 Teacher's Guide: Activity 9: What Motivates Us?* — students will examine basic human needs and the response when these needs are not met.
- *5–6 Teacher's Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — Bill of Rights. Students can discuss how the needs of colonists were instrumental in the formation of the Bill of Rights.
- *7–9 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students will examine needs and practice group problem-solving.
- *7–9 Teacher's Guide: Activity 9: What Motivates Us?* — students will examine basic human needs and the response when these needs are not met.
- *7–9 Teacher's Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — Bill of Rights. Students can discuss how the needs of colonists were instrumental in the formation of the Bill of Rights.
- *7–9 Teacher's Guide: Activity 15: Key Concepts Review Writing Exercise*— students will compare and contrast terms and analyze key concepts.
- *Timeline* — entries from the colonial period can be used to initiate discussion of how British treatment of the American colonies led to the creation of the Bill of Rights.
- *Timeline* — students can review entries regarding the Iroquois Confederacy, formed around Iroquois and other member needs.

4.3 Citizenship involves rights and responsibilities.

- *5–6 Teacher's Guide: Activity 12: Citizenship and Diversity with Teaching Aid 17: Freedom Documents* — for activities relating to the rights and responsibilities of American citizenship.
- *5–6 Teacher's Guide: Activity 15: Cultural Background and Citizenship* — students explore concepts of cultural background and citizenship.

4.3 (continued)

- 7–9 *Teacher's Guide: Activity 12: Citizenship and Diversity with Teaching Aid 17: Freedom Documents* — for activities relating to the rights and responsibilities of American citizenship.
- 7–9 *Teacher's Guide: Activity 23: Immigration Policy* — students can compare similarities and differences regarding culture and immigration policy.

4.4 Democratic ideals include individual dignity, civil liberty, justice, equality, and the rule of the law.

- 5–6 *Teacher's Guide: Activity 3: Rules for Democratic Living and Learning* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- 5–6 *Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- 5–6 *Teacher's Guide: Activity 16: Our Heritage* — students can compare and contrast diverse ideals they bring to the classroom through examining their own histories.
- 5–6 *Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast ideals of diverse groups in American society.
- 7–9 *Teacher's Guide: Activity 3: Rules for Democratic Living and Learning* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- 7–9 *Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- 7–9 *Teacher's Guide: Activity 16: Our Heritage* — students can compare and contrast diverse ideals they bring to the classroom through examining their own histories.
- 7–9 *Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast ideals of diverse groups in American society.
- 7–9 *Teacher's Guide: Activity 23: Immigration Policy* — students will examine how ideals through time have influenced immigration policy.

4.5 A political system is composed of a government and the institutions which create, maintain, use and oppose that government.

- 5–6 *Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation by functioning as their own governing group.
- 7–9 *Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation by functioning as their own governing group.
- *American Immigration: page 33, The Bureaucratic Terrain* — students will explore specific areas of the United States government regarding immigration/migration.
- *American Immigration: page 38, The immigration Reform and Control Act of 1986* — students will focus on the purpose and operation of one arm of the United States government in regard to immigration policy.
- *Timeline* — students can search The Americas column within a specific decade to identify government institutions and their purpose.

4.6 Ideologies and processes differ across political systems.

- *5–6 Teacher's Guide: Activity 5: Learning to Listen* — can lead to discussion of how political systems listen and respond to people's needs.
- *5–6 Teacher's Guide: Activity 6: Communication Stoppers* — can lead to discussion of how people can feel their communication is stopped by an institution or system that they belong to.
- *5–6 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *5–6 Teacher's Guide: Activity 15: Cultural Background and Citizenship* — students can compare cultural background and citizenship differences.
- *5–6 Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *7–9 Teacher's Guide: Activity 5: Learning to Listen* — can lead to discussion of how political systems listen and respond to people's needs.
- *7–9 Teacher's Guide: Activity 6: Communication Stoppers* — can lead to discussion of how people can feel their communication is stopped by an institution or system that they belong to.
- *7–9 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *7–9 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of ideologies and political system processes.

5. ECONOMIC LITERACY

5.1 Basic economic problems confront all societies.

- *5–6 Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the experiences of diverse groups within American society.
- *7–9 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *Timeline* — students can refer to entries regarding the Jamestown colony and its economic problems.
- *European American book*, The Colonial Era.
- *European American book* — students can find information on the economies of Europe that contributed to emigration, particularly from Germany and Ireland.
- *Asian American book*, page 1, Poverty in China and Gold in California — for a discussion of China's economic problems at the time.

5.1 (continued)

- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of economic situations.
- *Photograph Collection* — students can choose photographs showing workers doing different jobs.

5.2 There are different economic systems.

- *5–6 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students can develop an economic system as a problem-solving technique within the classroom.
- *7–9 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students can develop an economic system as a problem-solving technique within the classroom.
- *Timeline* — students can search The World column within a specific decade, list entries regarding an economic system and identify the different areas represented.
- *Photograph Collection* — students can choose pictures from diverse groups showing signs of economic systems within their lifestyles.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of economic situations.

5.3 The way people produce goods and wealth is affected by time and location.

- *5–6 Teacher's Guide: Activity 22: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the work experiences of diverse groups within American society.
- *5–6 Teacher's Guide: Activity 26: Women and Diversity in the Peopling of the United States* — students will understand the importance of women from diverse backgrounds in the history of the peopling of the United States.
- *7–9 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *7–9 Teacher's Guide: Activity 24: Women and Diversity in the Peopling of the United States* — students will understand the importance of women from diverse backgrounds in the history of the peopling of the United States.
- *American Immigration: page 51, Immigration and American Life* — students can identify how immigration and the continuing changes in our society have affected the way people produce goods and wealth.
- *African American book* — have students review and initiate a discussion of the economy of the Southern states during the time when African Americans were enslaved and the era after emancipation.
- *Timeline* — students can pick a significant invention, locate it in the *Timeline*, and see what prior events may have led to the invention, and what later events might have occurred because of it.
- *Photograph Collection* — students can gather photographs showing diverse children, women and men in different roles throughout history.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison.

5.4 There is conflict between some economic and environmental needs.

- *5–6 Teacher's Guide: Activity 12: Citizenship and Diversity* — students will increase their understanding of conflicts experienced by diverse citizens of the United States.
- *7–9 Teacher's Guide: Activity 12: Citizenship and Diversity* — students will increase their understanding of conflicts experienced by diverse citizens of the United States.
- *Timeline* — students can select entries on Love Canal, Kinzua Dam, the Tennessee Valley Authority and others to initiate thought and discussion on this subject.

Social Studies Framework 9–12

Americans All® offers offers 7–9 and 10–12 Teacher's Guides containing learning activities that utilize all of the Americans All® Resource Materials.

1. HISTORICAL LITERACY

1.1 Chronology is a key to understanding history.

- *7–9 Teacher's Guide: Teaching Aid 35: Timeline* — students can create their own timeline on a specific topic to display cause and effect.
- *7–9 Teacher's Guide: Activity 19: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *10–12 Teacher's Guide: Teaching Aid 35: Timeline* — students can create their own timeline on a specific topic to display cause and effect.
- *10–12 Teacher's Guide: Activity 18: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *Synoptic History* — students can review for an overall chronology of immigration to and migration within America, or select a specific topic and identify the chronology leading up to and occurring after.
- *Native American book*: pages 6, 8 and inside back cover — maps detailing migration patterns can initiate discussion of lands occupied by Native American groups, and how they changed over time.
- *African American book* — contains information covering the transition from forced immigration (slavery) to voluntary northward migration.
- *Timeline* — ideal support for this standard, as it is an inclusive, comparative chronology.
- *Photograph Collection and Posters* — students can arrange photographs into common themes for different cultures.

1.2 Cause and effect is a key to understanding history.

- *7–9 Teacher's Guide: Activity 10: Bouncing Back* — students compare responses to situations, dramatize and determine cause-and-effect relationships.
- *7–9 Teacher's Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *7–9 Teacher's Guide: Activity 20: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *7–9 Teacher's Guide: Americans All® Maps* — students can compare these historical maps to current versions and discuss changes.
- *10–12 Teacher's Guide: Activity 10: Bouncing Back* — students compare responses to situations, dramatize, and determine cause-and-effect relationships.
- *10–12 Teacher's Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *10–12 Teacher's Guide: Activity 21: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.

1.2 (continued)

- *10–12 Teacher's Guide: Americans All® Maps* — students can compare these historical maps to current versions and discuss changes.
- *Timeline* — students can select one invention from history and locate it in the *Timeline*, then compare and contrast events around it.

1.3 The past influences our lives and society.

- *7–9 Teacher's Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *7–9 Teacher's Guide: Activity 17: Family Traditions* — students can compare, identify influences and connect with their own pasts.
- *7–9 Teacher's Guide: Activity 18: A History of Our Community* — students will identify and discuss the contributions of diverse groups to their community.
- *7–9 Teacher's Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *7–9 Teacher's Guide: Teaching Aid 22: Family Tree* — students can examine factors that influenced the development of their own family's history.
- *10–12 Teacher's Guide: Activity 16: Our Heritage* — students will recognize common experiences of the diversity in their classroom, and determine cause and effect similarities.
- *10–12 Teacher's Guide: Activity 17: Family Traditions* — students can compare, identify influences and connect with their own past.
- *10–12 Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss the contributions of diverse groups to their community.
- *10–12 Teacher's Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *10–12 Teacher's Guide: Teaching Aid 22: Family Tree* — students can examine factors that influenced the development of their own family's history.
- *American Immigration* — students can review the history of American immigration to discuss how immigration policy has changed over time and use historical political data as reference points in the discussion.
- *Native American book: pages 6, 8 and inside back cover* — maps detailing migration patterns can initiate discussion of lands occupied by Native American groups, and how they changed over time.
- *Simulation book* — students can role-play immigrants entering the United States, and understand how immigration/migration influences people.
- *Music Cassette* — students can examine lyrics and discuss similarities among different groups regarding relocating to a new country.
- *Photograph Collection and Posters* — When inviting parents and grandparents to share their experiences, use the Photograph Collection and Posters to compare with their histories.
- *Photograph Collection* — timeline of African American family, photo 393

1.4 Point of view affects how we understand the past and present.

- 7–9 *Teacher's Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- 7–9 *Teacher's Guide: Activity 11: Self-Care* — students' role plays can show how self-esteem, personal motivation and stress management contribute to point of view.
- 7–9 *Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences of diverse groups in American society.
- 10–12 *Teacher's Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- 10–12 *Teacher's Guide: Activity 11: Self-Care* — students' role plays can show how self-esteem, personal motivation and stress management contribute to point of view.
- 10–12 *Teacher's Guide: Activity 20: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences of diverse groups in American society.
- *American Immigration* — political cartoons, pages 7 and 14, show examples of points of view.
- *Music of Americas People* — pages 12-13 (generation gap), 20 (seeking fortune), 24 (Prohibition), 31 (race relations), 34 (Depression), 40 (evils of politics), 42 (Depression), and 44 (wealthy vs. poor) This can be effective both in the content of the songs and the nationalities that created them.
- *Photograph Collection* — variation on theme: use photos of different methods of travel, different styles of homes, and/or different styles of dress covered in the Photograph Collection. *Travel*: Mexican wagon (328), Native American travois (224), European Conestoga wagon (362). *Homes*: Native American teepees (221), Native American pueblos (223), Asian hut (272), Mexican American street scene (328), Greek street scene (354), New York City tenements (357, 359), African American family in Oklahoma (395), African American family at home (405), Puerto Rican American family (441). *Dress*: Romanian shepherds (106), Three Africans (107), Swedish girl and Finnish girl (120), Children on Angel Island (183); Seminole Indians (236), Chinese family (262), Mexican American women (315), Puerto Rican Fiesta, San Juan (453), Hungarian mothers and daughters (104), Three Africans (107), Four Moroccans (110), Ruthenian woman and Lapp woman (125), Greek woman (124).

2. CULTURAL LITERACY

2.1 Culture has definable components.

- 7–9 *Teacher's Guide: Activity 4: Americans All®* — introduces students to cultural diversity within the United States.
- 7–9 *Teacher's Guide: Activity 13: Key Concepts* — students will define and discuss terms related to culture and immigration/migration.
- 7–9 *Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- 7–9 *Teacher's Guide: Activity 15: Key Concepts Review Writing Exercise* — students will compare and contrast terms and analyze key concepts.

2.1 (continued)

- *10–12 Teacher's Guide: Activity 4: Americans All®* — introduces students to cultural diversity within the United States.
- *10–12 Teacher's Guide: Activity 13: Key Concepts* — students will define and discuss the terms related with culture and immigration/migration.
- *10–12 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *10–12 Teacher's Guide: Activity 15: Key Concepts Review Writing Exercise*— students will compare and contrast terms and analyze key concepts.
- *Photograph Collection* — use photos 453 (Puerto Rican), 389 (African American), 332/333 (Mexican American), 292 (Filipino American), 265 (Chinese American), 220/232 (Native Americans) to discuss cultural components.
- *Photograph Collection* — the Sherman, Williams and Hine collections show the arrivals of many people in their various native costumes.
- *Music of Americas People* — students can review this guide and the music cassette to identify musical and instrumental cultural characteristics.

2.2 Similarities and differences exist within and across cultures.

- *7–9 Teacher's Guide: Activity 2: Pillars of Self-Esteem* — students can explore differences and similarities of how self-esteem is affected in various members of their classroom and community.
- *7–9 Teacher's Guide: Activity 23: Immigration Policy* — students can compare similarities and differences regarding culture and immigration policy.
- *10–12 Teacher's Guide: Activity 2: Pillars of Self-Esteem* — students can explore differences and similarities of how self-esteem is affected within the diversity of their classroom and community.
- *10–12 Teacher's Guide: Activity 23: Immigration Policy* — students can compare similarities and differences regarding culture and immigration policy.
- *Ellis Island and Angel Island books* — can be used to launch discussion of the differences and similarities in experiences of Asian vs. European immigrants.
- *Music Cassette* — cassette and guide can be used to demonstrate different musical instruments and different musical styles.
- *Student Background Essays* (in appropriate grade level) — gives students a general background on six historical groups that helped people this nation.
- *Photograph Collection* — variation on theme: use photos of different methods of travel, different styles of homes, and/or different styles of dress covered in the Photograph Collection. *Travel:* Mexican wagon (328), Native American travois (224), European Conestoga wagon (362). *Homes:* Native American teepees (221), Native American pueblos (223), Asian hut (272), Mexican American street scene (328), Greek street scene (354), New York City tenements (357, 359), African American family in Oklahoma (395), African American family at home (405), Puerto Rican American family (441). *Dress:* Romanian shepherds (106), Three Africans (107), Swedish girl and Finnish girl (120), Children on Angel Island (183); Seminole Indians (236), Chinese family (262), Mexican American women (315), Puerto Rican Fiesta, San Juan (453), Hungarian mothers and daughters (104), Three Africans (107), Four Moroccans (110), Ruthenian woman and Lapp woman (125), Greek woman (124).

2.3 The components of culture contribute to its development and transmission to others.

- *7–9 Teacher's Guide: Activity 3: What's In a Name?* — students can explore cultural identity and how it can be affected by immigration/migration.
- *7–9 Teacher's Guide: Activity 16: Our Heritage* — students can determine their cultural identity and compare with classmates to understand the cultural make-up of their classroom.
- *7–9 Teacher's Guide: Teaching Aid 29: In Their Own Words* — students can review narratives, define cultural components and adaptations, and modernize the stories for today's audience.
- *10–12 Teacher's Guide: Activity 3: What's In a Name?* — students can explore cultural identity and how it can be affected by immigration/migration.
- *10–12 Teacher's Guide: Activity 16: Our Heritage* — students can determine their cultural identity and compare with classmates to understand the cultural make-up of their classroom.
- *10–12 Teacher's Guide: Teaching Aid 29: In Their Own Words* — students can review narratives, define cultural components and adaptations, and modernize the stories for today's audience.
- *American Immigration: page 22, Whom Have We Welcomed?* — students will explore the cultural development of society in the United States over time.
- *Native American Book, page 10, Education for "Civilization"* — for a description of how European Americans tried to stop transmission of Native American culture.
- *African American Book, page 4, Adaptation of Africanisms* — for African words and objects that have become part of the American culture.
- *African American Book, page 14, African American Music's Global Appeal* — to see how jazz and blues spread throughout America and around the world.
- *Music Cassette* — through song, students hear about things that are important to different cultures.
- *Photograph Collection* — students can choose photographs showing people of different cultures with things that are important to them.

2.4 Culture is taught, maintained and communicated through institutions.

- *7–9 Teacher's Guide: Activity 17: Family Traditions* — students can compare family traditions and discuss how they are passed on through generations.
- *7–9 Teacher's Guide: Activity 19: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *10–12 Teacher's Guide: Activity 17: Family Traditions* — students can compare family traditions and discuss how they are passed on through generations.
- *10–12 Teacher's Guide: Activity 18: The Peopling of America* — students will identify diverse groups and determine when and how they moved to their new homelands.
- *Photograph Collection* — use photos of children in all ethnic groups and especially children in learning environments and compare and contrast the images.

2.4 (continued)

- *Photograph Collection* — use photos of Chinese burial service (270), Puerto Rican wedding ceremony (332), and Puerto Rican Fiesta, San Juan (453) to discuss how different cultures brought their traditions to America.
- *Native American Book*, page 10, Education for “Civilization” — for a description of how European Americans tried to stop transmission of Native American culture.

2.5 Cultures evolve and adapt in response to human needs and changing environments

- 7–9 *Teacher’s Guide: Activity 18: A History of Our Community* — students will identify and discuss how diverse groups adapted within their community over time.
- 7–9 *Teacher’s Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences diverse groups faced coming to and moving through American society.
- 7–9 *Teacher’s Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- 10–12 *Teacher’s Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted within their community over time.
- 10–12 *Teacher’s Guide: Activity 20: Stories About the People Who Helped to Shape This Nation* — will help students relate to the experiences diverse groups faced coming to and moving through American society.
- 10–12 *Teacher’s Guide: Activity 22: The Islands* — students will learn about people of different cultures coming to our nation through this examination of two major ports of entry and their high points of operation.
- *American Immigration: page 30, E Pluribus Unum: An Impossible Dream?* — students will explore pluralism in the United States, and its effects on society.
- *Timeline* — students can choose a specific decade and identify entries that show cultural conflict and resolution.
- *Ellis Island and Angel Island books* — can be used to launch discussion of the differences and similarities in experiences of Asian vs. European immigrants.

3. GEOGRAPHIC LITERACY

3.1 Each region has unique natural and human-made features.

- 7–9 *Teacher’s Guide: Activity 22: The Islands* — students can compare and contrast the regional characteristics of these two major ports of entry.
- 10–12 *Teacher’s Guide: Activity 22: The Islands* — students can compare and contrast the regional characteristics of these two major ports of entry.
- *Native American book*, page 3, *Tribal Cultures: Unity and Diversity* — discusses how the different geographic features of the country gave rise to different lifestyles among Native American groups.

3.1 (continued)

- *Timeline* — students can choose a specific decade (and a specific group, The Americas, or The World) and identify entries regarding natural and human-made features.

[NOTE: While examples exist in the *Timeline*, this standard highlights the very real need for the customized state-specific publications that will be created as soon as the Foundation is fully funded.]

3.2 Geography affects humans.

- 7–9 *Teacher's Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- 7–9 *Teacher's Guide: Activity 8: Stress Talk* — students will identify cause-and-effect relationships between environmental stress factors, emotions and stress reactions.
- 7–9 *Teacher's Guide: Activity 18: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- 7–9 *Teacher's Guide: Activity 20: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- 10–12 *Teacher's Guide: Activity 1: A New Home* — students can examine points of view through understanding self-esteem and its relationship to happiness.
- 10–12 *Teacher's Guide: Activity 8: Stress Talk* — students will identify cause-and-effect relationships between environmental stress factors, emotions and stress reactions.
- 10–12 *Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- 10–12 *Teacher's Guide: Activity 21: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *Native American book*, page 3, *Tribal Cultures: Unity and Diversity* — discusses how the different geographic features of the country gave rise to different lifestyles among Native American groups.

3.3 Humans affect geography.

- 7–9 *Teacher's Guide: Activity 18: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- 10–12 *Teacher's Guide: Activity 19: A History of Our Community* — students will identify and discuss how diverse groups adapted to different areas of the country.
- *Timeline* — entries on Love Canal, Kinzua Dam, the Tennessee Valley Authority and others can be used to initiate thought and discussion on this subject.

3.4 There are decisions to be made regarding the present and future uses of land and resources.

- 7–9 *Teacher's Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- 7–9 *Teacher's Guide: Activity 20: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.

3.4 (continued)

- *7–9 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can identify decisions made regarding the present and future by diverse groups through history.
- *10–12 Teacher's Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- *10–12 Teacher's Guide: Activity 20: Stories About the People Who Helped to Shape This Nation* — students can identify decisions made regarding the present and future by diverse groups through history.
- *10–12 Teacher's Guide: Activity 21: Push and Pull* — students will discover factors influencing movement to and through the United States, past and present.
- *American Immigration: page 45, Unfinished Business Proposals for Immigration Reform* — students can identify land and resource issues that can be affected by immigration reform.

4. SOCIOPOLITICAL LITERACY

4.1 Governments have definable powers.

- *7–9 Teacher's Guide: Activity 12: Citizenship and Diversity* — discusses decision making as a responsibility of citizenship.
- *10–12 Teacher's Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — lists some of the powers of our democracy.
- *American Immigration: page 4, The Promise and the Pain* — students will explore the United States government through the lens of immigration/migration factors throughout history.
- *Timeline* — students can choose a decade and review the Americas columns for examples of governments establishing or changing their powers.

4.2 Governments are organized to meet a variety of human needs.

- *7–9 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students will examine needs and practice group problem-solving.
- *7–9 Teacher's Guide: Activity 9: What Motivates Us?* — students will examine basic human needs and the response when these needs are not met.
- *7–9 Teacher's Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — Bill of Rights. Students can discuss how the needs of colonists were instrumental in the formation of the Bill of Rights.
- *7–9 Teacher's Guide: Activity 15: Key Concepts Review Writing Exercise* — students will compare and contrast terms and analyze key concepts.
- *10–12 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students will examine needs and practice group problem-solving.
- *10–12 Teacher's Guide: Activity 9: What Motivates Us?* — students will examine basic human needs and the response when these needs are not met.
- *10–12 Teacher's Guide: Activity 12: Citizenship and Diversity, with Teaching Aid 17, Freedom Documents* — Bill of Rights. Students can discuss how the needs of colonists were instrumental in the formation of the Bill of Rights.

4.2 (continued)

- *Timeline* — entries from the colonial period can be used to initiate discussion of how British treatment of the American colonies led to the creation of the Bill of Rights.
- *Timeline* — students can review entries regarding the Iroquois Confederacy, formed around Iroquois and other member needs.

4.3 Citizenship involves rights and responsibilities.

- *7–9 Teacher's Guide: Activity 12: Citizenship and Diversity with Teaching Aid 17: Freedom Documents* — for activities relating to the rights and responsibilities of American citizenship.
- *7–9 Teacher's Guide: Activity 23: Immigration Policy* — students can compare similarities and differences regarding culture and immigration policy.
- *10–12 Teacher's Guide: Activity 12: Citizenship and Diversity with Teaching Aid 17: Freedom Documents*— for activities relating to the rights and responsibilities of American citizenship.
- *10–12 Teacher's Guide: Activity 23: Immigration Policy* — students can compare similarities and differences regarding culture and immigration policy.

4.4 Democratic ideals include individual dignity, civil liberty, justice, equality, and the rule of the law.

- *7–9 Teacher's Guide: Activity 3: Rules for Democratic Living and Learning* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *7–9 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *7–9 Teacher's Guide: Activity 16: Our Heritage* — students can compare and contrast diverse ideals they bring to the classroom through examining their own histories.
- *7–9 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast ideals of diverse groups in American society.
- *7–9 Teacher's Guide: Activity 23: Immigration Policy* — students will examine how ideals through time have influenced immigration policy.
- *10–12 Teacher's Guide: Activity 3: Rules for Democratic Living and Learning* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *10–12 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation.
- *10–12 Teacher's Guide: Activity 16: Our Heritage* — students can compare and contrast diverse ideals they bring to the classroom through examining their own histories.
- *10–12 Teacher's Guide: Activity 20: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast ideals of diverse groups in American society.

4.5 A political system is composed of a government and the institutions which create, maintain, use and oppose that government.

- *7–9 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation by functioning as their own governing group.

4.5 (continued)

- *10–12 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students learn the fundamentals of individual dignity, justice, equality and cooperation by functioning as their own governing group.
- *American Immigration: page 33, The Bureaucratic Terrain* — students will explore specific areas of the United States government regarding immigration/migration.
- *American Immigration: page 38, The Immigration Reform and Control Act of 1986* — students will focus on the purpose and operation of one arm of the United States government in regard to immigration policy.
- *Timeline* — students can search The Americas column within a specific decade to identify government institutions and their purpose.

4.6 Ideologies and processes differ across political systems.

- *7–9 Teacher's Guide: Activity 5: Learning to Listen* — can lead to discussion of how political systems listen and respond to people's needs.
- *7–9 Teacher's Guide: Activity 6: Communication Stoppers* — can lead to discussion of how people can feel their communication is stopped by an institution or system that they belong to.
- *7–9 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *7–9 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *10–12 Teacher's Guide: Activity 5: Learning to Listen* — can lead to discussion of how political systems listen and respond to people's needs.
- *10–12 Teacher's Guide: Activity 6: Communication Stoppers* — can lead to discussion of how people can feel their communication is stopped by an institution or system that they belong to.
- *10–12 Teacher's Guide: Activity 14: People Count* — students will compare and contrast diverse groups.
- *10–12 Teacher's Guide: Activity 20: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of ideologies and political system processes.

5. ECONOMIC LITERACY

5.1 Basic economic problems confront all societies.

- *7–9 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *10–12 Teacher's Guide: Activity 20: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the experiences of diverse groups within American society.

5.1 (continued)

- *Timeline* — students can refer to entries regarding the Jamestown colony and its economic problems.
- *European American book*, The Colonial Era.
- *European American book* — students can find information on the economies of Europe that contributed to emigration, particularly from Germany and Ireland.
- *Asian American book*, page 1, Poverty in China and Gold in California — for a discussion of China's economic problems at the time.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of economic situations.
- *Photograph Collection* — students can choose photographs showing workers doing different jobs.

5.2 There are different economic systems.

- *7–9 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students can develop an economic system as a problem-solving technique within the classroom.
- *10–12 Teacher's Guide: Activity 7: Problem Solving in Small Groups* — students can develop an economic system as a problem-solving technique within the classroom.
- *Timeline* — students can search The World column within a specific decade, list entries regarding an economic system, and identify the different areas represented.
- *Photograph Collection* — students can choose pictures from diverse groups showing signs of economic systems within their lifestyles.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison of economic situations.

5.3 The way people produce goods and wealth is affected by time and location.

- *7–9 Teacher's Guide: Activity 21: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the political systems diverse groups have come from.
- *7–9 Teacher's Guide: Activity 24: Women and Diversity in the Peopling of the United States* — students will understand the importance of women from diverse backgrounds in the history of the peopling of the United States.
- *10–12 Teacher's Guide: Activity 20: Stories About the People Who Helped to Shape This Nation* — students can compare and contrast the work experiences of diverse groups within American society.
- *10–12 Teacher's Guide: Activity 24: Women and Diversity in the Peopling of the United States* — students will understand the importance of women from diverse backgrounds in the history of the peopling of the United States.
- *American Immigration*: page 51, Immigration and American Life — students can identify how immigration and the continuing changes in our society have affected the way people produce goods and wealth.
- *African American book* — have students review and initiate a discussion of the economy of the Southern states during the time when African Americans were enslaved and the era after emancipation.

5.3 (continued)

- *Timeline* — students can pick a significant invention, locate it in the *Timeline*, and see what prior events may have led to the invention, and what later events might have occurred because of it.
- *Photograph Collection* — students can gather photographs showing diverse children, women and men in different roles throughout history.
- *Student Background Essays* (at appropriate grade level) — different groups can be examined for comparison.

5.4 There is conflict between some economic and environmental needs.

- *7–9 Teacher's Guide: Activity 12: Citizenship and Diversity* — students will increase their understanding of conflicts experienced by diverse citizens of the United States.
- *10–12 Teacher's Guide: Activity 12: Citizenship and Diversity* — students will increase their understanding of conflicts experienced by diverse citizens of the United States.
- *Timeline* — students can select entries on Love Canal, Kinzua Dam, the Tennessee Valley Authority and others to initiate thought and discussion on this subject.