

Before writing their paragraphs, students should research the disease they will be writing about. When they are ready to write, tell students to be careful choosing what verb tense to use. Their choice depends on the diarist's perspective. Are they making observations about what is happening at the moment the diarist is writing? If so, they will use present tense. However, if they are writing about the diarist's experiences earlier in the day or the day before, they will use past tense. If they write about the diarist's predictions or plans, they will use future tense.

Migration

Display maps to show such phenomena as early migration of people from Asia into the Americas, the spread of Spanish conquests of the Americas, the Great Migration of African Americans after World War I, and the dislocation of Sudanese refugees. Use the maps as a basis for a discussion of the many reasons people migrate.

Evidence-based Reading Support: Vocabulary

Cross-disciplinary Words Tell students that the use of a word in other subject areas may help them understand the word's definition in a social studies context. Look at the term *cultural diffusion* in this section. Explain that *diffusion* is also a science term meaning "movement from a higher concentration or population to a lower one." Have students create a chart where they can note other words used in both social studies and other disciplines, for example, *fertility*, *mortality*, and *rate*.

Reading Skill: Find Details

Check students' answers in a class discussion. Have students repeat this activity with paragraphs from an online news site, a magazine, and another classroom book.

Core Skill: Analyze Events and Ideas

Have students discuss their concept webs with a partner. Then have the pairs share their ideas with the class. Ask students to continue making connections between what they learn and their lives by using an idea web when they read materials in other subject areas.

Engage and Extend

ELL Instruction: The Definite Article Use the section on migration to review article usage, especially when to use and when not to use the article *the*. Write several sentences on the board with their articles missing and have students identify where *the* should be inserted.

Urban Growth and Suburbs

Before they read this section, have students recall what they have read about urbanization earlier in this book. After they read the text, have them research the historical demographics of a major US city, such as Detroit, that has seen great change over the years. Have student write a summary of why changes in demographics occurred.

Research It: Display Data

Have students form groups with others who have researched the same or similar demographic information. Groups should use their research to create posters and display them in the classroom.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 379.

Extension Activity: Identify Patterns Divide students into small groups. Have each group select one city in your state and write a collaborative analysis explaining that city's development and identifying patterns of growth or decline in population and geographic area over the past century. Tell groups to collect and display data in the form of graphs, maps, photos, and other illustrations to support their analysis. You may wish to have the groups give their report orally, using presentation software.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Compare boundaries and borders
- Explain why borders often follow natural features
- Discuss how cooperation and conflict influence the division of Earth's surface

✓ Determine Student Readiness

Invite students to name various cities, towns, counties, or other political entities in your general area. (Depending on the region, cultural or economic regions may also be appropriate.) Ask students how they know if they are part of one political area or the other. Then ask them to explain what differentiates the areas. Help them grasp the idea of defined areas that are controlled by different authorities.

Key Concept

Earth has been divided into nations by the forces of cooperation and conflict.

Concept Background: Using a computer or an atlas, display for students two maps of the world: a physical map and a political map. Point out that some government or leadership claims control of most of the geographical areas. Then point out the various sizes and shapes of countries. Ask: *Have you ever wondered why the world is divided the way it is?* Tell students that humans have a long history of working together—and fighting one another—that led to how the world is currently divided.

Develop Core Skills

Reading Skill: Analyze Author's Purpose

Have volunteers say this sentence aloud, placing the emphasis on a different word each time: "I didn't say she gave you money." Point out how each sentence means something different. Explain that a person's purpose in saying those words dictates what word is emphasized. Likewise, understanding an author's purpose will enable students to correctly understand what is written.

Core Skill: Conduct Research Projects

Challenge students to identify the basic steps someone must complete during a research project (*research, organize information, present information*). Tell students that each of these steps parallels something they need to do in real life. (For example, research job openings, organize their résumé, and present themselves at an interview.) Ask students to come up with other situations in which they should follow similar steps, and write their ideas on the board.

Pre-Teach Vocabulary

Differentiating Similar Terms

Tell students that two terms they will be expected to know are *boundaries* and *borders*. Explain that these terms are very similar and are often used interchangeably. Encourage students to pay special attention to the definitions and use of these similar terms throughout the lesson.

Tier 2 Words:

boundaries
(p. 305)
conflict (p. 307)
cooperation
(p. 307)
treaty (p. 307)

Tier 3 Words:

geometric borders
(p. 306)
physical
boundaries
(p. 305)
political
boundaries
(p. 305)

Test Words:

compare (p. 307)

DURING THE LESSON

PAGE 304

A World of Shapes, Colors, and Lines

Explain to students that, in many parts of the world, borders are invisible to the human eye. There is no giant line on the ground like there are lines on a map. Where the border follows a physical boundary, the border may be evident (for example, along the Rio Grande between the United States and Mexico). Also, the border may be indicated by border crossings, checkpoints, and so on. Borders—made by the twin and opposing forces of cooperation and conflict over time—delineate our world. Ask students to discuss this question: *Which do you think has played a bigger role in shaping our world: cooperation or conflict?*

Evidence-based Reading Support: Fluency

Repeated Reading Lead a group to read the text on page 304 aloud together several times. Emphasize accuracy and phrasing until the group reading sounds smooth and consistent.

PAGE 305

Boundaries and Borders

Show students a physical map and a political map of the area where your class is located. Work with students to find any physical boundaries that may exist, and highlight political boundaries between towns, cities, counties, and so on. Ask if any of the physical and political boundaries are in the same places. Point out possible reasons for physical boundaries also serving as political boundaries. (Sample answer: *The separation of people by water, mountains, and so on, means it makes more sense for them to have different political spheres as well.*)

Reading Skill: Analyze Author's Purpose

Provide two or three online texts (a blog post, a news article, and an opinion piece) to students. Work with students to find clues about the author's purpose. Have students use the clues to determine the purpose, then construct sentences like "The writer's purpose in writing this was to . . ."

Geometric Borders

PAGE 306

Display a world map with latitude and longitude lines marked. Ask students to point out where countries have straight-line borders. Mark these straight lines and show whether they are parallel to any latitude or longitude lines.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Sample answers:

1. *international border*: division between two countries—between El Salvador and Honduras
2. *physical boundary*: natural features that separate areas—San Juan River between Nicaragua and Costa Rica
3. *geometric border*: straight-line border—some of the border lines between Mexico and Guatemala

Core Skill: Conduct Research Projects

Depending on the state, the reason for the locations of state borders can be relatively simple or rather complex. If students' state is the latter, consider distributing different borders (e.g., southern border, western border) to different students and making the research a class project. A result can be an annotated state map on the class board.

Why Borders Are Where They Are: Cooperation and Conflict

PAGE 307

Show students maps of Europe from after World War I, after World War II, and after the Cold War. Point out how borders have shifted. Have small groups of students choose a European country and research how and why its borders shifted over time. Have them present their findings to the class. Allow them to use this research in their Write to Learn activity.

WRITE TO LEARN

ANSWER KEY

Tell students that all of their writing should have a purpose; the purpose of this activity is to explain how conflict and cooperation played a role in changing Europe's political boundaries after World War I. Caution students against trying to write about every border change—highlighting two or three should be sufficient—and encourage them to focus on the forces of conflict and cooperation.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 379 and 380.

Engage and Extend

ELL Instruction: Explain Phenomena Invite students to investigate the origins of the borders of their ancestral home countries. Have them explain the phenomena of these borders in terms of the concepts they learned in this lesson.

Extension Activity: Revise Maps Have students work in pairs to redraw the states on the East Coast of the United States using straight lines. Their maps should include markers for major cities. Have students analyze their revised maps and draw conclusions about how the maps might change the politics in these states.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Discuss the effects of population growth and economic development
- Explain carrying capacity and global warming
- Define *sustainability* and give examples of sustainable development

✓ Determine Student Readiness

Challenge students to envision various survival scenarios in the form of questions. *How long would a community last without food deliveries to local stores? How long would a city be livable if services like water and trash removal stopped? How long could a small business stay open if a larger competitor with lower prices opened up next door?* Invite students to make up their own scenarios in this vein and share them with the class. Begin to use the words *sustain* and *sustainable* as you discuss the scenarios. Confirm that students understand these words in the context they have been discussing.

Key Concept

Earth's population growth and economic development are putting strains on the environment. These environmental problems have led many people to call for a change in policies in the use of land and resources.

Concept Background: Frame for students the idea of sustainability as a *solution* to many *problems*. On the left side of the board, write down student responses to this question: *What challenges are growing populations and economic development presenting us with?* (possible responses: *pollution, climate change*)

Draw an arrow from each problem to the center of the board and write the word *Sustainability*. Ask students how sustainability could solve or lessen each problem, and record their suggestions on the board. Remind students of the definition of *sustainability* as needed.

Develop Core Skills

Core Skill: Analyze Ideas

Invite a volunteer to use a thesaurus or the Internet to identify several synonyms for *analyze* (*examine, study, consider, explore*). Challenge students to use analytical skills as they form small groups and conduct research on a local sustainability project. Projects may include community gardens, recycling, additional bike paths or lanes, windmills, composting, or even clothing swaps. Have students study the project, explore how it is funded and run, and consider any changes they would make to the project. Have them tell the class briefly about their chosen project.

Reading Skill: Draw Evidence from Text

Remind students that evidence should be fact-based. An important rule to follow when drawing evidence from text, therefore, is to look for facts. Call on a student to state a fact. Then call on another student to explain how that fact could be proved. Then to help differentiate between facts and opinions, call on yet another student to express an opinion about the fact.

Pre-Teach Vocabulary

Predict Meaning

Ask students to identify the two vocabulary terms that seem to go together. (*developing countries, developed countries*) Invite students to speculate on why a country might be labeled with each term. To assist students, ask: *What are some things that “develop,” or grow or progress, in a country?* Then define the terms with students and have them keep the definitions in mind as they complete the lesson.

Tier 2 Words:

climate change
(p. 312)
deplete (p. 310)
developed
countries
(p. 310)
developing
countries
(p. 310)
greenhouse effect
(p. 311)

Tier 3 Words:

carrying capacity
(p. 311)
sustainability
(p. 312)

Test Words:

global warming
(p. 311)

DURING THE LESSON

Population Growth and Economic Development

PAGE 310

Explain that population growth means an increase in people. Economic development, however, is slightly harder to define (generally, it means improved standards of living). Point out to students how, as individuals, they educate themselves, learn skills, and network with others to improve themselves and their life circumstances. Economic development is the national equivalent: countries use their resources, improve their economies, and seek out trading partners to improve the countries' and their populations' qualities of life. Explain that as countries grow and improve, they have to think about whether growth and improvement are sustainable, or able to continue into the future.

Evidence-based Reading Support: Alphabetics

Suffixes Review the meaning of *sustainable* with students (*able to be maintained*). Point out that it is an adjective. Remind students that *suffixes* are word parts added to the end of words to create a new word with a related meaning and that *-ity* is a suffix added to adjectives that end in *-able* to form a related noun. So *sustainability* is a noun created from and related to the adjective *sustainable*.

Challenge students to find other words with the *-ity* ending in the lesson.

PAGE 311

Resource Depletion and Global Warming

Provide students with at least two articles on resource depletion and climate change. Ask students about the authors' perspectives and work with them to find the facts presented. Record facts about resource depletion/climate change on the board and have students write a sentence indicating their thoughts on the matter.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Sample answers:

- | | | |
|---------------|-------------|---------------|
| 1. | 1950 | 2000 |
| United States | 158 million | 283 million |
| Nigeria | 30 million | 114 million |
| India | 358 million | 1,009 million |
2. Nigeria grew the fastest. Its population more than tripled from 1950 to 2000.
3. United States: about 400 million
Nigeria: about 300 million
India: about 1,500 million

Core Skill: Analyze Ideas

Before students conduct their research, remind them that websites with the most reliable information will have addresses that include *.gov*, *.edu*, or *.org*. As a check, encourage students to do an online search on the organizations that run the websites they consult to detect any bias that those organizations might have. For example, a website funded by a fossil fuel company could be biased against the idea of climate change.

Engage and Extend

ELL Instruction: Research Sustainability Direct English language learners to find out how their family's country of origin is involved in sustainability. Have them write a brief plan for how the country could practice sustainability more effectively.

WRITE TO LEARN

ANSWER KEY

Answers will vary. If students cannot find someone in their state, have them look on a national level.

PAGE 312

Sustainability

Work with students to make a list on the board of sustainable activities they do. For example, they might mention recycling, riding a bicycle instead of driving, taking the stairs rather than the elevator, buying foods that are not packaged or minimally packaged, and so on. Encourage students to choose one sustainable change to incorporate into their daily lives.

Reading Skill: Draw Evidence from Text

Tell students that in this particular case, they should focus on quantitative facts—facts in the form of numbers. The assignment refers to two quantitative facts: raw numbers and percentages. Ensure that students properly differentiate between the two.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson pages 380 and 381.

Extension Activity: Critique Commitment Explain to students that recycling is one of the "Three Rs" of green living: Reduce, Reuse, and Recycle. Have pairs of students critique their school's or community's commitment to green living. Encourage them to develop and defend a plan for greater commitment to one of the three Rs.

BEFORE THE LESSON

Objectives

After completing the lesson, students will be able to

- Discuss the diversity of physical geography
- Discuss the diversity of human geography
- Explain how landforms affect human settlement

✓ Determine Student Readiness

Write *diversity* on the board. Lead students in identifying synonyms for the term (*variety, assortment, mixture*). Record these on the board as well. Next, have each student give an example of diversity from any appropriate subject area (*different subjects at school, different types of sports, food from many countries*). When each student has demonstrated a full understanding of the term, proceed with the lesson about the diversity of Earth and its people.

Key Concept

Diversity is a fundamental feature of Earth and its people. Appreciating diversity is a basic part of being a world citizen.

Concept Background: If possible, take students on a short walk outside, or do a virtual tour using mapping programs. As you tour, ask students to point out diversity in the natural world, landscape, topography, population, cars, and so on. Explain that students will learn more about natural and cultural diversity in this lesson.

Develop Core Skills

Core Skill: Evaluate Evidence

Tell students that *evidence* is factual support that proves a claim or an opinion. Ask: *When do you need to evaluate, or judge, evidence?* Brainstorm instances when students are faced with a claim or an opinion. (*in advertising, while shopping, in personal relationships*) List appropriate student responses on the board and emphasize how frequently this skill is needed in day-to-day life.

Reading Skill: Infer

Tell students that when they infer something, they arrive at a conclusion that is not directly stated. Point out a few examples of inferences. For example, students can infer that it is raining outside by the fact that another student comes to class soaked. That it is raining is not directly stated; students use evidence and experience to infer that fact. Challenge students to name at least one inference they have made today.

Pre-Teach Vocabulary

Acting Out a Term

Pre-teach *population density* by organizing the classroom into two areas of equal size. Tell students to imagine each area is a city. Then direct the overwhelming majority of students to stand in one “city” and the remaining students to stand in the other. Tell them that something that is “dense” is compacted, or pressed together. Ask: *Which city do you think has the higher population density?*

Tier 2 Words:

climate (p. 315)
culture (p. 316)
diversity (p. 314)
landforms (p. 314)
place (p. 314)

Tier 3 Words:

cultural trait
(p. 316)
population density
(p. 317)

Test Words:

multicultural
(p. 316)

DURING THE LESSON

“Earth Description”

PAGE 314

Show students a physical map of your state. Work with them to identify and mark its physical geography, including bodies of water and changes in elevation. Then show students a population map of the state and have them draw connections between geography and where people live.

Evidence-based Reading Support: Vocabulary

Etymology Direct students’ attention to the heading “Earth Description” on page 314. Have students read aloud the first two sentences under the heading. Explain that a word’s history is its etymology, or origin, which can help students understand what a word means. For example, *geography* has roots that mean “Earth description” or “writing about Earth.” Assign the lesson vocabulary words *culture, diversity, and multicultural* to pairs of students. Have pairs research the words’ etymologies and share them with the class. (Help them find an appropriate etymology site as needed.) For each word, ask the class: *How does the etymology help you understand the definition?*

Diversity of Places: Physical

PAGE 315

Show students two maps of the world: a physical map and a climate map. Point out and label the seven continents on the physical map. Have students study the climate map and work in small groups to characterize the parts of each continent based on climate. Have groups present their characterizations and point out the continents that have the most diverse climates.

Core Skill: Evaluate Evidence

Provide students with three advertisements (television, radio, Web, or print). Work with students to evaluate evidence in the first advertisement. Suggest asking questions, such as *What are the facts? Is this information accurate? Why should I do what the ad recommends?* Then divide the class in half and have each half evaluate evidence for one of the remaining advertisements.

PAGE 316

Diversity of Places: Human

Ask students to name some aspects of their culture, such as language, food, celebrations, and customs. Write these cultural indicators on the board and have students point out any similarities and differences across cultures—or even within their own country.

THINK ABOUT SOCIAL STUDIES

ANSWER KEY

Sample answers:

1. I live in California, where the population is very multicultural. About 25 percent of Californians speak Spanish, and about 2 percent speak Chinese. Korean and Tagalog (the language of the Philippines) are each spoken by about 1 percent of the population.
2. Terms from Spanish include *coyote*, *fiesta*, *patio*, and *tortilla*. Some terms derived from French are *deluxe*, *laissez faire*, *menu*, and *souvenir*. Terms from German include *dachshund*, *glitz*, *pretzel*, and *spritz*.

Reading Skill: Infer

Tell students to pay special attention to these geographic features: mountains, rivers, and coasts. Tell students that their paragraphs should address why people live in certain places as well as why people do not live in certain places.

PAGE 317

Physical and Human Diversity: Where People Settle Down

Ask students why they think people settled in their town or city. What about its geography made it a desirable place to live? What draws people to it today, or is it shrinking? If it is shrinking, why? Point out that many towns or cities are founded because of access to waterways, suitable places for growing crops, or access to nearby big cities. Some cities and towns grew along railroad lines or trails. Explain that students will conduct research on these ideas as they complete the Write to Learn activity on this page.

Engage and Extend

ELL Instruction: Formulate Main Idea Statements Have English language learners identify the main ideas of the major text sections of the lesson and formulate declarative sentences that express the main ideas.

Research It: Find the Facts

Demonstrate analyzing population density using a map of another state. Then have students work independently to complete the activity.

WRITE TO LEARN

ANSWER KEY

Encourage students to use the information the class discussed as a basis for their research. If they struggle to find information, direct them to appropriate library or research websites and help them narrow their searches.

AFTER THE LESSON

Read through with students the answers to the vocabulary and skill reviews and the skill and writing practice items located on student lesson page 381.

Extension Activity: Develop a Logical Argument Using their writing from the Write to Learn activity, have students argue for or against settlement in their community in the past and today. Divide the class into teams and have one team argue for settlement and one team argue against. Tell students to defend and support their arguments with sound reasoning and facts.