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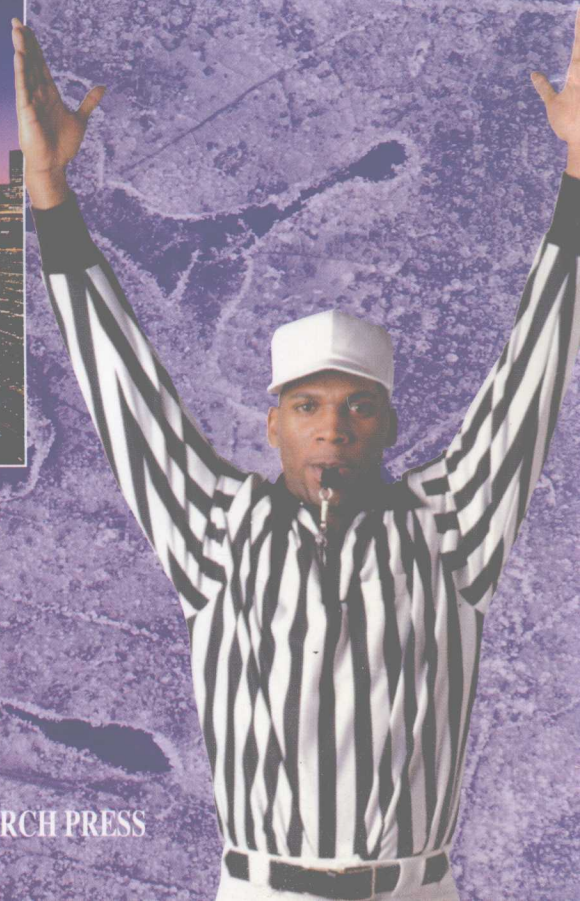
社会科学

America Today

今日美国

TEACHER'S GUIDE & ASSESSMENTS

教师指导与评估手册



外语教学与研究出版社

FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

SOCIAL STUDIES

社会科学

America Today
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美国国家地理学会 编著

Lesson Notes

课堂活动

Teacher Resources

教学资源

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Contents

目录

Lesson Notes 课程教案

The Northeast Today 今日东北部	10
The Southeast Today 今日东南部	18
The Midwest Today 今日中西部	26
The Southwest Today 今日西南部	34
The West Today 今日西部	42

Teacher Resources 教学资源

Overview 概述	4
Lesson Overview 课程概述	6
Overview of Titles 教学目标	50
Literacy Internet Resources 因特网上的资源	52
Assessment Overview 测试概述	54
Using Portfolios and Retelling 阅读记录与复述评估	62
Using Graphic Organizers 运用图表	66

核心概念和主题

本书对以下美国自然地理和文化地理中的核心概念和主题进行了解释和详细说明:

今日东北部

• 东北部既有高度城市化的地区,也有非城市化地区。

今日东南部

• 沼泽地是东南部自然地理的特征之一。

• 又由由着言文《旅之国美》第县《国美日令》

• 美国东部地区是美国人口最稠密的地区。

• 美国东部地区是美国人口最稠密的地区。

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简介 (Introduction)

《今日美国》是继《美国之旅》之后推出的又一本有关美国的读物，重点展现当代美国各地不同的生活图景。全书包含五章，每章都是精心挑选的文章集锦，分别介绍了美国五大地区的人文风貌和自然地理特色。本书主题涵盖范围十分广泛，大到中西部的汽车制造概览，小到对西南部新墨西哥民间手工艺人的介绍。本书中的文章可被划分为旅游（名胜介绍）、环境、科技变革、休闲、人物、文化以及多样性等几大类。另外，每一章都收录了一则传统地方民间传说。除了阅读文字之外，学生还可以通过精美的彩色图片和标注清晰的各地区地图来了解每篇文章的主题内容。

本书结构独具特色，是以杂志的格式而不是传统的章节格式来组织内容的。每篇文章长约2-6页，出自不同的作者。有些文章由形式各异的配文图片构成，具有较强的视觉效果；另一些文章则采取了较为传统的格式。每章中关于民间传说的文章都采用了记叙文的写法，并配有体现传说主题的插图，展示了当地的艺术风貌。

- 每章的“概况”（Overview）中为学生展示了该区的地图，图上标明了该区内各州以及接下来将要介绍的名胜景点。同时还用醒目的“广告式”提问凸显文章主题，吸引学生进一步阅读。
- 每章的最后一页是“观光指南”（Insider's Guide），简要描述了三个观光景点或该地区较为著名的活动，类似于旅游指南。

书中还设计了一些能够引起读者阅读兴趣的版块：

- “美国路边”（Roadside America）介绍的是该地区稀奇古怪的地方或引人入胜的事件，比如西南部的凯迪拉克牧场和东北部的全国弹子游戏锦标赛。
- “工具箱”（Toolkit）列出了一些特殊活动所必备的工具和物品，比如西南部的石头采集和东北部的单板滑雪活动。

注重读写能力 (Focus on Literacy)

培养阅读理解技巧

本书专为培养和锻炼学生的基本阅读技巧而设计。每章的课程教案设置都介绍了不同的阅读理解技巧，包括：

识别事件顺序 (Identify sequence of events)

运用图表 (Use graphic organizers)

概括总结 (Summarize)

得出结论 (Draw conclusions)

比较和对比 (Compare and contrast)

理解文本特征 (Understand text features)

识别主题和细节 (Identify main ideas and details)

归纳一般规律 (Make generalizations)

运用形象 (Use images)

自我提问 (Self-question)

理解非小说类作品的体裁、文本特征和图表

善于从阅读中获取信息的读者对这类作品的各种体裁和格式都很熟悉。要有效利用非小说类作品的各种特点，就要首先了解这类作品提供信息的材料。《今日美国》一书中涉及到许多非小说类作品的特征：

体裁 (Genres)

说明文 (Expository) 记叙文 (Narrative)

文本特征 (Text Features)

文章标题和署名行 (Article titles and bylines)
边栏补充信息 (Sidebars)

书的组成部分 (Parts of a Book)

目录 (Contents)

图表信息 (Graphic Information)

插图、照片和说明文字 (Illustrations, photographs and captions) 地图 (Map)

文章对比阅读

本书为学生利用不同的信息来源，从自然地理和文化地理两个角度了解地区风貌提供了极佳的途径。通过比较和对比不同的文章，学生可以对各篇文章的内容、结构和表述进行评价。

对比 (Compare) —— 本书几个章节各自的结构是怎样的？它们有哪些共有的主题性标题和文章风格？各章节有哪些相同点和不同点？

评价 (Evaluate) —— 这些文章表述得是否清楚易懂？它们是否清晰地展现了各地区的面貌？

总结 (Generalize) —— 这些地区有哪些共同特点？它们又有哪些不同？本书对全面理解今日的美国有什么作用？

注重社会研究 (Focus on Social Studies)

核心概念和主题

本书对以下美国自然地理和文化地理中的核心概念和主题进行了解释和详细说明：

今日东北部

- 东北部既有高度城市化的地区，也有非城市化地区。

- 海滨经济活动如捕鱼业对东北部地区而言十分重要。
- 东北部地区拥有丰富的休闲娱乐及文化活动，它们都深受欢迎，如单板滑雪和化装游行。
- 东北部流传着睡谷的传说。

今日东南部

- 沼泽地是东南部自然地理的特点之一，如著名的佛罗里达大沼泽地。
- 东南部地区拥有众多的文化胜地和休闲娱乐活动，如阿卡迪亚人聚居地和捡拾贝壳活动。
- 东南部有关于传奇人物凯西·琼斯的民间传说。

今日中西部

- 五大湖是中西部的自然地理特色。
- 中西部的天气特点之一是多飓风。
- 中西部地区拥有多种文化景观和休闲娱乐活动，包括各种棒球联盟和州博览会。
- 中西部的民间流传着关于“苹果佬”的逸闻趣事。

今日西南部

- 西南部的许多动植物已经适应了沙漠的生存环境。
- 牧场经营在改革之后依旧对西南部经济有着重要影响。
- 西南部的各种休闲娱乐和文化活动包括石头采集和肉辣酱烹饪竞赛。
- 西南部的民间传说包括荷兰人金矿消失之谜。

今日西部

- 西部地区拥有众多史前遗址。
- 消灭森林火灾对西部地区而言十分重要。
- 西部地区拥有多处令人向往的休闲娱乐胜地和文化胜地，比如黄石国家公园和旧金山。
- 西部的民间传说有关于火山口湖的传说。

Lesson Overview

课程概述

课程概述 (Overview) ——帮助教师快速选书备课

概要 (Summary)
此处简要说明书中的主要观点和重要细节。

背景知识 (Background Information)
此处就与主题相关的时间、地点、人物和事件给出补充信息，为学生阅读提供背景知识。

学习目标 (Learning Objectives)
此处列出了非小说类作品的特点、体裁，以及阅读、写作和社会研究技能等方面的学习目标，方便教师备课。

Overview

Summary

The Northeast Today 今日东北部

Cannibalistic crustaceans, mummies, snurfing, and comfort food are just a few of the topics covered in "The Northeast Today". Through narrative, historical and contemporary photographs, and interesting facts, "The Northeast Today" introduces the reader to many aspects of this region. Each article in this part is based on a social studies theme and gives students a taste of the physical and cultural geography of the Northeast. This part offers articles on lobstering, the origins of the American Diner, the Mummies Parade, and snowboarding. We visit Sleepy Hollow, Chocolate Town, and Fort McHenry, where "The Star Spangled Banner" was written. What do you get if you order bird seed and cow juice? What became of Ichabod Crane? What's a halfpipe? These and other questions are answered in "The Northeast Today".

Background Information

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and Washington, D.C., comprise the northeastern region of the United States. Baltimore's waterfront and Maine's Acadia National Park are two contrasting places of interest, one urban and the other rural. Diners originated in the Northeast in the late 1800s, while snowboarding became a popular sport in the late 1900s. "The Legend of Sleepy Hollow," based on a town in New York, remains an important piece of American folklore. Milton Hershey built his world-famous candy business in Pennsylvania while serving his community by founding a school for orphans. Also in Pennsylvania, the annual Mummies Parade brings communities together in celebration of a new year.

Learning Objectives

Genres/Text Features

- expository
- narrative
- article titles and bylines
- illustrations, photographs, and captions
- map
- sidebars

Reading Skills

- Skill Focus**
 - draw conclusions
 - use context clues
- Supporting Skills**
 - use graphic organizers to aid comprehension
 - summarize

Writing Skills

- Writing Focus**
 - create a travel brochure (informative)
- Supporting Skills**
 - prewrite
 - conduct research
 - organize information
- Speaking/Listening**
 - give an oral presentation

Social Studies Skills

- recognize that the Northeast has both highly urbanized as well as non-urban areas
- explain the Northeast's dependence on coastal economic activities
- relate the legend of Sleepy Hollow and connect the folklore to a real location
- describe how to snowboard and how it started in the Northeast
- identify Milton Hershey and tell about his life's work

注重阅读 (Focus on Reading) ——关于帮助学生在阅读前后及阅读过程中培养技巧的建议

Focus on Reading

Before Reading

Activate Prior Knowledge

Have students name places of interest in the Northeastern region that they have visited or want to visit and give reasons for their choices.

Draw the table below on the board and have students copy it into their notebooks. Tell students that the words listed relate to the Northeast. Have them work in pairs to fill in the 2nd column and then check their answers after they have read the articles.

Word Related to the Northeast	What I Think It Means	What It Does Mean
"crustaceans"		
"diner"		
"snurfing"		
"mummer"		

Preview

Give students time to preview this part. Have them first look at the overview and then skim through the pages, looking at the photographs. Ask:

How is this part organized?

What is the purpose of the questions in the Overview?

Will you be reading about the present, the past, or both? How do you know?

Set Purpose

Ask students what they would need to know about a region of the country to understand what it would be like to visit or to live there. Have students decide what they particularly want to learn about the Northeast.

Vocabulary Strategy: Use Context Clues

Activity Master, Page 14

Have students turn to page 11. Point out the word *cannibal* and have a volunteer read the sentence containing that word. Then have the student read the sentence before and after the one containing the word. Ask:

What do you think the word *cannibal* means?

Explain that using context clues, or the words before and after the one you don't know, is a good strategy for understanding unfamiliar words. Before referring to the notes, students can practice the strategy using these words:

architect Great Depression
burrow halfpipe
crustacean mummer
freestyle

My Notes

The Northeast Today

知识热身 (Activate Prior Knowledge)

这些用来热身的知识常常可以用图表进行组织。

预习 (Preview)

预习非小说类作品可以帮助学生理解作品的结构，预测作品将提供哪类信息。

词汇 (Vocabulary Strategy)

学生在阅读前可以使用“课堂活动”(Activity Master)学习课文中的关键词汇。

注重阅读 (Focus on Reading) ——关于帮助学生在阅读前后及阅读过程中培养技巧的建议

阅读技巧

(Read Strategically)

每一种重要的阅读理解技巧都配有相应的“课堂活动”(Activity Master)。“技巧点拨”(Strategy Tip)提供具体的建议,帮助学生检测自己的阅读效果。

课堂互动

(Responding)

此处的讨论问题可以帮助学生考查书中的主要观点。

写作和研究

(Writing and Research)

学生可以就书中的主题进行调查研究,然后用各种体裁和形式进行写作。

课堂交流

(Communicating)

课堂活动可以帮助学生培养听、说等交流技巧和观察能力。

Focus on Reading (continued)

During Reading

Read Strategically: Draw Conclusions

Activity Master, Page 15

Assign each article in this part as independent reading. Have students use the Activity Master on page 15 as a study guide as they read. Explain that readers draw conclusions about people and events using facts and details they read and what they already know. As students read, they can write details and facts that will help them answer the questions about the Northeast.

Strategy Tip: Use a graphic organizer

If students have difficulty organizing the content of the various articles, they can create webs to aid comprehension. Explain that a web can help organize details about a topic. Suggest that students create a web for the main idea of each article, for example, “Touring the Northeast.”

Students can share their webs and ask for clarification during class discussion.

After Reading

Responding

Initiate a class discussion to assess reading comprehension.

Ask questions such as:

In what ways does the Northeast depend on coastal activities?

(main ideas and details)

What are the two major geographic features of the Northeast? (summarize)

What are the two main types of snowboarding? (summarize)

Why were diners so popular? (draw conclusions)

Why did Milton Hershey care about how his workers lived? (draw conclusions)

Writing and Research: Create a Travel brochure (expository)

Activity Master, Page 16

Tell students that they work for the tourism department for one of the states in the Northeast. Students can work in pairs or independently to create a travel brochure for one of the attractions mentioned in this part. Encourage students to use other resources to conduct additional research for their brochures by reading travel guides or using the Internet.

Students can use the Activity Master to generate ideas for their brochures.

Communicating: Speaking/Listening

Give an oral presentation

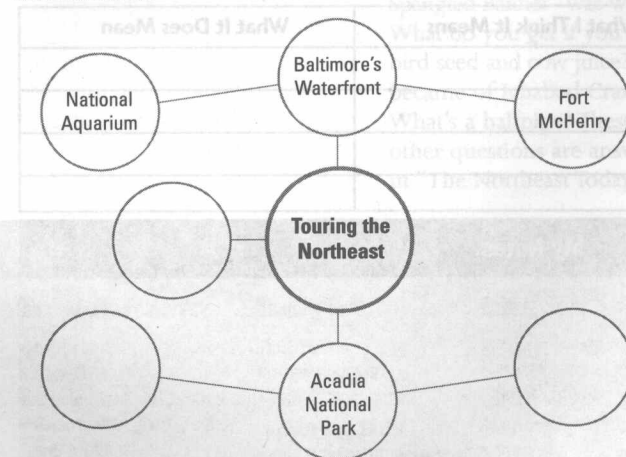
In small groups, students can take turns explaining the words and pictures in their travel brochures.

Students making the presentation should.

- ✓ present material in an organized and interesting manner
- ✓ explain why they chose the attraction
- ✓ make eye contact with listeners

Listeners should

- ✓ listen politely
- ✓ determine main ideas
- ✓ ask questions to clarify understanding



拓展和测试 (Extend and Assess) —— 社会研究、测试和拓展活动 为教学提供了丰富内容

Extend and Assess

Focus on Social Studies

Guidebook to the Northeast

Organize students into small groups. Each group should write about one of the areas or attractions described in this part. Be sure that each article is covered. Students can find information and pictures in addition to those provided in the book. Each group should then create a chapter for a guidebook to the Northeast. Chapters should include an overview of the area or attraction, as well as illustrations, maps, descriptions, and other relevant information. Provide time for groups to share their information. Assemble the chapters and make the guidebook available in the classroom.

Map Activity

Activity Master, Page 17

Students can use the map and book to label important places in the Northeast and answer the questions.

Assessment Options

Use the following assessment options to assess students' understanding of "The Northeast Today".

Questions

Students can answer the following questions.

- 1 What happened at Fort McHenry?
- 2 What can you learn from folklore such as the legend of Sleepy Hollow?
- 3 Why do lobsters molt?
- 4 When and why did diners stop being popular?
- 5 Why is the Mummers Parade an expression of culture?

Assessment Activity

Students can create a travel poster for a location of their choice in the Northeast.

Posters should:

- ✓ include an illustration that clearly identifies a particular location in the Northeast
- ✓ have a title
- ✓ include text that presents facts about the location accurately
- ✓ include text that gives reasons people would enjoy visiting the location

Multiple-choice Test

Use the multiple-choice test on page 56.

Cross-curricular Connection

Science

Newton's First Law says that a body in motion stays in motion and a body at rest stays at rest unless acted on by an outside force. Have students research the role of gravity, friction and forces in snowboarding.

One good source of information is http://pbscyberschool.pbs.org/snow/index_snow.html.

Encourage students to think about how snowboarders use the shape of the halfpipe to help them accelerate and do spins and flips. Students can choose either downhill or freestyle snowboarding and make a poster explaining how gravity, friction and forces affect the snowboarder.

Home-school Connection

Students and parents can read one of the Washington Irving stories, such as "The Legend of Sleepy Hollow" or "Rip Van Winkle." They can also watch a movie version of "The Legend of Sleepy Hollow." As they read, students should discuss with their parents how the author combines factual information about the area with fictional actions that make the story interesting. Students and parents can discuss how stories become legends and help to build the heritage for a region. Students should be prepared to discuss their ideas with the class.

注重社会研究

(Focus on Social Studies)

通过有利于培养社会研究概念及技能的实践活动来帮助学生用新的方法理解书的内容。这部分也配有相关的“课堂活动”(Activity Master)。

测试 (Assessment Options)

运用讨论问题、评估活动或多项选择题对学生进行评估,考查他们对书中重要概念的理解。

跨学科链接

(Cross-curricular Connection)

此处提供一些活动建议,帮助学生将社会研究与数学和自然科学有机结合起来。

家庭—学校链接

(Home-school Connection)

“家庭—学校链接”给学生一些建议,让他们与家人一起讨论学到的内容。

Summary

Background Information

The Northeast Today 今日东北部

Cannibalistic crustaceans, mummies, snurfing, and comfort food are just a few of the topics covered in “The Northeast Today”. Through narrative, historical and contemporary photographs, and interesting facts, “The Northeast Today” introduces the reader to many aspects of this region. Each article in this part is based on a social studies theme and gives students a taste of the physical and cultural geography of the Northeast. This part offers articles on lobstering, the origins of the American Diner, the Mummies Parade, and snowboarding. We visit Sleepy Hollow, Chocolate Town, and Fort McHenry, where “The Star Spangled Banner” was written. What do you get if you order bird seed and cow juice? What became of Ichabod Crane? What’s a halfpipe? These and other questions are answered in “The Northeast Today”.

Maine, New Hampshire, Vermont, Massachusetts, Rhode Island, Connecticut, New York, New Jersey, Pennsylvania, Delaware, Maryland, and Washington, D.C., comprise the northeastern region of the United States. Baltimore’s waterfront and Maine’s Acadia National Park are two contrasting places of interest, one urban and the other rural. Diners originated in the Northeast in the late 1800s, while snowboarding became a popular sport in the late 1900s. “The Legend of Sleepy Hollow,” based on a town in New York, remains an important piece of American folklore. Milton Hershey built his world-famous candy business in Pennsylvania while serving his community by founding a school for orphans. Also in Pennsylvania, the annual Mummies Parade brings communities together in celebration of a new year.

Learning Objectives

Genres/Text Features

- expository
- narrative
- article titles and bylines
- illustrations, photographs, and captions
- map
- sidebars

Reading Skills

- Skill Focus**
- draw conclusions
 - use context clues
- Supporting Skills**
- use graphic organizers to aid comprehension
 - summarize

Writing Skills

- Writing Focus**
- create a travel brochure (informative)
- Supporting Skills**
- prewrite
 - conduct research
 - organize information
- Speaking/Listening**
- give an oral presentation

Social Studies Skills

- recognize that the Northeast has both highly urbanized as well as non-urban areas
- explain the Northeast’s dependence on coastal economic activities
- relate the legend of Sleepy Hollow and connect the folklore to a real location
- describe how to snowboard and how it started in the Northeast
- identify Milton Hershey and tell about his life’s work

Before Reading

Activate Prior Knowledge

Have students name places of interest in the Northeastern region that they have visited or want to visit and give reasons for their choices.

Draw the table below on the board and have students copy it into their notebooks. Tell students that the words listed relate to the Northeast. Have them work in pairs to fill in the 2nd column and then check their answers after they have read the articles.

Word Related to the Northeast	What I Think It Means	What It Does Mean
"crustaceans"		
"diner"		
"snurfing"		
"mummer"		

Preview

Give students time to preview this part. Have them first look at the overview and then skim through the pages, looking at the photographs. Ask:

How is this part organized?

What is the purpose of the questions in the Overview?

Will you be reading about the present, the past, or both? How do you know?

Set Purpose

Ask students what they would need to know about a region of the country to understand what it would be like to visit or to live there. Have students decide what they particularly want to learn about the Northeast.

Vocabulary Strategy: Use Context Clues

Activity Master, Page 14

Have students turn to page 11. Point out the word *cannibal* and have a volunteer read the sentence containing that word. Then have the student read the sentence before and after the one containing the word. Ask:

What do you think the word cannibal means?

Explain that using context clues, or the words before and after the one you don't know, is a good strategy for understanding unfamiliar words. Before referring to the notes, students can practice the strategy using these words:

architect	Great Depression
burrow	halfpipe
crustacean	mummer
freestyle	

My Notes

During Reading

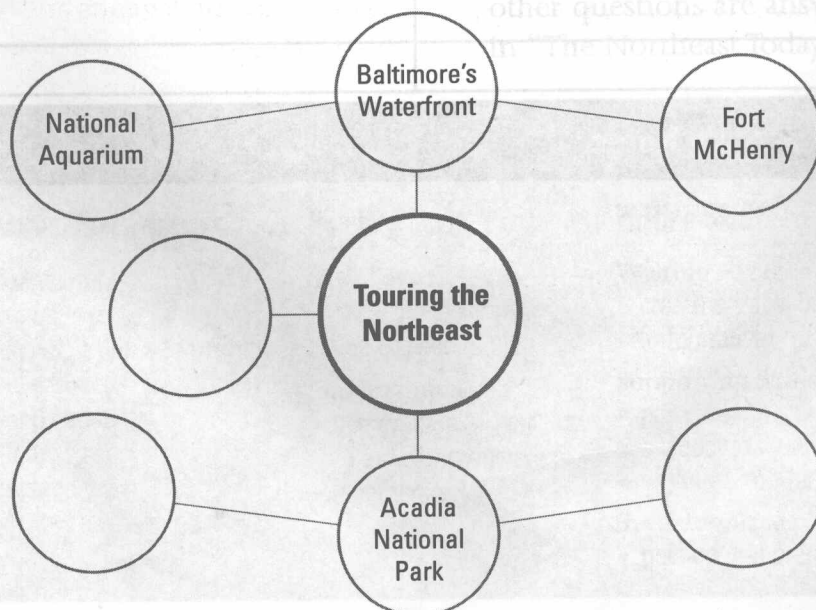
Read Strategically: Draw Conclusions

Activity Master, Page 15

Assign each article in this part as independent reading. Have students use the Activity Master on page 15 as a study guide as they read. Explain that readers draw conclusions about people and events using facts and details they read and what they already know. As students read, they can write details and facts that will help them answer the questions about the Northeast.

Strategy Tip: Use a graphic organizer

If students have difficulty organizing the content of the various articles, they can create webs to aid comprehension. Explain that a web can help organize details about a topic. Suggest that students create a web for the main idea of each article, for example, "Touring the Northeast."



Students can share their webs and ask for clarification during class discussion.

After Reading

Responding

Initiate a class discussion to assess reading comprehension. Ask questions such as:

In what ways does the Northeast depend on coastal activities?
(main ideas and details)

What are the two major geographic features of the Northeast? (summarize)

What are the two main types of snowboarding? (summarize)

Why were diners so popular?
(draw conclusions)

Why did Milton Hershey care about how his workers lived?
(draw conclusions)

Writing and Research: Create a Travel brochure (expository)

Activity Master, Page 16

Tell students that they work for the tourism department for one of the states in the Northeast. Students can work in pairs or independently to create a travel brochure for one of the attractions mentioned in this part. Encourage students to use other resources to conduct additional research for their brochures by reading travel guides or using the Internet.

Students can use the Activity Master to generate ideas for their brochures.

Communicating: Speaking/Listening

Give an oral presentation

In small groups, students can take turns explaining the words and pictures in their travel brochures.

Students making the presentation should.

- ✓ present material in an organized and interesting manner
- ✓ explain why they chose the attraction
- ✓ make eye contact with listeners

Listeners should

- ✓ listen politely
- ✓ determine main ideas
- ✓ ask questions to clarify understanding

Focus on Social Studies

Guidebook to the Northeast

Organize students into small groups. Each group should write about one of the areas or attractions described in this part. Be sure that each article is covered. Students can find information and pictures in addition to those provided in the book. Each group should then create a chapter for a guidebook to the Northeast. Chapters should include an overview of the area or attraction, as well as illustrations, maps, descriptions, and other relevant information. Provide time for groups to share their information. Assemble the chapters and make the guidebook available in the classroom.

Map Activity

Activity Master, Page 17

Students can use the map and book to label important places in the Northeast and answer the questions.

Assessment Options

Use the following assessment options to assess students' understanding of "The Northeast Today".

Questions

Students can answer the following questions.

- 1 What happened at Fort McHenry?
- 2 What can you learn from folklore such as the legend of Sleepy Hollow?
- 3 Why do lobsters molt?
- 4 When and why did diners stop being popular?
- 5 Why is the Mummers Parade an expression of culture?

Assessment Activity

Students can create a travel poster for a location of their choice in the Northeast.

Posters should:

- ✓ include an illustration that clearly identifies a particular location in the Northeast
- ✓ have a title
- ✓ include text that presents facts about the location accurately
- ✓ include text that gives reasons people would enjoy visiting the location

Multiple-choice Test

Use the multiple-choice test on page 56.

Cross-curricular Connection

Science

Newton's First Law says that a body in motion stays in motion and a body at rest stays at rest unless acted on by an outside force. Have students research the role of gravity, friction and forces in snowboarding.

One good source of information is http://pbscyberschool.pbs.org/snow/index_snow.html.

Encourage students to think about how snowboarders use the shape of the halfpipe to help them accelerate and do spins and flips. Students can choose either downhill or freestyle snowboarding and make a poster explaining how gravity, friction and forces affect the snowboarder.

Home-school Connection

Students and parents can read one of the Washington Irving stories, such as "The Legend of Sleepy Hollow" or "Rip Van Winkle." They can also watch a movie version of "The Legend of Sleepy Hollow." As they read, students should discuss with their parents how the author combines factual information about the area with fictional actions that make the story interesting. Students and parents can discuss how stories become legends and help to build the heritage for a region. Students should be prepared to discuss their ideas with the class.

Vocabulary: Use Context Clues

The words below are from “The Northeast Today”. Find each word or phrase in the book. Before referring to the notes, read the sentence that contains the word or phrase and the sentences before and after. Write the meaning of each word or phrase based on how it is used.

Then use the definitions in the notes or dictionary to check your answers.

Word or Phrase	Meaning from Context Clues	Definition from Notes/Dictionary
crustacean (page 11)		
burrow (page 11)		
halfpipe (page 24)		
freestyle (page 24)		
architect (page 28)		
Great Depression (page 28)		
mummer (page 30)		

Reading: Draw Conclusions

You draw a conclusion by putting together new facts and details with what you already know. As you read "The Northeast Today", finish the chart below adding facts and details.

Facts and Details from the Book	What I Can Conclude
<ul style="list-style-type: none"> • • 	<p>Baltimore's waterfront is important historically and is fun to visit.</p>
<ul style="list-style-type: none"> • • 	<p>A lobsterman has a long, difficult workday.</p>
<ul style="list-style-type: none"> • • 	<p>It takes a lot of practice to be good at snowboarding.</p>
<ul style="list-style-type: none"> • • 	<p>Milton Hershey built that community.</p>

Select another group of facts from the book and draw a conclusion of your own.

<ul style="list-style-type: none"> • • 	

Writing: Prewriting

A Travel Brochure

You are to design a travel brochure for one of the attractions or places mentioned in this part. Your goal is to give people information about the place and encourage them to visit. To help you organize your ideas, answer the questions below.

1. Which place or attraction from "The Northeast Today" would I most like to visit?

2. What are the most interesting features of this place or attraction?

3. What pictures can I include that will make people want to visit this place or attraction?

Use this checklist to help you include important information.

- ☐ Title for the brochure
- ☐ Opening sentence for the brochure copy
- ☐ Description of the location or attraction
- ☐ Three colorful phrases that describe the place or attraction
- ☐ Importance of the place geographically, economically, historically, or culturally
- ☐ Three reasons that people should visit
- ☐ Closing sentence to encourage people to visit