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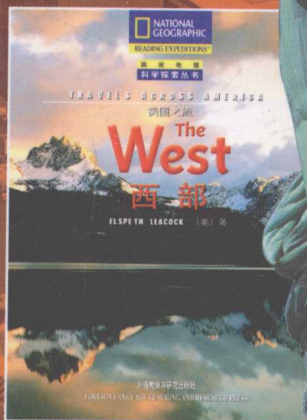
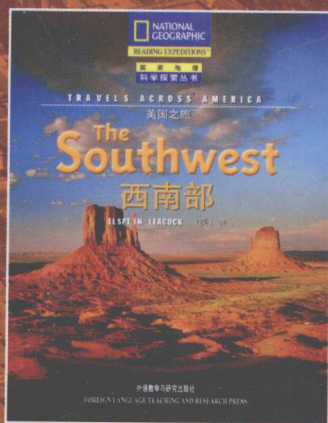
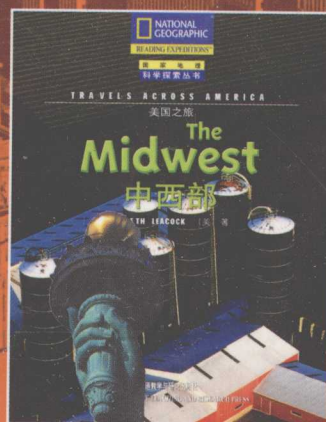
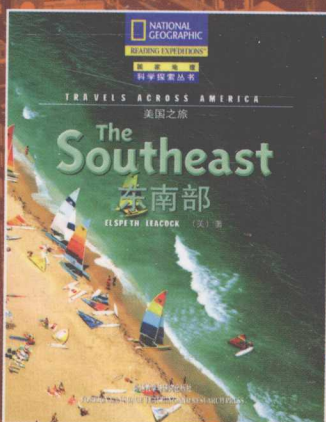
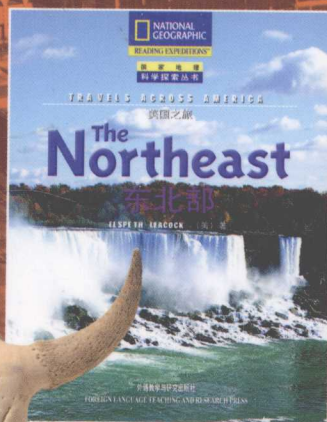
SOCIAL STUDIES

社会研究

Travels Across America 美国之旅

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

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TEACHER'S GUIDE & ASSESSMENTS

教师指导与评估手册

美国国家地理学会 编著

Lesson Notes

课程教案

Activity Masters

课堂活动

Teacher Resources

教学资源

外语教学与研究出版社

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美国之旅

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* * *

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简介 (Introduction)

在“美国之旅”系列中，学生将跟随五名年轻的导游游历美国的五个地区——东北部、东南部、中西部、西南部和西部。每册书以培养学生对非小说类作品的阅读技巧为目的，通过严谨的叙述介绍一系列与主题相关的社会和地理知识。此外，学生还可以从地图和州历中获得更多相关的数据和信息。每本书都配有照片，介绍主题地区的特色。

本系列中每一本书的结构力图帮助学生建立一个知识框架或加深他们对某个领域的理解：

在引言 (Introduction) 中，导游将进行自我介绍，同时介绍即将游历哪些州。

第一章 (Chapter 1) 描述主题地区的自然风光。

第二章 (Chapter 2) 重点介绍主题地区的自然资源和经济活动。

第三章 (Chapter 3) 集中介绍主题地区的风土人情。

州历 (Almanac) 将提供主题地区各州的重要数据。

“美国之旅”系列还有一些特色项目激发学生的学习兴趣：

“导游推荐” (Guide's Picks) 介绍导游隆重推荐的食物、参观地或有趣的事情。

“旧日时光” (Old Days) 将介绍主题地区历史上重要的人物、地点或事件。

“相约……” (Meet...) 重点介绍在主题地区生活和工作的人，或过去在该地区扮演过重要角色的人。

注重读写能力 (Focus on Literacy)

培养阅读理解技巧

本系列专为培养和锻炼学生的阅读技巧而设计。每一册都介绍了不同的阅读理解技巧：

本系列介绍了以下阅读技巧：

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

区分事实和观点 (Distinguish fact and opinion)

比较和对比 (Compare and contrast)

识别因果关系 (Identify cause and effect)

概括总结 (Summarize)

得出结论 (Draw conclusions)

使用生动的语言 (Use vivid language)

提问 (Question)

运用专业词汇 (Use specialized words)

运用形象加深理解 (Use images to reinforce comprehension)

理解非小说类作品的体裁、文本特征和图表

善于从非小说类作品中获得信息的读者对这类作品的各种体裁和格式都很熟悉。要有效地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。“美国之旅”系列中涉及到许多非小说类作品的特征：

体裁 (Genres)

说明文 (Expository)

文本特征 (Text Features)

章节标题，副标题 (Chapter titles, subheads)

插图说明 (Captions) 标签 (Labels)

边栏补充信息 (Sidebars and features)

书的组成部分 (Parts of a Book)

目录 (Contents) 索引 (Index)

州历 (Almanac)

图表信息 (Graphic Information)

照片 (Photographs) 地图 (Maps)

文章对比阅读

最近关于学生阅读行为和水平的调查结果显示, 让学生有机会阅读和对比多篇文章有助于提高他们的阅读技巧。本系列围绕同一个主题——各个地区独特的自然景观、经济活动和风土人情——组织了不同的文本, 为学生提供了进行对比阅读的绝好机会。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) ——这几本书各自的结构是怎样的? 它们之间有哪些相同点和不同点?

评价 (Evaluate) ——这些信息表述得是否清楚? 哪些辅助手段有助于对主题的理解? 图片对理解文章有什么帮助?

总结 (Generalize) ——这个系列中每本书介绍的主题地区有哪些相同点和不同点? 这些主题对理解美国的地理和文化有什么帮助?

注重社会研究 (Focus on Social Studies)

核心概念和主题

本系列对以下核心概念和主题进行了解释和发展:

《东北部》(The Northeast)

- 临海平原、多礁石的海岸线和山脉构成了美国东北部地区的自然地貌。
- 这一地区的地貌一直在随时间变化。
- 美国东北部的经济在很大程度上依赖该地区的自然资源。
- 这一地区有许多历史文化景观。

《东南部》(The Southeast)

- 密西西比河及其三角洲、山脉、临海平原和大西洋上的岛屿构成了美国东南部的自然地貌。
- 美国东南部的许多产业都要利用该地区的自然资源。
- 该地区的各个民族和群体发展了丰富的文化传统。

《中西部》(The Midwest)

- 中西部是美国最平坦的地区。
- 五大湖、俄亥俄河和密苏里河是这一地区重要的

水道。

- 美国中西部有从谷物带到制造业带的各种经济带。
- 这一地区的历史文化名胜包括拉什莫尔山和霍基卡亚土墩。

《西南部》(The Southwest)

- 这一地区的地貌特征包括大峡谷、高原和丘陵、索诺兰沙漠、大平原, 以及格兰德河。
- 西南部是美国最干燥的地区。
- 这一地区的经济主要依靠草场等自然资源。
- 美国西南部以西班牙文化、墨西哥文化以及美洲土著文化等文化传统而闻名。

《西部》(The West)

- 阿拉斯加和夏威夷都属于美国西部地区。
- 山脉、峡谷、盆地、沙漠和冰河构成了这一地区独特的地貌。
- 多种多样的地貌对这一地区的经济和文化有很大影响。
- 美国西部是冲浪、滑雪等许多户外运动的理想去处。

培养沟通技能 (Communication Skills)

信息读写能力 (informational literacy) ——即阅读和交流信息的能力——在学校、家庭和社区生活以及工作中都是非常重要的。

本系列每本书的课程教案都围绕主题介绍了一种写作训练, 让学生在研究的基础上用各种体裁和格式进行写作:

广告 (《东北部》)

旅行探险故事 (《东南部》)

游记 (《中西部》)

儿童文学 (《西南部》)

诗歌 (《西部》)

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。

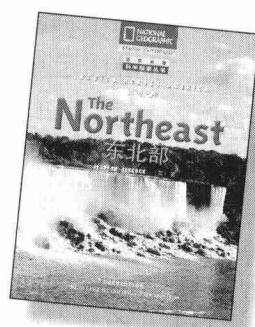
学习目标

(Learning Objectives)

此处列出了在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。

The Northeast

东北部



By Elspeth Leacock

Overview

Summary

The *Northeast* provides a rich overview of the northeastern region of the United States, using vivid language, specialized maps, and engaging photographs. Becky, our guide, takes us on a tour of the eleven states of the Northeast region and the U.S. capital, Washington, D.C. The book describes the land, the economy, and the unique cultural opportunities of the region.

The specialized maps, which show physical features, manufacturing centers, and land use, help students understand the region's economy. Photographs, many of them showing young residents of the area, put a human face on the region.

The almanac at the end of the book provides a wealth of facts about the individual American states and Washington, D.C.

Background Information

The Northeast region of the United States includes Maryland, Delaware, New Jersey, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine, and the District of Columbia. Landforms of the Northeast America include coastal plains, rocky coastlines, and mountains. The economy there depends heavily on the natural resources of the waterways and forests of the region. (In fact more than 60 percent of the land in the Northeast is forested.) Industries include shipping, timber, fishing, manufacturing, and tourism. Tourists to the Northeast America come to hike, swim, ski, camp, and visit many historical and cultural sights, including Plimoth Plantation, Mashantucket Pequot Museum, Broadway, and the Smithsonian museums.

Learning Objectives

Genre/Text Features

- expository
- photographs and captions
- chapter titles and subheads
- contents, index, and almanac
- maps
- sidebars

Reading Skills

- Skill Focus**
 - identify main ideas and details
 - use specialized words
- Supporting Skills**
 - summarize
 - use images
 - draw conclusions
 - compare and contrast

Writing Skills

- Writing Focus**
 - write an advertisement (persuasive)
- Supporting Skills**
 - prewrite
 - write for specific audience
 - conduct research
- Viewing**
 - analyze an image

Social Studies Skills

- describe how businesses in the Northeast use natural resources
- identify features of the Northeast
- explain how physical features influence life in the Northeast
- explore ways the region's physical features have changed over time
- use maps and atlases
- create an almanac

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

Ask students to think about the region in which they live. How would they describe it? Then have students look at the map on page 6 to see the states that make up the Northeast America. Ask students to describe the land in the Northeast America. Is it flat or mountainous? What part does the ocean play in the lives of people who live in this region? Has anyone visited this part of the U.S.? What did you do there? Begin a K-W-L chart on the Northeast America. Have small groups of students

The Northeast

| K (What We Already Know) | W (What We Would Like to Know) | L (What We Learned) |
|--------------------------|--------------------------------|---------------------|
| | | |

work to list some facts they already know for the K column. They can then write some things they would like to know in the W column and what they have learned after reading in the L column.

Preview

Give students time to preview the book by reading the chapter titles, looking at the maps and photographs, and reading a bit of text in the sidebars. Ask:

How is the book organized?

What kinds of information will you be reading in each chapter?

Who is Becky?

Will you be reading about people in the present or the past?

What makes you think as you do?

Set Purpose

Ask students whether this book reminds them of other books they have read. Set a purpose for reading with students.

Let's read to find out if any of our questions we listed in our K-W-L charts will be answered.

Vocabulary Strategy: Use specialized words

Activity Master, Page 14

Explain to students that the vocabulary words they will be learning all refer to the natural resources of land or water in the Northeast America. Have students use *The Northeast* and a dictionary to write how each word relates to natural resources. Students will be using these words:

| | |
|---------|-----------|
| canal | lock |
| cape | marsh |
| glacier | peninsula |
| gorge | waterfall |

The Northeast

My Notes

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: Identify main idea and details

Activity Master, Page 15

Assign each chapter of the book as independent reading. Have students use the Activity Master on page 15 as a study guide to help them identify main ideas and details of each chapter. On the master, students provide supporting details for the main ideas of Chapters 1 and 3. They write the main idea and supporting details for Chapter 2. Remind students that to find the main idea, they should ask themselves what the chapter is mostly about. They might then turn each main idea statement into a question and read to find details to answer the question.

Strategy Tip: Use images to aid comprehension

Students need to remember that illustrations, including photographs and maps, provide information that can aid comprehension. Students can ask questions as they look at illustrations, such as, *What part of the text does this explain? Does the caption provide more information about the subject of the illustration?* Remind students to reread to see how the illustration best fits the text. If they continue having

difficulty, students can ask for clarification during the follow-up class discussion.

After Reading

Responding

Initiate a class discussion to assess reading comprehension. Ask:

What are the main ideas of this book? (summarize)

How do the bodies of water and waterways affect life in the Northeast America? (summarize)

Look at page 18. Use the image to explain the term "megapolis." (use images)

What is unique about the culture and history of the Northeast America? (draw conclusions)

What parts of the Northeast America are like your region? What parts are different? (compare and contrast)

Writing and Research: Write an advertisement

Activity Master, Page 16

Explain to students that regional governments often try to improve their economies by convincing people to visit or move there. regional governments also want businesses to open in or move to their regional.

Discuss students' ideas about how to attract people and businesses to the region. Tell students they are ad writers for a region of their choice. They can work independently or in pairs to create a full-page advertisement for one northeastern state in the U.S. The ad should include illustrations and three to four paragraphs about why people should visit or live there.

Communicating: Viewing

Analyze an image

Students can choose one image from *The Northeast* that they feel illustrates a significant aspect of life in the region. In their notebooks or in small groups, students can answer questions about the image, such as:

What is the main topic of the photograph?

Why is this topic important to life in this state? Explain.

What title would you give this image?

Students should

- ☐ state main ideas and details of the image
- ☐ explain why the image is significant to the region
- ☐ write an appropriate title

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的内容

Extend and Assess

Focus on Social Studies

Create an Almanac

Students can create an almanac for their own province, using the almanac in *The Northeast* as a model. Have students brainstorm the kinds of information they want to include and then select or draw illustrations for their project.

When students have completed their province almanacs, they can use their almanacs and the almanacs in *The Northeast* (and in other books in the *Travels Across America* series) to make a guessing game. Students can write a fact on one side of an index card in the form of a question and write the answer on the back. They can ask each other the questions, keeping score or not as they choose.



Map Activity

Activity Master, Page 17

Students can use the map to label important places in the northeastern America. Then students can answer the questions at the bottom of the page using what they have learned from *The Northeast*.

Assessment Options

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

Questions

Ask the following questions during individual conferences or ask students to write the answers independently in their notebooks:

- 1 What are the major landforms of the Northeast America?
- 2 How did glaciers affect the land in the Northeast America? Provide one specific example.
- 3 What are three ways businesses in the Northeast America use natural resources?
- 4 How can people learn about the history of the Northeast America region?
- 5 How do people have fun in the Northeast America?

Assessment Activity

Ask students to use words and pictures to represent these three ideas from *The Northeast*:

- 1 Landforms make places look different from each other.
- 2 Natural resources have much to do with how people make a living.
- 3 People have many ways to learn about the history of where they live.

Students can use pictures and words from magazines and newspapers or they can create illustrations of their own.

Illustrations should

- ✓ clearly illustrate all three ideas
- ✓ use words and pictures to communicate ideas

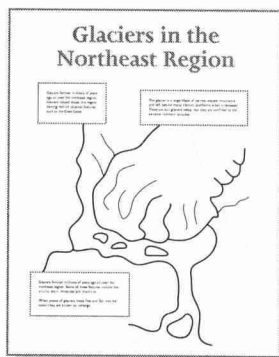
Multiple-choice Test

See the multiple-choice test on page 65.

Cross-curricular Connection

Science

Glaciers helped shape the Northeast region. Students can create a diagram showing how this slow change to the Earth's surface occurred. Students can conduct research on the Internet and in the library to find more information for their diagrams.



Home-school Connection

Students can look for a newspaper article that discusses natural resources in their own region or province, such as the use of water. Students can then discuss the article with parents. They can talk about the importance of the resource, whether the resource is in danger in any way, and what people are doing to conserve the resource.

The Northeast

注重社会研究

(Focus on Social Study)

通过与社会研究概念及方法相关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)

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

跨学科链接

(Cross-curricular Connection)

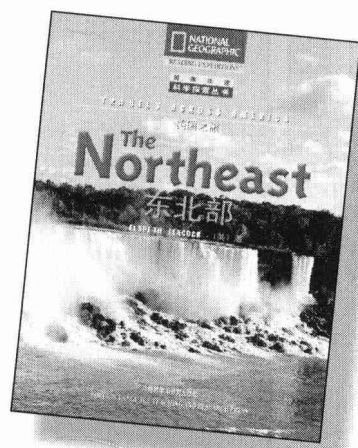
此处提供一些活动建议,帮助学生将社会研究与数学和自然科学联系起来。“家庭—学校链接”(Home-school Connection)给学生一些建议,让他们与家人一起讨论学到的内容。

Summary

Background Information

The Northeast

东北部



By Elspeth Leacock

The *Northeast* provides a rich overview of the northeastern region of the United States, using vivid language, specialized maps, and engaging photographs. Becky, our guide, takes us on a tour of the eleven states of the Northeast region and the U.S. capital, Washington, D.C. The book describes the land, the economy, and the unique cultural opportunities of the region.

The specialized maps, which show physical features, manufacturing centers, and land use, help students understand the region's economy. Photographs, many of them showing young residents of the area, put a human face on the region.

The almanac at the end of the book provides a wealth of facts about the individual American states and Washington, D.C.

The Northeast region of the United States includes Maryland, Delaware, New Jersey, Pennsylvania, New York, Connecticut, Rhode Island, Massachusetts, Vermont, New Hampshire, Maine, and the District of Columbia. Landforms of the Northeast America include coastal plains, rocky coastlines, and mountains. The economy there depends heavily on the natural resources of the waterways and forests of the region. (In fact more than 60 percent of the land in the Northeast is forested.) Industries include shipping, timber, fishing, manufacturing, and tourism. Tourists to the Northeast America come to hike, swim, ski, camp, and visit many historical and cultural sights, including Plimoth Plantation, Mashantucket Pequot Museum, Broadway, and the Smithsonian museums.

Learning Objectives

Genre/Text Features

- expository
- photographs and captions
- chapter titles and subheads
- contents, index, and almanac
- maps
- sidebars

Reading Skills

- Skill Focus**
- identify main ideas and details
 - use specialized words
- Supporting Skills**
- summarize
 - use images
 - draw conclusions
 - compare and contrast

Writing Skills

- Writing Focus**
- write an advertisement (persuasive)
- Supporting Skills**
- prewrite
 - write for specific audience
 - conduct research
- Viewing**
- analyze an image

Social Studies Skills

- describe how businesses in the Northeast use natural resources
- identify features of the Northeast
- explain how physical features influence life in the Northeast
- explore ways the region's physical features have changed over time
- use maps and atlases
- create an almanac

Before Reading

Activate Prior Knowledge

Ask students to think about the region in which they live. How would they describe it? Then have students look at the map on page 6 to see the states that make up the Northeast America. Ask students to describe the land in the Northeast America. Is it flat or mountainous? What part does the ocean play in the lives of people who live in this region? Has anyone visited this part of the U.S.? What did you do there? Begin a K-W-L chart on the Northeast America. Have small groups of students

The Northeast

| K (What We Already Know) | W (What We Would Like to Know) | L (What We Learned) |
|--------------------------|--------------------------------|---------------------|
| | | |

work to list some facts they already know for the K column. They can then write some things they would like to know in the W column and what they have learned after reading in the L column.

Preview

Give students time to preview the book by reading the chapter titles, looking at the maps and photographs, and reading a bit of text in the sidebars. Ask:

How is the book organized?

What kinds of information will you be reading in each chapter?

Who is Becky?

Will you be reading about people in the present or the past?

What makes you think as you do?

Set Purpose

Ask students whether this book reminds them of other books they have read. Set a purpose for reading with students.

Let's read to find out if any of our questions we listed in our K-W-L charts will be answered.



Vocabulary Strategy:

Use specialized words

Activity Master, Page 14

Explain to students that the vocabulary words they will be learning all refer to the natural resources of land or water in the Northeast America. Have students use *The Northeast* and a dictionary to write how each word relates to natural resources. Students will be using these words:

| | |
|---------|-----------|
| canal | lock |
| cape | marsh |
| glacier | peninsula |
| gorge | waterfall |

My Notes

During Reading

Read Strategically: **Identify main idea and details**

Activity Master, Page 15

Assign each chapter of the book as independent reading. Have students use the Activity Master on page 15 as a study guide to help them identify main ideas and details of each chapter. On the master, students provide supporting details for the main ideas of Chapters 1 and 3. They write the main idea and supporting details for Chapter 2. Remind students that to find the main idea, they should ask themselves what the chapter is mostly about. They might then turn each main idea statement into a question and read to find details to answer the question.

Strategy Tip: Use images to aid comprehension

Students need to remember that illustrations, including photographs and maps, provide information that can aid comprehension. Students can ask questions as they look at illustrations, such as, *What part of the text does this explain? Does the caption provide more information about the subject of the illustration?* Remind students to reread to see how the illustration best fits the text. If they continue having

difficulty, students can ask for clarification during the follow-up class discussion.

After Reading

Responding

Initiate a class discussion to assess reading comprehension. Ask:

What are the main ideas of this book? (summarize)

How do the bodies of water and waterways affect life in the Northeast America? (summarize)

Look at page 18. Use the image to explain the term "megalopolis." (use images)

What is unique about the culture and history of the Northeast America? (draw conclusions)

What parts of the Northeast America are like your region? What parts are different? (compare and contrast)

Writing and Research: **Write an advertisement**

Activity Master, Page 16

Explain to students that regional governments often try to improve their economies by convincing people to visit or move there. regional governments also want businesses to open in or move to their region.

Discuss students' ideas about how to attract people and businesses to the region. Tell students they are ad writers for a region of their choice. They can work independently or in pairs to create a full-page advertisement for one northeastern state in the U.S. The ad should include illustrations and three to four paragraphs about why people should visit or live there.

Communicating: Viewing

Analyze an image

Students can choose one image from *The Northeast* that they feel illustrates a significant aspect of life in the region. In their notebooks or in small groups, students can answer questions about the image, such as:

What is the main topic of the photograph?

Why is this topic important to life in this state? Explain.

What title would you give this image?

Students should

- ☐ state main ideas and details of the image
- ☐ explain why the image is significant to the region
- ☐ write an appropriate title

Focus on Social Studies

Create an Almanac

Students can create an almanac for their own province, using the almanac in *The Northeast* as a model. Have students brainstorm the kinds of information they want to include and then select or draw illustrations for their project.

When students have completed their province almanacs, they can use their almanacs and the almanacs in *The Northeast* (and in other books in the *Travels Across America* series) to make a guessing game. Students can write a fact on one side of an index card in the form of a question and write the answer on the back. They can ask each other the questions, keeping score or not as they choose.

Map Activity

Activity Master, Page 17

Students can use the map to label important places in the northeastern America. Then students can answer the questions at the bottom of the page using what they have learned from *The Northeast*.

Assessment Options

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

Questions

Ask the following questions during individual conferences or ask students to write the answers independently in their notebooks:

- 1 What are the major landforms of the Northeast America?
- 2 How did glaciers affect the land in the Northeast America? Provide one specific example.
- 3 What are three ways businesses in the Northeast America use natural resources?
- 4 How can people learn about the history of the Northeast America region?
- 5 How do people have fun in the Northeast America?

Assessment Activity

Ask students to use words and pictures to represent these three ideas from *The Northeast*:

- 1 Landforms make places look different from each other.
- 2 Natural resources have much to do with how people make a living.
- 3 People have many ways to learn about the history of where they live.

Students can use pictures and words from magazines and newspapers or they can create illustrations of their own.

Illustrations should

- ✓ clearly illustrate all three ideas
- ✓ use words and pictures to communicate ideas

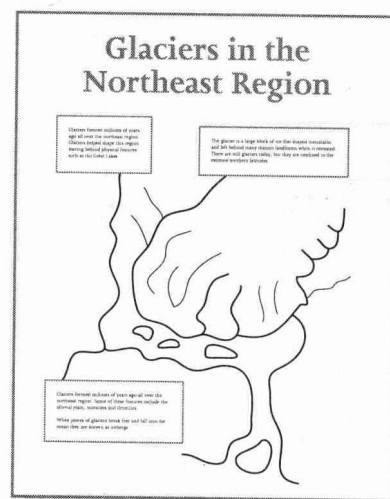
Multiple-choice Test

See the multiple-choice test on page 56.

Cross-curricular Connection

Science

Glaciers helped shape the Northeast region. Students can create a diagram showing how this slow change to the Earth's surface occurred. Students can conduct research on the Internet and in the library to find more information for their diagrams.



Home-school Connection

Students can look for a newspaper article that discusses natural resources in their own region or province, such as the use of water. Students can then discuss the article with parents. They can talk about the importance of the resource, whether the resource is in danger in any way, and what people are doing to conserve the resource.

Vocabulary: Use Specialized Words

The words below are from *The Northeast*. Each word has something to do with the natural resources of the Northeast. In the boxes, write a meaning for each word. Include a sketch for each word to help you remember its meaning. Use *The Northeast*, a dictionary, and any other resource you might need to help you.

canal

cape

glacier

gorge

lock

marsh

peninsula

waterfall

Reading: Identify Main Idea and Details

The main idea of a chapter is what the chapter is mostly about. Details are facts and examples that explain a main idea. Finish the chart below with details and main ideas.

Chapter 1 Main Idea: *The Northeast America has a variety of landforms.*

Details

-
-
-
-

Chapter 2 Main Idea:

Details

-
-
-
-

Chapter 3 Main Idea: *The Northeast America is rich in history and culture.*

Details

-
-
-
-

Writing: Prewriting**An Advertisement**

You are an ad writer who works for a state in the Northeast America. Your assignment is to write an advertisement to get people to move to or visit your state. You will want to tell the good things about your state and explain why people should visit or move there. You can use *The Northeast*, the Internet, and other resources to learn more about the state you've chosen.

1. My state: _____
2. Natural wonders of my state: _____

3. Landmarks, historical places, and museums in my state: _____

4. Special foods or cultural attractions in my state: _____

5. Who would want to move there and why? Fishermen? Scientists? _____

6. Possible things to include in my ad:
A map of _____

Photos of _____

Drawings or cartoons of _____

7. Show a brief sketch of what your ad might look like.

