

U.S. History

Pre-Program

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INTRODUCTION

(Pass out sentence list:) You're going to learn about United States History. The book you'll read has a lot of adult language and difficult concepts. Before we start the book, you're going to learn a lot of vocabulary you'll be reading. These sentences are part of what you'll learn. These sentences have key words that you'll need. They also give you practice with the kinds of sentences that are in the text. You'll learn to say each sentence and you'll learn what the words in each sentence mean. In your spare time practice saying these sentences and thinking about the meaning of the words you will learn.

SENTENCE LIST

1. The environment along the coast influenced how people lived.
2. A factory uses raw materials, tools, and labor to manufacture products.
3. The weather deteriorated as the precipitation increased.
4. Solutions to problems had unintended effects on the environment.
5. The reduced taxes made it easier to provide goods and services.
6. They devised an effective solution to the economic problem.
7. They accumulated an enormous amount of wealth.
8. The factory required a lot of labor, but it still made a good profit.
9. They took advantage of the opportunity to learn Spanish.
10. The government determined how agricultural land would be protected.
11. Their prosperity increased and their debts diminished.
12. Most settlers in American colonies were citizens of England.
13. The regulations abolished business practices that were illegal.
14. The constitution of the United States has 26 amendments.
15. The military negotiated a compromise with the immigrants from Europe.
16. He had his one perspective about the origin of trading companies.

Lesson 1

Exercise 1 - Vocabulary Introduction (sentence 1)

- a. Here's a sentence: The environment along the coast influenced how people lived.
 - Everybody, say the sentence. The environment along the coast influenced how the people lived.
- b. The sentence means : All the things along the coast changed the way the people lived.
 - The sentence says the environment along the coast.
 - The environment is everything around you. What do we call everything around you? (Signal.) *The environment.*
 - The environment influenced. When you influence something, you do things to change it. What's another way of saying, he did something to change their decision? (Signal.) *He influenced their decision.*
 - What's another way of saying, the volcano did something to change how people lived? (Signal.) *The volcano influenced how people lived.*
- c. The sentence says that the environment along the coast influenced how people lived. How could the environment along the coast do that? (Call on individual students. Idea: *Caught fish, traded.*)
 - Listen to the sentence again. The environment along the coast influenced how people lived.
 - Say the sentence: The environment along the coast influenced how the people lived.
 - What word means everything around you? (Signal.) *Environment.*

Lesson 1 (Cont'd)

- What word means to do something to change something else? (Signal.) *Influenced.*
- Say the sentence one last time. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Lesson 2

Exercise 1 - Vocabulary Review (sentence 1)

- a. You learned a sentence that means how all the things along the coast changed the way people lived.
 - Say the sentence. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)
- b. What word means to do something to change something else? (Signal.) *Influence.*
 - What word means everything around you?
(Signal.) *The environment.*
 - Say the sentence again. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary - Intro. (sentence 2)

- a. Here's a sentence: A factory uses raw materials, tools, and labor to manufacture products.
 - Say the sentence: (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
(Repeat until firm.)

Lesson 2 (Cont'd)

- b. That sentence means: A factory uses natural things, machines, and workers to make goods. That sentence tells what a factory does. Raw materials are things that are found growing or in the earth. Raw materials include wood, metal, cotton, and other things that are grown or dug out of the earth. What do we call natural things used by a factory? (Signal.) *Raw materials*.
- The sentence says a factory uses raw materials, tools and labor to manufacture products. Tools are machines that are used to change raw materials into goods.
 - Labor refers to the workers that are needed to create the goods
 - What word means machines? (Signal.) *Tools*.
 - What word means workers? (Signal.) *Labor*.
- The sentence says that the factory manufactures products. When the factory manufactures products, it makes goods. What word means make? (Signal.) *Manufacture*.
- What word means goods? (Signal.) *Products*.
 - Let's review again.
- c. Listen to the sentence: A factory uses raw materials, tools, and labor to manufacture products.
- Say the sentence. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products*.
- What word means natural things? (Signal.) *Raw materials*.
 - What word means to make something? (Signal.) *Manufacture*.
 - What word means goods? (Signal.) *Products*.
 - What word means workers? (Signal.) *Labor*.

Lesson 2 (Cont'd)

- Say the sentence one more time. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Lesson 3

Exercise 1 - Vocabulary - Review (sentence 1)

- a. You learned a sentence that means how all the things along the coast changed the way people lived.
 - Say the sentence. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)
- b. What word means to do something to change something else? (Signal.) *Influence.*
 - What word means everything around you?
(Signal.) *The environment.*
 - Say the sentence again. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary Review (sentence 2)

- a. You learned a sentence that means a factory uses natural things, machines, and workers to make goods.
 - Say the sentence. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
 - (Repeat until firm.)

Lesson 3 (Cont'd)

- b. What word means natural things? (Signal.) *Raw materials.*
- What word means machines? (Signal.) *Tools.*
 - What word means to make something from raw materials (Signal.) *Manufacture.*
 - What word means goods? (Signal.) *Products.*
 - What word means workers? (Signal.) *Labor.*
 - Say the sentence again. (Signal.) *A factory uses raw materials, tools and labor to manufacture products.*
 - (Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Lesson 4

Exercise 1 - Vocabulary Review (sentence 1)

- a. You learned a sentence that means all the things along the coast changed the way people lived.
 - Say the sentence: *The environment along the coast influenced how people lived.*
 - (Repeat until firm.)
- b. What word means to do something to change something else? (Signal.) *Influence.*
 - What word means everything around you? (Signal.) *The environment.*
 - Say the sentence again. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary Intro. (sentence 3)

- a. Here's a sentence: The weather deteriorated as the precipitation increased.
 - Say the sentence: (Signal.) *The weather deteriorated as the precipitation increased.*
- b. That sentence means the weather got worse as the moisture that fell from the sky increased.

Lesson 4 (Cont'd)

- Weather includes clouds, temperature, winds, and moisture. What word refers to clouds, temperature, winds and moisture? (Signal.) *Weather.*
- The weather deteriorated. That means it got worse. What word means got worse? (Signal.) *Deteriorated.*
- The weather deteriorated as the precipitation increased. Precipitation is any kind of moisture that falls from the sky—rain, snow, hail, sleet. What do we call moisture that falls from the sky? (Signal.) *Precipitation.*
- c. Listen to the sentence again. The weather deteriorated as the precipitation increased. Say the sentence. (Signal.) *The weather deteriorated as the precipitation increased.* (Repeat until firm.)
- What word refers to clouds, temperature, winds, and moisture? (Signal.) *Weather.*
- What word means got worse? (Signal.) *Deteriorated.*
- What word means moisture that falls from the sky? (Signal.) *Precipitation.*
- Say the sentence one more time. (Signal.) *The weather deteriorated as the precipitation increased.* (Repeat step until firm.)

Individual Turns

(Call on different students to answer the questions under item C.)

Lesson 5

Exercise 1 - Vocabulary Review (sentence 2)

- a. You learned a sentence that means a factory uses natural things, machines, and workers to make goods.
 - Say the sentence. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
(Repeat until firm.)
- b. What word means natural things? (Signal.) *Raw materials.*
 - What word means machines? (Signal.) *Tools.*
 - What word means to make things from raw materials? (Signal.) *Manufacture.*
 - What word means goods? (Signal.) *Products.*
 - What word means workers? (Signal.) *Labor.*
 - Say the sentence again. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary Review (sentence 3)

- a. You learned a sentence that means: The weather got worse as the moisture from the sky increased.

Lesson 5 (Cont'd)

- Say the sentence. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)
- b. What word means got worse? (Signal.)
Deteriorated.
- What word refers to the clouds, wind, temperature, and moisture? (Signal.) *Weather.*
- What word means moisture falling from the sky? (Signal.) *Precipitation.*
- Say the sentence again. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 3 - Chart Intro. (sentence 1)

- a. (Present chart A.)
 - You're going to learn about U.S. history. This chart shows the big ideas that you'll use.
 - The study of history is the study of groups and their changes over time.
Many of these groups are organized into states or nations.
- b. The first thing you consider in studying history of a group is the environment and the culture of the group.
 - (Point to environment.) Three things in the environment are important for the study of history.

Lesson 5 (Cont'd)

These are the geography, the climate, and the natural resources.

- What are the three important things that make up the environment? (Signal.) *Geography, climate, natural resources.*
 - (Point to geography.) The geography is all the land forms--mountains, hills, rivers and the lakes.
 - (Point to climate.) The climate is the weather conditions that you would expect year after year. If the place is in a warmer climate, you expect warmer temperatures than you would in a place with a colder climate. Remember, the climate refers to the kind of weather you would expect year after year.
 - (Point to natural resources.) Natural resources include the valuable things that are found in the environment. These things include: minerals (like gold or copper), animals (deer or buffaloes), plants (trees, smaller plants) and water (how much and how good). Remember, the natural resources include all the valuable things in the natural environment.
- c. For each item, tell me whether it refers to geography, climate, or natural resources.
- Wind (Signal.) *Climate.*
 - River (Signal.) *Geography.*
 - Tree (Signal.) *Natural resource.*
 - Oil (Signal.) *Natural resource.*
 - Mountains (Signal.) *Geography.*
 - 56 days each year below freezing (Signal.) *Climate.*
 - Copper (Signal.) *Natural resource.*
 - Fish (Signal.) *Natural resource.*
 - Rocky Hills (Signal.) *Geography.*

Lesson 5 (Cont'd)

- Plains (Signal.) *Geography.*
- 200 inches of rainfall per year (Signal.) *Climate.*
(Repeat until firm.)
- d. You need a pencil and paper to do the next part.
Write whether each item refers to geography, climate, or natural resource. (Write geography, natural resource, and climate on the board.)
 - 1. Morning fog during summer
 - 2. Many small lakes
 - 3. Desert
 - 4. Coal
 - 5. Volcanic mountains
 - 6. 340 days of no precipitation
 - 7. Gold
 - 8. Deer
 - 9. Plateaus
 - 10. Forests
 - 11. 25 inches of snow per year
- e. Check your work. I'll read the item. You tell me the answer.
 - 1. Morning fog during summer (Signal.)
Climate.
 - 2. Many small lakes. (Signal.) *Geography.*
 - 3. Desert. (Signal.) *Geography.*
 - 4. Coal. (Signal.) *Natural resource.*
 - 5. Volcanic mountains. (Signal.) *Geography.*
 - 6. 340 days of no precipitation (Signal.)
Climate.
 - 7. Gold. (Signal.) *Natural resource.*
 - 8. Deer. (Signal.) *Natural resource.*
 - 9. Plateaus. (Signal.) *Geography.*
 - 10. Forests. (Signal.) *Natural resource.*
 - 11. 25 inches of snow per year. (Signal.)
Climate.

Lesson 6

Exercise 1 - Vocabulary - Review (sentence 2)

- a. You learned a sentence that means: A factory uses natural things, machines, and workers to make goods.
 - Say the sentence (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
- b. What word means natural things? (Signal.) *Raw materials.*
 - What word means machines? (Signal.) *Tools.*
 - What word means to make something from raw materials? (Signal.) *Manufacture.*
 - What word means goods? (Signal.) *Products.*
 - What word means workers? (Signal.) *Labor.*
 - Say the sentence again (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary - Review (sentence 3)

- a. You learned a sentence that means: The weather got worse as the moisture from the sky increased.
Say the sentence. (Signal.) *The weather deteriorated as the precipitation increased.*

Lesson 6 (Cont'd)

- b. What word means got worse? (Signal.)
Deteriorated.
- What word refers to the clouds, wind, temperature, and moisture? (Signal.)
Precipitation.
 - Say the sentence again. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 3 - Chart Introduction Culture

- a. (Display classroom chart A. Point to chart.)
The two main things that are important to groups are the environment and the culture.
- (Point to chart.) The culture has two main parts. The first is all the customs. The customs are how the people marry, how they dress, how they are educated, and how they treat members of the family.
 - The customs include religious beliefs, how people feel about work, how they feel about their rights to do some things, and how they feel their children should be raised.
 - Customs also include the behavior you expect from people of a particular culture. In the United States, cars drive on the right side of the road. In Japan or England, the cars drive on the left side of the road. When you're driving in Japan, you better follow the custom of driving on the left side of the

Lesson 6 (Cont'd)

road. In the United States, it is a custom for greeting people we haven't seen for a while with a hand shake. In some other countries, people who haven't seen each other for a while bow. They don't shake hands.

- In the U.S. we speak English. In Japan, what language would you expect people in Japan to use? (Call on a student.) *Japanese*.
- Remember if you expect people of a particular group to behave a certain way, there must be a custom that people follow. That custom is part of the groups culture.

So one part of culture that's important to history is the customs of the group.

b. (Point to chart.)

- The other part of culture is the products.
- The products are all the things the group makes. The clothing, the art, the buildings, the things they manufacture to sell—all these things are products of the group.
- Remember, culture has two parts—customs and products.

c. I'll name some things. You'll tell me if each thing is a custom or a product.

- How people dress when they are at the beach. (Signal.) *Custom*.
- The clothing that the group manufactures. (Signal.) *Product*.
- The way people say good-bye. (Signal.) *Custom*.
- The age at which children start school. (Signal.) *Custom*.
- The language people use. (Signal.) *Custom*.

Lesson 6 (Cont'd)

- The way people ward off evil spirits. (Signal.) *Custom.*
 - The type of buildings the group makes. (Signal.) *Products.*
 - The idea that it is important to work hard. (Signal.) *Custom.*
 - The way dead people are dealt with. (Signal.) *Custom.*
 - The jewelry that people make. (Signal.) *Product.*
 - The side of the road that vehicles drive on. (Signal.) *Custom.*
- d. Let's review: Is history the study of groups or individuals? (Signal.) *Groups.*
- When you study the history of groups, you must consider two main things. What are they? (Signal.) *Environment and culture.*
 - You learned about three main things that make up the environment: What are those three things? (Signal.) *Geography, climate, natural resources.*
Tell me whether I'm describing geography, the climate or the natural resources.
 - The kind of weather you would expect year after year. What is that? (Signal.) *Climate.*
 - All the land forms—mountains, plains, rivers, and the quality of the soil. (Signal.) *Geography.*
 - The valuable living things in the environment and the valuable things that are under the ground. (Signal.) *Natural Resources.*
 - The culture is made up of two main things. What are they? (Signal.) *Customs and products.*
 - Are the things that we expect people in culture to do customs or products? (Signal.) *Customs.*

Lesson 6 (Cont'd)

- Are the things that people make in a culture customs or products? (Signal.) *Products.*
- e. Study the wording for number one on the chart. You're going to write all the words that are in this part.
(Replace chart A with blank chart B.)
(Write on the board: product culture environment customs natural resources geography climate.)
- Copy the cells shown for number 1. Write words where they belong.
Present chart A. Check your answers.

Lesson 7

Exercise 1 - Vocabulary - Review (sentence 3)

- a. You learned a sentence that means: The weather got worse as the moisture from the sky increased.
Say the sentence. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)
- b. What word means got worse? (Signal.)
Deteriorated.
- What word refers to clouds, wind, temperature, and moisture? (Signal.) *Weather.*
 - What word means moisture falling from the sky? (Signal.) *Precipitation.*
 - Say the sentence again. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary Introduction (sentence 4)

- a. Here's a sentence: Solutions to problems had unintended effects on the environment.
Everybody, say the sentence (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)

Lesson 7 (Cont'd)

- b. That sentence means: Solutions to problems made things happen to the environment that were not on purpose.
- The sentence says solutions to problems had unintended effects. Unintended. Things that are intended are done on purpose. Things that are unintended are **not** done on purpose.
 - What word means not on purpose? (Signal.) *Unintended.*
 - What word means on purpose? (Signal.) *Intended.*
 - Listen to the sentence again: Solutions to the problems had unintended effects on the environment.
 - Effects. The sentence says that solutions had effects. A cause makes something happen. The effect is what happens. The bee sting made the girl cry. What was the cause of her crying? (Signal.) *Bee sting.*
 - What was the effect of the bee sting? (Signal.) *Crying.*
 - The rain put the fire out. What was the cause of the fire going out? (Signal.) *The rain.*
 - What was the effect of the rain? (Signal.) *Fire went out.*
(Repeat until firm.)
 - Remember, an effect is what happens from a cause.
- c. Listen to the sentence again. Solutions to problems had unintended effects on the environment.
- Say the sentence. (Signal.) *Solutions to problems had unintended effects on the environment.*

Lesson 7 (Cont'd)

- What word means not on purpose? (Signal.)
Unintended.
- What word means what happened from a cause?
(Signal.) *Effect.*
- Say the sentence one more time. (Signal.)
*Solutions to problems had unintended effects on
the environment.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Lesson 8

Exercise 1 - Vocabulary - Review (sentence 1)

- a. You learned a sentence that means all the things along the coast changed the way people lived.
 - Say the sentence. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)
- b. What word means to do something to change something else? (Signal.) *Influenced.*
 - What word means everything around you? (Signal.) *The environment.*
 - Say the sentence again. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary - Review (sentence 4)

- a. You learned a sentence that means: Solutions to problems made things happen to the environment that were not on purpose.
 - Say the sentence. (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)
- b. What word means not on purpose? (Signal.) *Unintended.*

Lesson 8 (Cont'd)

- What word means everything around you?
(Signal.) *Environment.*
- What word means: What happens from a cause?
(Signal.) *Effect.*
- The sharp nail cut her finger. What was the cause of her cut finger? (Signal.) *The sharp nail.*
- What was the effect of the sharp nail? (Signal.)
A cut finger.
- Say the sentence again. (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 3 - Chart Review

- a. You learned about the study of history. Is history the study of groups or individuals? (Signal.)
Groups.
- What are the two main things you have to consider when you study a group? (Signal.) *The environment and the culture.*
- b. What three things in the environment are most important to the study of history? (Signal.)
Geography, climate, and natural resources.
- I'll name some things, you tell me if each thing has to do with the geography, the climate, or the natural resources.

Lesson 8 (Cont'd)

- The average temperature in the summer.
(Signal.) *Climate.*
- The number of lakes in a region. (Signal.)
Geography.
- The amount of timber that is near where the group lives. (Signal.) *Natural resources.*
- The type of fish that are in the lakes. (Signal.)
Natural resources.
- The type of soil in the area. (Signal.) *Natural resources.*
- The length of the dry season each year. (Signal.)
Climate.
- c. The two main things that are important to the study of history are the environment and what else? (Signal.) *Culture.*
 - The culture of a group is shown through two main things. What are they? (Signal.) *Customs and products.*
 - What do we call all the things a group makes? (Signal.) *Products.*
 - What do we call all the things we expect people in the group to do? (Signal.) *Customs.*
- d. I'll name some things. You tell me if each thing is a custom or a product.
 - The tools that people use to farm. (Signal.)
Product.
 - The way people go about farming. (Signal.)
Custom.
 - Articles of clothing. (Signal.) *Products.*
 - The furniture people make. (Signal.) *Products.*
 - The way people dress when they worship.
(Signal.) *Custom.*

Lesson 8 (Cont'd)

- The way people sing and the things they sing.
(Signal.) *Custom.*
(Repeat until firm.)
- e. You need a pencil and a piece of paper. You are going to write answers to questions.
 - 1. Is history the study of groups or individuals?
 - 2. What are the two main things you have to consider when you study a group?
 - 3. What three things in the environment are most important to the study of history?
I'll name something. You tell me if each thing has to do with the geography, the climate, or the natural resources.
 - 4. The average temperature in the summer.
 - 5. The number of lakes in the region.
 - 6. The amount of timber that is near where the group lives.
 - 7. The type of fish that are in the lakes.
 - 8. The type of soil in the area.
 - 9. The length of the dry season each year.
 - 10. The two main things that are important to the study of history are the environment and what else?
 - 11. The culture of a group is shown through two main things. What are they?
 - 12. What do we call all the things the group makes?
 - 13. What do we call all the things we expect people in the group to do?
I'll name some things. You tell me if each thing is a custom or a product.
 - 14. The tools that people use to farm.
 - 15. The way people go about farming.

Lesson 8 (Cont'd)

- 16. The things people wear.
 - 17. The furniture people make.
 - 18. The way people dress when they worship.
 - 19. The way people sing and the things they sing.
- f. Let's check your work. I'll read the item, you tell me the answer.
- 1. Is history the study of groups or individuals? (Signal.) *Groups.*
 - 2. What are the two main things you have to consider when you study a group? (Signal.) *Environment and culture.*
 - 3. What are the three things in the environment that are most important to the study of history? (Signal.) *Geography, climate, and natural resources.*
 - I'll name some things. You tell me if each thing has to do with the geography, the climate, or the natural resources.
 - 4. The average temperature in the summer. (Signal.) *Climate.*
 - 5. The number of lakes in the region. (Signal.) *Geography.*
 - 6. The amount of timber that is near where the group lives. (Signal.) *Natural resources.*
 - 7. The type of fish that are in the lakes. (Signal.) *Natural resources.*
 - 8. The type of soil in the area. (Signal.) *Natural resources.*
 - 9. The length of the dry season each year. (Signal.) *Climate.*
 - 10. The two main things that are important to the study of history are the environment and what else? (Signal.) *Culture.*

Lesson 8 (Cont'd)

- 11. The culture of a group is shown through two main things. What are they? (Signal.)
Customs and products.
 - 12. What do we call all the things a group makes? (Signal.) *Products.*
 - 13. What do we call all the things we expect people in the group to do? (Signal.)
Customs.
 - I'll name some things. You tell me if each thing is a custom or a product.
 - 14. The tools that people use to farm. (Signal.)
Products
 - 15. The way people go about farming. (Signal.)
Customs.
 - 16. The things people wear. (Signal.) *Products.*
 - 17. The musical instruments people play.
(Signal.) *Products.*
 - 18. The way people dress when they worship.
(Signal.) *Customs.*
 - 19. The way people sing and the things they sing. (Signal.) *Customs.*
- g. (Present blank chart B.)
(Write on the board: product, culture environment, customs, natural resources, geography, climate)
- Copy the cells shown for number 1. Write all the missing words where they belong.
 - (Present chart A.) Check your answers.

Lesson 9

Exercise 1 - Vocabulary Review (sentence 2)

- a. You learned a sentence that means a factory uses natural things, machines and workers to make goods.
Say the sentence. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
(Repeat until firm.)
- b. What word means natural things? (Signal.) *Raw materials.*
- What word means machines? (Signal.) *Tools.*
 - What word means to make something from raw materials? (Signal.) *Manufacture.*
 - What word means goods? (Signal.) *Products.*
 - What word means workers? (Signal.) *Labor.*
 - Say the sentence again. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary Review (sentence 4)

- a. You learned a sentence that means: Solutions to problems made things happen to the environment that were not on purpose.

Lesson 9 (Cont'd)

- Say the sentence. (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)
- b. What word means not on purpose? (Signal.)
Unintended.
- What word means everything around you?
(Signal.) *Environment.*
- What word means: What happens from a cause?
(Signal.) *Effect.*
- The small shoes hurt his feet. What was the cause of his feet hurting? (Signal.) *His small shoes.*
- What was the effect of the small shoes. (Signal.)
His feet hurt.
- Say the sentence again. (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 3 - Chart Introduction Problems

- a. (Present chart A. Point to number 2.)
Number two on the chart is **problems**. You are going to look at history as a series of problems that people had and how people attempted to solve the problems.

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Lesson 9 (Cont'd)

The chart shows that people within a culture or an entire culture may have economic problems.

There's an economic problem when people don't have things they need or things they want.

The chart shows the two types of economic problems. (Point to them.)

- What are the two types of economic problems? (Signal.) *Need and want.*
- b. Under the word need are things that people need to survive. Those are food, shelter and clothing. Yes, food includes water.
 - What are the three things people need to survive? (Signal.) *Food, shelter and clothing.*
 - If you aren't able to get all three of these things, you run the risk of dying. So any problems involving these needs are the most important problems. They must be solved.
 - How could a group have a problem in meeting their need for food? (Call on individual students. Idea: *More people than food supply can accommodate, crops all die.*)
 - How could a family have a problem in meeting the need for shelter? (Call on individual students. Idea: *Harsh weather, no adequate shelter.*)
 - How could a family have a serious need for adequate clothing? (Call on individual students. Idea: *Harsh weather, no adequate clothing.*)
- c. Those are needs that must be met. If people can't get or keep the things they need, they are in serious trouble. But after people have satisfied the needs for survival, they may still want other things. They would not die if they didn't have these other things, but they still want them.

Lesson 9 (Cont'd)

- The three main things people want are things for convenience, things related to leisure, and things for style.
 - Things for convenience would include shopping centers, home delivery, more telephones, cars that are more comfortable, and better lawn mowers.
 - Things for leisure would include more free time, vacation homes, TV sets, golf clubs, magazines, and other things that people might use in their free time or leisure time.
 - Things for style would be the latest kind of shoes, shirts, or shorts.
- d. I'll name some things. You'll tell me if each thing is something people want for convenience, leisure, or style.
- A can opener that works better than the one you have now. (Signal.) *Convenience*.
 - A snorkel mask and swim fins. (Signal.) *Leisure*.
 - A furnace that is more efficient than the one you have now. (Signal.) *Convenience*.
 - A special party dress. (Signal.) *Style*.
 - Glasses that permit you to see better than the ones you have. (Signal.) *Convenience*.
 - Glasses with a bright red frame. (Signal.) *Style*.
 - Binoculars that are more powerful than the ones you have now. (Signal.) *Convenience*.
 - Binoculars that have silver plating and a white leather pouch. (Signal.) *Style*.
- (Repeat until firm.)
- e. Let's review: Groups or individuals may have economic problems. There are two types of problems: There are problems when people don't

Lesson 9 (Cont'd)

have things they need and problems when people don't have the things they want.

- What are the three things that people need to survive? (Signal.) *Food, shelter, and clothing.*
 - What are the three things people want? (Signal.) *Things for leisure, things for style, and things for convenience.*
- f. I'll name some problems. You'll tell me if each problem involves something people need or something they want. Remember, if they need it, they could die if their need is not satisfied. Tell me if it is a need or a want.
- Anything that could be used as a coat. (Signal.) *Need.*
 - A coat that has a large zipper and four attractive buttons. (Signal.) *Want.*
 - A car that gets good mileage. (Signal.) *Want.*
 - A place that is warm enough to keep you from freezing. (Signal.) *Need.*
 - A brighter light in the hallway. (Signal.) *Want.*
 - Enough nourishment to keep you from starving. (Signal.) *Need.*
- (Repeat until firm.)
- g. There are three things that people need to survive. What are they? (Signal.) *Food, shelter, and clothing.*
- I'll name some needs, you tell me whether it is the need for food, shelter, or clothing.
 - A place warm enough to keep you from freezing. (Signal.) *Shelter.*
 - Enough nourishment to keep you from starving. (Signal.) *Food.*

Lesson 9 (Cont'd)

- Warm things to wear during the winter time.
(Signal.) *Clothing.*
- h. What are the three things that people want?
(Signal.) *Things for leisure, things for style, and things for convenience.*
- I'll name some things they want. You tell me whether each is for convenience, leisure, or style.
- A purple and white running shoe. (Signal.) *Style.*
- Better cooking utensils. (Signal.) *Convenience.*
- A new basketball. (Signal.) *Leisure.*
- i. You have one minute to study the chart we just went over. That's the part that deals with economic problems. (After about one minute remove the chart.)
- Write the answers. I'm going to ask you some questions.
- 1. If you have a problem getting things you want or need, what kind of problem do you have?
- 2. There are two types of economic problems. What are they?
- 3. What are the three main problems of need people have?
- 4. If these needs aren't met what could happen to the people?
- 5. What are the three problems of want people have?
- I'll name some economic problems. You tell me whether it is a problem of need or want. Just write need or want.
- 6. A person can't afford to have her car painted the color she prefers.
- 7. People do not have any water.

- 8. People can't afford to eat in a restaurant.
- 9. People are sleeping under a bridge.
- I'll name problems of need. You'll write the need the problems deal with. Remember there are three different needs.
- 10. People who are homeless.
- 11. People are dying of starvation.

Lesson 9 (Cont'd)

- 12. People do not have shoes to wear in the snow.
I'll name some problems of want. You'll write the want the problems deal with.
- 13. People want a larger dishwasher because it will
save time.
- 14. People want a dishwasher that is the same color
as their kitchen counter.
- 15. People want a snowmobile to take on their vacation.
- j. Check your answers. I'll read the item. You tell me the answer.
- 1. If you have a problem getting things you want or need, what kind of problem do you have? (Signal.) *Economic.*
- 2. There are two types of economic problems. What are they? (Signal.) *Need and want.*
- 3. What are the three main problems of need people have? (Signal.) *Food, shelter, and clothing*
- 4. If these needs aren't met what could happen to the people? (Call on a student. Idea: *They could die.*)

- 5. What are the three problems of want people have? (Signal.) *Things for leisure, things for style, and things for convenience.*
- I'll name some economic problems. You tell me whether it is a problem of need or want. Just write need or want.
- 6. A person can't afford to have her car painted the color she prefers. (Signal.) *Want.*
- 7. People do not have any water. (Signal.) *Need.*
- 8. People can't afford to eat in a restaurant. (Signal.) *Want.*

Lesson 9 (Cont'd)

- 9. People are sleeping under a bridge. (Signal.) *Need.*
- I'll name problems of need. You'll write the need the problems deal with. Remember there are three different needs.
- 10. People who are homeless. (Signal.) *Shelter.*
- 11. People are dying of starvation. (Signal.) *Food.*
- 12. People do not have shoes to wear in the snow. (Signal.) *Clothing.*
- I'll name some problems of wants. You'll write the want the problems deal with.
- 13. People want a dishwasher because it will save time. (Signal.) *Convenience.*
- 14. People want a dishwasher that is the same color as their kitchen counter. (Signal.) *Style.*
- 15. People want a snowmobile to take on their

vacation. (Signal.) *Leisure.*

Lesson 10

Exercise 1 - Vocabulary Review (sentence 3)

- a. You learned a sentence that means: The weather got worse as the moisture from the sky increased.
Say the sentence. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)
- b. What word means got worse? (Signal.)
Deteriorated.
- What word refers to the clouds, wind, temperature, and moisture? (Signal.) *Weather.*
 - What word means moisture falling from the sky? (Signal.) *Precipitation.*
 - Say the sentence again. *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary Introduction (sentence 5)

- a. Here's a sentence: The reduced taxes made it easier to provide goods and services.
Everybody, say the sentence. (Signal.) *The reduced taxes made it easier to provide goods and services.*

(Repeat until firm.)

Lesson 10 (Cont'd)

- b. That sentence means: The lowered taxes made it easier to offer people things and help.
- Taxes are money you pay to the government. There are taxes on gasoline, on income, and on other things you buy.
 - If taxes are reduced, you pay less in taxes. If taxes are increased, you pay more. The sentence refers to reduced taxes. Do you pay less or more if taxes are reduced? (Signal.) *Less.*
 - The sentence says the reduced taxes made it easier to provide goods and services. If you provide these, you offer these. What word means offer? (Signal.) *Provide.*
 - Goods are things that you can touch. Automobiles, cotton, corn, shoes, and guns are goods.
 - Services are different types of help that people sell you. Somebody may provide a service of taking you places, of washing your clothes, or of selling you a cooked meal. These are services. You don't just pay for the things that make up the cooked meal. You pay somebody to prepare the meal.
 - Remember, services are help.
- c. Listen to the sentence again: The reduced taxes made it easier to provide goods and services.
- Say the sentence: (Signal.) *The reduced taxes made it easier to provide goods and services.*
 - What word means lowered? (Signal.) *Reduced.*
 - What word means offer. (Signal.) *Provide.*
 - What word means things that you can touch? (Signal.) *Goods.*

- What word means help? (Signal.) *Services*.

Lesson 10 (Cont'd)

- Say the sentence one last time. (Signal.) *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Lesson 11

Exercise 1 - Vocabulary Review (sentence 4)

- a. You learned a sentence that means: Solutions to problems made things happen to the environment that were not on purpose.
 - Say the sentence. (Signal.) *Solutions to problems had unintended effects on the environment.*
 - What word means not on purpose? (Signal.) *Unintended.*
 - What word means everything around you? (Signal.) *Environment.*
 - What word means: what happens from a cause? (Signal.) *Effect.*
 - The falling stone hurt his feet. What was the cause of his feet hurting? (Signal.) *The falling stone.*
 - What was the effect of the falling stone? (Signal.) *His feet hurt.*
 - Say the sentence again. (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)

Exercise 2 - Vocabulary Review (sentence 5)

- a. You learned a sentence that means: The lowered taxes made it easier to offer people things and help.
 - Say the sentence: The reduced taxes made it easier to provide goods and services.
(Repeat until firm.)

Lesson 11 (Cont'd)

- b. What word means lowered? (Signal.) *Reduced.*
- What word means offer? (Signal.) *Provide.*
- What word means things that you can touch? (Signal.) *Goods.*
- What word means help? (Signal.) *Services.*
- Say the sentences again. (Signal.) *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)

Exercise 3 - Chart

- a. Let's review the chart.
The two things that are important to consider when studying groups are what? (Signal.) *Environment and culture.*
- The environment has three main features. What are they? (Signal.) *Geography, climate, and natural resources.*
- The culture has two main parts what are they? (Signal.) *Customs and Products.*
- b. Groups may have problems:
- You learned about one type of problem. What's that? (Signal.) *Economic.*
- There are two types of economic problems. The first type is: You can't get the things you. . . (Signal.) *Need.*
- The other type is you can't get the things you. . . (Signal.) *Want.*
- What are the three types of basic needs. (Signal.) *Food, shelter, and clothing.*

Lesson 11 (Cont'd)

- If people can't satisfy these needs, what could happen to them? (Call on a student. Idea: *They could die.*)
 - What are the three types of wants that people have? (Signal.) *Leisure, style and convenience.*
 - Could people die if people can't satisfy these needs? (Signal.) *No.*
- c. (Display chart A.)
- The chart shows that there is another kind of problem that is important in history. That is a problem of the rights of people. A problem occurs when some people in the group do not have the same rights as others in the group.
- The chart shows two big rights problems.
 - Some rights problems affect all people. Some rights problems affect only some groups.
 - The rights that affect everybody are freedom of religion and freedom of speech. People who lived in countries like England or Germany did not have the right to worship as they pleased. They had to worship according to the rules the king set up. People who lived in these countries did not have freedom of speech. They were not permitted to criticize what the king did. If they spoke out, they were thrown in prison.
 - The United States was not supposed to have problems of freedom of religion or freedom of speech because the constitution of the United States guaranteed these rights to all people. There were still some problems because people did not always follow what the constitution guaranteed.

- What are the two problems that all people had in some countries. (Signal.) *Freedom of religion and freedom of speech.*

Lesson 11 (Cont'd)

- d. Within the United States, groups of people but not everybody had rights problems. The three groups that were affected most by not having the same rights other people had were: Women, people of different races, and people from the lower economic class. Those are poor people.
 - Women have had problems with their rights because they have not had the same rights as men. Before 1920, women were not permitted to vote. In many states, they were not able to own property. Men could vote and could own property. So women did not have equal rights.
 - Did men and women have equal rights in the early years of the United States? (Signal.) *No.*
 - People of different races did not have the same rights as white people until very recently. African Americans were slaves in the early years of the United States. Slaves could not vote in elections and could not own property. Slaves actually were property. Just as a landowner would own horses and land, he would own slaves. He could sell them or trade them the same way he could deal with his other possessions. Also people from China and Japan did not have the same rights that white people had.
 - What is the third group that had problems involving rights? (Signal.) *People from other races.*
 - In the early years of the United States, poor people were often not allowed to vote. Also, they

didn't have the same rights under the law. They were sometimes sent to prison because they could not afford a lawyer. Even though they were not guilty, they were judged to be guilty.

Lesson 11 (Cont'd)

- e. Let's review. The two main types of problems that have been important in history are economic problems and what other type of problem?
(Signal.) *Rights of people.*
- What are the rights that were not given to any people in some countries. (Call on a student.)
Idea: *Freedom of speech, freedom of religion.*
 - Which are the groups that suffered from not having equal rights? (Call on a student. Idea: *Women, other races, poor people.*)
 - Study the wording for number 1 and number 2 on the chart.
(Write on the board: rights religion women convenience clothing leisure economic shelter people.)
 - These are some of the words that you will write.
(Present chart B. Cover or remove chart A.)
 - Copy the part of the chart for number one and number two. Write all the missing words for number one and number two.
Observe and give feedback.
 - (Present chart A.)
Check your work.

Lesson 12

Exercise 1 - Vocabulary Review (sentence 1)

- a. You learned a sentence that means how all the things along the coast changed the way people lived.
 - Say the sentence. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)
- b. What word means to do something to change something else? (Signal.) *Influence.*
 - What word means everything around you? (Signal.) *The environment.*
 - Say the sentence again. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)

Exercise 2 - Vocabulary Review (sentence 5)

- a. You learned a sentence that means: The lowered taxes made it easier to offer people things and help.
 - Say the sentence. (Signal.) *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)
- b. What word means lowered? (Signal.) *Reduced.*
 - What word means offer? (Signal.) *Provide.*
 - What word means things that you can touch? (Signal.) *Goods.*

Lesson 12 (Cont'd)

- What word means help? (Signal.) *Services.*
- Say the sentence again. (Signal.) *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)

Exercise 3 - Chart Review

- a. (Display chart A.)
 - Today is a review lesson. Study chart A for one minute. (After 1 minute, replace chart A with B.)
 - The study of history is the study of groups and how they change over time.
 - What two things effect how groups work? (Signal.) *Environment and Culture.*
 - Three things in the environment are important. What are they? (Signal.) *Geography, Climate and Natural Resources.*
 - Culture is another influence that is important. What are the two main parts of culture? (Signal.) *Custom and Products.*
- b. What is number 2 on the chart? (Signal.) *Problems.*
 - What are the two types of problems? (Signal.) *Economic and rights of people.*
 - What are the two kinds of economic problems people can have? (Signal.) *Want and need.*
 - What are the three things people must have to stay alive? (Signal.) *Food, Shelter, and Clothing.*
 - What are the three main things grouped under want? (Signal.) *Things for leisure, style and convenience.*

Lesson 12 (Cont'd)

- Rights of people are very important. What are two rights that all people in United States have? (Signal.) *Religion and speech.*
- What groups have had problems getting these rights? (Signal.) *Women, some races, and the poor.*
- c. Let's review one more time. I'll touch the cells on the chart. you tell me the exact words that go in each cell. Remember, when I touch a cell, you tell me what words are missing. (Touch each cell. Students say the exact words.)
(Repeat until firm.)
- d. (Display chart A.)
 - You have 1 minute, you are going to draw the chart and fill in the cells. (After 1 minute, take down chart A.)
 - Look at chart B. Copy 1 and 2 from the chart on your paper. Fill in the cells. Raise your hand when you are finished.
 - (Observe and give feedback.)
 - (Display chart A.)
 - Look at chart A and correct your work.

Lesson 13

Exercise 1 - Vocabulary Review (sentence 5)

- a. You learned a sentence that means: The lowered taxes made it easier to offer people things and help.
 - Say the sentence. (Signal.) *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)
- b. What word means lowered? (Signal.) *Reduced.*
 - What word means offer? (Signal.) *Provide.*
 - What word means things that you can touch? (Signal.) *Goods.*
 - What word means help? (Signal.) *Services.*
 - Say the sentence again. (Signal.) *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)

Exercise 2 - Introduction – (sentence 6)

- a. Here's a sentence: They devised an effective solution to the economic problem.
 - Everybody, say the sentence. (Signal.) *They devised an effective solution to the economic problem.*
(Repeat until firm.)
- b. The sentence means: They created a good solution to a problem involving things that are worth money.

Lesson 13 (Cont'd)

- The sentence says they devised an effective solution. When you devise a solution you create a solution.
 - The solution was effective. That means it was good.
 - The problem was an economic problem. An economic problem is a problem with things that are worth money.
 - What word refers to things that are worth money? (Signal.) *Economic*.
- c. Listen to the sentence again: They devised an effective solution to the economic problem. Say the sentence. (Signal.) *They devised an effective solution to the economic problem.* (Repeat until firm.)
- What word means created? (Signal.) *Devised*.
 - What word means good? (Signal.) *Effective*.
 - What word refers to things that are worth money? (Signal.) *Economic*.
 - Say the sentence one last time. (Signal.) *They devised an effective solution to the economic problem.* (Repeat until firm.)

Individual Turns

(Repeat step C with individual students.)

Lesson 14

Exercise 1 - Vocabulary - Review (sentence 2)

- a. You learned a sentence that means a factory uses natural things, machines and workers to make goods?
 - Say the sentence. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
(Repeat until firm.)
- b. What word means natural things? (Signal) *Raw materials.*
 - What word means machines? (Signal.) *Tools.*
 - What word means to make something from raw materials? (Signal.) *Manufacture.*
 - What word means goods? (Signal.) *Products.*
 - What word means workers? (Signal.) *Labor.*
 - Say the sentence again. (Signal.) *A factory uses raw materials, tools and labor to manufacture products.*
(Repeat until firm.)

Exercise 2 - Vocabulary - Review (sentence 6)

- a. You learned a sentence that means: They created a good solution to a problem involving things that are worth money.
 - Say the sentence. (Signal.) *They devised an effective solution to the economic problem.*
(Repeat until firm.)
- b. What word means good? (Signal.) *Effective.*

Lesson 14 (Cont'd)

- What word refers to things that are worth money? (Signal.) *Economic.*
- What word means created? (Signal.) *Devised.*
- Say the sentence again. (Signal.) *They devised on effective solution to the economic problem.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 3 - Chart

- a. (Present chart A.)
Last time, we talked about problems. What are the two main types of problems? (Signal.)
Economic and rights of people.
- Under economic problems, there are problems of need and what other kind of problems? (Signal.)
Want.
- Some problems involving rights are shared by all people. Others are shared by groups.
- All people in the United States were guaranteed some rights when the constitution was written. What are two of those rights? (Signal.) *Freedom of religion and speech.*
- Some groups of people did not have equal rights. Who were the three groups that suffered the most by not having equal rights? (Signal.) *Women, some races, and the poor.*

- Remember, many of the problems facing groups were economic problems and problems of people's rights.

Lesson 14 (Cont'd)

- b. People used different strategies to try to solve their problems.
(Touch the cells of the chart as you read the words.)
 - Number three shows some of the more important strategies. Accommodate, dominate, move, invent, and tolerate.
 - If you make a word up of the first letter of each word, you get the word **ADMIT**.
 - You can use the word **ADMIT** to remember the different strategies.
- c. The first strategy is **accommodate**. Basically, when you accommodate something you don't like, you compromise. You give up some of the things you don't want to give up. You might give up some rights, some property, or something of value. You might pay more taxes or do what it takes to keep the peace. The only time groups are willing to accommodate is when it is not worth getting into a fight over the issue. Rather than have all the hassle of a big fight, it's easier to compromise or accommodate. You put up with some things you don't like, but the problem is at least partly solved.
 - What is a group doing when it compromises to keep the peace? (Signal.) *Accommodate (ing)*.
- d. The next strategy is to **dominate**. When you dominate somebody, you boss them around and make them do what you want them to do. The only time a group can dominate is when it has

more power than the other group. When you physically try to control others you are trying to dominate them. Fighting between two people is trying to solve the problem by dominating. When countries fight, we call it war. If both groups have about the same strength, one group can't dominate the other.

Lesson 14 (Cont'd)

- What's a group doing when it bosses around another group? (Signal.) *Dominating*.
- If a group uses the strategy of dominating, the group can solve some types of problems.
- e. The third strategy is to **move**. When you move, you leave the area. You're not accommodating. You're quitting. You're giving up all your rights to your home and your land. Sometimes, groups move when the natural resources in the area present problems. For instance, the land may flood too much, and the group decides to move. Or maybe there is no more food in the area, so the group moves to another area. Sometimes, the group moves because another much stronger group wants to take over the area.
- What is a group doing when it leaves an area? (Signal.) *Moving*.
- f. The next strategy is **invent**. Groups don't usually invent things. Individuals do. The invention may solve problems that people have. Two hundred years ago, it would take months and months to get from the east coast of the United States to the west coast. Today you can do it in 5 hours.
- What invention is responsible for that change? (Call on an individual. Idea: *Airplane*.)

- 150 years ago, it took months for a message to go across the United States. Today, a message takes seconds. What made that difference? (Call on an individual. Idea: *Telephone*.)
- The plane, the tractor, the light bulb, the telephone, the rifle, and the refrigerator are just a few of the inventions that helped groups solve some problems.

Lesson 14 (Cont'd)

- The last strategy is to **tolerate**. When you tolerate, you don't compromise or move. You just put up with the problem. The hope of people who tolerate is maybe it will go away.
 - Sometimes this strategy works. People or groups can use it only when the problem is something they can tolerate. If the problem is so bad that they can't stand it, they'll have to use one of the other strategies.
- Remember there's a word that gives you a clue for remembering the five strategies used to solve problems. What's the word? (Signal.) *Admit*.
 - Name the five strategies. I'll say the letters. You say the strategy.
 - A Get ready. (Signal.) *Accommodate*.
 - D Get ready. (Signal.) *Dominate*.
 - M Get ready. (Signal.) *Move*.
 - I Get ready. (Signal.) *Invent*.
 - T Get ready. (Signal.) *Tolerate*.
- You need a pencil and a piece of paper.
 - Write answers to the following items. I'll describe different situations involving problems and solutions. You indicate which strategy is used to solve the problem:

- 1. It took over an hour to pick the ripe oranges from a tree. Farmer Brown could not get all his oranges picked before they rotted. So Farmer Brown made a machine that would shake the tree and knock all the oranges off the tree. Write the strategy.
- 2. The Marcola family had trouble surviving in Italy, so the family sailed across the ocean to the United States.

Lesson 14 (Cont'd)

- 3. The noise of the new airport was terrible and the Jones family wanted to move to get away from the noise, but they would lose so much money on their house that they decided to stay where they were.
- 4. There was a lot of fighting and quarreling among the members of the tribe. Finally, Oma the most powerful warrior said, "I will be chief, and everybody will follow my orders. My first order is for you to stop fighting among yourselves." The members of the tribe obeyed because they were afraid of Oma.
- 5. The community did not want the new highway to go right next to their houses. The officials from the state said it would be too difficult to put the highway farther away. The community said that they would sue the state. Finally the state came up with a plan to build a very high wall between the highway and the houses. A lot of people didn't like the idea of the wall, but they decided it was better than trying to sue the state and better than having no wall at all.
- (Replace chart **A** with **B**.)
- Copy the cells for number 3 and write the wording for number 3 only.
Raise your hand when you're finished.
(Observe students and give feedback.)
- j. Check your work. I'll read the situation, and you tell me the answer.

- 1. It took over an hour to pick the ripe oranges from a tree. Farmer Brown could not get all his oranges picked before they rotted. So Farmer Brown made a machine that would shake the

Lesson 14 (Cont'd)

tree and knock all the oranges off the tree.

Write the strategy. What strategy? (Signal.)

Invent.

- 2. The Marcola family had trouble surviving in Italy, States. What strategy? (Signal.) *Move.*
- 3. The noise of the new airport was terrible and the Jones family wanted to move to get away from the noise, but they would lose so much money on their house that they decided to stay where they were. What strategy? (Signal.) *Tolerate.*
- 4. There was a lot of fighting and quarreling among the members of the tribe. Finally, Oma the most powerful warrior said, "I will be chief, and everybody will follow my orders. My first order is for you to stop fighting among yourselves." The members of the tribe obeyed because they were afraid of Oma. What strategy? (Signal.) *Dominate.*
- 5. The community did not want the new highway to go right next to their houses. The officials from the state said it would be too difficult to put the highway farther away. The community said that they would sue the state. Finally the

state came up with a plan to build a very high wall between the highway and the houses. A lot of people didn't like the idea of the wall, but they decided it was better than trying to sue the state and better than having no wall at all.

What strategy? (Signal.) *Accommodate.*

- (Replace chart **B** with chart **A**.)
Look at the cells for number 3. Check your work.
(Observe students and give feedback.)

Lesson 15

Exercise 1 - Vocabulary Review (sentence 3)

- a. You learned a sentence that means: The weather got worse as the moisture from the sky increased.
 - Say the sentence. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)
- b. What word means got worse? (Signal.)
Deteriorated.
 - What word refers to the clouds, wind, temperature, and moisture? (Signal.) *Weather.*
 - What word means moisture falling from the sky? (Signal.) *Precipitation.*
 - Say the sentence again. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary Review (sentence 4)

- a. You learned a sentence that means: Solutions to problems made things happen to the environment that were not on purpose.

- Say the sentence. (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)

Lesson 15 (Cont'd)

- b. What word means not on purpose? (Signal.)
Unintended.
- What word means everything around you?
(Signal.) *Environment.*
- What word means: What happens from a cause?
(Signal.) *Effect.*
- The falling stone hurt his feet. What was the cause of his feet hurting? (Signal.) *The falling stone.*
- What was the effect of the falling stone? (Signal.)
His feet hurt.
- Say the sentence again. (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 3 Chart

- a. (Present chart B.)
- Today we are going to review. You need a pencil and a sheet of paper.

- Copy the cells for numbers 1, 2, and 3. Write the missing words. (Observe students and give feedback.)
- b. Write answers to the following questions:
 - 1. If you have a problem getting things you want or need, what kind of problem do you have?
 - 2. There are two main types of economic problems. What are they?

Lesson 15 (Cont'd)

- 3. What are the three main problems of need that people have?
- 4. If these needs aren't met what could happen to the people?
- 5. What are the three problems of want that people have. You tell me whether it is a problem of need or want. Just write need or want.
- 6. A person can't afford to have her car painted the color she prefers. Is that a problem of need or want?
- 7. People do not have any water. Is that a problem of need or want?
- 8. People can't afford to eat in a restaurant. Is that a problem of need or want?
- 9. People are sleeping under a bridge. Is that a problem of need or want?
- I'll name problems of need. You'll write what need the problems deal with.
- 10. People are homeless.
- 11. People are dying of starvation.

- 12. People do not have shoes to wear in the snow.
- I'll name some problems of want. You'll write the want the problems deal with.
- 13. People want a larger dishwasher because it will save time.
- 14. People want a larger dishwasher that is the same color as their kitchen counter.
- 15. People want a snowmobile to take on their winter vacation.
- I'll name some solutions to problems. You'll write the name of the strategy.

Lesson 15 (Cont'd)

- 16. There wasn't enough game for the Native Americans to hunt, so the tribe went to another area.
 - 17. The two countries wanted the 40 miles of hill land. They were ready to go to war when they had meetings about how to divide up the hill land.
 - 18. The river started to flood every year, but some of the people who lived along the bank of the river refused to move.
 - 19. The red army had over 600,000 soldiers. The green army had 25,000 soldiers. The leader of the red army told the green army what to do and the green army obeyed.
 - 20. It took days to send messages by horseback to the far west. Once the telegraph offices were set up, a message could be sent to the far west in a couple of minutes.
- b. Check your answers:
(Present chart A.)

- Make sure you have the right wording.
(Observe students and give feedback.)
- I'll read the item, you tell me the answer.
- 1. If you have a problem getting things you want or need, what kind of problem do you have?
(Signal.) *Economic*.
- 2. There are two main types of economic problems. What are they? (Signal.) *Need and want*.
- 3. What are the three main problems of need that people have? (Signal.) *Food, shelter, and clothing*.
- 4. If these needs aren't met what could happen to the people? (Signal.) *They could die*.

Lesson 15 (Cont'd)

- 5. What are the three problems of want that people have? (Signal.) *Leisure, style, and convenience*.
- 6. A person can't afford to have her car painted the color she prefers. Is that a problem of need or want? (Signal.) *Want*.
- 7. People do not have any water. Is that a problem of need or want? (Signal.) *Need*.
- 8. People can't afford to eat in a restaurant. Is that a problem of need or want? (Signal.) *Want*.
- 9. People are sleeping under a bridge. Is that a problem of need or want? (Signal.) *Need*.
- 10. People are homeless. (Signal.) *Shelter*.
- 11. People are dying of starvation. (Signal.) *Food*.
- 12. People do not have shoes to wear in the snow. (Signal.) *Clothing*.
- 13. People want a larger dishwasher because it will save time. (Signal.) *Convenience*.

- 14. People want a larger dishwasher that is the same color as their kitchen counter. (Signal.) *Style.*
- 15. People want a snowmobile to take on their winter vacation. (Signal.) *Leisure.*
- 16. There wasn't enough game for the native Americans to hunt, so the tribe went to another area. (Signal.) *Move.*
- 17. The two countries wanted the 40 miles of hill land. They were ready to go to war when they had meetings about how to divide up the hill land. (Signal.) *Accommodate.*
- 18. The river started to flood every year, but some of the people who lived along the bank of the river refused to move. (Signal.) *Tolerate.*

Lesson 15 (Cont'd)

- 19. The red army had over 600,000 soldiers. The green army had 25,000 soldiers. The leader of the red army told the green army what to do and the green army obeyed. (Signal.) *Dominate.*
- 20. It took days to send messages by horseback to the far west. Once the telegraph offices were set up, a message could be sent to the far west in a couple of minutes. (Signal.) *Invention.*

Lesson 16

Exercise 1 - Vocabulary Review (sentence 1)

- a. You learned a sentence that means how all the things along the coast changed the way people lived.
 - Say the sentence. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)
- b. What word means to do something to change something else? (Signal.) *Influence.*
 - What word means everything around you? (Signal.) *The environment.*
 - Say the sentence again. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 Vocabulary - Review (sentence 6)

- a. You learned a sentence that means: They created a good solution to a problem involving things that are worth money.
 - Say the sentence. (Signal.) *They devised an effective solution to the economic problem.*

(Repeat until firm.)

Lesson 16 (Cont'd)

- b. What word means good? (Signal.) *Effective*.
- What word refers to things that are worth money? (Signal.) *Economic*.
- What word means created? (Signal.) *Devised*.
- Say the sentence again. (Signal.) *They devised an effective solution to the economic problem.*
(Repeat until firm.)

Exercise 3 Vocabulary Introduction (sentence 7)

- a. Here's a sentence: They accumulated an enormous amount of wealth.
 - Say the sentence. (Signal.) *They accumulated an enormous amount of wealth.*
(Repeat until firm.)
- b. That sentence means they got a large amount of valuable things.
 - The sentence states they accumulated something. When you accumulate something, you get it and keep it, so you end up with more and more of it. What word means got and kept. (Signal.) *Accumulated*.
 - The sentence says they accumulated an enormous amount. An enormous amount is a huge amount. What word means huge? (Signal.) *Enormous*.
 - The sentence says they accumulated wealth. Wealth is money and other things that can be traded for money. These are valuable things.
- c. Listen to the sentence again: They accumulated an enormous amount of wealth.

- Say the sentence. (Signal.) *They accumulated an enormous amount of wealth.*

Lesson 16 (Cont'd)

- What word means got and kept? (Signal.)
Accumulated.
- What word means things of value? (Signal.)
Wealth.
(Repeat until firm.)
- What word means huge? (Signal.) *Enormous.*
- Say the sentence one more time. (Signal.) *They accumulated an enormous amount of wealth.*
(Repeat until firm.)

Individual Turns

(Repeat step **C** with individual students.)

Lesson 17

Exercise 1 - Vocabulary Review (sentence 6)

- a. You learned a sentence that means: They created a good solution to a problem involving things that are worth money.
 - Say the sentence. (Signal.) *They devised an effective solution to the economic problem.*
(Repeat until firm.)
- b. What word means good? (Signal.) *Effective.*
 - What word refers to things that are worth money? (Signal.) *Economic.*
 - What word means created? (Signal.) *Devised.*
 - Say the sentence again. (Signal.) *They devised an effective solution to the economic problem.*
(Repeat until firm.)

Individual Turns

(Repeat step **B** with individual students.)

Exercise 2 Vocabulary - Review (sentence 7)

- a. You learned a sentence that means: They got and kept a huge amount of valuable things.
 - Say the sentence. (Signal.) *They accumulated an enormous amount of wealth.*
(Repeat until firm.)

- b. What word means got and kept? (Signal.)
Accumulated.

Lesson 17 (Cont'd)

- What word means valuable things? (Signal.)
Wealth.
- What word means huge? (Signal.) *Enormous.*
- Say the sentence one more time. (Signal.) *They accumulated an enormous amount of wealth.*
(Repeat until firm.)

Individual Turns

(Repeat step **B** with individual students.)

Exercise 3 - Chart Review

- a. (Display Chart A.)
- Today is a review lesson. Study Chart A for one minute. (After 1 minute, replace A with Chart B).
History is the study of groups and how they change over time.
 - (Point to the cells as you ask about them.)
What two things effect how groups work?
(Signal.) *Environment and culture.*
 - Three things in the environment are important.
What are they? (Signal.) *Geography, climate and natural resources.*
 - Culture is another influence that is important.
What are the two main parts of culture? (Signal.)
Custom and products.
- b. What is number 2 on the chart? (Signal.)
Problems.

- What are the two types of problems? (Signal.) *Economic and rights of people.*

Lesson 17 (Cont'd)

- What are the two kinds of economic problems people can have? (Signal.) *Want and need.*
 - What are the three things people must have to stay alive? (Signal.) *Food, shelter and clothing.*
 - What are the three main things grouped under want? (Signal.) *Things for leisure, style and convenience.*
 - Rights of people are very important. What are two rights that all people in United States have? (Signal.) *Religion and speech.*
 - What groups have had problems getting these rights? (Signal.) *Women, some races, and the poor.*
- c. Number 2 on the chart is problems. What is number 3? (Signal.) *Solutions.*
- There are 5 big ways that groups have used to solve problems. What word can help you remember these five ways. (Signal.) *Admit.*
 - I'll say the letter. You tell me the word it stands for.
 - A. Get ready. (Signal.) *Accommodate.*
 - D. Get ready. (Signal.) *Dominate.*
 - M. Get ready. (Signal.) *Move.*
 - I. Get ready. (Signal.) *Invent.*
 - T. Get ready. (Signal.) *Tolerate.*
- d. Let's review one more time. I'll touch the cells on the chart. You tell me the exact words that go in each cell. Remember, when I touch a cell, you tell me what words are missing. (Touch each cell. Students say the exact words.)
(Repeat until firm.)

- e. (Display chart A.)
 - You have 1 minute to study the chart. You are then going to draw the chart and fill in the cells.
(After 1 minute, take down chart A.)

Lesson 17 (Cont'd)

- Look at Chart B. Copy 1, 2, and 3 from the chart on your paper. Fill in the cells. Raise your hand when you are finished.
- (Observe and give feedback.)
- f. (Display Chart A.)
 - Look at Chart A and correct your work.

Lesson 18

Exercise 1 - Vocabulary Review (sentence 5)

- a. You learned a sentence that means: The lowered taxes made it easier to offer people things and help.
 - Say the sentence: *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)
- b. What word means lowered? (Signal.) *Reduced.*
 - What word means offer? (Signal.) *Provide.*
 - What word means things that you can touch? (Signal.) *Goods.*
 - What word means help? (Signal.) *Services.*
 - Say the sentences again. (Signal.) *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)

Individual Turns

(Repeat step **B** with individual students.)

Exercise 2 - Vocabulary Review (sentence 7)

- a. You learned a sentence that means: They got and kept a huge amount of valuable things.
 - Say the sentence. (Signal.) *They accumulated an enormous amount of wealth.*

(Repeat until firm.)

Lesson 18 (Cont'd)

- b. What word means got and kept? (Signal.)
Accumulated.
- What word means valuable things? (Signal.)
Wealth.
- What word means huge? (Signal.) *Enormous.*
- Say the sentence one more time. (Signal.) *They accumulated an enormous amount of wealth.*
(Repeat until firm.)

Individual Turns

(Repeat step **B** with individual students.)

Exercise 3 Chart - Effects

- a. (Present classroom Chart B.)
 - Copy the cells and write the missing words for 1, 2, and 3.
(Observe students and give feedback.)
(Display Chart A.)
 - Check your work.
- b. Number four on the chart is effects. There are two possible effects from an attempt to solve a problem. The problem ends, which means that it is solved. Or the problem continues, which means that it was not solved. What often happens is that the problem is worse than it was.
 - I'll describe some problems and solutions. You tell me the effects of the solutions. Tell me if the problem ended or if it continued.

- During the 1950s, car manufacturers were concerned about drivers not being able to see cars

Lesson 18 (Cont'd)

that approached from the side. To solve this problem the manufacturers changed the front windshields on the cars. During the years that cars had the new windshields, the number of accidents increased a lot. (Signal.) *Problem continued.*

- During the 1950s, football players had trouble with their footing on a damp or wet field. To solve this problem, teams replaced plastic spikes on their shoes with aluminum spikes. With these new spikes, the footing on a wet field was greatly improved. (Signal.) *Problem ends.*
- c. (Write problem ends, problem continued on the board.)
- You need your pencil and a sheet of paper. I'll describe some situations. You tell me the effect of each solution. Write problem ends or problem continued for each item.
- 1. The river flooded the valley every year. Engineers built a dam upstream. Now there is a great reservoir there. The valley never floods.
- 2. The river in the valley flooded every year. Engineers cut a new route for the river to follow. The river did not stay on the new route and flooded the valley the following year.
- 3. The deer in an area had trouble surviving during the winter. People put out food during the winter. All the deer survived.

- 4. Clothes made of regular cloth wore out after a few washings. Manufacturers made clothing out of new fabrics like nylon. These clothes lasted a long, long time.
- 5. To kill insects, people used to use kerosene. Some insects survived.

Lesson 18 (Cont'd)

- d. Check your work. I'll describe the situation. You tell me problem solved or problem continued.
- 1. The river flooded the valley every year. Engineers built a dam upstream. Now there is a great reservoir there. The valley never floods. (Signal.) *Problem ends.*
 - 2. The river in the valley flooded every year. Engineers cut a new route for the river to follow. The river did not stay on the new route and flooded the valley the following year. (Signal.) *Problem continues.*
 - 3. The deer in an area had trouble surviving during the winter. People put out food during the winter. All the deer survived. (Signal.) *Problem ends.*
 - 4. Clothes made of regular cloth wore out after a few washings. Manufacturers made clothing out of new fabrics like nylon. These clothes lasted a long, long time. (Signal.) *Problem ends.*
 - 5. To kill insects, people used to use kerosene. Some insects survived. (Signal.) *Problem continues.*
- (Point to number 5 on chart A.)
- e. Number 5 on the chart is new problems.
- The effect of the solution may be that the problem ends. The effect may be that the problem

continues. But almost always, the solution creates a new problem, one that nobody had known about.

- I'll describe problems and solutions. You'll write whether the original problem was solved. Then you'll describe the new problem that had been created.
- 1. The river flooded the valley every year. Engineers built a dam upstream. Now there is a

Lesson 18 (Cont'd)

great reservoir there. The valley never floods. The trout that swam upstream every year could not get past the dam. They died. Now there is no trout in the river. Write the answers.

- What was the original problem?
- Did the problem end or continue?
- What was the new problem that was created by the solution to the first problem?
- 2. The river in the valley flooded every year. Engineers cut a new route for the river to follow. The river did not stay on the new route and flooded the valley the following year. The people demanded a dam to solve the flooding problem, but there was no money because it had been spent on re-routing the river. Write the answers.
- What was the original problem?
- Did the problem end or continue?
- What was the new problem that was created by the solution to the first problem?
- 3. The deer in an area had trouble surviving during the winter. People put out food for the

deer. All the deer survived. The next year, there were nearly twice as many deer to feed during the winter. The year after that, there were three times as many. The people could not feed all the deer and hundreds of them died. Write the answers.

- What was the original problem?
- Did the problem end or continue?
- What was the new problem that was created by the solution to the first problem?
- 4. Clothes made of regular cloth wore out after a few washings. Manufacturers made clothing out

Lesson 18 (Cont'd)

of new fabrics like nylon. These clothes lasted a long, long time. These clothes also made people sweat a lot and gave some of them rashes. Write the answers.

- What was the original problem?
- Did the problem end or continue?
- What was the new problem that was created by the solution to the first problem?
- 5. To kill insects, people used an insecticide called DDT. It killed just about all of the insects that were around at that time. As DDT was used over the years, however, the insects changed. They mutated. The mutant insects looked like the earlier ones but they were not bothered at all by DDT. In fact, some flies love to feast on DDT. Write the answers.
- What was the original problem?
- Did the problem end or continue?
- What was the new problem that was created by the solution to the first problem?

- f. Check your answers. I'll repeat the situation.
You answer all the questions.
- 1. The river flooded the valley every year.
Engineers built a dam upstream. Now there is a great reservoir there. The valley never floods. The trout that swam upstream every year could not get past the dam. They died.
Now there are no trout in the river.
 - What was the original problem? (Call on individuals. Idea: *Valley flooded.*)
 - Did the problem end or continue? (Signal.)
Problem ends.

Lesson 18 (Cont'd)

- What was the new problem that was created by the solution to the first problem? (Call on individuals. Idea: *Trout died.*)
- 2. The river in the valley flooded every year. Engineers cut a new route for the river to follow. The river did not stay on the new route and flooded the valley the following year. The people demanded the dam to solve the flooding problem, but there was no money because it had been spent on re-routing the river.
- What was the original problem? (Call on individuals. Idea: *Valley flooded.*)
- Did the problem end or continue? (Signal.)
Problem continues.
- What was the new problem that was created by the solution to the first problem? (Call on individuals. Idea: *No money.*)
- 3. The deer in an area had trouble surviving during the winter. People put out food for the deer. All the deer survived. The next year, there were nearly twice as many deer to feed during the winter. The year after that, there were three times as many. The people could not feed all the deer and hundreds of them died.
- What was the original problem? (Call on individuals. Idea: *Deer starved.*)
- Did the problem end or continue? (Signal.)
Problem ends.
- What was the new problem that was created by the solution to the first problem? (Call on

individuals. Idea: *Too many deer lived for people to feed. Hundreds died.*)

Lesson 18 (Cont'd)

- 4. Clothes made of regular cloth wore out after a few washings. Manufacturers made clothing out of new fabrics like nylon. These clothes lasted a long, long time. These clothes also made people sweat a lot and gave some of them rashes.
- What was the original problem? (Call on individuals. Idea: *Clothes wore out quickly.*)
- Did the problem end or continue? (Signal.)
Problem ends.
- What was the new problem that was created by the solution to the first problem? (Call on individuals. Idea: *People sweated more, people developed rashes.*)
- 5. To kill insects, people used an insecticide called DDT. It killed just about all of the insects that were around at that time. As DDT was used over the years, however, the insects changed. They mutated. The mutant insects looked like the earlier ones but they were not bothered at all by DDT. In fact, some flies love to feast on DDT.
- What was the original problem? (Call on individuals. Idea: *Too many insects.*)
- Did the problem end or continue? (Signal.)
Problem ends.
- What was the new problem that was created by the solution to the first problem? (Call on individuals. Idea: *Insects loved DDT-they didn't die.*)

Lesson 19

Exercise 1 - Vocabulary Review (sentence 1)

- a. You learned a sentence that means how all the things along the coast changed the way people lived.
 - Say the sentence. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)
- b. What word means to do something to change something else? (Signal.) *Influence.*
 - What word means everything around you? (Signal.) *The environment.*
 - Say the sentence again. (Signal.) *The environment along the coast influenced how people lived.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 Vocabulary Introduction (sentence 8)

- a. Here's a sentence: The factory required a lot of labor, but it still made a good profit.
Say the sentence. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)

Lesson 19 (Cont'd)

- b. That sentence means: The factory needed a lot of workers, but it still made money after paying all its debts.
- The sentence says the factory required a lot of labor. Required is another word for needed.
 - What word means needed? (Signal.) *Required*.
 - Remember, labor is the people who work in the factory. The labor can be very expensive.
 - The sentence says that the factory still made a profit. The profit is the money the factory makes after it pays all its debts.

It owes money to the workers, money for the raw materials, and money for taxes. After paying all these debts, the money that is left is the profit.

- c. Listen to the sentence again. The factory required a lot of labor, but it still made a good profit.
- Say the sentence. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
 - What word means needed. (Signal.) *Required*.
 - What word means workers? (Signal.) *Labor*.
 - What word means the money that's left after the debts are paid? (Signal.) *Profit*.
 - Say the sentence one more time. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)

Individual Turns

(Repeat **C** with different students.)

Lesson 20

Exercise 2 - Vocabulary Review (sentence 7)

- a. You learned a sentence that means: They got and kept a huge amount of valuable things.
 - Say the sentence. (Signal.) *They accumulated an enormous amount of wealth.*
(Repeat until firm.)
- b. What word means got and kept? (Signal.) *Accumulated.*
 - What word means valuable things? (Signal.) *Wealth.*
 - What word means huge? (Signal.) *Enormous.*
 - Say the sentence one more time. (Signal.) *They accumulated an enormous amount of wealth.*
(Repeat until firm.)

Individual Turns

(Repeat **B** with individual students.)

Exercise 1 Vocabulary Review (sentence 8)

- a. You learned a sentence that means: The factory needed a lot of workers, but it still made money after paying all its debts.
 - Say the sentence. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)
- b. What word means workers? (Signal.) *Labor.*

Lesson 20 (Cont'd)

- What word means money that is left after debts are paid? (Signal.) *Profit*.
- What word means needed? (Signal.) *Required*.
- Say the sentence again. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)

Individual Turns

(Repeat step **B** with individual students.)

Exercise 3 Chart

- a. (Present Chart A. Point to the cells as you review the chart.)
This chart shows the way we'll look at history. History is the study of groups over time. The two things most important to groups are the environment and what else? (Signal.) *Culture*.
- There are three important aspects of the environment. What are those three aspects? (Signal.) *Geography, climate, and natural resources*.
- There are two important aspects of the culture. What are they? (Signal.) *Customs and products*.
- History is the study of groups over time. Each group has a different environment and a different culture. So we must understand the details of the environment and the culture to understand the problems that faced the groups.

- b. Over time, the groups had problems.
The problems required solutions. Some solutions have the effect they are supposed to have. They

Lesson 20 (Cont'd)

put an end to the problem. Some solutions may create problems that were not known beforehand. Then it starts over, with a new problem that must be solved.

- (Move your finger along the arrow on the chart.)
It's important to understand: Problems, solutions, effects, and new problem. Read that as I touch the chart. (Touch each part on the chart.)
Problems, solutions, effects, and new problems.
- c. What are two of the important problem types?
(Signal.) *Economic and rights of people.*
- If you are unable to get or keep the things you think you need or want, what kind of problem do you have? (Signal.) *Economic.*
- What are the three needs that must be satisfied?
(Signal.) *Food, shelter, and clothing.*
- What are three types of problems that involve wants? (Signal.) *Leisure, style, and convenience.*
- What are two of the more important rights that people in the United States have? (Signal.)
Freedom of religion and speech.
- What are the three groups in the United States that have suffered most from not having equal rights? (Signal.) *Women, some races, and the poor.*
- d. What are the five major ways groups have tried to solve their problems? (Signal.) *Accommodate, dominate, move, invent, and tolerate.*
- What word can help you remember the five major solutions? (Signal.) *Admit.*

- Do all solutions have the effect of putting an end to the problem? (Signal.) *No*.
- And whether or not the solutions put an end to the original problem, they usually create a new problem.

Lesson 20 (Cont'd)

- e. Study the chart for 1 minute. I'm going to give you a blank chart to complete. (After 1 minute, pass out the blank Chart B to students. Take down the classroom chart.) Write the words that go in each box on the blank chart. (Observe students and give feedback.)
- f. Check your answers carefully. (Display class Chart A.)

Lesson 21

Exercise 1 - Vocabulary Review (sentence 4)

- a. You learned a sentence that means: Solutions to problems made things happen to the environment that were not on purpose.
 - Say the sentence. (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)
- b. What word means not on purpose? (Signal.) *Unintended.*
 - What word means everything around you? (Signal.) *Environment.*
 - What word means: What happens from a cause? (Signal.) *Effect.*
 - The falling stone hurt his feet. What was the cause of his feet hurting? (Signal.) *The falling stone.*
 - What was the effect of the falling stone? (Signal.) *His feet hurt.*
 - Say the sentence again. (Signal.) *Solutions to problems had unintended effects on the environment.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Lesson 21 (Cont'd)

Exercise 2 - Vocabulary Review (sentence 8)

- a. You learned a sentence that means: The factory needed a lot of workers, but it still made money after paying all its debts.
 - Say the sentence. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)
- b. What word means workers? (Signal.) *Labor.*
 - What word means money that is left after debts are paid? (Signal.) *Profit.*
 - What word means needed? (Signal.) *Required.*
 - Say the sentence again. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Chart Review

- a. (Display Chart A.)
 - Today is a review lesson. Study Chart A for one minute. (After 1 minute, replace A with Chart B.)
History is the study of groups and how they change over time.
 - (Point to the cells as you ask about them.)

What two things effect how groups work?
(Signal.) *Environment and culture.*

Lesson 21 (Cont'd)

- Three things in the environment are important. What are they? (Signal.) *Geography, climate, and natural resources.*
- Culture is another influence that is important. What are the two main parts of culture? (Signal.) *Custom and products.*
- b. What is number 2 on the chart? (Signal.) *Problems.*
 - What are the two types of problems? (Signal.) *Economic and rights of people.*
 - What are the two kinds of economic problems people can have? (Signal.) *Want and need.*
 - What are the three things people must have to stay alive? (Signal.) *Food, shelter, and clothing.*
 - What are the three main things grouped under want? (Signal.) *Things for leisure, style, and convenience.*
 - Rights of people are very important. What are two rights that all people in the United States have? (Signal.) *Religion and speech.*
 - What groups have had problems getting these rights? (Signal.) *Women, some races, and the poor.*
- c. Number 2 on the chart is problems. What is number 3? (Signal.) *Solutions.*
 - There are 5 big ways that groups have used to solve problems. What word can help you remember these five ways. (Signal.) *Admit.*
 - I'll say the letter. You tell me the word it stands for.
 - A. Get ready. (Signal.) *Accommodate.*

- D. Get ready. (Signal.) *Dominate.*
- M. Get ready. (Signal.) *Move.*
- I. Get ready. (Signal.) *Invent.*
- T. Get ready. (Signal.) *Tolerate.*

Lesson 21 (Cont'd)

- d. What is number 4 on the chart? (Signal.) *Effects.*
- Two things often happen when groups try to solve a problem. What are they? (Signal.) *Problem ends and problem continues.*
 - What is number 5 on the chart? (Signal.) *New Problem.*
 - Yes, often the solution results in a new problem.
- e. Let's follow the arrow and go through this one more time. (Touch the arrow and follow it around.)
- Groups often have problems. They try to solve these problems in several ways. The effects that the solution has often result in new problems. Then the group has to start over again.
- f. Let's review one more time. I'll touch the cells on the chart. You tell me the exact words that go in each cell. Remember, when I touch a cell, you tell me what words are missing. (Touch each cell. Students say the exact words.)
(Repeat until firm.)
- g. (Display chart A.)
- You have 1 minute to study the chart. (After 1 minute, take down chart A. Pass out student chart B.)
 - Fill in the cells. Raise your hand when you are finished.
 - (Observe and give feedback.)
- f. (Display Chart A.)
- Look at Chart A and correct your work.

Lesson 22

Exercise 1 - Vocabulary Review (sentence 8)

- a. You learned a sentence that means: The factory needed a lot of workers, but it still made money after paying all its debts.
 - Say the sentence. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)
- b. What word means workers? (Signal.) *Labor.*
 - What word means money that is left after debts are paid? (Signal.) *Profit.*
 - What word means needed? (Signal.) *Required.*
 - Say the sentence again. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Introduction (sentence 9)

- a. Here's a sentence: They took advantage of the opportunity to learn Spanish.
 - Everybody, say the sentence. (Signal.) *They took advantage of the opportunity to learn Spanish.*
(Repeat until firm.)

- b. The sentence means they made the most of the chance to learn Spanish.

Lesson 22 (Cont'd)

- The sentence says: They took advantage. When you take advantage of a situation, you make the most of the situation.
 - What's another way of saying they made the most of a situation? (Signal.) *They took advantage of the situation.*
 - Listen to the sentence again: They took advantage of the opportunity to learn Spanish.
 - An opportunity to do something is a chance to do it.
 - What's another way of saying: They didn't have many chances to go into the woods? (Signal.) *They didn't have an opportunity to go into the woods.*
 - What's another way of saying: She didn't have a chance to play basketball? (Signal.) *She didn't have an opportunity to play basketball.*
- c. Listen to the sentence again: They took advantage of the opportunity to learn Spanish. Say the sentence. (Signal.) *They took advantage of the opportunity to learn Spanish.*
- What word means a chance to do it? (Signal.) *Opportunity.*
 - What word means to make the most of the situation? (Signal.) *Advantage.*
 - Say the sentence one more time. (Signal.) *They took advantage of the opportunity to learn Spanish.*
(Repeat until firm.)

Individual Turns

(Repeat step **c** with individual students.)

Lesson 23

Exercise 1 - Vocabulary Review (sentence 4)

- a. You learned a sentence that means a factory uses natural things, machines and workers to make goods?
 - Say the sentence. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
(Repeat until firm.)
- b. What word means natural things? (Signal) *Raw materials.*
 - What word means machines? (Signal.) *Tools*
 - What word means to make something from raw materials? (Signal.) *Manufactures.*
 - What word means goods? (Signal.) *Products.*
 - What word means workers? (Signal.) *Labor.*
 - Say the sentence again. (Signal.) *A factory uses raw materials, tools, and labor to manufacture products.*
 - (Repeat until firm.)

Individual Turns

(Repeat step **B** with individual students.)

Exercise 2 - Vocabulary Review (sentence 8)

- a. You learned a sentence that means: The factory needed a lot of workers, but it still made money after paying all its debts.

Lesson 23 (Cont'd)

- Say the sentence. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)
- b. What word means workers? (Signal.) *Labor.*
- What word means money that is left after debts are paid? (Signal.) *Profit.*
- What word means needed? (Signal.) *Required.*
- Say the sentence again. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)

Individual Turns

(Repeat step **B** with individual students.)

Exercise 3 - Vocabulary Review (sentence 9)

- a. You learned a sentence that means they made the most of the chance to learn Spanish.
- Say the sentence. (Signal.) *They took advantage of the opportunity to learn Spanish.*
(Repeat until firm.)
- b. What part means to make the most of something?
(Signal.) *Advantage.*
- What word means a chance? (Signal.)
Opportunity.
 - Say the sentence again. *They took advantage of the opportunity to learn Spanish.*

(Repeat until firm.)

Individual Turns

(Repeat step **B** with individual students.)

Lesson 24

Exercise 1 - Vocabulary Review (sentence 9)

- a. You learned a sentence that means they made the most of the chance to learn Spanish.
 - Say the sentence. (Signal.) *They took advantage of the opportunity to learn Spanish.*
(Repeat until firm.)
- b. What part means to make the most of something?
(Signal.) *Advantage.*
 - What word means a chance? (Signal.)
Opportunity.
 - Say the sentence again. *They took advantage of the opportunity to learn Spanish.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Review (sentence 7)

- a. You learned a sentence that means: *They got and kept a huge amount of valuable things.*

- Say the sentence. (Signal.) *They accumulated an enormous amount of wealth.*
(Repeat until firm.)
- b. What word means got and kept? (Signal.)
Accumulated.
- What word means valuable things? (Signal.)
Wealth.

Lesson 24 (Cont'd)

- What word means huge? (Signal.) *Enormous.*
- Say the sentence one more time. (Signal.) *They accumulated an enormous amount of wealth.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Vocabulary Introduction (sentence 10)

- a. Here's a sentence: The government determined how agricultural land would be protected.
 - Say the sentence. (Signal.) *The government determined how agricultural land would be protected.*
(Repeat until firm.)
- b. That sentence means: The organization that makes rules and laws controlled the way farm land would be protected.
 - The government is the organization that makes rules and laws that people must follow.
 - The government determined how something would be: That means the government caused

how it would happen. The government controlled it.

- What's another way of saying controlled or caused? (Signal.) *Determined*.
- The sentence refers to agricultural land. Agriculture is farming. Agricultural land is farm land.
- What's another way of saying farm land? (Signal.) *Agricultural land*.

Lesson 24 (Cont'd)

- The sentence says that the government determined how the agricultural land would be protected. Some things the government could do is pass laws that prevent farmers from misusing the land or selling off good agricultural land for building houses or factories.
- c. Listen to the sentence again: The government determined how agricultural land would be protected.
- Say the sentence. (Signal.) *The government determined how agricultural land would be protected.*
 - What part means farm land? (Signal.) *Agricultural land.*
 - What word means controlled or caused? (Signal.) *Determined.*
 - What word means the organization that makes rules and laws? (Signal.) *Government.*
 - Say the sentence one more time. (Signal.) *The government determined how agricultural land would be protected.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Lesson 25

Exercise 1 - Vocabulary Review (sentence 6)

- a. You learned a sentence that means: They created a good solution to a problem involving things that are worth money.
 - Say the sentence. (Signal.) *They devised an effective solution to the economic problem.*
(Repeat until firm.)
- b. What word means good? (Signal.) *Effective.*
 - What word refers to things that are worth money? (Signal.) *Economic.*
 - What word means created? (Signal.) *Devised.*
 - Say the sentence again. (Signal.) *They devised an effective solution to the economic problem.*
(Repeat until firm.)

Individual Turns

(Call on different students to say the sentence.)

Exercise 2 - Vocabulary Review (sentence 10)

- a. You learned a sentence that means: The organization that makes rules and laws controlled the way farm land would be protected.
 - Say the sentence. (Signal.) *The government determined how agricultural land would be protected.*

(Repeat until firm.)

Lesson 25 (Cont'd)

b. What part means farm land? (Signal.)

Agricultural land.

- What word means the organization that makes rules and laws? (Signal.) *Government.*
 - What word means controlled or caused? (Signal.) *Determined.*
 - Say the sentence again. (Signal.) *The government determined how agricultural land would be protected.*
- (Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Test warning -

You are going to have a test in 2 days. The test has two parts. The first day you will be asked to fill in a blank history chart. On the second day, you will write answers to questions about the chart. Start studying the chart tonight. If you fill in the cells on the blank chart perfectly, you get a challenge award. Remember study your chart tonight.

Lesson 26

Exercise 1 - Vocabulary Review (sentence 5)

- a. You learned a sentence that means: The lowered taxes made it easier to offer people things and help.
 - Say the sentence: (Signal.) *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)
- b. What word means lowered? (Signal.) *Reduced.*
 - What word means offer? (Signal.) *Give.*
 - What word means things that you can touch? (Signal.) *Goods.*
 - What word means help? (Signal.) *Services.*
 - Say the sentence again. (Signal.) *The reduced taxes made it easier to provide goods and services.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Review (sentence 9)

- a. You learned a sentence that means they made the most of the chance to learn Spanish.
 - Say the sentence. (Signal.) *They took advantage of the opportunity to learn Spanish.*

Lesson 26 (Cont'd)

- b. What part means to make the most of something.
(Signal.) *Advantage.*
- What word means a chance. (Signal.)
Opportunity.
- Say the sentence again. *They took advantage of the opportunity to learn Spanish.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Vocabulary Introduction (sentence 11)

- a. Here's a sentence: Their prosperity increased and their debts diminished.
 - Say the sentence: (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)
- b. That sentence means: Their wealth went up and what they owed others went down.
 - The sentence says their prosperity increased. Prosperity is another word for wealth. If you are prospering, you are doing very well.
 - What word means wealth? (Signal.) *Prosperity.*
 - The sentence says, their prosperity increased and their debts diminished. Debts are the things they owe. If they are 100 dollars in debt, they owe somebody 100 dollars.
 - What word means what they owe? (Signal.)
Debts.

- If their debts diminished, their debts got smaller and smaller.

Lesson 26 (Cont'd)

- What word means got smaller? (Signal.)
Diminished.
- What word in the sentence means it got greater? (Signal.) *Increased.*
- c. Listen to the sentence again: Their prosperity increased and their debts diminished.
- Say the sentence. (Signal.) *Their prosperity increased and their debts diminished.*
- What word means it got greater? (Signal.)
Increased.
- What word means got smaller? (Signal.)
Decreased.
- What word means wealth? (Signal.) *Prosperity.*
- What word means what they owed? (Signal.)
Debts.
- Say the sentence one more time. (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)

Individual Turns

(Repeat step **c** with individual students.)

Exercise 4 - Test Review

- a. (Display Chart A.)
 - Tomorrow you are going to have the first part of your test on the History Chart. I'm going to give

you a practice test today. You have 2 minutes to study the chart.

- (Pass out Chart B. Take down Chart A.)

Lesson 26 (Cont'd)

Print the exact words that go in each cell. You have 10 minutes.

- Raise your hand when you are finished.
- b. (Display Chart A.)
- Check your work.
- Remember to study tonight.

Lesson 27

Exercise 1 - Vocabulary Review (sentence 3)

- a. You learned a sentence that means: The weather got worse as the moisture from the sky increased.
 - Say the sentence. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)
- b. What word means got worse? (Signal.)
Deteriorated.
 - What word refers to the clouds, wind, temperature, and moisture? (Signal.) *Weather.*
 - What word means moisture falling from the sky? (Signal.) *Precipitation.*
 - Say the sentence again. (Signal.) *The weather deteriorated as the precipitation increased.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Review (sentence 10)

- a. You learned a sentence that means: The organization that makes rules and laws controlled the way farm land would be protected.

- Say the sentence. (Signal.) *The government determined how agricultural land would be protected.*
(Repeat until firm.)

Lesson 27 (Cont'd)

- b. What part means farm land? (Signal.)
Agricultural land.
- What word means the organization that makes rules and laws? (Signal.) *Government.*
- What word means controlled or caused? (Signal.) *Determined.*
- Say the sentence again. (Signal.) *The government determined how agricultural land would be protected.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Vocabulary Review (sentence 11)

- a. You learned a sentence that means: Their wealth went up and what they owed others went down.
- Say the sentence. (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)
- b. What word means wealth? (Signal.) *Prosperity.*
- What word means what they owed others? (Signal.) *Debts.*
- What word means got smaller? (Signal.) *Diminished.*

- What word means got greater? (Signal.)
Increased.
- Say the sentence again? (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)

Lesson 27 (Cont'd)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 4 - Test.

- (Pass out Chart B to each student.) Here's what you have been waiting all day for – Your history test. Fill in the chart. Write the exact words that go in each space. You have 10 minutes.
- (After 10 minutes display Chart A.) Check your work.
(Students who miss more than 3 need to review the chart and retake the test.)

Lesson 28

Note: If you think you will not have enough time to complete the lesson, teach the lesson over two days. Administer the test on the first day. Do exercises 1 and 2 on the second day.

Exercise 1 - Vocabulary Review (sentence 8)

- a. You learned a sentence that means: The factory needed a lot of workers, but it still made money after paying all its debts.
 - Say the sentence. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)
- b. What word means workers? (Signal.) *Labor.*
 - What word means money that is left after debts are paid? (Signal.) *Profit.*
 - What word means needed? (Signal.) *Required.*
 - Say the sentence again. (Signal.) *The factory required a lot of labor, but it still made a good profit.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Lesson 28 (Cont'd)

Exercise 2 - Vocabulary Introduction (sentence 12)

- a. Here's a sentence: Most settlers in American colonies were citizens of England.
 - Everybody, say the sentence. (Signal.) *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)
- b. The original people who went to America were still members of England, not America.
 - The sentence mentions settlers. A settler is the first person into an area that has nothing that is familiar. The settlers in the United States were surrounded by forests, lakes, and Native Americans, who did not live the same way the settlers lived.
 - Remember, settlers are the first people into an unfamiliar area.
 - The sentence says: Most settlers in American Colonies.
 - A colony is a settlement that is governed by another country. That country is called the parent country. People who live in the colony are citizens of the parent country. Before the United States constitution was written, there were English colonies in what is now the United States.
 - What word means the first people into an unfamiliar area? (Signal.) *Settlers.*
 - What word means a settlement that is governed by another country? (Signal.) *Colony.*
 - The sentence says: Most settlers in American colonies were citizens of England. A citizen is a

person who is accepted as a member of a country. You are not a citizen of Germany or Greece or

Lesson 28 (Cont'd)

Japan. You are a citizen of the United States. But in the years before the United States became a country, the people who lived in the colonies were citizens of other countries. Some were citizens of France. Some were citizens of Spain. But most of the people in the colonies were citizens of England.

- c. Listen to the sentence again: Most settlers in American colonies were citizens of England.
- Say the sentence. (Signal.) *Most settlers in American colonies were citizens of England.*
 - What word means the first people into an unfamiliar area? (Signal.) *Settlers.*
 - What word means a settlement that is governed by another country? (Signal.) *Colony.*
 - What word means somebody who is member of a country? (Signal.) *Citizen.*
 - Say the sentence again. (Signal.) *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)

Individual Turns

(Repeat step **c** with individual students.)

Exercise 3 - Test

- a. You need a pencil and a sheet of paper. Now you get the second part of your test. I'm going to ask you some questions. You write the answers.
- I'll name some things. You tell me if each thing is a custom or a product.

Lesson 28 (Cont'd)

- 1. The clothing that a group manufactures.
- 2. The way people greet each other.
- 3. How people get married.
- 4. The tools people use to farm.
- I'll name some things you tell me if each thing has to do with geography, the climate, or the natural resources.
- 5. The type of fish that are in a lake.
- 6. The length of the wet season each year.
- 7. The mountains in an area.
- 8. What are the two main types of economic problems?
- I'll name some economic problems. You tell me need or want.
- 9. People are running out of food.
- 10. People can't afford to buy expensive shoes.
- 11. People can't afford to buy a car.
- I'll name some problems of want. You'll write what the problems deal with. Remember, want deals with leisure, style, and convenience.
- 12. People want a bigger washing machine because it will save time.
- 13. People want a motorboat to take to the lake.
- 14. People want a washing machine that is the same color as the counter.
- 15. What word can help you remember the 5 types of solutions?

- I'll describe a problem and a solution. You name the solution that was used to solve the problem.
- 16. Ralph is the biggest kid in the class. When he picks the game for recess everyone plays. They are afraid that he might start a fight with them.

Lesson 28 (Cont'd)

- 17. Bill was always talking to Latoya in class. The teacher kept telling Bill to stop. He didn't. Finally, the teacher changed Bill's seat. Now, he sits in another part of the room away from Latoya. He doesn't talk as much.
- 18. Ida always chewed gum during reading group. She chewed it so loud that it bothered the other kids. The teacher had a meeting with Ida. They made an agreement. Ida now chews her gum during recess, P.E., and independent work. She never chews her gum during reading group.
- 19. Linda was always talking to Garcia. Garcia didn't like it, but he didn't want to tell the teacher and get Linda in trouble. So Garcia did nothing.
- 20. Ralph hated to write in ink. He always made mistakes and had to cross out words. His papers were always a mess. Ralph experimented and developed an ink pen that you could erase. Now his papers are written neatly.
- Take out your marking pen and get ready to check your work. I'll read the question, you tell me the answer.
- 1. The clothing that a group manufactures.
(Signal.) *Product.*

- 2. The way people greet each other. (Signal.)
Custom.
- 3. How people get married. (Signal.) *Custom.*
- 4. The tools people use to farm. (Signal.)
Product.
- 5. The type of fish that are in a lake. (Signal.)
Natural resource.
- 6. The length of the wet season each year.
(Signal.) *Climate.*

Lesson 28 (Cont'd)

- 7. The mountains in an area. (Signal.)
Geography.
- 8. What are the two main types of economic problems? (Signal.) *Want and need.*
- 9. People are running out of food. (Signal.)
Need.
- 10. People can't afford to buy expensive shoes.
(Signal.) *Want.*
- 11. People can't afford to buy a car. (Signal.)
Want.
- 12. People want a bigger washing machine because it will save time. (Signal.)
Convenience.
- 13. People want a motorboat to take to the lake.
(Signal.) *Leisure.*
- 14. People want a washing machine that is the same color as the counter. (Signal.) *Style.*
- 15. What word can help you remember the 5 types of solutions? (Signal.) *Admit.*
- 16. Ralph is the biggest kid in the class. When he picks the game for recess everyone plays. They are afraid that he might start a fight with them. (Signal.) *Dominate.*

- 17. Bill was always talking to Latoya in class. The teacher kept telling Bill to stop. He didn't. Finally, the teacher changed Bill's seat. Now, he sits in another part of the room away from Latoya. He doesn't talk as much. (Signal.)
Move.
- 18. Ida always chewed gum during reading group. She chewed it so loud that it bothered the other kids. The teacher had a meeting with Ida. They made an agreement. Ida now chews her gum during recess, P.E., and independent work. She never chews her gum during reading group. (Signal.)
Accommodate.

Lesson 28 (Cont'd)

- 19. Linda was always talking to Garcia. Garcia didn't like it, but he didn't want to tell the teacher and get Linda in trouble. So Garcia did nothing. (Signal.) *Tolerate*.
- 20. Ralph hated to write in ink. He always made mistakes and had to cross out words. His papers were always a mess. Ralph experimented and developed an ink pen that you could erase. Now his papers are written neatly. (Signal.) *Invent*.

Lesson 29

Exercise 1 - Vocabulary Review (sentence 10)

- a. You learned a sentence that means: The organization that makes rules and laws controlled the way farm land would be protected.
 - Say the sentence. (Signal.) *The government determined how agricultural land would be protected.*
(Repeat until firm.)
- b. What part means farm land? (Signal.)
Agricultural land.
 - What word means the organization that makes rules and laws? (Signal.) *Government.*
 - What word means controlled or caused? (Signal.) *Determined.*
 - Say the sentence again. (Signal.) *The government determined how agricultural land would be protected.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Lesson 29 (Cont'd)

Exercise 2 - Vocabulary Review (sentence 11)

- a. You learned a sentence that means: Their wealth went up and what they owed others went down.
 - Say the sentence. (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)
- b. What word means wealth? (Signal.) *Prosperity.*
 - What word means what they owed others? (Signal.) *Debts.*
 - What word means got smaller? (Signal.) *Diminished.*
 - What word means got greater? (Signal.) *Increased.*
 - Say the sentence again. (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Vocabulary Review (sentence 12)

- a. You learned a sentence that means: Most of the people who settled in American settlements were members of England.
 - Say the sentence. (Signal.) *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)

- b. What word means the first people into an unfamiliar area? (Signal.) *Settlers*.

Lesson 29 (Cont'd)

- What word means settlements that are governed by another country? (Signal.) *Colonies*.
- What word means somebody who is member of a country? (Signal.) *Citizen*.
- Say the sentence again. (Signal.) *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 4 - Textbook

- a. (Pass out textbooks.)
You're going to read the textbook. It's titled Understanding US History. We'll start with chapter one. Each day, we will read about three pages together, aloud. We will read that part two times. The first time, we'll work on the reading and the sentences. The second time we read it, we'll do the comprehension items and discuss the figures. The figures are illustrations and charts.
- At the beginning of each chapter is a time line. Pay attention to the dates. Later, we'll have tests on some of the more important dates.
- b. (General instruction for the first reading: Call on different students to read. Read pages 1 and 2. Stop at People's Rights problems.)

Model the reading of any sentences that give the students difficulties. Direct the re-reading of any paragraphs that are particularly difficult for the

Lesson 29 (Cont'd)

students. At the end of the first reading, students should have read the material well enough to permit them to read it fairly fluently on the second reading.)

- c. (General instructions for the second reading: Call on different students to read the paragraphs. Discuss each figure after reading the sentence that refers to the figure. Discuss all questions. Do not spend inordinate amounts of time trying to elaborate. If students don't provide good answers to the discussion questions, model a good answer and tell students you'll ask that question again during the next lesson.)
- d. Assign for homework: Write answers to the three discussion questions on pages 1 and 2.

Lesson 30

Exercise 1 - Vocabulary Review (sentence 9)

- a. You learned a sentence that means they made the most of the chance to learn Spanish.
 - Say the sentence. (Signal.) *They took advantage of the opportunity to learn Spanish.*
- b. What part means to make the most of something? (Signal.) *Advantage.*
 - What word means a chance? (Signal.) *Opportunity.*
 - Say the sentence again. *They took advantage of the opportunity to learn Spanish.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Introduction (sentence 13)

- a. Here's a sentence: The regulations abolished business practices that were illegal.
 - Say the sentence. (Signal.) *The regulations abolished business practices that were illegal.*
(Repeat until firm.)
- b. That sentence means: The rules put an end to business practices that were against the law.

Lesson 30 (Cont'd)

- The sentence says that the regulations abolished something. Regulations are rules. When you abolish something, you put an end to it, you stop it from happening. Listen: The regulations abolished something.
- What word means rules? (Signal.) *Regulations*.
- What word means put an end to something? (Signal.) *Abolished*.
- The sentence says that the business practices were illegal. Things that are illegal are against the law. Business practices are the things that a business does. If it sells things at different prices to different customers, that's a practice. And it may be illegal.
- The sentence refers to the practices that a business uses. A business is an organization that offers goods or services.
- c. Listen to the sentence again: The regulations abolished business practices that were illegal.
- Say the sentence. (Signal.) *The regulations abolished business practices that were illegal.* (Repeat until firm.)
- What word means an organization that offers goods or services? (Signal.) *Business*.
- What word means against the law? *Illegal*.
- What word means rules? (Signal.) *Regulations*.
- What word means to put an end to something? (Signal.) *Abolished*.
- What word means something the business does? (Signal.) *Practice*.

- Say the sentence one more time. (Signal.) *The regulations abolished business practices that were illegal.*
(Repeat until firm.)

Lesson 30 (Cont'd)

Individual Turns

(Repeat step **c** with individual students.)

Exercise 3 - Textbook

- a. Check the homework assignment.
- b. Read People's Right Problems, page 2, through the End of Section Questions, page 5.
Use the procedures specified for lesson 29.
Students are to read the passage two times. The first time focus on reading the sentences fluently. The second time refer to the various figures and answer the questions orally.
- c. Assign for homework: Reread the section, pages 2 - 5. Write the answers to End - of - Section Questions, page 5.

Lesson 31

Exercise 1 - Vocabulary Review (sentence 12)

- a. You learned a sentence that means: Most of the people who settled in American settlements were members of England.
 - Say the sentence. (Signal.) *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)
- b. What word means the first people into an unfamiliar area? (Signal.) *Settlers.*
 - What word means settlements that are governed by another country? (Signal.) *Colonies.*
 - What word means somebody who is member of a country? (Signal.) *Citizen.*
 - Say the sentence again. (Signal.) *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 1 - Vocabulary Review (sentence 13)

- a. You learned a sentence that means: The rules put an end to business practices that were against the law.
 - Say the sentence. (Signal.) *The regulations abolished business practices that were illegal.*

(Repeat until firm.)

Lesson 31 (Cont'd)

- b. What word means rules? (Signal.) *Regulations*.
- What word means to put an end to something? (Signal.) *Abolished*.
 - What word means an organization that offers goods and services? (Signal.) *Business*.
 - What word means against the law? (Signal.) *Illegal*.
 - What word means things that business does? (Signal.) *Practices*.
 - Say the sentence again. (Signal.) *The regulations abolished business practices that were illegal.*
- (Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Textbook

- a. Check the End - of - Section Questions.
- b. Read Solutions and Effects, pages 6 through most of 9. Stop at the heading Major Influences on Cultures.
 - Use procedures specified for lesson 29. Students are to read the passage orally two times. On the second reading, students orally discuss the figures and answer the questions.
- c. Homework: Reread pages 6 through 9. Write answers to the three discussion questions.

Lesson 32

Exercise 2 - Vocabulary Review (sentence 11)

- a. You learned a sentence that means: Their wealth went up and what they owed others went down.
 - Say the sentence. (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)
- b. What word means wealth? (Signal.) *Prosperity.*
 - What word means what they owed others? (Signal.) *Debts.*
 - What word means got smaller? (Signal.) *Diminished.*
 - What word means got greater? (Signal.) *Increased.*
 - Say the sentence again. (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 Vocabulary Introduction (sentence 14)

- a. Here's a sentence: The Constitution of the United States has 26 amendments.
 - Everybody, say the sentence. (Signal.) *The Constitution of the United States has 26 amendments.*

(Repeat until firm.)

Lesson 32 (Cont'd)

- b. The Constitution is the set of basic rules and ideas that the United States follows. The Constitution was written in 1787.
- Later there were amendments to the Constitution. An amendment is a change. Each amendment came at a different time, when the leaders of the country discovered that there were problems that could not be solved with the Constitution as it was. Each amendment became part of the Constitution. The amendments are numbered from 1 through 26. Later, you'll read part of the Constitution and see some of the amendments.
- c. Listen to the sentence again. The Constitution of the United States has 26 amendments.
- Say the sentence. (Signal.) *The Constitution of the United States has 26 amendments.*
 - What word means the document that gives the plan for how the United States will be governed? (Signal.) *The Constitution.*
 - Which word tells about changes that were made in the original Constitution? (Signal.) *Amendments.*
 - How many amendments are there? (Signal.) *26.*
 - Say the sentence one more time. (Signal.) *The Constitution of the United States has 26 amendments.*
- (Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Lesson 32 (Cont'd)

Exercise 3 - Textbook

- a. Quiz - Write the Test Question on the board.
Give the students 5 minutes to answer the question.
- b. Check the Test Question and the homework assignment. If needed have the students rewrite the Test Question.
- c. Read from Major Influences on Cultures on page 9 through page 14.
 - Students are to read the passage orally two times and answer the various questions on the second reading. Make sure that students are fluent on the second reading.
- d. Homework: Write answers to End-of-Section questions on page 14.

Lesson 33

Exercise 1 - Vocabulary Review (sentence 13)

- a. You learned a sentence that means: The rules put an end to business practices that were against the law.
 - Say the sentence. (Signal.) *The regulations abolished business practices that were illegal.*
- b. What word means rules? (Signal.) *Regulations.*
 - What word means to put an end to something? (Signal.) *Abolished.*
 - What word means an organization that offers goods and services? (Signal.) *Business.*
 - What word means against the law? (Signal.) *Illegal.*
 - What word means things that business does? (Signal.) *Practices.*
 - Say the sentence again. (Signal.) *The regulations abolished business practices that were illegal.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Review (sentence 14)

- a. You learned a sentence that tells the number of changes that are in the document that governs the United States.
- Say the sentence. (Signal.) *The Constitution of the United States has 26 amendments.*
(Repeat until firm.)

Lesson 33 (Cont'd)

- b. What word refers to the document that governs the United States? (Signal.) *Constitution.*
- What word refers to the changes? (Signal.) *Amendments.*
- How many changes are there? (Signal.) *26.*
- Say the sentence again. (Signal.) *The Constitution of the United States has 26 amendments.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 Textbook

- a. Check the End - of - Section questions.
- b. Assign students to prepare for a chapter test. Students are to read the entire chapter to themselves. They are to ask about anything they do not understand.
- c. Homework: Do part B, questions 2 and 8, page 15. Prepare for test. Make sure you can answer all the questions in Part A and B on page 15.

Lesson 34

Exercise 1 - Vocabulary Review (sentence 12)

- a. You learned a sentence that means: Most of the people who settled in American settlements were members of England.
 - Say the sentence. *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)
- b. What word means the first people into an unfamiliar area? (Signal.) *Settlers.*
 - What word means settlements that are governed by another country? (Signal.) *Colonies.*
 - What word means somebody who is member of a country? (Signal.) *Citizen.*
 - Say the sentence again. (Signal.) *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 Vocabulary Introduction (sentence 15)

- a. Here's a sentence. The military negotiated a compromise with the immigrants from Europe.

- Say the sentence. (Signal.) *The military negotiated a compromise with the immigrants from Europe.*
(Repeat until firm.)

Lesson 34 (Cont'd)

- That sentence means the army worked out a compromise with the people who just moved from Europe.
 - The **military** is the army, the navy, and the rest of the armed services.
 - The sentence says the military **negotiated** a compromise. When you negotiate a compromise, you work out a compromise.
 - What word means to work out a plan? (Signal.) *Negotiated.*
 - A compromise is a plan where each side gives up something they want. The sides named in the sentence are the military and the immigrants. If they compromised, the military put aside some of the things they insisted on and the immigrants put aside some of the things they insisted on.
 - What word means to give up some of the things you insist on? (Signal.) *Compromise.*
 - The sentence says that the military negotiated a compromise with the **immigrants** from Europe. Immigrants from Europe are people who moved from Europe and plan to live here. Immigrants are not visitors. They are people who plan to live here.
 - What word means people who come from another country and plan to live here? (Signal.) *Immigrants.*

- c. Listen to the sentence again. The military negotiated a compromise with the immigrants from Europe.
- Say that sentence. (Signal.) *The military negotiated a compromise with the immigrants from Europe.*
(Repeat until firm.)
- What word means the armed services? (Signal.)
Military.

Lesson 34 (Cont'd)

- What word means they worked something out? (Signal.) *Negotiated.*
- What word means people who moved from another country and plan to live here? (Signal.)
Immigrants.
- What word mean to give up some things you insisted on? (Signal.) *Compromise.*
- Say the sentence one more time. (Signal.) *The military negotiated a compromise with the immigrants from Europe.*
(Repeat until firm.)

Individual Turns

(Repeat step **c** with individual students.)

Exercise 3 Textbook

- a. Check homework.
- b. You are going to take the chapter test. You need your pencil and a sheet of paper. Write the answers to item 1, items 3-7, and items 9-15.

(Write the items that students are to work on the board. If there is insufficient time omit items 3-7.)

- c. If time permits discuss Part C, page 15.

Lesson 35

Exercise 1 - Vocabulary Review (sentence 14)

- a. You learned a sentence that tells the number of changes that are in the document that governs the United States.
 - Say the sentence. (Signal.) *The Constitution of the United States has 26 amendments.*
(Repeat until firm.)
- b. What word refers to the document that governs the United States? (Signal.) *Constitution.*
 - What word refers to the changes? (Signal.) *Amendments.*
 - How many changes are there? (Signal.) *26.*
 - Say the sentence again. (Signal.) *The Constitution of the United States has 26 amendments.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Review (sentence 15)

- a. You learned a sentence that means: The armed services worked out a compromise with the people who had just moved from Europe.

- Say the sentence. (Signal.) *The military negotiated a compromise with the immigrants from Europe.*
(Repeat until firm.)

Lesson 35 (Cont'd)

- b. What word means that each side gave up some of the things they insisted on? (Signal.)
Compromise.
- What word means people who moved here from another country? (Signal.) *Immigrants.*
- What word means the armed services? (Signal.)
Military.
- What word means they worked something out? (Signal.) *Negotiated.*
- Say the sentence one more time. (Signal.) *The military negotiated a compromise with the immigrants from Europe.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Note:

Chapter 2 is intended to have 2 readings each day like Chapter 1. The first reading is for fluency and accuracy. The second reading is for content and comprehension. However, if your students are reading accurately and fluently on the first reading, you may choose to have them read the material just one time. If this is the case, you

would discuss the figures and present the questions during the first reading.

Lesson 35 (Cont'd)

Exercise 3 - Textbook

- a. Read pages 17 to 19 for fluency and accuracy. Stop at Other Native American Cultures in North America.
- b. Reread the pages. Discuss the figures and go over the questions.
- c. Assignment - Reread page 17 to 19. Answer questions 1 - 14. Study the Test Question. There will be a quiz on the next lesson.

Lesson 36

Exercise 1 - Vocabulary Review (sentence 13)

- a. You learned a sentence that means: The rules put an end to business practices that were against the law.
 - Say the sentence. (Signal.) *The regulations abolished business practices that were illegal.*
- b. What word means a rule? (Signal.) *Regulations.*
 - What word means to put an end to something? (Signal.) *Abolished.*
 - What word means an organization that offers goods and services? (Signal.) *Business.*
 - What word means against the law? (Signal.) *Illegal.*
 - What word means things that business does? (Signal.) *Practices.*
 - Say the sentence again. (Signal.) *The regulations abolished business practices that were illegal.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Review (sentence 14)

- a. You learned a sentence that tells the number of changes that are in the document that governs the United States?

Lesson 36 (Cont'd)

- Say the sentence. (Signal.) *The Constitution of the United States has 26 amendments.*
(Repeat until firm.)
- b. What word refers to the document that governs the United States. (Signal.) *Constitution.*
- What word refers to the changes? (Signal.) *Amendments.*
- How many changes are there? (Signal.) *26.*
- Say the sentence again. (Signal.) *The Constitution of the United States has 26 amendments.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Textbook

- a. Quiz - Write the Test Question, page 19, on the board. Give the students 5 minutes to answer the question.
- b. Check the Test Question and homework. If needed, have the students rewrite the Test Question.
- c. Read from Other Native American Cultures in North America on page 19 to the end of page 21 for accuracy and fluency.

- d. Reread the pages. Discuss the figures and go over the questions.
- e. Assignment - Reread pages 19-21. Answer the End of Section Questions. (Optional - you may assign the Challenge Question for extra credit.)

Lesson 37

Exercise 1 - Vocabulary Review (sentence 10)

- a. You learned a sentence that means: The organization that makes rules and laws controlled the way farm land would be protected.
 - Say the sentence. (Signal.) *The government determined how agricultural land would be protected.*
(Repeat until firm.)
- b. What word means farm land? (Signal.) *Agricultural land.*
 - What word means the organization that makes rules and laws? (Signal.) *Government.*
 - What word means controlled or caused? (Signal.) *Determined.*
 - Say the sentence again. (Signal.) *The government determined how agricultural land would be protected.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 Vocabulary Introduction (sentence 16)

- a. Here's a sentence: He had his own perspective about the origin of trading companies.

Lesson 37 (Cont'd)

- Say the sentence. (Signal.) *He had his own perspective about the origin of trading companies.* (Repeat until firm.)
- b. The sentence means that he had his own viewpoint about how the trading companies started.
- The sentence says, he had his own **perspective**. That means, he had his own viewpoint. His viewpoint was not the same as other people's viewpoint.
- He had his own perspective about the **origin** of trading companies. The origin is the beginning. The origin of a line is the place it starts. You can hear the word origin in the word original, which means the first.
- What word means the beginning? (Signal.) *Origin.*
- What word means he had his own viewpoint. (Signal.) *Perspective.*
- He had his own perspective about the origin of the **trading companies**. Trading companies were very profitable in the early years of the United States. Trading companies bought animal skins and other products from trappers and hunters. They sold these to countries in Europe.
- c. Listen to the sentence again: He had his own perspective about the origin of trading companies.
- Say the sentence. (Signal.) *He had his own perspective about the origin of trading companies.*

- (Repeat until firm.)
- What word means beginning? (Signal.) *Origin.*
 - What word means viewpoint? (Signal.)
Perspective.
 - What did trading companies buy? (Signal.) *Furs and skins.*

Lesson 37 (Cont'd)

- Where did they sell these skins? (Signal.)
Europe.
- Say the sentence one more time. (Signal.) *He had his own perspective about the origin of trading companies.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Textbook

- a. Check homework questions.
- b. Read pages 22 through most of 24 for accuracy and fluency. Stop reading at Native American World Views.
- c. Reread the pages. Discuss the figures and go over the questions.
- d. Assignment - Reread pages 22-24. Answer questions 22-29. Study both Test Questions on page 24. The next history lesson will have a quiz on the two Test Questions.

Lesson 38

Exercise 1 - Vocabulary Review (sentence 16)

- a. You learned a sentence that means: He had his own viewpoint about how trading companies started.
 - Say the sentence. (Signal.) *He had his own perspective about the origin of trading companies.*
(Repeat until firm.)
- b. What word means beginning? (Signal.) *Origin.*
 - What word means viewpoint? (Signal.)
Perspective.
 - What did trading companies buy from hunters and trappers? (Signal.) *Fur and skins.*
 - Where did they sell these skins? (Signal.)
Europe.
 - Say the sentence again. (Signal.) *He had is his own perspective about the origin of trading companies.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Review (sentence 15)

- a. You learned a sentence that means: The armed services worked out a compromise with the people who had just moved from Europe.

Lesson 38 (Cont'd)

- Say the sentence. (Signal.) *The military negotiated a compromise with the immigrants from Europe.*
(Repeat until firm.)
- b. What word means that each side gave up some of the things they insisted on? (Signal.)
Compromise.
- What word means people who moved here from another country? (Signal.) *Immigrants.*
- What word means the armed services? (Signal.)
Military.
- What word means they worked something out? (Signal.) *Negotiated.*
- Say the sentence one more time. (Signal.) *The military negotiated a compromise with the immigrants from Europe.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Textbook

- a. Quiz - Put the 2 Test Questions on the board. Give the students 10 minutes to answer the questions.

- b. Check the Test Questions and questions 22 through 29. If needed, have the students rewrite the test questions either during class or for homework.
- c. Read from Native American World Views on page 24 through 26 for fluency and accuracy.

Lesson 38 (Cont'd)

- d. Reread the pages. Discuss the figures and go over the questions.
- e. Assignment - Answer End - of - Section Questions on pages 26. (Challenge Questions may be done for extra credit.)

Lesson 39

Exercise 1 - Vocabulary Review (sentence 16)

- a. You learned a sentence that means: He had his own viewpoint about how trading companies started.
 - Say the sentence. (Signal.) *He had is own perspective about the origin of trading companies.*
(Repeat until firm.)
- b. What word means beginning? (Signal.) *Origin.*
 - What word means viewpoint? (Signal.)
Perspective.
 - What did trading companies buy from hunters and trappers? (Signal.) *Fur and skins.*
 - Where did they sell these skins? (Signal.)
Europe.
 - Say the sentence again. (Signal.) *He had his own perspective about the origin of trading companies.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 2 - Vocabulary Review (sentence 12)

- a. You learned a sentence that means: Most of the people who settled in American settlements were members of England.

- Say the sentence. *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)

Lesson 39 (Cont'd)

- b. What word means the first people into an unfamiliar area? (Signal.) *Settlers.*
- What word means settlements that are governed by another country? (Signal.) *Colonies.*
- What word means somebody who is member of a country? (Signal.) *Citizen.*
- Say the sentence again. (Signal.) *Most settlers in American colonies were citizens of England.*
(Repeat until firm.)

Individual Turns

(Repeat step **b** with individual students.)

Exercise 3 - Vocabulary Review (sentence 11)

- a. You learned a sentence that means: Their wealth went up and what they owed others went down.
- Say the sentence. (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)
- b. What word means wealth? (Signal.) *Prosperity.*
- What word means what they owed others? (Signal.) *Debts.*
- What word means got smaller? (Signal.) *Diminished.*
- What word means got greater? (Signal.) *Increased.*

- Say the sentence again. (Signal.) *Their prosperity increased and their debts diminished.*
(Repeat until firm.)

Lesson 39 (Cont'd)

Exercise 4 - Textbook

- a. Check End - of - Section Questions.
- b. Read from page 27 through 30 for fluency and accuracy.
- c. Reread the pages. Discuss the figures and go over the questions.
- d. Assignment – End-of-Section Question: Study the 2 Test Questions on page 29. We will have a quiz on these questions in the next history lesson. (The Challenge Question may be done for extra credit.)

Lesson 40

Exercise 1 - Textbook

- a. Quiz - Put the 2 Test Questions on the board.
Give the students 10 minutes to answer the questions.
- b. Check the Test Questions and the End - of - Section Questions. If needed, have the students rewrite the Test Questions during class or for homework.
- c. Read from page 32 through 34 for fluency and accuracy.
- d. Reread the pages. Discuss the figures and go over the questions as you read.
- e. Assignment - End - of - Section Questions. Study the 2 Test Questions on page 34. You will have a quiz on them the next history lesson. (The challenge Question may be done for extra credit.)

Lesson 41

Exercise 1 - Textbook

- a. Quiz - Write the 2 Test Questions on the board.
Give the students 10 minutes to answer the questions.
- b. Check the Test Questions and the End-of-Section Questions.
- c. Read from page 36 to page 41 for accuracy and fluency. Stop at the End-of-Section Questions.
- d. Reread the pages. Discuss the figures and go over the questions as you read.
- e. Assignment - Answer the core test questions 1-5.

Lesson 42

Exercise 1 - Textbook

- a. Check the Core Test Questions. If students had problems, have them rewrite their answers.
- b. Assignment for class. Students are to prepare for the test. Answer the supplemental questions 6 - 9 on page 41 and the practice for test items on page 42.
- c. Check student work.
- d. Assignment - Study for your test. Study pages 42 and 43. If you can answer all the questions, you will get a good grade.

Lesson 43

Exercise 1 - Test

- a. Have students open their textbooks to page 42. Have students answer the core questions and supplemental questions 36, 37, and 38.
 - (Note - You can direct the students to do only 3 core questions if you feel there is not enough time.)
- b. Check test.
- c. Supplemental activities - after completing the test you may choose to spend a day or two working on projects. Projects could be maps, making totem poles, long houses or other activities.

Note to the teacher

The detailed program stops at 43. Starting with chapter 3, students should only read the material one time orally. However, if students are not reading fluently on the first reading, continue with the two readings. If two readings are still needed by chapter 4, stop the program and work on reading skills.

Break the chapter into parts similar to what was done in the first two chapters. Cover 3 to 5 pages per day. Use the discussion questions and end-of-section questions as assignments that are checked the next day.

**If you have questions or problems.
give me a call.**

**Gary Davis
541-485-1163**

History

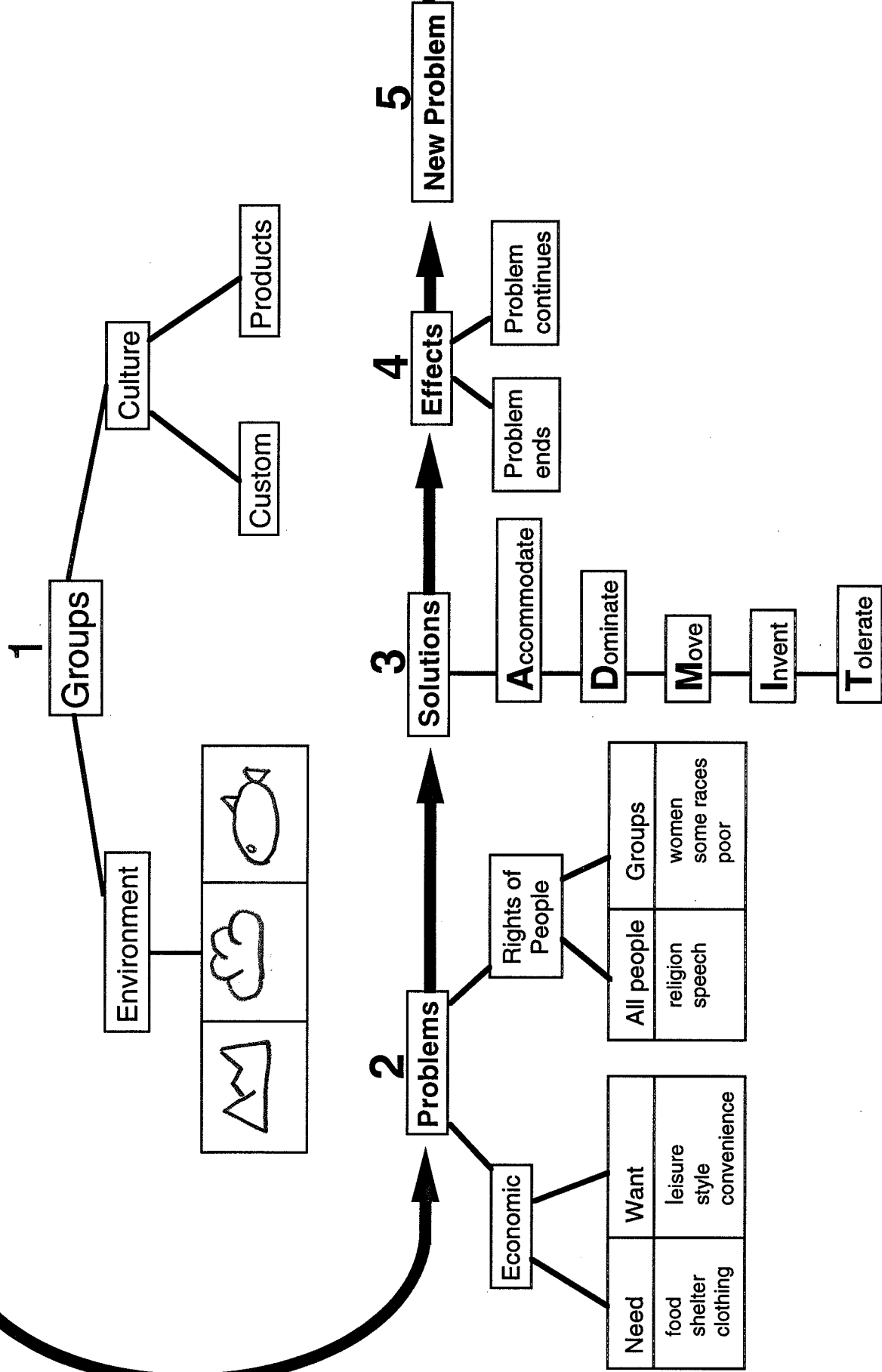


Chart A

History

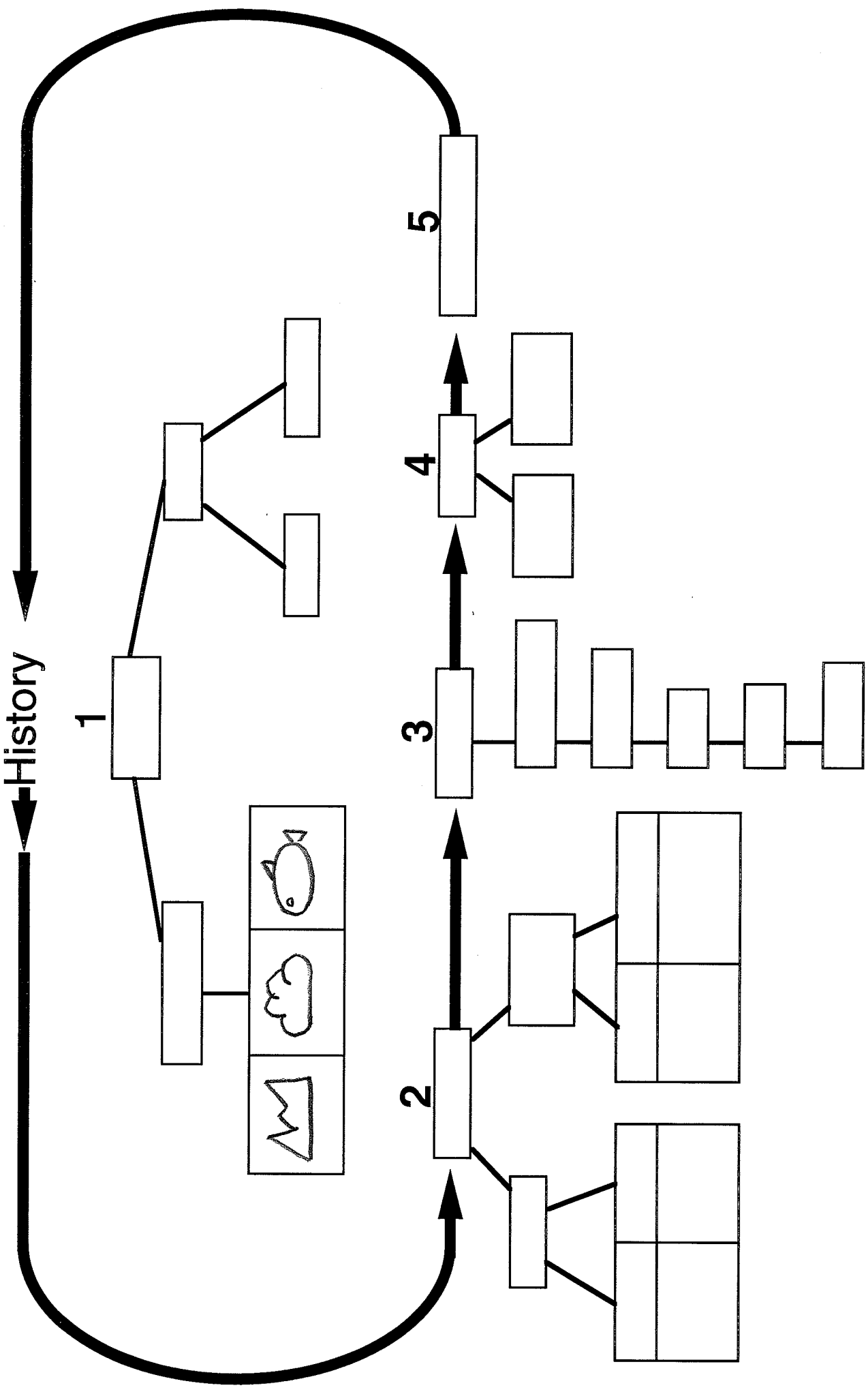


Chart B