

# Bay Head School

**Content Area: Social Studies**  
**Course Title: Social Studies**

**Grade Level: Fourth Grade**

**Unit Plan 1**  
Northeast

40 days

**Unit Plan 2**  
Southeast

30 days

**Unit Plan 3**  
Midwest

40 days

**Unit Plan 4**  
Southwest

40 days

**Unit Plan 5**  
West

30 days

Updated: August 2018 by Sharon Carroll  
Aligned to New Jersey Student Learning  
Standards for Social Studies

Board Approved:

**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Fourth Grade

**Domain (Unit Title):** Northeast

**Cluster Summary:**

- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Develop strategies to reach consensus and resolve conflict.

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

**21st Century Life & Career Skills**

All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens

	and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

## Learning Targets

Number	Standard for Mastery
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.

6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.13	Determine the qualities of entrepreneurs in a <a href="#">capitalistic</a> society.
6.1.4.C.14	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force have played in economic opportunities.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

### Unit Essential Questions

- What are the geographic differences and similarities in each region of the United States?
- How do cultures differ from region to region in the United States?
- How do cultural differences in the United States relate to that of the world?
- Analyze the contributions of historical figures in the regions of the United States.
- How did they contribute to the American national heritage?
- Explain how the changing traditions and values have influenced America's beliefs and practices.
- Evaluate the benefits of understanding other cultures in our world.
- What are the qualities of an entrepreneur?
- Why do geography, natural resources, climate, transportation, and technology affect economic opportunities?
- Explain how transportation has helped the settlement and economy within the United States.
- What role has creative, innovative, and scientific achievements played in our historical advancements?
- Identify the causes that transformed America from an agricultural society to an industrial society to the informative age.
- How has technology advanced our communications globally?
- How does interaction with different cultures and individuals impact our world?

### Unit Enduring Understandings

*Students will understand that...*

- geography plays a major role in the diversity of individuals.
- examining multiple perspectives help us understand and tolerate differences.
- historical figures influenced our national heritage.
- global advances will continue to change and enhance American principles.
- by accepting diverse cultures society will continue to grow and improve.
- successful people have qualities that reflect creative and innovative ideas.
- the environment shapes the American heritage.
- technological advances in transportation, science, and the arts have shaped the growth of America.
- communications with different countries are essential to the prosperity of America.
- the process of immigration.
- global Challenges exist, and working together can create solutions.
- the opinions of others are beneficial when working as a Global Community.
- the unfair treatment of others is detrimental to all societies, and creative solutions are necessary.

- Explain how an immigrant becomes a U.S. citizen.
- How do people from different nations work together to resolve Global Challenges?
- Why is it important to consider other cultural perspectives and challenges?
- What can be learned from communicating with peers from other parts of the world?
- How do economic and discriminatory actions impact people?

### **Unit Objectives**

*Students will know...*

- map skills - locate specific US Regions.
- differences and similarities between the regions.
- cultural differences throughout the United States.
- the contributions made by historical figures.
- contributions to America's heritage.
- that traditions and values have changed America.
- global perspectives influence the U.S.
- how entrepreneurs have assisted our history.
- environmental and technological advances change and create opportunities.
- technology in communications has impacted our relationship with other cultures.
- how to become a United States citizen.
- global challenges exist and nations need to work together to resolve.
- the importance of views and opinions

### **Unit Objectives**

*Students will be able to...*

- utilize maps and technology to identify regions of the United States.
- compare and contrast regions of the United States.
- examine and relate regions to cultural characteristics.
- chart America's changes over time.
- compare and contrast historical/ fictional figures that influence the United States.
- analyze the pattern of America's traditions and values.
- evaluate the influences from around the world and their effect on the United States.
- evaluate the influences of creative people who affected the history of America.
- explain how advances in technological and environmental changes culturally transformed our history.
- create a timeline that reflects the expansion of transportation.
- generate creative advances that will

<p>from around the world.</p>	<p>benefit their community.</p> <ul style="list-style-type: none"> <li>● identify the steps leading to United States citizenship.</li> <li>● analyze global issues that affect their local area and how they compare to other regions.</li> <li>● compare and contrast similar topics and views from around the world.</li> </ul>
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**Bay Head School  
SOCIAL STUDIES CURRICULUM  
Unit Overview**

**Content Area:** Social Studies **Grade Level:** Fourth Grade

**Domain (Unit Title):** Southeast

- Cluster Summary:**
- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
  - Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
  - The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
  - American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
  - Cultures struggle to maintain traditions in a changing society.
  - People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
  - Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
  - Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
  - Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
  - Immigrants can become and obtain the rights of American citizens.
  - In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Develop strategies to reach consensus and resolve conflict. requires knowledge and appropriate use of [operations and related applications](#).

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<p><b>21st Century Life &amp; Career Skills</b></p>	<p>All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.</p>
<p><b>Personal Financial Literacy</b></p>	<p>All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.</p>
<p><b>Career Awareness, Exploration, and Preparation</b></p>	<p>All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.</p>
<p><b>Career and Technical Education</b></p>	<p>All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.</p>



## Learning Targets

Number	Standard for Mastery
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.13	Determine the qualities of entrepreneurs in a <a href="#">capitalistic</a> society.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.14	Trace how the American identity evolved over time.

6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining
	traditional beliefs and practices and adopting new beliefs and practices.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

#### **Unit Essential Questions**

- \*Please refer to Unit 1 Essential Questions – to be used continuously throughout each Region of the United States.

#### **Unit Enduring Understandings**

*Students will understand that...*

- \*Please refer to Unit 1 Enduring Understandings Questions – to be used continuously throughout each Region of the United States.

#### **Unit Objectives**

*Students will know...*

- \*Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States.

#### **Unit Objectives**

*Students will be able to...*

- \*Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States.

**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Fourth Grade

**Domain (Unit Title):** Midwest

**Cluster Summary:**

- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
- Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
- The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
- Cultures struggle to maintain traditions in a changing society.
- People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.
- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and beyond.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Develop strategies to reach consensus and resolve conflict. requires knowledge

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
<b>Personal Financial Literacy</b>	All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.
<b>Career Awareness, Exploration, and Preparation</b>	All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.
<b>Career and Technical Education</b>	All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

**Learning Targets**

<b>Number</b>	<b>Standard for Mastery</b>
6.1.4.A.13	Describe the process by which immigrants become United States citizens.

6.1.4.A.15	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
6.1.4.A.16	Explore how national and international leaders, businesses, and global organizations promote human rights and provide aid to individuals and nations in need.
6.1.4.B.6	Compare and contrast characteristics of regions in the United States based on culture, economics, politics, and physical environment to understand the concept of regionalism.
6.1.4.B.10	Identify the major cities in New Jersey, the United States, and major world regions, and explain how maps, globes, and demographic tools can be used to understand tangible and intangible cultural differences.
6.1.4.C.13	Determine the qualities of entrepreneurs in a <a href="#">capitalistic</a> society.
6.1.4.C.15	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
6.1.4.C.16	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
6.1.4.C.17	Determine the role of science and technology in the transition from an agricultural society to an industrial society, and then to the information age.
6.1.4.C.18	Explain how the development of communications systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
6.1.4.D.12	Explain how folklore and the actions of famous historical and fictional characters from New Jersey and other regions of the United States contributed to the American national heritage.
6.1.4.D.14	Trace how the American identity evolved over time.
6.1.4.D.15	Explain how various cultural groups have dealt with the conflict between maintaining traditional beliefs and practices and

	adopting new beliefs and practices.
6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
6.3.4.A.4	Communicate with students from various countries about common issues of public concern and possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Essential Questions – to be used continuously throughout each Region of the United States.</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Enduring Understandings Questions – to be used continuously throughout each Region of the United States.</li> </ul>
<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States.</li> </ul>

**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Fourth Grade

**Domain (Unit Title):** Southwest

**Cluster Summary:**

- Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
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- The study of historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage.
- American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States.
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- Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.
- Economic opportunities in New Jersey and other states are related to the availability of resources and technology.
- Creativity and innovation have led to improvements in lifestyle, access to information, and the creation of new products.
- Immigrants can become and obtain the rights of American citizens.
- In an interconnected world, it important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.
- In an interconnected world, increased collaboration is needed by individuals, groups, and nations to solve global problems.
- Awareness of their relationships to people, places, and resources in the local community and beyond.
- Demonstrate understanding of the need for fairness and take appropriate action against unfairness.
- Identify stereotyping, bias, prejudice, and discrimination in their lives and communities.
- Develop strategies to reach consensus and resolve conflict.

**Primary Interdisciplinary Connections:**

ELA, Math, Science, Physical Education, Art, and Drama

**21st Century Themes:**

<b>21st Century Life &amp; Career Skills</b>	All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.
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**Learning Targets**

<b>Number</b>	<b>Standard for Mastery</b>
6.1.4.A.13	Describe the process by which immigrants become United States citizens.
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<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Essential Questions – to be used continuously throughout each Region of the United States.</li> </ul>	<p><b>Unit Enduring Understandings</b></p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Enduring Understandings Questions – to be used continuously throughout each Region of the United States.</li> </ul>
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<p><b>Unit Objectives</b></p> <p><i>Students will know...</i></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States.</li> </ul>	<p><b>Unit Objectives</b></p> <p><i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States.</li> </ul>
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**Bay Head School**  
**SOCIAL STUDIES CURRICULUM**  
**Unit Overview**

**Content Area:** Social Studies

**Grade Level:** Fourth Grade

**Domain (Unit Title):** West

**Cluster Summary:**

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	issues of public concern and possible solutions.
6.3.4.C.1	Develop and implement a group initiative that addresses an economic issue impacting children.
6.3.4.D.1	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

<p><b>Unit Essential Questions</b></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Essential Questions – to be used continuously throughout each Region of the United States</li> </ul>	<p><b>Unit Enduring Understandings</b> <i>Students will understand that...</i></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Enduring Understandings Questions – to be used continuously throughout each Region of the United States.</li> </ul>
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<p><b>Unit Objectives</b> <i>Students will know...</i></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States.</li> </ul>	<p><b>Unit Objectives</b> <i>Students will be able to...</i></p> <ul style="list-style-type: none"> <li>*Please refer to Unit 1 Unit Objectives – to be used continuously throughout each Region of the United States</li> </ul>
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## Evidence of Learning

### Suggested Formative Assessments:

Classroom Discussion	Portfolios
Anecdotal Notes	Cooperative Learning Groups
Exit Slips	Open Ended Questions
Checklists	Vocabulary Quizzes
Presentations or Projects	Rubrics

### Suggested Summative Assessments:

Participation and teacher observation assessments	District benchmarks or interim
Pre-test, post-test, and daily work	End of unit tests
State assessments	Anecdotal records
Chapter tests	Student Report Card grades

### Suggested Modifications (ELLs, Special Education, Gifted and Talented):

#### Low Level Strategies:

- Modified classroom and homework assignments
- Teacher tutoring
- Parent - teacher communication
- Anchor charts and visual aids
- Flexible grouping
- Teacher - student goal setting
- Technology integration
- Centers
- Response to intervention

#### High Level Strategies

- Multi-step and higher level math problems
- Enrich problems
- Extend activities
- Centers
- Student driven activities
- Student choice activities
- Peer tutoring

### Suggested activities for lesson plans:

#### Literature:

- Nine for California, by Sonia Levitin
- Glaciers, by John Ewart Gordon

- Seeds of Hope: The Gold Rush Diary of Susanna Fairchild, California Territory, 1849, by Kristiana Gregory
- The Colorado River, by Carol B. Rawlins
- Old Blue, by Sibyl Hancock
- In Search of the Grand Canyon: Down the Colorado with John Wesley Powell, by Mary Ann Fraser
- I Have Heard of a Land, by Joyce Carol Thomas
- The Big Rivers: The Missouri, the Mississippi, and the Ohio, by Bruce Hiscock
- Children of the Dust Bowl: The True Story of the School at Weedpath Camp, by Jerry Stanley
- The Boys' War : Confederate and Union Soldiers Talk About the Civil War, by Jim Murphy
- Dancing Drum: A Cherokee Legend, by Terri Cohlene
- Matthew Brady: Civil War Photographer, by Elizabeth Van Steenwyk

**Teacher Notes:**

Create a Pamphlet/Advertisement

Write a Travel Itinerary

Keep an Exploration Journal