

Reading Essentials

in Social Studies

TEACHING AND ASSESSMENT RESOURCE

U.S. National Parks Tour



PERFECTION LEARNING®

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Reading Essentials

in Social Studies

“ ‘Begin at the beginning,’ the king said gravely,
‘and go till you come to the end; then stop.’ ”

Lewis Carroll,

Alice’s Adventures in Wonderland, (1865), p. 12

Unfortunately, this is the way many learners read—from beginning to end—regardless of the reading task in front of them, whether it be reading for information or pleasure, expository or narrative. This passive, linear approach to text compromises understanding and reading success. Successful readers need to be actively involved in the reading process, monitoring their understanding, personally relating to the text, and applying what they know to understand what they’re reading.

While active reading strategies are important to the comprehension of any type of reading material, they are especially important in understanding informational, or expository, text. It is estimated that about 90 percent of adult reading is to acquire information, while only about 10 percent is for pleasure. So content literacy skills will be important to students far beyond their school years. In their interactions with informational text, student readers should be learning content while developing the literacy and thinking skills necessary to become lifelong readers.

Reading Essentials in Social Studies helps readers learn more about concepts introduced in social studies and develop content literacy strategies. Few students ever develop a passion for reading from their social studies textbooks. The interesting, visually appealing, reader-friendly student books in *Reading Essentials in Social Studies* provide essential content and content-area reading practice as they pique students’ interest. And the content literacy skills and strategies presented and practiced in the accompanying activities in the strand resources will prepare students for a lifetime of enjoyable and meaningful literacy experiences.





Overview of the Program

Reading Essentials in Social Studies offers curricular-aligned informational books for students in grades 3 to 6, strand resources for practice and assessment of content and content literacy strategies, and a program resource for teaching content literacy strategies.

Reading Essentials in Social Studies Student Books

The interesting and informative nonfiction titles are 40 to 48 pages in length and arranged in thematic strands with five related books per strand. The social studies strands are organized using the following disciplines: American History, Government, Geography, and World History.

Reading Essentials in Social Studies Teaching and Assessment Resources

The reproducible strand resources offer students opportunities to extend content knowledge and develop and practice content literacy strategies. Additionally, twenty-question objective tests and performance-based assessment suggestions are provided for each title to monitor student growth. These comprehensive resources have a separate section for each of the five titles in the strands.

Reading Essentials Strategies Resource

This collection of research-based content literacy strategies will help you make the best use of the student books and the practice and assessment activities in the strand resource.

Rationale: Why Teach Content-Area Reading?

Many mistakenly believe that students do not need further reading instruction once they learn to decode. However, reading goes beyond mere decoding. Content comprehension is dependent upon an active relationship between the reader and the text. Teaching reading in the content areas helps learners make connections between what they know and the new information in the text.

In order to develop content-area knowledge, students need interesting, relevant content-area books. Additionally, students need to develop and practice content-area strategies to learn to interact with the text and create meaning. Many readers have never been taught that they need to think when they are reading and to create pictures in their mind. Reading is not passive word calling. Readers who are not

actively involved in their reading, who aren't monitoring their understanding by personally relating to the text and applying what they know to understand what they're reading, will finish with little or no understanding of what they've read. Often they lose confidence in themselves as readers, give up on reading, and fall behind.

The social studies titles and content-area literacy skills and strategies presented and practiced in the *Reading Essentials in Social Studies* program will help students learn how to learn, enabling them to acquire knowledge independently from their reading in school and throughout their lives.

U.S. National Parks Tour

U.S. National Parks Tour Student Books

The five titles in the U.S. National Parks Tour series are *Carlsbad Caverns*, *Everglades*, *Grand Canyon*, *Redwood*, and *Yellowstone*. Each title offers information about the park's history, early people, plants and animals, and tourist attractions. Each title features an index and a glossary. The content-specific vocabulary included in the glossary is bolded throughout the text. Additionally, Internet sites are provided to extend the information presented in the book.

The *Reading Essentials in Social Studies* U.S. National Parks Tour titles contain considerate text that is well organized and clearly written. In this way, readers are actively involved in their learning as they make connections and create meaning.

U.S. National Parks Teaching and Assessment Resource

This comprehensive resource covers all five titles in the strand. Each title-specific section offers

- a synopsis of the chapters in the student book
- reading exploration activities (prereading, during reading, postreading)

In order for students to understand the new information presented in the books, they need to relate what they're reading to what they already know. The prereading activities help learners call up prior knowledge and make connections to what they're learning. The during-reading and postreading suggestions provide students with a purpose for reading and guide them in using active reading strategies.

- a content-specific vocabulary activity
Research shows that vocabulary knowledge is one of the most important factors in increased comprehension.
- two reading skills activities
Reading skills activities link essential reading skills and strategies with important content.





- a writing activity
As students write, they make personal connections between the content and themselves.
- a content-area activity
As students complete activities related to the content, they extend their subject matter knowledge.
- ten project suggestions
The performance-based activities offer students alternative ways to extend their learning and/or demonstrate their understanding.
- a twenty-question objective test
Objective assessment is presented in a format similar to the questions on state and standardized tests.

Second Language Learners

The terms English for Speakers of Other Languages (ESOL), English as a Second Language (ESL), or English Language Learners (ELL) were developed to recognize students whose heritage language is other than English. Classrooms today are comprised of a rich variety of heritages and languages reflecting the diverse cultural nature of our society. The Limited English Proficiency (LEP) students enter the classroom at various limited English language levels. They are faced with challenging content in an unfamiliar language. An appropriate instructional model must be in place for these students. ESOL instruction is designed to meet the needs of LEP students by providing instruction based on their level of English proficiency.

When developing and enriching instruction through ESOL strategies, the educator must be sensitive to the student's first language and cultural background while at the same time encouraging the student to acquire the English language in a nonthreatening and productive learning environment. The student's individual differences and learning styles must also be considered when applying ESOL strategies. All LEP students are entitled to equal educational opportunities that include access to materials, programs, and experiences.

Using Reading Essentials in Social Studies with Limited English Students

The *Reading Essentials in Social Studies* program offers LEP students an opportunity to learn grade-level content as they acquire proficiency in the English language. Through the use of certain instructional strategies, LEP students, representing a diverse group of language backgrounds and individual differences, can find success with the same books that are being enjoyed by their English-speaking classmates.

The use of graphic organizers is an effective ESOL strategy. Flow charts, pie charts, family trees, Venn diagrams, etc., are all appropriate and recommended. Additionally, cooperative learning groups offer support and nonthreatening learning environments for LEP students as they develop linguistic and academic skills.

The additional strategies shown below should be used at certain times throughout the lesson to help each student's individual language development and to help him or her progress to a proficient English language level.

Before Reading

Content-area vocabulary is provided on the inside front covers of all *Reading Essentials in Social Studies* titles. While all students benefit from the preteaching of content vocabulary, it is critical for LEP students. They cannot rely on context clues and general background knowledge to the extent their English-language peers can. Introduce the vocabulary in context and use picture cues with vocabulary definitions to ensure understanding.

Below are some specific strategies that will better prepare LEP students to access the core content information in *Reading Essentials in Social Studies*.

- Encourage communication in the classroom setting. LEP students learn so much by listening to their peers.
- Develop predictions based on cover art and book titles. Many of the *Reading Essentials in Social Studies* books include images that are recognizable to English-speaking students but won't be to LEP students. Make sure images and their relationship to the content are clearly explained.
- Use graphic organizers. Build webs around content vocabulary introduced to expand language acquisition and deepen understanding.
- Make the language comprehensible through the use of gestures, visuals, concrete examples, and oral communication.
- Use the suggested activities in this teacher resource to build background knowledge. Restate, expand, paraphrase, repeat, and speak clearly and slowly.

During Reading

The *Reading Essentials in Social Studies* books are filled with colorful, descriptive visuals. Use the graphics to create meaning for your students. Study and discuss the visuals as well as the text.

Additionally, the following specific strategies will help LEP students acquire the core knowledge presented in the *Reading Essentials in Social Studies* books.

- Continuously refer to the vocabulary in context.
- Draw on students' personal experiences to add meaning to the discussion.



- Provide for much discussion and encourage students to contribute through their thoughts, questions, and opinions.
- Allow oral and written responses to accommodate individual differences.
- Provide time for directed dialogue between student pairs and between teacher and student.
- Encourage journal writing: reflective, descriptive, and expository.
- Tape selections for students.
- Allow for an extended response time. LEP students need time to process their thoughts and responses in an unfamiliar language.

After Reading

In addition to the reading, writing, and content-area activities provided in this resource, use the following strategies with your LEP students to extend and assess the content information presented.

- Encourage students to express personal reactions through written, oral, or pictorial activities.
- Arrange students in cooperative groups to complete the reading, writing, and content-area activities.
- Provide students an opportunity to demonstrate their understanding through one of the project ideas.
- Offer students a chance to complete the twenty-question objective test orally rather than in writing.



Skills and Strategies Chart

U.S. National Parks Tour

The following chart shows the essential reading, writing, vocabulary, speaking, listening, and viewing skills presented and practiced in the activities in the *U.S. National Parks Tour Teaching and Assessment Resource*.

	Carlsbad Caverns	Everglades	Grand Canyon	Redwood	Yellowstone
Reading Essentials					
Analyzing Information		✓		✓	✓
Comparing and Contrasting			✓		✓
Drawing Conclusions		✓			✓
Evaluating		✓	✓		
Identifying Time Order			✓		
Making Inferences		✓			
Predicting Outcomes	✓	✓			✓
Reading and Using a Map	✓	✓	✓	✓	✓
Reading Charts, Graphs, & Diagrams			✓	✓	✓
Recalling Facts		✓	✓	✓	✓
Recognizing Main Idea & Details		✓	✓		
Sequencing					✓
Using Cloze Reading			✓		
Using Prereading Strategies	✓	✓	✓	✓	✓
Writing Essentials					
Researching			✓		
Using the Writing Process			✓		
Writing to Describe				✓	✓
Writing to Inform	✓				
Writing to Persuade			✓		
Writing to Summarize		✓	✓		
Vocabulary Essentials					
Building Content-Area Vocabulary	✓	✓	✓	✓	✓
Classifying Words	✓				✓
Recognizing Base Words			✓		
Understanding Synonyms & Antonyms		✓			
Using a Glossary		✓	✓	✓	✓
Using Context Clues	✓		✓		
Using Figurative Language	✓				
Speaking, Listening, and Viewing Essentials					
Speaking to Describe		✓		✓	
Speaking to Entertain	✓				
Speaking to Inform	✓	✓	✓		✓
Visual Literacy	✓	✓	✓	✓	✓

National Social Studies Standards Correlation

U.S. National Parks Tour

The following chart lists the ten themes as determined by the National Council of Social Studies that form the framework for the teaching of social studies in grades K–12. The content within the five books in the U.S. National Parks Tour strand in *Reading Essentials in Social Studies* supports the national standards as shown below.

I. Culture	Explore how values contribute to the development of culture.
II. Time, Continuity, and Change	Use causality and chronology to explain formation and change in land and landforms of the U.S. national parks. Understand the early people inhabiting U.S. national parks.
III. People, Places, and Environments	Examine the interaction of human beings and their physical environment. Explore ways that the earth's physical features have changed over time. Locate and distinguish among various landforms and geographic features of the U.S. national parks. Describe how people create places that reflect cultural values and ideals. Describe and speculate about physical system changes, such as seasons, climate and weather, and the water cycle.
IV. Individual Development and Identity	
V. Individuals, Groups, and Institutions	Analyze group and institutional influences on people, events, and elements of culture.
VI. Power, Authority, and Governance	Analyze and explain ideas and governmental mechanisms to meet needs and wants of citizens, regulate territory, manage conflict, and establish order and security.
VII. Production, Distribution, and Consumption	Explain how values and beliefs influence different economic decisions.

<p>VIII. Science, Technology, and Society</p>	<p>Identify ways to monitor science and technology in order to protect the physical environment.</p>
<p>IX. Global Connections</p>	<p>Explore the causes, consequences, and possible solutions to persistent, contemporary, and emerging global issues, such as health, security, resource allocation, economic development, and environmental quality.</p>
<p>X. Civic Ideals and Practice</p>	



Yellowstone in Brief

The sights and sounds of the United States' biggest and busiest national park are described in this lively, fact-filled book.

Yellowstone's volcanic past and unlimited water supply have created many natural wonders in the park. Chapter 1 highlights the three most common of these marvels—hot springs, geysers, and mudpots.

Chapter 2 reports the history of Native American tribes that once roamed the land that now makes up Yellowstone National Park. The Blackfeet, Crow, and Shoshone tribes all made their homes in Yellowstone before being moved to reservations.

The park's history is detailed in Chapter 3. In 1872, Yellowstone became the first national park under the leadership of President Ulysses S. Grant. Early tourists threatened the park's animals and habitats. But in 1886, the U.S. Army came to the rescue, restoring the park to its original condition. The continuing efforts of the National Park Service, first established in 1916, ensure that the park will remain a healthy natural environment.

Chapter 4 outlines the habits and habitats of the park's most common wildlife species.

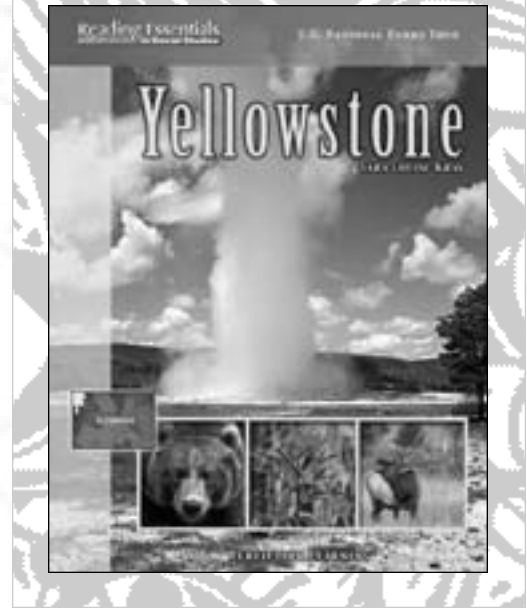
Bison, wolves, grizzly bear, elk, and moose roam freely within the park boundaries.



Water plants, plains plant life and flowers, and mountain trees are all described in Chapter 5. The devastating fire of 1988 and the amazing resilience of the land remind readers of the powerful forces of the natural life cycle.

Chapter 6 points out a few of the most popular sights to see at Yellowstone. Interesting facts about Mammoth Hot Springs, Old Faithful Geyser, and Fountain Paint Pots entice readers and provide vivid images of the park's beauty. The Grand Canyon of the Yellowstone River, with its magnificent view and challenging hiking trails, is another popular attraction in the park.

Yellowstone National Park is a vacation destination for thousands of visitors each year. The unique collection of geothermal wonders and natural animal habitats is truly a sight to see.



Reading Exploration Essentials

Vocabulary

basin	carcass	craters	fertilizer
geyser	hibernation	hydrogen sulfide	lava
lean-to shed	lupine	migrate	mineral
plain	porous	predator	preyed
reservation	smallpox	spring	

Reading Exploration

prereading

Using a U.S. road atlas or other detailed map of Wyoming and surrounding area, have students locate Yellowstone National Park. Although primarily contained in the northwest corner of Wyoming, ask students what two other U.S. states contain part of the park. What problems might park managers encounter because the park is located in three different states? Who is in charge of the park? How is it cared for?

brainstorming activity: Encourage students to recall any facts they may know about this popular national park. Explain to the students that this book will discuss the natural features, animal species, and plant life found within the park. In a three-column chart, record students' predictions as to what features, species, and plant life will be covered in the book.

during reading or postreading

Have students refer back to the three-column chart, deleting or adding information as needed.

Natural Features	Animal Species	Plant Life

3-2-1 Blast Off!

Learning new words and reading about interesting new places will help your reading skills skyrocket. Follow the directions below as you take off on your reading adventure to Yellowstone National Park.

Nonfiction books such as this one often list important words from the book and their meanings in a special section called a *glossary*. The vocabulary words listed below are defined in the glossary on page 39 of *Yellowstone*. Read through the glossary entries, and then follow the steps to better reading. It is as easy as 3-2-1!



basin	carcass	craters	fertilizer
geyser	hibernation	hydrogen sulfide	lava
lean-to shed	lupine	migrate	mineral
plain	porous	predator	preyed
reservation	smallpox	spring	

- 3** Choose **three** words from the list that you feel you understand pretty well. On the lines below, write a sentence using each word. Be sure your sentences show you understand what the words mean. Underline the vocabulary words in your sentences.

1. _____

2. _____

3. _____

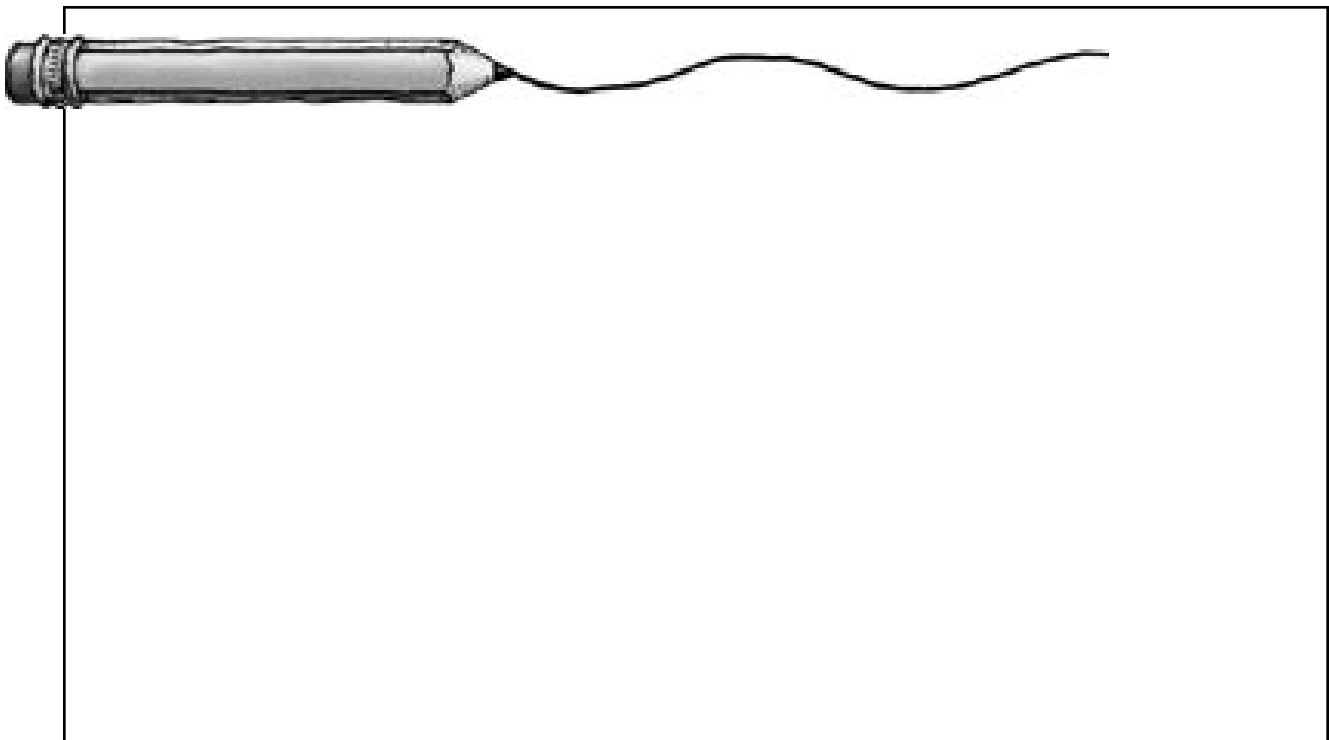
continued

3-2-1 Blast Off! *continued*

2 Choose **two** words from the list that have something to do with each other. Explain why the two words could be grouped together. For example, a decaying *carcass* would provide *fertilizer* for the soil.

_____ and _____

1 Choose **one** word that would be easier to understand by looking at a picture. Write the word and its definition. Then draw a picture to help others better understand what the word means.



Tribal Traits

Two of the Native American tribes that lived in the area now known as Yellowstone National Park were the Blackfeet and the Shoshone. Carefully reread the sections in Chapter 2 of *Yellowstone* that explain a bit about these two tribes. In the chart below, mark which tribe is being described by putting an X in the correct box. The first one is done for you.

Traits	Blackfeet	Shoshone
Peaceful tribe		X
Excellent horsemen		
Very shy		
Known as skillful hunters on foot		
Known for their love of war		
Nearly wiped out by smallpox		
Named tribes according to what they ate		
Lived deep in the mountains, safe from enemies		
Feared by many		
May be Yellowstone's oldest inhabitants		

© **One Step Further:** Reread the section on the Crow Indians on pages 12–13 of the book. Do you think the Crow were more like the Blackfeet or the Shoshone? Explain your reasoning.

And Then What Happened?

The two sets of events from *Yellowstone* listed below are arranged in incorrect sequence. Number each set of events in order from 1 to 5 by writing a 1 in the blank before the event that happened first, a 2 before the event that happened next, and so on.

Set 1

- _____ Once Yellowstone became a national park, a few tourists arrived.
- _____ Mammoth Springs Hotel was built to serve the needs of early tourists.
- _____ Finally, the National Park Service was established in 1916 to protect all national parks.
- _____ In 1872, Ulysses S. Grant signed a bill to establish Yellowstone as the first national park.
- _____ The U.S. Army was called in to protect the park from tourist damage in 1886.

Set 2

- _____ After the first small spurts, the water roars and pushes higher and higher up to the sky.
- _____ Before it spouts, clouds of steam rise out of the hole.
- _____ Hundreds of tourists sit on the benches surrounding Old Faithful, waiting for it to spout.
- _____ As the clouds of steam rise, water spurts 10 to 20 feet up.
- _____ When the eruption is over, the water pulls down into the earth.



Sights and Sounds

Yellowstone National Park was described in vivid detail in the pages of the book. Stop for a moment and remember what you could imagine seeing, hearing, touching, smelling, and tasting when you read the book. Now write an acrostic poem about the park. Each line of the poem should begin with a letter in the word Yellowstone.

Example:

Lakes of molten rock
 Ash flies
 Volcano erupts
 A mountain of steam



Y _____

E _____

L _____

L _____

O _____

W _____

S _____

T _____

O _____

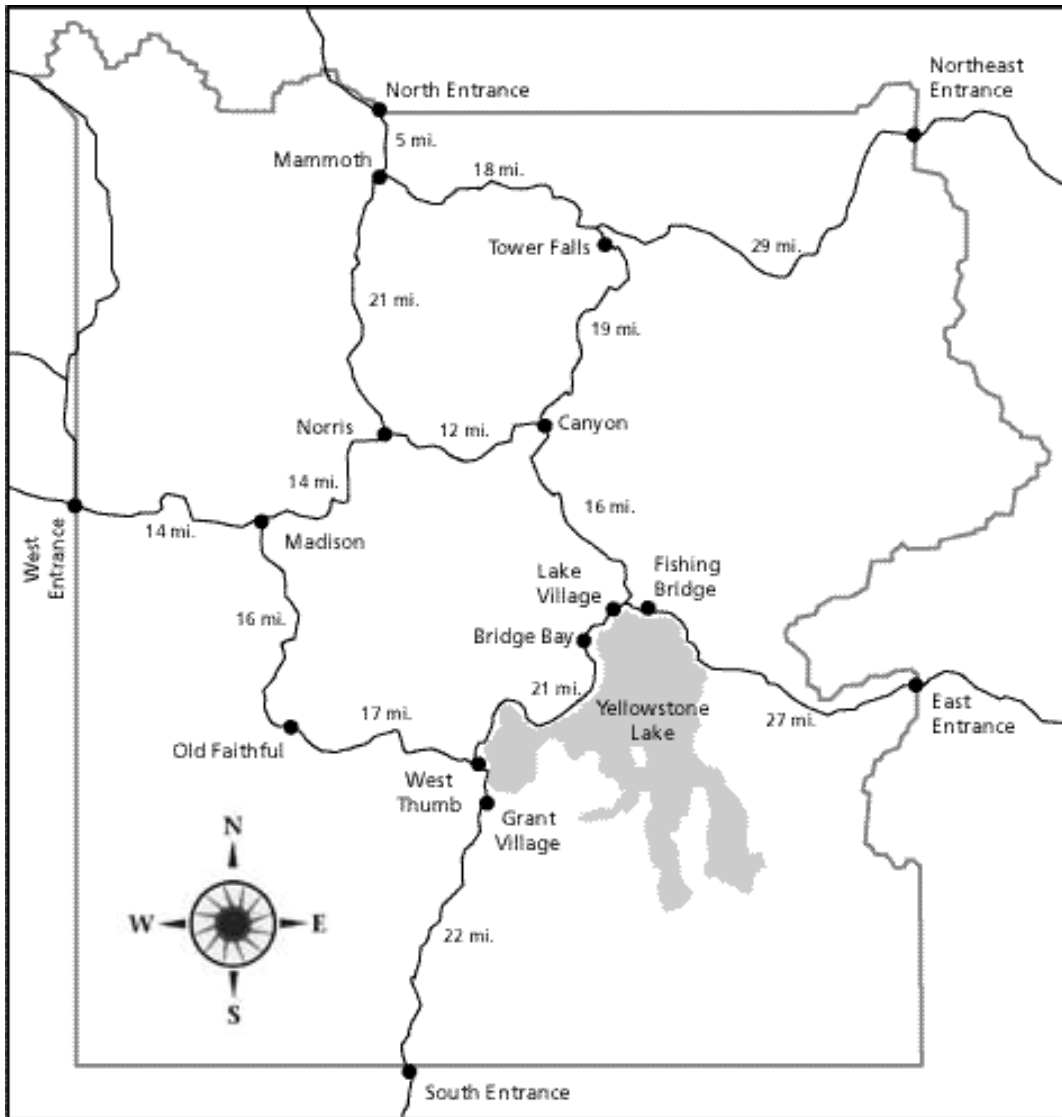
N _____

E _____

© **One Step Further:** Create artwork to go with your poem. You could draw or paint a scene, make a collage, or create a sculpture out of modeling clay. Choose an art form that captures the spirit of your poem.

Mapping Your Way Through the Park

Imagine that you and your family are planning a trip to Yellowstone National Park. You are using the map to plan your day. Answer the following questions about the map and your trip.



1. How many entrances to the park are there? _____
2. Which entrance is closest to Tower Falls? _____
3. Which entrance is farthest from Canyon? _____

continued

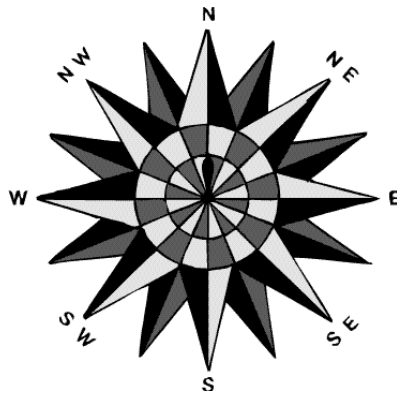
Mapping Your Way Through the Park *continued*

4. How many miles is it from the Northeast Entrance to Mammoth (taking the shortest route)? _____
5. a. Which is a longer trip—Madison to Canyon or Madison to West Thumb?

- b. What is the difference in miles between the two trips? _____
6. If your family enters from the West Entrance, how many miles will you need to travel to reach Old Faithful? _____
7. After waiting patiently for Old Faithful to erupt, you decide to enjoy a picnic lunch near the lake at West Thumb. Which direction will you travel to reach the lake? _____
8. After lunch, you and your family decide to do a little fishing at the Fishing Bridge. To reach the bridge, will you pass through Grant Village or Bridge Bay?

9. a. From the Fishing Bridge, your family would like to exit the park through the North Entrance. Study the map and plot the shortest route to the exit. List in order the stops you will pass through to reach the North Entrance.

- b. What is the total distance in miles of the shortest route? _____



Project Ideas

Choose from the following project suggestions to show what you've learned about Yellowstone National Park. You may want to work with a partner or in a small group. Share your finished project with classmates.

- ☉ Find more information about one of the three main natural wonders found in Yellowstone—hot springs, mudpots, or geysers. Make a model of your geothermal feature. Share your model with your class and explain the geothermal activity of your wonder.
- ☉ Learn more about the policy of placing Native Americans on government reservations. Then choose a position, either in support of the government or the Native Americans. Write an editorial expressing your opinions.
- ☉ Research Ulysses S. Grant. Pretending to be the president, tell your classmates about five of your important accomplishments during your presidency.
- ☉ The U.S. Army posted rules in the park to protect nature. Make a list of rules you feel should be in your town or city park(s).
- ☉ The Junior Ranger Program at Yellowstone is offered to students ages 5–12. Design a poster advertising the program that would encourage your classmates to join.
- ☉ Farmers outside Yellowstone were not happy when wolves were reintroduced to the park in 1995. Pretend you are a local cattle farmer. Write a letter to the National Park Service explaining why you think this is a bad plan. Suggest alternative solutions.
- ☉ The Indian paintbrush is pictured on page 27. It is the state flower of Wyoming. Read *The Legend of the Indian Paintbrush* by Tomie de Paola. Research your state flower, and write a legend of how it came to be. If you live in Wyoming, write a different legend to explain the Indian paintbrush.
- ☉ Create a travel brochure for Yellowstone National Park. Use lively, colorful language and illustrations to encourage others to visit the park.
- ☉ Research one of the plants or animals found in Yellowstone. Write a report on your chosen wildlife. Include illustrations or photos.
- ☉ Using some of the statistics that are presented in the book, make up ten math word problems. Give your problems to a friend or classmate to solve, and then correct the answers. Example: Old Faithful can spout into the air as high as 160 feet. How many inches is that?

Twenty-Question Objective Test

Directions: Match each word and its definition.

- | | |
|------------------|--|
| _____ 1. geyser | a. full of holes; absorbs liquids |
| _____ 2. lava | b. melted rock that reaches the surface of the earth and hardens |
| _____ 3. mineral | c. source of water coming from the ground |
| _____ 4. porous | d. spring that throws forth jets of heated water and steam |
| _____ 5. spring | e. material found in nature that is neither plant nor animal |

Directions: Answer each statement True (T) or False (F).

- _____ 6. The land of Yellowstone provided a home for several Native American tribes.
- _____ 7. Yellowstone was the third national park in the United States.
- _____ 8. Hunters and tourists caused serious damage to the park during the 1870s.
- _____ 9. In 1886, the U.S. Marines were called in to help protect the park.
- _____ 10. The National Park Service was created to protect all the national parks in the United States.

Directions: Choose the best answer to complete each statement.

11. *Geothermal* means
- a. heated rock.
 - b. cold earth.
 - c. earth heat.

continued

Yellowstone*Twenty-Question Objective Test continued*

12. Three important geothermal wonders found in Yellowstone are
- tornadoes, hot springs, and geysers.
 - geysers, hot springs, and mudpots.
 - mudpots, volcanoes, and heat waves.
13. Hot springs form when
- cold springs are heated by the sun.
 - very hot water makes its way back to the earth's surface.
 - lakes are heated by volcanoes.
14. Known to charge at tourists, one of the most dangerous creatures in Yellowstone is the
- rabbit.
 - snake.
 - bison.
15. Eighty percent of Yellowstone is covered with
- lakes.
 - lupines.
 - mountain trees.
16. In 1988, over one third of Yellowstone Park was destroyed by a
- flood.
 - tornado.
 - fire.
17. Old Faithful is the park's most active
- geyser.
 - hot spring.
 - fire lookout station.
18. Traffic jams in Yellowstone are caused by
- accidents.
 - too much traffic.
 - animals that live there.

continued

