

The following instructional plan is part of a GaDOE collection of Unit Frameworks, Performance Tasks, examples of Student Work, and Teacher Commentary for Fifth Grade Social Studies.

UNIT 5 – “Bigger, Better, Faster: The Changing Nation”

Elaborated Unit Focus

In this unit, students will understand the impact of *movement and migration* on the expanding United States. By understanding the role of *conflict and change*, student will learn how the United States began to spread its influence throughout the western world. They will also gain knowledge about the importance of *technological innovations* created during this time. Student will then finally use theme of *location* to identify important physical and man-made features of the United States.

Standards/Elements

SS5H3 The student will describe how life changed in America at the turn of the century.

- a. Describe the role of the cattle trails in the late 19th century; include the Black Cowboys of Texas, the Great Western Cattle Trail, and the Chisholm Trail.
- b. Describe the impact on American life of the Wright brothers (flight), George Washington Carver (science), Alexander Graham Bell (communication), and Thomas Edison (electricity).
- c. Explain how William McKinley and Theodore Roosevelt expanded America’s role in the world; include the Spanish-American War and the building of the Panama Canal.
- d. Describe the reasons people emigrated to the United States, from where they emigrated, and where they settled.

SS5G1 The student will locate important places in the United States.

- a. Locate important physical features; include the Grand Canyon, Salton Sea, Great Salt Lake, and the Mojave Desert.
- b. Locate important man-made places; include the Chisholm Trail; Pittsburgh, PA; Gettysburg, PA; Kitty Hawk, NC; Pearl Harbor, HI; and Montgomery, AL.

SS5G2 The student will explain the reasons for the spatial patterns of economic activities.

- a. Identify and explain the factors influencing industrial location in the United States after the Civil War.
- b. Define, map, and explain the dispersion of the primary economic activities within the United States since the turn of the century.

SS5E1 The student will use the basic economic concepts of trade, opportunity cost, specialization, voluntary exchange, productivity, and price incentives to illustrate historical events.

- c. Describe how specialization improves standards of living, (such as how specific economies in the north and south developed at the beginning of the 20th century).
- e. Describe how trade promotes economic activity (such as trade activities today under NAFTA).

SS5E2 The student will describe the functions of the three major institutions in the U. S. economy in each era of United States history.

- a. Describe the private business function in producing goods and services.

SS5E3 The student will describe how consumers and businesses interact in the United States economy across time.

- a. Describe how competition, markets, and prices influence people's behavior.
- b. Describe how people earn income by selling their labor to businesses.
- c. Describe how entrepreneurs take risks to develop new goods and services to start a business.

Enduring Understandings/Essential Questions

Conflict and Change: The student will understand that when there is conflict between or within societies, change is the result.

K-5 EU: The student will understand that conflict causes change.

- How did expanding our territory change America's role in the world?
- Why is the Spanish-American War considered a "turning point" in American History?
- How did the Panama Canal and the Spanish-American War play a role in global expansion of the United States?

Location: The student will understand that location affects a society's economy, culture, and development.

K-5 EU: The student will understand that where people live matters.

- How did location affect the society's economy, culture, and development at the turn of the century?
- How did factors influence the location of industry after the Civil War?
- How were economic activities dispersed within the United States at the turn of the century?
- Why are the locations of the Grand Canyon, Mojave Desert, and the Great Salt Lake important to history?
- Why was Kitty Hawk's location important to the Wright brothers' flight?
- How did the location of Pittsburgh make it a perfect place for steel industry?
- How did specialization improve the standard of living at the turn of the century?

Movement/Migration: The student will understand that the movement or migration of people and ideas affects all societies involved.

K-5 EU: The student will understand that moving to new places changes the people, land, and culture of the new place, as well as the place that was left.

- How did the movement or migration of people and ideas during the turn of the century affect the societies?
- How did trade promote economic activity?
- How did the movement of the western cattle industry affect society in the years following the Civil War?
- How did the movement of cattle affect the price?
- Why did people immigrate to the United States?
- How did the creation of the current Salton Sea affect the Southern California society?

Technological Innovation: The student will understand that technological innovations have consequences, both intended and unintended, for a society.

K-5 EU: The student will understand that new technology has many types of different consequences, depending on how people use that technology.

- How did technological innovations have intended and unintended consequences on society?
- Why did technological advancements at the turn of the century influence people’s behavior?
- How the Panama Canal improve trade?
- How did inventors such as the Wright Brothers, George Washington Carver, Alexander Graham Bell, and Thomas Edison help strengthen the nation?
- How were entrepreneurs taking risks at the turn of the century?

*NOTE: The balanced assessment plan included in this unit is presented as a series of suggested activities. It is not expected that the teacher complete all assessments for a successful unit.

Balanced Assessment Plan

Description of Assessment	Standard/ Element	Type of Assessment
<p>Students should research the Great Western Cattle Trail and the Chisholm Trail using a Social Studies textbook, reference materials, trade books, or online resources. A short note-taking guide is attached below. After reading about and discussing the role of cattle trails, students should work alone or with partners to create a “saddlebag” of items that would be important to a cowhand on the trail or represent important aspects of cattle drives. Students should draw illustrations of these items and write an explanation of why the item was important on the inside of the saddlebag (attached below). Samples might include maps of the trails, cattle, barbed wire, ropes, etc. After filling the inside of the saddlebag, students should color the saddlebag cover and use tape at the top to attach the two pieces while allowing the cover to flip open. The teacher will display the completed saddlebags on a bulletin board. Allow students to visit and examine the bulletin board to make a list of items representing life on the trail. After all students have visited the display, discuss as a class what it was like to be a cowhand. Students should include both the pros and cons of being a cowhand.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide access to information resources in a variety of reading levels • Allow students to use alternatives to drawing such as clip art and images from magazines, newspapers, etc. 	<p>SS5H3a</p> <p>SS5G2</p>	<p>Dialogue and Discussion</p> <p>Constructed Response</p>
<p>Explain that cattle sold for about \$4 each in Texas, but nearly \$40 each in the Northern and Eastern United States. Discuss the supply of cattle in each area and compare that to the price. Explain that low supply leads to higher prices, and as a result, the ranchers worked hard to get the cattle supply to the people who were willing to pay the most. Discuss modern examples of items that are brought into Georgia for consumers. Consider how prices are affected by the supply and the demand for the item. Fresh produce at the grocery store is a good example of this concept. The teacher may want to invite a produce manager from a local grocery store to discuss this with the class.</p>	<p>SS5E1c,e</p> <p>SS5E2a</p> <p>SS5E3a</p>	<p>Dialogue and Discussion</p>

<p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Use visual representations of products and items during discussion 		
<p>Discuss how most all the cattle in the East and South went to feed the armies during the Civil War. Explain how there was not an abundant amount of cattle left after the war. Complete a mini-lesson on the theory of supply and demand. Students will pretend they are a southern farmer and write a persuasive letter to Texas ranchers explaining why they will make a lot of money if they drive their cattle toward the Southeast. Remind students to talk about supply and demand in the letter.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide a graphic organizer to plan the letter (see link) http://www.eduplace.com/graphicorganizer/pdf/persuasion.pdf • Allow students to use alternatives to hand writing the letter such as word processor and dictation • Peer partner work 	<p>SS5E1c SS5E2 SS5E3a-c</p>	<p>Dialogue and Discussion</p> <p>Constructed Response</p>
<p>After reading information from the textbook, trade books, websites, etc., students will work as a class to create a flipbook featuring important people from the turn of the century. The book should include Black Cowboys of Texas, the Wright brothers, George Washington Carver, Alexander Graham Bell, Thomas Edison, William McKinley, and Theodore Roosevelt. Students will research one of the historical figures in small groups. They will answer the following questions: Why is the person important to the turn of the century? How did life change as a result of this person’s work? Then, students will draw a picture or print a picture from the Internet of this individual and draw or print another picture representing the contribution from the standards that this person made to American life. Each group will be able to present their page to the class. The class flipbook will be bound and kept in the class library. Students may also use the online generator found at http://www.readwritethink.org/materials/flipbook/.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Provide access to information sources on a variety of reading levels • Have students use a graphic organizer to show cause and effect for the contributions made by the historical figures (see link) http://www.educationoasis.com/curriculum/GO_pdf/causeeffect_star.pdf 	<p>SS5H3a-c SS5G1b</p>	<p>Dialogue and Discussion</p> <p>Constructed Response</p>
<p>Using resources from the school Media Center or public library, collect a text set of historical fiction picture books featuring immigration at the turn of the century. A sample list is provided on http://www.grapids.lib.mi.us/wiki/index.php/Immigration Fiction for Kids and Teens but many, many more picture books exist on this topic. Work with the school media specialist for help locating appropriate books.</p> <p>Provide a book to partners or small groups to read and discuss. Rotate the books between groups so that each group has the opportunity to read several picture books. As students read, they should fill out the “What can historical fiction teach me about people’s lives?” recording sheet (see attached).</p>	<p>SS5H3d ELA5R1</p>	<p>Dialogue and Discussion</p> <p>Constructed Response</p>

<p>After students read several picture books, the teacher will read a nonfiction book about immigration or show a movie such as “Immigration to the United States: American Heritage Series” found on www.unitedstreaming.com. As students listen or watch, they should fill out a Venn diagram (attached below) listing similarities and differences between the fictional stories and the nonfiction information. Students will share their findings as a whole group or in small groups.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Add a teacher-lead small group where the teacher participates in the reading and noting process with struggling readers • For guided viewing, do the Venn diagram along with the class using a large version of the diagram on the board or overhead projection. Pace accordingly, so that all students have time to record information accurately. • Provide a Venn diagram with lines to write on (see link) http://www.eduplace.com/graphicorganizer/pdf/venn.pdf 		
<p>Students will examine a population map from before the Civil War and another map at the turn of the century. This map may be found in a textbook, a historical atlas, or online using census maps found at http://fisher.lib.virginia.edu/collections/stats/histcensus/. Students will examine the difference in the population. Have students discuss the change in small groups. Then, lead the class in a discussion about the two maps and the reasons behind the population change. Then, discuss why so many people lived in certain areas. Discuss the factors that influence the location of industry. As a class, make a list of the factors that influenced the population.</p> <p><u>Modifications:</u></p> <ul style="list-style-type: none"> • Utilize a graphic organizer to help students organize information about population changes and factors influencing industry (see link) http://www.educationoasis.com/curriculum/GO_pdf/causeeffect_circles.pdf 	<p>SS5G2 Map and Globe Skills 10-12</p>	<p>Dialogue and Discussion Observation</p>
<p>On a large map of the United States, ask students to locate important historical locations including the Chisholm Trail; Pittsburgh (Steel City), Pennsylvania; and Kitty Hawk, North Carolina as they are discussed in class. Keep the map on display throughout the year. Additional sites will be added to the map later in the year (including Pearl Harbor, Hawaii and Montgomery, Alabama). Students should mark these locations in a personal map to be kept in their Social Studies notebooks. Next to each location students should note why these locations were historically important. A blank political map of the United States can be found at http://www.eduplace.com/ss/maps/pdf/us_nl.pdf. Teachers may choose to give a quiz to determine if students are able to identify these locations on a map.</p>	<p>SS5G1</p>	<p>Constructed Response Selected Response</p>

<p>Modifications:</p> <ul style="list-style-type: none"> In addition to the map, students can keep a T-chart graphic organizer of the locations and the historical importance of each place (see link) <p>http://www.eduplace.com/graphicorganizer/pdf/tchart_eng.pdf</p>		
<p>Each student should create a hot dog book using a large sheet (12” x 18” or larger) of white construction paper (instructions found on http://www.makingbooks.com/hotdog.shtml). The cover should be labeled “Physical Features of the United States.” Provide students with small maps of the United States to glue on the left page of each spread (sample attached below).</p> <p>Create 4 student jigsaw groups. Each student should select the Grand Canyon, the Salton Sea, the Great Salt Lake, or the Mojave Desert. Students should use encyclopedias available in the school media center or the internet to research the physical feature they selected. They should locate the feature on the map, record the state where the feature is located, and list important facts about this place. After students have completed the research, they should share the information with the other members of the group to record in their hot dog book.</p> <p>Teachers may choose to give a quiz to determine if students are able to identify these places on a map.</p> <p>Modifications:</p> <ul style="list-style-type: none"> Students should record information on a research worksheet prior to writing on their booklets (see link) <p>http://www.eduplace.com/graphicorganizer/pdf/clusterweb2.pdf</p> <ul style="list-style-type: none"> To assist with alignment, draw lines on the student booklet for students to fill in their information Provide a list of possible questions that will cue students in to the important information (ex: What caused the feature to appear? What is unusual about this feature?) 	<p>SS5G1a</p> <p>ELA5R1</p>	<p>Constructed Response</p> <p>Selected Response</p>

Sample Performance Task

Enduring Understandings:

The student will understand that when there is conflict between or within societies, change is the result.

The student will understand that location affects a society’s economy, culture, and development.

The student will understand that the movement or migration of people and ideas affects all societies involved.

The student will understand that technological innovations have consequences, both intended and unintended, for a society.

Standards: H3a-d; G1a-b; G2a-b; E1c; E1e; E2a; E3a-c

Notes to Teacher:

- Students should be placed in groups of four to create the brochure.
- Students will benefit from having examples of travel brochures in the classroom. Contact a local travel agent to collect samples of brochures.
- Students may use the attached template to create the brochure or use a computer program such as Microsoft Word or Microsoft Publisher or a publishing website such as http://interactives.mped.org/view_interactive.aspx?id=110&title or www.mybrochuremaker.com.

Introduction:

You are a group of inventors, and you have just created a time machine. Your group has just opened a travel company to take people back in time. One of your featured destinations will be the turn of the century. In order to persuade people to take a trip with your company, you will create a brochure advertising this time in history.

Task

In your brochure you will want to include the following information.

- ✓ Key people you might see along the way.
- ✓ Key events you might be able to witness.
- ✓ Key places you could visit.

Each person will research a different portion of this information to include in your group's brochure.

Process

1. The group will divide the information to research. During your research, use the research guide to help you (*Research Guide attached*).

- **Researcher 1:** (2 or more researchers needed) Your task is to research information about key people from the turn of the century. Be sure to think about possible questions your travelers might have about the people. Why is this person famous? Why is this person important to the time period? What impact did this person have on American life?

The Black Cowboys of Texas

The Wright brothers

George Washington Carver

Alexander Graham Bell

Thomas Edison

William McKinley

Theodore Roosevelt

- **Researcher 2:** (1 researcher needed) Your task is to research important events from the turn of the century. Be sure to think about possible questions your travelers might have about the events: Why is this event important to Americans? Why did this event occur? What occurred?

The Great Western Cattle Trail Drives

Spanish-American War

Immigration

- **Researcher 3:** (1 researcher needed) Your task is to research important places to visit from the turn of the century. Be sure to think about possible questions your travelers might have about the places: Where is this place? (Consider using a map to answer this question.) Why is this place important to history? Why would I want to visit this place?

The Chisholm Trail

Kitty Hawk, North Carolina

Panama Canal

2. Use the links provided by your teacher and resources from the media center to find information about your key people, events, or places. Be sure to record your research on your Research Guide page.
3. Once you have collected your information, you are ready to write a rough draft for your brochure. Each section should be written separately to be placed in the brochure.
4. After you have carefully checked your rough draft for correct spelling, punctuation, capitalization, and grammar, you are ready to complete your final copy and create your brochure. You may use the brochure template attached or use a computer program. Be sure to include a bibliography of the resources you used on the back of your brochure. You should also include color and graphics to enhance your brochure. This may include hand-drawn illustrations, maps, clip art, and/or photographs.

Modifications:

- Assign special needs students to be Researcher 1 along with a peer partner
- As an alternative to the research guide, provide graphic organizers to assist students with organizing information on each topic question (see link)
<http://www.eduplace.com/graphicorganizer/pdf/clusterweb2.pdf>
- Have students complete a draft brochure as a plan before creating the final brochure
- Allow students to dictate information for their final product

Map and Globe Skills: 10, 11, 12

Information Processing Skills:

Content Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Standard</u>	<u>Exceeds Standard</u>
Important People				
<p>Describes the contributions of important people</p> <p>(Complete this section for each important person.)</p>	<p>Includes incorrect information about the individual and/ or his contributions to American life</p>	<p>Provides limited information about the individual and his accomplishments.</p> <p>The traveler would be unlikely to see the benefit of going back in time to visit this person.</p>	<p>Accurately identifies the individual and explains the impact this person had on life at the turn of the century.</p> <p>The traveler would understand why this person was important.</p>	<p>Analyzes the impact the individual had on life at the turn of the century.</p> <p>Merges this analysis with an explanation as to why the time traveler should go back to meet this person.</p> <p>Explains how modern life would be different without this person's accomplishment.</p> <p>The traveler would fully understand why this person would be worth meeting.</p>
Important Events				
<p>Summarizes the important events at the turn of the century.</p> <p>(Complete this section for each important event.)</p>	<p>Includes incorrect information about the event and/ or its importance to Americans</p>	<p>Provides a basic summary of the event and its importance.</p> <p>The traveler would be unlikely to see the benefit of going back in time to witness this event.</p>	<p>Summarizes the important elements of the event including its causes.</p> <p>Explains why this event was important.</p> <p>The traveler would understand why this event was important.</p>	<p>Completely summarizes the important elements of the event including its causes.</p> <p>Analyzes the ways in which this event changed America and/or its role in the world.</p> <p>Explains how modern life would be different if this event had not occurred.</p> <p>The traveler would fully understand why this event would be worth witnessing.</p>

Important Places				
<p>Explains the importance of particular places</p> <p>(Complete this section for each important place.)</p>	<p>Includes incorrect information about the place and/ or its importance to American history.</p>	<p>Locates the important place on a map but provides very little information about why this place is important.</p> <p>The traveler would be unlikely to see the benefit of going back in time to visit this place.</p>	<p>Locates the important place on a map.</p> <p>Explains why this location was important to American history.</p> <p>The traveler would understand why this place was important.</p>	<p>Locates the important place on a map and includes an analysis of how the location connected to the events that occurred there (example: Panama Canal was built across a narrow isthmus to connect two major bodies of water.)</p> <p>Completely explains why this place was important to American history.</p> <p>The traveler would fully understand why this place would be worth visiting and what they would be likely to see there.</p>

Product Rubric for Performance Task

<u>Criteria</u>	<u>Does Not Meet</u>	<u>Needs Improvement</u>	<u>Meets Expectation</u>	<u>Exceeds Expectation</u>
<p>Uses informational writing strategies</p>	<p>The organizing structure and facts and details used in the brochure make it very difficult for a reader to understand.</p>	<p>The information would have been more easily understood if the student had chosen a different organizing structure to explain important facts and details.</p>	<p>Student uses an appropriate organizing structure for the information that includes important facts and details but eliminates extraneous details.</p>	<p>Student uses an appropriate organizing structure for the information that includes important facts and details but eliminates extraneous details. The writing is highly engaging to the reader.</p>
<p>Uses correct mechanics</p>	<p>The student makes numerous mechanical mistakes in spelling, grammar, punctuation, and/or capitalization. The reader would have great difficulty understanding the content because of these mistakes.</p>	<p>The student makes some mechanical mistakes in spelling, grammar, punctuation, and/or capitalization. The reader would have some difficulty understanding the content because of these mistakes.</p>	<p>Student uses correct mechanics including spelling, grammar, punctuation, and capitalization.</p>	<p>Not applicable</p>
<p>Creates an attractive final product</p>	<p>Final brochure is very messy or lacking in color or pictures.</p>	<p>Final brochure would look better if neater handwriting, a more appropriate font, more color, and/or more pictures had been used.</p>	<p>Final brochure is visually appealing. Makes use of neat handwriting or appropriate font, color, and pictures.</p>	<p>Final brochure is highly visually appealing. Uses neat handwriting or appropriate font, color, and pictures in a way that would draw the viewer to this brochure.</p>

Resources for Unit

Unit 3 Lesson “Turn of the Century America” from *United States Economic History*, created by Georgia Council on Economic Education (www.gcee.org)

Brochure Templates

www.mybrochuremaker.com

<http://office.microsoft.com/en-us/templates/TC062062991033.aspx?pid=CT101043031033>

http://interactives.mped.org/view_interactive.aspx?id=110&title

The Black Cowboys of Texas

<http://www.blackcowboys.com/blackcowboys.htm>

The Wright Brothers

United Streaming *Story of the Wright Brothers, The: From Kites to Kitty Hawk*

http://pbskids.org/wayback/flight/feature_wright.html

<http://kids.discovery.com/convergence/wright/wright.html>

George Washington Carver

http://www.pbs.org/wnet/aaworld/reference/articles/george_washington_carver.html

Alexander Graham Bell

United Streaming *Alexander Graham Bell: The Voice Heard 'round The World*

<http://www.pbs.org/wgbh/amex/telephone/peopleevents/mabell.html>

Thomas Edison

United Streaming *20th Century History Game, The: Industry: The Rise of Big Business*
Video Segment: Thomas Edison

http://www.classbrain.com/artbiographies/publish/thomas_edison.shtml

William McKinley

United Streaming *History in Focus: 1900-1909*

<http://www.whitehouse.gov/history/presidents/wm25.html>

<http://www.mckinley.lib.oh.us/McKinley/biography.htm>

Theodore Roosevelt

United Streaming *Discovering History: 20th-Century Biographies: American Presidents*
Volume 1 Video Segment: Theodore Roosevelt

<http://www.whitehouse.gov/history/presidents/tr26.html>

<http://www.theodoreroosevelt.net/>

The Great Western Cattle Trail Drives

<http://rebelcherokee.labdiva.com/cattletail.html>

Spanish-American War

United Streaming *America Becomes a World Power*

<http://www.socialstudiesforkids.com/subjects/spanishamericanwar.htm>

http://www.pocanticohills.org/amprogress/The_Spanish_American_War.htm

Immigration

United Streaming *New York Up Close: Immigration and the Industrial Revolution*

Immigration to the United States: American Heritage Series

<http://teacher.scholastic.com/activities/immigration/tour/index.htm>

<http://www.suffolk.lib.ny.us/youth/jessimmigration.html>

The Chisholm Trail

<http://www.thechisholmtrail.com/>

Panama Canal

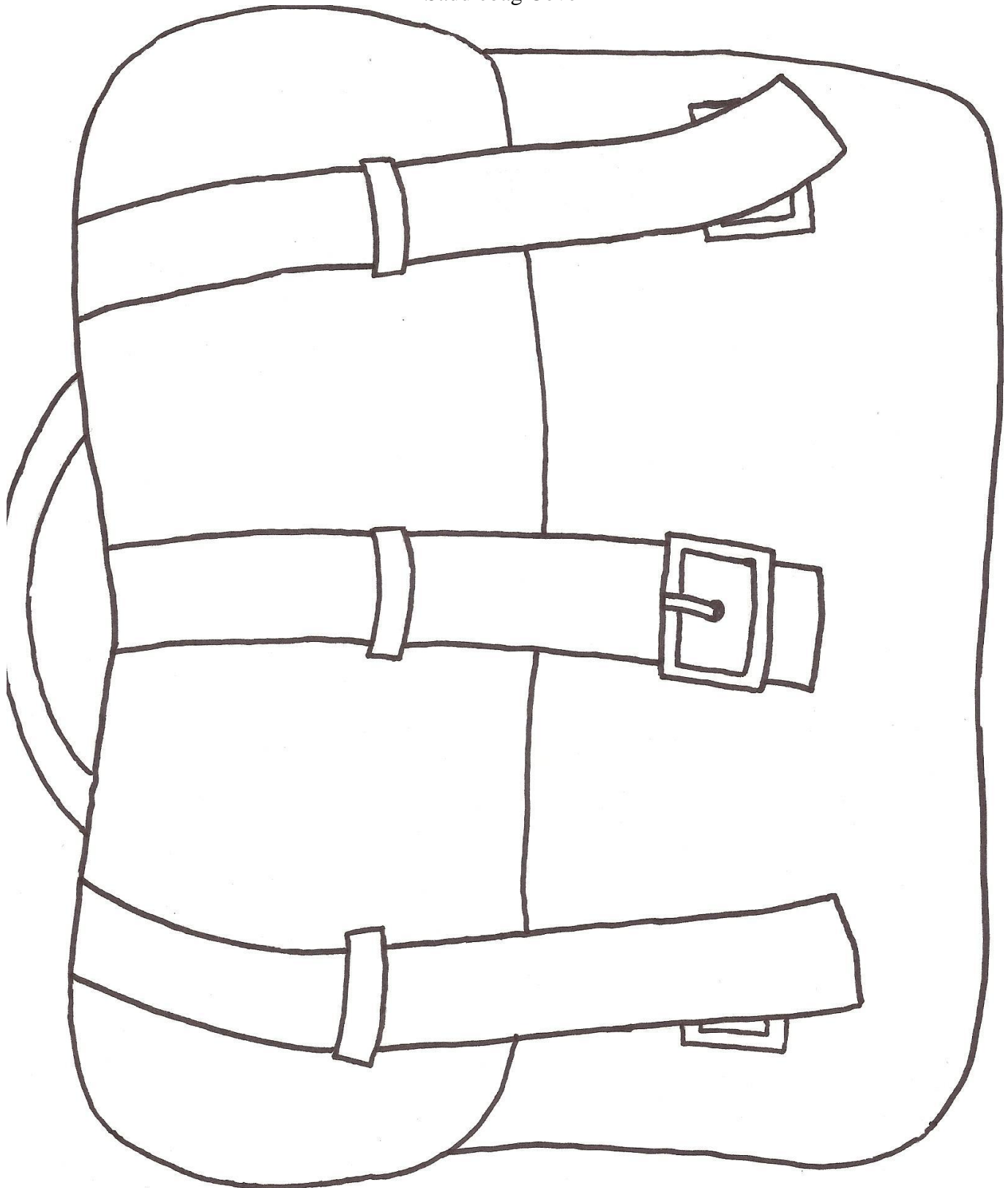
<http://www.pbs.org/wgbh/amex/tr/panama.html>

<http://www.state.gov/r/pa/ho/time/ip/17456.htm>

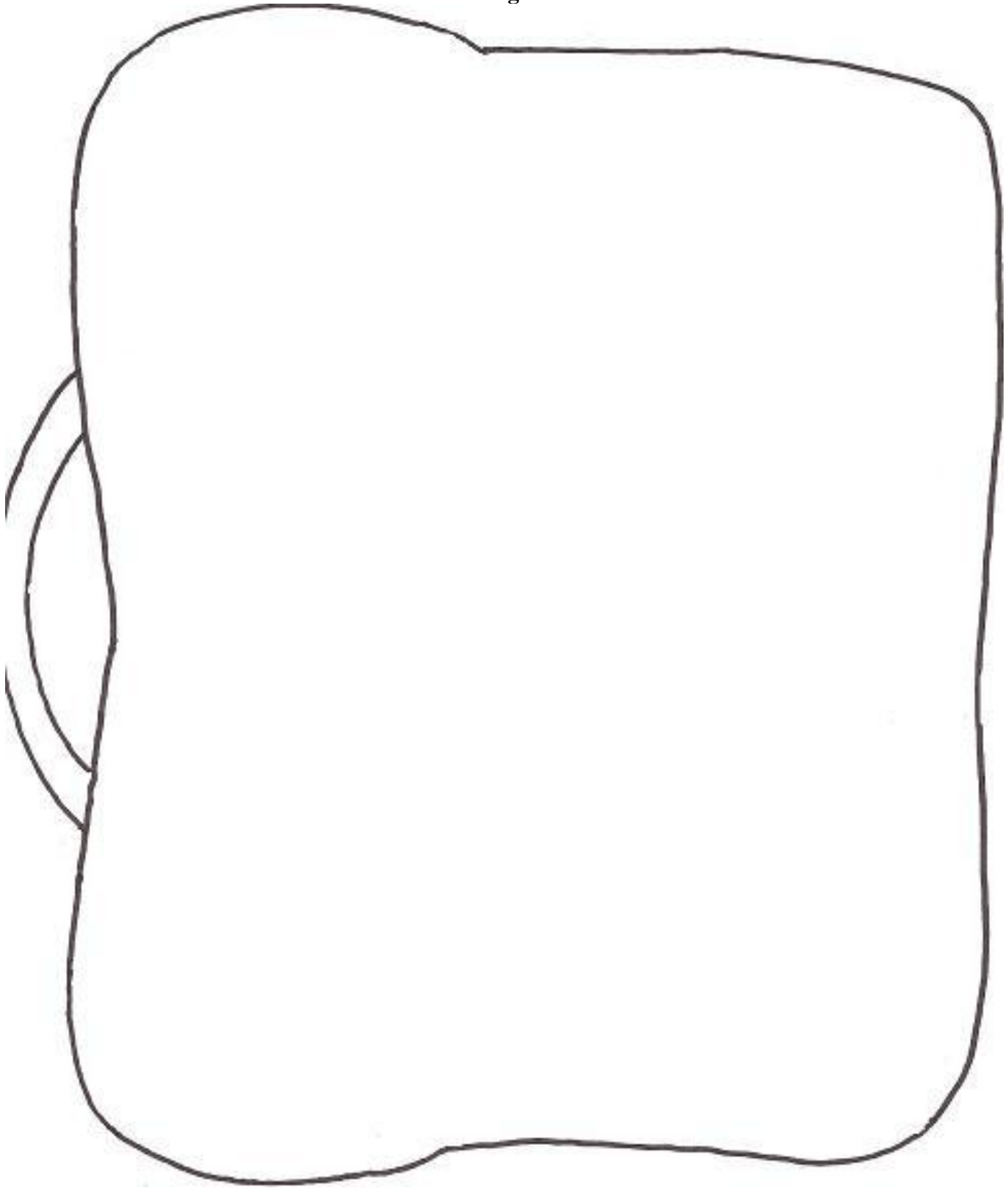
<http://www.pancanal.com/eng/persona/k/index.html>

This unit was created by Christy Bonds, Doug Carroll, Betsey Kennedy, and Neena Knight and approved by the Social Studies Advisory Council and the Georgia DOE Social Studies Staff. It was last updated 8/21/08.

Saddlebag Cover



Saddlebag- Inside



Cattle Trails Note-Taking Guide

What are cattle?

Why were cattle important?

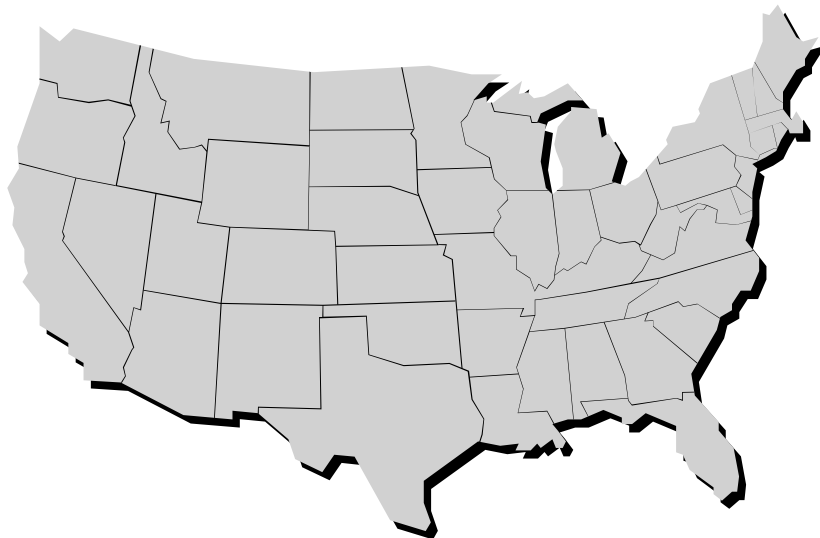
Where were most cattle raised?

Why did cattle ranchers want to get the cattle to the Northern and Eastern states?

What is a cattle drive?

What was life like for cowhands during a cattle drive?

Locate the Great Western Cattle Trail and the Chisholm Trail on this map.




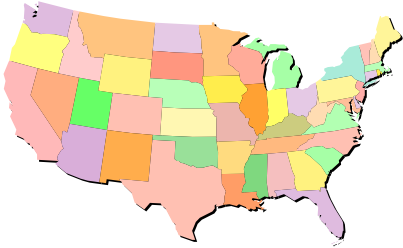
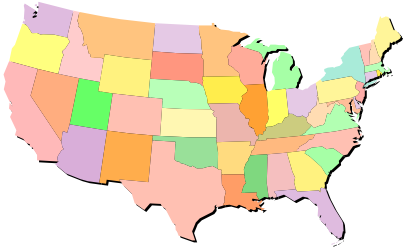
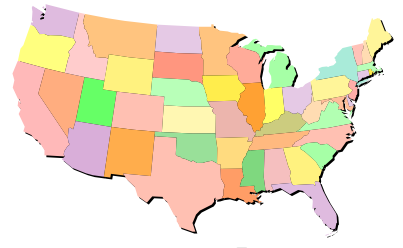
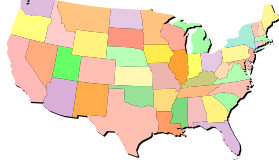
Why did cattle drives end in the late 1800s?

What can historical fiction teach me about people's lives?

<p>Title: _____ Author: _____</p> <p>What is the character's home country?</p> <p>Why does the character decide to leave his/her home country?</p> <p>Describe the character's journey to America.</p> <p>Where did the person live once they arrived in America?</p> <p>What problems did the person face in America?</p>	<p>Title: _____ Author: _____</p> <p>What is the character's home country?</p> <p>Why does the character decide to leave his/her home country?</p> <p>Describe the character's journey to America.</p> <p>Where did the person live once they arrived in America?</p> <p>What problems did the person face in America?</p>
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What did you learn about immigration from fiction?

Sample Geography Hot Dog Book

<p style="text-align: center;">X</p>	<p style="text-align: center;">Physical Features of the United States</p>  <p style="text-align: right;">Cover</p>
 <p style="text-align: center;">Page 1</p>	<p style="text-align: center;">Grand Canyon</p> <p style="text-align: center;">Located in Arizona</p> <p>The Grand Canyon is huge gorge that was carved out by the Colorado River over millions of years. It is almost 300 miles long and sometimes up to a mile deep.</p>
 <p style="text-align: center;">Page 3</p>	<p style="text-align: center;">Salton Sea</p> <p style="text-align: center;">Located in California</p> <p>The Salton Sea is a salt lake that is home to numerous bird species. This lake is at risk of dying because it is becoming too salty. People are working hard to save the lake. Page 4</p>
 <p style="text-align: center;">Page 5</p>	<p style="text-align: center;">Great Salt Lake</p> <p style="text-align: center;">Located in Utah</p> <p>The Great Salt Lake is the largest salt lake in the Western Hemisphere. Because it is so salty, fish do not live in the lake, but birds love it! Page 6</p>
<p style="text-align: center;">Mojave Desert</p> <p style="text-align: center;">Located mostly in California This American desert receives less than 10 inches of rain each year.</p>  <p style="text-align: center;">Back Cover</p>	<p style="text-align: center;">X</p>

Research Guide

Directions: For the brochure, you will be asked to write the information you find in paragraph form. Below is a list of questions to guide your research. The answers to the questions should be included in your paragraphs for your brochure.

1. What is the person, place, or event?

2. What is the main reason this person, place, or event is famous?

3. How does this person, place, or event affect American life?

Research Resources

Directions: As you complete your research, keep up with the sources you use and complete the information below. Include the information in the same format on the back our brochure.

Source A (a book)

Authors last name, Authors first name. Title of book underlined. City of Publication: Publisher, Copyright date.

Source B (Reference Book—an encyclopedia, historical reference book, etc.)

Authors last name, Authors first name. “Title of Article.” Title of Book. Editor. Volume, City of Publication: Publisher, Copyright Date.

OR

“Title of Article.” Title of Book. Editor, City of Publication: Publisher, Copyright Date.

OR

“Title of Article” Name of Encyclopedia. Volume #. City of Publication: Publisher, Copyright Date.

Source C (Internet Source)

Copy the entire web address down. Then write ACCESSED on and write the day, month, and year.

www.nationalgeographic.com accessed on 2 September 2007.

Brochure Template

FRONT

TITLE

ILLUSTRATION

NAME OF COMPANY
GROUP MEMBERS'
NAMES

BACK

RESOURCES

INSIDE LEFT

KEY PEOPLE

Information written in paragraph form

KEY EVENTS

Information written in paragraph form

KEY PLACES

Information written in paragraph form

INSIDE RIGHT