

The Human Path Across the Continents

TEACHER'S GUIDE

Geography and social studies expectations require intermediate students to consider how humans impact, and are impacted by, their environments. The physical environment and natural resources that exist there affect how a person meets their needs, lives day-to-day, works, connects with others, and participates in their culture. The Human Path Across the Continents series explores these ideas in each continent. Using the lenses of large- and small-scale transportation within a community or region, readers learn about the daily life, culture, economies, and physical environments around the world.

The Human Path Across the Continents Teacher's Guide includes engaging lessons that will help students explore the connection between people and their environment. Students participating in these lessons will compare different journeys, and draw conclusions about the varied ways of life within a continent. They will examine the lives of the people who take these varied journeys and discuss how physical environments are connected to human identities. They will consider how natural resources affect human movement and settlement, and extend their thinking to explore sustainable ways to travel and use resources.

The lessons in this Teacher's Guide are tailored for grade five, but can be adapted to meet expectations from grades four to seven. Each lesson can stand alone, or the lessons can be taught in a sequential order, so that students can scaffold their knowledge as they explore themes in human geography. Reproducible worksheets and assessment tools accompany each lesson. The titles in The Human Path Across the Continents include:

Pathways Through Africa
Pathways Through Antarctica
Pathways Through Asia
Pathways Through Australia
Pathways Through Europe
Pathways Through North America
Pathways Through South America

PACING CHART AND VOCABULARY

Lesson Plan Title	Pacing	Vocabulary
Lesson 1: Different Journeys	2 class periods*	characteristics cultural culture environment environmental transportation
Lesson 2: Life of a Person Along the Way	3 to 4 class periods	characteristics culture identity perspective
Lesson 3: Exploring Natural Resources	2 to 3 class periods	fertile minerals natural resource settlement sustainability sustainable timber unsustainable

* 1 class period = 40-60 minutes

ACCOMMODATION STRATEGIES

Accommodations provide equal access to learning and equal opportunity to demonstrate what is learned. Accommodations allow a student access to the subject or course without any changes to the knowledge and skills the student is expected to demonstrate.

Educators are encouraged to adapt the instructional approach, activities, and assessments included in this guide to best meet the diverse interests, needs, and abilities of their students. Possible accommodations may include:

Instructional Strategies

- Break tasks into parts with accompanying time lines
- Provide extra time for processing of oral information.
- Pair oral instructions with visual ones (writing or symbols)
- Pre-teach new vocabulary and regularly review previously taught vocabulary
- Provided model of completed work
- Frequently check with the student to get him/her started
- Provide oral and visual instructions and examples
- Provide a checklist of tasks for the student

Environmental Strategies

- Proximity to teacher
- Strategic seating
- Flexible or mixed-ability grouping
- Provide an alternative setting for learning that is free from visual and auditory distractions.

Assessment Strategies

- Build in extra time to allow student to process questions asked and answers given
- Provide written instructions and rubrics for assignments
- Offer a choice of assessment activities so that the student can choose one suited to their strengths
- Space out or extend assignments to prevent student feeling overwhelmed
- Reduce the number of tasks used to assess skill or concept
- Allow students to use assistive devices or technology

LESSON 1

Different Journeys

Curriculum Correlations

C3 Framework

D2.Geo.5.6-8.

D2.Geo.10.6-8.

Ontario Social Studies Expectations

Grade 4 Social Studies: People and Environments: B1.1; B.3.1;

B.3.2

Grade 5 Social Studies: People and Environments: B.3.6

Common Core State Standards

RI.5.2

RI.5.3

Ontario Language Arts Curriculum

Grades 5-7 Reading

Overall Expectations 1, 2, and 3

Materials

- *The Human Path Across the Continents books*
- Chart paper and markers
- SmartBoard, white board, or chalkboard
- *Different Journeys Exit Card*
- *Different Journeys Organizer*

Objectives

Students will be able to:

- Describe the cultural and environmental characteristics of a place.
- Compare two journeys and explain how the cultural and environmental characteristics of two different places are similar and different.

Setting the Stage

After reading one or more books in *The Human Path Across the Continents* series, begin a discussion about what we can learn from the journeys found in the books. To get students thinking, write the following question on the white board or chalkboard, or display it on the SmartBoard.

- What does this journey tell us about the environmental and cultural characteristics of a place?
 - It may be necessary to review the definitions of the following vocabulary and support with examples: environmental, cultural, characteristics.

Pass *The Human Path Across the Continents* books around the classroom. Depending on the number of books available, can group students to look at one book together. Tell students to browse through one or more books over 15 minutes. They should think about answers to the displayed question as they read about the different journeys.

Come back for a full class discussion and have students share some of their thoughts about the question. Then, choose one journey and pull out environmental and cultural characteristics. Write on chart paper or display SmartBoard for students to use as an example for the activity to come. For example, could use the camel-back journey in the Sahara Desert (*Pathways Through Africa*, pages 6-7).

- Environmental characteristics
 - Desert landscape: few plants, dry, extreme heat, strong winds
 - Sandy dunes: Limited roads and few vehicles that can drive on it
 - Huge area to cross
 - Few sources of water—must move to find them
- Cultural characteristics
 - Camel caravans used for thousands of years
 - Nomadic way of life depends on camels
 - Live in tents that are easy to move
 - Camel rides important for tourism, which helps people bring in money
 - Raise animals for survival

Activity

Tell students that they will compare the environmental and cultural characteristics of two different places in a continent, as conveyed through two journeys in one book. To ensure every continent is equally or somewhat equally represented, teacher may choose to assign books to students.

Give each student a *Different Journeys Organizer*. On each organizer, they will use evidence from the book to identify cultural and environmental characteristics in each journey, then draw conclusions about similarities and differences.

Compare journeys between continents by grouping students and having them describe the journeys they studied. Create groups of students based on the continents they chose. Ensure that each group has a minimum of two continents represented. On a fresh piece of paper, have each group write down two similarities, and two differences. They should focus on environmental and cultural characteristics.

When groups are finished, bring back together for a full discussion. Have each group share one similarity and one difference. Try to avoid repetition. On a piece of chart paper at the front of the room, create a T-chart with similarities on one side, and differences on the other. Invite members of the group to come to the front of the room and write the shared ideas on the chart paper.

Extensions

- Discuss examples of Earth-friendly journeys and consider at how a journey might be improved to become more Earth-friendly. Have students choose a journey and write suggestions for how the journey could be improved to be more Earth-friendly.

Wrap-Up

As a class, read over the lists created on the chart paper. Discuss the similarities and differences from the chart paper, and ask students if they see any common themes or ideas. Did any ideas come up often, either in group discussion or in the full class activity?

Hand each student the *Different Journeys Exit Card*. Each student will fill it in for assessment.

Assessment

Assess the *Different Journeys Exit Card* to ensure that students are able to make a strong comparison between the two journeys, and pick out specific environmental and cultural similarities and differences. If desired, give the *Different Journeys Organizer* a mark for completion and/or formative assessment.

Name: _____

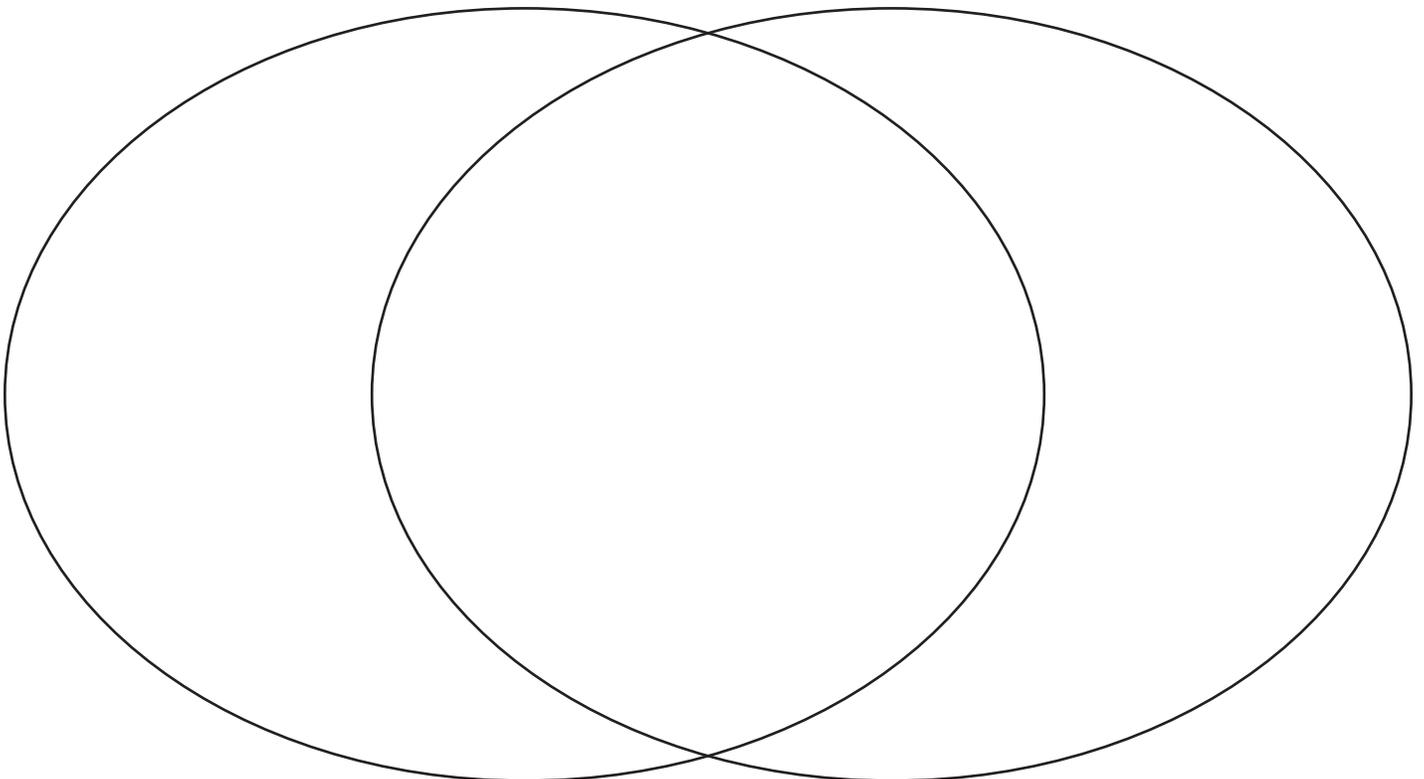
Date: _____

Different Journeys Organizer

Journey	Environmental Characteristics	Cultural Characteristics

Conclusions

Make conclusions about the main similarities and differences above. Write them on the Venn Diagram below



Name: _____

Date: _____

Different Journeys Exit Card

The two journeys I compared are:

_____	_____
in _____	in _____
_____	_____

How are the environmental characteristics within each journey similar? Explain at least one way.

How are the environmental characteristics within each journey different? Explain at least one way.

How are the cultural characteristics within each journey similar? Explain at least one way.

How are the cultural characteristics within each journey different? Explain at least one way.

LESSON 2

Creating an Action Plan for Sustainable Change

Curriculum Correlations

C3 Framework

D2.Geo.4.6-8.

D2.Geo.6.6-8.

Ontario Social Studies Expectations

Grade 5 People and Environments: B.3.8

Common Core State Standards

CCSS.ELA-LITERACY.RI.5.2

CCSS.ELA-LITERACY.RI.5.3

CCSS.ELA-LITERACY.W.5.3

Ontario Language Arts Curriculum

Grades 5-7 Reading: Overall Expectations 1, 2, and 3

Grades 5-7 Writing : Overall Expectations 1 and 3

Materials

- The Human Path Across the Continents books
- *Person Profile Sheet*
- Paper or writing journal, and pencil
- *Person Along the Way Rubric*
- Computer to write good copy
- White board or chalkboard with markers or chalk
- If desired, photocopied pages of each “People Along the Way” feature from the series

Setting the Stage

What is identity? Define and write the definition on the white board or chalkboard.

A possible student-friendly definition is:

- The things that make us who we are.

Think about the different parts that make up our identities. Brainstorm ideas and invite students to come to the board and write their ideas. When the board is full of ideas, ask:

- Which ideas on the board are related to places, regions, and environments?

Invite students to come to the board and circle the ideas that relate to the question above.

Discuss how our personal identities are related to the places in which we live. Talk about some of the ways the physical environment and culture in a place or region affects our daily lives. Ask students to give personal examples. Provide some of your own examples to spark discussion, such as:

- We live in a busy city where the land is flat. The land makes it easier for me to bike to work—no uphill struggles! I can avoid traffic that way too. Biking to work has helped me develop a love of spending time outdoors and staying active.
- We live near a notable landmark or landform (i.e. Grand Canyon/Niagara Falls/Disney World). My parents have jobs in the tourism industry and many people enjoy taking their children there. But it can make traffic very busy sometimes!
- The river by our town is very important. It lets us ship goods from the factories near our town. Most of us know someone who works in one of the factories! Many kids in our town grow up to work in the factories too. Everyone here really values hard work.
- There is a First Nation/Indian reservation near our city. Some students at our school live there and share their heritage with us. We are lucky to learn from them and become open to different ideas, art, and traditions. Last year, I attended the annual Powwow!

Come to an understanding that the characteristics of the place in which we live affects our identity. It impacts how we live our daily lives. It affects our culture, jobs, families, hobbies, and more.

Objectives

Students will be able to:

- Understand the parts that make up human identities and how they relate to the characteristics of the places in which we live.
- Using strong writing conventions, write a journal entry from the perspective of a person from a Human Path Across the Continents title, explaining how their identity and daily life is impacted by where they live.

Activity

Instruct students that they will each choose a “People Along the Way” box from the series and do more research about how their identities and day-to-day lives are affected by the place in which they live. On their *Person Profile Sheets*, they will create a profile of their chosen person that tells about their culture, environment, jobs, families, and daily lives.

- Give students time to review the “People Along the Way” features in the books in this series. It may be useful for the teacher to photocopy each “People Along the Way” feature from the series, so that students can review and pass them around. Repetition in this activity is okay.

After choosing a person to focus on and completing the *Person Profile Sheet*, each student will write a journal entry from the perspective of his or her chosen person. The entry should describe the person’s typical day. Instruct them to use a pencil and a piece of paper or page in their writing journal to start. Give students time to write a first draft. They should base information on their *Person Profile Sheet*.

- Review and share the *Person Along the Way Rubric* with students so that they understand the criteria for success.

When students have completed a first copy of their journal entry, they should switch with a partner to edit each other’s work. Then, have each student type a good copy using a computer. They should print and hand in their good copies. Give students at least two periods to edit and create a good copy of their work.

Extensions

- Have students create an art piece or dramatic presentation, such as a series of tableaux or a monologue, that represents the person they profiled.
- Have students imagine that they, or someone they know in their community, is being profiled in a “People Along the Way” box. What kinds of information would be included? Have students collaborate to write a box feature that reflects daily life, identity, and travel in their community.

Wrap-Up

Invite students to share their journal entries in small groups or to the class. Students who choose not to share can listen respectfully. Have each student share something new they learned after listening to or reading a peer’s journal entry.

Assessment

Assess the journal entry good copies using the *Person Along the Way Rubric*. If desired, give the first copy and/or *Person Profile Sheet* a mark for completion or use as formative assessment. Can assess the editing stages for writing expectations.

Name: _____

Date: _____

Person Profile Sheet

Hello! My name is

I live in / near...

Some facts about me...

<p>Let me introduce you to my family!</p>	<p>I would describe the environment in which I live as...</p>
<p>My job or the way I make money is...</p>	<p>My daily life includes these activities and routines:</p>
<p>These things make up my culture:</p>	<p>Some other facts about me are...</p>

Student's name: _____

Date: _____

Person Along the Way Rubric

	Level 1	Level 2	Level 3	Level 4
Knowledge and Understanding	Student identifies two or fewer of the following: perspective, environment, location, culture, and daily activities.	Student identifies three of the following: perspective, environment, location, culture, and daily activities.	Student identifies four of the following: perspective, location, environment, culture, and daily activities.	Student identifies all of the following: perspective, location, environment, culture, and daily activities.
Thinking	Journal entry includes limited or no analysis of how culture, daily life, and environment connect.	Journal entry includes some analysis of how culture, daily life, and environment connect.	Journal entry includes analysis of how culture, daily life, and environment connect.	Journal entry includes strong analysis of how culture, daily life, and environment connect.
Application	Journal entry does not clearly develop perspective and lacks information about culture and environment.	Journal entry somewhat develops perspective and integrates some information about culture and environment.	Journal entry develops perspective and integrates information about culture and environment	With exceptional insight, journal entry develops perspective and integrates information about culture and environment.
Communication	Writing had limited clarity and was not well intended for its purpose. Many spelling or grammar mistakes.	Writing was somewhat clear and well intended for its purpose. Some spelling or grammar mistakes.	Writing was mostly clear and well intended for its purpose. Minimal spelling or grammar mistakes.	Writing was very clear and well intended for its purpose. No spelling or grammar mistakes.

Additional Comments:

LESSON 3

Exploring Natural Resources

Curriculum Correlations

C3 Framework

D2.Geo.8.3-5.

Ontario Social Studies Expectations

Grade 7 B. Natural Resources: Use and Sustainability
B3.1; B3.2

Common Core State Standards

CCSS.ELA-LITERACY.RI.5.2

CCSS.ELA-LITERACY.RI.5.3

Ontario Language Arts Curriculum

Grades 5-7 Reading

Overall Expectations 1, 2, and 3

Materials

- The Human Path Across the Continents books
- White board or chalkboard with markers or chalk
- *Natural Resource Profile Sheet*
- *Natural Resource Assessment Checklist*
- *Sustainability Exit Card*

Objectives

Students will be able to:

- Define and give examples of natural resources.
- Explain how a natural resource affects how humans live, settle, and move.

Setting the Stage

After reading one or all of the Human Path Across the Continents titles, ask students to help define the word “natural resource”. Come up with a class definition of the word.

Definition could be similar to the following:

- Materials in nature that can be used for human profit.

Review some kinds of natural resources to help students understand. Examples could include:

- Water, such as lakes, rivers, and oceans
- Timber
- Fish and other animals that are hunted
- Fertile land for farming
- Minerals that are mined
- Crops
- Wind
- Sunlight

Spark some discussion about the natural resources in your local community, region, or country. Make a list of the resources in your area and move discussion to how resources are used and how they affect the community. Ask questions such as:

- How are the resources in your community used?
 - o Responses could include freshwater for drinking; ocean ports/harbors for shipping; wind for wind energy; sunlight for solar energy; land for farming; forests with timber used for building, paper, to burn; animals for sale and for eating; minerals for sale and to be used for energy; etc.
- How do the resources in our community influence people? Prompt students to think about the answers to the following:
 - o Where people live
 - o The types of jobs people have
 - o How people meet their needs
 - o How people in different places get or have access to resources
 - o How people move around their area—what kinds of transportation is used for different purposes?

Discussion should impart the following main ideas:

- People use natural resources to meet their needs and make money. The locations and uses of different natural resources affect where and how people live in different places.

Activity

Explain to students that throughout the *Human Path Across the Continents* books, we can find examples of natural resources and how they affect human settlement and movement. Students are tasked to find a natural resource in a book of their choice, and fill in the *Natural Resource Profile Sheet*.

On each *Natural Resource Profile Sheet*, students will do the following:

- Sketch a picture of the natural resource, in the appropriate environment or location
- Identify where on Earth the resource is found
 - The location should come from the book example
- Identify uses for the natural resource
- Identify how the resource has impacted the way people settled and travel in the area
- Identify how the resource's uses and/or extraction impacts the environment.

Review these expectations with students and explain that they will receive a mark based on including all of the elements and the quality of their answers.

Extensions

- Choose one of the brainstormed ideas on the *Sustainability Exit Card* and create a plan to use a natural resource more sustainably. Make a poster or presentation to share the sustainable idea with others.

Wrap-Up

Have students either present their *Natural Resource Profile Sheets* to their peers, or have a gallery walk in which students view the work of their peers. Discuss some common themes:

- How are natural resources in different places used?
- What are some patterns of human settlement—where do people often live in relation to natural resources?
- What is the relationship between most natural resources and the environment? How do natural resources (and their uses, extractions, etc.) affect the environment.

To wrap up, get students thinking about sustainability. Remind students that to be sustainable means to use something without affecting its future use. Talk about some examples of how natural resources might be used in unsustainable ways—then ways that natural resources are used sustainably.

Hand students *Sustainability Exit Card*. On the card, they will think about possible sustainability issues related to the natural resource of their choice, and brainstorm some ways that the natural resource could be used more sustainably.

Assessment

Assess the *Natural Resource Profile Sheet* using the *Natural Resource Assessment Checklist*—ensure that all of the components are there and are well thought-out. Assess the *Sustainability Exit Card* for completion.

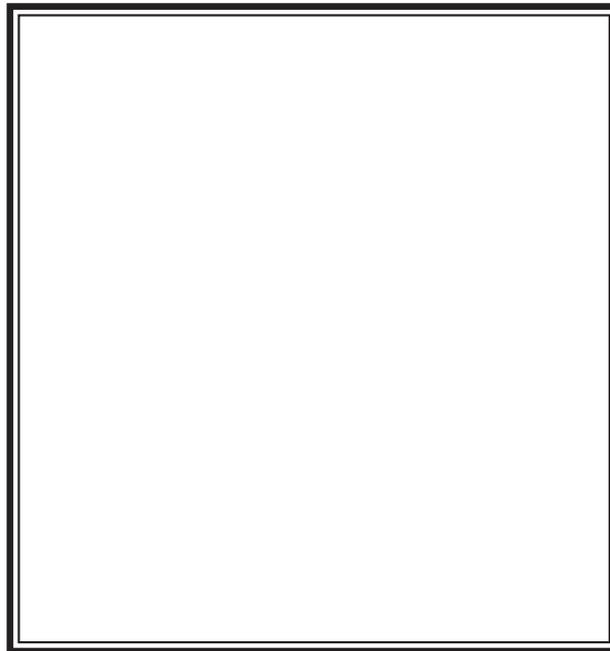
Name: _____ Date: _____

Natural Resource: _____

Location: _____

Uses _____

Impact on travel: _____



Impact on settlement: _____

Impact on environment: _____

Student's name: _____ Date: _____

Natural Resource Assessment Checklist

Criteria	Exceeded Expectations	Met Expectations	Approaching Expectations	Did Not Meet Expectations
Identified name and location of natural resource, and sketched an accurate picture				
Identified uses of natural resource				
Identified how the natural resource impacts human settlement				
Identified how the natural resource impacts human movement and travel				
Identified how the natural resource impacts the environment—either or both positive or negative effects				

Additional Comments:

Name: _____

Date: _____

Sustainability Exit Card

Define **sustainable** in your own words.

What are some barriers to sustainability in the use and/or extraction of your natural resource?

How can the use and/or extraction of your natural resource become more sustainable?
Brainstorm three or more ideas below.