

Teacher's Guide for FACES

February 2012: Make It Big in the Mid-Atlantic

Teacher's Guide prepared by Heather Bode

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Getting Started:

If you live in the Mid-Atlantic states, your students might be inclined to think that they know all there is to know about this area. Challenge students to find at least three new items. Use highlighters to mark them as you make your way through the issue. If you do not live in the Mid-Atlantic states, take class polls: How many students have visited the area? How many have lived in the area? Then permit each student to list something they know about the area.

High Five:

The photo used as the background is Freedom Plaza. What is Freedom Plaza? Go to <http://www.downtowndc.org/go/freedom-plaza>.

Analyze the photo: What images seem to stick out? Can you see bits of the past and present? Draw a picture of Freedom Plaza from this same viewpoint, but in 1912 or 2112.

At a Glance:

Math: Create a bar graph to show which industries predominate this region.

Use the U.S. map in the upper right corner to estimate what percentage of the continental states are Mid-Atlantic.

Geography: Identify the major geographical features of this region. What conclusions can be drawn about the dispersion of the population?

History: Glance at the city names. Many have historical significance. Choose one and explain its historical significance.

Pennsylvania's Famous Phil:

Major network morning shows and national news bureaus sometimes air coverage. Watch the event live.

Make a flow chart: Trace the origins of Groundhog's Day. Include at least four details from the article.

Test-Taking: Have students make up a set of true or false statements after reading the article. Then exchange with a partner to see how carefully they read this selection. Remember these tips when considering T/F statements:

1. Read the entire statement. If part is false, then the whole is false.
2. Beware of the use of absolute words: always, never
3. Beware of patterns: T/F/T/F

Science: Weather forecasters depend on more than their shadow to predict the weather. Go to <http://kids.earth.nasa.gov/archive/career/meteorologist.html>. For more careers in meteorology go to <http://science-edu.larc.nasa.gov/EDDOCS/meteorol.html>.

Something for Everyone:

Vocabulary: paleoindians, secede, District of Columbia, Amish

**All vocabulary is defined in the story. Draw students' attention to how the author does it.

Cooperative Learning: Divide the class into four groups. Assign each group one of the following topics: history, geography, industry, tourism. Groups are responsible for presenting their section of the article to the rest of the class. Encourage groups to use a visual aid for their presentation. (i.e. History Group constructs a timeline, Geography Group uses maps, etc.) Once all groups have presented, challenge students to identify the interrelationships between the topics. (i.e. How is geography tied to industry? How is tourism tied to history?)

Art & Music: Listen to (or sing) the National Anthem. The author wrote the words after watching a battle. Draw what you think Francis Scott Key might have witnessed.

Independent Research Topics: Amish in America, Founding of Washington D.C., Civil War in the Mid-Atlantic States, Chesapeake Bay

Going with the Flow:

Reading for Information:

1. How many Mid-Atlantic states border the Atlantic Ocean?
2. What three important cities were founded because of close proximity to water?
3. What American symbol can be found in New York Bay?
4. What momentous event took place on the Delaware River? (see p.47)
5. What is the difference between a water gap and an estuary?
6. How does Niagara Falls compare to other waterfalls around the world?

Reading Captions for Information:

1. Lake Champlain's mysterious sea creature has been compared to what more famous monster?
2. What is a skipjack?
3. Who is the Verrazano-Narrows Bridge named after?
4. What was the Hudson River School?
5. When did Niagara Falls stop flowing?

Dear Tommy

Compare/Contrast: Since Tommy and Bennett both live in this region, it should not be surprising that they have quite a bit in common. But there are also differences. Use the following list of words to construct compare/contrast sentences about Tommy and Bennett.

Compare

Also

Too

Just as

Likewise

Contrast

but

in contrast

although

Summarizing: Summarize the correspondence between these two boys by completing a comic strip at www.makebeliefscomix.com.

From Little Leagues to the Hall of Fame

Baseball is also known as "America's Pastime" or "America's Favorite Pastime." What does this mean? How do you think this saying came to be?

Myths and Legends: Define these terms. The article says Cooperstown was chosen as the place for a Hall of Fame based on the myth that Abner Doubleday invented the game. Do you agree/disagree with that decision? Why? The Hall of Fame is full of baseball legends, but Abner Doubleday is quite a legend himself...and it has nothing to do with baseball. Visit the Arlington National Cemetery website to learn why: <http://www.arlingtoncemetery.net/doubleday.htm>.

After learning about Doubleday, do you think there could be sentimental reasons why he was given credit for the invention of baseball?

Public Speaking: Many students in your class may have little league experience. Ask them to share what they learned and what they liked about the program.

The National Mall: A Place for the People

Social Studies: Google Washington DC. Click on Images for Washington DC. Students should be able to identify key landmarks: White House, Lincoln Memorial, Jefferson Memorial, Capitol Building, etc.

Community Building: You might be surprised to learn that the U.S. National Parks Service oversees the National Mall. They are working on restoring and improving the National Mall. Plan a fundraiser for Presidents' Day (February 20th) with proceeds going to the National Mall. Visit www.nationalmall.org for details.

Note-Taking: The layout of this article lends itself to the SQ3R method.

SURVEY the article: photos, captions, fast facts

QUESTION: Turn subheadings into questions.

READ: Find the answers to your questions.

RECITE: Recite the answers to your questions.

REVIEW: Review what you have learned from the article.

Growing Up...

Art: Make a collage showing city life vs. country life.

Social Studies: Make a pro/con list for either living in the city or country.

Being a Musician in the Entertainment Capital of the World

Journalism:

- Continue the conversation. If you could ask Richard Hagan three questions, what would they be?
- Did you notice the author and interview subject share the same last name? There's a saying: Write what you know. What do you think it means? How might Barbara know Richard? Think of someone you know who would make an interesting subject for an interview. Then do it! (If you have a school newspaper-submit it for publication.)

Drawing Conclusions: Use what you've learned about NYC to answer this question: Why is NYC known as the Entertainment Capital of the World?

Goal-Setting: Pretend you are a young Richard. You know your long-term career goal is to become a professional musician. Use Richard's answers and your own knowledge to chart the course of Richard's success.

Guns, Booms, Mistpuffers

Science: Mistpuffers have been reported as recently as December 11, 2011. There are many theories as to what causes the mysterious sounds. The article lists ten theories. Find all ten and number them in your magazine. Then discuss each theory's potential. How could you prove/disprove each theory? What is your theory?

The mistpuffers made big news in the '70s. The Bell Island Boom caused quite a stir. You can see 1970's footage and also news about the most recent mistpuffers at www.youtube.com/watch?v=63MTL51FUZE.

Theater: Sound effects play a huge part in successful stage productions. Use any equipment possible to record your own mistpouffer. Have classmates try to decipher what you used to make the sound.

Rip Van Winkle

Vocabulary: (**Remind students the story was written in 1819. Terms that may have been familiar then may have fallen out of common usage since that time.)

Metamorphosed, scepter, haranguing, Babylonish jargon, uncouth, orator, patriarch, reverence

Art & Imagery: Irving's beautiful language paints a picture of each scene in your mind. Choose a scene and illustrate it.

Politics in Fiction: The introduction states, "Irving is concerned with how America changed after the Revolutionary War." He uses his story to convey this concern. Do you have a concern about your school, community, or country? How could you fictionalize your idea to get your point across?

(It is interesting to note that Irving was born in 1783...after the Revolution and was named after George Washington. So he had no first-hand knowledge of what America was like before the war. How do you think he formed his opinions?)

Wrapping it up

Plan a road trip! Use the map on page 5 to plan your Mid-Atlantic get-away. Estimate total distance traveled using the mileage key. Include what you would like to do/see at each spot.

If you live in the Mid-Atlantic states: Discuss what the students highlighted (see Getting Started on page 1).