

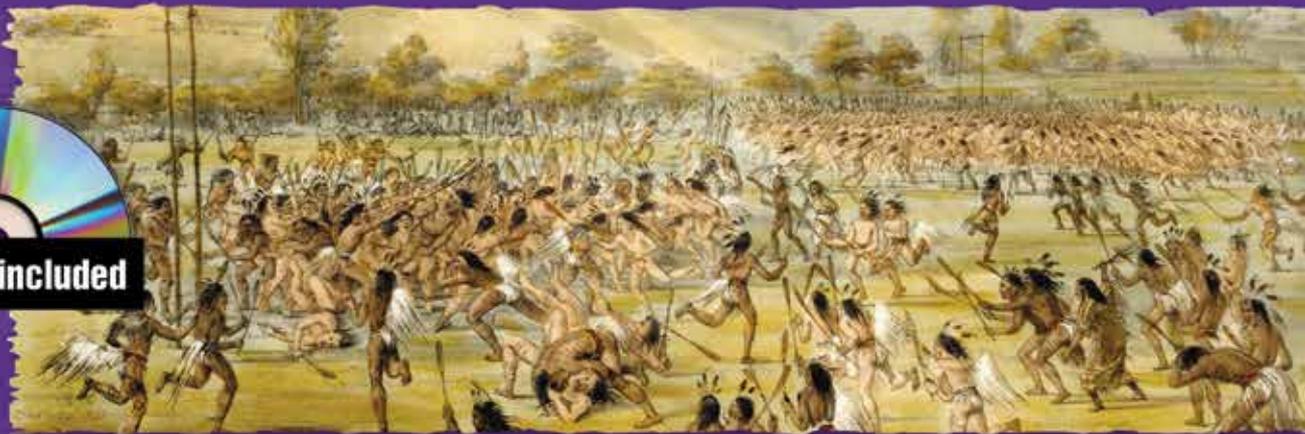
Leveled Texts for Social Studies



Early America



Color CD included



Leveled Texts for Social Studies



Early America



SHELL EDUCATION

Table of Contents

Introduction

What Is Differentiation?	4
How to Differentiate Using This Product.....	5
General Information About the Student Populations.....	6–8
Below-Grade-Level Students	6
English Language Learners.....	6
On-Grade-Level Students	7
Above-Grade-Level Students.....	8
Strategies for Using the Leveled Texts	9–17
Below-Grade-Level Students	9
English Language Learners.....	13
Above-Grade-Level Students.....	16
How to Use This Product	18–20
Readability Chart.....	18
Components of the Product.....	19
Tips for Managing the Product	20

Leveled Texts

Exploring the New World.....	21–28
Explorers.....	29–36
American Indian Tribes of the East	37–44
American Indian Tribes of the Plains	45–52
American Indian Tribes of the West	53–60
The New England Colonies	61–68
The Middle Colonies	69–76
The Southern Colonies	77–84
Slavery in the New World.....	85–92
Causes of the American Revolution.....	93–100
The Declaration of Independence.....	101–108
The American Revolution	109–116
Early Congresses	117–124
The Constitution of the United States	125–132
The Bill of Rights.....	133–140

Appendix

Resources.....	141
Works Cited.....	141
Image Sources.....	141–143
Contents of Teacher Resource CD.....	144

What Is Differentiation?

Over the past few years, classrooms have evolved into diverse pools of learners. Gifted students, English language learners, special needs students, high achievers, underachievers, and average students all come together to learn from one teacher. The teacher is expected to meet their diverse needs in one classroom. It brings back memories of the one-room schoolhouse during early American history. Not too long ago, lessons were designed to be one size fits all. It was thought that students in the same grade level learned in similar ways. Today, we know that viewpoint to be faulty. Students have differing learning styles, come from different cultures, experience a variety of emotions, and have varied interests. For each subject, they also differ in academic readiness. At times, the challenges teachers face can be overwhelming, as they struggle to figure out how to create learning environments that address the differences they find in their students.

What is differentiation? Carol Ann Tomlinson at the University of Virginia says, “Differentiation is simply a teacher attending to the learning needs of a particular student or small group of students, rather than teaching a class as though all individuals in it were basically alike” (2000). Differentiation can be carried out by any teacher who keeps the learners at the forefront of his or her instruction. The effective teacher asks, “What am I going to do to shape instruction to meet the needs of all my learners?” One method or methodology will not reach all students.

Differentiation encompasses what is taught, how it is taught, and the products students create to show what they have learned. When differentiating curriculum, teachers become the organizers of learning opportunities within the classroom environment. These categories are often referred to as content, process, and product.

- **Content:** Differentiating the content means to put more depth into the curriculum through organizing the curriculum concepts and structure of knowledge.
- **Process:** Differentiating the process requires the use of varied instructional techniques and materials to enhance the learning of students.
- **Product:** When products are differentiated, cognitive development and the students’ abilities to express themselves improves.

Teachers should differentiate content, process, and product according to students’ characteristics. These characteristics include students’ readiness, learning styles, and interests.

- **Readiness:** If a learning experience aligns closely with students’ previous skills and understanding of a topic, they will learn better.
- **Learning styles:** Teachers should create assignments that allow students to complete work according to their personal preferences and styles.
- **Interests:** If a topic sparks excitement in the learners, then students will become involved in learning and better remember what is taught.

How to Differentiate Using This Product

The leveled texts in this series help teachers differentiate social studies content for their students. Each book has 15 topics, and each topic has a text written at four different reading levels. (See page 19 for more information.) These texts are written at a variety of reading levels, but all the levels remain strong in presenting the social studies content and vocabulary. Teachers can focus on the same content standard or objective for the whole class, but individual students can access the content at their *instructional* levels rather than at their *frustration* levels.

Determining your students' instructional reading levels is the first step in the process. It is important to assess their reading abilities often so they do not get tracked into one level. Below are suggested ways to use this resource, as well as other resources in your building, to determine students' reading levels.

- **Running records:** While your class is doing independent work, pull your below-grade-level students aside, one at a time. Individually have them read aloud the lowest level of a text (the star level) as you record any errors they make on your own copy of the text. If students read accurately and fluently and comprehend the material, move them up to the next level and repeat the process. Following the reading, ask comprehension questions to assess their understanding of the material. Assess their accuracy and fluency, mark the words they say incorrectly, and listen for fluent reading. Use your judgment to determine whether students seem frustrated as they read. As a general guideline, students reading below 90% accuracy are likely to feel frustrated as they read. There are also a variety of published reading assessment tools that can be used to assess students' reading levels with the running record format.
- **Refer to other resources:** Another way to determine instructional reading levels is to check your students' Individualized Education Plans, ask the school's resource teachers, or review test scores. All of these resources should be able to give you the further information you need to determine at which reading level to begin your students.

Teachers can also use the texts in this series to scaffold the content for their students. At the beginning of the year, students at the lowest reading levels may need focused teacher guidance. As the year progresses, teachers can begin giving students multiple levels of the same text to allow them to work independently to improve their comprehension. This means each student would have a copy of the text at his or her independent reading level and instructional reading level. As students read the instructional-level texts, they can use the lower texts to better understand the difficult vocabulary. By scaffolding the content in this way, teachers can support students as they move up through the reading levels. This will encourage students to work with texts that are closer to the grade level at which they will be tested.

Exploring the New World

A Spicy Tale

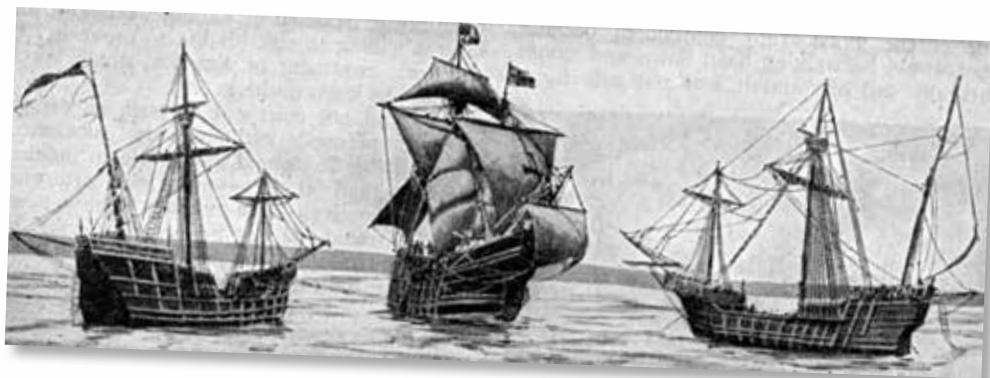
There was a man named Marco Polo. He lived in Italy. He traveled to China. There, he saw many new things. In 1271, he wrote a book. This book had stories about the things he saw there. This made other people living in Europe want to explore, too.

The people of Europe liked Asian spices. Their food often went bad. Spices could cover up the bad taste. Men hoped to find a way to go to the East by sea. They wanted to bring back spices on ships. Instead, sailors found land in the West. The world would never be the same.



The Lure to Explore

Explorers took risks because they wanted to be rich. They often died. Some people thought that they would find gold. Rulers wanted gold, too. Kings and queens paid for most of the trips. They thought that the men would bring back gold.



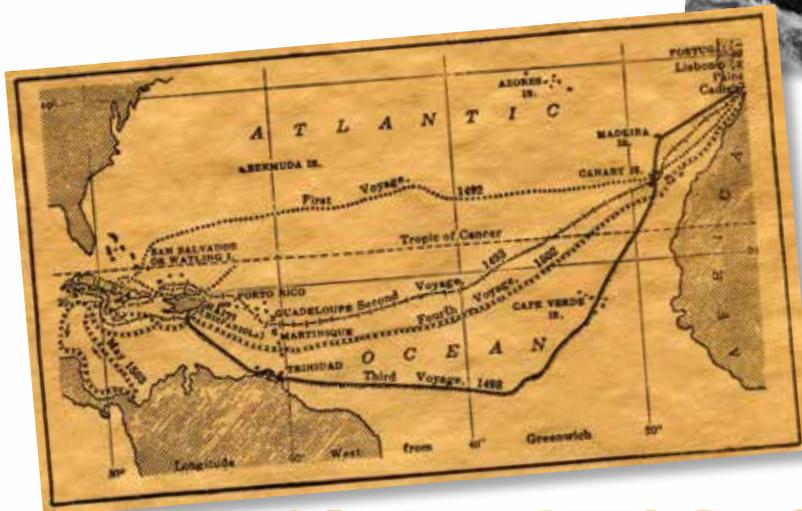
Most people in the 1400s said that Earth was flat. But, some thought that it was round. They wanted to prove it. Other people wanted to share their faith. These men told rulers that they would teach their faith to people in the new lands. Then, the rulers paid for their trips.

Many places were found by mistake. Still, every find gave new information. After each trip, mapmakers made better maps.

Risky Adventures

Life on a ship was rough. Sailors died from hunger. They died from sickness and they died in shipwrecks. Even after reaching shore, the crew might find tribes waiting to kill them. On every trip, they sailed into the unknown!

Sometimes the crew would fight with the captain. This was called a mutiny. Another word for this is a revolt. Ferdinand Magellan (muh-JELL-uhn) stopped one fight when he left a man in Brazil. He had another man killed.



Comprehension Question

What was hard about being an explorer?

Explorers



The Vikings in North America

The Vikings were sailors. They lived in Europe. The Vikings sailed across the ocean. In 986, they reached North America. Then, they went back home. They told a man named Leif Eriksson about their trip. He wanted to explore, too. So he set sail. He landed in what is now Canada. He named it Vinland. Why? It had lots of grapevines.

Some Vikings tried to settle in the new land. But things went wrong. So, they left.

Columbus and Vespucci Reach the Americas

Christopher Columbus was an explorer. He wanted to find a new sea route to China. King Ferdinand and Queen Isabella of Spain said they would help. They gave him sailors. They gave him three ships, too. The ships were named *Niña*, *Pinta*, and *Santa María*.



In August 1492, the ships left Spain. They sailed west across the Atlantic Ocean. On October 12, the sailors saw land. It was San Salvador. This is in the Bahamas. They went ashore. Christopher Columbus thought they were near Japan. He went home and became a hero.

Around 1500, Amerigo Vespucci (vess-POO-chee) went to the New World. He made four trips. He wrote about the people and the animals that he had seen. A mapmaker read his story. In 1507, this man made a map. He put the name America on it. America is named after Amerigo Vespucci.



The First Trip Around the World

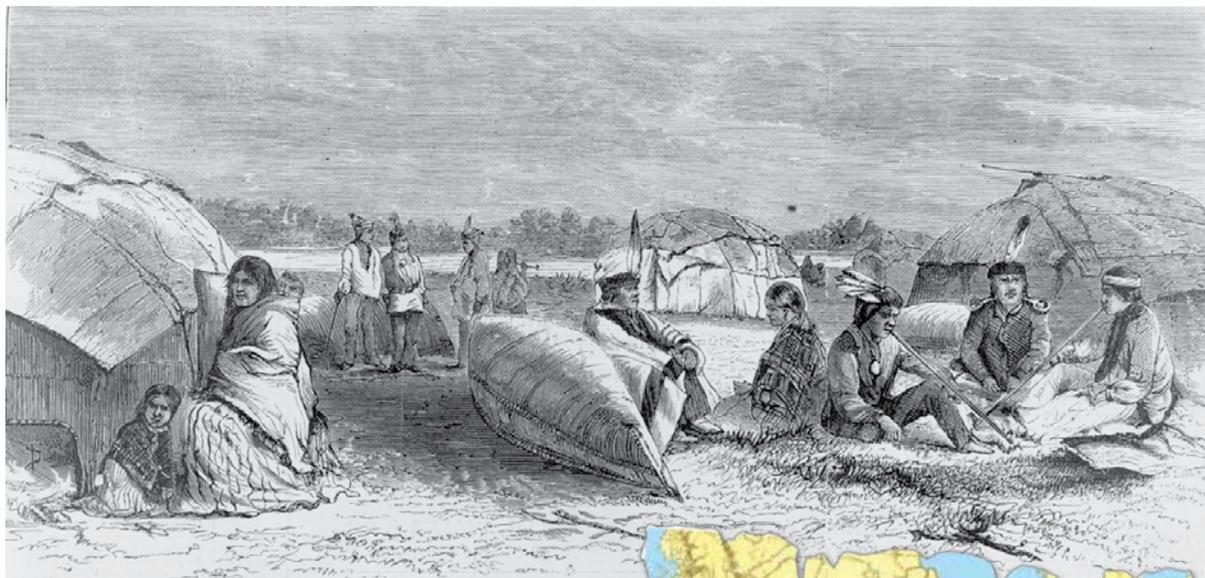
Ships from Europe sailed south around the tip of Africa. That was how they went to Asia. But Ferdinand Magellan (muh-JELL-uhn) wanted a new route. He had five ships and 270 men. They sailed west from Spain. They found a strait. This is a narrow opening of water. It was near the tip of South America.

Then, Ferdinand Magellan told his crew the truth. They were sailing around the world! The crew almost ran out of food. They nearly died of hunger. At last, they reached some islands. It was the Philippines. There, they got food. But Magellan died in a fight. Just one of his ships and 18 men made it back to Spain.

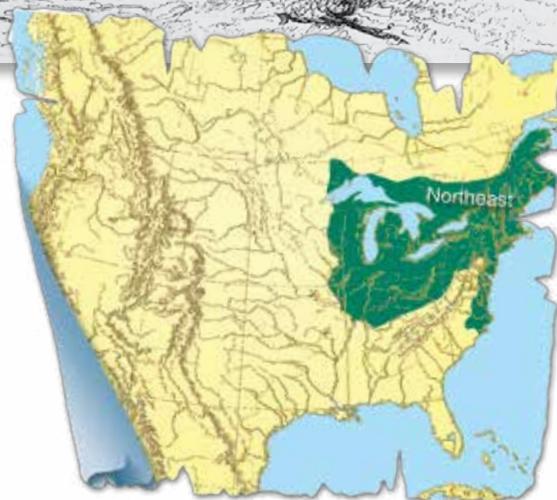


Comprehension Question

Name the explorers who reached America first.



American Indian Tribes of the East



The Woodland People

Some American Indians lived in the Northeast of the United States. They were called the Woodland People. They had a lot of trees on their land. They made pots, tools, and canoes from wood. They put walls made of wooden posts around their towns. These walls were called palisades.

Most of the Indians lived in houses called wigwams. These were dome-shaped homes. Each one had a smoke hole in the top. The outside of the wigwam was covered with bark from trees. One family lived in each wigwam. Some tribes built long houses. These homes were made of poles and bark. They had rounded roofs. A few families lived in each long house.

These Indians planted crops. They grew corn, beans, squash, and yams. Corn was the most important crop. The people ate it. Then, they used the other parts of the corn to make bedding and shoes.

The American Indians loved nature. They thought that each thing had a spirit. When the tribe members ate an animal, they would say a prayer. They honored the spirits of things in other ways, too. The tribes held ceremonies (SER-uh-mo-nee-z).

The Southeastern Indians

The Southeast is another area in the United States. In southeastern tribes, mothers were very important. A person was related to other people only on the mother's side. When a couple got married, they lived with the woman's family. The tribes saw women as most important. Still, men made most of the choices.



Some of these tribes lived in chickees. These wooden homes were up off the ground. They were open on all sides. Breezes could blow through. The breezes helped keep the people cool. They lived where the summers were hot. Other tribes built log homes. These kept them warm in the winter.

The tribes had many jobs to do. The women took care of the gardens. They looked after the children. The women also made baskets and pottery. The men hunted deer, bear, and rabbits to eat.



Comprehension Question

Name at least two types of American Indian homes.