

# Language, Literacy & Vocabulary!



Windows on Literacy®



## TEACHER'S GUIDE

### Explore the Midwest

Includes:

- Lesson Plans
- Learning Masters
- Pre- and Post-Test Assessments

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# About the Program

## Content and Literacy Development for Diverse Language Learners

National Geographic's *Reading Expeditions: Language, Literacy & Vocabulary* program is designed for today's classroom—diverse, challenging, and complex. It provides carefully scaffolded literacy instruction and grade-level content at accessible readabilities. The program meets the needs of students facing language challenges—be they English language learners from diverse first-language backgrounds, at-risk students who struggle with the academic vocabulary of the classroom, or students with learning issues that affect their ability to acquire and process language.

National Geographic's *Language, Literacy & Vocabulary* program has been carefully developed to meet the needs of diverse language learners. Throughout the nation, teachers told us they needed materials that developed grade-level content for students but provided additional language, literacy, and vocabulary support. The *Language, Literacy & Vocabulary* program meets this need through:

- Essential grade-level content at low readabilities
- Academic vocabulary development
- Age-appropriate and engaging nonfiction texts
- Considerate text with strong picture-text correspondence
- Scaffolded, multi-level instruction for students at different levels of language proficiency
- Springboards to related reading, writing, and research
- Customized instruction for ELLs
- Research-based instructional strategies
- Rich and varied teacher support and tools



## Consulting Author: Linda Hoyt



Linda Hoyt is an educational consultant who strives to help teachers and school districts implement best practices in literacy instruction. She has had a rich array of experiences in education, ranging from classroom teaching to working as a reading specialist, curriculum developer, Title I teacher, staff developer, and Title I District Coordinator. She is the author of numerous books, articles, and videos and conducts presentations and workshops on literacy throughout the country.

## Program Advisor: Mary Hawley

Mary Hawley is an educational consultant who has worked with teachers, educators, and publishers to implement best practices for teaching students with diverse language backgrounds. She has taught English as a Second Language in Mexico, worked with migrant and refugee children in Indiana, and studied in Latin America. In recent years, she has been instrumental in developing Spanish reading programs and products for English language learners.

## Program Reviewers

Nancy Beleckis, Teacher, Berkman Elementary, Round Rock, Texas

Susan Brandt, Director of Staff Development and Support Programs, Arlington Heights School District 25, Arlington Heights, Illinois

Theresa Castelan, English Language Development Resource Teacher, Clovis Unified School District, Clovis, California

Dr. Beverly Ann Chin, Professor of English, University of Montana

Sandra Mercuri, TESOL Program Director; Bilingual/Bi-literacy Program Director, School of Education, Fresno Pacific University

Paula Olson, retired teacher, Fairfax County Public Schools, Fairfax, Virginia

Adam Sugerman, Modern Languages Editor, *Education Update*

Dr. Emma Violand-Sanchez, English for Speakers of Other Languages/High Intensity Language, Training Programs and Services, Arlington Public Schools, Arlington, Virginia; Adjunct Professor, Georgetown University, Washington, D.C.

# Accessible Academic Content

## Accessible Content to Achieve Academic Success

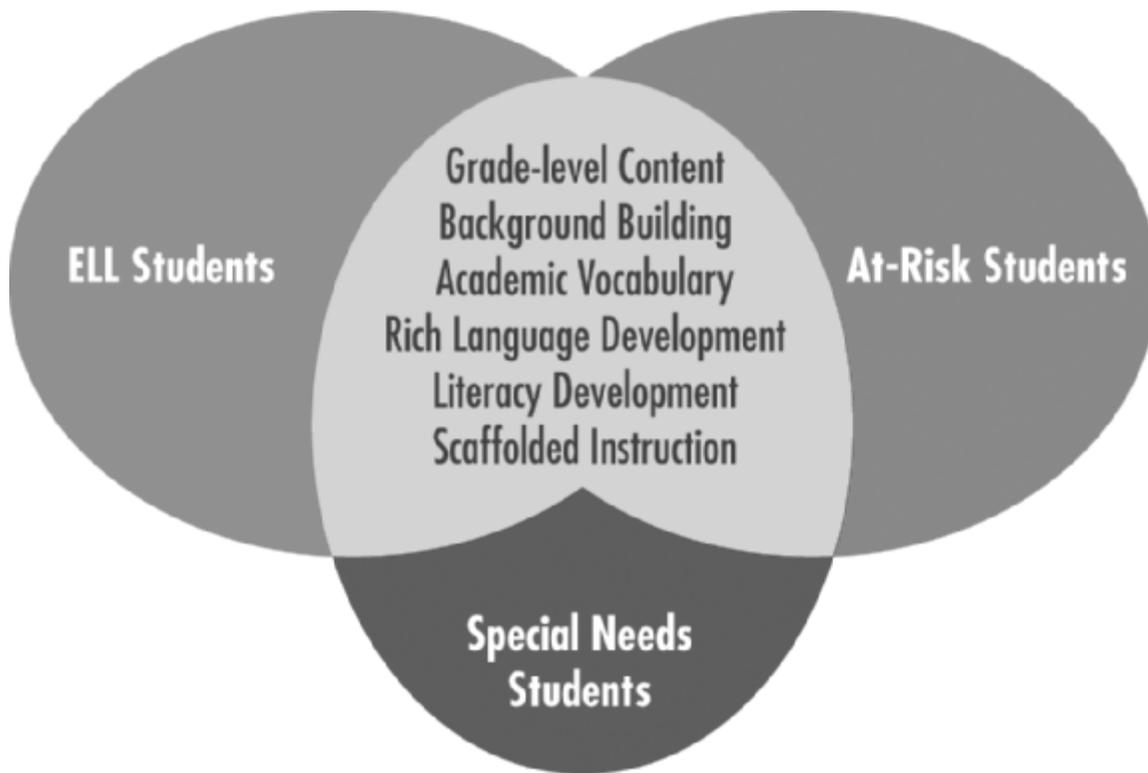
Achieving academic success is essential for students to make adequate yearly progress and for continued academic growth. Conclusive data and research show that students who do not master academic content and vocabulary fall further and further behind their peers as they advance through the grade levels. To help close this achievement gap, National Geographic's *Reading Expeditions: Language, Literacy & Vocabulary* program gives students access to the core grade-level content they need for standards-based academic success through these features:

- Focused, targeted standards-based content
- Simple, yet engaging page layouts
- Alignment with TESOL standards
- Strong picture-text correspondence
- Key vocabulary repeated and applied in different contexts
- Familiar language and simple sentence structures
- Low readabilities
- Build background feature
- Vocabulary definitions on page
- Recap and summarize feature
- Glossary of content vocabulary
- Opportunities for research and writing



## One Program for Your Diverse Classroom

National Geographic’s *Language, Literacy & Vocabulary* program recognizes that every classroom includes diverse language learners. Teachers told us they wanted one program that they could use with English language learners, at-risk students, and students with learning issues that affect their ability to acquire and process language. With appropriate modifications for different needs, *Language, Literacy & Vocabulary* gives teachers a sound, research-based instructional plan to meet the common needs among diverse language learners.



# Flexible Use

*Reading Expeditions: Language, Literacy & Vocabulary* is designed to be used in a variety of classroom situations. This flexibility allows you to custom fit the program to match your scheduling and program needs.

## Regular Classrooms

The chart below shows the suggested pacing for use in the regular classroom. Each topic can be completed in five days.

PACING GUIDE: One Week for One Topic	
<p><b>Day 1 • Lesson A</b> Build Background</p>	<p><b>Assess</b></p> <ul style="list-style-type: none"> <li>• Administer Pre-Test</li> </ul> <p><b>Prepare to Read</b></p> <ul style="list-style-type: none"> <li>• Preview the Text</li> <li>• Read and Discuss</li> <li>• Teach Key Concept Words</li> <li>• Review High-Utility Words</li> <li>• Teach the Comprehension Strategy</li> </ul>
<p><b>Day 2 • Lesson B</b> Understand the Big Idea</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Review Lesson A</li> <li>• Read Part 1: Understand the Big Idea</li> <li>• Practice the Comprehension Strategy</li> <li>• Read and Respond</li> </ul>
<p><b>Day 3 • Lesson C</b> Take a Closer Look</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Review Lesson B</li> <li>• Read Part 2: Take a Closer Look</li> <li>• Practice the Comprehension Strategy</li> <li>• Read and Respond</li> </ul>
<p><b>Day 4 • Lesson D</b> Make Connections</p>	<p><b>Read</b></p> <ul style="list-style-type: none"> <li>• Review Lesson C</li> <li>• Read Part 3: Make Connections</li> <li>• Read and Respond</li> <li>• Apply the Comprehension Strategy</li> </ul>
<p><b>Day 5 • Lesson E</b> Extend Learning</p>	<p><b>Extend Learning</b></p> <ul style="list-style-type: none"> <li>• Zoom in on Words</li> <li>• Extend Word Practice</li> <li>• Build Language Skills for ELLs</li> <li>• Research and Write</li> </ul> <p><b>Assess</b></p> <ul style="list-style-type: none"> <li>• Administer Post-Test</li> </ul>

## After-School Programs

*Language, Literacy & Vocabulary* works within a variety of after-school programs. Whether your after-school program meets every day or only three days a week, the program can easily be adjusted to meet your scheduling needs.

- For programs that meet every day, one topic can be completed each week of the program. Use the Pacing Guide on page 6.
- For programs that meet three times per week, one topic can be completed every two weeks. Use the suggested plan shown below.

### PACING GUIDE: Two Weeks for One Topic

<p><b>Week 1 • Day 1 • Lesson A</b> Build Background</p> <ul style="list-style-type: none"> <li>• Administer Pre-Test</li> <li>• Preview the Text</li> <li>• Read and Discuss</li> <li>• Teach Key Concept Words</li> </ul>	<p><b>Week 2 • Day 1 • Lesson D</b> Make Connections</p> <ul style="list-style-type: none"> <li>• Review Lesson C</li> <li>• Read Part 3: Make Connections</li> <li>• Read and Respond</li> <li>• Apply the Comprehension Strategy</li> </ul>
<p><b>Week 1 • Day 2 • Lesson B</b> Understand the Big Idea</p> <ul style="list-style-type: none"> <li>• Review Lesson A</li> <li>• Read Part 1: Understand the Big Idea</li> <li>• Practice the Comprehension Strategy</li> <li>• Read and Respond</li> </ul>	<p><b>Week 2 • Day 2 • Begin Lesson E</b> Extend Learning</p> <ul style="list-style-type: none"> <li>• Zoom in on Words</li> <li>• Extend Word Practice</li> <li>• Build Language Skills for ELLs</li> </ul>
<p><b>Week 1 • Day 3 • Lesson C</b> Take a Closer Look</p> <ul style="list-style-type: none"> <li>• Review Lesson B</li> <li>• Read Part 2: Take a Closer Look</li> <li>• Practice the Comprehension Strategy</li> <li>• Read and Respond</li> </ul>	<p><b>Week 2 • Day 3 • Complete Lesson E</b> Extend Learning</p> <ul style="list-style-type: none"> <li>• Research and Write</li> <li>• Administer Post-Test</li> </ul>

## Summer School Programs

*Language, Literacy & Vocabulary* is the perfect fit for your summer school program. When time is short and results matter, your class time must be productive. The five-day lesson plan allows you to complete one topic during each week of your summer school program. Whether your summer school plan includes a four-, five-, or six-week program, you can select developmentally appropriate themes that focus on the content areas of science and social studies while developing strong literacy skills.

### Four-Week Program

Choose four topics.

### Five-Week Program

Choose five topics.

### Six-Week Program

Choose six topics.

# Overview

# Explore the Midwest

## STANDARDS

### Academic Language/ELD

- Use academic vocabulary in the content area of U.S. regions
- Use appropriate language forms to make inferences
- Develop fluency in reading, writing, listening to, and speaking English

### Social Studies

- Describe the geography, history, economy, and people of the Midwest
- Describe what life is like in the Midwest
- Describe the city of Chicago in the past and present
- Make connections to related concepts and experiences

### Reading/Language Arts

- Learn and apply the target comprehension strategy: Making Inferences
- Use multiple-meaning words and adjectives in reading, writing, listening, and speaking
- Conduct research and write about the Midwest



## Lesson Planner

### Lesson A\*

Teacher's Guide, pages 10–13

#### Prepare to Read

- Preview the Text
- Read and Discuss
- Teach Key Concept Words
- Review High-Utility Words
- Teach the Comprehension Strategy

### Lesson B

Teacher's Guide, pages 14–15

#### Read

- Review Lesson A
- Read Part 1: Understand the Big Idea
- Practice the Comprehension Strategy
- Read and Respond

### Lesson C

Teacher's Guide, pages 16–17

#### Read

- Review Lesson B
- Read Part 2: Take a Closer Look
- Practice the Comprehension Strategy
- Read and Respond

\*Before you begin Lesson A, you can administer the Pre-Test on Learning Masters, page 44 to assess students' prior knowledge.

## Instructional Highlights

### Big Idea

The Midwest is shaped by its geography, history, economy, and people.

### Comprehension Strategy

Making Inferences

### Key Concept Words

culture            manufacturing  
dairy              region  
Farm Belt        transport

### High-Utility Words

country            products  
few                trader  
goods

### Extend Learning

Zoom in on Words    Multiple-Meaning Words and Adjectives  
Research and Write   Write About the Midwest  
Read and Compare   Read More About the Midwest

### Readability Level

Fry 3.0

### Lesson D

Teacher's Guide, pages 18–19

#### Read

- Review Lesson C
- Read Part 3: Make Connections
- Read and Respond
- Apply the Comprehension Strategy

### Lesson E

Teacher's Guide, pages 20–23

#### Extend Learning

- Zoom in on Words
- Extend Word Practice
- Build Language Skills for ELLs
- Research and Write Strategy

### Extend Reading Opportunities

Teacher's Guide, page 24

### Assess Learning

Teacher's Guide, page 25

### Home Connection

Teacher's Guide, page 25

## MATERIALS



- Explore the Midwest
- Audiolesson 3
- Learning Masters, pages 29–40
- Transparencies 7, 8, 9, D

## Learning Masters / page 44

Explore the Midwest

Reading Expeditions: Language, Literacy & Vocabulary

ASSESSMENT Pre-Test

Name \_\_\_\_\_

### Explore the Midwest Pre-Test



1. Underline the correct answer: The Midwest region of the United States is located on the (lower left, upper middle) part of the map.
2. In which region do you live?

Write the letter of the correct definition next to each word.

- |                      |   |
|----------------------|---|
| ___ 3. region        | a. a way of life  |
| ___ 4. culture       | b. the making of things   |
| ___ 5. transport     | c. having to do with milk, butter, or cheese                    |
| ___ 6. manufacturing | d. an area, such as a group of states, with something in common |
| ___ 7. dairy         | e. to move  |

Write *T* for each statement that is true. Write *F* for each statement that is false.

- \_\_\_ 8. Few factories that make steel and cars are located in the Midwest.
- \_\_\_ 9. Chicago is the third largest city in the country.
- \_\_\_ 10. Today, big farms cover the Great Plains.

## Optional Pre-Test

# Lesson A

## Build Background

Student Book, pages 2–5

### OBJECTIVES

- Learn the comprehension strategy: Making Inferences
- Use text features to predict content: headings, words in bold print, photos, captions, and labels

### MATERIALS

- *Explore the Midwest*
- Audiolesson 3, Track A
- Learning Masters, pages 28–29
- Transparencies 7, 8, 9, D

### Transparency 7

*Explore the Midwest*  
BUILD BACKGROUND  
Five Regions



U.S. Regions • Transparency 7

### Preview the Text

Distribute copies of *Explore the Midwest*. Read aloud the title and the name of the author. Ask students to identify what is on the cover. (an airplane spraying a field) Then have them turn to pages 2–3. Read the caption aloud. Ask:

- What is happening in the photo?
- What do you know about lakes in the Midwest?
- What do this photo and the photo on the cover tell you about the Midwest?
- What questions do you have about this photo?
- What do you think this book will be about?

Invite students to preview *Explore the Midwest*. As they page through the book, do the following:

- Read the headings and captions. Explain unfamiliar words in the headings. Connect the captions to the pictures.
- Talk about the pictures. Invite students to describe the many different places and activities they see in the pictures.
- Let students look through pages 30–36 on their own.
- Ask students to make predictions about what they will learn.

### Read and Discuss

Display *Transparency 7* and have students turn to pages 4–5 in *Explore the Midwest*. Lead the following activities:

- Introduce the word *region*. Point out that the United States is made up of five regions. Explain that each region has its own geography, way of life, and history. Talk about the five regions that make up the United States. Introduce the word *culture*: Culture is the way people live. When you think of culture, think of foods people eat, work they do, and traditions they have. What do you think is part of Midwest culture?
- Read aloud the text and captions on pages 4–5, or play *Audiolesson 3*.

### Key Concept Words

region, culture

## Create a Midwest T Chart

Make a T chart about the Midwest region. In column 1, list topics related to the Midwest that students would like to learn about. In column 2, list questions students have about the Midwest.

Topics I Want to Learn About	Questions I Have
<i>weather</i> <i>kind of land</i> <i>culture</i> <i>history</i> <i>animals</i> <i>jobs</i>	<i>What kinds of storms happen in the Midwest?</i> <i>What kind of land is in the Midwest?</i> <i>What big cities are in the Midwest?</i> <i>What is life like on a farm?</i> <i>What kinds of jobs do people have in the Midwest?</i>

Choose from these options to support students at various proficiency levels:

### Customize Instruction for ELLs

**Newcomers/Beginning** Allow students to list topics and write questions in their home languages. Restate their words in English, and add them to the T chart. Allow students to add simple drawings to the chart.

**Developing** As students suggest topics and questions for the T chart, expand their language by asking questions such as: *Can you think of a big city that is located in the middle of the United States? What do you think it would be like to live on a farm?*

**Expanding/Bridging** When the chart is complete, have students choose an item and talk about it in detail.

## Independent Practice

Assign *Learning Masters, page 28*. Make sure students understand that each region should be a different color. Save the maps for later reference.

## Learning Masters / page 28

Reading Expeditions: Language, Literacy & Vocabulary

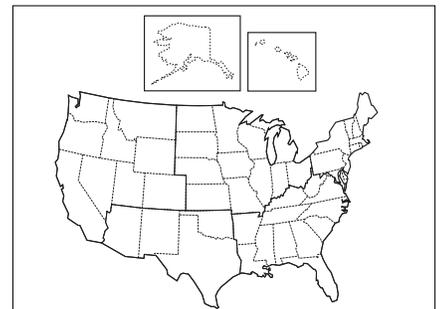
Explore the Midwest

Name \_\_\_\_\_

BUILD BACKGROUND

### Five Regions Map

- Use the information on page 4 of *Explore the Midwest* to fill in the name of each region.
- Choose five pencils or crayons of different colors.
- Color each region a different color.
- Fill in the map key with the correct color and name for each region.
- Place a star on the map where your city or town is located.



Map Key

<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____
<input type="checkbox"/>	_____	<input type="checkbox"/>	_____	<input type="checkbox"/>	_____

# Lesson A *continued*

## Teach Key Concept Words

Use Transparency 8 to introduce the Key Concept Words. Invite students to talk about the pictures. Say:

**region** A region is an area, such as a group of states, with something in common. (Point to each of the five U.S. regions in Picture #1.) There are five regions in the United States.

**Farm Belt** The Farm Belt is the part of the Midwest that has many farms. (Point to the Midwest in Picture #1.) The Farm Belt crosses every state in the Midwest region.

**dairy** Dairy means “having to do with milk, butter, or cheese.” (Point to the dairy farm in Picture #2.) There are a lot of dairy farms in the Midwest region.

**manufacturing** Manufacturing means “the making of things.” (Point to the factory in Picture #3.) This factory is manufacturing products to sell.

**transport** Transport means “to move.” (Point to the truck in Picture #3.) This truck is transporting products from the factory to stores.

**culture** In a culture, many people share a similar way of life. (Indicate all the images in Pictures #2 and #3.) Dairy farms as well as factories are part of the culture of the Midwest region.

## Practice Key Concept Words

Have partners make a set of note cards. Tell them to write a Key Concept Word and its definition on one note card and a drawing of the word on a matching note card. Have partners mix up the note cards, place them facedown, and play a matching game. Choose from these options to support students at various proficiency levels:

### Customize Instruction for ELLs

**Newcomers/Beginning** Make the cards for students. Have them read and repeat Key Concept words before playing.

**Developing** Have students use the Key Concept Word and its definition in an oral sentence each time they make a match.

**Expanding/Bridging** Have partners write a sentence for each Key Concept Word after they make a match.

Have students work alone or with a partner to complete Learning Masters, page 29.



### Transparency 8

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Midwest

VOCABULARY  
Key Concept Words

culture  
dairy  
Farm Belt  
manufacturing  
region  
transport

1

2

3

U.S. Regions • Transparency 8



### Learning Masters / page 29

Explore the Midwest

Reading Expeditions: Language, Literacy & Vocabulary

BUILD BACKGROUND

Name \_\_\_\_\_

**Dairy Farming**

Look at the picture.

- Read the sentences about the picture.
- Fill in each blank with a Key Concept Word.

A \_\_\_\_\_ is a group of states near each other with something in common. Farming is an important part of the Midwest region. The many farms of the Midwest make up a part of the region called the \_\_\_\_\_.

One kind of farm is a \_\_\_\_\_ farm. Cows are raised there. Trucks \_\_\_\_\_ the milk from the farm to food factories.

One kind of food factory is a cheese factory. A person who makes cheese must have special training. Milking cows and \_\_\_\_\_ cheese are part of the \_\_\_\_\_ of the Midwest region.

Write two sentences about dairy farms in the Midwest region. Use a word from the box in each sentence.

\_\_\_\_\_

\_\_\_\_\_

KEY CONCEPT WORDS

culture  
dairy  
Farm Belt  
manufacturing  
region  
transport

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## Review High-Utility Words

The following High-Utility Words appear in *Explore the Midwest* and many other social studies texts. You may wish to review the words and meanings with students.

**country** (page 4)      **few** (page 11)      **goods** (page 8)  
**products** (page 13)      **trader** (page 18)

## Teach the Comprehension Strategy

### Making Inferences

**Introduce** Tell students they make inferences when they put together new information with what they already know in order to figure something out. Say: Authors don't always tell you all you need to know to understand what you are reading. You might need to use clues the author gives you. You can add these clues to what you already know to help you understand what you read. Display and discuss *Transparency D*, a checklist to help students make inferences while reading.

**Model** Tell students: Let's read a page together to see how making inferences can help us understand what we read. Display *Transparency 9*, page 11 of *Explore the Midwest*. Read the page aloud, pausing at key points to model the strategy:

- First, I read the heading. It tells me I'll be reading about pioneers. I wonder who pioneers are.
- I ask myself, "How did pioneers live? Why did they live in sod houses?" I thought all settlers lived in log homes. I think about how life might have been long ago. The photo and caption are clues that tell me about the pioneers' clothes and homes. It helps me understand how pioneers lived.
- I read the page. I add the new information from word clues and picture clues to what I already know about life long ago. I make an inference: Not all settlers lived in log houses long ago. Settlers in areas with few trees made sod houses.
- I wonder why grass and flowers grew out of sod houses. The paragraph tells me that sod is the top layer of soil. I know that grass and flowers put down roots and grow in soil, so I can infer that grass and flowers were part of the layer of sod.

Guide students to use this strategy as they read.

**Practice and Apply** Students will practice and apply the strategy of making inferences as they read *Explore the Midwest*. See lesson notes on pages 15, 16, and 19 of this guide.



### Transparency D

TRANSPARENCY D

#### COMPREHENSION STRATEGY CHECKLIST Making Inferences

- ✓ **Read the words carefully.** This will help you understand what the author tells you.
- ✓ **Study all the pictures.** Look for clues about what words might mean and about how people might feel.
- ✓ **Ask questions about the text and pictures.** Ask yourself:
  - What is happening?
  - What do I already know about this?
  - What would I do in this situation?
- ✓ **Use words, pictures, and what you already know.** This information will help you make inferences about unfamiliar words, puzzling events, and people's feelings and ideas.
- ✓ **Look beyond the words and pictures to infer.** Ask yourself:
  - What does the author want me to think about?
  - How is this text like others I have read?

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### Transparency 9

Reading Together: Language, Literacy & Thinking  
*Explore the Midwest*

#### COMPREHENSION STRATEGY Making Inferences



A Pioneer family once lived in houses like this, made of sod.

#### Pioneers

Thousands of people moved to the Great Plains in the 1800s. These people were called pioneers. They came from the East to farm the Great Plains.

There are few trees on the Great Plains. So pioneers built their houses out of blocks of sod. Sod is a thick top layer of soil. Strong roots held the soil together. Grass and flowers grew out of sod houses!

.....  
**pioneer** – an early settler  
**sod** – a thick top layer of soil

U.S. Regions • Transparency 9

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# Lesson B

## Understand the Big Idea

### Welcome to the Midwest

Student Book, pages 6–15

#### OBJECTIVES

- Describe the geography, history, economy, and people of the Midwest
- Describe what life is like in the Midwest
- Practice the comprehension strategy: Making Inferences

#### MATERIALS

- *Explore the Midwest*, pages 6–15
- Audiolesson 3, Track B
- Learning Masters, pages 30–31
- Transparency 8

#### OPTIONS FOR READING

- **Read Aloud/Shared Reading**  
Read aloud “Understand the Big Idea” on pages 6–15.
- **Small Group Reading**  
Use the Lesson Guide provided here for instruction, or play Audiolesson 3.
- **Independent/Partner Reading**  
Have students complete Learning Masters, pages 30–31 as they reread the selection alone, with a partner, or with the Audiolesson.

#### Review and Recall

Display the T chart and ask students to share some of the questions they have about the Midwest. Then display *Transparency 8* and ask:

- What is the **Farm Belt**?
- How is **dairy** farming important to the culture of the Midwest?
- How is milk **transported** to a cheese factory?

#### Small Group Reading

Pages 6–7

##### Build Background/ Set Purpose

Discuss the photo on pages 6–7. Explain that large areas of land in the Midwest are used for growing certain kinds of crops, such as wheat or corn. Then read aloud the Big Idea and Set Purpose statements. Read aloud Questions You Will Explore:

- What is the Midwest known for?
- How has the land shaped the economy of the Midwest?

#### Check Understanding

What special areas are found in the Midwest? (the Great Lakes, Mississippi River, farms, factories, cities)

Pages 8–9

#### Key Concept Word

transport

#### Support Comprehension

Have students read the captions and describe what they see in the photos. Explain that the pictured bodies of water are very important to the Midwest economy.

#### Check Understanding

Why are the Great Lakes important to the Midwest? (People transport goods on them. People also swim, fish, and use boats on them.)

Pages 10–11

#### Support Comprehension

Explain that Native Americans and pioneer families had different ways of life. Point out that Native Americans lived in tepees, which could be easily moved to allow them to follow the herds of buffalo.

## Check Understanding

How were buffalo important to Native Americans who lived in the Midwest region? (Native Americans hunted buffalo for food and used buffalo skin to make clothes and homes.)

Pages 12–13

### Key Concept Words

Farm Belt, dairy, manufacturing

## Practice the Comprehension Strategy: Making Inferences

Use page 12 to model the strategy of making inferences.

Let's read page 12 and make inferences about Midwest farming. First, read the heading and look at the photos. Then think about what you already know about farming. What questions might you ask? Let's read page 12. (Pause for silent reading.)

I can start making inferences by thinking about wheat and corn products, such as bread and cereal. I know that milk comes from cows. I think about all the people who like milk, butter, and cheese. I infer that the Midwest region is important because it feeds a lot of people.

## Support Comprehension

Contrast products made in a steel factory with farm products.

## Check Understanding

Why is part of the Midwest called the Manufacturing Belt? (Many people in that part of the Midwest work in factories and make steel, cars, and other products.)

Pages 14–15

## Support Comprehension

Write the following column headings on the board: *Farms, Small Towns, Large Cities.*

Have students suggest different types of jobs in each location. List them under the correct headings.

## Check Understanding

What kinds of jobs do people have in large cities? (work in stores, banks, offices, and factories)

What kinds of jobs do people have in small towns? (fix machines, sell farm supplies and equipment)

## Stop and Think!

Have students respond to the question on page 15: What is life like in the Midwest? (People in the Midwest live and work on farms, in small towns, and in large cities.)

## Read and Respond

Have students complete *Learning Masters, pages 30–31* as they reread pages 6–15. Then ask: Why is the Midwest special? Have students share their ideas.

## Learning Masters / page 30

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Midwest

Name \_\_\_\_\_

UNDERSTAND THE BIG IDEA

### Study Guide

Pages 6–7

Read Questions You Will Explore on page 6 of *Explore the Midwest*.

Write what you already know about each question.

Questions	What I Already Know About This
1. What is the Midwest known for?	
2. How has the land shaped the economy of the Midwest?	

Pages 8–11

Fill in the second and third columns of the KWL chart. Then read about the land and history of the Midwest on pages 8–11 of *Explore the Midwest*. Fill in the fourth column of the chart.

	<b>K</b> What I <b>K</b> now	<b>W</b> What I <b>W</b> ant to Find Out	<b>L</b> What I <b>L</b> earned
Great Lakes			
Great Plains			
Native Americans			
Pioneers			

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## Learning Masters / page 31

Explore the Midwest

Reading Expeditions: Language, Literacy & Vocabulary

UNDERSTAND THE BIG IDEA

Name \_\_\_\_\_

### Study Guide

Read about life in the Midwest on pages 12–15 of *Explore the Midwest*.

Use words from pages 12–15 to complete the sentences in the main idea diagram.

<b>Main Idea:</b> The Midwest is a special region.
<b>Detail:</b> The three main parts of the Farm Belt are the _____, the _____, and the _____.
<b>Detail:</b> Factories in the Manufacturing Belt make _____, _____, and other products.
<b>Detail:</b> The Midwest's _____ is shaped by the things that are made there and the crops that are grown there.
<b>Detail:</b> The Midwest's _____ celebrate the hard work for which the region is known.

**Stop and Think!** What is life like in the Midwest?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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## OBJECTIVES

- Review and recall key concepts
- Describe Chicago in the past and present
- Practice the comprehension strategy: Making Inferences

## MATERIALS

- *Explore the Midwest*, pages 16–23
- Audiolesson 3, Track C
- Learning Masters, pages 32–33

## OPTIONS FOR READING

- **Read Aloud/Shared Reading**  
Read aloud “Take a Closer Look” on pages 16–23.
- **Small Group Reading**  
Use the Lesson Guide provided here for instruction, or play Audiolesson 3.
- **Independent/Partner Reading**  
Have students complete Learning Masters, pages 32–33 as they reread the selection alone, with a partner, or with the Audiolesson.

# Chicago: City by the Lake

Student Book, pages 16–23

## Review and Recall

Help students recall information from pages 6–15 by discussing the types of jobs available and products manufactured in the Midwest. Then have students turn to page 16 of *Explore the Midwest* and respond to the Recap: Describe what life is like in the Midwest.

## Small Group Reading

Pages 16–17

### Build Background/ Set Purpose

Read the title on page 17, “Chicago: City by the Lake.” Ask students if they have ever visited Chicago or another big city. Have them discuss reasons why where they live is or is not a big city. Read the Set Purpose statement on page 16 and the Introduction on page 17.

### Check Understanding

What is the biggest city in the Midwest? (Chicago)

Pages 18–19

## Support Comprehension

Draw a sequence chain on the board. Have students offer dates and information about the development of Chicago to build the chain. Have students copy the sequence chain to reinforce understanding.

## Practice the Comprehension Strategy: Making Inferences

Invite students to draw on any background knowledge they might have of city development. What do you think life is like when cities first begin to grow? (Possible answer: Life is hard. Many people struggle to get businesses started. Transportation systems begin and get better as the population grows.)

Have students combine background knowledge and details they read to make inferences. Share inferences you can make about what causes a location to grow into a big city. (Possible responses: Many people come to find work. The city becomes crowded and busy.)

## Check Understanding

Why did Chicago grow very fast? (It was easy to get to.)

How did Chicago start to grow? (It grew from a cabin, to a fort, to a village, to a city.)

The city grew as people came by ships and canoes, horses, on foot, and by train.)

## Pages 20–21

### Support Comprehension

Direct students' attention to the picture and caption on page 20. Discuss how the Chicago fire spread so quickly. Then have students compare and contrast the pictures on pages 20 and 21 as they discuss how a city recovers after such destruction.

## Check Understanding

What event harmed many people and destroyed much of Chicago? (the Chicago Fire)

How did the fire affect the people? (Thousands of people lost their homes. More than 300 people died. Most of Chicago had to be rebuilt.)

How did the fire change the way people built homes and large buildings? (Bricks and steel were used to build safer buildings.)

## Pages 22–23

### Support Comprehension

Explain that Chicago now has skyscrapers, homes, factories, and many kinds of businesses. Point out that, although many people and goods arrive in Chicago by truck and plane, water continues to be important. Explain that as people moved to Chicago, many settled in areas with others who shared the same culture. Today, many neighborhoods continue to have their own unique culture.

## Check Understanding

What makes Chicago a special place to live, work, and play? (Chicago has different kinds of buildings, businesses, neighborhoods, and cultures.)

## Stop and Think!

Have students respond to the question on page 23: Why did Chicago become such an important city? (Lake Michigan has helped Chicago grow. Chicago has one of the busiest airports in the world. People from all over the world live in Chicago.)

## Read and Respond

Have students complete *Learning Masters, pages 32–33* as they reread *Explore the Midwest, pages 16–23*. Then have students draw a picture to illustrate a fact they learned about Chicago. Ask them to write one sentence that tells about their drawing.

## Learning Masters / page 32

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Midwest

Name \_\_\_\_\_

TAKE A CLOSER LOOK

### Study Guide

Pages 16–17

Read pages 16–17 of *Explore the Midwest*. Answer the questions.

1. Look at the photo on pages 16–17. How would you describe the Chicago skyline?

\_\_\_\_\_

2. What question do you have about this section of the book?

\_\_\_\_\_

Pages 18–19

Practice the Comprehension Strategy: Making Inferences

Read the information about Chicago on pages 18–19 of *Explore the Midwest*. Fill in the boxes.

Facts About Transportation	What I Already Know About Transportation and How Cities Grow	What I Can Infer About How Chicago Grew
1. People came to Chicago in many ways.		
2. _____		
3. _____		

## Learning Masters / page 33

Explore the Midwest

Reading Expeditions: Language, Literacy & Vocabulary

TAKE A CLOSER LOOK

Name \_\_\_\_\_

### Study Guide

Pages 20–21

Read pages 20–21 of *Explore the Midwest*. Fill in the cause-and-effect chart.

Causes	Effects
	Most buildings in Chicago were destroyed.
	The new buildings were bigger and stronger.

Pages 22–23

Read pages 22–23 of *Explore the Midwest*. Answer the questions.

1. What part of Chicago has allowed goods to easily reach the city?

\_\_\_\_\_

2. What is an ethnic neighborhood?

\_\_\_\_\_

**Stop and Think!** Why did Chicago become such an important city?

\_\_\_\_\_

\_\_\_\_\_

# Lesson D

## Make Connections

Student Book, pages 24–29

### OBJECTIVES

- Summarize key concepts
- Make connections to related concepts and experiences
- Apply the comprehension strategy: Making Inferences

### MATERIALS

- *Explore the Midwest*, pages 24–29
- Audiolesson 3, Track D
- Learning Masters, pages 34–35

### OPTIONS FOR READING

- **Read Aloud/Shared Reading**  
Read aloud “Make Connections” on pages 24–29.
- **Small Group Reading**  
Use the Lesson Guide provided here for instruction, or play Audiolesson 3.
- **Independent/Partner Reading**  
Have students complete Learning Masters, pages 34–35 as they reread the selection alone, with a partner, or with the Audiolesson.

### Review and Recall

What helped Chicago grow into one of the largest cities in the United States? (Possible responses: It is on one of the Great Lakes. Railroads brought many people to live and work in Chicago.)

Have students turn to page 24 of *Explore the Midwest* and respond to the Recap: Tell what makes Chicago a special city.

### Small Group Reading

Pages 24–25

#### Summarize Key Concepts/ Set Purpose

Read the main text on page 24. Point out that each bulleted sentence tells an important idea from the book. Have students answer the question on the bottom of page 24. Then read the Set Purpose statement.

#### Check Understanding

Tell students: Look at the photos and map to see many things that make the Midwest a special area. Name an important part of the Midwest economy. (Possible responses: manufacturing, farming)

Pages 26–27

#### Support Comprehension

Point out the photos of the two memorials. Explain that a memorial is created to honor someone. Explain that the faces carved in Mount Rushmore are 60 feet high. Mount Rushmore and the Crazy Horse Memorial were carved by blasting off chunks of rock. Have students point to each president as you name him.

Have students look at the tornado photo. Point out how the tornado reaches all the way to the ground. Explain that as a tornado spins, it lifts things from the ground. Emphasize the danger of a tornado.

#### Check Understanding

What are two memorials found in the Midwest? (Mount Rushmore and the Crazy Horse Memorial)

What kind of storm causes a great deal of damage in the Midwest? (tornado)

### Support Comprehension

Have students look at the photo of the cheese factory. Remind them that cheese is made from the milk of cows or goats. Explain that fresh cheese is made every day and that each kind of cheese is made in a special way.

Point out the word *boat* on page 29. Explain that the word *boat* is a verb in this sentence. It means “to travel by boat through the water.” Many people boat on the Mississippi River.

### Check Understanding

Which state in the Midwest is famous for its cheese?  
(Wisconsin)

Which river runs all the way through the Midwest?  
(the Mississippi River)



## Read and Respond

### Apply the Comprehension Strategy: Making Inferences

Have students complete *Learning Masters, pages 34–35* as they reread *Explore the Midwest*, pages 24–29. On page 41, they will summarize the key concepts, and on page 42, they will apply the comprehension strategy of making inferences. Then have students tell the most interesting fact they learned about the Midwest.

### Learning Masters / page 34

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Midwest

Name \_\_\_\_\_

MAKE CONNECTIONS

#### Summarize Key Concepts

Use words from the Word Box to fill in the blanks. Then draw a picture to show something about each key concept.

The Midwest stretches from _____ to _____ and _____.	_____ in the Midwest make _____, and _____, and many other goods.
<b>My Picture</b>	<b>My Picture</b>
The largest city in the Midwest is _____.	There are many _____ in the Midwest because the soil is rich.
<b>My Picture</b>	<b>My Picture</b>

#### WORD BOX

- cars
- Chicago
- Factories
- farms
- Kansas
- North Dakota
- Ohio
- steel

### Learning Masters / page 35

Explore the Midwest

Reading Expeditions: Language, Literacy & Vocabulary

MAKE CONNECTIONS

Name \_\_\_\_\_

#### Study Guide

Practice the Comprehension Strategy: Making Inferences  
Read pages 26–29 of *Explore the Midwest*. List four things that are special about the Midwest. Then write how you can infer that each one makes the Midwest special.

Page	Special Person, Place, or Thing from the Midwest	Fact from the Book About the Special Person, Place, or Thing	What I Know from My Own Life That Makes Me Think the Person, Place, or Thing is Special
26			
27			
28			
29			

Student Book, pages 30–33

## OBJECTIVES

- Understand and practice using multiple-meaning words and adjectives
- Practice and use vocabulary and High-Utility Words
- Conduct research and write about the Midwest

## MATERIALS

- *Explore the Midwest*
- Learning Masters, pages 36–37
- Reading Expeditions titles: *The Midwest*, *The Midwest: Its History and People*, *The Midwest Today*

Learning Masters / page 36

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Midwest

Name \_\_\_\_\_

ZOOM IN ON WORDS

### Multiple-Meaning Words and Adjectives

Read the sentences. Circle the adjective in each sentence. Then draw a picture to show the meaning of the bold word in each sentence.

I saw the big dog <b>bark</b> .	The tree <b>bark</b> was brown.
Our room is on the second <b>story</b> .	I saw the short <b>story</b> in a book.
The pink pig is in its <b>pen</b> .	I write with my favorite <b>pen</b> .

## Zoom in on Words

### Teach Multiple-Meaning Words

Tell students that many words have more than one meaning. Write the following words on the board: *can*, *race*, *watch*. Use objects and actions to help students understand the multiple meanings of the words as you use them in sentences. Using page 30, do the following:

- Read aloud the text and captions.
- Have students explain the multiple meanings of *belt* and *train*.

### Teach Adjectives

Show an object that can be easily described. Ask students to provide adjectives that describe the object. Remind them that an adjective is a word that describes a person, place, or thing. Make a list of the adjectives. Using page 31, do the following:

- Read aloud the text and captions.
- Ask students to identify each adjective.
- Have them identify the noun that each adjective describes.
- Ask students to use each adjective to describe another noun.

## Extend Word Practice Optional

### Word Sorting

Write the following words on the board: *block*, *left*, *cover*, *dial*, *mine*. Have volunteers use each word in two different sentences to illustrate the two different meanings.

### I Spy

Have one partner use adjectives to describe an item in the classroom without naming it. Tell the other partner to guess what the item is. Then have partners reverse roles.

### Independent Practice

Assign *Learning Masters, page 36*. Have students share their drawings. Invite students to use each adjective to write a new sentence.

## Build Language Skills for ELLs Optional

### Teach High-Utility Words

Review the High-Utility Words. Have students find the sentences that use the words: *country* (page 4); *goods* (page 8); *few* (page 11); *products* (page 13); *trader* (page 18). Then create a chart like this one. Have students discuss what they already knew about the meaning of each word before they read the book. Then have them apply the meaning to what they have learned about the Midwest. Have students name a synonym for each High-Utility Word. Ask them to generate a sentence for each synonym. Then rewrite the sentence, replacing the High-Utility Word with its synonym.



### High-Utility Words

Word	What We Already Know	What We Learned	Synonym
country	The United States is a country.	The Midwest is a large region in the middle of the country.	nation
few	It means "not many."	Pioneers settling in the Midwest found few trees.	scant
goods	These are items that people sell.	Ships transport many goods on the Great Lakes.	products
products	I can buy different kinds of products at stores.	Many kinds of products are made in Midwest factories.	goods
trader	This is a person who buys and sells goods.	The city of Chicago began with a trader named Jean du Sable.	merchant

### Build Oral Language Skills

Have groups of students of mixed proficiency levels stage a "documentary" about Chicago. Tell one student to act as an interviewer. Have other students take on roles such as an early trader, a settler, a skyscraper builder, an immigrant, a factory worker, or a city dweller during the time of the Chicago Fire. Tell students to write a script for the documentary. If possible, film the presentation. Encourage students to include Glossary and High-Utility Words. Choose from these options to allow students of various levels to participate:

#### Customize Instruction for ELLs

**Newcomers/Beginning** Allow students to take on the role of an immigrant settling in Chicago. Have them use their home languages. Ask a more proficient English speaker to assume the role of translator for the documentary.

**Developing** Have students act out a short commercial to advertise the documentary.

**Expanding/Bridging** Invite students to write the script for the documentary.

# Lesson E *continued*

## Learning Masters / page 37

Explore the Midwest

Reading Expeditions: Language, Literacy & Vocabulary

RESEARCH AND WRITE

Name \_\_\_\_\_

### Research Inquiry Chart

Fill in the circle next to the kind of farm you will research. Then complete the chart.

I would like to know more about <input type="radio"/> dairy farms. <input type="radio"/> wheat farms. <input type="radio"/> corn farms.	Research Question 1: What products does the farmer sell?	Research Question 2: Who uses these products?	Research Question 3: Why are the products important?
Source:	Answer:	Answer:	Answer:
Source:	Answer:	Answer:	Answer:

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## Learning Masters / page 38

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Midwest

Name \_\_\_\_\_

RESEARCH AND WRITE

### Writing Frame

You have researched a type of Midwest farm. Use this writing frame to write about what you learned.

**Title:** \_\_\_\_\_ (type of farm)

A \_\_\_\_\_ (type of farmer) farmer raises \_\_\_\_\_ (animal or crop). We get \_\_\_\_\_ (result) from \_\_\_\_\_ (animal or crop). The farmer \_\_\_\_\_ (work farmer does to get the result). Farmers send the \_\_\_\_\_ (result) to a \_\_\_\_\_ (processing place). Here, the \_\_\_\_\_ (result) is \_\_\_\_\_ (how result is processed and packaged). \_\_\_\_\_ (result) is made into \_\_\_\_\_ (product or products) that we buy from stores.

#### Revising and Editing Checklist

When you **revise**, ask:

- Is my information clear?
- Can I add more details?

When you **edit**, ask:

- Did I leave enough space between words?
- Did I begin and end sentences correctly?

## Research and Write



Have students read the Research and Write activity on page 32. Then guide their research and writing with these steps.

### 1 Prewriting

**Plan the Research** Distribute *Learning Masters, page 37*. Talk about the importance of each of the three types of farms. Have students think about which farm they would like to research. Have them research answers to the three questions.

Point out classroom and library resources, including home-language materials, which students can use to research the answers to their questions. Visit [www.ngschoolpub.org](http://www.ngschoolpub.org).

**Organize Information** Help students identify sources where they will likely find answers to their questions. Guide them in finding their answers within each source by using the table of contents and index. Have students draw or collect images to complete the chart.

### 2 Drafting

Have students use their research inquiry charts to write drafts. Encourage them not to worry about mistakes. Show a completed version of *Learning Masters, page 38* as a writing model. The model shows a report about a dairy farm. Then choose from these options to support students at various proficiency levels:

#### Writing Model

Title: Dairy Farm

A dairy farmer raises cows. We get milk from dairy cows. The farmer milks the cows two times every day. Farmers send the milk to a factory. Here, the milk is put into jugs and cartons. Some of the milk is made into cheese, butter, yogurt, ice cream, and sour cream that we buy from stores.

### Customize Instruction for ELLs

**Newcomers/Beginning** Have students create a poster about the products. Invite them to draw pictures of the products or locate images in old newspapers and magazines. Have students label each product. Ask them to write a sentence to tell about the poster.

**Developing** Have students write their drafts by filling in the writing frame on Learning Masters, page 38.

**Expanding/Bridging** Students can use the writing frame on Learning Masters, page 38 as a reference, but encourage them to write their drafts in their own words.

### 3 Revising and Editing

Encourage students to read their drafts aloud to you or to a partner. Have them use the Revising and Editing Checklist on *Learning Masters, page 38*. You or the partner can also suggest revisions. After students have marked corrections, have them rewrite the paragraph on a separate sheet of paper.

### 4 Sharing and Publishing

Encourage students to illustrate their writing and to add labels and captions. Have students share their writing with options such as an oral report, a poster display, or a class book organized by type of farm.

### 5 Assess Writing

Use the Scoring Rubric to evaluate students' writing based on their current level of English proficiency.

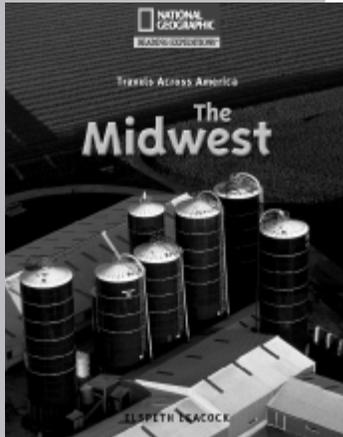
## Scoring Rubric

Score	Newcomers/Beginning	Developing	Expanding/Bridging
5	<ul style="list-style-type: none"><li>The writing gives detailed information about the farm type.</li><li>The writing includes three or more labels about the farm type.</li><li>The work shows detailed information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows an appropriate use of the writing frame or another organizing structure.</li><li>The writing includes a complete description of the farm's products and their uses.</li><li>The writing shows detailed information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows a good organization of ideas.</li><li>The writing includes a complete description of the farm's products and their uses.</li><li>The writing shows detailed information from the student's research.</li><li>The writing shows a strong understanding of English grammar and spelling conventions.</li></ul>
3	<ul style="list-style-type: none"><li>The writing gives some information about the farm type.</li><li>At least two labels give information about the farm type.</li><li>The work show some information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows an attempt to use the writing frame or another organizing structure.</li><li>The writing includes an incomplete description of the farm's products and their uses.</li><li>The writing shows some information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows some organization of ideas.</li><li>The writing includes an incomplete description of the farm's products and their uses.</li><li>The writing shows some information from the student's research.</li><li>The writing shows some understanding of English grammar and spelling conventions.</li></ul>
1	<ul style="list-style-type: none"><li>The writing does not give information about the farm type.</li><li>Labels are not related to the farm type.</li><li>The work shows little or no information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing does not use an organizing structure such as the writing frame.</li><li>The writing does not include a description of the farm's products and their uses.</li><li>The writing shows little or no information from the student's research.</li></ul>	<ul style="list-style-type: none"><li>The writing shows little organization of ideas.</li><li>The writing does not include a description of the farm's products and their uses.</li><li>The writing shows little or no information from the student's research.</li><li>The writing shows little understanding of English grammar and spelling conventions.</li></ul>

## Read and Compare



Students can expand their knowledge of the Midwest and explore new concepts by reading one or more of these National Geographic *Reading Expeditions* titles. For detailed lesson plans, visit [www.ngschoolpub.org](http://www.ngschoolpub.org).

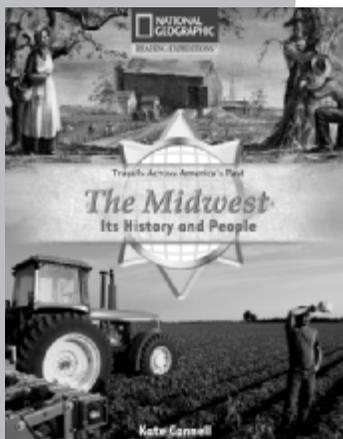


◀ **Summary** This book provides an overview of the Midwest. *The Midwest* highlights the unique landforms found in the region, including the Badlands, caves, and waterways. It introduces the many jobs found in the Midwest, from manufacturing to farming to mining. Art unique to the Midwest is shared.

**Connect Concepts** These concepts about the Midwest will be familiar to students who have read *Explore the Midwest*:

- land
- culture
- economy

**Readability Level** Fry 3.5



◀ **Summary** This book takes readers on a journey to the historical events that shaped the Midwest. *The Midwest: Its History and People* introduces the ways of Native Americans who lived on the Plains. It gives a glimpse into the lives of farmers who claimed land and settled in the Midwest. The many jobs that induced people to move to the Midwest are discussed.

**Connect Concepts** These concepts about the unique history of the Midwest region will be familiar to students who have read *Explore the Midwest*:

- living in the Heartland
- America's workplace
- living on the prairies

**Readability Level** Fry 4.4



◀ **Summary** This book shows why the Midwest is an exciting place to live in and visit. From cheese to music to Packers football, *The Midwest Today* tells what makes the Midwest unique. It highlights the richness and diversity of Chicago's neighborhoods. The book also explains how tornadoes impact the lives of midwesterners.

**Connect Concepts** These concepts about life in the Midwest will be familiar to students who have read *Explore the Midwest*:

- environment
- technology and change
- culture and diversity

**Readability Level** Fry 4.9

## Assess Learning

Choose from these options to measure students' mastery of the standards listed on page 68 of this guide:

### Post-Test

Administer the Post-Test on *Learning Masters, page 45*. Accommodate students with various levels of English proficiency as follows:

#### Customize Instruction for ELLs

**Newcomers/Beginning** Read each test item aloud, and allow extra time for students to respond. If the language is too challenging, have students complete only the first two items on the test. Allow them to respond orally to the first two questions.

**Developing** Read each test item aloud, and allow extra time for students to respond. Allow students to take this as an open-book test.

**Expanding/Bridging** Verify that students understand the directions before they complete the test independently.

### Performance Assessment

Evaluate the oral and written work students have completed while reading *Explore the Midwest*. Record observations of students' progress on the Progress Tracking Form, downloadable online.

### Student Self-Assessment

To let students assess their own work, use the Self-Assessment Form downloadable online. You may assign one or more sections of the form, or let students choose which sections they want to complete.

### Home Connection

The Family Focus letters on *Learning Masters, pages 39–40* summarize key concepts about the Midwest. In the Share and Learn activity, family members can share what they know about the Midwest.

## Learning Masters / page 45

Explore the Midwest

Reading Expeditions: Language, Literacy & Vocabulary

ASSESSMENT Post-Test

Name \_\_\_\_\_

### Explore the Midwest Post-Test

1. Look at the buildings. At the top, label them to show which you would find on a farm and which you would find in a city.
2. Name two products that come from a farm. Name two products that come from a city.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



Write the letter of the correct definition next to each word.

- |                      |   |
|----------------------|---|
| ___ 3. culture       | a. the making of things   |
| ___ 4. dairy         | b. to move  |
| ___ 5. manufacturing | c. an area, such as a group of states, with something in common |
| ___ 6. region        | d. a way of life  |
| ___ 7. transport     | e. having to do with milk, butter, or cheese                    |

Write *T* for each statement that is true. Write *F* for each statement that is false.

- \_\_\_ 8. The city of Chicago is part of the Farm Belt.  
\_\_\_ 9. Many lakes and trees are found on the Great Plains.  
\_\_\_ 10. There are many ethnic neighborhoods in Chicago.

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## Learning Masters / page 39

Reading Expeditions: Language, Literacy & Vocabulary

Explore the Midwest

Name \_\_\_\_\_

FAMILY FOCUS

Dear Family,

Your child has been reading the book *Explore the Midwest*. Use this page to talk about the Midwest with your child.  
Thank you.

#### Key Ideas

Your child has discussed these important ideas while reading *Explore the Midwest*.

- The Midwest stretches from Ohio to North Dakota and Kansas.
- There are many farms in the Midwest because the soil is rich.
- Factories in the Midwest make steel, cars, and many other goods.
- The Midwest has the Great Plains and Great Lakes. It has big cities, too.

#### Share and Learn

Talk with your child about the Midwest. What kinds of products come from the Midwest? Ask your child to tell you what is special about the Midwest.



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#### WORDS TO KNOW

**culture** a way of life  
**dairy** having to do with milk, butter, or cheese  
**Farm Belt** the part of the Midwest that has many farms  
**manufacturing** the making of things  
**region** an area, such as a group of states, with something in common  
**transport** to move



# Language, Literacy & Vocabulary!



Windows on Literacy®

## LEARNING MASTERS

Explore the Midwest

BUILD BACKGROUND

Name \_\_\_\_\_

# Five Regions Map

- Use the information on page 4 of *Explore the Midwest* to fill in the name of each region.
- Choose five pencils or crayons of different colors.
- Color each region a different color.
- Fill in the map key with the correct color and name for each region.
- Place a star on the map where your city or town is located.



### Map Key

<input type="text"/>	_____	<input type="text"/>	_____	<input type="text"/>	_____
<input type="text"/>	_____	<input type="text"/>	_____	<input type="text"/>	_____

Name \_\_\_\_\_

**BUILD BACKGROUND**

# Dairy Farming

Look at the picture.

- Read the sentences about the picture.
- Fill in each blank with a Key Concept Word.



**KEY CONCEPT WORDS**

**culture**

**dairy**

**Farm Belt**

**manufacturing**

**region**

**transport**

A \_\_\_\_\_ is a group of states near each other with something in common. Farming is an important part of the Midwest region. The many farms of the Midwest make up a part of the region called the \_\_\_\_\_.

One kind of farm is a \_\_\_\_\_ farm. Cows are raised there. Trucks \_\_\_\_\_ the milk from the farm to food factories.

One kind of food factory is a cheese factory. A person who makes cheese must have special training. Milking cows and \_\_\_\_\_ cheese are part of the \_\_\_\_\_ of the Midwest region.

**Write two sentences about dairy farms in the Midwest region. Use a word from the box in each sentence.**

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# Study Guide

Pages 6–7

Read Questions You Will Explore on page 6 of *Explore the Midwest*. Write what you already know about each question.

Questions	What I Already Know About This
1. What is the Midwest known for?	
2. How has the land shaped the economy of the Midwest?	

Pages 8–11

Fill in the second and third columns of the KWL chart. Then read about the land and history of the Midwest on pages 8–11 of *Explore the Midwest*. Fill in the fourth column of the chart.

	<b>K</b> What I <b>K</b> now	<b>W</b> What I <b>w</b> ant to Find Out	<b>L</b> What I <b>L</b> earned
Great Lakes			
Great Plains			
Native Americans			
Pioneers			

Name \_\_\_\_\_

UNDERSTAND THE BIG IDEA

# Study Guide

Read about life in the Midwest on pages 12–15 of *Explore the Midwest*. Use words from pages 12–15 to complete the sentences in the main idea diagram.

<b>Main Idea:</b> The Midwest is a special region.	
<b>Detail:</b> The three main parts of the Farm Belt are the _____, the _____, and the _____.	
<b>Detail:</b> Factories in the Manufacturing Belt make _____, _____, and other products.	
<b>Detail:</b> The Midwest's _____ is shaped by the things that are made there and the crops that are grown there.	
<b>Detail:</b> The Midwest's _____ celebrate the hard work for which the region is known.	

**Stop and Think!** What is life like in the Midwest?

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TAKE A CLOSER LOOK

Name \_\_\_\_\_

# Study Guide

Pages 16–17

Read pages 16–17 of *Explore the Midwest*. Answer the questions.

1. Look at the photo on pages 16–17. How would you describe the Chicago skyline?

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2. What question do you have about this section of the book?

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Pages 18–19

## Practice the Comprehension Strategy: Making Inferences

Read the information about Chicago on pages 18–19 of *Explore the Midwest*. Fill in the boxes.

<p><b>Facts About Transportation</b></p> <p>1. People came to Chicago in many ways.</p> <p>2. _____</p> <p>_____</p> <p>3. _____</p> <p>_____</p>	+	<p><b>What I Already Know About Transportation and How Cities Grow</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	=	<p><b>What I Can Infer About How Chicago Grew</b></p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
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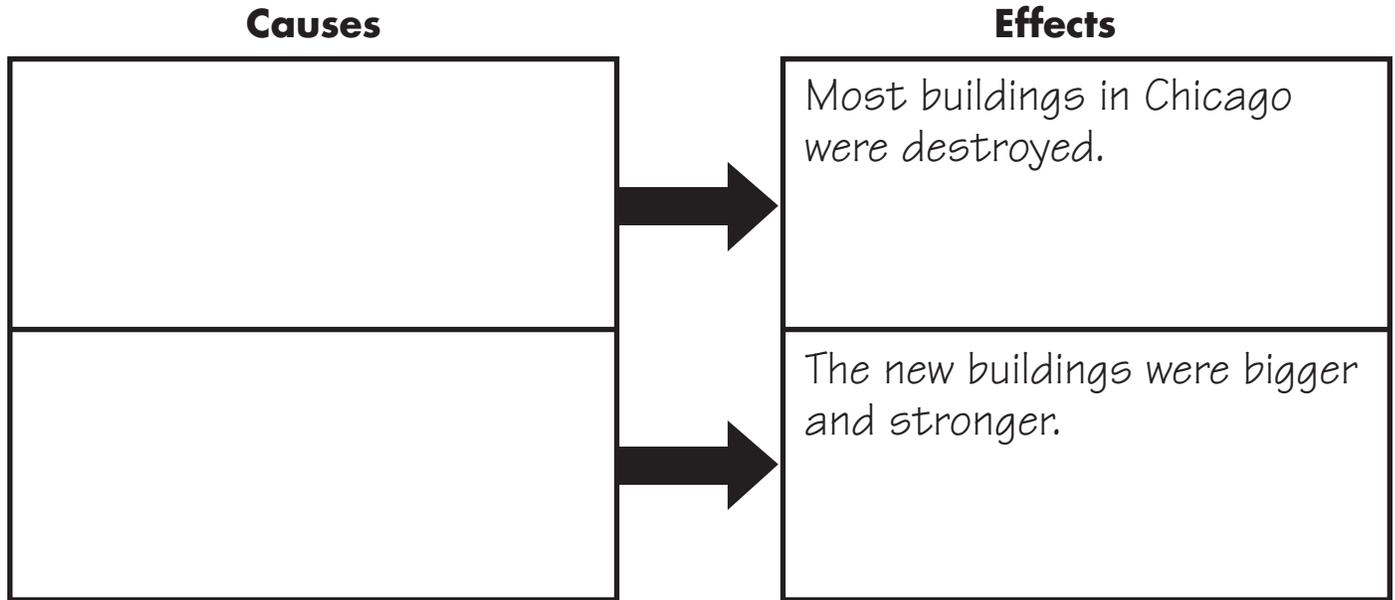
Name \_\_\_\_\_

TAKE A CLOSER LOOK

# Study Guide

Pages 20–21

Read pages 20–21 of *Explore the Midwest*. Fill in the cause-and-effect chart.



Pages 22–23

Read pages 22–23 of *Explore the Midwest*. Answer the questions.

1. What part of Chicago has allowed goods to easily reach the city?

\_\_\_\_\_

2. What is an ethnic neighborhood?

\_\_\_\_\_

\_\_\_\_\_

**Stop and Think!** Why did Chicago become such an important city?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

MAKE CONNECTIONS

Name \_\_\_\_\_

# Summarize Key Concepts

Use words from the Word Box to fill in the blanks. Then draw a picture to show something about each key concept.

**WORD BOX**

**cars**

**Chicago**

**Factories**

**farms**

**Kansas**

**North Dakota**

**Ohio**

**steel**

The Midwest stretches from _____ to _____ and _____.	_____ in the Midwest make _____, _____, and many other goods.
<b>My Picture</b>	<b>My Picture</b>
The largest city in the Midwest is _____.	There are many _____ in the Midwest because the soil is rich.
<b>My Picture</b>	<b>My Picture</b>

Name \_\_\_\_\_

MAKE CONNECTIONS

# Study Guide

## Practice the Comprehension Strategy: Making Inferences

Read pages 26–29 of *Explore the Midwest*. List four things that are special about the Midwest. Then write how you can infer that each one makes the Midwest special.

Page	Special Person, Place, or Thing from the Midwest	Fact from the Book About the Special Person, Place, or Thing	What I Know from My Own Life That Makes Me Think the Person, Place, or Thing Is Special
26			
27			
28			
29			

# Multiple-Meaning Words and Adjectives

Read the sentences. Circle the adjective in each sentence. Then draw a picture to show the meaning of the bold word in each sentence.

I saw the big dog <b>bark</b> .	The tree <b>bark</b> was brown.
---------------------------------	---------------------------------

Our room is on the second <b>story</b> .	I saw the short <b>story</b> in a book.
--	---

The pink pig is in its <b>pen</b> .	I write with my favorite <b>pen</b> .
-------------------------------------	---------------------------------------

Name \_\_\_\_\_

RESEARCH AND WRITE

# Research Inquiry Chart

Fill in the circle next to the kind of farm you will research. Then complete the chart.

I would like to know more about <input type="radio"/> dairy farms. <input type="radio"/> wheat farms. <input type="radio"/> corn farms.	Research Question 1:  What products does the farmer sell?	Research Question 2:  Who uses these products?	Research Question 3:  Why are the products important?
Source:	Answer:	Answer:	Answer:
Source:	Answer:	Answer:	Answer:

# Writing Frame

You have researched a type of Midwest farm. Use this writing frame to write about what you learned.

**Title:** \_\_\_\_\_  
(type of farm)

A \_\_\_\_\_ farmer raises \_\_\_\_\_. We get  
(type of farmer) (animal or crop)

\_\_\_\_\_ from \_\_\_\_\_. The farmer  
(result) (animal or crop)

\_\_\_\_\_. Farmers send the  
(work farmer does to get the result)

\_\_\_\_\_ to a \_\_\_\_\_. Here, the  
(result) (processing place)

\_\_\_\_\_ is \_\_\_\_\_.  
(result) (how result is processed and packaged)

\_\_\_\_\_. Some of the  
\_\_\_\_\_ is made into \_\_\_\_\_.  
(result) (product or products)

that we buy from stores.

<b>Revising and Editing Checklist</b>	
<p>When you <b>revise</b>, ask:</p> <ul style="list-style-type: none"> <li>• Is my information clear?</li> <li>• Can I add more details?</li> </ul>	<p>When you <b>edit</b>, ask:</p> <ul style="list-style-type: none"> <li>• Did I leave enough space between words?</li> <li>• Did I begin and end sentences correctly?</li> </ul>

Name \_\_\_\_\_

FAMILY FOCUS

Dear Family,

Your child has been reading the book *Explore the Midwest*. Use this page to talk about the Midwest with your child.

Thank you.

WORDS TO KNOW

**culture** a way of life

**dairy** having to do with milk, butter, or cheese

**Farm Belt** the part of the Midwest that has many farms

**manufacturing** the making of things

**region** an area, such as a group of states, with something in common

**transport** to move

**Key Ideas**

Your child has discussed these important ideas while reading *Explore the Midwest*.

- The Midwest stretches from Ohio to North Dakota and Kansas.
- There are many farms in the Midwest because the soil is rich.
- Factories in the Midwest make steel, cars, and many other goods.
- The Midwest has the Great Plains and Great Lakes. It has big cities, too.

**Share and Learn**

Talk with your child about the Midwest. What kinds of products come from the Midwest? Ask your child to tell you what is special about the Midwest.



ENFOQUE EN LA FAMILIA

Name \_\_\_\_\_

Estimada familia,

Su escolar está leyendo el libro *Explore the Midwest* (*Explora el Medio Oeste*). Favor de usar esta página para hablar con su escolar sobre el Medio Oeste.

Gracias.

**Ideas clave**

Al leer *Explore the Midwest*, su escolar estudió estas ideas importantes.

- El Medio Oeste se extiende desde Ohio hasta Dakota del Norte y Kansas.
- Hay muchas granjas en el Medio Oeste porque la tierra es muy fértil.
- Las fábricas del Medio Oeste producen acero, carros y muchos otros bienes.
- El Medio Oeste tiene las Grandes Llanuras y los Grandes Lagos. También tiene ciudades grandes.

**VOCABULARIO**

**cultura** (*culture*) manera de vivir

**fabricación** (*manufacturing*) producir bienes

**lácteo** (*dairy*) relacionado con leche, mantequilla o queso

**región** (*region*) área, tal cómo un grupo de estados, que tiene algo en común

**transportar** (*transport*) mover

**Farm Belt** parte del Medio Oeste que tiene muchas granjas

**Compartir y aprender**

Hable con su escolar sobre el Medio Oeste. ¿Cuáles tipos de productos vienen del Medio Oeste? Pídale a su escolar que le diga lo que es especial del Medio Oeste.



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## ASSESSMENTS

Explore the Midwest

# Answer Key

## Pre-Test p. 43

1. upper middle
2. Answers will vary.
3. d
4. a
5. e
6. b
7. c
8. F
9. T
10. T

## Post-Test p. 44

1. farm, city
2. Possible responses: farm: milk, corn; city: cars, steel
3. d
4. e
5. a
6. c
7. b
8. F
9. F
10. T

Name \_\_\_\_\_

## **Explore the Midwest Pre-Test**

1. Underline the correct answer: The Midwest region of the United States is located on the (lower left, upper middle) part of the map.
2. In which region do you live?



Write the letter of the correct definition next to each word.

- |                        |   |
|------------------------|---|
| _____ 3. region        | a. a way of life  |
| _____ 4. culture       | b. the making of things   |
| _____ 5. transport     | c. having to do with milk, butter, or cheese                    |
| _____ 6. manufacturing | d. an area, such as a group of states, with something in common |
| _____ 7. dairy         | e. to move  |

Write *T* for each statement that is true. Write *F* for each statement that is false.

- \_\_\_\_\_ 8. Few factories that make steel and cars are located in the Midwest.
- \_\_\_\_\_ 9. Chicago is the third largest city in the country.
- \_\_\_\_\_ 10. Today, big farms cover the Great Plains.

# Explore the Midwest Post-Test

1. Look at the buildings. At the top, label them to show which you would find on a farm and which you would find in a city.

2. Name two products that come from a farm. Name two products that come from a city.

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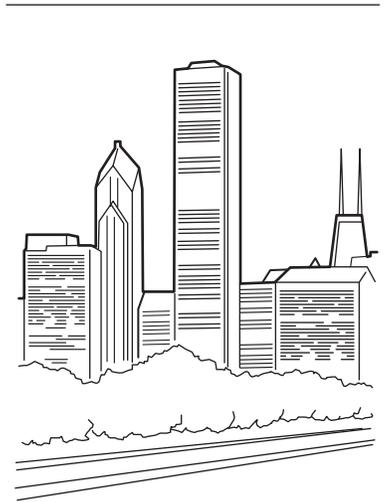
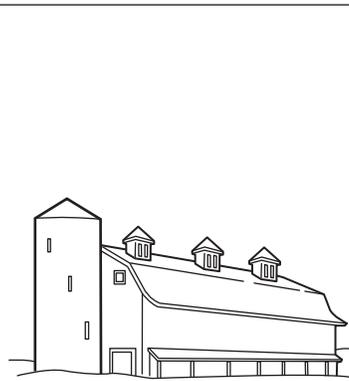
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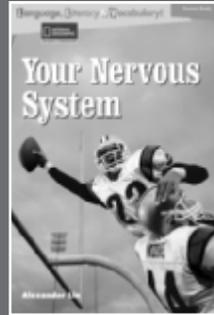
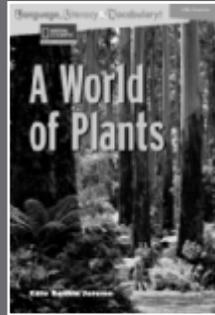
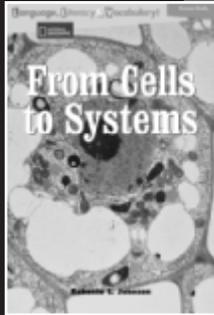
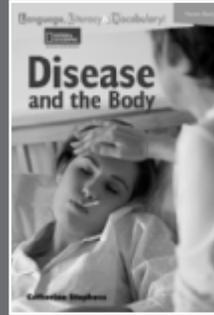
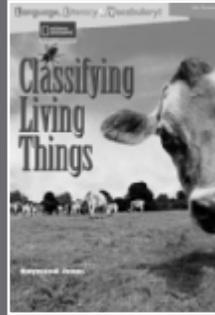
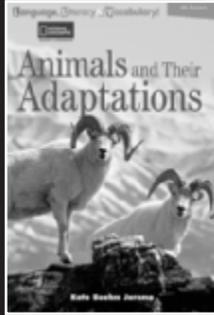
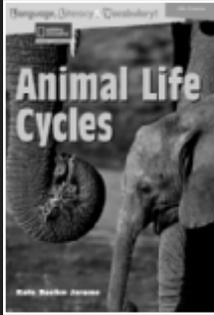
Write the letter of the correct definition next to each word.

- |                        |   |
|------------------------|---|
| _____ 3. culture       | a. the making of things   |
| _____ 4. dairy         | b. to move  |
| _____ 5. manufacturing | c. an area, such as a group of states, with something in common |
| _____ 6. region        | d. a way of life  |
| _____ 7. transport     | e. having to do with milk, butter, or cheese                    |

Write *T* for each statement that is true. Write *F* for each statement that is false.

- \_\_\_\_\_ 8. The city of Chicago is part of the Farm Belt.
- \_\_\_\_\_ 9. Many lakes and trees are found on the Great Plains.
- \_\_\_\_\_ 10. There are many ethnic neighborhoods in Chicago.





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