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Say: Look at number 3. Take a moment to look at the coordinate plane.

Pause about 10 seconds while students look at the coordinate plane.

Say: Take a moment now to read the answer choices.

Pause about 10 seconds while students read the answer choices.

Say: Now listen to Latoya and Ray.

Latoya says, “I’m picking the next place, Ray. I’m going to give you the coordinates and you have to tell me where we are going. Ready?”

Ray says, “Okay, I’m ready.”

Latoya says, “Now we’re going to $(-4, -3)$ [read ‘negative four, negative 3’]. What place are we going to?”

What is Ray’s answer?

Pause for students to mark an answer.

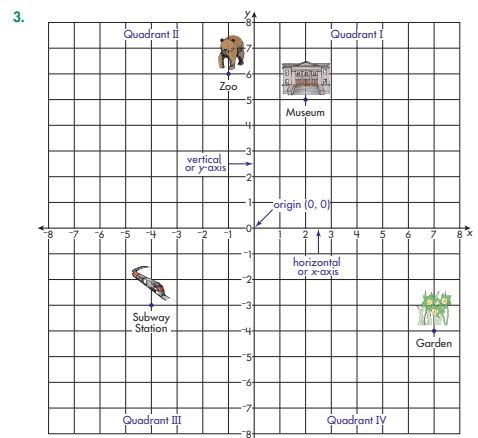
Item	Language Level	Performance Objective
3	Advanced	Students will interpret data on coordinate planes and grid maps.

Connection: ELA, RST 9–10.4: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.

Extension Activity

1. Reproduce the grid map and give copies to partners. State ordered pairs and have partners mark them on their grid maps. After partners have been successful, have them take turns stating ordered pairs and marking them on the grid map. [I]
2. Give partners a copy of the grid map that does not include the labels. List all of the labels on the board. Have partners correctly label their grid maps. [IH]
3. Have partners use the grid maps they have labeled. Tell them to pretend they are tourists and to fill in various sites at different ordered pairs on the maps. Then have them use the correct terminology to discuss where to visit, and point out the location on the grid map. [A]

5 Coordinate Planes



- (A) “We’re going to the zoo.”
- (B) “We’re going to the museum.”
- (C) “We’re going to the subway station.”





Say: Look at number 2. Take a moment to look at the answer choices.

Pause about 10 seconds while students look at the answer choices.

Say: Now listen to Ahmet.

Ahmet says, “Ocampo and her family came to the United States soon after that. She made friends in high school with other students who were fascinated by space. She joined a club called the JPL Space Exploration Post #509. JPL stands for ‘Jet Propulsion Laboratory.’ Years later, Ocampo went to work at the JPL for real.”

Which picture shows what fascinated Ocampo and caused her to join the club?

Pause for students to mark an answer.

Say: Look at number 3. Take a moment to read the answer choices.

Pause about 10 seconds while students read the answer choices.

Say: Now listen to Ahmet.

Ahmet says, “In her job as a planetary geologist, Ocampo uses special equipment to study the surface of Earth, other planets, moons, comets, and asteroids from a distance.

“Ocampo has made many discoveries. She helped locate the ‘Crater of Doom,’ the site where a space rock as big as a mountain hit Earth about 65 million years ago. It is thought that this collision caused the extinction, or disappearance forever, of many forms of life on Earth, including the dinosaurs.”

What do Ocampo’s studies of the Crater of Doom help us understand?

Pause for students to mark an answer.

Item	Language Level	Performance Objective
2	Intermediate High	Students will identify the cause and effect of changes in people’s lives.

Connection: ELA, RI 9–10.3: Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Item	Language Level	Performance Objective
3	Advanced	Students will interpret impacts of specific individuals.

Connection: ELA, RI 9–10.2: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

7 Biography

ACADEMIC
LANGUAGE ARTS

2.

A B C

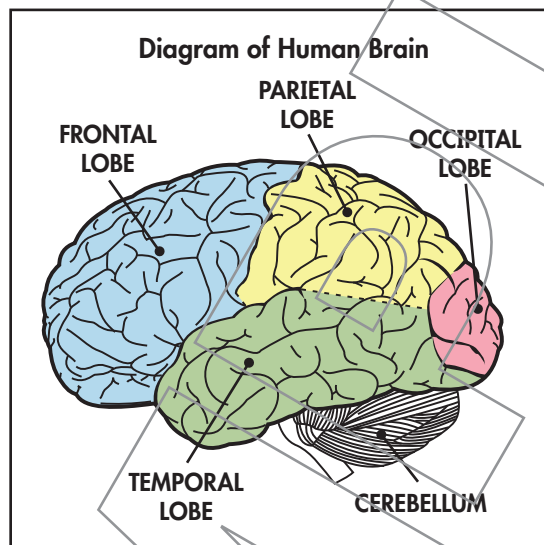
3. **A** Her studies help us understand more about life forms that disappeared.

B Her studies help us understand more about the structure of mountains.

C Her studies help us understand more about the oceans.

How much is known about the human brain? Modern science can take pictures of the brain at work, and researchers find out more about it all the time.

We know that the brain is symmetrical—it has the same shape on the left side and on the right side. The upper part of the brain is divided into sections called lobes. Another part of the brain, called the cerebellum, is at the lower part of the brain. The diagram below of one side of the brain shows the location of each of the four lobes and the cerebellum.



- Which of these research questions can you answer by looking at the diagram?
 - (A) How much does the brain of a 20-year-old weigh?
 - (B) Which lobe of the brain controls memory?
 - (C) How many lobes are in a human brain?
 - (D) What is the function of the cerebellum?

Item	Language Level	Performance Objective
1	Intermediate	Students will match scientific data in tables, charts, graphs, or diagrams.

Connection: *ELA, RST 9–10.7:* Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.



Say: Turn to page 113. We are going to do a Writing lesson. You will read information and then write an answer to a question. Do the best you can to write in English. Follow along while I read.

The Fourth Coast

The Great Lakes are a connected series of five huge lakes on the northern border of the United States. The lakes drain into the St. Lawrence River, which flows into the Atlantic.

The Great Lakes give the people of eight states the same resources that the ocean gives people along the shores of the Atlantic, the Pacific, and the Gulf Coast. The lakes are trade and transportation routes. Their fish are a source of food and jobs. They provide recreation for vacationing tourists. They also provide other resources that the oceans cannot. The water of the lakes is fresh, not salty. It can be used for drinking and for industry.

Americans were slow to settle the Great Lakes region. In colonial days, there were forts and trading posts along the lakes. But there was no direct water route to the lakes from the heavily populated eastern states. When the Erie Canal was completed in 1825, boats could travel from New York City to Lake Erie. Other canals bypassed Niagara Falls and the rapids between Lakes Superior, Michigan, and Huron.

Now turn the page.



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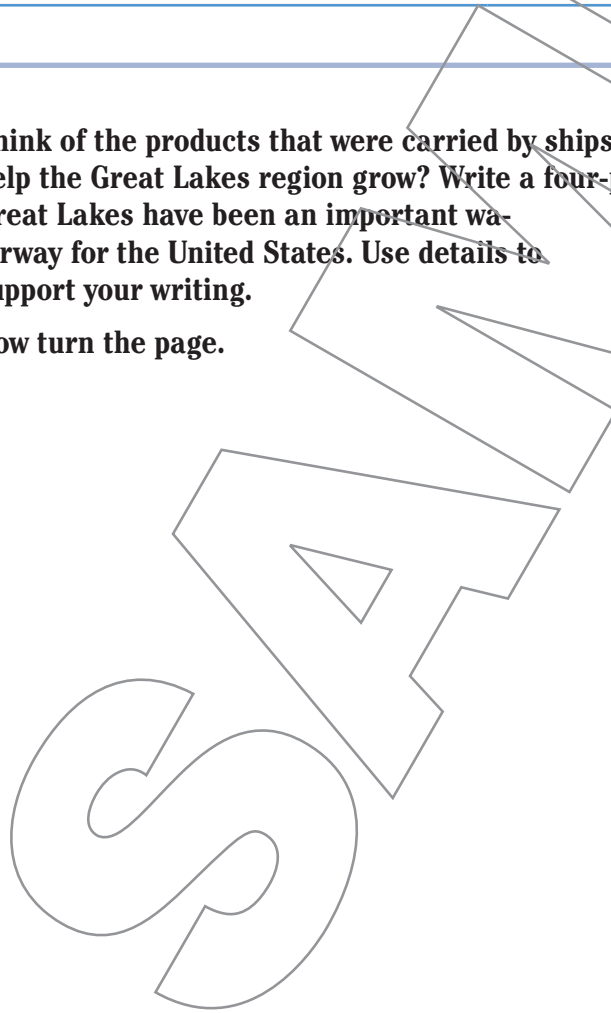
Say: Industry brought wealth to the Great Lakes region. In the 1840s, railroads carried Midwestern farm produce to lake ports like Chicago and Milwaukee. From there it was shipped to the cities of the East. Lumber mills on the shores produced wood for building and paper for printing. Iron ore from Minnesota was carried to steel mills in Cleveland and other cities. There it became steel for skyscrapers, bridges, and automobiles. In 1959, the St. Lawrence Seaway was completed, allowing larger, ocean-going freighters to reach the Great Lakes and the products of the Great Lakes region to reach the world.

Standard	Language Level	Performance Objective
Academic Social Studies	Intermediate	Students will list products shipped on the Great Lakes.
Academic Social Studies	Intermediate High	Students will explain the effect of Great Lakes products on the economy of the United States.
Academic Social Studies	Advanced	Students will write a clear and well-supported essay to explain the importance of the Great Lakes as a waterway.

Connection: *ELA, WHST 9–10.2:* Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

Say: Think of the products that were carried by ships on the Great Lakes. How did they help the Great Lakes region grow? Write a four-paragraph essay telling why the Great Lakes have been an important waterway for the United States. Use details to support your writing.

Now turn the page.



26 American Geography

ACADEMIC
SOCIAL STUDIES

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Think of the products that were carried by ships on the Great Lakes. How did they help the Great Lakes region grow? Write a four-paragraph essay telling why the Great Lakes have been an important waterway for the United States. Use details to support your writing.

Plan Your Writing

Think about these questions to help you get ideas for your report.

- Why is the Great Lakes region called the "Fourth Coast"?
- What is the region's location, compared to other coasts?
- What products have been carried by ships on the Great Lakes?
- How did the region benefit from these products?
- How did these products contribute to the growth of the United States?

Organize your ideas. You can write notes, use a graphic organizer, or make an outline on a separate piece of paper.



Say: Write a four-paragraph essay telling why the Great Lakes have been an important waterway for the United States. Use details to support your writing.

A series of horizontal lines for writing. A large, faint watermark reading 'WRITING' is oriented diagonally across the page, starting from the bottom left and going towards the top right.

Extension Activity

1. Ask pairs or small groups of students to collect data about the individual Great Lakes, such as size, depth, volume, and location in relation to states. Create a classroom chart. Then have students complete sentence frames to describe the lakes, for example, *Lake Huron is bordered by _____, The deepest lake is _____.* [I, IH]
2. Have pairs of students research some of the products shipped on the Great Lakes today. Have them write a description of the product, where it originates, how it gets to the Great Lakes, where it is shipped for processing or sale, and its ultimate destination. Ask the students to share their information with the class. [A]



Handwriting practice lines with a large, faint outline of the state of Ohio overlaid on them.

Score student answers using the rubric on page 184 or a rubric of your choice.

26 American Geography



Blank writing lines for the student's response.

Check Your Writing

Ask yourself:

- Did I write a four-paragraph essay about the importance of the Great Lakes as a waterway?
- Did I write an introduction?
- Did I tell at least three reasons the Great Lakes are important? Have I used examples to support my reasons?
- Did I write a conclusion?
- Did I write in complete sentences?
- Did I use correct punctuation and spelling?
- Did I reread my work to make sure it made sense?



32 Social Inequalities of the Past



Say: Many people, however, thought child labor was wrong and they made their feelings known. They wanted to get laws passed to stop child labor. Some wrote letters to the editors of newspapers. Others protested in the streets. They carried signs to make others aware of the conditions children were working in. Other people expressed their feelings about child labor with cartoons that were printed in newspapers. One cartoon showed how hard business owners made children work.

Change was slow, but in time laws were passed to help protect children. Today, children spend their days in schools, not in factories.

Instruct the student to turn the page.

32 Social Inequalities of the Past

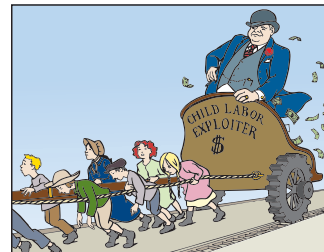


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Change was slow, but in time laws were passed to help protect children. Today, children spend their days in schools, not in factories.



A Demonstration Against Child Labor



A Cartoon Protesting Child Labor

32 Social Inequalities of the Past



Say: Now listen to the teacher ask Mia another question.

The teacher says, “Mia, why are the people in the illustration carrying signs? What do they want to accomplish?”

Now listen to how Mia answers the question.

Mia says, “The people in the illustration are carrying signs to protest child labor. They believe children should be in school instead of working in factories. They want to get laws passed to stop child labor.”

Instruct the student to turn the page.

32 Social Inequalities of the Past

ACADEMIC LANGUAGE ARTS
AND SOCIAL STUDIES

Mia, why are the people in the illustration carrying signs? What do they want to accomplish?

A Demonstration Against Child Labor

...

32 Social Inequalities of the Past



Say: Now it is your turn. What do you think the artist intended to show in this cartoon?

Pause while the student answers the question. Score the student's answer using the rubric on page 186 or a rubric of your choice.

Extension Activity

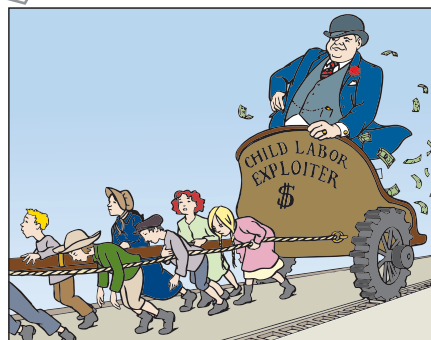
Invite students to share social problems and concerns in their native countries today. Guide a discussion of citizen actions available to people in the United States including peaceful protest, voting, volunteering, and social service or public service careers. [L, JH, A]

SAY

32 Social Inequalities of the Past



Now it is your turn. What do you think the artist intended to show in this cartoon?



A Cartoon Protesting Child Labor

