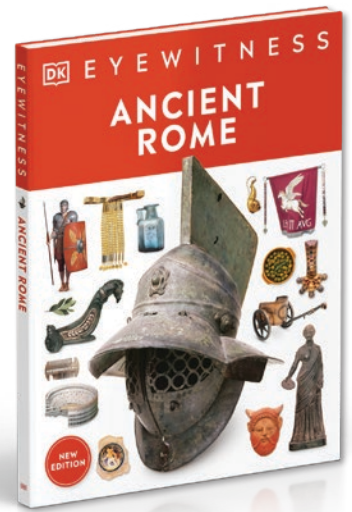
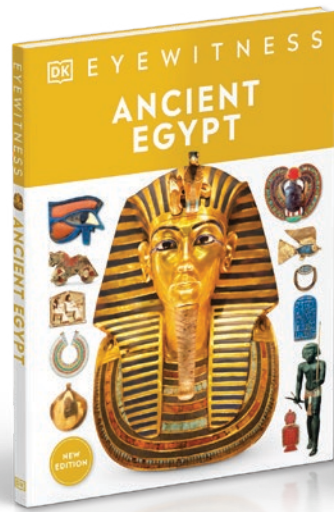
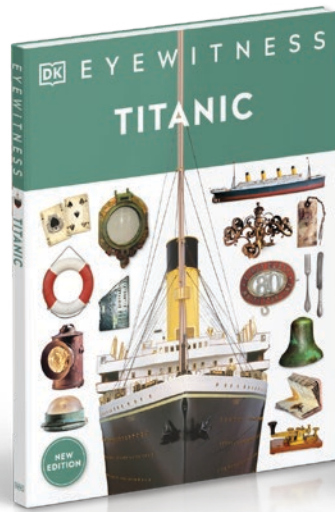
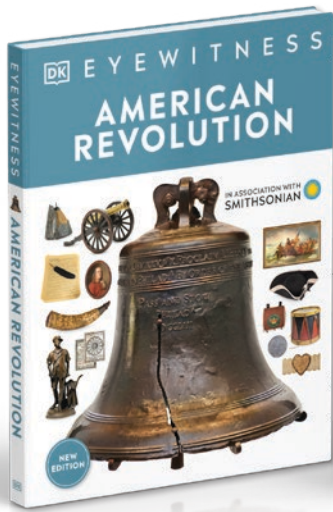


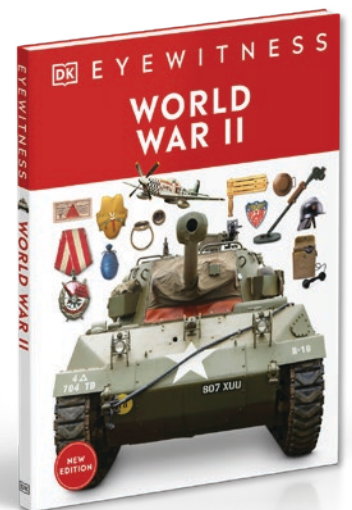
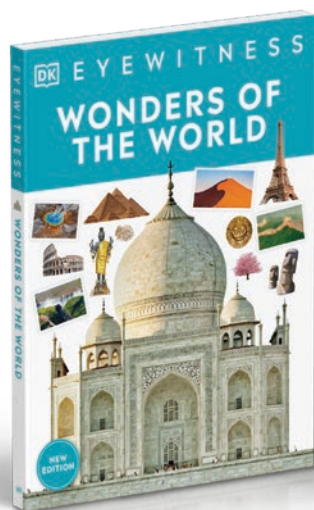
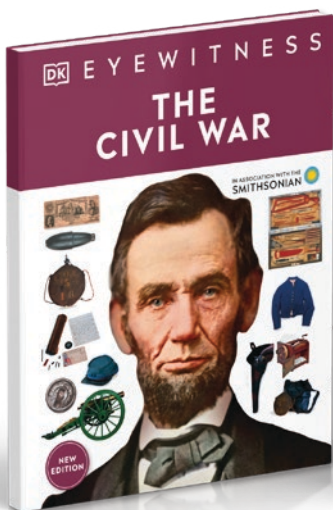


# EYEWITNESS



# MIDDLE SCHOOL SOCIAL STUDIES

## EDUCATOR'S GUIDE





### NOTE TO EDUCATORS

DK has devoted itself to creating nonfiction books that are not only accessible for children but interesting to them as well. Their children's books make learning fun by including colorful illustrations and photographs, using kid-friendly language, and offering a wide range of topics to be explored. Nonfiction texts are not always easy to implement in classrooms, but DK has found that particular balance of education and entertainment that leaves children wanting to know more.

DK has spent the last few years talking with teachers, parents, librarians, literacy experts, booksellers, and kids ages 8–12 to find out what's needed in a modern history and social sciences classroom. Each book in the **DK Eyewitness** collection has engaging text, informational sidebars, and more, including:

- content written by a team of experienced authors
- careful vetting and approval by respected literacy and subject experts
- beautiful full-color photographs and illustrations
- “Eyewitness” boxes with reference content to share with friends
- “Did you know?” facts, questions, and answers to find out more about the subject
- “Find out more,” “glossary,” and “index” with reference content



### MIDDLE SCHOOL RELEVANCY

The DK *Eyewitness* collection covers topics that have been carefully selected to match those commonly covered in middle school Social Studies lessons, ranging from modern history to life on Earth, and natural history to life in the ocean. The easy-to-follow text and strong visual design features bring these topics to life in a way that appeals to the current generation of middle school students, who are used to consuming bite-sized and highly visual content.

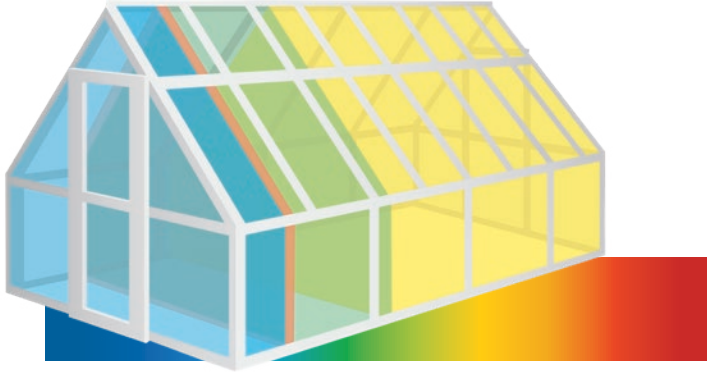
In Social Studies classes, students work on developing their personal identities in relation to other people, places, and environment. In middle school, they move from immediate experiences to investigating the wider world and work on developing abstract thinking. The books in the DK *Eyewitness* collection introduce students to different civilizations, such as in *Ancient Rome*, *Ancient Egypt*, and *Wonders of the World*, helping them to understand how other societies are organized. Books focusing on the natural world, such as *Climate Change*, *Natural Disasters*, and the *Weather*, aid understanding of relationships between human populations and the natural world, as well as changes over time.

The information is presented in an integrated form, with text alongside visual information such as photographs, labeled diagrams, maps, and charts. Students become familiar with technical terms and topic-specific vocabulary related to Social Studies.

By presenting students with concrete facts about a myriad of topics related to Social Studies, students are encouraged to think critically about these, developing their problem solving and analytical skills

Teachers are encouraged to choose how they would like to use the books available within the collection series; however, this Teacher's Guide provides suggestions on how to work with the materials and specifies how the books are closely related to the Common Core State Standards (CCSS), accessible online here: [www.corestandards.org](http://www.corestandards.org)

## EDUCATOR'S GUIDE



### MIDDLE SCHOOL RELEVANCY

Besides including clear curriculum references by showing how the topics of the books relate to CCSS standards, the Teacher's Guide also:

- includes valuable notes to educators so they know how to work with the materials provided in the series
- provides suggestions for project work and homework or activities students can do at home
- includes two step-by-step lessons with individual and group activities and discussion questions. In this guide, you can find two social studies lessons
- provides a breakdown of which books could be used for which subjects/topics
- includes a grade alignment table

At the end of the Teacher's Guide, there is a table with subject and topic coverage, which shows the subject and topic groupings that might work for your class.

We hope your students have a great time with the DK Eyewitness collection!

### LESSON PLAN 1: SOCIAL STUDIES

This is a suggested social studies lesson plan to be used with middle school students reading *Ancient Egypt*.

#### DISCUSSION QUESTIONS

##### Pre-Reading Questions

Before students begin reading the book, ask the following pre-reading questions. The questions included here are related to the *Ancient Egypt* book, but you may use them as reference to create your own questions for other books in this series.

- What do you know about the past of Egypt?
- How is Egypt related to the early Stone Age?
- What are some famous historic places people like to visit in Egypt?
- What do you think is inside the pyramids in Egypt? Why were they built?

##### Reading

Make the book available for students to read in the classroom. Once all students have had time to examine the book, discuss the post-reading questions below and give students the opportunity to look at the book again to answer them. Alternatively, you may divide the class into three or four smaller groups and assign each group sections of the book, e.g., "Early Egypt" to Group A, "Famous Pharaohs" to Group B, "The Pyramids" to Group C, and "Mummies" and "Everlasting Bodies" to Group D. They can also be assigned two sections or more and share what they have read with the whole class.

**Note:** This could span several weeks depending on how much free time the students have and how many copies are available in the classroom. You may encourage fast finishers to read the books once they finish another class activity.

##### Post-Reading Questions

After students have completed the book, engage them with these post-reading prompts.

- Identify the main subject and the main ideas within the subject of the book/section they read and locate where in the book/section they can find those ideas (CCSS.ELA-LITERACY.RH.6-8.1, CCSS.ELA-LITERACY.RH.6-8.7)



### LESSON 1: SOCIAL STUDIES (CONT'D.)

#### Post-Reading Questions (cont'd.)

- Write a summary explaining the content of the book/section and tell their classmates in small groups or as a whole class (CCSS.ELA-LITERACY.RH.6-8.2, CCSS.ELA-LITERACY.RH.6-8.5, CCSS.ELA-LITERACY.WHST.6-8.2)
- Use ideas from the book/section to give their own opinion on the subject (CCSS.ELA-LITERACY.RH.6-8.8)

#### Writing Activity

Write a book report about the unit you read. Make sure to include terms from the glossary in your report. Make sure the report answers the following questions:

- What was the book about?
- What period of time does the book cover?
- What places does the book discuss?
- How does the history of Egypt influence the country nowadays?
- What are the most interesting pieces of information you learned from reading the book?

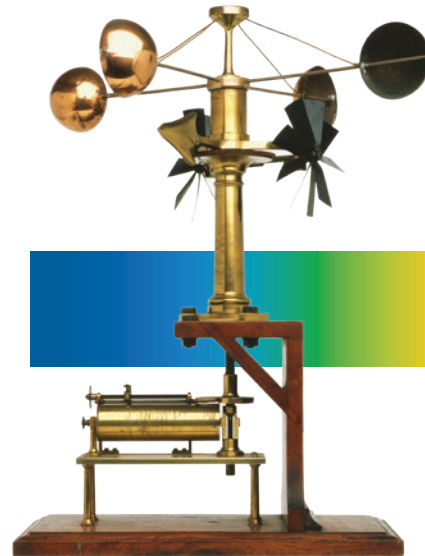
(CCSS.ELA-LITERACY.RH.6-8.3, CCSS.ELA-LITERACY.RH.6-8.4, CCSS.ELA-LITERACY.RH.6-8.5, CCSS.ELA-LITERACY.RH.6-8.7, CCSS.ELA-LITERACY.RH.6-8.10)

#### Group Project / Multimedia Presentation

Use the book to identify an important event. Create a presentation that focuses on these key points:

- Why was this event so important?
- What were the results of this event?
- How are the results of the event still significant now?
- How important do you think this event will be in the future?

(CCSS.ELA-LITERACY.RH.6-8.3, CCSS.ELA-LITERACY.RH.6-8.5, CCSS.ELA-LITERACY.RH.6-8.7, CCSS.ELA-LITERACY.RH.6-8.10)



### LESSON PLAN 2: SOCIAL STUDIES

This is a suggested social studies lesson plan to be used with middle school students reading *Titanic*, but questions and activities may be easily adapted to fit other books from the series.

#### DISCUSSION QUESTIONS

##### Pre-Reading Questions

Before making these books available to students in the classroom, ask a few pre-reading questions to activate their prior knowledge and get them interested in the topic you are focusing on. Some sample questions ranging in complexity might be:

- Have you heard about (topic)?
- Have you ever read a book like this before? Can you describe it? What did you learn?
- What would you like to learn about (topic) that you currently don't know?
- In your opinion, is this a fiction or nonfiction book?
- What do you think happened to this ship?
- Why is this topic relevant for you?

### LESSON PLAN 2: SOCIAL STUDIES (CONT'D.)

#### Reading

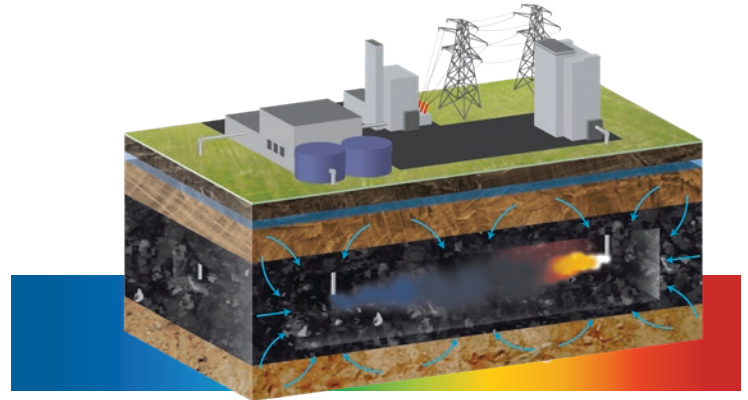
Now, allow the students to read through a particular book. Once all students have had the opportunity to examine the book, discuss the post-reading questions below in a conversational and open-ended, inquiry-based style.

**Note:** This could span several weeks depending on how much free time the students have and how many copies are available in the classroom. You may encourage fast finishers to read the books once they finish another class activity.

#### Post-Reading Questions

After students have completed the book, engage them with these post-reading prompts.

- What were some discoveries you made that you didn't know about before reading this book?
- Did looking at this book make you want to do deeper research on anything in particular?
- Identify a key idea from the book. Locate where in the book this idea is developed. (CCSS.ELA-LITERACY.RH.6-8.1, CCSS.ELA-LITERACY.RH.6-8.2, CCSS.ELA-LITERACY.RI.6.2, CCSS.ELA-LITERACY.RI.7.2)
- Write a short description of one event covered in the book. Use some of the terms from the glossary to compose a paragraph of text. (CCSS.ELA-LITERACY.RH.6-8.5, CCSS.ELA-LITERACY.RH.6-8.7, CCSS.ELA-LITERACY.RH.6-8.10, CCSS.ELA-LITERACY.WHST.6-8.2, CCSS.ELA-LITERACY.RI.6.2, CCSS.ELA-LITERACY.RI.7.2)
- Develop a model of the *Titanic* and use it for a presentation on how it sunk, using personal notes as support. (CCSS.ELA-LITERACY.RH.6-8.7, CCSS.ELA-LITERACY.WHST.6-8.9)
- Discuss a variety of solutions to avoid disasters such as the one of the *Titanic*, using events from the book to support their thoughts and ideas. (CCSS.ELA-LITERACY.RH.6-8.8, CCSS.ELA-LITERACY.RH.6-8.10)



#### Homework Activity

The following activities can be carried out as a combination of homework and in-class project work:

- Investigate the topic in relation to your state/town/community. Suggested investigative questions and projects according to subject/topic:
  - **Biodiversity/Nature:** What effects of climate change can be felt where we live, e.g. have weather patterns changed? Has the natural environment been impacted? Investigate changes in rainfall/average temperatures over the last ten years and make a chart.
  - **Geology:** What rocks can be found? Take pictures, analyze them, and create a photo journal.
  - **Geology:** Can we see rock erosion where we live? Investigate causes, and then draw and label a diagram.
  - **Habitats:** Does our town provide a home to many animals? Which ones? What are their habits? Investigate any potential risks to these habitats.
  - **Modernization/Industrial Revolution:** Is there/ Was there a trainline in our city? Map the route, including any past changes and future changes.
  - **War:** What role did people in our community play during the Civil War? What lessons can we learn from this today?

### LESSON PLAN 2: SOCIAL STUDIES (CONT'D.)

#### Homework Activity

- **Weather:** Has our community suffered any natural disasters? Is it at risk of suffering from any? Why? Create a labeled diagram of fault lines or a map of potential tornado paths/areas that could be flooded.
- **Weather:** (If the school district is located near an ocean) Are we taking proper care of the ocean? Visit the ocean and take pictures of pollution, etc. and create a photo report.
- Following on from the investigation above, students can work on projects to raise their communities' understanding of the issues that affect them, reminding them of their role as engaged citizens to look after the natural world and its peoples around them. Possible final products include poster campaigns, events organization, letter writing to prominent members of the community, etc.
- Students can also consider their own relationship with the topics covered and keep a reflective journal, answering the following questions:  
How aware was I of the topic before reading the book?  
Do I need to change anything about my behavior?  
What could I do in the future to avoid contributing to climate change, etc.?



#### OTHER IDEAS FOR THE CLASSROOM

Engage auditory, visual, and bodily kinesthetic learners:

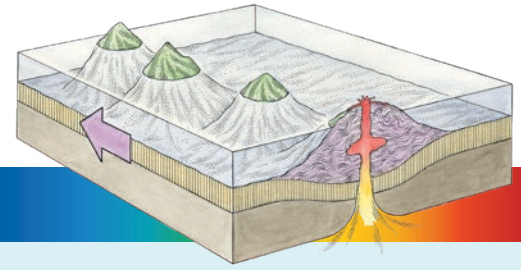
- Display photos of relevant regions on projectors or SmartBoards
- Watch videos of weather reports and news reports of natural disasters
- Look up real footage of events related to World War II, the *Titanic*, and the Civil War in US
- Read about Ancient Rome and write a comparative report showing the differences in customs and traditions between Ancient Egypt and Ancient Rome
- Think of other wonders of the world they would like to include on the list and research information about them

### SUBJECT AND TOPIC COVERAGE

Here are some subject and topic groupings that could work for your class:

SUBJECT / TOPIC	EYEWITNESS TITLE
Ancient civilizations	<i>Ancient Egypt, Ancient Rome, Wonders of the World</i>
Animals	<i>Cat, Dinosaur, Fish, Shark</i>
Biodiversity	<i>Climate Change, Fish, Ocean, Shark, The Amazon</i>
Climate	<i>Climate Change, Hurricane &amp; Tornado, Natural Disasters, Ocean, The Amazon, Volcano &amp; Earthquake, Weather</i>

### SUBJECT AND TOPIC COVERAGE (CONT'D.)



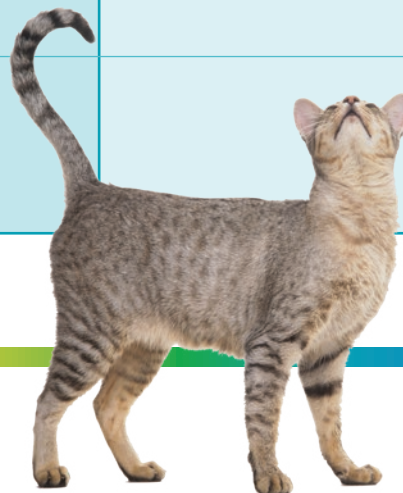
SUBJECT / TOPIC	EYEWITNESS TITLE
Ecosystems / Nature / Environmental change	<i>Climate Change, Hurricane &amp; Tornado, Natural Disasters, Ocean, Rocks &amp; Minerals, The Amazon, Volcano &amp; Earthquake</i>
Forces acting on structures and mechanisms	<i>Natural Disasters, Titanic, Train, Weather, Wonders of the World</i>
Geography	<i>Ancient Egypt, Ancient Rome, Wonders of the World</i>
Geology	<i>Rocks &amp; Minerals, Volcano &amp; Earthquake</i>
Habitats	<i>Fish, Ocean, Shark, The Amazon</i>
History	<i>American Revolution, Ancient Egypt, Ancient Rome, Civil War, Climate Change, Dinosaur, Natural Disasters, Titanic, Volcano &amp; Earthquake, World War II</i>
Modernization / Industrial Revolution	<i>Titanic, Train</i>
Sea life	<i>Fish, Ocean, Sharks</i>
The amazing world around us	<i>Ocean, The Amazon, Wonders of the World</i>
Transportation	<i>Titanic, Train</i>
War	<i>American Revolution, Civil War, World War II</i>
Weather	<i>Climate Change, Hurricane &amp; Tornado, Natural Disasters, Ocean, Volcano &amp; Earthquake, Weather</i>

### GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/ USE
<i>Ancient Rome</i>	6	History, Reading informational texts, Social studies	Expository writing, Creative writing, Social sciences	Compare and contrast ancient civilizations, Write journal entries from the perspective of student living in that time period

### GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES (CONT'D.)

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/USE
<i>Natural Disasters</i>	6-7	History, Science, Reading informational texts	Creative writing, STEAM, science	Write script of media coverage during various natural disasters, then use green screen technology to record, compile, and edit videos
<i>Ocean</i>	6	Science	Geology	Virtual field trip or aquarium field trip
<i>Rocks &amp; Minerals</i>	6	Matter, Rocks and minerals, Science	Science	Identifying and classifying rocks and minerals
<i>Train</i>	6	History, Technological advances, Economics, Motion, Force, Vehicles	Maps	Write a diary entry about a train ride or experience  Science of motion, vehicle comparisons
<i>Wonders of the World</i>	6-7	History, Science, Social studies	Geography, History	Research project—choose one to research and create a presentation
<i>American Revolution</i>	6-8	History, Social studies	Geography	Paired texts for historical fiction
<i>Ancient Egypt</i>	6-8	History, Reading informational texts, Social studies, the Bible	Expository writing, Creative writing, Geography, History, Map skills	Compare and contrast ancient civilizations, Write journal entries from the perspective of student living in that time period  Bible maps
<i>Cat</i>	6-8	Science		Cat books  Compare and contrast with <i>Fish</i> book





### GRADE ALIGNMENT, CURRICULAR LINKS, AND SUGGESTED ACTIVITIES (CONT'D.)

TITLE	GRADE	CURRICULAR LINKS	CROSS-CURRICULAR LINKS	SUGGESTED ACTIVITY/ USE
<i>Civil War</i>	6-8	History, Social studies	Geography	Map locations of the Civil War
<i>Fish</i>	6-8	Science		Venn diagram of fish Compare and contrast different fish
<i>Shark</i>	6-8	Science		Draw a diagram of a shark Compare and contrast different sharks
<i>Volcano &amp; Earthquake</i>	6-8	Science	Before and after sequences, Geology, Math	Read <i>Ranger in Time</i> series Volcanic predictions based on knowledge
<i>Weather</i>	6-8	Science	Patterns	Books and videos about weather
<i>The Amazon</i>	8	Science, Reading informational texts	Interpreting data, Expository writing	Examine and interpret data to describe the role human activities have played in threatening the Amazon
<i>Titanic</i>	8	History, Social studies		Study the <i>Titanic</i> , its history, and artifacts
<i>World War II</i>	8	History, Reading informational texts, Social studies	Expository/creative writing, STEAM, History	Work in teams to record "radio broadcast" to showcase one of the prominent events of WWII  Study nonfiction texts and sources/research, paired texts with <i>Number the Stars</i> , <i>The Boy in the Striped Pajamas</i> , etc.

