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ABSTRACT This instructional guide suggests a way for teachers of fourth grade students to organize a social studies unit related to the study of Maryland. The eight to ten week unit is divided into four sections. Section I, a general unit outline, presents organizing concepts and questions, instructional objectives, and suggested topics for study. Section II considers the important geographical features of Maryland. Section III examines how people in Maryland can preserve the environmental quality of their state. Section IV focuses on Maryland's cultural heritage and suggests ways in which the people of Maryland can preserve their heritage. For each topic, a two-part format is followed. First, a class discussion is outlined. Questions are listed and correlated instructional supports to be used by the teacher are described. These include use of flash cards, maps, globes, bulletin boards, art materials, and the blackboard. The second part lists student performance objectives, activities and procedures, assessment measures, and resources. Learning activities involve students in map, globe, and compass exercises; inquiry questioning techniques; illustration analysis; geographic feature model making; class and panel discussions; educational games; theatrical presentations; class reports; and field trips. A directory of resource material on Maryland lists books, filmstrips, maps, television series, and transparencies. (Author/DB)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM

MARYLAND TODAY

AN ELEMENTARY SOCIAL STUDIES UNIT

SP 010.684

Fall 1977

Montgomery County Public Schools
Rockville, Maryland

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Rockville, Maryland

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INTRODUCTION

This instructional guide suggests a way for teachers of fourth grade students to organize a social studies unit related to a study of Maryland today. It defines the scope of instruction and suggests how teachers may develop learning and assessment activities. The unit focuses on geographic characteristics, environmental concerns, and the cultural heritage of the state. Eight to ten weeks will be required for the unit.

OVERVIEW

This guide identifies instructional objectives for a unit on Maryland Today, a suggested topic of study in the K-6 Social Studies Design for Grade Four students. Instructional objectives are followed by supporting performance objectives, which may be altered by teachers to meet individual student needs. Activities, assessment measures, and instructional resources are identified as a basic set of unit supports for the teacher. They should be changed or expanded to meet the needs of students with differing abilities and interests.

The guide has been divided into three parts. Each part is given a separate title determined by the nature of each instructional objective. It is suggested that the parts be taught in the order in which they appear in the guide. Titles and related objectives are:

Meet Maryland

Instructional Objective: *The student will describe important geographical features of Maryland.*

Preserving Environmental Quality

Instructional Objective: *The student will indicate how people in Maryland can preserve the environmental quality of the state.*

Preserving Cultural Heritage

Instructional Objective: *The student will indicate how people in Maryland preserve their cultural heritage.*

Each part of the unit begins with an introductory experience. Questions and related instructional supports suggest a discussion by the total class. Students might identify together what they know about the topic, what they need to find out, and how they will proceed with their study.

Teachers are encouraged to work closely with school media specialists as a variety of instructional resources are identified, acquired, and utilized. The Annotated Bibliography to Support K-6 Social Studies Design of the MCPS suggests further instructional resources which may be used to develop the

objectives of the unit. Students should be encouraged to research mass media, trade books, reference materials, and vertical files in the media center whenever possible. Teachers should acquire the Media Research and Communication Skills Suggested Scope and Sequence Chart, Work Copy 7, May 1973, DPPA, FSD, from school media specialists. Specific skills and resources which will facilitate social studies by students are identified.

Those objectives of this unit which do not specifically develop concepts, questions, and objectives from the K-6 Design are identified by an asterisk.

ELEMENTARY SOCIAL STUDIES DESIGN

GRADE FOUR

Theme:

Maryland

Organizing
Concepts:

- Natural Environment
- Environmental Quality
- Recreation
- Cultural Heritage
- Goods/Services
- Transportation/Communication
- *Specialization
- *Government
- County/State/ Metropolitan Area
- *Interdependence
- Change/Continuity

Organizing
Questions:

- How do people in Maryland meet their needs?
- How does the natural environment influence the way people live in Maryland?
- How do people with different cultural and ethnical heritages contribute to life in Maryland?
- How do people in Maryland change their natural environment?
- *How are people in Maryland interdependent with each other and with people in other areas?
- *How is Maryland similar to and different from other areas in the United States?
- What will Maryland be like in the future?

Instructional
Objectives:

The student will:

- describe the interrelationships between people and their local community, their county, and the state of Maryland
- * describe circumstances which have affected settlement patterns within Maryland
- describe how people in Maryland utilize resources to satisfy their needs and wants
- demonstrate how people in Maryland can protect the environmental quality of the state
- describe how men and women of different cultural and ethnic heritages have contributed to ways of life in Maryland
- show how transportation and communication systems facilitate the interdependence of Marylanders with each other and with people elsewhere

indicate how people in Maryland perpetuate their cultural heritage

compare ways of living in Maryland with ways of living in other areas of the United States

describe how Maryland is changing

Suggested
Topics for
Study:

*Locate Community/Montgomery County/Washington Metropolitan Community

Maryland Today

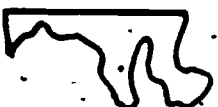
*Maryland to 1850


MEET MARYLAND

Sample Introductory Experiences

A climate of inquiry should be established by the teacher through a series of questions and a classroom discussion at the beginning of the study. Questions are outlined below (in order), and correlated instructional supports are described.

First Discussion

Questions	Instructional Support
1. Ask students: What does this shape suggest or represent? What is Maryland?	Show students  a large blank outline of Maryland. Trace outline on a sheet of mural paper or on cardboard or masonite. Cut out shape with jigsaw if possible.
2. What do you know about Maryland? Where have you been in Maryland?	Provide a variety of pictures, words, phrases which do or do not portray Maryland. Students choose those that are appropriate.
3. Which of these pictures, words, or phrases would best portray or represent Maryland on a bulletin board?	Example: Bulletin Board <div data-bbox="823 1266 1301 1330" style="border: 1px solid black; padding: 5px; text-align: center;">This Is Maryland</div>
4. Where is Maryland located on a globe? on a NASA photograph? on a map? What are different ways that maps indicate where Maryland is located? (e.g., direction, latitude, longitude, hemisphere, country)	Globe, photographs, maps
5. What are the <u>boundaries</u> of Maryland?	Wall map of Maryland
6. Where do you live in Maryland?	Envelope with address of school or student
7. What states share common boundaries with Maryland?	

Questions	Instructional Support								
<p>8. Why is Maryland such an odd shape?</p> <p>9. How does Maryland compare in <u>size</u> and <u>shape</u> with other states?</p> <p>10. What statements can you make about Maryland, based on all the information you now have?</p>	<p>Wall map of the United States</p> <div data-bbox="801 430 1368 588" style="border: 1px solid black; padding: 5px;"> <p>What Can We Say About Maryland?</p> </div>								
<p>11. Ask students: What do the physical-political maps tell about Maryland? What are <u>natural features</u>? What does this map tell about natural features of Maryland? What are <u>cultural features</u>? What does this map tell about cultural features of Maryland?</p>	<p>Show students a physical-political map of Maryland</p>								
<p>12. What are the <u>regions</u>? What are the landform regions of Maryland? What names would you give these landform regions? Why are the landform regions of Maryland referred to as the coastal plain? the piedmont (foot of mountain)? the ridges and valleys? the Allegheny Plateau? Where are the geographical regions most often referred to as Western Maryland, Central Maryland, Southern Maryland, and the Eastern Shore?</p>	<p>Prepare labels for students to place on appropriate regions:</p> <table border="1" data-bbox="793 987 1398 1228"> <tr> <td>Eastern Shore</td> <td>Coastal Plain</td> </tr> <tr> <td>Southern Maryland</td> <td>Piedmont</td> </tr> <tr> <td>Central Maryland</td> <td>Ridges and Valleys</td> </tr> <tr> <td>Western Maryland</td> <td>Allegheny Plateau</td> </tr> </table>	Eastern Shore	Coastal Plain	Southern Maryland	Piedmont	Central Maryland	Ridges and Valleys	Western Maryland	Allegheny Plateau
Eastern Shore	Coastal Plain								
Southern Maryland	Piedmont								
Central Maryland	Ridges and Valleys								
Western Maryland	Allegheny Plateau								
<p>13. What do you notice about the difference in elevation between the flat area around the Chesapeake Bay and the area in the central or middle part of the state? Would streams and rivers flow quickly or slowly towards the Bay? Why? Where would the <u>Fall Line</u> be located? What is a <u>fall line</u>?</p>	<p>Vocabulary card: Fall Line</p> <p>Diagram of all line </p> <p>Photograph of Great Falls, Potomac River, Montgomery County</p>								

Questions

Instructional Support

14. What statements can you now make about each of the four regions of Maryland? How are they alike? How are they different? What words, phrases, and pictures can be added to the chart which would best portray each region?

Prepare a chart to record student responses:

What Can We Say About Maryland's Regions?

Eastern Shore	Southern Maryland	Central Maryland	Western Maryland

15. How do maps provide information about Maryland?

See Sources under "Resources."

16. What do other kinds of maps tell about Maryland? About each of the four regions?

Have a variety of source materials to store:

Encyclopedias Pamphlets World Almanac
Newspapers Maryland Magazine

17. What other sources can be used to find out about Maryland?

Prepare a chart to list student responses:

Where can we find out more about Maryland?

18. What questions can be asked which will direct a social study of Maryland?

Prepare a chart to record student responses:

Questions About Maryland

Instructional Objective: The student will use map skills to become familiar with important geographic features of Maryland.

Student Performance Objectives

The student will locate Maryland on a map of the United States.

The student will identify the states that border Maryland.

Student Activities and Procedures

Trace the boundaries of Maryland on a cloth sheet or mural paper using an opaque or overhead projector.

Look at a map of the United States. Write down as many ways as you can to tell how to find Maryland.

Using compass directions N, S, E, and W (NW, SE, etc.) locate Maryland in terms of other states in the United States.

On an outline map of the middle Atlantic states, color and label the states that border Maryland.

Sample Assessment Measures

On an outline map of the United States, label the state of Maryland.

Put a check in front of each state that borders Maryland:

- | | |
|---|---------------------------------------|
| <input type="checkbox"/> South Carolina | <input type="checkbox"/> Florida |
| <input type="checkbox"/> West Virginia | <input type="checkbox"/> Delaware |
| <input type="checkbox"/> Arkansas | <input type="checkbox"/> Pennsylvania |
| <input type="checkbox"/> Missouri | <input type="checkbox"/> New York |
| <input type="checkbox"/> Indiana | <input type="checkbox"/> New Jersey |
| <input type="checkbox"/> Virginia | <input type="checkbox"/> Alabama |

Resources

A desk outline map of United States

A United States wall map

TRANSPARANCIES:

An Introduction to Maryland.

Transparencies show geographical features. See a book by _____ title.

FILMSTRIP KITS:

"Maryland from Coast to Crest."
Maryland Academy of Science.

"Maryland: Its History and Geography."
Mealey.

"Seeing the Middle Atlantic States."
Coronet.

Student Performance Objectives

The student will look at a map to determine whether a state has a coastal or an interior location.

Student Activities and Procedures

Look at a map of the United States on which the states are named. Discuss:

- What differences do you notice between Kentucky and Texas?
- What differences do you notice between Maryland and Texas?
- What do Maryland and Delaware have in common?
- Do pairs of other states have anything in common? (Look at Montana and New York, Tennessee and Oregon.)
- Does each state have at least one side that is a seacoast or lake coast? How can you tell?
- Which states have a seacoast or lake coast? (Coastal location)
- Which states have an interior location?
- Does Maryland have a coastal or an interior location?

Sample Assessment Measures	Resources																								
<p>Look at your map and find each of the states listed below. Indicate whether the state has a coastal or an interior location.</p>	<p>United States political map United States Atlas</p>																								
<table> <tr> <td>Navada</td> <td>(I)</td> <td>Virginia</td> <td>(C)</td> </tr> <tr> <td>Washington</td> <td>(C)</td> <td>New Mexico</td> <td>(I)</td> </tr> <tr> <td>Connecticut</td> <td>(C)</td> <td>North Dakota</td> <td>(I)</td> </tr> <tr> <td>Oklahoma</td> <td>(I)</td> <td>Massachusetts</td> <td>(C)</td> </tr> <tr> <td>Louisiana</td> <td>(C)</td> <td>Minnesota</td> <td>(C)</td> </tr> <tr> <td>Kentucky</td> <td>(I)</td> <td>Maryland</td> <td>(C)</td> </tr> </table>	Navada	(I)	Virginia	(C)	Washington	(C)	New Mexico	(I)	Connecticut	(C)	North Dakota	(I)	Oklahoma	(I)	Massachusetts	(C)	Louisiana	(C)	Minnesota	(C)	Kentucky	(I)	Maryland	(C)	
Navada	(I)	Virginia	(C)																						
Washington	(C)	New Mexico	(I)																						
Connecticut	(C)	North Dakota	(I)																						
Oklahoma	(I)	Massachusetts	(C)																						
Louisiana	(C)	Minnesota	(C)																						
Kentucky	(I)	Maryland	(C)																						

Student Performance Objectives	Student Activities and Procedures
<p>The student will show where each of the following natural features is located on a map of Maryland.</p> <p>Coastal Plain Elk River Piedmont Plateau Choptank River Appalachian Mountains, Chesapeake Bay Potomac River Atlantic Ocean Patuxent River Fall Line Cumberland Gap</p>	<p>Define <u>natural features</u>.</p> <p>Find pictures of the natural features listed and show on a map of Maryland where they are located.</p>
<p>The student will identify the following natural features found in our around Maryland:</p> <p>ocean plain bay piedmont river coast mountain plateau.</p>	<p>Make a picture dictionary or card-set of geographic terms which are important to a study of Maryland. Good pictures can often be found in copies of the <u>National Geographic Magazine</u>.</p> <p>Classify pictures which illustrate natural features according to whether or not they are found in Maryland.</p>
<p>The student will identify natural resources found in Maryland.</p>	<p>Collect pictures showing people using natural resources found in Maryland.</p> <p>Make an illustrated map of Maryland which indicates where different natural resources are found.</p> <p>Look in an encyclopedia for a map which shows work activities or products in Maryland. Explain how natural resources might influence work activities in Maryland.</p>

Sample Assessment Measures

Resources

- On a map, label the following natural features:
- Potomac, Patuxent, Elk, and Choptank Rivers
 - Chesapeake Bay
 - Atlantic Ocean
 - Fall Line
 - Cumberland Gap

Match words with pictures which illustrate:

fall line	plain	mountain
ocean	coast	piedmont
river	bay	plateau

List ten natural resources which are important in Maryland.

- MCPS FILM:
 #5792 - Map Skills: Recognizing Physical Features.
- BOOKS:
 Dando and Rabenhorst. An Introduction to Maryland.
 Rollo. Ask Me! (About Maryland).
 Artes. Bits and Pieces About Maryland.
 Cameron. Let's Learn About Maryland.
Maryland Coloring Book by Maryland Magazine.
 Thompson. Atlas of Maryland.

Write for information from:
 Maryland Division of Tourist Development
 1748 Forest Drive
 Annapolis, Maryland 21401

- MAPS:
 Maryland and Delaware State Map. Nystrom.
 Raised Relief Topographic Maps. Hubbard Scientific.
 Area maps available for Cumberland, Baltimore; and Washington, D.C.



Student Performance Objective	Student Activities and Procedures.
<p>Indicate the meaning of <u>fall line</u>.</p>	<p>Make a model which shows the effect of erosion--a stream of water running over soil. Observe what happens when the soil is stripped from its hard base* at the upper part of the stream while erosion continues at the lower part. Explain in a short written report why the stream bed drops at the lower part and not at the upper--in other words, why a waterfall is formed.</p> <p>Show where the fall line is located on a Maryland map. Look for names of roads which are followed by "Mill." Hypothesize reasons why mills were built on the fall line.</p> <p>*(For the model, use rock, cement, or plaster of Paris.)</p>

Sample Assessment Measures

Resources

Write a short definition of a fall line.

Draw a diagram which indicates the meaning of fall line.

BOOK:

Dando and Rabenhorst. An Introduction to Maryland.

Book and transparencies available.

Student Performance Objectives	Student Activities and Procedures
<p>The student will locate on a map of Maryland the following cultural features:</p> <ul style="list-style-type: none"> • The 23 counties and Baltimore City • Five major urban areas: Washington, D.C.; Baltimore; Annapolis; Salisbury; and Hagerstown • Three major highways • Two beltways • Two recreational areas: Deep Creek Lake and Ocean City • The state capital 	<p>Define <u>cultural features</u>.</p> <p>Have small groups prepare large outline maps of Maryland. Each group should select one of the following cultural features:</p> <ul style="list-style-type: none"> • 23 counties and Baltimore City • Major urban areas • Major highways • Recreational areas • The state capital and county seats <p>Prepare a game or learning center for the map.</p> <p>Prepare a transparency of the map to be used as a set of overlays.</p> <p>Give letter-number map coordinators to indicate the location of cultural features on a Maryland map.</p>
<p>The student will describe the climate of Maryland.</p>	<p>Define <u>climate</u>.</p> <p>Make a climatic map of Maryland with an appropriate key.</p>

Sample Assessment Measures

On a county outline map of Maryland, label the 23 counties and Baltimore City.

On a blank outline map of Maryland, label the four regions, state capital, and five recreational areas.

On a wall map of Maryland, point to five major highways and two beltways.

For each of the four regions of Maryland, write a sentence which describes the climate of the region.

Eastern Shore _____

Central Maryland _____

Southern Maryland _____

Western Maryland _____

Resources

BOOK:

Dando and Rabenhorst. An Introduction to Maryland.

FILMSTRIP:

"Tour of the Maryland State Capitol."
RMI Media Productions, Inc.

Student Performance Objectives	Student Activities and Procedures
<p>The student will identify landform regions found in Maryland.</p>	<p>Make a flour and salt map of Maryland which shows variations in elevation and landscape (a simple topographical model).</p> <p>Make models which illustrate the differences in the appearance of the different landform regions in Maryland.</p> <p>Make a model or drawing which illustrates the differences in the appearance of Maryland's mountains and the more rugged mountains of the far western United States.</p> <p>A state with a variety of landform regions tends to have many and varied kinds of work and recreational activities. Discuss how landforms influence people's activities. Hypothesize as to kinds of work and recreational activities found in Maryland.</p> <p>Make a bulletin board or poster which illustrates the words of the song "America the Beautiful" with scenes from Maryland. Discuss why Maryland is sometimes referred to as "America in Miniature."</p>

Sample Assessment Measures

Draw lines on an outline map of Maryland which divide the state into the major landform regions.

Put a checkmark in front of the name of each major landform region found in Maryland.

- | | |
|-------------------------------------|--|
| <input type="checkbox"/> Piedmont | <input type="checkbox"/> Coastal Plain |
| <input type="checkbox"/> Blue Ridge | <input type="checkbox"/> Great Valley |
| <input type="checkbox"/> Hancock | <input type="checkbox"/> Appalachian |
| <input type="checkbox"/> Cumberland | <input type="checkbox"/> Western Shore |

Color a map of Maryland, showing the Coastal Plain, the Piedmont Plateau, the Blue Ridge, the Great Valley, the Allegheny Ridges, and the Allegheny Plateau. Add an appropriate color key to the map.

Resources

BOOK:

Dando and Rabenhorst. An Introduction to Maryland.

See Maryland Magazine.

KIT:

"Maps Show the Earth." Nystrom.

MAP:

Raised Relief Topographic Maps.
Hubbard Scientific.

Student Performance Objectives

The student will identify the location of places on a Maryland map by using direction - e.g., north, south, east, west.

Student Activities and Procedures

Before each city listed below, indicate the compass direction in which you would fly from Annapolis to that place:

- | | |
|--------------|-------------------|
| — Cumberland | — St. Mary's City |
| — Hagerstown | — Denton |
| — Baltimore | — Frederick |

(Suppose you are going with friends from Silver Spring to visit a horse farm near Chesapeake City in Cecil County. Write the directions for going to Chesapeake City. (Make up other problems like this to share with classmates.)

Work in pairs, using a Maryland highway map, to do the following tasks:

- . Find Annapolis. In which direction would you travel if you were going to Baltimore? to Delaware?
- . In which quadrant of the map would you find Washington County, Maryland? Cumberland, Maryland?

Think of some place in Maryland. (Don't tell the place you have chosen.) Write directions for getting from the place you have chosen to your own community. Use words only in writing your direction. Tell things like the following:

- . The direction in which the person should go (north, south, east, west)
- . Landmarks the person will pass
- . Roads the person should take
- . How far the person should go (in miles and kilometers)

Exchange your paper with a classmate. If he/she can't locate the place from your directions, make your directions clearer.

Sample Assessment Measures	Resources
<p>In which direction would you travel in 1. and 2. below?</p> <p>(North = N; South = S; East = E; West = W.)</p> <p>1. N S E W In what direction do you go from St. Mary's City to Rockville?</p> <p>2. N S E W From Rockville to Hagerstown?</p>	<p>Maryland highway map</p>

Student Performance Objectives

The student will be able to locate places on a Maryland map, using map coordinates:

The student will interpret map symbols by using a legend or key.

Student Activities and Procedures

Using a map key on a Maryland highway map, find the coordinates for these places:

Montgomery General Hospital	Great Falls of the Potomac
Western Maryland College	Wye Oak State Park
	U.S. Naval Academy
	White's Ferry

Using the Forests and Parks Key on a Maryland highway map, find the following information:

- Number of acres at Wicomico State Park
- Number of acres at Potomac State Park
- What made Wye Oak State Park famous?
- Is hunting permitted at Seneca State Park?

Using the legend on a Maryland highway map:

- Tell what a solid black line represents
- Tell what Δ represents
- Tell what * represents

Sample Assessment Measures

Resources

Write the letter and number coordinates for the following state parks:

Maryland highway map

- . Assateague _____
- . James Island _____
- . Sandy Point _____
- . Wicomico _____

Which state park has only four acres?

Write the letter and number coordinates for the following:

- . Hood College _____
- . Ocean City College _____
- . Woodstock _____
- . Frederick _____
- . Lanham _____

Indicate the meaning of the following map symbols:

- ↑ _____
- × _____
- _____

Student Performance Objectives

The student will interpret highway symbols found on a Maryland map.

Student Activities and Procedures

Look at an insert map of Hagerstown on a Maryland highway map, and answer these questions:

- . What is the number of the interstate highway running north and south?
- .. What kind of highway runs east and west and intersects Interstate 81?
- . What interchange would you use to reach Showalter Road?
- . If you were going north to Interstate 81, which interchange would you use to go east on Interstate 70?
- . What kind of highway is Halfway Boulevard?
- . How many county highways are shown on the map?
- . What do the red lines indicate?
- . How many interchanges go directly into Hagerstown?

Look at a Maryland highway map, and answer these questions:

- . How are east-west routes shown on an Interstate Highway sign?
- . How are north-south routes shown?
- . What do three-digit signs mean?
- . What route goes around Washington, D.C.?
- . What route goes around Baltimore?
- . What route goes through Hagerstown?
- . Which of these routes goes north and south?
- . How do the numbers tell you?
- . Is 95 a north-south or an east-west route. Do you know why?

Sample Assessment Measures

Resources

Identify these multilane highways by number:

- _____ Between Salisbury and Ocean City
- _____ That run north and south between Baltimore and Virginia
- _____ That run east and west through Bowie
- _____ Between Laurel and Aberdeen
- _____ Between Rockville and Frederick
- _____ That go through Hagerstown

Maryland highway map

Student Performance Objectives

The student will be able to measure distance by using a map scale.

Student Activities and Procedures

Measure Maryland on a map. Answer questions in miles and kilometers.

- . What is its widest distance?
- . What is its narrowest distance?
- . What is its greatest length?

Draw straight lines between your town and other towns in Maryland. Compute mileages and kilometers using the scale on a map. Determine distances between towns on highways. If it is true that the shortest distance between two points is a straight line, why are roads not made in straight lines? How do landforms affect location of roads?

With a partner, trace the path of the Potomac River from its sources to its mouth where it empties into the Chesapeake Bay. About how many miles is this? How many kilometers?

Discuss the reasons for the difference between air (or map) distances and ground distances. Measure distances on simulated terrain and on a map of the same area. Why is it longer to follow a road than to fly?

Use a Maryland highway map to do the following:

- . Find the mile and kilometer distances from Rockville to:

McLean, Virginia
Gaithersburg, Maryland
Seneca, Maryland
Glen Burnie, Maryland
Ellicott City, Maryland
Odenton, Maryland

- . Find the mile and kilometer distances from Hagerstown, Maryland to:

Thurmont, Maryland Cumberland, Maryland
Harper's Ferry, Gettysburg,
West Virginia, Pennsylvania
Frederick, Maryland Hanover, Pennsylvania

Sample Assessment Measures

Resources

Give the number of miles between:

Maryland map with a scale of miles

- Fredericksburg and Warrenton
- Baltimore and Olney
- Alexandria and Fairfax
- Hereford and Hampstead
- Martinsburg and Boonsboro
- Laurel and Glen Burnie
- Ocean City and Bethany Beach

Answer the following questions with a Yes or No.

- Baltimore and Annapolis are about 200 kilometers apart.
- Hagerstown and Frederick are about 200 kilometers apart.
- Cumberland and Easton are about 500 kilometers apart.

Student Performance Objectives

The student will name countries, important cities, rivers, and other geographic features of Maryland.

Student Activities and Procedures

Write MARYLAND vertically on a piece of paper. Based on information from map studies, write a word horizontally which tells something about the state.

Example: Mountains	Lighthouses
Apples	A
Rivers	N
Yachts	D

Play Chain Reaction. This game continues around the circle until someone makes a mistake. The last letter of a given place-name provides the first letter of the name to follow. In a chain reaction of towns and cities, for example, the leader may name Annapolis; and the next player might say Sandy Spring; then Germantown, etc. Students might do this in small groups with a Maryland map in front of them.

Play Anagrams. Divide into teams. Choose the name of a city, county, or river in Maryland. Try to make as many small words as possible from the letters of the word.

Write riddles, using the names of towns, cities, or other places in Maryland.

On a map of Maryland, use the Index to Cities, Towns, and Villages to find examples of places which start with various letters or consonant blends. For example: tr, st, pl, cl, dr, and ch.

Play City, County, River. The leader calls out the name of a city, county, or river located in Maryland. As the leader points to a person, that student tries to "classify" the word before the leader counts to ten. Example: "Rockville - 1, 2, 3, 4, 5, 6, 7, 8, 9, and 10!" The student must call "City!" before the count of ten. Other categories can be substituted.

Sample Assessment Measures	Resources
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Match the words and the sentences:

1. Cumberland _____ The largest city on the Eastern Shore
2. Salisbury _____ A transportation center in Allegany County
3. Garrett _____ Maryland's most western county

(etc.)

BOOK:
 Dando and Rabenhorst. An Introduction to Maryland.

Name the following:

1. Maryland's large ocean resort
2. Maryland's largest city
3. The county you live in.

(etc.)

Student Performance Objectives

The student will indicate how maps of Maryland may be used for different purposes.

Student Activities and Procedures

Prepare a skit which would show situations where one might need a road map of Maryland. Situations might include coming into a strange city; going for a sightseeing trip; trying to find a relative; trying to give someone directions.

Plan a trip around Maryland, using a highway map and tourist information. Outline the trip in terms of route, distances, places to visit, etc.

Plan a 75-kilometer circle trip through Maryland. What interesting sites can you visit? Plan a 100-kilometer trip. A 250-kilometer trip. What sites can you see?

Use a compass and draw a 3-centimeter circle around your community. Draw a 6-centimeter circle. For each circle, consider questions like how many important places or towns fall within the circle?

On a map of Maryland, find towns and cities that will form the following polygons when connected: triangle, rectangle, square, and parallelogram.

Reverse this game by suggesting names of towns and finding what polygon they form when connected by straight lines.

Cut urban maps from a highway map of Maryland. Omit the name of the area. Use clues from the map to identify the place name.

Sample Assessment Measures	Resources
<p>What are two kinds of information that can be learned from:</p> <p>A highway map of Maryland? A raised-relief map of Maryland? A physical-political map of Maryland?</p>	<p>Maryland maps</p> <p>BOOKS:</p> <p>Artes. <u>Bits and Pieces About Maryland.</u></p> <p><u>Maryland Historical Atlas.</u> Department of Economic and Community Development.</p> <p>Lipson. <u>The Chesapeake Bay in Maryland: An Atlas of Natural Resources.</u></p> <p>Rollo. <u>Ask Me! (About Maryland).</u></p> <p>Thompson. <u>An Economic and Social Atlas of Maryland.</u></p> <p>Write for maps from:</p> <p>Maryland Department of Transportation P. O. Box 8755 Baltimore-Washington International Airport Baltimore, Maryland 21240</p> <p>and</p> <p>Maryland Department of State Planning 301 West Preston Street Baltimore, Maryland 21201</p>

PRESERVING ENVIRONMENTAL QUALITY

Sample Introductory Experiences

A climate of inquiry should be established by the teacher through a series of questions and a classroom discussion at the beginning of this study. Questions are outlined below, and correlated instructional support is described.

Questions	Instructional Support										
<p>Ask students:</p> <p>What is an environment? Is this an environment? Why? What words would describe this environment?</p> <p>What are natural resources? What natural resources would you expect to find in Maryland's environment? How do people in Maryland use the natural resources of their environment? Which of these pictures show people using their environment? Which resources are in short supply?</p>	<p>Show pictures of various environments (city, county, state).</p> <p>Provide a wall map of Maryland to locate natural resources for discussion.</p> <p>Provide pictures from newspapers and magazines to classify which resources are abundant, adequate, and in short supply. (Information could be graphed.)</p> <p>Make and add to a wall map of Maryland some symbols representing different ways people use resources.</p> <p>Prepare a chart on which to record responses.</p> <div data-bbox="798 1213 1375 1444" style="border: 1px solid black; padding: 5px;"><p><u>Environmental Problems in Maryland</u></p><ol style="list-style-type: none">1.2.3.</div> <p>Show pictures illustrating environmental problems such as:</p> <table data-bbox="778 1570 1360 1753"><tr><td>Pollution</td><td>Energy shortage</td></tr><tr><td>Air</td><td>Congestion</td></tr><tr><td>Water</td><td>Surface mining</td></tr><tr><td>Noise</td><td>Closed swimming areas</td></tr><tr><td>Thermal (heat)</td><td>Crowded conditions</td></tr></table> <p>Make a bulletin board display showing various environmental problems.</p>	Pollution	Energy shortage	Air	Congestion	Water	Surface mining	Noise	Closed swimming areas	Thermal (heat)	Crowded conditions
Pollution	Energy shortage										
Air	Congestion										
Water	Surface mining										
Noise	Closed swimming areas										
Thermal (heat)	Crowded conditions										

Questions

Instructional Support

What causes environmental problems like those found in the pictures?

Where might these problems be found in Maryland? How do you know? Where might these problems be found in older parts of the U.S.A.?

What is the relationship between the way people of Maryland use their environment and their quality of life?

What different sources can be used to find out more about how people can protect the environmental quality of Maryland?

What questions can be asked that will help us find out how people in Maryland can protect the environmental quality of their state?

Charts to record responses

Wall map of Maryland and the U.S. to cite these environmental problems and their location. (Use yarn to stretch from pictures to corresponding locations on map.)

INSTRUCTIONAL OBJECTIVE: The student will indicate how people in Maryland can protect the environmental quality of the state.

Suggested Performance Objective	Suggested Activities and Procedures
<p>The student will describe how people affect the environmental quality of the Chesapeake Bay.</p>	<p>On a map of the eastern U.S., identify rivers which flow into the Chesapeake Bay. Write a story which tells how the Chesapeake Bay model at Matapeake will help improve the environmental quality of the Chesapeake Bay.</p> <p>Make a list of laws which regulate the use of the Chesapeake Bay. These should relate to work and recreational activities.</p> <p>Pretend you are an ecologist who is studying the Bay. Write and produce a television program to show:</p> <ul style="list-style-type: none">How people are abusing the Bay, and what has resulted from their abuseWhat is being done to protect the ecological quality of the BayWhat each person can do to help <p>Make an illustrated map of Maryland which shows how people use and abuse the Chesapeake Bay.</p> <p>Describe kinds of jobs that might help restore and conserve the environmental quality of the Bay.</p> <p>Pretend you are a crabber, oyster farmer, or fisherman who depends on the Bay for a living. Write or tell how use or misuse of the Bay has affected your work.</p>

Sample Assessment Measures	Resources
<p>Describe how each of the following has helped to improve the environmental quality of the Bay:</p>	<p>Contact for reference:</p>
<p>1. Police, rangers, and wardens</p>	<p>The Chesapeake Bay Foundation Prince and East Streets Box 1709 Annapolis, Maryland 21404</p>
<p>2. Chesapeake Biological Laboratory or other similar foundations</p>	<p>Overnight field trip to Meredith Creek can be arranged.</p>
<p>3. Chesapeake Bay Model at Matapeake</p>	<p>Chesapeake Bay Maritime Museum St. Michaels, Maryland 21663</p>
<p>4. Public information programs</p>	<p>Department of Natural Resources Taves State Office Building Annapolis, Maryland 21401</p>
<p>Describe how the following have influenced the environmental quality of the Bay:</p>	<p>Request the annual report and free pamphlets.</p>
<p>1. A large number of people using the Bay for recreation</p>	<p>BOOKS:</p>
<p>2. Treated and untreated sewage dumped into the Bay</p>	<p>de Gast. <u>Oystermen of the Chesapeake.</u></p>
<p>3. Nuclear plants using the Bay to produce power</p>	<p>Lippson. <u>The Chesapeake Bay in Maryland, An Atlas of Natural Resources.</u></p>
<p>4. Use of DDT and other pesticides</p>	<p>Sherwood. <u>Understanding the Chesapeake.</u></p>
	<p>FILMSTRIP KITS</p>
	<p>"Maryland: Its History and Geography." Mealey.</p>
	<p>"Chesapeake at Bay: An Ecological Study." Mealey.</p>
	<p>See issues of <u>Maryland Magazine.</u></p>

Suggested Performance Objective	Suggested Activities and Procedures
<p>The student will predict the effects of population growth on the environment of Maryland.</p>	<p>Keep a scrapbook of newspaper or magazine articles about local efforts to regulate, preserve, or improve environmental quality in the area.</p> <p>Make an exhibit which indicates kinds of waste products produced in population centers such as Montgomery County. Show how such materials are disposed of or recycled.</p> <p>Make a map of Maryland which indicates the location of environmental problems in populated areas. Use symbols on a map which represent problems such as air and water pollution.</p> <p>As a class, form an "environmental protection agency." Plan ways to promote the regulations you accept as necessary for your school or neighborhood.</p> <p>Prepare a slide-tape program which illustrates the effect of population growth on the natural environment. Outline points which will be made. Take pictures to illustrate points. As a class, select and sequence developed slides. Write and tape a commentary for slides and select those which best describe each slide. Record the entire commentary, providing background music if appropriate. Share the program with parents and other classes.</p> <p>Collect pictures of Montgomery County which were taken 25 or 50 years ago. If possible, collect pictures of the same scenes today. Draw conclusions from pictures describing change, and hypothesize reasons for change. Indicate things that have stayed the same. Explain why this might be so.</p>

Sample Assessment Measures

Share a collection of five photographs which show the effect of population growth on the natural environment of Central Maryland.

Draw three pictures each of which shows ways the natural environment is being affected by population growth in Central Maryland. Put a caption under each to tell what it illustrates.

Resources

Contact for reference:

Maryland-National Capital Park and Planning Commission
8787 Georgia Avenue
Silver Spring, Maryland 20907

Plan the physical growth of Montgomery and Prince George's Counties.

Metropolitan Information Center
Metropolitan Washington Council of Governments
1225 Connecticut Avenue
Washington, D.C. 20036
Phone: (202) 223-6800

Ask for annual reports.

Montgomery County Government
Office of Information
Rockville, Maryland 20850

Distributes annual report. Can refer you to specific departments for the answers to questions.

See local and community newspapers.

MCPS Video Tape #324 - Raphael Carson
(Order from Film Library.)

Suggested Performance Objective	Suggested Activities and Procedures
<p>The student will identify efforts to preserve wildlife in Maryland.</p>	<p>Define the term <u>wildlife refuge</u>. Report on the importance of wildlife refuges in Maryland. Prepare an in-depth description of one specific wildlife refuge in Maryland. Compare the activities of this refuge with those at Blackwater Wildlife Refuge.</p> <p>Show on a map of the state places where wetlands or marsh areas of Maryland are located. Explain the importance of wetlands to waterfowl and other wildlife.</p> <p>Make a drama showing waterfowl habitat on the Blackwater Wildlife Refuge.</p> <p>Give an illustrated report about efforts to protect and conserve Canadian Geese on the Eastern Shore.</p> <p>Identify laws that regulate hunting or wildlife in Maryland. Explain the reasons for such laws.</p> <p>Identify and describe endangered wildlife species in Maryland.</p> <p>Write to your representative in state government to inquire about recent or proposed legislation which would protect endangered species.</p> <p>Produce a 30-second commercial on saving endangered species in Maryland. Share with schoolmates by means of the school PA/TV systems.</p>

Sample Assessment Measures

List four ways the wildlife refuges are helping to preserve wildlife in Maryland.

Of the wildlife in Blackwater, list those which are in danger of extinction; and describe two ways to increase their numbers.

Draw a picture of a wildlife refuge. Below it write two statements describing efforts being made to conserve the area.

Resources

Contact for reference:

Blackwater Wildlife Refuge
R.D. 2
Cambridge, Maryland 21613

Pamphlets and brochures can be requested from this office.
See Appendix.

Wildlife Administration
Department of Natural Resources
Tawes Office Building
Annapolis, Maryland 21401
Phone: (301) 269-3195

Fisheries Administration
Department of Natural Resources
Tawes Office Building
Annapolis, Maryland 21401
Phone: (301) 269-3558

Hunting guides can be obtained free from most sports stores.

Suggested Performance Objective

The student will identify conflicts which arise when power companies build nuclear power plants in Maryland.

Suggested Activities and Procedures

Give an illustrated report which shows different ways that electricity is produced. Explore the development and uses of nuclear, wind, and solar power.

Conduct a panel discussion or debate "pros" and "cons" of nuclear power plants in southern Maryland.

Give a report which illustrates the role of media (newspapers, magazines, radio, television) in conflicts that arise from nuclear power plant development.

Follow local news to conduct a profile of attitudes toward nuclear power plant development of the following groups:

- people who live near nuclear power plants
- environmentalists
- power company officials

Complete the following chart:

Reasons to support nuclear power development	Reasons to oppose nuclear power
1.	1.
2.	2.

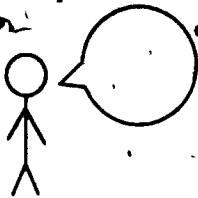
Make a map showing location of existing (and planned) nuclear power plants in the state. Indicate the area to which they provide electricity.



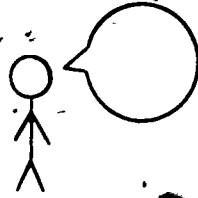
Sample Assessment Measures

Resources

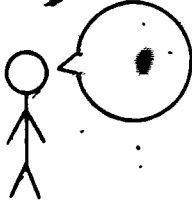
Below are illustrations of people who might feel different about the development of nuclear power plants. In the balloons, give a reason why each person might be for or against nuclear power development.



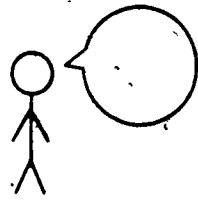
Oysterman



Electricity Consumer in Baltimore



Power Plant Worker



Environmentalist

Give two reasons why some people support development of nuclear power plants.

Give two reasons why some people oppose development of nuclear power plants.

Draw a picture to show how nuclear power plants are helpful. Draw a picture that shows how nuclear power plants might be harmful. Write captions under each picture telling what it means.

Contact for reference:

Baltimore Gas and Electric Company
Lexington and Liberty Streets
Baltimore, Maryland 21203

Potomac Electric Power Company
1900 Pennsylvania Avenue, NW.
Washington, D.C. 20067
Phone: (202) 833-7500

**Suggested
Performance Objectives**

The student will describe ways in which southern Maryland is planning for the future in order to protect environmental quality.

**Suggested
Activities and Procedures**

Make a brochure which described the work of the St. Mary's City Commission.

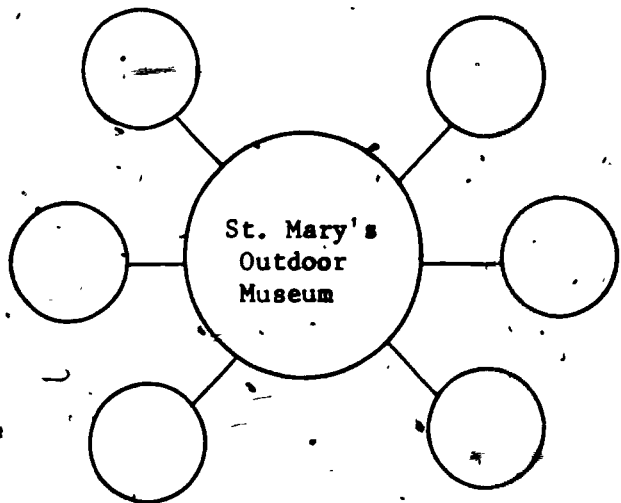
Visit or pretend that you have visited St. Mary's City. You spent the afternoon watching the archeologists dig. Write a letter to a friend telling him/her what you saw.

Find an example of a restoration in your neighborhood or something which you feel you would like to restore. Plan your restoration showing it both before and after it is complete.

Form a panel which will plan for the future development of Southern Maryland. Propose alternatives which will promote growth as well as preserve the natural environment.

Compare and contrast the economy of southern Maryland with that of central Maryland. As an alternative, compare and contrast the economies of St. Mary's and Montgomery Counties.

Show on the diagram below what jobs an outdoor museum in St. Mary's City would provide.



Sample Assessment Measures

Resources

List two ways that the St. Mary's City Commission is planning for the future in

1. _____
2. _____

In a brief paragraph, indicate the major responsibilities of the St. Mary's City Commission.

Draw a picture below which shows what the St. Mary's City Commission is planning for the future in Maryland.

Contact for reference:

St. Mary's City Commission
P. O. Box 26
St. Mary's City, Maryland 20686

Tri-County Council for Southern Maryland
Box 301
Waldorf, Maryland 20601

Request free pamphlets.

FILMSTRIP:

"St. Mary's City."

Sample Introductory Experiences

PRESERVING CULTURAL HERITAGE IN MARYLAND

Establish a climate of inquiry through a series of questions and classroom discussions at the beginning of this study. Questions are outlined below and correlated instructional support is described.

Questions	Instructional Support						
<p>Ask students:</p> <p>How do people preserve traditions? What kinds of articles, ideas, ways of doing things do we have today that have come to us from the past?</p> <p>Can you name some in your school? In your community?</p>	<p>Show students:</p> <p>Chart on which to record responses</p> <table border="1" data-bbox="797 697 1350 944"> <thead> <tr> <th>Ways of Thinking</th> <th>Ways of Acting</th> <th>Things People Have Made</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>	Ways of Thinking	Ways of Acting	Things People Have Made			
Ways of Thinking	Ways of Acting	Things People Have Made					
<p>How do people "save" their past? How are objects "saved?" How do we learn to do things which people have done before us? How are ways of acting (speaking, singing, dancing, cooking, working, celebrating, etc.) passed from one person or group to another?</p>	<p>Chart on which to record responses</p> <p>What things do we learn by</p> <table border="1" data-bbox="797 1108 1350 1336"> <thead> <tr> <th>Watching?</th> <th>Listening?</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> </tr> </tbody> </table> <p>Examples of material items that people have preserved from their past</p>	Watching?	Listening?				
Watching?	Listening?						
<p>Name places in Maryland where people are preserving Maryland's past.</p> <p>What questions can we ask which will guide us in learning about how people in Maryland save their past?</p>	<p>Maryland Highway Map on which to locate places preserving Maryland's past</p>						

INSTRUCTIONAL OBJECTIVE: The student will indicate how people in Maryland perpetuate their cultural heritage.

Suggested Performance Objective	Suggested Activities and Procedures
<p>The student will describe efforts by ethnic groups in Maryland to preserve their cultural heritage. (This includes Black Americans, American Indians, and persons of foreign origin.)</p>	<p>Select appropriate headings; and under each, list or illustrate ways that ethnic groups in Baltimore preserve their ways in terms of religion, foods, festivals, traditions, family and home life, etc.</p> <p>Organize a bulletin board showing ways by which ethnic groups preserve their heritage in Maryland.</p> <p>Make a poster advertising a special event or festival which celebrates the heritage of an ethnic group.</p> <p>Make a calendar of ethnic events or happenings in Maryland for the year or month.</p> <p>Make a collection of newspaper articles about ethnic groups in Maryland. Share important information from these articles in a report to your class.</p> <p>Write a report which explains why ethnic groups are an asset to Maryland.</p> <p>Plan a festival which celebrates the ethnic heritage of people in the class or school.</p> <p>Discuss the following questions with your class:</p> <ol style="list-style-type: none">1. How do ethnic groups in other parts of Maryland preserve their ethnic heritage?2. Why do ethnic groups want to preserve ethnic heritage? <p>Discuss why there are so many more ethnic communities in Baltimore than in other parts of the state.</p> <p>Make life-sized cutouts of people dressed in traditional costumes of various ethnic groups found in Maryland.</p> <p>On a world map, show the country of origin of foreign-born people in Maryland.</p>

Sample Assessment Measures

In a sentence or two after each topic, tell how people in Maryland preserve their ethnic heritage:

- Family Life
- Religion
- Food
- Processing and Festivals

Describe four activities which reflect the ethnic heritage of people in Maryland.

Draw three pictures of activities, places, or things found in Maryland. Under each picture, tell how the picture shows something important to those groups.

Resources

Contact for reference:

All Nations Foundation
28 South Gay Street
Baltimore, Maryland 21202

This group coordinates ethnic activities in the city. They publish a newsletter of coming events.

BOOKS:

Sandler. The Neighborhood: The Story of Baltimore's Little Italy.

Rollo. The Negro in Maryland.

FILMSTRIP KIT:

"Maryland Blacks: A History."

TELEVISION PROGRAM:

Baltimore. (Maryland Series) television program. (Produced by the Maryland State Department of Education.)

Suggested Performance Objective	Suggested Activities and Procedures
<p>The student will identify efforts to preserve the history and culture of the region surrounding the Chesapeake Bay.</p>	<p>Make a poster advertising the Chesapeake Bay Maritime Museum.</p> <p>Make sketches of your trip to the Chesapeake Bay Maritime Museum. Mount them in an album.</p> <p>Make a collection of pictures of Chesapeake Bay water craft. Tell why each developed, and how it is used today. Predict the future use or future of these boats.</p> <p>Write a report explaining the need of museums for artifacts.</p> <p>Make a chart which illustrates how regions in Maryland are preserving history and culture related to work activities or use of natural resources.</p> <p>Discuss the importance of the Chesapeake Bay to the people of the Eastern Shore in the past, present, and future.</p> <p>Make a model of different boats (skip-jacks, log canoes, etc.).</p> <p>Locate a major area of fishing/shell-fishing on the Eastern Shore.</p> <p>Make models (using soap, soft woods, etc.) of decoys and folk art.</p>

Sample Assessment Measures

Resources

Under each heading, list two things you might see in the Chesapeake Bay Maritime Museum.

Aquarium

Lighthouse Area

1. _____ 1. _____

2. _____ 2. _____

Boats Exhibit

Waterfowl Building

1. _____ 1. _____

2. _____ 2. _____

Complete the following sentences by filling in the blanks with the correct word or words:

The Chesapeake Bay Maritime Museum is owned by _____.

It was started because _____.

It helps to _____ the culture of the Eastern Shore.

The museum has many _____ in it.

On a map of Maryland, identify (with pins or flags) the Chesapeake Bay, Crisfield, Cambridge, Tilghman Island, Tangier Island, Smith Island, and Holland Strait.

Contact for reference:

Chesapeake Bay Maritime Museum
St. Michaels, Maryland 21663

Field trips may be arranged.

BOOKS:

de Gast. Oystermen of the Chesapeake.

Lippson. The Chesapeake Bay in Maryland.

Sherwood. Understanding the Chesapeake: A Layman's Guide.

Warner. Beautiful Swimmers: Watermen, Crabs, and the Chesapeake Bay.
(Parts may be read to students.)

TELEVISION PROGRAM:

The Eastern Shore. (Maryland Series)



Suggested Performance Objective	Suggested Activities and Procedures
<p>The student will demonstrate efforts to preserve and promote folkways of Maryland.</p>	<p>Share a report about Penn Alps. Include reasons why it was started.</p> <p>Make a collection of traditional foods or recipes found in Maryland.</p> <p>List some of the craft activities at Penn Alps. Illustrate each with picture cutouts from old magazines.</p> <p>Make a tape of the story of Penn Alps.</p> <p>Make a roller movie about different crafts found in Maryland. Prepare a script to accompany the movie.</p> <p>Construct a map which illustrates how and where folkways are being preserved and promoted in other regions of the state.</p> <p>Demonstrate to your class one of the folkways that is being promoted in Maryland.</p> <p>Start a collection of pictures or descriptions of examples of folkways in Maryland.</p> <p>Give a folk festival in which many folkways from Maryland and other regions are shared.</p> <p>Make a calendar of events which indicates when and where folkways from Maryland can be observed.</p> <p>Prepare a report which explains why there seems to be a revival of home-made products in Maryland. Explain why you think people value things made by hand.</p> <p>Compare and contrast the kinds of folkways found in western Maryland with those found on the Eastern Shore.</p> <p>Make a bulletin board of folk sayings about weather, superstitions, or other beliefs.</p> <p>Start a collection of pictures to depict traditional folkways in practice today.</p>

Sample Assessment Measures

Write descriptions of two crafts found at Penn Alps.

1. _____

2. _____

Look at the chart headings below. List two words or phrases to describe each craft.

Spinning-Weaving	Woodworking	Pottery Making

Choose one folkway and write a short play about the person or persons to whom the folkway belongs and how you think it came about.

Describe a place or event where one may observe folkways being demonstrated.

Resources

Visit:

Penn Alps, Inc.
Grantsville, Maryland 21536

Carroll County Farm Museum
Westminster, Maryland 21157

Steppingstone Museum
Edward Bull, Executive Director
Dublin, Maryland 21154

Catoctin National Park
Thurmont, Maryland

TELEVISION PROGRAM:

Folkways (Maryland Series).

(A television program produced by Maryland State Department of Education.)

MAGAZINES:

Free State Folklore.

Maryland Magazine.

Skipjack.

MAPS:

Literary and Historical Map of Maryland. Maryland Historical Society.

Puzzle Map of Literary and Historical Map of Maryland by Edwin Tunis. Enoch Pratt Free Library.

**Suggested
Performance Objective**

The student will locate recreational opportunities provided by historical parks and museums in Maryland.

**Suggested
Activities and Procedures**

Interview people who have visited historical parks and museums in Maryland. Tape interviews and share important points with your classmates.

Make a map of parks in Maryland. Use symbols on the map to indicate interesting recreational opportunities provided by each park.

Make a poster advertising an interesting event in a park in Maryland.

Identify historical parks and museums in Maryland. Compare and contrast the kinds of historical parks and museums in the different regions of Maryland. Give a report which explains why historical parks and museums seem to be so popular.

Develop a plan for a park in your community. Describe the land and how it could be developed into a park. Include kinds of recreational opportunities it might provide.

Maryland's officially recognized state sport is jousting.

What is jousting?

How did jousting begin in Maryland?

Why is jousting done most often in southern Maryland and on the Eastern Shore?

Sample Assessment Measures

Resources

Write a brief description of two recreational activities provided by the Chesapeake and Ohio National Historical Park.

1. _____
2. _____

Make a list of five recreational opportunities provided by the Chesapeake and Ohio National Historical Park for people of central Maryland.

1. _____
2. _____
3. _____
4. _____
5. _____

List a historical park or museum for each region listed below:

1. _____, Eastern Shore
2. _____, southern Maryland
3. _____, Western Maryland

Here are three pictures. Circle the one that shows a recreational opportunity provided by the Chesapeake and Ohio National Historical Park.

- _____
- _____

BOOKS:

Boy Scouts of America. 184 Miles of Adventure: A Hiker's Guide to the C&O Canal.

Wolfe. I Drove Mules on the C&O Canal.

For further information about parks in the Washington metropolitan area, contact:

The Maryland-National Capital Park and Planning Commission
Montgomery County Regional Headquarters
8787 Georgia Avenue
Silver Spring, Maryland 20907
Phone: (301) 589-1480

This agency coordinates the development and use of parks in Montgomery County.

TELEVISION PROGRAM:

The Arts (Maryland Series).

Recreation (Maryland Series).

RESOURCES

FOR

MARYLAND TODAY

BOOKS

- Boy Scouts of America. 184 Miles of Adventure - Hiker's Guide to the C&O Canal. Baltimore: Boy Scouts of America, 1970 (\$1.00).
BATAB#

Interesting information about historical and geological features.

- Cameron, Rita. Let's Learn About Maryland. Baltimore: Media Materials, 1976 (\$2.75).
BATAB# 542818043

This simply written text on historical and contemporary aspects of Maryland is approved as a textbook.

- Carroll, W. A., and Rabenhorst, T. D. An Introduction to Maryland. Fenton, Michigan: McRoberts Publishing Company, 1970 (\$3.50).
BATAB# 543454258

This book, approved as a textbook, surveys geographic features of the state.

- de Gast, Robert. Oystermen of the Chesapeake. Camden, Maine: International Marine Publishing Company, 1970 (\$16.00).
BATAB# 543445437

Photographic essay and description of the oystering industry.

- Department of Economic and Community Development. Maryland Historical Atlas. Annapolis: Maryland State Department of Economic and Community Development, 1975 (\$7.00).

A collection of maps and photographs presenting many facts about the state. Out-of-print until Spring, 1978.

- Drotning, Phillip T. An American Traveler's Guide to Black History. New York: Doubleday, 1968 (\$6.00).
BATAB#

Author traces contributions of Black Americans to the progress of our country and associates events with locations in each state.

- Lippson, Alice Jane. The Chesapeake Bay in Maryland: An Atlas of Natural Resources. Baltimore: The Johns Hopkins University Press, 1974 (\$9.00).
BATAB# 02519593X

Indicates variety and location of natural resources of the Bay.

Maryland Magazine. Maryland Coloring Book. Annapolis: Maryland State Department of Economic and Community Development, n.d. (\$2.00).
BATAB#

Pictures with descriptions of important places in Maryland.

Rollo, Vera. Look Me! (About Maryland). Lanham, Maryland: Maryland Historical Press, 1975 (\$3.50).
BATAB# 542818000

A condensed geography of the state with many student activities.

---. The Negro in Maryland. Lanham, Maryland: Maryland Historical Press, 1972 (\$3.00).
BATAB# 542817837

Describes the contributions of Black Marylanders to the state's heritage.

Sandler, Gilbert. The Neighborhood: The Story of Baltimore's Little Italy. Baltimore: Bodine and Associates, Inc., 1974 (\$6.00).
B# 543445712

This book looks at the people, history, institutions, and festival of this ethnic community.

Sherwood, Arthur W. Understanding the Chesapeake: A Layman's Guide. Cambridge, Maryland: Tidewater Publishers, 1973 (\$4.00).
BATAB# 543819183

A survey of the Bay, describing its resources and its problems.

Thompson, D. Atlas of Maryland. College Park, Maryland: Department of Geography, University of Maryland, 1977 (\$8.00).

A variety of modern maps and mapping techniques are shown. Order this from:

Office of Summer Programs
University of Maryland
College Park, Maryland 20742

Warner, William. Beautiful Swimmers: Watermen, Crabs, and the Chesapeake Bay. Boston: Little, Brown Company, 1976 (\$3.00).
BATAB# 543451127

This adult book, parts of which may be read aloud to students, won a 1977 Pulitzer Prize.

Woolfe, George Hooper. I Drove Mules on the C&O Canal. Dover, Delaware: Dover Graphics Associates and Woodwind Studio, 1969 (\$8.00).
BATAB# 54344564X

Woolfe, who worked years on the canal, recounts his experiences.

FILMSTRIP KITS

"Annapolis." Free State Media, 1970.

1 filmstrip, \$8.00

Surveys Maryland's capital city.

"The Chesapeake at Bay - An Ecological Study, Parts 1 and 2." Mealey Productions (Order from A/V Educational Products), n.d., \$42.00

2 sound filmstrips

BATAB# 843531681

Strips depict ecological relationships, economic importance, and factors which threaten the life of the Bay.

"The Great Falls of the Potomac." Free State Media, 1970.

1 filmstrip, \$8.00

BATAB#

Good way to illustrate the fall line.

"Maryland from Coast to Crest." Maryland Academy of Science (Order from Kunz), 1967.

2 filmstrips with cassettes, \$32.00

BATAB#

Series surveys natural features, plants, and animals of Maryland.

"Maryland: Its History and Geography." Mealey Productions (Order from A/V Educational Products), 1971.

11 sound filmstrips, \$150.00

BATAB#

The set is a thorough survey of the state, but the presentation is not very interesting.

"Maryland Blacks: A History." S. C. Watkins Company, 1977.

1 filmstrip with reading script, \$25.00

BATAB#

This is a collection of pictures of Black Marylanders who have made significant contributions to our state. Schools might construct their own strips using a similar format.

"St. Mary's City." Free State Media, 1970.

1 filmstrip, \$8.00

BATAB#

Strip shows restored area in St. Mary's County, Maryland.

"Seeing the Middle Atlantic States." Coronet, 1974.

6 filmstrips with records or cassettes, \$95.00

BATAB#

Titles include: Land and Climate; Natural Resources; Agriculture and Fishing; Industry; Transportation and Commerce; History and People.

"Tour of the Maryland State Capitol." RMI Media Productions, Inc., 1971.
1 filmstrip with cassette, \$20.00
BATAB#

Viewing this strip will be a valuable experience before and after visiting the capitol building in Annapolis.

MAGAZINES

Free State Folklore. Maryland Folklore Society. Published four times a year.
Magazine, \$5.00 a year

Order from the Department of English, University of Maryland, College Park, Maryland 20742.

Maryland Magazine

Published by: Maryland Department of Economic and Community Development,
2525 Riva Road, Annapolis, Maryland 21401.

This is Maryland's official magazine. It contains articles of interest on many aspects of the state. Beautiful pictures illustrate text.

Skipjack

Published by: Cambridge-South Dorchester High School, Route 1, Maple Dam Road, Cambridge, Maryland 21613.

This magazine is compiled and published by high school students who do an excellent job of preserving the life and lore of the Eastern Shore. Articles contain transcripts of interviews with people who have lived on the shore all their lives, recipes, photographs, legends, stories, and much other interesting information. \$6.00 four issues.

MAPS

Literary and Historical Map of Maryland, 41" x 28". Maryland Historical Society.
\$4.50

Historical places, events, and people are cited on the map of Maryland drawn by Edwin Tunis. This is a good bulletin board item.

Maryland and Delaware State Map. Nystrom.
62" x 52" spring roller map.

Map with markable surface or overlay, \$57.50. Map not markable, \$44.00.

Maryland and Delaware State Map, Nystrom.

Different sizes of desk outline maps are available. Wall map with physical and political features. Desk outline maps, 8" x 10 1/2" (50 for \$1.70) and 10 1/2" x 15" (50 for \$2.75).

Puzzle Map of Literary and Historical Map of Maryland by Edwin Tunis.

This jigsaw puzzle of the map available from the Maryland Historical Society is available from: Enoch Pratt Free Library, Attention: Publication Department, 400 Cathedral Street, Baltimore, Maryland 21201, (\$3.50).

Raised Relief Topographic Maps. Hubbard Scientific, 1975.

Plastic raised relief maps, 22" x 33", \$11.95 each

For a study of Maryland, order: Cumberland, NJ 17-3-1; Baltimore, NJ 18-1-1; Washington, D.C., NJ 18-4-1.

Maps are not available for the Eastern Shore but are available for most parts of the United States.

TELEVISION SERIES

Maryland...

Produced by: Division of Instructional Television, Maryland State Department of Education, Owings Mills, Maryland.

This series of 15 twenty-minute telelessons is broadcast four times a week during the school year. It may also be obtained on video tape through the MCPS Film Library. A teacher's manual and teacher supplement are available through the elementary social studies teacher specialist in the MCPS Department of Curriculum and Instruction, Educational Services Center. The series is an exploration of Maryland and its people.

Titles include: Early Tidewater, VT 301; Revolutionary Times, VT 302; Frontier, VT 303; Baltimore, VT 304; The Eastern Shore, VT 305; The Southern Region, VT 306; The Central Region, VT 307; The Western Region, VT 308; Folkways, VT 309; The Arts, VT 310; Recreation, VT 311; Government, VT 312; Services, VT 313; Citizenship, VT 314; and Future Schooling, VT 315.

Silhouettes: Great Women of Maryland

Produced by: Montgomery County Public Schools, Rockville, Maryland.

This is a series of telelessons available on video tape or 16 mm film about notable Maryland women whose varied accomplishments have contributed significantly to the development of Maryland's heritage. The tapes or films, with a viewing guide, are available through the MCPS Film Library.

Titles include: Margaret Brent, VT 316, (Film #7115); Anna Ella Carroll, VT 318, (Film #7116); Lillie Jackson, VT 323, (Film #7136); and Rachael Carson, VT 324, (Film #7141).

TRANSPARENCIES

Dando, W. A., and Rabenhorst, T. D. An Introduction to Maryland. Fenton, Michigan: McRoberts Publishing Company, 1970 (\$79.50).
BATAB# 843557206

Transparencies show geographic features. See book of same title.