Maximize instructional time and optimize student learning! Exploring Where & Why and StrataLogica are not typical Social Studies programs. As you review this Evaluation Guide and watch the Hands-on Programs in Action video, you’ll see how Exploring Where & Why and StrataLogica can truly revolutionize Social Studies in your schools.

REVOLUTIONIZING SOCIAL STUDIES!

Balance of skills and concepts
Assessment options integrated in every lesson
In-depth, sequential development
Layers of learning rich with content

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The Herff Jones | Nystrom Commitment to You .... back cover

See students genuinely engaged in learning. Hear educators explain the positive changes they’ve seen in their students.

Go to stratalogica.com and click “Watch the video” to see StrataLogica in action.

Watch Hands-on Programs in Action at www.herffjonesnystrom.com/handson.
Answers to frequently asked questions explain how Exploring Where & Why is revolutionizing Social Studies.

What makes Exploring Where & Why so different?
First of all, the variety of components is entirely different—and they are all core components, fully integrated into the instructional model. Lessons are completely activity-based. That’s why there are no textbooks.

Will these components help meet your Social Studies standards?
Absolutely. Your goal is to develop informed citizens who can link the past with the present. That’s exactly what Exploring Where & Why is designed to do. The lessons provide an in-depth, sequential foundation for developing the concepts and skills to study people and places of any time period.

In the components, I see the same community on the desk maps, and on the atlases. How does it relate to learning about communities in the past?
As students learn about this community, Riverside, they are accessing prior knowledge. They are building their understanding of change over time, comparing Riverside today with its early settlement and growth. In addition, they are building a shared experience. It’s essential to have common ground for meaningful learning.

What do you mean by layers of learning?
• Students explore Riverside together, building layers of learning about history, geography, economics, and government and civics.
• Riverside has the basics of any community, so these layers of learning prepare students for learning about communities today, long ago, or far away.

What does the place mean by layers of learning?
That’s the way we learn about our own community, layer by layer. We build background knowledge.

• We, as adults, are always thinking about how our own community is affected by change—by its governmental organization and processes, by its location and geography, and by what drives its economy—and we recognize that all these layers are interrelated.

• Exploring Where & Why gives students the experience—the processes—to discover these layers of learning about their own community. What’s more, they can look at any community—near or far, then or now, urban or rural—with a genuine understanding. This is powerful learning. This is learning that lasts forever!

How does Exploring Where & Why work?
There are two keys to the success of Exploring Where & Why: the instructional strategies and the components. Combined, they provide positive learning experiences for all students—those who read well and those who don’t, those who like to work alone and those who like to work with others, those who like to touch and turn concrete objects, and those who like to reflect and write.

• An atlas, for example, might introduce a skill or concept. After reading and discussing the atlas content, students might apply that skill or concept by marking a geographic feature on a map, making connections with a character in one of the Literacy Library books, or summarizing information with a graphic organizer.

• As you go through each Teacher’s Guide, you’ll see how the activities and components let students learn and apply skills and concepts in a variety of contexts—and that’s what learning is really about, isn’t it?

How will I know how to make these connections?
It’s all in the Teacher’s Guide for each grade level. Read the introductory sections and then take a look at the lessons. It works! It really does—the Hands-on Programs in Action video provides the evidence. The sooner you watch it, the better you’ll understand the power of these hands-on programs from Herff Jones | Nyström.

How can I use StrataLogica with Exploring Where & Why?
In Exploring Where & Why, two broad themes—near and far—run throughout the programs.

• When students learn about their community, they can locate it in the state, the country, the continent, and the world. They can do that on either their Desk Maps and Activity Globes or on StrataLogica. On StrataLogica, they can take it one step further. They can search for their own community and then zoom in to see a satellite image of it.

• The globe is an essential tool for understanding our world. It’s the only true model of the earth. It’s absolutely the best tool for truly grasping cardinal directions and then using them. It’s the best way to learn about our global grid, latitude and longitude. StrataLogica’s 3D digital globes provide the same experience as an Activity Globe.

• StrataLogica’s Early Learning Series uses the same continent colors as the Grade 1 World Desk Map and Activity Globe and the same state colors as the United States Desk Map. It matches maps in the Grade K Jumbo Atlas too. The Readiness Series matches the colors on the Grade 2 and Grade 3 Desk Maps and Activity Globes. So students can use either StrataLogica or the Exploring Where & Why components in a lesson.

• The Block Buddy, Nystronaut, and Map Clipper Atlases are identical in their print and digital formats. However, on StrataLogica, you can zoom into a section of the page to focus attention. Unlike the print atlases, students can temporarily mark the StrataLogica atlases with a digital marker.

• On an interactive whiteboard, you can model Desk Map, Activity Globe, and atlas activities using StrataLogica.

I’m not that computer literate. Is StrataLogica easy to use?
StrataLogica has a variety of tools to help new users. Map tips provide guidance on using StrataLogica, as well as lesson ideas. Getting Started videos provide several tutorials on using the program. And Quick Start and Primary Users Guides walk you through StrataLogica step-by-step.

• In no time, you’ll be marking maps and spinning the globe. Imagine being able to add photos and videos to your own pop-ups or make a custom view, presentation, or project on the computer. You can then share your work with your class, co-workers, or the entire StrataLogica community.

• Keep in mind that your students probably won’t need any of this information to find their way around StrataLogica. The program is quite intuitive.
A sample lesson from each grade level is shown on these and the following pages, but please remember—as you can see in the Hands-on Programs in Action video—the power of the programs is in the process. The pictures cannot show the thinking behind the learning—in the classroom you will see the evidence that students are acquiring, transferring, and applying new understanding to their own lives.

Students use the hands-on components in a variety of ways that are described right in the lessons. As part of the teaching strategy, they usually mark components—to observe and describe, compare and contrast, or classify and generalize.

This 3-part lesson on community workers begins with riddles about the workers pictured in the atlas. Students identify the worker based on the description. Then they locate places on the picture map where each worker works. In the second activity, students work with a partner, playing a memory game. They classify and categorize by matching cards with pictures of workers to pictures of workplaces. Finally, students role play mail carriers. They deliver letters to buildings marked on the floor map.

Can students describe work that people do?

To differentiate or extend lessons, see suggestions in your Teacher’s Guide for the Literacy Library, Literature Links, and EWWnet.com.

To introduce the topic of rules, students name examples of their own and discuss the pages in the atlas. Beginning with the focus question, students then observe each photo to identify the rule and analyze why it’s important. To transfer their understanding, they draw a route on the their desk map, identifying rules and laws along the way. This activity-based process adds a new layer of learning that then helps students explore the “where and why” of rules and laws at home, at school, and in the community.

Can students name who reinforces rules at home, at school, and in the community?

To differentiate or extend lessons, see suggestions in your Teacher’s Guide for the Literacy Library, Literature Links, and EWWnet.com.
This 3-part lesson on community history begins with students discussing changes familiar to them. Then students listen to the story from the Teacher’s Guide about Riverside’s history. By exploring the raised-relief model of Riverside today, they identify physical features that made the location a good place to settle and label them on their activity sheets. The activity continues by identifying and labeling other changes—more homes, stores, and community services. To help students process the concepts related to change, they are asked if they think Riverside will continue to change—focusing on “where and why.” Following activities guide students in applying their understandings to the history, and future, of their own community.

Can students tell you what history is all about?

TAKE A CLOSER LOOK . . .  
Teacher’s Guide, Unit 1, Lesson 4

In this 4-part lesson, students identify goods and services and then producers and consumers. Notice that the teacher has added these categories to the Wall Map to guide students. Activity D begins with discussing the focus question by analyzing the sequence of pictures depicting the story of applesauce. Then students label their desk maps to show the sequence from orchard to table as well as places that sell goods, provide services, and are producers and consumers. By completing the follow-up Activity Sheet, students apply their understanding by classifying their resources. This activity is extremely powerful in providing a new layer of learning about natural, human, and capital resources.

Can students explain how we depend on each other?

TAKE A CLOSER LOOK . . .  
Teacher’s Guide, Unit 2, Lesson 4
GRADE K
COMPLETE PROGRAM

It’s all here! The Complete Program includes all the components shown in the quantities indicated.

1 TEACHER’S GUIDE
with step-by-step lessons, 176 pages, 3-ring binder
Family Letters and Activity Sheets in Spanish at EWWnet.com

1 JUMBO ATLAS
30 pages, 30” x 22”, handy easel back, markable

8 SHEETS OF STATIC CLINGS
8½” x 11”

2 FLOOR MAPS
38” x 26”—folds to 19” x 26”, two-sided, markable

2 MAP MARKERS
fine point, write on/wipe off

LITERACY LIBRARY
12 trade books and cross-curricular activities in book bag

1 NEW FRIENDS & NEW PLACES

How do we get along?

How do we get along?

Helping our friends
Sharing a sled

Working together
Playing together

Build background knowledge.

 обслужива работник

Exploring Where & Why
GRADE
K

Getting Started
Open the Jumbo Atlas to page 12. Point out the photos of the three workers and say:

I'm going to tell you a riddle. Raise your hand as soon as you know the answer.

I'm thinking of someone. This person comes to our school every day. But this person doesn’t work here.

This person spends most of the day outdoors.

This person carries a very heavy bag.

Who is it?

(a mail carrier, postal worker)

Use the marker to draw a box around the photo of the mail carrier. Make up similar riddles about a teacher and a school bus driver and then outline their photos.

Teaching
Uncover the picture map. Point to the photo of the teacher and ask:

Who is this worker?

(a teacher)

How does a teacher help us?

(helps students learn)

Where does a teacher work?

(at a school)

Who would like to draw a line from the teacher to the school?

Ask the same types of questions about the mail carrier and bus driver. Have a different student draw each line.

Go on to explain that:

Mail carriers don’t just work at the post office. Bus drivers don’t just work at school. They both travel around town.

Where do you think a mail carrier might go?

(to deliver mail, to pick up mail from mailboxes)

Where do you think a bus driver might go?

(to homes to pick up children or take them back, on field trips, to day care)

Objectives
Students will be able to:

Identify three workers and how they help us.

Locate places where workers work.

Vocabulary
teacher
mail carrier
bus driver

Materials
The Nystrom Jumbo Atlas
atlas marker
Cling Sheet A
large opaque cling to cover the picture map (optional)

In Town
Exploring Where & Why
GRADE
K

Theme
In Town

Using the Jumbo Atlas, page 12

How do we get along?

Have students identify how the friends in each photo are getting along. Then have them use dot clings from Sheet A to mark places on the picture map where each activity might take place.

How do your friends help you?

What do you do with your friends?

Sharing a sled
Helping our friends

NEW FRIENDS & NEW PLACES

1 JUMBO ATLAS
30 pages, 30” x 22”, handy easel back, markable

LITERACY LIBRARY
12 trade books and cross-curricular activities in book bag

STRATALOGICA DIGITAL PACKAGE
• Early Learning & Readiness Series 3D & 2D content layers
• Texas Primary State 2D layer
• Flag and Symbols of Our Country charts and more content layers
See pages 34–35
UNIT DIVIDERS
Each of the 7 themes, or units, begins with an overview that provides a summary, time frame, list of lessons, curriculum connections, and a letter for families on the other side. The Literacy Library divider lists the 12 titles and related program lessons for each one.

CURRICULUM CONNECTIONS
Lessons integrate social studies—history, geography, economics, and government and civics—in age-appropriate contexts. Lessons are often cross-curricular too.

STEP-BY-STEP LESSONS
Each lesson includes 2 to 4 activities. Each activity has its own lesson plan and takes 15–20 minutes. This format provides flexibility for you to move at your own pace—differentiating instruction by combining lessons or perhaps incorporating one of the trade books in the Literacy Library.

Getting Started
Every activity begins by engaging students in the topic—often by reinforcing prior knowledge through discussions of their own experiences.

Questioning Strategy
Suggested questions help you guide instruction to engage students in conceptual thinking, as well as skill development.

Summarizing and Assessing
Every activity ends with a strategy to assess student progress, usually questions that allow for quick EPRs (Every Pupil Responses).

Extending
To help you address the needs of all students in your class, these suggestions broaden or deepen content and skills.

Literature Links
To extend the learning, every lesson ends with a list of books to read to the class. These books, available in most libraries, enrich social studies while developing reading skills.
Much more than a book of maps, the Atlas introduces basic topics—families, wants, workers, seasons, holidays, and children around the world.
- Every lesson begins with a page in the atlas.
- The focus question engages students and helps you determine their level of background knowledge.

7 favorite themes—use in any order:
- Family, Friends, and Me
- Seasons and Holidays
- In Town
- On the Farm
- Land and Water and Maps
- The United States and the World
- Around the World

Lessons explain how to use the Static Clings on atlas pages, floor maps, and even your classroom wall maps to:
- make learning hands-on
- highlight concepts
- focus attention

The Floor Maps—2 maps, each 2-sided—are designed to mix, match, or use separately to:
- make a variety of town and farm settings to compare and contrast
- engage students in hands-on activities
- introduce basic map skills

Each of the 12 trade books in the Literacy Library can introduce or support program content. The activities for each book will engage students by:
- expanding concepts
- reinforcing skills
- making cross-curricular connections:
  - Reading
  - Writing
  - Math
  - Social Studies
  - Critical Thinking
  - Science
  - Art

In Exploring Where & Why, all components are core components.
- They work together to give students a variety of opportunities to build deep understanding.
- This unique combination of components and hands-on lessons will build skills and concepts for meeting the Texas Essential Knowledge and Skills.
GRADE 1 COMPLETE PROGRAM

It’s all here! The Complete Program includes all the components shown in the quantities indicated.

1 TEACHER’S GUIDE
with step-by-step lessons, 290 pages, 3-ring binder
Family Letters and Activity Sheets in Spanish at EWWnet.com

25 ATLASES
48 pages, 8½” x 11”, softbound, also provided as e-book on StrataLogica

1 FLOOR MAP
plus 20 Building Models
38” x 26”, two-sided, laminated, markable

1 CART
easy for managing components

6 ACTIVITY GLOBES
9” diameter, markable

30 MAP MARKERS
fine point, write on/wipe off

LITERACY LIBRARY
32 books and cross-curricular activities in book bag

30 MAP MARKERS
fine point, write on/wipe off

1 STUDENT ACTIVITIES BINDER
copymaster activities (70) and teacher’s guide, 110 pages, 8½” x 11”, in 3-ring binder, also provided digitally on StrataLogica

30 DESK MAPS
United States & World, 17” x 11”, two-sided, laminated, markable

30 DESK MAPS
Neighborhood Mini-Mall & Neighborhood, 17” x 11”, two-sided, laminated, markable

2 WALL MAPS
50” x 33”, markable

1 FLOOR MAP
plus 20 Building Models
38” x 26”, two-sided, laminated, markable

STRALOGICA DIGITAL ATLAS PACK
• Block Buddy Atlas e-book and digital Student Activities
• Early Learning & Readiness Series 3D & 2D content layers
• Texas Primary State 2D layer
• Flag and Symbols of Our Country charts and more content layers
See pages 34-35

NEIGHBORHOODS NEAR & FAR

16 HERFF JONES | NYSTROM
GRADE 1
TEACHER’S GUIDE
OVERVIEW

Teachers love this Teacher’s Guide—it’s so easy to use!
• It cuts down on prep time for Social Studies.
• Step-by-step lessons are especially helpful in the first year of the adoption.
• The 3-ring binder format makes it easy to add your own ideas, activities, and notes.
• It’s easy to remove just the pages you need for a particular lesson.

UNIT DIVIDERS
Each of the 6 units begins with an overview that provides a summary, time frame, list of lessons and assessments, suggested library books, and a letter for families on the other side. The Literacy Library divider lists the 12 titles and related program lessons for each one.

STEP-BY-STEP LESSONS
Each lesson includes 2–5 activities. Each activity has its own lesson plan and takes 15–20 minutes. This format provides flexibility for you to move at your own pace—differentiating instruction by combining lessons or perhaps incorporating one of the trade books in the Literacy Library.

GETTING STARTED
Every activity begins by engaging students in the topic—often by reinforcing prior knowledge through discussions of their own experiences.

QUESTIONSING STRATEGY
Suggested questions help you guide instruction to engage students in conceptual thinking as well as skill development.

SUMMARIZING AND ASSESSING
Every activity ends with a strategy to assess student progress, usually questions that allow for quick EPRs (Every Pupil Responses).

EXTENDING
To help you address the needs of all students in your class, these suggestions broaden or deepen content and skills.

LESSON CLOSURE
There are two ways to evaluate student understanding—through EPRs and an activity in which students draw upon lesson objectives to build background knowledge.

ASSESSMENT & EVALUATION
To provide you with tools to help assess all students, every unit has a paper-and-pencil Unit Test as well as “authentic” assessment options that are hands-on, allowing students to demonstrate what they can do with what they learned.
GRADE 1
UNDERSTANDING THE COMPONENTS

In Exploring Where & Why, all components are core components.
• They work together to give students a variety of opportunities to build deep understanding.
• This unique combination of components and hands-on lessons will build skills and concepts for meeting the Texas Essential Knowledge and Skills.

Much more than a book of maps, this Atlas targets core standards of Social Studies. The focus question of each two-page spread engages students in exploring and comparing the community in the atlas with their own and others. They will:
• discuss the world of work, needs and wants, rules
• identify and describe changes in their community and changes in seasons
• build map and globe skills

A model of the earth that students can hold in their hands, the Activity Globe helps students:
• understand cardinal directions
• recognize relative locations of continents and oceans
• compare a globe with a world map
• demonstrate day and night

Students develop key concepts and skills as they use these Desk Maps in conjunction with other components. They will:
• build layers of learning in history, geography, economics, and government and civics
• compare this community with their own and others
• practice basic map skills

Wall Maps are larger, identical versions of Desk Maps 1A and 1B. Use them to:
• model activities
• demonstrate skills and concepts
• engage students in whole-class activities
• assess comprehension

Each of the 12 trade books in the Literacy Library can introduce or support program content. The activities for each book will engage students by:
• expanding concepts
• reinforcing skills
• making cross-curricular connections:

Reading  Writing  Math  Science  Social Studies  Art  Critical Thinking

By using these Desk Maps—often with the globes—students develop genuine map skills and concepts. They will:
• recognize a world map shows the whole world at once
• identify and describe land and water
• locate where they and others live

The Floor Map is a real map of Desk Map 1B, and the Models represent each of the buildings.
• Together they demonstrate that maps show three-dimensional places
• The other side allows students to develop another community, engaging them in higher order thinking skills as they discuss “where and why” for their choices

Also provided as e-book on StrataLogica

N  needs  W  wants

Neighborhood Needs

LITERACY LIBRARY

NEIGHBORHOODS NEAR & FAR

DESK MAPS
THE NYSTROM BLOCK BUDDY ATLAS
FLOOR MAP & MODELS
DESK MAPS: Neighborhood & Mini-Mall
WALL MAPS: Neighborhood & Mini-Mall

ACTIVITY GLOBE

DESK MAPS
United States & World

GRADE 1 writings

GRADE 2 writings

GRADE 1 writings

GRADE 1 writings
COMMUNITIES HERE & THERE

GRADE 2 COMPLETE PROGRAM

It’s all here! The Complete Program includes all the components shown in the quantities indicated.

1 TEACHER’S GUIDE
with step-by-step lessons, 290 pages, 3-ring binder
Family Letters and Activity Sheets in Spanish at EWWnet.com

2 WALL MAPS
50” x 33”, markable

6 ACTIVITY GLOBES
9” diameter, markable

25 ATLASSES
48 pages, 8½” x 11”, softbound, also provided as e-book on StrataLogica

1 STUDENT ACTIVITIES BINDER
copymaster activities, 260 and teacher’s guide, 110 pages, 8½” x 11”, in 3-ring binder, also provided digitally on StrataLogica

6 RAISED-RELIEF MODELS
19” x 13”, 3-D raised relief, markable

1 CART
easy for managing components

30 MAP MARKERS
fine point, write on/wipe off

1 LITERACY LIBRARY
12 books and cross-curricular activities in book bag

30 DESK MAPS
• Community & Community Map
• United States & World

30 DESK MAPS
National Geographic
27” x 11”, two-sided, laminated, markable

30 DESK MAPS
• Flag and Symbols of Our Country
• Early Learning & Readiness Series 3D & 2D content layers
• Texas Primary State 2D layer

30 DESK MAPS
• Mystronaut Atlas e-book and digital Student Activities
• Early Learning & Readiness Series 3D & 2D content layers
• Texas Primary State 2D layer

30 DESK MAPS
• Mystronaut Atlas e-book and digital Student Activities
• Early Learning & Readiness Series 3D & 2D content layers
• Texas Primary State 2D layer

STRAATLOGICA DIGITAL ATLAS PACK
• Mystronaut Atlas e-book and digital Student Activities
• Early Learning & Readiness Series 3D & 2D content layers
• Texas Primary State 2D layer
• Flag and Symbols of Our Country charts and more content layers

See pages 34-35
Each of the 6 units begins with an overview that provides a summary, time frame, list of lessons and assessments, suggested library books, and a letter for families on the other side. The Literacy Library divider lists the 12 titles and related program lessons for each one.

STEP-BY-STEP LESSONS
Each lesson includes 2–5 activities. Each activity has its own lesson plan and takes 15–20 minutes. This format provides flexibility for you to move at your own pace—differentiating instruction by combining lessons or perhaps incorporating one of the trade books in the Literacy Library.

SUMMARIZING AND ASSESSING
Every activity ends with a strategy to assess student progress, usually questions that allow for quick EPReSs (Every Pupil Responses).

EXTENDING
To help you address the needs of all students in your class, these suggestions broaden or deepen content and skills.

LESSON CLOSURE
There are two ways to evaluate student understanding—through EPReSs and an activity in which students draw upon lesson objectives to build background knowledge.
GRADE 2
UNDERSTANDING THE COMPONENTS

In Exploring Where & Why, all components are core components.
• They work together to give students a variety of opportunities to build deep understanding.
• This unique combination of components and hands-on lessons will build skills and concepts for meeting the Texas Essential Knowledge and Skills.

COMMUNITIES HERE & THERE

Much more than a book of maps, this Atlas targets core standards of Social Studies. The focus question of each two-page spread engages students in exploring and comparing the community shown in the atlas with their own and others. They will:
• identify and describe characteristics of their community
• discuss rules and laws, change over time, influence of physical features, and economic resources
• build map and globe skills

A model of the earth that students can hold in their hands, the Activity Globe helps students:
• identify the Equator and the poles
• use a compass rose to identify cardinal directions
• compare a globe with a world map
• demonstrate seasons and label climate zones

Students develop key concepts and skills as they use these Desk Maps in conjunction with other components. They will:
• build layers of learning in history, geography, economics, and government and civics
• compare this community with their own and others
• practice basic map skills

By using these Desk Maps—often with the globes—students develop genuine map skills and concepts. They will:
• recognize a world map shows the whole world at once
• identify and describe land and water
• locate where they and others live

Students are fascinated with the three-dimensional Raised-Relief Model of the community and its surrounding landscape. They will:
• identify and describe physical and cultural features
• discuss “where and why” the community might change
• recognize that a map represents a real three-dimensional place

Each of the 12 trade books in the Literacy Library can introduce or support program content. The activities for each book will engage students by:
• expanding concepts
• reinforcing skills
• making cross-curricular connections:
Students identify water as a natural resource. They investigate patterns of rainfall, how a river flows, and learn why it is important to conserve resources.

**Overview**

**ACTIVITIES AND MAIN GOALS**

A **Mapping Rainfall**
- Identify water as a natural resource and read a rainfall map.

B **Graphing Rainfall**
- Read and complete a rainfall bar graph.

C **River Flow**
- Trace the course of several major rivers in the United States.

D **Protecting Our Resources**
- Identify an area with limited water resources and find ways to conserve water.

**OBJECTIVES**

Students will be able to:

1. Identify water as a natural resource.
2. Read a rainfall map.

**NEW VOCABULARY**

- rainfall
- weather

**REVIEW VOCABULARY**

- natural resource

**MATERIALS**

- cup of water (optional, see Getting Started)
- The Nystrom Map Champ Atlases
- Activity Sheet 18, Yearly Rainfall Map
- colored pencils or markers

**ACTIVITY A: Mapping Rainfall**

**Getting Started**

Take the class for a drink of water or hold up a cup of water. Take a drink of the water. Tell students that we couldn’t survive without water. Tell them that today they are going to learn more about one of the ways we get the water we need.

**Teaching**

1. **Identify water as a natural resource.**
   - a. Write natural resource on the board. Say: A natural resource is something in nature that people use. Water is a natural resource.
   - b. Ask the class to think of all the ways water is used. List their responses on the board. (Answers may include: for drinking, cooking, bathing, cleaning clothes and dishes, growing food and flowers, swimming.)
   - c. Explain that water is a resource that is found in nature. Ask: Where can we find water in nature? (lakes, rivers)

2. **Graphing Rainfall**
   - Read and complete a rainfall bar graph.

3. **River Flow**
   - Trace the course of several major rivers in the United States.

4. **Protecting Our Resources**
   - Identify an area with limited water resources and find ways to conserve water.

**TEKS correlated**

**Money, property, and credit are all capital resources.**

**Communities make goods using natural, human, and capital resources.**

This community makes applesauce.

This orchard is filled with apple trees, a natural resource.

This girl enjoys her applesauce at home.

Trucks transport apples to their next destination.

Capital resources are used by factory owners to buy the machines that make applesauce.

Workers on the farm and in town are human resources.
Teachers love this Teacher’s Guide—it’s so easy to use!

- It cuts down on prep time for Social Studies.
- Step-by-step lessons are especially helpful in the first year of the adoption.
- The 3-ring binder format makes it easy to add your own ideas, activities, and notes.
- It’s easy to remove just the pages you need for a particular lesson.

UNIT DIVIDERS
Each of the 6 units begins with an overview that provides a summary, time frame, list of lessons and assessments, suggested library books, and a letter for families on the other side. The Literacy Library divider lists the 12 titles and related program lessons for each one.

STEP-BY-STEP LESSONS
Each lesson includes 2-4 activities. Each activity has its own lesson plan and takes 20-30 minutes. This format provides flexibility for you to move at your own pace—differentiating by combining lessons or perhaps working with one of the trade books in the Literacy Library.

ASSESSMENT & EVALUATION
To provide you with tools to help assess all students, every unit has a paper-and-pencil Unit Test as well as “authentic” assessment options that are hands-on, allowing students to demonstrate what they can do with what they learned.

Overview
The lesson summary and list of activities help you evaluate goals to plan your instructional time.

Getting Started
Every activity begins by engaging students in the topic—often by reinforcing prior knowledge through discussions of their own experiences.

Teaching
As recommended by leading educators, each objective ties directly with a step in the teaching strategy.

Summarizing and Assessing
Every activity ends with a strategy to assess student progress, usually questions that allow for quick every pupil responses (EPRs).

Extending
To help you address all students in your class, these suggestions broaden or deepen content and skills.

Lesson Closure
There are two ways to evaluate student understanding—through EPRs and an activity in which students draw on lesson objectives to build background knowledge.

Questioning Strategy
Suggested questions help you guide instruction to engage students in conceptual thinking as well as skill development.
GRADE 3
UNDERSTANDING THE COMPONENTS

In Exploring Where & Why, all components are core components.
• They work together to give students a variety of opportunities to build deep understanding.
• This unique combination of components and hands-on lessons will build skills and concepts for meeting the Texas Essential Knowledge and Skills.

PEOPLE AND PLACES EVERYWHERE

Much more than a book of maps, this atlas targets core standards of Social Studies. The focus question of each two-page spread engages students in exploring and comparing the atlas community with their own and others. They will:
• identify and describe community characteristics—places to live and work, goods and services, resources, and government
• compare people and places, producers and consumers, change over time
• build map and globe skills
• apply and extend literacy skills using non-fiction text

ACTIVITY GLOBE
By holding the activity globe in their hands, students can see for themselves that a globe is the best tool for understanding directions, distances, as well as the global grid system. They:
• mark the globe to identify hemispheres
• identify locations using latitude and longitude
• model the relationship between Earth and Sun that causes seasons

RAISED RELIEF MODELS
By using these desk maps—often with their globes—students develop genuine map skills and concepts. They will:
• transfer their learning with the globe by marking the world map to show hemispheres
• use latitude and longitude to locate places
• identify and describe relationships between natural features and human activity

THE NYSTROM MAP CHAMP ATLAS
The three-dimensional raised relief model is a superb tool for bringing physical natural features of Texas and the rest of our country to life for students. By observing and identifying major features, students can also compare and contrast locations as they:
• identify and describe landforms
• identify major rivers and bodies of water
• explain choices—"where and why"—about using natural resources

DESK MAPS
• World & United States

LITERACY LIBRARY
Each of the 12 trade books in the Literacy Library can introduce or support program content. The activities for each book will engage students by:
• expanding concepts
• reinforcing skills
• making cross-curricular connections:
  Reading  Math  Science  Social Studies  Critical Thinking

WALL MAPS
• Urban & Rural Places

Also provided as e-book on StrataLogica

Students develop key concepts and skills as they use these desk maps in conjunction with other components. They will:
• build layers of learning in economics, history, civics and government, and geography
• compare this community with their own and others
• practice basic map skills
• assess comprehension
LAYERS OF LEARNING

StrataLogica changes the way students learn about our world by delivering dynamic, content-rich layers of learning. Using a computer, interactive whiteboard or iPad®, StrataLogica users experience and interact with our world with the click of a mouse or touch of a finger.

INTERACTIVE
- Powered by Google Earth™ API on the desktop for a rich, interactive 3D experience
- Move the globe and drill down through layers of content to satellite imagery using your mouse, finger or stylus
- Use interactive legends with pictorial glossaries to unpack meanings of content layers
- Launch the Dual-map Viewer to compare and contrast two worlds of content side by side

CREATE
- Use the Tool Bar to digitally mark, add symbols, text labels, and create pushpins with explanatory text and photos or videos
- Create and save custom views, presentations, lessons and more
- Launch collaborative projects that involve students working together and learning from each other

COLLABORATE
- Use the secure Send feature to give assignments, send lessons, extend classroom discussions
- Students send completed assignments to teacher
- Exchange lesson ideas with colleagues
- Teachers can post content via social media to share with others

COMMUNITY
- Discover content created by other educators and the Herff Jones | Nystrom staff
- Save time—instantly copy content to your gallery and edit for your classroom needs
- Interact with users from all over—learn what works for them

PERFECT FIT
- Use with interactive whiteboards
- 1:1 classrooms—laptops or iPads
- LCD projectors and screens
- 24/7—anywhere with an Internet connection

TEKS correlated

DIGITAL ATLAS PACKS
Includes the atlas e-book with complete digital student activities.

BLOCK BUDDY DIGITAL ATLAS PACK
- The "Block Buddy" characters help students gather evidence from text and non-text content
- Copymaster activities (26) and teacher’s guide for every two-page spread in the atlas

NYSTRONAUT DIGITAL ATLAS PACK
- Inquisitive "Nystronaut" characters explore world communities through text and non-text content
- Copymaster activities (26) and teacher’s guide for every two-page spread in the atlas

MAP CHAMP DIGITAL ATLAS PACK
- "Map Champ" characters help students gather text and non-text evidence to develop social studies concepts and advance their map-reading skills
- Copymaster activities (26) and teacher’s guide for every two-page spread in the atlas

DIGITAL PACKAGES

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WHAT IS THE HERFF JONES | NYSTROM COMMITMENT TO YOU?

We believe Herff Jones | Nystrom has the very best Social Studies programs for teachers and students—and we want to make sure that you think so too!

Why can you count on us?
Your local Herff Jones | Nystrom sales team is extensively trained to demonstrate the full value and potential of our products. Our goal is to help your schools maximize their teaching time while helping to optimize student learning.

How will we help you get the most from your investment?
Herff Jones | Nystrom offers a variety of services. Your local sales team will work with you and your teachers to make sure they understand how the programs integrate best practices for classroom success by:
- offering practical, step-by-step explanations
- modeling lessons to demonstrate the design of the instructional strategy
- pointing out cross-curricular applications

In addition, we will assemble and install all programs and components to guarantee your classrooms have exactly what they need.

We will work with you to ensure success for both teachers and students!