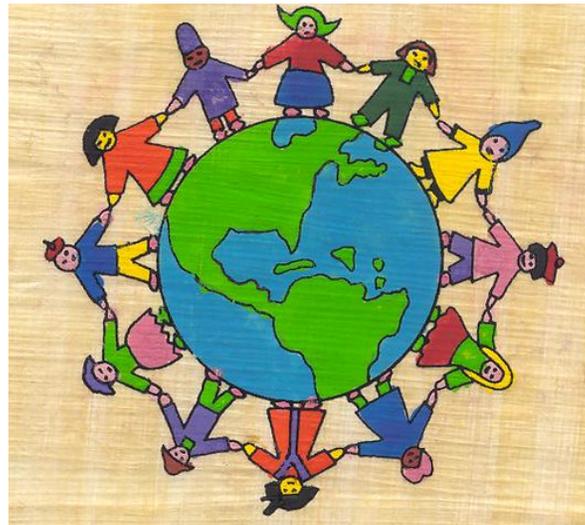


Middle School  
ESOL CABLE Social Studies  
Summer Enrichment Packet  
for Rising 6<sup>th</sup> – 8<sup>th</sup> Graders



Prince George's County Public Schools  
Division of Academics  
Department of Curriculum and Instruction



## NOTE TO STUDENTS AND/OR PARENT OR GUARDIANS

You have learned so much in school this year! It is important that you keep your brain active over the summer to be ready for next year. In this packet, you will find weekly activities to last you all summer long. The activities consist of a series of topics for you to continue **building the language of Social Studies**, which will enable you to progress to more advanced ESOL classes. You should complete five activities each week. Make sure you use a notebook for all your writing activities.

This summer enrichment packet is based on the following standard:

**WIDA English Language Development Standard 5:** English Language Learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

The following are some of the skills the English Learners who attended the CABLE (Cognitive Academic Based Language Experience) Social Studies Course should have acquired this year:

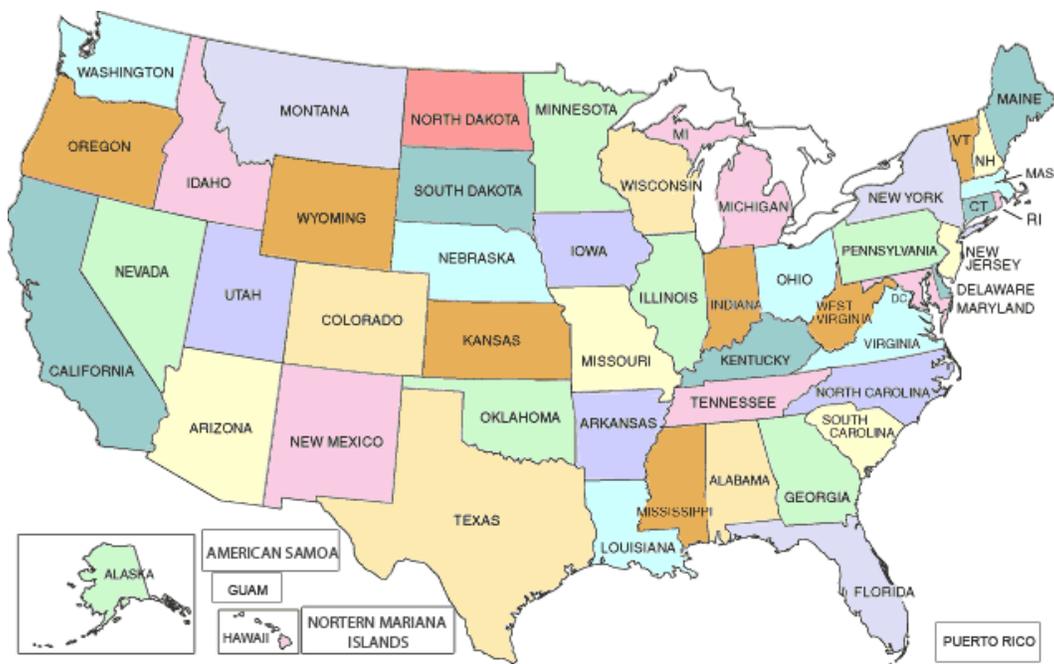
- Apply the English vocabulary associated with and commonly used in social studies classes.
- Implement basic academic literacy skills common to social studies classes.
- Display oral and written English language proficiency through social studies content area material.
- Understand and practice cognitive, academic English as it is integrated with content material.
- Prepare oral and one-paragraph written reports in English on Social Studies topics.
- Utilize higher-order thinking and learning skills.

## Activities Week 1

Review of the United States of America, Globes, Physical Geography, Maryland Facts

**Task 1. Read about the United States of America, then answer the questions on page 5.**

### The United States of America



The United States of America (U.S.A) is a large country with many states. There are 50 states in the United States. There are also five U.S. territories. The capital of the U.S.A is Washington, D.C. (District of Columbia).

Alaska is a very large state. It is far north of the other states. Alaska is west of Canada. Texas is very large, too. It is east of New Mexico. Montana and Wyoming are also very large.

There are many small states in the Northeast, for example Vermont, Connecticut, and Rhode Island. California and Arizona are in the west. Maryland, Virginia, and Florida are in the south.

The U.S. territories are all south of the United States. They are: Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands.

There are many states in the United States. There are many territories, too. Where do you live?



## What is a Globe?

**Task 3. Read the paragraph, then answer the questions.**



### What is a globe?

A **globe** is a model of the Earth. It is round, like a circle. A globe shows the land and water on the Earth. The land on the Earth is divided into **continents**. A continent is a very large piece of land. There are seven continents: Africa, Antarctica, Asia, Australia, Europe, North America, and South America. The water on the Earth is divided into **oceans**. An ocean is a large body of water. There are five oceans. The oceans are the Atlantic Ocean, the Arctic Ocean, the Indian Ocean, the Pacific Ocean, and the Southern Ocean.

### What is the equator?

The **equator** is a line that goes around the middle of the Earth. You cannot see the equator. The equator divides the Earth into **hemispheres**. A hemisphere is half of the Earth. The hemisphere above the equator is the Northern Hemisphere, and the hemisphere below the equator is the Southern Hemisphere. The North Pole is at the top of the Northern Hemisphere. The South Pole is at the bottom of the Southern Hemisphere.

**Directions: In your notebook, answer the following questions, using complete sentences.**

1. What is a globe?
2. What does a globe show?
3. Write the seven continents.
4. Write the five oceans.

## Physical Geography

**Task 4. Read the paragraphs below, then complete the paragraph on page 8.**

### What does geography mean?

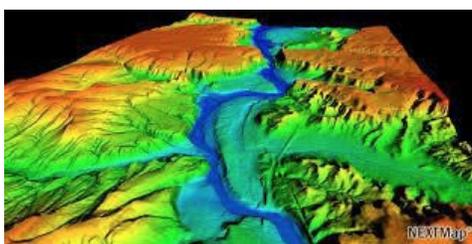
The word **geography** comes from two Greek words: geo and graphia. Geo means “earth”, and graphia means “description”. Geography is the study and description of features on Earth. Physical geography studies the natural features of the surface of Earth. For example, it studies water and mountains.

### Land and water features in the United States

The United States has many types of water and land features, like oceans, lakes, rivers, mountains, forests, deserts and canyons. Lakes are bodies of water with land all around them. In the eastern United States, heavy quantities of rain in the mountains and in the lowlands create many forests. The Midwest gets less rain so grasslands are more widespread. The far West receives very little rainfall, and deserts are very common.

### Interaction between water and land

The interaction between water and land also shapes the environment. When water and landforms interact, the environment can change. For example, streams and rivers that flow over cliffs make waterfalls. In the Midwest, rivers create shallow valleys through grasslands. In the highlands of the West, rivers create deep canyons



**Directions: Complete the sentences. Use the Word Bank.**

**Word Bank**

graphia	deserts	forests	waterfall
physical geography	environment	lake	
geo	valley	rainfall	

\_\_\_\_\_ is the study of the natural features of the surface of the Earth. The word geography comes from two words: \_\_\_\_\_ and \_\_\_\_\_.

A body of water with land all around it is a \_\_\_\_\_. In the East of the United States, there are many \_\_\_\_\_ because there is a lot of rain. In the West, \_\_\_\_\_ are common because there is not much \_\_\_\_\_.

The \_\_\_\_\_ can change when water and landforms interact. When a stream or river flows over a cliff, it makes a \_\_\_\_\_. When a river flows through grasslands, it makes a shallow \_\_\_\_\_.



**Task 5. Read the paragraphs below, then answer the questions.**

### Facts About Maryland



Capital: **Annapolis**  
 Population: **6 million**  
 Nickname: **Old Line State**  
 Key Cities: **Baltimore, Annapolis,**  
 Postal Abbreviation: **MD**

State Tree: **White Oak**  
 State Bird: **Oriole**  
 State Flower: **Black-Eyed Susan**



Maryland is bordered by Pennsylvania to the north, Delaware and the Atlantic Ocean to the east, the Atlantic Ocean and Virginia to the south, and West Virginia to the west.

Maryland was named after Queen Henrietta Maria of England. She was married to King Charles I, who granted permission for Maryland to become a colony

One of Maryland's nicknames is "Little America" because it has all types of landforms: mountains, beaches, sand dunes, farmland, forests, etc. It also experiences different types of weather and all four seasons.

Maryland is known for its tasty seafood, especially crabs. During lunch at Chesapeake Bay, more crab cakes are sold than hot dogs and hamburgers combined! The state produces more blue crabs and soft clams than any other U.S. state.

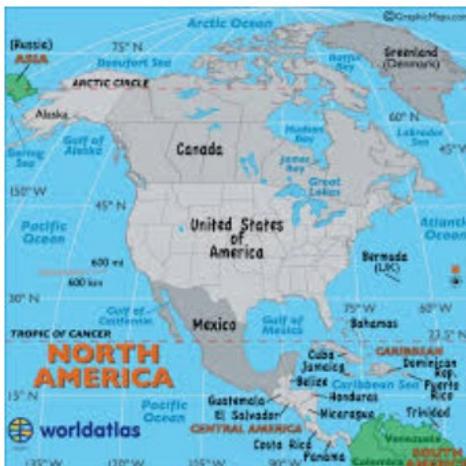
**Directions: In your notebook, answer the following questions, using complete sentences.**

1. What's the capital of Maryland?
2. What are three interesting facts about Maryland?
3. What food is Maryland known for?
4. With which states does Maryland border?
5. What types of land forms does Maryland have?

## Activities Week 2

Review of the Americas (North America, South America, the Caribbean)

**Task 1. Read about North America, then complete the statements below.**



### North America

**North America is the third largest continent in the world. There are many different countries in this continent. Canada, the United States and Mexico are the three biggest countries in North America.** The Arctic Ocean is to the north, the Pacific Ocean to the west and the Atlantic Ocean to the east.

North America is connected to South America by an isthmus, or narrow strip of land, called the Isthmus of Panama. Some people refer to the Isthmus of Panama as the Panama Canal. This isthmus contains seven small countries and is called Central America. **Central America is part of the continent of North America. So are Greenland and the islands of the Caribbean.**

Europeans came to North America during the 1500s after Christopher Columbus traveled to the Americas in 1492. Columbus claimed the land for the Spanish. Indigenous people lived on the land and Columbus brought others to develop it. People from France, England, Spain and other European countries, have settled in many areas of North America. There are few indigenous colonies in North America today.

**Complete the following statements:**

1. The third largest continent in the world is \_\_\_\_\_.
2. The Isthmus of Panama connects North and \_\_\_\_\_ America.
3. Christopher Columbus came to the Americas in \_\_\_\_\_.

4. Columbus brought \_\_\_\_\_ to develop the land.

**Task 2. Directions: On the blank map of North America below, label the following places: Canada, United States, Mexico, Pacific Ocean, Panama, Caribbean Islands.**

**North America**



**Task 3. Write the correct name of the country under the flags of these countries in North America.**

Canada	Guatemala	Honduras	Jamaica	Cuba	Haiti
Nicaragua	Mexico	Dominican Republic	El Salvador		



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

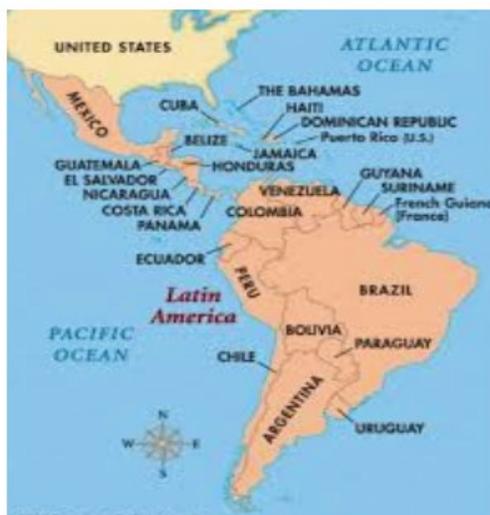


\_\_\_\_\_



\_\_\_\_\_

**Task 4. Read about the history of Central and South America, then answer the questions.**



Long ago, three important empires formed in Central and South America. An empire has one ruler. An emperor controls the empire's people and land.

**The Mayan Empire** began in Central America about 2000 BC. The Mayans wrote with glyphs. **Glyphs** are pictures and shapes that people read like words. The Mayans built Chichén Itza. The empire ended, but Mayan people still live in the region.

Around AD 1200, the **Inca Empire** began. Machu Picchu was an important Inca city. The Inca used quipus to record information. A quipu was a set of strings with knots.

The **Aztec** people built the city of Tenochtitlán in Mexico. Around 1428, the Aztec Empire began.

In 1492, Spanish conquistadors came to the Americas. They conquered, or controlled, the native people. In 1513, Balboa crossed Panama. He was the first European to see the Pacific Ocean. Cortés conquered the Aztecs in 1521. In 1532, Pizarro conquered the Inca.

The empires disappeared, but they left much history. Their cities and inventions are still famous today.

**Directions: In your notebook, answer the questions below using complete sentences.**

1. How many empires were in Central and South America long ago?
2. Which Spanish explorer first came to the Pacific Ocean?
3. What did Pizarro do?
4. Who used glyphs as a kind of writing?



**Chichén Itza**



**Machu Picchu**

**Task 5. Complete the sentences:**

1. The Mayan Empire started in \_\_\_\_\_.
2. \_\_\_\_\_ was an important Mayan city.
3. The Inca Empire ended in \_\_\_\_\_.
4. The \_\_\_\_\_ built Tenochtitlán.
5. Machu Picchu was an important \_\_\_\_\_ city



**Ruins of Templo Mayor, Tenochtitlán**

## Activities Week 3

### Review: Understanding Timelines, Prehistoric People

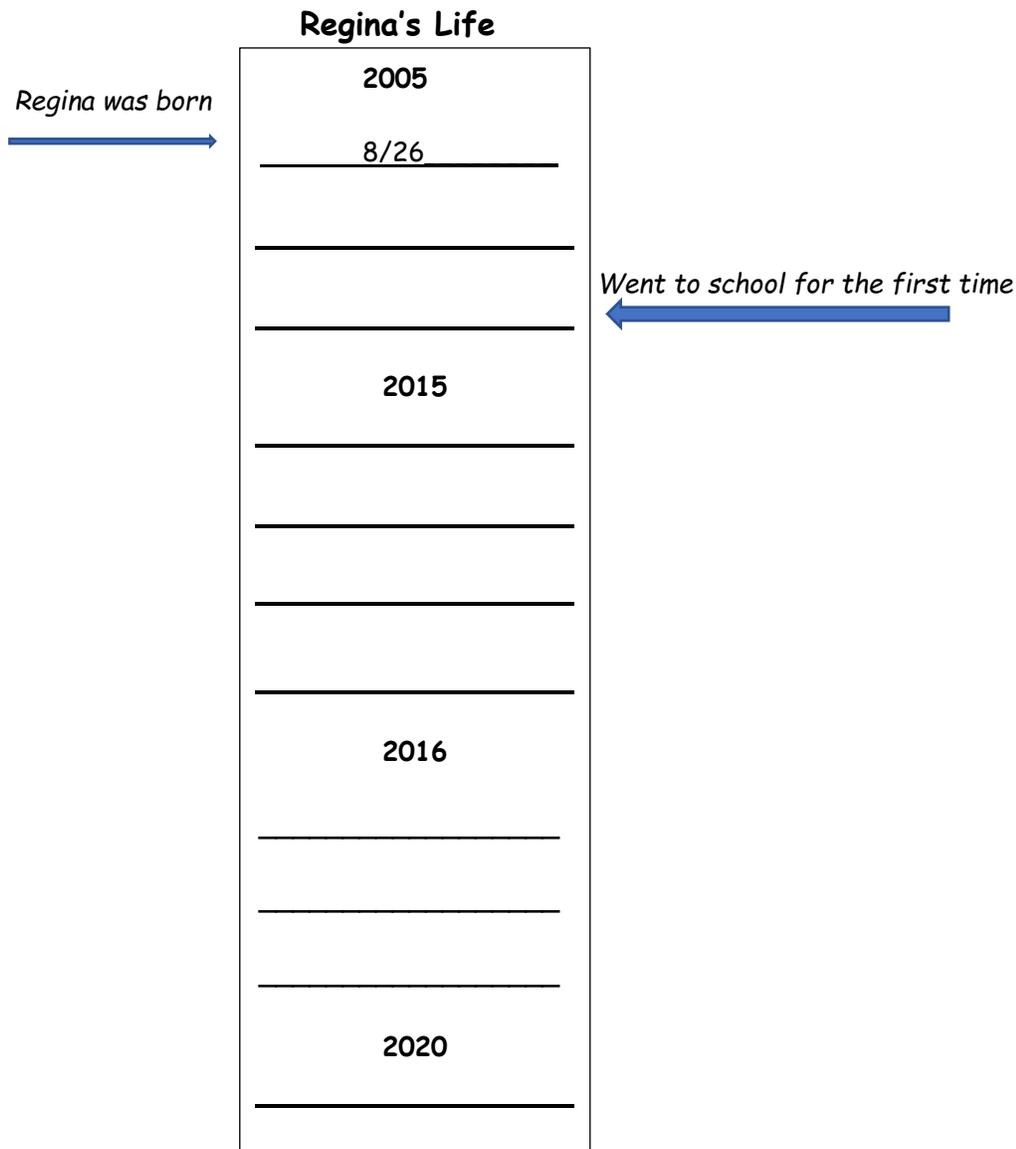
**Task 1. Read the following autobiography. Then, complete the timeline on page 15.**

### The Story of My Life

My name is Regina Aquino. I was born on August 26, 2005 in the Philippines. I am the first child in my family. At four years old, I learned to read from my grandfather, Isidro. I first went to school in June 2010. I was five years old. I loved going to school. I learned many things. I graduated from elementary school in March 30, 2015. After a month on April 30, 2015, my brother Edwin was born. Mama, Papa, my little sister Mia, and I were very happy. In June 2015, I started middle school at Bicol University Laboratory School. I was 10 years old. I learned about myself. I had many friends. Three months later on September 23, 2015, Papa went to the United States to teach. I was sad. In April 2016, Papa came home. Mama, Mia, Edwin and I were very happy. After Edwin's first birthday, Papa told us that we were all going with him to the United States. On July 5, 2016, we left the Philippines to come to the U.S. I was sad, but excited. In August 2016, I went to my first US school. Now, I am a 10<sup>th</sup> grader here in Prince George's County. I work hard in school. I want to be an astronaut in the future. I want to bring honor to my family.



Directions: Reread the autobiography. Create a timeline of the most important events in Regina's life.



**Task 2. The Story of My Life.** Directions: In your notebook write an autobiography of 5-7 sentences. In your autobiography, you will describe important events in your life chronologically (listed according to when they happened, in the correct time order, from earliest to latest).

**PLAN YOUR WRITING.** Create a **timeline** like the one you used for Regina's life, and include important events in your life. The following questions will help you:

- Does my timeline show the years from earliest to latest?
- Did I use past tense verbs?
-

**Task 3. Read about the tools prehistoric people used long ago, then answer the questions.**

### Prehistoric Tools

**Prehistoric** people used many **tools**. A tool is something used to do work. For example, a **hand ax** is a tool to cut things. Prehistoric people made tools from wood and stones. Some tools were made of animal bones and animal skin. The people used tools to build **shelters** and start fires.

**Hunters** used **spears** and **harpoons** to hunt animals. They used **spear throwers** to throw the spears harder and farther. **Gatherers** searched for plants to eat. They used tools, too. Gatherers put the food in baskets. They cut plants and wood with hand axes.

Artists long ago made art and music. They also used tools. Artists used sharp stones to make musical instruments and **figurines**. They used paint to make **cave paintings**. People today use tools, too. Many tools today are new and different, but some tools today are still like the tools people used long ago.

### Glossary

**Prehistoric:** Related to the time in history before anything was written down

**Shelter:** A place to live

**Hunters:** Prehistoric people who hunted wild animals for food

**Gatherers:** Prehistoric people who looked for and gathered (collected) plants to eat.

hand ax



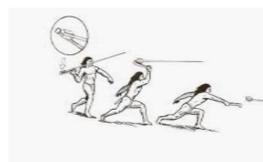
spears



harpoons



spear throwers



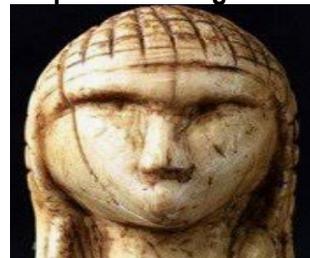
prehistoric cave



prehistoric cave paintings



prehistoric figurine



**Directions:** In your notebook, answer the questions below, using complete sentences.

1. What is a tool?
2. What did artists use paint for?
3. What tools did hunters use?
4. Where did gatherers put the food?

**Task 4. Complete this chart with information about the tools that prehistoric people used. If you want you can draw the tools.**

**Prehistoric People and Their Tools**

People	Tools
<p style="text-align: center;"><b>hunters</b></p> 	<hr/> <hr/>
<hr/> 	<p style="text-align: center;"><b>baskets</b></p>
<p style="text-align: center;"><b>artists</b></p>	<hr/> <hr/>

**Task 5. Directions:** In your notebook, write about prehistoric people and modern humans. Tell what is the same about prehistoric people and modern humans, and what is different. Use your information to write 5 sentences.

## Activities

### Week 4

#### Review: Ancient Greece, Ancient Rome

Read the text below, then answer the questions on page 19.

Ancient Greece was a **civilization** that dominated much of the Mediterranean thousands of years ago. At its peak under Alexander the Great, Ancient Greece ruled much of Europe and Western Asia. The Greeks came before the Romans and much of the Roman culture was influenced by the Greeks.

Ancient Greece formed the foundation of much of Western culture today. Everything from government, philosophy, science, mathematics, art, literature, and even sports was impacted by the Ancient Greeks.

**Athens** and **Sparta** were the two main city states that ruled much of ancient Greece. They were often rivals and fought each other in the Peloponnesian Wars. At other times they united together in order to protect the Greek lands from invaders. The cultures of the two cities were very different. Sparta was almost entirely focused on war and how to fight, while Athens focused on the arts and learning.

Sparta does not exist anymore, but **Athens** is now the capital city of Greece. Athens still has important buildings from ancient times. In ancient Greece, an **acropolis** was a high place in a city. The city of Athens had an acropolis. It was a very important part of the city.

The **Parthenon** is on the **Acropolis**. It is a building in the shape of a rectangle. It had 50 tall columns on the outside. It has thinner and shorter columns on the inside. The entire building is white. Long ago there were many sculptures inside it. Most of the building is still there today.

Athens also had the **Agora**. The Agora was a place where people met. Agoras were often in the middle of a **polis**, or city-state, and had many buildings around them. The Agora of Athens had a place for people to watch shows and games. Later, it had a market.



Athens, Greece. The Acropolis and the Parthenon

**Task 1. In your notebook, answer the questions using complete sentences.**

1. What were the two main city-states of Ancient Greece?
2. Where is the Parthenon?
3. What was the Agora of Athens?
4. What major civilization that came soon after the Greeks was greatly influenced by the Greek culture?

**Read the information below about Greek vases.**

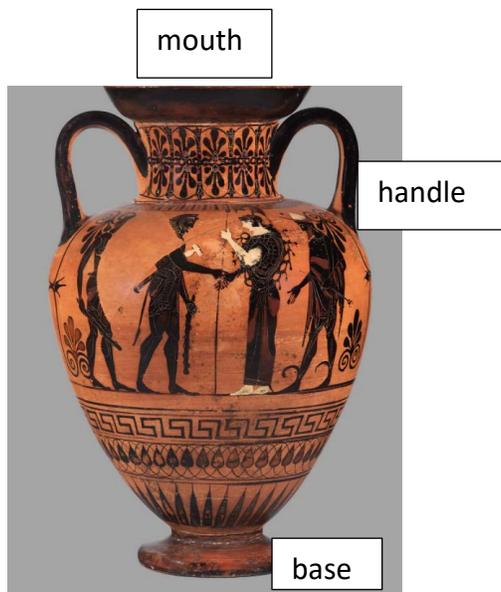
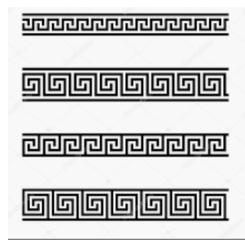
### What's in a Pot?

Agriculture			<p>Greek pots are important because they tell us so much about how life was in Athens and other ancient Greek cities.</p> <p>Pots came in all sorts of shapes and sizes depending on their purpose, and were often beautifully decorated with scenes from daily life. Sometimes these scenes reflect what the pot was used for.</p> <p>The Greeks believed that the goddess Athena invented the potter's wheel.</p>
Children			
Death and Burial			
Education			
Music and Entertainment			
Religion			
Slavery			
Spinning and Weaving			

British Museum [http://www.ancientgreece.co.uk/dailylife/explore/exp\\_set.html](http://www.ancientgreece.co.uk/dailylife/explore/exp_set.html)

**Task 2.** Look at the picture below of a Greek vase called *amphora*. Amphora means “to carry on both sides”. Amphorae were used for carrying and storing liquids. Follow the directions to draw your own amphora, then decorate it.

decorative patterns



### Directions:

1. Draw an egg shape with a flat top
2. Add the base
3. Draw the mouth of the vase
4. Finish by drawing the handles.
5. Decorate with patterns. If you wish you can use the decorative patterns.

**Read the text below, then answer the questions on page 21.**

### Ancient Rome

Ancient Rome was a powerful and important civilization that ruled much of Europe for nearly 1000 years. The culture of Ancient Rome was spread throughout Europe during its rule. As a result, Rome's culture still has an impact in the Western world today. The basis for much of Western culture comes from Ancient Rome, especially in areas such as government, engineering, architecture, language, and literature.

Rome started as a **republic**. Later, it became a large **empire**. Many important people lived in Rome. Some people ruled the empire. Others made beautiful buildings and objects. The leaders and buildings made Rome a powerful and famous place.

**Patricians** were important people. They were members of the highest class in society. Many patricians were in the **Roman Senate**. They made laws for the people. **Tribunes** gave speeches to the **plebeians**

(common people). **Julius Caesar** became the most powerful man in Rome. He led a **legion** of soldiers. He became an important **ruler**. Later, his nephew **Augustus** became the **emperor** of Rome.



<https://pixabay.com/>

**Rome, Italy – The Colosseum**

There were many important buildings and places in Rome, too. The **Colosseum** is a very important building. **Gladiators** fought in the Colosseum. Tall **aqueducts** carried water into the city. **Arches** held up the aqueducts and made them strong. Some aqueducts still stand today. The people and buildings of Rome were very important to the empire. The city of Rome is the capital of Italy today.



<https://pixabay.com/>

**Roman Aqueduct**

### Glossary

**Republic:** A country governed by elected representative of the people.

**Empire:** A group of countries that are all controlled by one ruler, called **emperor**.

**Legion:** A division of the Roman army

**Tribune:** An official in ancient Rome who was elected by the ordinary people to protect their rights.

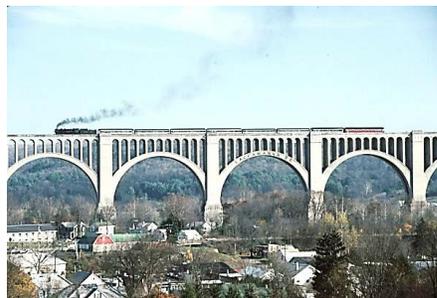
**Gladiator:** a person, often a slave who was armed with a sword or other weapon and had to fight in a public arena against another person or a wild animal, for the entertainment of the spectators.

**Task 3. Directions:** In your notebook, answer the following questions using complete sentences.

1. Who were the people in the Roman Senate?
2. What did tribunes do?
3. What held up the aqueduct?
4. Who was the first Roman Emperor?

**Task 4. Complete the compare and contrast boxes about life in ancient times and life in our time.**

### A Roman Aqueduct and a U.S. Viaduct



#### Difference

Roman aqueducts transported \_\_\_\_\_  
from springs or lakes to farms and cities.

Modern viaducts transport \_\_\_\_\_  
from place to place.

#### Similarity

Both aqueducts and viaducts

\_\_\_\_\_  
\_\_\_\_\_.

### The Roman Colosseum and the Camden Yards Stadium



#### Difference

The Romans watched \_\_\_\_\_  
\_\_\_\_\_ in the Colosseum.

People in Maryland watch \_\_\_\_\_ in  
the Camden Yards Stadium.

#### Similarity

Both the Coliseum and Camden Yards  
\_\_\_\_\_  
\_\_\_\_\_

Task 5. Now complete the compare and contrast boxes below on your own.

Columns: The Parthenon and a House



Difference

Similarity