

Cobblestone™

FAMOUS AMERICAN ISLANDS

In this issue, students explore several famous islands found in the United States, as well as the different ways in which islands are formed.

CONVERSATION QUESTION

How do islands serve different purposes?

TEACHING OBJECTIVES

- Students will learn about the six different types of islands and how they are formed.
- Students will explain why the US claimed islands in distant areas.
- Students will compare historical uses of islands to their uses today.
- Students will generate questions about how the isolated geography of islands has resulted in specific social uses for them.
- Students will engage in a debate.
- Students will conduct research.



In addition to supplemental materials focused on core Social Studies skills, this flexible teaching tool offers vocabulary-building activities, questions for discussion, and cross-curricular activities.

SELECTIONS

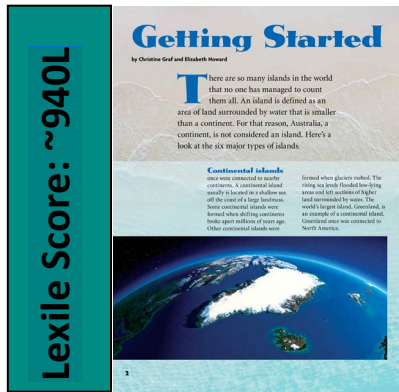
- **Getting Started**
Expository Nonfiction, ~940L
- **From Isolated Isle to Protected Park**
Expository Nonfiction, ~980L
- **Overseas Possession**
Expository Nonfiction, ~960L

Cobblestone® Teacher Guide: April 2022

Getting Started

pp. 2-5, Expository Nonfiction

Use this article about the different types of islands and how they are formed to explain the geography of islands.



ENGAGE

Conversation Question: How do islands serve different purposes?

Ask students if they have ever been on an island. Was it an island with towns or cities, or an island without any people living there? What kinds of plants did they see? Were there mountains, or forests, or sandy beaches? Have students explore why all islands aren't alike and discuss what might have caused these differences.

INTRODUCE VOCABULARY

Write the following sentences on the board. Then, ask students to decide which words from the vocabulary list should be used to complete the sentence.

- Barrier islands usually have a fragile _____.
- The _____ created by volcanoes is the foundation of ocean islands.
- Melting _____ form some continental islands.

RESOURCES

Cause and Effect

OBJECTIVES

- Students will explain the environmental characteristics of islands around the world.
- Students will create a cause-and-effect chart about island creation.
- Students will conduct research.

KEY VOCABULARY

- **glaciers** (p. 2) a slowly moving masses of ice created by compacted snow
- **lava** (p. 3) hot melted rock that erupts from a volcano
- **ecosystem** (p. 4) a geographic area of plants, animals, organisms, weather, and landscapes working together

READ & DISCUSS

Read the article with a partner, and then use these prompts for discussion:

1. Why does it take so long for volcanic lava to form islands?
2. What might be some reasons why humans create new artificial islands?
3. Why are the long, narrow islands off a coastline called barrier islands?

CONCEPT/SKILL FOCUS: Explain Causes/Effects

INSTRUCT: Explain to students that this article describes the six ways that islands can form. Islands are formed all over the world in different ways, but they are created by specific natural actions.

ASSESS Working in pairs, have students identify the six island types from the article and then fill in the graphic organizer as a cause and effect of certain environmental conditions that cause certain types of islands. Have students compare their charts with the rest of the class and discuss any differences.

EXTEND

Science Invite students to use print and digital sources to find other examples of each island type around the world. Have them send a mock postcard to another classmate ("Wish You Were Here") in which students talk about the location, the flora/fauna, weather, and activities of a specific island.

Cause and Effect

Understanding how islands are formed means understanding what they are made of, and how those materials created an island. These are the causes, and the islands are the effect. In the chart below, each type of island is listed on the left. Fill in the section to the right with the material each type of island is made from, and how those materials create the island.

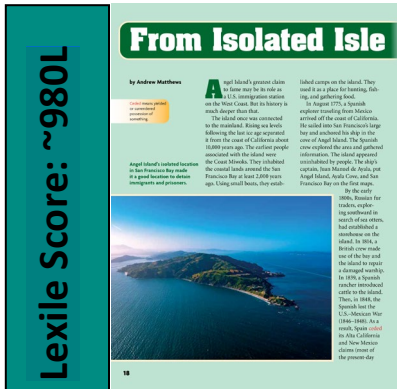
Continental Islands	<ul style="list-style-type: none">• What are they made of?• How did they form?
Tidal Islands	<ul style="list-style-type: none">• What are they made of?• How did they form?
Oceanic Islands	<ul style="list-style-type: none">• What are they made of?• How did they form?
Coral Islands	<ul style="list-style-type: none">• What are they made of?• How did they form?
Barrier Islands	<ul style="list-style-type: none">• What are they made of?• How did they form?
Artificial Islands	<ul style="list-style-type: none">• What are they made of?• How did they form?

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From Isolated Isle to Protected Park

pp. 18–21, Expository Nonfiction

Use this article to learn about Angel Island in California, and the many historical uses it has had.



ENGAGE

Conversation Question: How do islands serve different purposes?

Ask students to think about the place where they live. Do they have a house in a suburb? Do they live in an apartment building in a city? Are they on a farm, or near forests or water? Ask them to imagine if the area they live in could be used for another purpose, such as a recreational area, a factory complex, or a historic site. Have students make a connection between how the place they live in might have other purposes, and how Angel Island has been used by humans in different ways.

INTRODUCE VOCABULARY

Define each word with students. Then arrange students in small groups and have them practice using two or even three of the words in a single sentence. Finally, tell students to look for these words as they read the story.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. Why did the government think that Angel Island was a good place for an immigration detention center?
2. What other purposes did the government use the island for?
3. How were these uses different from the ways that indigenous people and early settlers used the island?

CONCEPT/SKILL FOCUS: People, Environment, and Settlement

INSTRUCT: Explain to students that this article describes the many ways that Angel Island has been used through history. Early settlers saw the island as a source of food or animals. Later, it became useful for military purposes. Eventually it became a national park. Its settlements changed according to how people decided to use its location.

ASSESS Working in groups, have students identify the specific types of environmental conditions on Angel Island and why they made it a good location for all of the settlements it has had through history.

EXTEND

Social Studies Invite students to use print and digital sources to learn and share some of the stories of real immigrants who spent time on Angel Island.

OBJECTIVES

- Students will learn about the history of Angel Island.
- Students will explain how relationships between people and their environment can change settlements.
- Students will conduct research.

KEY VOCABULARY

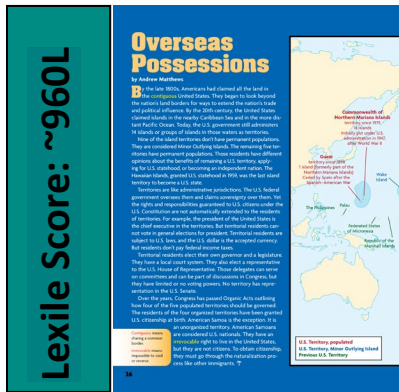
- **strategic** (p. 19) a geographical location that is easy to defend
- **barracks** (p. 20) a building or groups of buildings where soldiers live
- **detention center** (p. 20) a place where people such as immigrants are kept for short periods of time

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Overseas Possession

pp. 26–27, Expository Nonfiction

Use this article to explain how the United States has taken possession of islands in distant parts of the world.



OBJECTIVES

- Students will explain why the US claimed islands in distant areas.
- Students will explain how humans have used island environments for conflict and cooperation.
- Students will engage in a debate.

KEY VOCABULARY

- **outlying** (p. 26) something distant from a center; remote
- **sovereignty** (p. 26) to have the supreme controlling authority within a territory
- **currency** (p. 26) the system of money used in a particular country

ENGAGE

Conversation Question: How do islands serve different purposes?

Ask students how they would feel if someone came into their house and told them that from now on, they would make all the decisions for them and their family. They might not have any ability to decide certain things for themselves, but they would be taken care of. How would they feel?

INTRODUCE VOCABULARY

Read the vocabulary words and definitions. Then display the sentences below and have students use the vocabulary words to complete them. Finally, remind students to look for the vocabulary words as they read.

1. _____ islands don't have permanent populations.
2. The United States has _____ over its territories, and they use the US dollar as their _____.

READ & DISCUSS

Have students read the article. Then use these questions for discussion:

1. What reason did the United States have for claiming islands in the Caribbean and the Pacific Ocean?
2. Why would the people living in US territories have different opinions about whether to remain territories, apply to become US states, or become independent nations?

CONCEPT/SKILL FOCUS: Conflict and Cooperation

INSTRUCT: Discuss with students how the United States claimed these territories and outlying islands and why. The population of these islands have some, but not all, of the rights that US citizens have. Some want to become states, and others want to be independent.

ASSESS: Choose one of the territories listed in the article. Divide the class into two groups. One group will argue that their island should be part of the United States, and why. The other group will argue that they should be an independent nation. Engage the class in an organized debate.

EXTEND

Social Studies Invite students to use print and digital sources to learn about Senate Bill S.780 concerning Puerto Rico and statehood, then write a short news article about the status of this bill.