



SOCIAL STUDIES
FIFTH GRADE

Qtr- Week	Benchmark/ Indicator	Lesson Makeup	Materials/Technology Component	Assessment
1 st 1	<p>History: Create time lines and identify possible relationships between events</p> <p>Social Studies Skills and Methods: Read information critically in order to identify: the author; the author’s perspective; and the purpose.</p>	<p>During the first week of school the students should be able to discuss the different types of “Social Studies”. This year things will be divided more into “History”; “Government”; “Economics” of the United States and the students should be able to discuss the difference between those aspects within this class.</p>	<p>There should be a discussion about the different areas. KWL chart could be a way to see what they know about the subjects, and then move into what they WANT to learn throughout the school year.</p> <p>A+ Midlevel Social Studies: <i>Midlevel Social Studies, Study</i> – this is an overview of the different types of social sciences. (These slides could use some graphics to make them more interesting.)</p>	<p>For this type of beginning class discussion there doesn’t need to be a “formal” assessment.</p> <p>A culminating activity could be to post/create the actual list of things the students want to learn, and be sure to have periodic checks to see if all are working toward that end.</p>
1 st 2	<p>History: Create timelines and identify possible relationships between events.</p> <p>Geography: Use coordinates of latitude and longitude to determine the absolute location of point in No. Amer.</p>	<p>Students will be able to create a personal time line showing the relationship between events within their lives. (One day – Maximum of 2)</p> <p>Map reading skills; discuss the significance of the legend/key on a map; discuss how students can determine what is on a map by its "type" IE: geographic map, road map, ETC.; review of key words necessary for map</p>	<p>A+ Social Sciences III: <i>Timelines, Study</i> – this set of slides uses American History to illustrate the movement in time. Or the slides can be changed to reflect Ohio history so that a correlation from 4th grade can be drawn.</p> <p>Possible Materials needed: large sheets of cardboard to create timelines, magazines to cut pictures or allow students to provide their own pictures.</p>	<p>Instructor should create a rubric for grading of creations. Project objectives should include: List at least 5 events in your life, be sure to have 4 pictures or drawings etc... This rubric does not need to be too in depth. It can just be basic requirements for the teacher’s grading.</p> <p>Obtain blank maps and</p>



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		reading. Using <u>Geography – The World and Its People</u> as a guide; Section 1 & 2, pp.2-12 will help the students get used to the vocabulary associated with Geography.	A+ Social Science II or III: <i>Location 1&2</i> – Even though they are a lower level it can be used as a review or possible assessment of how much a student understands of the material.	have the students fill in early colonies, as opposed to the current boundaries for the states. You may need to find sources to help with the different boundaries so the students can compare the lines.
1 st 3/4	Geography: Use maps to identify the location of a specific list of areas, and regions included within the standards. Geography: Explain how climate is influenced by: Earth-sun relationships; Landforms; and Vegetation. Social Studies Skills and Methods: Differentiate between primary and secondary sources.	Using <u>America’s Story</u> as a guide; pp. H7-H15 can be used to help students review and introduce America’s geography.	A+ Social Sciences IV & V; <i>Map Skills 1 & 2, Location 1 & 2 – Study / Test.</i> Each of these has a different set of terms that can be used in any of the geography lessons. A+ Social Sciences IV & V; <i>Map Skills 1 & 2 – Study / Test.</i> Be careful the vocabulary can be pretty tricky. If the content is good, the wording can be changed to make it more appropriate for our students. A+ Social Sciences IV & V; <i>Location 1 & 2 – Study / Test.</i> This lesson will add some additional locations from the more obscure places in the world. This could be used for a more advanced student who desires a different	Get the students thinking about where the states are located in relation to each other. Use blank maps and have them fill in what they know. Be sure to have the students think, and speak in relative directions such as North, and South as well as figuring distance. <u>Edhelper.com</u> has some great direction giving and following city maps exercises.



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			perspective.	
1 st 5	<p>Geography: Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in No. Amer.</p> <p>Social Studies Skills and Methods: Compare points of agreement and disagreement among sources.</p>	Using <u>America's Story</u> as a guide; Gain Skill, p 11 to help generate ideas for different sources and how to determine the difference between a primary and secondary source. IE: Is National Geographic more of a primary source or a secondary source? Is Al Gore's video on global warming primary or secondary?	<p>A+ Social Sciences IV & V; <i>Geographic Terms – Study / Test.</i> These are a great review for all of the different terms associated with Geography.</p>	<p>Use some blank maps for learning the state capitals as well.</p> <p>This year is also about the beginning of the presidency. It would be a good idea to have the students start learning the presidents and one thing they did that was significant. It might be hard to find something significant about some of them, but then you may want to turn it to WHY they were elected.</p>
1 st 6/7	<p>History: Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.</p> <p>Geography: Explain, by identifying</p>	Using the text <u>America's Story</u> as a guide. Chapter 1; Section 1 deals with the different people in No. Amer. before Columbus. There is a varied list of vocabulary words including <i>glacier; migration, pueblo, adobe, civilization, irrigate, and culture;</i> for a more advanced student add: <i>prehistory, nomad, archeologist, artifact, and empire.</i>	<p>You may also consider using A+ Social Sciences III; <i>For all the sets listed above.</i> These slides are more easily read by struggling readers.</p> <p>A+ History of America 1; <i>Spanish Exploration 1, Study.</i></p> <p>A+ History of America 1; <i>French Exploration, Study.</i></p>	<p>This text does not provide each SECTION with a specific review. There is one at the end of each chapter. A 10-15 point review/Quiz should be taken at even intervals so that students can be sure they understand what they have been reading. These should be formed around the number of vocabulary</p>



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	patterns on thematic maps, how physical and human characteristics can be used to define regions in No. Amer.			words that are given as well as some questions from the sections.
1 st 8/9	<p>People in Societies: Compare the cultural practices and products of diverse groups in No. Amer. using the list included in the standards.</p> <p>Geography: Explain how the physical characteristics of different physical environments affect human activities in No. Amer.</p>	Within Chapter 1; Section 1 (of <u>America's Story</u>) there is a piece entitled " <i>Culture Areas of No. Amer.</i> " which discusses the different regions, their inhabitants and the coping skills necessary to prosper within each region.	<p>A+ History of America 1; <i>Life in the Colonies 1 & 2, Study.</i></p> <p>The students could create a diorama of their own homes based on what they found in a colonists home.</p> <p>The students could write a journal entry about their day as a child in the colonies. School? Work? Family? How was your trip over to the "new world" from "home"?</p>	<p>This section can lead to some interesting discussions about what WE have that the colonists never even dreamed of owning.</p> <p>Using the Section Review as a guide, a 10 question review would be sufficient as this is just the beginning of the discussion. The number of vocabulary words should dictate the extent of the review.</p>



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2nd 1	History: Explain why European countries explored and colonized No. Amer.	Using <u>America's Story</u> as a guide; Chapter 2, Section 1 p 27-34 ; the lesson will explore why different countries explored the Americas. The students should be able to discuss the different countries and their reasons for exploring this part of the world. Suggested vocabulary includes <i>treaty, colony, circumnavigate, Magellan, St. Lawrence River, and Northwest Passage.</i>	A+ History of America 1; <i>Spanish Exploration 2, Study.</i> Another website could be: www.socialstudiesforkids.com	There are many different passages discussed. A good map reading skill could be produced from the website attached. Have the students write a journal entry about their voyage aboard one of the ships. Have them tell you about the day to day things that went on and why they wanted to go to the new world.
2nd 2	History: Describe the lasting effects of Spanish, French and English colonization in No. Amer. including cultural patterns evident today such as language, food, traditions and architecture.	Using <u>America's Story</u> as a guide; Chapter 3, Section 1 & 2 pp. 48-60 ; The students should develop a sense of who was here, how did they get here, and what did they add to our existing world. Suggested vocabulary includes <i>viceroy, peninsulares, creole, mestizo, hacienda, economy, encomienda, mission, rancho, plaza, merchantilism, raw materials, piracy, plunder, booty, invincible</i>	A+ History of America 1; <i>Spanish Exploration 3, Study.</i> Why do we see so much Spanish influence in America today? The discussion could be around architecture, language, immigrants, etc.	Cause and Effect can be discussed about the reasoning behind the Spanish Armada battle in 1588. A good graphic organizer could pull the student's thoughts together for easier comprehension.



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2nd 3	Social Studies Skills and Methods: Use a problem-solving/decision-making process which includes the list within the standards.	Using <u>America’s Story</u> as a guide; on p 61 Cause and Effects – European Exploration. The students should be able to use a graphic organizer to pull out the different aspects of the piece presented.		At this point there should be a review of how and why different countries tried to immigrate to the “new” world. More than likely a test/quiz of some nature would be appropriate. If you have struggling students, their journal entries that have been produced along the way could help their grade.
2nd 4	People in Societies: Describe the waves of immigration to No. Amer. and the areas from which people came in each wave. People in Societies: Describe the experiences of African-Americans under the institution of slavery.	Using <u>America’s Story</u> as a guide; Chapter 4, Section 1 & 2 pp. 72-81; The students should be able to see why and what made each of the different waves more important. Suggested vocabulary includes <i>persecute, confiscate, divine right, enclosure movement, Puritans, Separatists, representative government, Pocahontas, pilgrims,</i> and <i>Mayflower Compact.</i>	www.History.com United Streaming	There are generally oral quizzes after the videos in United Streaming. Telling the students that the quiz will be counted always helps to have them pay attention. My experience with United Streaming has been good. I would make sure to use it after they have some knowledge and you have had a discussion about the material. They generally retain it better.
2nd	People in	Using <u>America’s Story</u> as a guide;		Using <u>America’s Story</u> as a



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5	<p>Societies: Compare reasons for immigration to No. Amer. with the reality immigrants experienced upon arrival.</p>	<p>Chapter 4, Section 3 & 4 pp. 81-93; The students should be able to see who moved and the real challenges they faced on the “new frontier”. Suggested vocabulary includes <i>refuge, reform, Middle colonies, Quaker, frontier, pioneer,</i> and <i>self-reliance.</i></p>		<p>guide; Chapter 4, Review p. 94 could be a way to bring all of the ideas together.</p> <p>Creating questions based upon this review but in the format of a “test” question would probably be more appropriate so the students can practice even if they aren’t taking a “social studies” test in this year.</p>
2nd 6	<p>Skill and Method: Obtain information from a variety of print and electronic sources and analyze its reliability including: a) accuracy of facts; b) credentials of the source.</p> <p>Social Studies Skills and Method: Organize key ideas by taking notes that paraphrase or</p>			<p>Research one of the people in Chapter 4 and determine the accuracy of the resources used in the research.</p> <p>Small group skit: Maybe the discussion at an evening meal after a day in the life of a colonist.</p>



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	summarize.			
2 nd 7/8/9	<p>Geography: Analyze reasons for conflict and cooperation among regions of No. Amer. including trade, environmental issues; immigration.</p> <p>Social Studies Skills and Methods: Communicate research findings using line graphs and tables.</p>	<p>Using <u>America’s Story</u> as a guide; Chapter 5, Section 1, 2, 3 & 4 pp. 96-117; Suggested vocabulary includes <i>surplus, common, apprentice, commerce, hornbook, grammar school, plantation, indigo, planter, tenant farmer, overseer, self-sufficient, cash crop, export, import, manufacturing, stockade, prime minister.</i></p> <p>Suggested additional people/situations to add to discussion: Middle Colonies, Quakers, melting pot, French & Indian Wars. Some of these can be tied back into the last chapter.</p>	<p>This could be a good spot to pull in the Ohio Amish communities. Some of the students may have gone to them with their parents – or maybe they have heard of people going to them. Their history could be easy to find and discuss.</p> <p>A+ History of America 1; <i>Colonizing America, Study.</i></p> <p>A+ History of America 1; <i>New England Colonies, Study.</i></p> <p>A+ History of America 1; <i>Southern Colonies, Study.</i></p> <p>A+ History of America 1; <i>Middle Colonies, Study.</i></p>	<p>Using <u>America’s Story</u> as a guide; Gaining Skills p 126 could be used in addition to the suggestions within the text.</p> <p>This is the section with the Salem Witchcraft trials. <u>Small groups</u> could represent both sides of the trial.</p> <p>Or <u>small groups</u> could defend the supposed “witch”.</p> <p>Make a chart comparing life in the New England, Middle, and Southern colonies. See p 117 #4 for different pieces to compare.</p>
3 rd 1/2	<p>History: Explain how the United States became independent from Great Britain.</p> <p>Government:</p>	<p>Using <u>America’s Story</u> as a guide; Chapter 6, Section 3; Sections 1 & 2 can be used to set the stage for the discussion of section 3. Suggested vocabulary includes <i>document, femme, jury, limited monarchy, legislature,</i></p>	<p>A+ History of America 1; <i>Toward Independence 1, Study.</i></p>	<p>Practice OATs now through April as needed.</p> <p>At this point the students have studied many different people. Try having them write an</p>



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	<p>Explain the significance of the Declaration of Independence and the U.S. Constitution.</p>	<p><i>intolerable, legislator, town meeting, justice of the piece, salutary neglect.</i></p> <p>Some big pieces of the chapter could be Navigation Act, English Bill of Rights, Magna Carta.</p>		<p>entry of a book entitled “Who’s Who in American History”.</p> <p>Have each one choose a person and tell how they have affected history either positively or negatively.</p>
<p>3rd 3/4/5</p>	<p>Citizen Rights and Responsibilities: Explain the obligations of upholding the U.S. Constitution including the list contained within the standard.</p> <p>Citizen Rights and Responsibilities: Explain the significance of the rights that are protected by the First Amendment including the list contained within the standards.</p>	<p>Using <u>America’s Story</u> as a guide; Chapter 7; Suggested vocabulary includes <i>barter, delegate, boycott, repeal, writ of assistance, duty, militia, revenue, currency, proclamation.</i></p> <p>Some suggested items of interest could be: Stamp Act, Tea Act, Boston Massacre, Boston Tea Party.</p> <p>Using <u>America’s Story</u> as a guide; Chapter 8; suggested vocabulary includes <i>petition, privateer, mercenary, resolution enlistment, specie, alliance, privateer, man-of-war, negotiate.</i> Some suggested items of interest could be: Thomas Paine, Benedict Arnold, Treaty of Paris, Battle of Bunker Hill, Peter Salem, Valley Forge, and Thomas Jefferson.</p>	<p>A+ History of America 1; <i>Toward Independence 2-6, Study.</i></p> <p>Each of these has a different piece of chapters 7 & 8. All can be adjusted to the level needed for the class.</p> <p>There is a lot of reading in this section. There are good thought provoking questions presented within the text.</p> <p>Supplemental books at different levels are suggested if you have struggling individuals. Ask your librarian for help.</p>	<p>There can be many different aspects of this part in history that you may want to expand upon, such as the different acts and how they relate to each other.</p> <p>OR Which individuals played an important part of the decisions made during this time? OR Who was instrumental in starting the idea of becoming independent?</p> <p>There is a lot of material so frequently checking for understanding such as a quiz or test would be advisable.</p>



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<p>3rd 6</p>	<p>Government: Explain major responsibilities of each of the three branches of gov't.: a) the legislative branch, b) the executive branch, c) the judicial branch.</p> <p>Government: Explain the essential characteristics of American democracy including the list contained within the standards.</p>	<p>Using <u>America's Story</u> as a guide; Chapter 9; This is the beginning chapter about the formulation of our government.</p> <p>Suggested vocabulary includes <i>constitution, bill of rights, unicameral, ratify, confederation, ordinance, survey, arsenal, convention, unanimous, federal, bicameral, compromise, elector.</i></p> <p>Some interesting points are: Shay's rebellion, Northwest Territory, George Washington, Patrick Henry, Benjamin Franklin.</p>	<p>A+ History of America 1; <i>New Government 1-3, Study.</i></p> <p>Each of these has a different piece of chapters 9, 10 & 11. All can be adjusted to the level needed for the class.</p>	<p>One activity would be to form 2 small groups and have them re-write the constitution given today's ideas and standards.</p>
<p>3rd 7</p>	<p>Citizenship Rights and Responsibilities: Explain how and individual acquires U.S. citizenship: a) birth; b) naturalization</p> <p>Social Studies Skills and</p>	<p>Using <u>America's Story</u> as a guide; Chapter 10.</p> <p>Suggested vocabulary includes <i>nominate, alien, sedition, nullify, republic, tyranny, bill, veto, unconstitutional, amend, amendment, inaugurate, justice bond interest, speculator, tariff, political party, democracy, neutral, impress, effigy,</i></p>	<p>A+ History of America 1; <i>U.S. Constitution 1&2, Study.</i></p>	<p>Using sections 2, 3, and 4 create an outline summarizing the key events while Washington and Adams were president. Using the copy of the Constitution and Amendments have the students add another amendment to the Constitution. What needs</p>



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	<p>Methods: Differentiate between primary and secondary sources.</p>	<p><i>precedent.</i></p> <p>Some special points of interest could be: James Madison, Alexander Hamilton, Potomac River, Thomas Pinckney, Pinckney's Treaty, Napoleon Bonaparte, Thomas Jefferson.</p>		<p>to be changed? What could use an adjustment? What has changed since it was originally written.</p>
3 rd 8	<p>Geography: Analyze the positive and negative consequences of human changes to the physical environment including the list contained within the standards.</p> <p>Geography: Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in No. Amer. including the list within the</p>	<p>Using <u>America's Story</u> as a guide; Chapter 11.</p> <p>Suggested vocabulary includes <i>ballot, administration, writ of mandamus, judicial review, flat boat, continental divide, embargo, blockade.</i></p> <p>Some special points of interest could be: Tecumseh, Andrew Jackson, William Henry Harrison, Daniel Boone.</p>	<p>A+ History of America 1; <i>Moving Westward, Study.</i></p> <p>A+ History of America 1; <i>Early 19th Century, Study.</i></p>	<p>You may want to revisit the idea of a timeline to begin your review of historic aspects for the tests.</p> <p>Geography: Use or construct maps of colonization and exploration to explain European influence in No. Amer. This too would be a good way to review for the upcoming tests.</p>



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	standards.			
3 rd 9 4 th 1	<p>History: Explain the impact of settlement, industrialization and transportation on the expansion of the U.S.</p> <p>Social Studies Skills and Methods: Draw inferences from relevant information.</p>	<p>Using <u>America's Story</u> as a guide; Chapter 20; Section 1.</p> <p>Suggested vocabulary includes <i>public lands, semiarid, transcontinental.</i></p> <p>Items of interest could be: Homestead Act, "New" technology, western settlement, the Transcontinental Railroad, James Oliver, Great Plains.</p>	<p>A+ History of America 1; <i>Transportation West, Study.</i></p> <p>A+ Social Sciences V; <i>Westward Migration, Study.</i></p>	<p>Write a fictional story about being a prospector heading west for GOLD!!</p>



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4 th 2/3	<p>People in Societies: Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.</p> <p>Social Studies Skills and Methods: Locate information in a variety of sources using key words, related articles and cross-references.</p>	<p>Using the text <u>America's Story</u> as a guide; Chapter 20, Section 2 & 3 the lesson can revolve around the Indians and how they were treated when the colonies started to expand. During this time period was when the reservations were starting to form, and the Indians were dealing with the changes from the white people.</p> <p>Suggested vocabulary includes <i>reservation, administer, assimilate, boomtown, cow town, open range, and brand.</i></p> <p>Suggested items of interest could be: Battle of Wounded Knee, and The Battle of Little Big Horn.</p>	<p>A+ Social Sciences V; American Indians 1-3, Study.</p> <p>This should be the place to study them all at the same time. I understand there have been references to them through out the year however the students make like it all together.</p>	<p>Have the students create a diorama of their Indian village after doing research on a specific tribe.</p> <p>Journal entry about a day in the life of an Indian either BEFORE or AFTER the white man came. What did they do? How did they feel?</p> <p>Using the idea in the link on p. 468 in <u>America's Story</u> the students should be able to find different accounts of the Indian battles and check the validity of the sources.</p>
4 th 4	FINAL WEEK OF TEST PREP			
4 th 5	OAT TEST WEEK (Actual dates are 4/28-5/9)			
4 th 6	Economics: Compare different allocations methods	Using <u>America's Story</u> as a guide; Chapter 12, 13, & 14.	A+ Midlevel Social Sciences; Economic Circular Flow, Study.	Choose a specific person that has been discussed in class and present an oral



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	<p>for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.</p> <p>Economics: Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.</p>	<p>Suggested Chap. 12 vocabulary includes <i>oratory, sectionalism, reimburse, diplomatic recognition, doctrine, spoils system, secede, credit, panic.</i></p> <p>Suggested Chap. 13 vocabulary includes <i>packet ship, toll, morse code, clipper ship, textile, standardized parts, labor unions, union dues, and turnpike.</i></p> <p>Suggested points of interest for these 2 chapters could be: Missouri Compromise, Monroe Doctrine, Trail of Tears, Native American Policy, Eli Whitney, Canals, Steam Transportation, Mason and Dixon Line.</p>	<p>A+ Midlevel Social Sciences; <i>Supply and Demand, Study.</i></p> <p>These may be outside of the student’s ability so either the slides can be adjusted or there are many other sources for this information.</p>	<p>report on the person and their accomplishments.</p> <p>Find out who Mason and Dixon are and why we drew an imaginary line for them.</p> <p>There is also a part of the Erie Canals that can be discussed. How long is the history of Canals? How does Ohio fit into this section of history?</p>
<p>4th 7</p>	<p>Economics: Explain how regions in No. Amer. Become interdependent when they specialize in what they produce best and then trade with other regions inside</p>	<p>Using <u>America’s Story</u> as a guide; Chapter 12, 13, & 14.</p> <p>Suggested Chap. 14 vocabulary includes <i>cotton boll, patent, spiritual extended family, abolish, abolitionist.</i></p> <p>Suggested points of interest: Old South, Lower South, New Orleans.</p>	<p>I would think the www.History.com or United Streaming would have some type of video for this segment of the curriculum.</p>	<p>During this time period you could discuss the “history” that was lost because of Katrina.</p>



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	and outside No. Amer. To increase the amount and variety of goods and services available.			
4 th 8	<p>Economics: Explain how education, specialization, capital goods and the division of labor affect productive capacity.</p> <p>Economics: Explain the general relationship between supply, demand and price in a competitive market.</p>	<p>Using <u>America’s Story</u> as a guide; Chapter 21, & 22.</p> <p>These two chapters should give you plenty to talk about at the end of the year.</p> <p>Suggested vocabulary for Chap. 21 includes <i>free enterprise, dividend, capital, entrepreneur, capitalist system, mass production, division of labor, assembly line, merchandising, business consolidation, industrialist, refine, tenement, strike, local, trade union, federation, collective bargaining, depression, business cycle, trust, monopolies.</i></p> <p>Suggested items of interest: Thomas Edison, Henry Ford, Vanderbilt, F.W. Woolworth, Montgomery Ward, Carnegie,</p>	<p>A+ Midlevel Social Sciences; <i>Cycles of Business, Study.</i></p> <p>A+ Midlevel Social Sciences; <i>Economics Introduction 1 & 2, Study.</i></p> <p>These may both be at a higher level than the students, but the slides could either be adapted or other sources can be used to study this time period.</p>	<p>Since some of the people associated with this time period are from Cleveland – a good field trip maybe to Public Square for the walking tour, or to the Cemetery at Cedar Hill. These two sites have a lot of different ways for the students to “see” our history.</p> <p>This could also be a good time to review the different presidents that were discussed this year and how their contributions are still be felt today.</p>



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		Rockefeller, Grover Cleveland.		
4 th 9	<p>Economics: Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.</p> <p>Economics: Explain why competition among consumers/buyers results in higher product prices.</p>	<p>Chapter 22 suggested vocabulary has to do more with farming/agricultural changes during the “industrial” times.</p> <p>Vocabulary includes <i>sheaves, thresher, combine, diver, groundwater, supply and demand, conservation, nutrient, erosion, cooperative, secret ballot, free silver, gold standard.</i></p> <p>Suggested points of interest could be: John Deere, Mormons, Tuskegee Institute, George Washington Carver, William McKinley.</p>	<p>I would think the www.History.com or United Streaming would have plenty of video for this segment of the curriculum.</p>	<p>The use of a graphic organizer to discuss farm life before 1860 and then after 1900. The different changes in “technologies” that were made; issues that were discussed or “fixed” by the different inventions etc. See p 521 #2 for more suggestions.</p>