REGIONS OF THE UNITED STATES

Curriculum and Implementation Guide

Grade 5 Social Sciences

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Loudoun County Public Schools
Department of Instruction
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NEW information regarding the Grade 5 Regions Curriculum for 2006:
During the school year 2005-2006, much has happened in grade 5 Social Science. First, we have trained over 80 teachers in the Social Studies Alive! methodology from the Teachers Curriculum Institute, and have provided resources to support this methodology to 34 elementary schools in Loudoun County. This training program will continue in 2006 and beyond so that we can have at least one teacher in every school using the program--expanding this engaging and results-oriented teaching methodology.

As of 2006-2007, there are curriculum changes in grade 5 as well. Since no two instructional resources divide the US regions in the same manner, and since the Virginia Standards of Learning DO divide the regions of the US in the grade 7 US History curriculum, we have brought the grade 5 divisions in line with the grade 7 Standards of Learning for US History. These new political regions are outlined on the opening two pages of this document.

There have been no major shifts in land forms, lakes, or oceans in North America, so the geographic regions of the US will remain the same.

This document also has two additional changes. First, there are some correlations listed in the fourth column to the Science curriculum. This should help teachers combine some of their plans and instruction, so that students can integrate their various strands of knowledge. Second, there are also correlations listed in the fourth column to the Social Studies Alive! resources and the Macmillan textbook, Our Country’s Regions. “SSA” stands for Social Studies Alive!, and “R” stands for the regions textbook from Macmillan. These correlations should help teachers find and plan appropriate lessons for specific topics in the Regions curriculum.

Thanks to Pat Herr of Smarts Mill Middle School, and Jennifer Muldowney of Sanders Corner Elementary School for their tireless work on the grade 5 Regions program.

Ashburn, Virginia
Spring 2006

NEW for 2007-08: Grade 5 Teachers created concept maps for each region. These are organizing “maps” for teachers to use when thinking about the central concept(s) for each region and how they plan to carry out instruction. Look at the end of this document for these “maps.” Teachers should consult these when planning REGIONS lessons.

**For skills related to internet safety and/or safety tips while conducting research, see the addendum to the curriculum on the last page of this document. These internet safety guidelines should be reviewed with students before teachers ask them to use the internet.**
Grade 5 Regions of the United States:

**Northeast:**

**Southeast:**
Maryland, Delaware, West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Arkansas, Louisiana, Mississippi, Alabama, Georgia, Florida,

**Middle West:**
North Dakota, South Dakota, Minnesota, Wisconsin, Michigan, Nebraska, Iowa, Illinois, Indiana, Ohio, Kansas, Missouri

**Southwest:**
Arizona, New Mexico, Oklahoma, Texas

**Rocky Mountain States:**
Montana, Idaho, Wyoming, Nevada, Utah, Colorado

**Pacific States:**
Washington, Oregon, California, Alaska, Hawaii
Regions of the United States
Grade 5 Social Science
1. Northeast
2. Southeast
3. Middle West
4. Southwest
5. Rocky Mountain States
6. Pacific States
Organization of this document:

A recommended Pacing and Planning Guide follows this page. Teachers are encouraged to consult this page when planning instruction and conceptualizing the content for their students.

Part I is composed of the Geography objectives and concepts that students will need to master and apply to their study of every US region. These will likely require explicit instruction and review before the study of specific regions can begin.

Part II is composed of the material relevant to the study of each US region. This is the center of the curriculum around which Parts I and III should conceptually revolve. For each unit/region of study in Part II:
   a. Instruction should require the use of Geography skills and application of Geography concepts.
   b. Instruction should weave important Social Science themes and concepts from Part III into each of the units on specific regions.

Part III is composed of the Social Science themes and concepts that teachers should strive to integrate into the study of all of the US regions. Teachers should use these in their planning for each specific region.
### 5th Grade Pacing Guide

- **Pacing guide** – use the chart to guide the planning and pacing of your instruction;
- **Check list** – use the chart as a checklist to confirm that you have integrated all the themes into each region;
- **Integration** – use the weave together the themes for each region.

#### GEOGRAPHY

<table>
<thead>
<tr>
<th>Region</th>
<th>Theme: HISTORY</th>
<th>Theme: ECONOMICS</th>
<th>Theme: CULTURE &amp; CUSTOMS</th>
<th>Theme: THE ROLE OF TECHNOLOGY</th>
<th>Theme: TRANSPORTATION AND TRADE</th>
<th>Theme: GEOGRAPHY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
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<td>October</td>
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<td>Southeast</td>
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<td>November</td>
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<td>Midwest</td>
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<td>Dec/Jan.</td>
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<td>Southwest</td>
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<td>February</td>
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<td>Rocky Mountain</td>
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<td>March</td>
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<td>Pacific</td>
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<td>April</td>
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</tr>
</tbody>
</table>

Standards 1.2 – 1.7 should be taught during the month of September. It is important that students have an overall understanding of geography and geographical terms before beginning their study of individual regions. During the study of each individual region, the geography that is particular to that region should be integrated with the other themes.
Part I: Geography Material
<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts and Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location</td>
<td>What is the difference between absolute and relative location?</td>
<td>Every point on earth has a specific location determined by imaginary lines of latitude and longitude</td>
<td><a href="http://www.nationalgeographic.com/resoures/ngo/education/themes">http://www.nationalgeographic.com/resoures/ngo/education/themes</a></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Equator</td>
<td>SSA pgs. 12, 14, 15, 16</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Prime Meridian</td>
<td>R- PE : H12, H13, 5, 12, 36, 64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Longitude and Latitude</td>
<td>TE : H12, H13, 5, 12, 36, 48C,48D, 64</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Relative location is how a place is located in relation to other places. It is the interaction between and among places, how places are connected.</td>
<td>Using longitude and latitude, locate specified places, such as highest mountain, the mouths of three rivers, 3 major cities, etc.</td>
</tr>
</tbody>
</table>
| Place                                  | What physical and human characteristics define a place? | Place: Described by physical and human characteristics  
Physical: animal life  
Human: architecture, land use, language, religious and political ideology | Identify, read and use maps and globes: tools of geography |
|                                        |                                    | Human interaction affects the environment both positively and negatively when humans interact with it. One example is damming a river for irrigation and recreation. Studying HEI helps people plan and manage environmental responsibility. | SSA pgs. 23 – 34 |
| Human Environment Interaction          | How does human interaction affect the environment? | Movement is composed of where resources are located, who needs them, and how they are transported over the earth’s surface. | Science connection: AIMS book, Finding Your Bearings |

R – PE: A16, H2, H4, 16 –19, 21  
TE: A16, H2, H4, 16 – 19, 21, 42A, 42E, 42F

SSA pg 11  
SSA pgs. 23 – 34  
R – PE: A10, A11, 22 -23  
TE: A10, A11, 22, 23, 42A, 42E, 42F
<table>
<thead>
<tr>
<th>Regions</th>
<th>What makes a region?</th>
<th>SSA pg. 11</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Regions are an area on the earth’s surface that is defined by certain unifying characteristics, including physical, human, cultural. Regions change over time. Geographers divide the world into manageable units of study.</td>
<td>R – PE: A12, H3, A15, 4, 34, 35, 36, 37 TE: A12, H3, A15, 4, 34, 35, 36, 37, 42A, 42F</td>
</tr>
</tbody>
</table>
|         | Read a shortened version of Gulliver’s Travels. Discuss each region and its characteristics. | }
## Major Concept (Objective): Identify, Read, and Use Maps and Globes: Tools of Geography

### I.2

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts and Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| Longitude and latitude are used to locate places on maps and globes. | How do the tools of Geography help us to describe Human activity? How do the tools of Geography help us to describe the earth’s physical features? | Illustrate the following ways maps show information • Symbols • Color • Lines | SSA pg. 13
| A map is a visual representation of geographic information. | | Show the following major types of thematic maps • Population • Resource • Climate • Political • Physical | SSA pg. 17
| Maps reflect changes over time due to improved technology and the change of names and boundaries. | | Use a map key to determine an area’s elevation. | SSA pgs. 14 – 15
| | | Identify the imaginary lines, (equator, prime meridian) that divide Earth into hemispheres. | SSA pgs. 11-12
| | | Describe the location of the United States relative to Earth’s hemispheres and the oceans and nations surrounding it. | SSA pgs. 14 – 15
| | | Using longitude and latitude, locate places on maps and globes. | SSA pgs. 17, 76
| | | Compare maps of the world before exploration, and today. | SSA pgs. 14 – 15

R – PE: H5, H14, H16, H18, 62, 63, 64, 65, 70
TE: H5, H14, H16, H18, 42A, 42E, 42F, 62, 63, 64, 65, 70
R – PE : H11 – H18, 62, 63
TE: H11 – H18, 42A, 42E, 42F, 62-65
**Major Concept (Objective):** Students will use maps, globes, photographs, pictures, and tables to identify and describe the location of the geographic regions of North America: Coastal Plain, Appalachian Mountains, Canadian Shield, Interior Lowlands, Great Plains, Rocky Mountains, Basin and Range, and Coastal Range.

### I.3

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Science Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic regions have distinctive characteristics.</td>
<td>Where are the geographic regions of North America located?</td>
<td>Geographic regions-locations and physical characteristics</td>
<td>4.5 Students will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Study how the different environments (biomes) of these features affect the animals and plants that live there.</td>
</tr>
<tr>
<td>What are some physical characteristics of the geographic regions of North America?</td>
<td><strong>Coastal Plain</strong></td>
<td></td>
<td>SSA Coastal Plains – pgs. 18, 76, 77, 1978</td>
</tr>
<tr>
<td></td>
<td>• Located along the Atlantic Ocean and Gulf of Mexico</td>
<td><strong>Appalachian Mountains</strong></td>
<td>Appalachian Mountains – pgs. 18, 41, 67, 76</td>
</tr>
<tr>
<td></td>
<td>• Broad lowland providing many excellent harbors</td>
<td></td>
<td>Interior Lowlands – pg. 76</td>
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<tr>
<td></td>
<td><strong>Canadian Shield</strong></td>
<td></td>
<td>Great Plains – pg. 19</td>
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<tr>
<td></td>
<td>• Wrapped around Hudson Bay in a horseshoe shape</td>
<td></td>
<td>Rocky Mountains pgs. 20, 140, 142, 152</td>
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<tr>
<td></td>
<td>• Hills worn by erosion and hundreds of lakes carved by glaciers</td>
<td></td>
<td>Basin and Range – pg. 20</td>
</tr>
<tr>
<td></td>
<td>• Holds some of the oldest rock formations in North America</td>
<td></td>
<td>Coastal Range – pg. 160</td>
</tr>
<tr>
<td></td>
<td><strong>Interior Lowlands</strong></td>
<td></td>
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</tr>
<tr>
<td>Landform</td>
<td>Description</td>
<td>Resource Codes</td>
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<tr>
<td>Basin and Range</td>
<td>Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades. Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America.</td>
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<tr>
<td>Coastal Range</td>
<td>Rugged mountains along the Pacific Coast that stretch from California to Canada. Contains fertile valleys.</td>
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</tbody>
</table>

Analyze and interpret maps to explain relationships among landforms and water features.
Major Concept (Objective): Students will use maps, globes, photographs, pictures, and tables to locate and identify the water features important to the early history of the United States: Great Lakes, Mississippi River, Missouri River, Ohio River, Columbia River, Colorado River, Rio Grande, Atlantic Ocean, Pacific Ocean, and Gulf of Mexico.

I.4

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Science Connection</th>
</tr>
</thead>
</table>
| The United States has access to numerous and varied bodies of water. | What are the major bodies of water in the United States? | Major Bodies of Water:  
- *Oceans*: Atlantic, Pacific  
- *Rivers*: Mississippi, Missouri, Ohio, Columbia, Colorado, Rio Grande  
- *Lakes*: Great Lakes  
- *Gulf*: Gulf of Mexico  
- Trade, transportation, and settlement  
- The location of the United States, with its Atlantic and Pacific coasts, has provided access to other areas of the world.  
- The Atlantic and Pacific coasts, have provided access to other areas of the world.  
- The Ohio River was the gateway to the west.  
- Inland port cities grew in the Midwest along the Great lakes.  
- The Mississippi and Missouri rivers were the transportation arteries for farm and industrial products. They were links to ports and other parts of the world.  
- The Columbia River was explored by Lewis and Clark.  
- The Colorado River was explored by the Spanish.  
- The Rio Grande forms the border with Mexico.  
- The Pacific Ocean was an early exploration route (Cont.) | 5.6 Students will investigate and understand the ocean environment. Compare and contrast the Atlantic and Pacific Ocean, along with the Gulf of Mexico  
5.6b Compare and contrast the continental shelf on the east coast to that of the west coast and to other continents  
5.7e Students will investigate and understand how the earth’s surface is constantly changing, including weathering and erosion |

SSA pgs. 18, 19, 44, 68, 77, 78, 90, 119, 145, 125 – 135


R - PE : A10, A11, H11, H12, H13, H14, H15, H16, H17, H18, 6, 7, 9, 11, 19, 21, 51, 52, 53, 77, 100, 118, 120, 122, 199, 207, 234, 324
<p>| | | |</p>
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<tbody>
<tr>
<td></td>
<td><strong>The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.</strong></td>
<td><strong>Analyze and interpret maps to explain relationships among water features and historical events.</strong></td>
</tr>
</tbody>
</table>
**Essential Understanding** | **Key Questions** | **Essential Knowledge (Facts & Skills)** | **Science Connections**
---|---|---|---
Physical maps show natural features. | What are some of the natural features shown on physical maps? How is the relief of the land surface shown on a physical map? | Understanding that maps and diagrams can serve as representations of physical features. **Physical features:** Plains • A large area of nearly flat land Mountain • A high landform with steep sides; higher than a hill. Plateau • An area of elevated flat land. Valley • An area of low land between hills or mountain. Delta • Land made of silt left behind as a river drains into a larger body of water. Island • A body of land completely surrounded by water. Basin • A bowl shaped landform surrounded by higher land. Peninsula • A body of land nearly surrounded by water. Ocean • A large body of salt water. | 5.7b Earth History 5.7d How movements of plates form different geographic features 4.5a. Students will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include: behavioral and structural adaptations, habitats and niches, and influence of human activity on ecosystems SSA pgs. 5, 17

R – PE: H1 – H8, H11 – H18, 52, 189, 253  
TE: H1 – H8, H11 – H18, 42E, 42F, 52, 189, 253

R – PE: H17, 10, 11, 187, 319, 323, 383, 390  
TE: H17, 10, 11, 187, 319, 380C, 383 390
<table>
<thead>
<tr>
<th><strong>River</strong></th>
<th>A stream of water that flows across the land and empties into another body of water.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reservoir</strong></td>
<td>A natural or artificial lake used to store water.</td>
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<tr>
<td><strong>Bay</strong></td>
<td>Part of an ocean or lake that extends deeply into the land.</td>
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<tr>
<td><strong>Mesa</strong></td>
<td>A hill with a flat top: smaller than a plateau.</td>
</tr>
<tr>
<td><strong>Butte</strong></td>
<td>A small flat topped hill; smaller than a mesa or plateau.</td>
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<tr>
<td><strong>Mountain Range</strong></td>
<td>A row or chain of mountains.</td>
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<tr>
<td><strong>Mouth</strong></td>
<td>The place where a river empties into a larger body of water.</td>
</tr>
<tr>
<td><strong>Lake</strong></td>
<td>A body of water completely surrounded by land.</td>
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<tr>
<td><strong>Hill</strong></td>
<td>A rounded raised landform; not as high as a mountain.</td>
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<tr>
<td><strong>Desert</strong></td>
<td>A dry environment with few plants and animals.</td>
</tr>
</tbody>
</table>

*Relief of the land surface is shown on maps using relief shading or by the use of contour lines.*
**Major Concept (Objective):** Use parallels of latitude and meridians of longitude to describe hemispheric conditions.  
**I.6**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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<th>Science Connection</th>
</tr>
</thead>
</table>
| Positions on a map can be located using a grid system of latitude and longitude lines. Hemispheres are half-spheres which divide the Earth using the equator or Prime Meridian. | What are latitude and longitude lines? How is the earth divided into the four hemispheres? How does the location affect the hemispheric conditions? | **Latitude**  
- Lines (parallels) of latitude circle the earth horizontally and are parallel to one another.  
- They tell distance measured in degrees north or south of the equator.  
- The equator is located at 0 degrees latitude.  

**Longitude**  
- Meridians run north to south from pole to pole.  
- They tell distance in degrees east or west of the Prime Meridian.  
- The Prime Meridian is located at 0 degrees longitude.  

**Hemispheres**  
- The equator divides the earth into Northern and Southern Hemispheres.  
- The Prime Meridian divides the earth into Eastern and Western Hemisphere.  

Locations found near the equator will have warmer climates while locations found near the poles will have colder climates. | AIMS Book: *Finding Your Bearings*  
4.6 Weather Phenomenon  
5.6 The effects of major ocean currents on weather, including the Gulf Stream  

SSA pgs. 14-15  
R – PE: H11, H12, 62, 63, 64, 65, 70, 110  
TE: H11, H12, 48C, 48D, 62, 63, 64, 65, 70, 110  
R – PE : H11, H12, 5, 64, 65  
TE: H11, H12, 5, 64, 65  
R – PE : H12, H13, 5, 12, 36, 64, 65  
TE: H12, H13, 5, 12, 36, 48C, 48D, 64, 65 |
**Major Concept (Objective):** The student will apply the concept of a region by explaining how characteristics of regions have led to regional labels.

1.7

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regions are areas of Earth’s surface which share unifying characteristics.</td>
<td>Why do geographers create and use regions as organizing concepts?</td>
<td>Regions are used to simplify the world for study and understanding.</td>
<td>4.5 Students will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Study how the different environments (biomes) of these features affect the animals and plants that live there.</td>
</tr>
<tr>
<td>Regions may be defined by physical or cultural characteristics.</td>
<td>What are some examples of physical and cultural regions?</td>
<td><strong>Physical regions</strong>&lt;br&gt;Desert&lt;br&gt;Rainforest&lt;br&gt;Great Plains&lt;br&gt;Lowlands</td>
<td><strong>Suggestion:</strong> As each physical region is covered, connect with biomes in science, covering one biome in each region.</td>
</tr>
</tbody>
</table>
| Regional labels may reflect changes in people’s perceptions. | What are some examples of regional labels that reflect changes in perceptions? | **Cultural regions**<br>Language<br>- Puerto Rico<br>- New Orleans<br>Ethnic<br>- “Chinatowns”<br>- “Little Italy”<br>Religion<br>- Mormons-Utah<br>- Lutherans-Minnesota<br>Economic<br>- Wheat Belts<br>- Fishing Industries<br>Political<br>- New England—heating oil lobbies<br>- Southwest—immigration issue | SSA pgs. 11 and 23 – 34  
**Major Concept (Objective):** The student will apply the concept of a region by explaining how regional landscapes and the cultural characteristics of human populations affect each other.

**I.8**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
</table>
| Regional man-made landscapes reflect cultural characteristics of their inhabitants. Regional geographic features affect the behaviors and lifestyles of the people who inhabit the region. | How do regional landscapes reflect cultural characteristics of their inhabitants? How do regional geographic features of the environment influence the people who live there? | **Cultural characteristics**  
- Architectural structures  
  - Religious buildings (e.g., cathedrals in big cities, pagodas in “Chinatown”)  
  - Dwelling (e.g., tiled roofs in the Southwest)  
- Statues and monuments of local, national significance  
  - Gateway Arch-St. Louis  
  - Virginia State Capitol Building  
  - Washington Monument  
  - White House  
  - Lincoln Memorial  
  - Statue of Liberty  
*Geographic features influencing human communities  
  - Prairie/Sod homes  
  - SW desert/Adobe homes  
  - Northern igloos | SSA pgs. 88, 47  
R – PE: 16, 48, 49, 50-55, 72, 73, 74-79, 118, 119, 138, 139, 178, 184, 185, 204, 205, 270, 271, 314, 315, 334, 335, 380, 381, 382, 385, 402, 403  
TE: ALL PE + 138C, 270C, 334C  
TE: ALL PE + 184C |
Part II: US Regions
Major Concept (Objective): Identify the states in the Northeast

### II.1

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used.</td>
<td>What is one way of grouping the 50 states?</td>
<td>States grouped as regions</td>
<td><strong>Biome to study:</strong> Deciduous Forest</td>
</tr>
<tr>
<td>Region 1</td>
<td><strong>Northeast:</strong> Maine, Vermont, New Hampshire, Connecticut, Massachusetts, Rhode Island, New York, New Jersey, Pennsylvania</td>
<td>SSA pgs. 11, 18</td>
<td>SSA pgs. 11, 18</td>
</tr>
</tbody>
</table>
**Major Concept (Objective):** Describe the physical features found along the New England coast

**II.2**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geographic regions have distinctive characteristics. New England and the Northeast have features making them excellent places for ports and harbors, as well as rivers for inland entry, and flat land for farming.</td>
<td>What are some physical characteristics of the coastal plain geographic region?</td>
<td><strong>Geographic regions—locations and physical characteristics</strong>&lt;br&gt;Coastal Plains • Located along the Atlantic Ocean and Gulf of Mexico • Broad lowland providing many excellent harbors</td>
<td>5.5 The student will investigate and understand characteristics of the ocean environment. Key concepts include:&lt;br&gt;a. geological characteristics&lt;br&gt;b. physical characteristics&lt;br&gt;c. biological characteristics</td>
</tr>
</tbody>
</table>
### Essential Understanding
- The Northeast has resources and features which can support large communities.
- The Northeast is located on the Atlantic Ocean—facilitating transportation by sea.

### Key Questions
- What features of the geographic landscape in the Northeast allowed communities to thrive and prosper?
- Why was the Northeast region the destination of people coming to America?

### Essential Knowledge (Facts & Skills)
- b. Rivers such as the Hudson which facilitate transport inland.
- c. New York as the center of immigration.
- d. Industry and jobs which were established in the Northeast.

### Activities/ Resources/ Science Connection
- SSA pgs. 37 – 41
- TE: ALL PE + 184C
- TE: ALL PE + 204C, 204D
**Major Concept (Objective):** Identify the natural resources of the Northeast and explain how they are used.  
**II.4**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| The presence of rich natural resources and the uses to which they have been put have made the Northeast not only a strong collection of communities, but a vibrant region for trade and development. | How have the resources of the region been used to create an economically and socially vital region? | Transportation of resources  
Moving iron ore deposits to sites of steel mills (e.g., Pittsburgh)  
Shipping on the Great Lakes, Erie Canal, and Hudson make NY the trading capital of the US  
Examples of manufacturing areas  
Textile industry – New England  
Iron/Steel industry – Pittsburgh  
Lumber—New England  
Fishing and Shipping—NE, NY | SSA  pgs. 37 – 41  
TE: ALL PE + 184C, 204D |
<table>
<thead>
<tr>
<th>Essential Understanding</th>
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<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cities serve as centers of trade and have political, economic, and cultural significance.</td>
<td>What are some examples of cities that historically have had political, economic, and/or cultural significance to the development of the United States?</td>
<td>Northeast: New York, Boston Pittsburgh, Philadelphia</td>
<td>SSA pgs. 44-45</td>
</tr>
<tr>
<td>Advances in transportation linked resources, products, and market.</td>
<td>How did advances in transportation link resources, products, and market?</td>
<td>Transportation of resources: Role of Railroads Moving natural resources (e.g., Copper and lead) to eastern factories Moving iron ore deposits to Sites of steel mills (e.g., Pittsburgh) Transporting finished products to national and international markets.</td>
<td>R – PE: A12, 35, 185, 194, 200, 221, 222,234, 235 TE: ALL PE + 184C</td>
</tr>
<tr>
<td>Manufacturing areas were clustered near centers of population, and major transportation hubs.</td>
<td>What are some examples of manufacturing areas that were located near centers of population?</td>
<td>Examples of manufacturing areas Textile industry – New England Steel industry – Pittsburgh Multiple industries—New York</td>
<td>R – PE: A12, 185, 186, 187, 194, 198, 199, 200, 205, 221, 222, 234, 235, 237, 240 TE: ALL PE + 184C, 204D</td>
</tr>
<tr>
<td>Resources are not distributed equally.</td>
<td>What are some examples of primary, secondary, and tertiary economic activities?</td>
<td>Levels of economic activity • Primary – Dealing directly with resources(fishing, farming, forestry, mining) • Secondary – Manufacturing and processing (steel mills, automobiles assembly, sawmills) • Tertiary – Services (transportation, retail trade, informational technology services)</td>
<td>R – PE: 221-225, 232, 237 TE: ALL PE + 184C, 204C</td>
</tr>
<tr>
<td>The location of resources influences economic activity and patterns of land use.</td>
<td>(Cont.)</td>
<td></td>
<td>R – PE: A12, 194, 198, 199, 200, 201, 205, 221, 222, 234, 235 TE: ALL PE + 184C, 204C</td>
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<tr>
<td>Effects of unequal distribution of resources</td>
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<tr>
<td>• Interdependence of nation/trade in goods, services, and capital resources</td>
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<td>• Uneven economic development</td>
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<tr>
<td>• Energy producers and consumers</td>
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<td>• Imperialism</td>
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<tr>
<td>• Conflict over control of resources</td>
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<tr>
<th>Patterns of land use</th>
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</thead>
<tbody>
<tr>
<td>• Proximity of economic activity and natural resources: coal, steel, grain, cattle, fishing, ocean; hydro-electric power, aluminum smelting</td>
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</tbody>
</table>
### Major Concept (Objective): Identify major cities of the region, explain the reasons for their development II.6

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>different cultural groups.</td>
<td>Why did cities develop? What role was played by industry? Education?</td>
<td>Northeast – New York, Boston, Pittsburgh, Philadelphia</td>
<td></td>
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</tbody>
</table>
Major Concept (Objective): Analyze the role of ports and explain why they are important (Northeast)
II.7

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| The United States has access to numerous and varied bodies of water. Bodies of water support interaction among regions and among countries, and they form borders | What are the major bodies of water in the United States - northeast? Why do ports often form at the conjunction of rivers and oceans? What are some ways bodies of water in the United States have supported interaction and created links to other regions? | Major bodies of water in northeast:  
- Oceans: Atlantic  
- Great Lakes: NY  
- Hudson River, Connecticut River  
- Trade, transportation, and settlement  
- Connections between port of NY and inland states  
- The location of the United States, with its Atlantic coastline, has provided access to other areas of the world  
- Major ports: NY, Boston, Philadelphia  
- The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants. | SSA 44  
R – PE: 186, 187, 189, 191, 199  
TE: ALL PE + 184C  
R – PE: 186, 187, 198, 199, 201  
TE: ALL PE + 184C  
TE: ALL PE + 184C |
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<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
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</thead>
<tbody>
<tr>
<td>New England has a rocky coastline</td>
<td></td>
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<td>SSA pgs. 48, 58, 76, 77</td>
</tr>
<tr>
<td>Rivers and Ocean access dominate the NE landscape.</td>
<td></td>
<td></td>
<td>TE: ALL PE + 184C, 204C, 204D</td>
</tr>
<tr>
<td>The Coastal Plain provides fertile land for farming.</td>
<td></td>
<td></td>
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<tr>
<td>What are some physical characteristics of the coastal plain geographic region?</td>
<td><strong>Geographic regions-locations and physical characteristics</strong></td>
<td>Coastal Plains</td>
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<tr>
<td></td>
<td>• Located along the Atlantic Ocean and Gulf of Mexico</td>
<td>Broad lowland providing many excellent harbors</td>
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<td></td>
<td>• Bays and harbors in places like Massachusetts, New York, Connecticut, New Jersey, and Philadelphia</td>
<td>• Farming in New York state, New England is productive</td>
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</table>
Major Concept (Objective): Describe the importance of rivers in the Northeast in terms of trade, transportation and industry

<table>
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<tr>
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<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The United States has access to numerous and varied bodies of water. Bodies of water support interaction among regions, form borders, and create links to other areas.</td>
<td>What are some major bodies of water in the United States? What are some ways bodies of water in the United States have supported interaction and created links to other regions?</td>
<td>Major bodies of water (NE) Oceans: Atlantic Rivers: Charles, Hudson, Connecticut Trade, transportation, and settlement Links between NY, Great Lakes, and Midwest Philadelphia, as major ports The location of the United States, with its Atlantic coastline, has provided access to other areas of the world.</td>
<td>SSA pgs. 44, 77 R – PE: 189, 191, 198, 199, 200, 201, 207, 216, 223, 234, 242 TE: ALL PE + 184C R – PE: 199, 200, 201, 207, 216, 223, 234, 235, 242 TE: ALL PE + 204D</td>
</tr>
</tbody>
</table>
Major Concept (Objective): Analyze factors that make the Northeast region special or unique
II.10

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Regions are areas of Earth’s surface which share unifying characteristics.</td>
<td>Why do geographers create and use regions as organizing concepts? Why my human geographers connect the states of the Northeast as a region?—What features do they share?</td>
<td>Regions are used to simplify the world for study and understanding</td>
<td>SSA pgs. 52,53,54,55,56,57,58</td>
</tr>
<tr>
<td>Regions may be defined by physical or cultural characteristics</td>
<td>What are some examples of physical and cultural regions? What are the cultural features of the Northeastern cities?</td>
<td>Physical regions</td>
<td>R – PE: A12, 184, 187, 230 – 231, 234, 240, 242</td>
</tr>
<tr>
<td>Geography of the Northeast, and its accompanying economy, influenced the development of the population and industry of the region.</td>
<td>How do regional landscapes reflect cultural characteristics of their inhabitants?</td>
<td>Cultural regions</td>
<td>TE: ALL PE + 48C, 204C, 204D</td>
</tr>
<tr>
<td>Regional landscapes reflect cultural characteristics of their inhabitants.</td>
<td></td>
<td>Cultural Characteristics</td>
<td>R – PE: 184, 187, 188, 189, 191, 210, 211, 233</td>
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<td></td>
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<td>• Architectural structures</td>
<td>TE: ALL PE + 184C 204C, 204D</td>
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<td></td>
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<td>• Religious buildings</td>
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<td>• Dwellings—European influence</td>
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<td>• Statues and monuments of local, national, or global significance; e.g. Bunker Hill, Statue of Liberty, St. Patrick’s Cathedral, Liberty Bell</td>
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<td></td>
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<td>• European influence in Art, music, education</td>
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</table>

31
**Major Concept (Objective):** The student will identify the states of the Southeast region.

### II.11

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| A state is an example of a political region. States may be grouped as part of different regions depending on the criteria used. | What are the states of the Southeast region? | **Region 2**  
**Southeast states:** Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, and Louisiana, Maryland, Delaware | [http://www.manning.k12.ia.us/Technology/southeast/teacher.html](http://www.manning.k12.ia.us/Technology/southeast/teacher.html) |
| | Where are the Southeastern states located? | Analyze and interpret maps  
Use parallels of latitude and meridians of longitude to describe hemispheric location | **Biome To Study:** Wetlands (The Everglades)  
**SSA pgs. 18, 61**  
R – PE: 135, 177, R19, R22, R23, R24, R25  
TE: ALL PE + 112A, 112E, R18  
R – PE: 135, 177, R19, R22, R23, R24, R25  
TE: ALL PE + 112A, 112E, R18 |
**Major Concept (Objective):** The student will identify the natural and physical features of the Southeast region and explain their importance in terms of agriculture, trade, and development.

II.12

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connections</th>
</tr>
</thead>
</table>
| The natural and physical features of a region often define the development, trade, industry, products, and agriculture of that region. | What are the natural and physical features of the Southeast region? What are the natural features of the coastal plain? How did these natural and physical features influence development, trade, industry, and agriculture of the Southeast region? What are some of the important products of the Southeast region? What are some of the important industries of the Southeast region? What are some of the important cities in the Southeast region? What is the fall line, and how did it help influence development in the Southeast region? | **Natural and Physical features of the Southeast region include:**  
- The Coastal Plain  
  Flat land located along the Atlantic Ocean and The Gulf of Mexico East of the fall line  
- Lake Okeechobee in Florida  
- Okefenokee Swamp in Georgia  
- The Everglades in Florida  
- The Appalachian Mountains that 2, 79, 80consist of:  
  - The Blue Ridge Mountains that stretch from Maryland to Georgia  
  - The Great Smokey Mountains of North Carolina and Tennessee  
  - Hardwood Forests  
  - Coal and Oil Reserves  
  - Rivers such as:  
    - The Mississippi River  
    - The Savannah River  
    - The Chattahoochee River  
    - The James River  
    - The Red River  
    - The Tennessee River  
    - The Alabama River  
  - The Fall Line  
  The natural border between the Coastal Plain and the Piedmont Regions, where waterfalls prevent further travel up the rivers | **http://www.manning.k12.ia.us/Technology/southeast/teacher.html**  
**http://www.nationalgeographic.com/wildworld/rivers/rivers.html**  
**http://www.thewiehns.com/regions.htm**  
SSA pgs. 18, 76, 77, 78, 64, 41, 67, 66, 68, 69, 70, 71,  
R – PE: 116 – 122, 124, 125, 132 – 137, 147, R20, R21  
TE: ALL PE + 112A  
R – PE: 117, 119, 130, 131, R21, R26, R27  
TE: SAME AS PE  
TE: SAME AS PE  
R – PE: 119, 128, 129, 130, 131, 135, 136, 137  
TE: ALL PE + 118C  
R – PE: 128 – 135  
TE: ALL PE + 118C  
R – PE: 124, 136, 146, 151, 166, R19  
TE: ALL PE + R18 |

**Important industries and products of the Southeast region include:**  
- Paper, lumber, wood (Cont.)
- Agriculture
  - Tobacco
  - Cotton
  - Hay
  - Soybeans
  - Sugar cane
  - Rice
  - Fruits
  - Animals
- Fishing and fisheries
- Shipbuilding
- Printing and publishing
- Tourism
- Mining
  - Coal
  - Phosphate Rock
  - Petroleum products
- Chemicals
- Furniture
- Manufacturing
  - Industrial machinery
  - Rubber and plastic products
  - Electrical equipment
  - Processed foods
  - Textiles

Major cities of the Southeast include but are not limited to:
- New Orleans, Louisiana
- Little Rock, Arkansas
- Montgomery, Alabama
- Atlanta, Georgia
- Charleston, South Carolina
- Richmond, Virginia
- Nashville, Tennessee
- Birmingham, Alabama
- Charlotte, North Carolina
- Frankfort, Kentucky
- Baltimore, Maryland

Cities grew along the coastal plain and rivers to insure an easy form of transportation for movement of goods and people.
(Cont.)
| Cities also grew where natural resources provided needed materials for manufacturing. |
| The fall line prevented further development upriver for many years as ships could not have easy access. |
| Good crop land made settlement easy in many areas. |
Major Concept (Objective): The student will explain why people settled in the Southeast region.
11.13

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
<tbody>
<tr>
<td>The people who have settled the Southeast Region have had diverse reasons for settlement and bring many diverse cultures to the area.</td>
<td>Why did people settle in the Southeast Region of The United States?</td>
<td>Some of the Reasons People Settled in this area: Many African Americans settled in the Southeast region when they were involuntarily brought to be slaves on plantations. Fertile soil attracted farmers looking for good land on which to grow crops. An abundance of natural resources attracted native peoples with a steady supply of food and materials for shelter, and they attracted settlers who were craftsmen. For religious freedom such as in the colony of Maryland To make money such as The London Company in Virginia and those attempting to start silk production in the south. A relatively pleasant climate To find work; especially in mines, oil fields, refineries, manufacturing plants, and in shipbuilding</td>
<td>SSA pg. 66</td>
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<td></td>
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<td>R – PE: 122, 140 – 143, 145, 146, 147</td>
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<td>TE: ALL PE + 112F, 138A, 138C</td>
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</table>
**Major Concept (Objective):** The student will explore the interrelationship between physical, economic, and cultural elements of the Southeast region.

**II.14**

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<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| As people settled the Southeast region they brought with them diverse skills and cultural differences, which, combined with the resources found there, influenced how people lived, what crops they grew, what products they made, and how the area was developed. | What are some of the physical, economic, and cultural elements of the Southeast region, and how do they influence each other? | The wealth of natural resources in the Southeast region caused it to become a great source of raw materials, which fueled the settling of the area and its subsequent economic development. (See physical and natural resources list above.) Cities grew where there were good outlets for ships to the Atlantic Ocean or good harbors to protect ships along the coast. In these cities skilled craftsmen and artisans settled as there was a need for their goods and services. Small farms as well as large plantations grew because of the rich land. The plantation system produced a need for a large labor force, which gave rise to slavery. Original settlers to the region came from almost every European nation as well as from Africa. Each group brought with them their own form of religion, traditions, and reasons for settling there. The region has a long coastline which attracts people both to work and play, thus supporting a large portion of the economy of the region. | 4.8 The student will investigate and understand important Virginia natural resources. Key concepts include:  
 a. watershed and water resource  
 b. animals and plants  
 c. minerals, rocks, ores, and energy sources and  
 d. forests, soil, and land  
 SSA pgs. 75 – 83  
 TE: ALL PE + 118A, 118C |
**Major Concept (Objective):** The student will analyze the factors that make the Southeast region special or unique. 
II.15

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| The Southeast region has many things that make it a special and unique part of the United States. | What are some of the things that make the Southeast region special and unique? | Many things about the Southeast region are unique. Examples are:  
- Physical features such as the Everglades in Florida, the Okefenokee Swamp in Georgia, the Great Smokey Mountains in Georgia and Tennessee, and Mammoth cave on Kentucky  
- Tourist attractions such as Disney World in Florida, the homes of presidents (Monticello, Mount Vernon, and Montpelier) in Virginia, and the French Quarter in Louisiana.  
- Events of historical significance such as the Cherokee Trail of Tears, The surrenders of major wars at Appomattax and York Town, the first permanent English colony at Jamestown, and the battle of the Monitor and the Merrimac in naval history.  
- Unique wildlife such as the manatee  
- Interesting traditions such as Mardi Gras in New Orleans  
- A long coastline which attracts people both to work and play, thus supporting a large portion of the economy of the region  
- A diverse group of people who live and work together yet keep many of their own traditions and customs such as the cooking of the bayou region and the craftsmanship of the Appalachian Mountain region | SSA pgs. 64, 65, 66, 67, 68, 69, 70, 71, 72, 73  
TE: ALL PE +118A, 118C  
**Major Concept (Objective):** The student will identify the states located in the Middle West Region.

### II.16

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Middle West Region is made up of 12 states, which cover much of the center of the United States.</td>
<td>What states make up the Middle West Region?</td>
<td><strong>Region 3</strong>&lt;br&gt;States in the Middle West&lt;br&gt; <em>Kansas; Nebraska; South Dakota; North Dakota; Missouri; Iowa; Minnesota; Illinois; Wisconsin; Michigan; Indiana; Ohio</em></td>
<td>Use U.S. Maps and have students label the 12 states, which make up the Middle West Region.</td>
</tr>
</tbody>
</table>

**Biome to study:** Plains<br>**SSA pgs. 18, 85**<br>**R – PE:** 248, 249, 253, 260, 267, 273, 281<br>**TE:** ALL PE + 250C
Major Concept (Objective): The student will describe the physical features of the Middle West and explain how these features influenced development.
II.17

<table>
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<tr>
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<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
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</thead>
<tbody>
<tr>
<td>The physical features of the Middle West region affected the development of the region.</td>
<td>What physical features are found in the Middle West Region? How did these physical features affect the development of the Middle West Region?</td>
<td>Physical Features of the Middle West Region&lt;br&gt;• Plains&lt;br&gt;• Rolling Hills&lt;br&gt;• Lakes&lt;br&gt;• Rivers&lt;br&gt;Physical Features Affect Development of Region&lt;br&gt;&lt;br&gt;Plains&lt;br&gt;• Flat, grasslands provided food for herds of buffalo, which roamed the region until the late 1800’s.&lt;br&gt;• The Plains Indians, early inhabitants in the region, moved about the region following the buffalo.&lt;br&gt;• Farmers use the plains fertile soil for growing corn, wheat, and other crops. They also use the grassy prairie for grazing livestock, which provide dairy products and meat.&lt;br&gt;• Early settlers built homes called sod houses from the grass and sod of the plains.</td>
<td>SSA pgs. 92, 99, 100, 102, 105, 106, 108&lt;br&gt;R – PE: 248, 249, 250 – 25, 258, 260 – 263, 295, 298&lt;br&gt;TE: ALL PE + 244F, 250C, 270C&lt;br&gt;&lt;br&gt;R – PE: 250, 251, 253 – 255, 259, 264 – 267, 268, 269, 271, 295, 296, 299, 300, 301&lt;br&gt;TE: ALL PE + 244F, 250C, 270C</td>
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<tr>
<td>Rolling Hills</td>
<td>Rivers</td>
<td>Lakes</td>
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<tr>
<td>• Rolling hills provided a windbreak for crops.</td>
<td>• The Mississippi River and its tributaries provided a transportation network to bring new settlers and supplies to the region.</td>
<td>• The Great Lakes provided transportation for new settlers and for the trading of goods.</td>
<td></td>
</tr>
<tr>
<td>• Early settlers in the region used the rolling hills to build homes called dugouts.</td>
<td>• The rivers also provide water for the crops grown in the region.</td>
<td>• Lakes in the region also provide recreation areas and water supplies for cities in the region.</td>
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**Major Concept (Objective):** The student will compare and contrast the Central Plains and the Great Plains.

II.18

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<th>Essential Understanding</th>
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</thead>
</table>
| The Interior Plains occupy a huge expanse of land in the Middle West Region, which stretches from the Appalachian highlands in the east to the Rocky Mountains in the west. The Interior Plains are divided into two sections: the eastern part, which is referred to as the Central Plains, while the western part is referred to as the Great Plains. | How are the Central Plains and Great Plains similar? What are the differences between the Great Plains and the Central Plains? | Similarities between the Central and Great Plains  
- Flat land  
- Fertile soil ideal for growing crops  
- Covered by glaciers in the Ice Age, which flattened out the land and deposited fertile soil.  
- Mississippi River and it many branches form a river system that reaches into all parts of the Interior Plains.  
Difference between the Central and Great Plains  
- Many lakes formed in Central Plains from glaciers-now heavily forested area.  
- Few trees grow on the Great Plains.  
- The Great Plains has vast grasslands where livestock graze.  
- Central Plains at lower elevation and receive more rain than Great Plains.  
- Deposits of iron ore and coal found in Central Plains provide raw materials for manufacturing industries.  
- Important deposits of petroleum and metal ores found in Great Plains. | R – PE: 253, 254, 255  
TE: ALL PE + 250C |
| | | | R – PE: 51, 59, 253, 255  
TE: ALL PE + 250C |

The Middle West Region is an important contributor to food production and manufacturing industries.

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</tr>
</thead>
</table>
| The Middle West Region | What are some of the products made or grown in the Middle West Region? What is the importance of these products? | Central Plains Products  
- Called “Corn Belt” due to large area of corn crops  
- Two main crops are corn and soybeans  
- This crops are rotated every other year  
Great Plains Products  
- Called “Bread basket of America” because they produce 15% of the world’s grains  
- The main crops are wheat, oats, barley, and sunflowers  
Other Products  
- Hog production  
- Apples  
- Cherries  
- Peaches  
- Plums  
- Blueberries  
- Grapes  
- Strawberries  
- Milk and dairy products  
- Beef  
- Gasoline and petroleum products  
- Steel products including automobiles, railroad cars, bridges, and building supplies | SSA pgs. 87, 89, 99 – 109 |
| | | Importance of Products  
- Grains grown in the Midwest are made into foods for people all over the world.  
- Milk and dairy products are also shipped all over the world for food. | R – PE: A12, 250, 254 – 255, 259, 261, 276, 299, 300  
TE: 250C, 270C |
| | | | R – PE: A12, 255, 294, 299, 300  
TE: ALL PE + 270C |
• The grain fed cattle of the Midwest provide top quality beef for restaurants and consumers throughout the country.
• Steel products used in building materials throughout the U.S. These products have also had a significant impact on the transportation industry. The steel is used in making automobiles, aircraft, and railroad cars.
• Agribusiness and food processing plants provide jobs for people of the Midwest.
• Petroleum products provide fuel and energy.
**Major Concept (Objective):** Explain why people settled the Middle West and identify problems they encountered.  
II.20

<table>
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</table>
| American Indian tribes were living in the Midwest long before the Europeans arrived in North America, living has hunter-gatherers following the bison. | What were some of the American Indian cultures located in the Midwest? | American Indians  
• The Midwest was home to two American Indian Cultural Groups: The Eastern Woodlands and the Plains. | Relate natural resources of the region to how the Plains people’s culture developed.  
• Why did Plains Indians live in tepees?  
• What material was used to make the tepee?  
• How did the Plains Indians transport the tepees as they followed the herds of buffalo?  
• Why did they become hunters instead of farmers?  
• How did climate affect their lives? |
| The French were the first Europeans to come to the Midwest in the mid-1600’s. | How did these cultures meet the basic needs of their people? | Plains  
• The early Plains people lived mostly in villages along rivers.  
• In the 1500’s the Spanish brought horses to the area and this changed the lives of the Plains people.  
• Horses made the Plains a mobile society following after the herds of buffalo. By 1700 buffalo was their main food source. They made jerky and pemmican, and used the hides for clothing and a covering for their homes. They became hunters instead of farmers.  
• Homes now were teepees, which could be carried on a travois behind the horses.  
• Some of the problems they encountered where a very harsh climate and their dependence on the buffalo. Settlers moving to the Midwest took grazing lands of buffalo. Then in 1860, railroad tracks were being laid and railroad companies hired hunters to shoot buffalo. Plains Indians blame settlers for ruining their way of life and begin fighting with settlers. | |
| In the 1800s European American settlers began moving across the Appalachian Mountains into the frontier. | What were some problems encountered by the American Indians living in the Midwest? | (Cont.) |
| Vast tracts of fertile grassland attracted those who wanted to farm and raise domestic herds. | What brought the French to the Midwest? | |
| | What were some of the problems the French encountered in the Midwest? | |
| | What impact did they make on the Midwest? | |
| | What brought European American settlers to the Midwest? | |
| | What were some of the problems the European American settlers encountered in the Midwest? | |
| | What impact did their presence make on the Midwest? | |
Eastern Woodlands

- Natural resources were plentiful for the Eastern Woodlands people. The lakes and rivers provided fish and easy transportation with canoes. The forests provided animals and building materials for homes. River valleys provided fertile soil for farming.
- The Eastern Woodlands people lived in permanent villages with homes built out of wood. They grew crops of corn, squash, and beans. They also fished and hunted.
- Around 1300 when the numbers of Eastern Woodland people began to grow conflicts arose over hunting grounds of clans. Warfare soon became a constant problem.

French Settlers

- The French were the first European Settlers to the Midwest. They came in the mid 1600's in search of furs.
- In 1673, French explorers Jacques Marquette, and Louis Jolliet explored areas of the Midwest.
- French fur traders following Marquette and Jolliet’s travels built forts setting them up as trading posts.
- Traders exchanged tools for furs with the Native Americans.
- Communities began to grow around the forts. Many of these communities grew into major cities.

(Cont.)
Some problems encountered by French were their unfamiliarity with the lands and waterways of the Midwest and they had been fishermen but soon began fur trapping so they had to learn new skills.

European American Settlers

- Lewis and Clark expedition brought information back to President Jefferson on the waterways, plants, animals, and people living in the Midwest.
- By 1860, more than 4 million settlers had moved west of the Appalachian Mountains with hopes of buying cheap farmland and establishing their own communities.
- Settlers were encouraged to move west by the national government by selling land as cheap as one dollar per acre and offering settlers the opportunity to stake their land at land rushes.
- The settlers to the Midwest established farms and built small, simple homes from logs or sod.
- Problems encountered by the settlers included: lack of good roads west, hostile Indian tribes, land that needed to be cleared or tough prairie sod to be plowed before planting could take place, lack of water for crops, and poor farming methods led to soil erosion.

Examine some of the animals, plants and pictures that Lewis and Clark brought back to show President Jefferson. Why hadn’t people in the east seen them before? Discuss how climate, soil, etc. determines what grows and lives in a particular area. Plant and animal adaptations can be discussed.
**Major Concept (Objective):** Identify major cities of the Middle West and explain the reasons for their development in terms of trade, transportation, and industry.

### II.21

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</table>
| Students will be able to identify major cities in the Midwest and tell something about the history of their development. | What are three of the largest cities in the Midwest? What were the reasons for the development of each of these cities? | **Cities:**  
  - Chicago  
  - St. Louis  
  - Detroit  
**Reasons for Development**  
  - Started as trading posts  
  - Communities developed around the trading posts  
  - These communities continued to grow into larger cities because of good access to supplies, and good transportation for shipping and trading of goods.  
  - Waterways such as lakes and rivers provided the fastest means of travel for the trading of goods in the early days and are still an important mode of transportation today. | **SSA pgs. 88, 93, 94, 95**  
  **R - PE:** 248, 249, 286, 296, 297  
  **TE:** ALL PE + 270C  
  **R – PE:** 248, 286, 287, 288, 289, 296, 301  
  **TE:** ALL PE + 270C |
**Major Concept (Objective):** Analyze the role of ports in the Middle West.

**II.22**

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</table>
| Ports are places where ships can load and unload goods. The ports in the Middle West allowed settlers to trade goods and get supplies from other parts of the world. | What are some important ports in the Middle West? How did these ports affect the development of the Middle West? | **Important Ports**  
• Chicago  
• St. Louis  
**Effects on Development**  
• Flatboats brought settlers to ports west to begin their journey for new homes  
• By 1820s the steamboats had turned the great rivers of the Midwest into major highways.  
• 1800-1830 most of St. Louis’ shipping business was fur trading.  
• New settlers in the region made St. Louis’ shipping business grow quickly as farmers shipped their grain by steamboat to sell in St. Louis markets.  
• Completion of the Erie Canal drew new business to Chicago.  
• By the 1830s St. Louis and Chicago were the two hubs of transportation and trade in the Middle West region.  
• Both St. Louis and Chicago continue to be important Middle West ports today. | SSA pgs. 88, 92, 93, 94  
R – PE: 266  
TE: 250C, 266 |
Major Concept (Objective): Describe the importance of rivers and the Great Lakes in the Middle West in terms of trade, transportation, and industry.
II.23

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<th>Activities/ Resources/ Science Connection</th>
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</table>
| The Great Lakes and rivers of the Midwest form a waterway that connects the Midwest with the rest of the world. These waterways take many of the goods made or grown in the Midwest to other parts of the world. | What is the importance of rivers, lakes, and waterways to the trade, transportation, and industry of the MidWest? | **Waterways**  
- The Illinois Waterway connects Lake Michigan to the Mississippi, which flows into the Gulf of Mexico. It consists of several rivers and canals.  
- The St. Lawrence Seaway links the Great Lakes with the St. Lawrence River. The St. Lawrence River flows into the Atlantic Ocean.  
- Great Lakes include Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, and Lake Superior which were formed from glaciers during the Ice Age  
**Importance of the waterways**  
- These waterways allow ships to bring goods from all parts of the world into the U.S. either from the Atlantic Ocean via the St. Lawrence River or from the Gulf of Mexico via the Mississippi River.  
- Tributaries and lakes connected to these major rivers expand the area that can be reached with either people, goods and products.  
- Major products made or grown in the Midwest can be shipped anywhere in the world.  | SSA pgs. 44, 92  
R – PE: 253, 259, 261, 281  
TE: ALL PE + 244F, 250C |
• Many of the goods such as steel, metal products, and petroleum products from the Midwest are shipped by boat or barge.
• Good transportation leads to the growth of industries along the waterways and helps the economy of the region.
• Shipping large, heavy products long distances is cheaper by barges than by trucks, trains, or airplanes.
The Midwest is full of natural resources. The natural resources of the Middle West affected the development of the region.

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</table>
| The Midwest is full of natural resources. The natural resources of the Middle West affected the development of the region. | What are some of the natural resources of the Midwest? How did these resources affect the development of the region? | Natural Resources of the Midwest
- Fertile soil
- Water
- Forests
- Natural gas
- Petroleum
- Iron Ore
- Coal
- Prairies

Natural Resources affect on Region
- Fertile soil led to farming, agribusiness, and food processing industries to develop in the Midwest.
- Water provided opportunities for growing industries to ship their products and to receive raw goods they needed. Waterways brought new settlers to the west and provided water for growing crops, watering livestock, and water for drinking.
- Forests provided wood for building houses and communities. Forests also provided abundant wildlife for the early settlers.
- The discovery of natural gas led to the development of the petroleum industry in the Midwest. These petroleum products became an important source of fuel for many industries. | SSA pgs. 89, 99 – 108
R – PE: 257, 261, 266, 267, 293, 295, 297, 298, 299
TE: SAME
R – PE: 266, 293, 295, 297, 298, 299
TE: SAME |
- *Iron Ore* is an important raw material in the making of steel. The mining of iron ore led to the growth of the steel industry in the Midwest.
- Coal was also used in the making of steel and as a fossil fuel used in heating homes in the region.
- Prairies provide vast grasslands for the grazing of animals. The Midwest region is noted for its dairy, beef, and hog productions.
Major Concept (Objective): Analyze factors that make the Middle West special or unique.
II.25

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<tr>
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</table>
| The Middle West has factors that make it special or unique from other parts of the country. | What are some of the special or unique factors of the Middle West? | Special factors  
  - Great Plains provide fertile soil and flat land for the growing of wheat, oats, barley, and sunflowers. Irrigation is used to provide water for crops.  
  - Central Plains receive more rainfall and at a lower elevation. The main crops grown are corn and soybeans.  
  - Vast grasslands provide grazing pastures for cattle and hogs. The Midwest is known for its beef, hog, and dairy products.  
  - Climate supports a growing seasons for various crops of grains and fruits.  
  - The Central Plains have more trees than the Great Plains and support different species of wildlife.  
  - The people who came westward to settle the Midwest where known as pioneers. They had to face many struggles in settling the land.  
  - Petroleum products provide fuel and energy for homes, cars, and industries.  
  - Steel products from the Midwest are shipped all over the world for building products, cars, and railroad cars. | SSA pgs. 85 – 97  
TE: ALL PE + 250C |
• Early communities were established along the waterways of the Midwest because they provided a good source of transportation for trading.

• Many of the early communities grew to become major cities in the Midwest. St. Louis was an important port and has a steel archway to show its importance as the Gateway to the West. Chicago and Detroit have also become major cities. Detroit being a leading automobile manufacturing city. Chicago has another steel product from the Midwest, the Sears Tower.
<table>
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<th>Essential Understanding</th>
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<th>Activities/ Resources/ Science Connection</th>
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</table>
| The states in the SW region include Oklahoma, Texas, New Mexico, Arizona | What physical features determine the Southwest region? | **Region 4**  
**The Southwest**  
These four states cover more area than the twelve states of the southeast:  
Texas  
Oklahoma  
New Mexico  
Arizona  
This region includes a wide variety of landforms and environments  
These states can be found on a map by citing certain measurements of longitude and latitude. | **Biome to study: Deserts**  
4.5 The student will investigate and understand how plants and animals in an ecosystem interact with one another and the nonliving environment. Key concepts include:  
a. behavioral and structural adaptations (to desert life)  
b. flow of energy through food webs  
c. habitats and niches  
SSA pgs. 18, 111  
R – PE : 46 – 61  
TE : ALL PE + 42E, 42F |
### Major Concept (Objective): Students will Describe the Physical Features of the Southwest, how they were made and how they influence the development of the region.

II.27

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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</thead>
<tbody>
<tr>
<td>The Southwest has a variety of landforms and environments</td>
<td>What are some of the most notable physical features of the Southwest? How did canyons, mesas and buttes form? How have the physical features of the Southwest helped the economy?</td>
<td>The Rio Grande River forms the border between the United States and Mexico The Colorado Plateau is the major plateau of the Southwest The Grand Canyon is the result of geological uplift and water erosion. Lowlands comprise the Coastal Plain in Texas The Great Plains reach into Oklahoma, Texas and New Mexico The Rocky Mountains cover part of New Mexico and Arizona Canyons, mesas and buttes are formed by erosion Tourism is important to the economy of the Southwest</td>
<td>SSA pgs. 18, 19, 76, 77, 114, 116, 117, 119, 127, 140, 142, 152 R- PE: 46 – 61, 70 TE: ALL PE + 48C R – PE: 46, 52, 53, 55, 70 TE: ALL PE + 48C R – PE: 47, 51, 57, 60 61, 94 – 97 TE: ALL PE + 72C, 72D Fraser, M (1997). In Search of the Grand Canyon: Down the Colorado with John Wesley Powell. New York, NY: Henry Holt Co.</td>
</tr>
</tbody>
</table>
## Major Concept (Objective):
The Students will Describe the Natural resources of the Southwest

### Essential Understanding
- Petroleum is an important resource in the Southwest
- Water is an important resource in the desert environment
- The search for water and oil has shaped the Southwest

### Key Questions
- Where is water found in a desert environment?
- How is oil extracted from the Southwest?
- How are crops grown when water is sparse? What is dry framing?

### Essential Knowledge (Facts & Skills)
- Aquifers are underground layers of rock or sand that trap rainwater
- As the population of the Southwest increases, more water must be found and protected
- People of today are still adapting to the desert environment and devising methods to improve farming without putting water at risk
- The search for oil and water has changed the environment of the Southwest, because making these resources accessible requires more resources.

### Activities/ Resources/ Science Connection
- SSA pgs. 70, 125 – 135
- TE: ALL PE + 48C
- R- PE: 49, 57, 60, 61, 66, 68, 69, 100, 102, 105
- TE: ALL PE + 48C
- R – PE: 49, 67, 69, 103, 104
- TE: ALL PE + 48C

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<th>Activities/ Resources/ Science Connections</th>
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<tbody>
<tr>
<td>The lifestyles of early cultures were dictated by the environment and its natural resources</td>
<td>How did the harsh desert environment affect the lives of American Indians in the Southwest? How did the harsh desert environment affect the lives of American Indians in the Southwest?</td>
<td>Early cultures of the southwest adapted to the desert environment. Irrigation was developed by early cultures of the southwest to make agriculture possible. Housing was built out of resources available, including cliffs and adobe, and made living in the desert tolerable. To prevent their sheep from eating all the grass, the Navajo moved from area to area. Since rain is an important resource for the Hopi, their religion includes the worshiping of Kachinas and praying for rain.</td>
<td>SSA pgs. 114, 125, 126, 127, 128</td>
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<tr>
<td>Early cultures developed their own customs, clothing, food, and other ways of living based on the region in which they settled. Early cultures developed their own customs, clothing, food, and other ways of living based on the region in which they settled.</td>
<td>What natural resources did early cultures depend on for food, housing, and clothing and transportation?</td>
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<td>R – PE: 48, 49, 57, 58, 74 – 79 TE: ALL PE +42E, 42F</td>
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<td>R – PE: 48, 49, 50-55, 57, 58, 59, 60, 61, 67, 68, 69, 75 TE: ALL PE + 42E, 42F</td>
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<td>Essential Understanding</td>
<td>Key Questions</td>
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<td>Navaho, Pueblo and Anasazi were three of the earliest cultures to settle in the Southwest</td>
<td>How did early cultures develop in the Southwest?</td>
<td>American Indian cultures began as hunters and gatherers</td>
<td>SSA pgs. 120, 126, 127, 128</td>
</tr>
<tr>
<td>Spanish explorers began settling the Southwest in their search for gold, and eventually, to spread Christianity</td>
<td>How did the Long Walk and the return to life on reservations affect the lives of the American Indians?</td>
<td>The Navajo learned farming and pottery-making in this region, and developed basket weaving, using the grasses available, from the Pueblo</td>
<td>R – PE: 72 – 79</td>
</tr>
<tr>
<td>During the Westward expansion, settlers found cattle left behind by the Spanish missionaries, and began raising them on the wide open ranges</td>
<td>How did the Spanish develop successful communities in the Southwest?</td>
<td>Spanish missionaries supported themselves by raising cows, pigs and sheep, along with crops such as corn, beans, fruit and pumpkins</td>
<td>TE; ALL PE + 42E, 42F, 72C</td>
</tr>
<tr>
<td>The discovery of oil and important minerals brought more people and industries to the Southwest</td>
<td>What industries in the Southwest today still make it a popular place to live?</td>
<td>The purposes of the Spanish missions were to claim land and convert the Indians to Christianity</td>
<td>R – PE: 76 – 79</td>
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<tr>
<td>Technology is another important part of the economy of the southwest and the reason people continue to settle there</td>
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<td>Oil and Railroads brought European-American settlers to the region.</td>
<td>TE: SAME</td>
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<td>R – PE: 73, 84 – 89, 92 – 94</td>
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<td>TE: ALL PE + 72C</td>
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<td>TE: ALL PE + 42E, 42F</td>
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**Major Concept (Objective):** Identify the major cities of the region, explain the reasons for their development, and explore the interrelationship between the physical geography, economics and culture

II.31

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<tbody>
<tr>
<td>The major cities in the southwest.</td>
<td>How have the wide-open spaces and flat terrain of the Southwest contributed to the development of important cities?</td>
<td>San Antonio, Texas is where the first Spanish Missionary in this region was built. Its name means Queen of the Missions, named for its beauty.</td>
<td>SSA pg. 120</td>
</tr>
<tr>
<td>Cities formed near important bodies of water and valuable resources</td>
<td>What economic and cultural patterns emerged from urban communities in the Southwest?</td>
<td>Santa Fe, the current capital of New Mexico, is the oldest center of government in the U.S. The culture of the southwest is heavily influenced by American Indians and people of Spanish heritage from Mexico.</td>
<td>R – PE: 86, 88, 89, 100 –105&lt;br&gt;TE: ALL PE + 72D</td>
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<td>Texas industries make computers, radios, calculators and electronic equipment. The computer industry developed after the discovery of oil and the development of oil refineries.</td>
<td>R – PE: 60, 61, 72, 73, 74- 79, 86, 88, 89, 100, 102 –105&lt;br&gt;TE: ALL PE + 72D</td>
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<td>Houston, Texas is the home of the Johnson Space Center</td>
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<td>Los Alamos, New Mexico is the home of scientists who study nuclear energy</td>
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**Major Concept (Objective):** Describe the importance of rivers to the Southwest in terms of trade, transportation and industry

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<tr>
<td>The Colorado River is the primary river of the Southwest, providing water for Arizona, New Mexico, and three other states</td>
<td>How has the Colorado River helped get for the people of the Southwest the things they need to live?</td>
<td>The Colorado River has its headwaters in the Rocky Mountains in Colorado, and flows southwest toward the Gulf of California and the Pacific Ocean</td>
<td>SSA pgs. 125 – 130</td>
</tr>
<tr>
<td>The Colorado River has shaped the history of the Southwestern states</td>
<td>How have the Colorado and the Rio Grande affected the development of industries, trade, and transportation?</td>
<td>Attempts to irrigate the land using the Colorado originally failed because of the spring flooding</td>
<td>R – PE: 18,19, 52 – 55, 57, 107</td>
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<td>The Glen Canyon Dam was built to prevent silt from building up behind the Hoover Dam</td>
<td>TE: ALL PE + 48C</td>
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<td>R – PE: 51 – 55, 57, 107</td>
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<td>TE: SAME</td>
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<td>Erosion caused by the flow of the Colorado River has formed the Grand Canyon</td>
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<td>The Rio Grande River forms the border for Texas and the United States</td>
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R – PE: 51 – 55, 57, 107
TE: SAME
**Major Concept (Objective):** Describe the ways in which people have changed the desert environments to meet their need for water

### II.33

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</table>
| The damming of the Colorado River has provided the desert environment of the Southwest with water | How has the damming of the Colorado changed the environment of the Southwest? | Damming the Colorado River has provided the people of the southwest with water for drinking, farming, industry and recreation. Aqueducts and aquifers help people meet their water needs in a dry environment. Although the damming of the Colorado River has benefited the people of the Southwest, it has had detrimental effects on the environment. The temperature of the water has dropped from an average 80 degrees to 42 degrees, which has caused many native species of fish to become extinct. The introduction of Rainbow Trout, which thrive in the colder water, has also contributed to the extinction of native fish. | SSA pgs. 116, 125 – 128, 130, 131, 133, 134
| The availability of water has made the building up of industries, such as oil refineries, possible | | | R – PE: 18,19, 20, 52 – 55, 67, 107, 383
| | | | TE: ALL PE + 48C |
## Major Concept (Objective): Analyze the relationship between water and growth in the desert Southwest

### II.34

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>As the Colorado River was “tamed” and water become more available, growth of industry and other businesses brought more people and industries to the area</td>
<td>How does making water available and regulating the flow of water change where people settle and industries develop?</td>
<td>By damming the Colorado River and controlling the flooding along its banks, people could depend on the river for water and the land around it could be developed.</td>
<td>SSA pgs. 130, 131</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TE: ALL PE + 48C</td>
</tr>
</tbody>
</table>
**Major Concept (Objective):** Students will analyze factors that make the Southwest a unique region.

### II.35

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Southwest has a climate and landscape particular unto itself that makes it different from other parts of the USA and North America.</td>
<td>What characteristics of the Southwest make it different from the Northwest and the Midwest—its bordering regions?</td>
<td>The Southwest’s desert environment The oil industry of Texas and New Mexico The shared border with Mexico The economic and political issues surrounding the availability of water.</td>
<td>SSA pgs. 114, 115, 116, 117, 118, 119, 120, 121, 122 R – PE: 46 – 61, 66 –69, 93, 94 TE: ALL PE + 42E, 42F, 48C Gowan, B, &amp; Larson, K (2002). <em>G is for Grand Canyon: An Arizona Alphabet</em>.Chelsea, MI: Sleeping Bear Press.</td>
</tr>
</tbody>
</table>
### Major Concept (Objective): Students Will Identify the States of the Rocky Mountain Region

**II.36**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The states in the Rocky Mountain Region include Colorado, Utah, Nevada, Montana, Wyoming, Idaho</td>
<td>What are the states of the Rocky Mountain Region, and where are they on a map of the US?</td>
<td><strong>Region 5</strong>&lt;br&gt;&lt;b&gt;Rocky Mountain States&lt;/b&gt;&lt;br&gt;The states in the Rocky Mountain Region include Colorado, Utah, Nevada, Montana, Wyoming, Idaho&lt;br&gt;&lt;br&gt;Location of each state.&lt;br&gt;&lt;br&gt;Ability to find it using longitude and latitude.&lt;br&gt;&lt;br&gt;Rivers on the west side of the Continental Divide flow west toward the Pacific Ocean, and on the east side flow toward the Atlantic Ocean or the Gulf of Mexico&lt;br&gt;&lt;br&gt;There are many national parks and national forests in the Rocky Mountain Region, due to the region’s development as an outdoor sport and recreation area, and the vast tracts of rugged, open land.</td>
<td>SSA (WEST) pgs. 11, 137, 138&lt;br&gt;&lt;br&gt;R – PE: 314, 319, 326, 327, 332, 337, 346, 361, 372, 383, 386, 391, 397, 400, 405, 413, 433, 440&lt;br&gt;TE: ALL PE + 314C, 334C, 374C, 374F, 380C, 440A</td>
</tr>
</tbody>
</table>
**Major Concept (Objective): Students Will Identify the States of the Rocky Mountain Region (cont.)**

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Continental Divide is an imaginary line that runs along the crest of the Rocky Mountains, separating Atlantic-flowing waters from Pacific-flowing</td>
<td>What geologic processes contributed to the physical landscape of the Rocky Mountain Region?</td>
<td>Portions of Yellowstone National Park are over hot spots in the earth’s crust, which is where magma lies close to Earth’s surface. The magma heats groundwater that rises to the surface, causing geysers and hot springs</td>
<td>R – PE: 314 – 319, 322 – 327, 329, 358, 360, 380, 381, 383, 384, 385, 388, 391, 394, 395, 396, 397 TE: ALL PE + 314C, 314D, 334C, 380C</td>
</tr>
<tr>
<td>Geysers and hot springs can be found in Yellowstone National Park</td>
<td></td>
<td>The Rocky Mountains and the Western regions of the US are younger geologically than the Eastern regions, and are therefore more “active.”</td>
<td></td>
</tr>
<tr>
<td>The Sierra Nevada is a mountain range that stretches through eastern California and Western Nevada</td>
<td></td>
<td>Desert plains receive about 5 inches of rain each year, and temperatures are very high during the day, while dropping at night</td>
<td></td>
</tr>
<tr>
<td>Desert Plains are found east of the Sierra Nevada mountain range</td>
<td></td>
<td>Death Valley has been preserved as a National Park</td>
<td></td>
</tr>
<tr>
<td>Death Valley is located along the California-Nevada border</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Rocky Mountain Region has a climate that provides a year-round growing season. The discovery of gold in Colorado began a rush to the west. This region is rich in mineral resources. Good soil and favorable weather conditions make this region an important area for agriculture.

**Essential Understanding**

<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>What minerals are found in this region? Did different resources or events attract different people?</td>
<td>Coal, gold and lead are mined in Colorado. Gold, silver and copper are mined in Nevada and Utah. American Indians settled here due to the abundance of water, wood, fish, and other game. Lewis and Clark’s expedition in 1804 brought them to the west coast after the Louisiana Purchase. In 1840, Mormons arrived to practice freedom of religion. After the Pikes Peak gold rush, the transcontinental railroad was built, and people could now travel to the west cheaply and quickly, along with the goods they needed. Once an irrigation system was built in the Central Valley, it became one of the most important agricultural areas in our country. It was when John Sutter decided to build a sawmill along the American River that a carpenter discovered four pieces of gold while working on the mill.</td>
<td>SSA pg. 142</td>
</tr>
</tbody>
</table>

R – PE:328 – 331, 335, 344, 345, 359, 362, 402, 410- 415
TE : ALL PE + 314C, 402C, 402D

R – PE: 381, 396 – 399
TE: ALL PE + 314C, 374E
**Major Concept (Objective):** Identify the major cities of the Rocky Mountain Region, explain the reasons for their development, and explore the interrelationship between the physical geography, economics and culture
II.38

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| Denver and Salt Lake City are the region’s largest cities                               | Which cities in this region survived the Colorado gold rush and what makes them important today? | Why Denver is known as the “Mile High City”  
Denver is the region’s business center  
Salt Lake City was an area where copper, silver, gold and lead mines were opened, which brought many settlers. Today the city’s industries range from mining to high technology  
The 2002 Winter Olympics held in Salt Lake City drew thousands of tourists to the region  
Vail and Aspen, Colorado are popular resort areas, which use the mountains and climate to their advantage  
Salt is an important resource, and the mining of salt is important to Salt Lake City’s economy  
Copper, silver and lead are mined in the area | SSA pgs. 152 – 155  
| Salt Lake City, Utah lies on the shores of the Great Salt Lake                          | Why did the major cities form where they formed?                             |                                                                                                     |                                         |
### Essential Understanding

The states in the Pacific Region include California, Washington, Oregon, Hawaii, and Alaska.

The Sierra Nevada is a mountain range that stretches through eastern California and Western Nevada.

The Cascade Mountain Range in Washington, Oregon, and Northern California and the Aleutian Range in Alaska, have volcanoes.

All the mountains of Hawaii are volcanoes.

Many of the states of this region have a coastline on the Pacific Ocean.

Rainforests are found in this region.

Desert Plains are found east of the Sierra Nevada mountain range.

Death Valley is located along the California-Nevada border.

### Key Questions

What are the states of the Pacific Region, and where are they on a map of the US?

### Essential Knowledge

#### Region 6

**Pacific States**

The states in the Pacific Region include California, Washington, Oregon, Hawaii, and Alaska—those that touch the Pacific.

- Location of each state.
- Ability to find states using longitude and latitude.

**Hawaii** is located on a moving tectonic plate which creates volcanic islands through land formed from the build up of lava during volcanic eruptions.

**Hawaii, Oregon, and Washington** are home of rainforests, and can receive more than 80 inches of precipitation each year.

**Death Valley** is located along the California-Nevada border.

### Activities/ Resources/ Science Connection

**Biomes to study**: Tundra, rainforests.

SSA (WEST) pgs. 11, 14, 15, 137, 138, 145, 146, 148.


TE: ALL PE +334C.
Major Concept (Objective): Describe the natural resources of the Pacific Region

II.40

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>This region is rich in mineral resources</td>
<td>What minerals are found in this region?</td>
<td>Wood is used to build many things, such as houses, furniture and in the manufacture of paper</td>
<td>SSA pgs. 144, 145, 146</td>
</tr>
<tr>
<td>Alaska and California produce oil</td>
<td>Why are oil and timber valuable resources?</td>
<td>Cod, Flounder, salmon and halibut are some of the fish caught in Alaska, and help the fishing industry generate more than a billion dollars per year.</td>
<td>R – PE: 338, 339, 340, 341, 343, 344, 345, 346, 347, 389, 402, 403, 409, 418, 420</td>
</tr>
<tr>
<td>Timber is an important resource in this region</td>
<td></td>
<td>Fishing is also an important industry in Hawaii, where swordfish and tuna are caught</td>
<td></td>
</tr>
<tr>
<td>Fish are an important resource for those states that share a coastline with the Pacific Ocean</td>
<td></td>
<td>Apples, potatoes, and grapes are important crops grown in the region</td>
<td></td>
</tr>
<tr>
<td>Good soil and favorable weather conditions make this region an important area for agriculture</td>
<td></td>
<td>Vast reserves of oil lie under ground in Alaska—in places where wildlife is protected by law.</td>
<td></td>
</tr>
</tbody>
</table>

SSA pgs. 144, 145, 146
TE: ALL PE + 334C
**Major Concept (Objective):** Explain how the environment has affected the lives of American Indians of this region long ago and today

### II.41

#### Essential Understanding

1. **American Indian Culture in the Pacific Region** was developed in response to the natural resources available in the region.

   - The Tlingit live along the southeastern coast of Alaska and the Northern coast of British Columbia in Canada.

2. The first Hawaiians were from the Polynesian Islands who traveled to the islands in large canoes with two hulls and brought plants and animals, including dogs, with them.

#### Key Questions

How did American Indians use natural resources to develop their culture?

#### Essential Knowledge (Facts & Skills)

- The Tlingit made good use of the forests, fish and game found in this region.
- Their winter homes were made out of large wood planks, carved figures into the doorways of their homes, and placed totem poles outside their homes, which represented the history of the family.
- In warmer months, they lived in smaller wooden homes in hunting and fishing grounds.
- They carved canoes for fishing and hunting.
- The Tlingit are famous for their Chilkat blanket, woven from the wool of mountain goats and sheep.
- The Potlatch is an important custom of the Tlingit, and is still celebrated today.
- Tlingit today live on the same land as their relatives many centuries ago, and live by logging or fishing.
- The Polynesian settlers spread out over eight separate islands of Hawaii. They shared a common language and culture, but were ruled by different chiefs until Kamehameha ruled all eight islands.
- The Hawaiian people lived off the lush vegetation and fish until the British first reached the islands in 1778, developed plantations, and cut down sandalwood trees.

#### Activities/ Resources/ Science Connection

- SSA pg. 148
- R – PE: 402, 404 – 409, 418
## Major Concept (Objective): Describe the importance of rivers and waterways to the Pacific Region in terms of trade, economy and culture

### II.42

### Essential Understanding

<table>
<thead>
<tr>
<th>Oceans and rivers of the Pacific Region are important to the northwest culture and economy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Questions</td>
</tr>
<tr>
<td>What role did the ocean play in developing cultures in the Pacific Region?</td>
</tr>
<tr>
<td>What role did rivers play in promoting industry?</td>
</tr>
</tbody>
</table>

### Essential Knowledge (Facts & Skills)

- The logging industry depends on the rivers to carry the lumber out of the forests
- The western economy has always depended on the fish from the ocean and rivers
- The ocean provided transportation and led to the settlement of Hawaii
- Rivers in the Central Valley region were dammed and canals built to make it the most important agricultural region in our country
- The Columbia River plays an important role in the economy and history of the region
- Puget Sound provides an economic, social, cultural, and historical background to life in the Northwest
- San Francisco Bay provides a natural harbor and is a major port

### Activities/ Resources/ Assessment

- SSA pgs. 144, 145, 146, 159, 160, 161
- R – PE: 404, 405, 411
- TE: 404, 405, 411
- TE: ALL PE + 314C, 374E
**Major Concept (Objective):** Describe the ways in which people have adapted to a very moist environment, and ways in which they have tried to change their environment to suit their needs

II.43

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>The moist environment of the temperate forests required people to adapt.</td>
<td>What adaptations needed to be made to survive in the moist, warm environment of the temperate rainforests</td>
<td>The conical shape of the homes and steep roofs built from natural materials that would shed rain and dry quickly were built to keep people dry. Depending on the temperature, (Hawaii) clothing was minimal. The many natural resources of the temperate rainforests were used for food, clothing and housing. Trees found in the rainforests of North America include the Sitka Spruce, hemlock, redwood, and provide the people with necessary resources. This could threaten the ecology of the region.</td>
<td>SSA pg. 148 R – PE: 381, 388, 389, 390, 391, 400 TE: ALL PE + 380C, 380D</td>
</tr>
</tbody>
</table>
Major Concept (Objective): Explain how actions taken by human communities can affect a rainy, wet environment

II.44

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Assessment</th>
</tr>
</thead>
</table>
| Logging, drilling for oil, mining and agriculture have a detrimental affect on a rainy, wet environment (rainforest) | What effect on the forest does action taken by human activities have on the environment? | Altering the forest by clearing trees for any purpose affects the animals that live there, the plants that live there and the quality of the soil. Erosion is a detrimental effect of clearing large areas of land without replanting. Deforestation is the loss of whole forests, and can alter the land’s ability to retain its moisture, thus changing the ecological system. The spotted owl is an endangered species because of the threat of deforestation | SSA pg. 146
TE : ALL PE + 380C |
### Essential Understanding

Much of the population of the Pacific region settled and grew along the waterways of the region.

### Key Questions

Why did populations grow along waterways?

### Essential Knowledge (Facts & Skills)

As logging became an important business, towns and cities were established along rivers where the sawmills were located.

During the gold rush, many cities were built along the Sacramento River, the American River, and the San Joaquin River, including Reno, Carson City, and Sacramento.

Bays were an important location for major cities, including San Francisco and the inlets along the Gulf of Alaska.

Cities along the Pacific Rim are important to International Trade, and export such products as movies and computer software, oil, and coal products and minerals that have been mined.

Indian settlements grew on Puget Sound due to the fish, game, and forest protection.

### Activities/ Resources/ Assessment

SSA pgs. 149, 167


TE: ALL PE + 334C
**Major Concept (Objective):** Identify the major cities of the Pacific Region and explain the reasons for their development, and explore the interrelationship between the physical geography, economics, and culture

II.46

<table>
<thead>
<tr>
<th>Essential Understanding</th>
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<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>California has two major cities: Los Angeles and San Francisco</td>
<td>Which cities in this region survived the California gold rush, and what makes them important today?</td>
<td>San Francisco has a good harbor and was close to the gold fields and is now a major city with industries in new technology.</td>
<td>SSA pgs. 147, 148, 158</td>
</tr>
<tr>
<td>San Francisco is a major city in California.</td>
<td>What different cultures have contributed to the social communities of the cities?</td>
<td>Seattle is home of the Space Needle, which is a tall tower that has a wide view of the Seattle area and nearby mountains and is accessed by monorail.</td>
<td>R – PE: 320, 329, 330, 351, 362, 363, 405, 409, 411, 412, 413, 418, 419, 428 – 431 TE: ALL PE + 380C</td>
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<tr>
<td>Seattle, Washington depends on tourism, the development of computer software, and tourism.</td>
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<tr>
<td>Anchorage is Alaska’s largest city.</td>
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</table>
Major Concept (Objective): Analyze factors that make each region of the US special or unique – II.47

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Assessment</th>
</tr>
</thead>
</table>
Part III: Social Science Themes and Concepts
Social Science Themes and Concepts:

The following pages list and describe Social Science themes which serve as organizing concepts for the study of regions. Teachers should think about these concepts and the ways in which they apply to each of the six US regions in this curriculum, and work to weave them into their instruction as each region is studied individually. Once all the regions have been studied separately, teachers can use the attached matrix as a way to compare the regions and how they relate to similar themes and concepts.

<table>
<thead>
<tr>
<th>Region:</th>
<th>Theme: GEOGRAPHY</th>
<th>Theme: HISTORY</th>
<th>Theme: ECONOMICS</th>
<th>Theme: CULTURE &amp; CUSTOMS</th>
<th>Theme: THE ROLE OF TECHNOLOGY</th>
<th>Theme: TRANSPORTATION AND TRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Northeast</td>
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<tr>
<td>Southeast</td>
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<tr>
<td>Midwest</td>
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<tr>
<td>Southwest</td>
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<tr>
<td>Rocky Mountain</td>
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<tr>
<td>Pacific</td>
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</tbody>
</table>
Major Concept (Objective): Explain the importance of History to our National and Local Regions

III.1

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts and Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>History provides meaning and context to the events of the past.</td>
<td>What is history?</td>
<td>Everything has a history</td>
<td>I’m a Mystery, Tell my History, activity from Inquiry Based Learning Using Everyday Objects</td>
</tr>
<tr>
<td>The study of history provides patterns and gives meaning to documents and artifacts left by people of other times and places.</td>
<td>Why is it important to study history?</td>
<td>History is the study of what has led to the growth and development of communities in North America.</td>
<td></td>
</tr>
<tr>
<td>Students can better understand their own society as well as others through the study of history.</td>
<td>How has history affected the development of Regions in our country?</td>
<td>History enables students to see how people in other times and places have grappled with the fundamental issues of survival, truth, and personal responsibility.</td>
<td></td>
</tr>
</tbody>
</table>

Events are shaped both by ideas and the actions of individuals.

| SSA pgs. 7, 8, 173                                                                         | R – PE: H2, H6                                      | TE: H2, H6, 62                                                       |
| I’m a Mystery, Tell my History, activity from Inquiry Based Learning Using Everyday Objects |
| | R – PE : H2 H6, H18, 2, 3, 22, 23, 35                                                      | TE: ALL PE + 42A, 42E, 42F                         |
### Major Concept (Objective): Explain the importance of Economics to the United States and its Regions

#### III.2

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Producers and consumers depend on each other.</td>
<td>What is economy?</td>
<td>Economy is the way people use resources to meet their needs.</td>
<td>Review definitions of natural and human resources</td>
</tr>
<tr>
<td>Resources are used to produce goods and services.</td>
<td>What is the difference between a want and a need?</td>
<td>Needs are something one needs to survive, wants are something a person would like to have but could live without.</td>
<td>SSA pgs. 4, 8, 177 – 178</td>
</tr>
<tr>
<td>People make economic choices when they purchase goods and services.</td>
<td>How do people deal with scarcity, resources, choices, price and supply and demand?</td>
<td>Resources are factors of production that are used to make goods and services.</td>
<td>R – PE: A12, 23, 33, 37, TE: ALL PE + 4C, 4D</td>
</tr>
<tr>
<td></td>
<td>What are supply and demand?</td>
<td>Resources can be natural or human, and are found in different regions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How can economies and regions affect each other?</td>
<td>Choice is selecting an item or action from a large set. Individuals must make good decisions about desired goods and services because all resources and goods are limited.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The interaction of supply and demand determines price.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Consumption is using goods and services.</td>
<td></td>
</tr>
</tbody>
</table>
### Major Concept (Objective): Identify culture and customs as they contribute to Regional issues and identification.

#### III.3

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many cultural groups contributed to North America’s heritage.</td>
<td>What is culture? What are some of the things that bind us together as Americans? Who makes up the culture of our country? Are there cultural characteristics within regions of our country?</td>
<td>Culture is the way of life followed by a group of people and includes language, religion, music, art, stories and games. Our common traditions, government, history and respect for all people unite our country. Native Americans have lived in North America for centuries, Europeans explored and settled North America, immigrants continue to come to the U.S. Studying the way of life of a group of people involves learning about what they do and what they believe.</td>
<td>Discuss how culture is dependent on the resources available to a group of people. For example, were the people wanderers or gatherers? Why? What is housing made out of? Do any traditions hinge on weather or climate? Are beliefs connected in any way to the environment groups of people live in? SSA pgs. 23 – 35 R – PE: 22, 23, 24, 25, 36, 37 TE: ALL PE + 4C, 4D,</td>
</tr>
</tbody>
</table>
**Major Concept (Objective):** The student will understand that the United States is a land of people who have diverse ethnic origins, customs, and traditions, who make contributions to their communities, and who are united as Americans by common principles.

### III.4

<table>
<thead>
<tr>
<th>Essential Understanding</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
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| The United States is a land of people who have diverse ethnic origins, customs, and traditions. These people contribute to their community by practicing the responsibilities of good citizens. Americans are a people of diverse origins, customs, and traditions who are united as Americans by common principles and traditions. | How do people of diverse ethnic origins, customs, and traditions, participate and contribute to their communities in the United States? How are people of different ethnic origins and customs united as Americans? | People in the United States have diverse ethnic origins, customs, and traditions, participate in and contribute to their communities. People contribute to their communities by celebrating their cultural heritages within the context of good citizenship. While people in our communities have different ethnic and cultural origins, they are united by common principles and traditions. People share the principles of respecting and protecting the rights and property of others, participating in school and community activities, demonstrating self-discipline and self-reliance, and practicing honesty and trustworthiness. Compare and contrast differing sets of beliefs and backgrounds. Gather and classify information, and make generalizations about data. | SSA pgs. 23 – 35
TE: ALL PE + 4C, 42E, 42F
TE: ALL PE + 4C, 42E, 42F |
**Major Concept (Objective):** The student will analyze the reasons why diverse groups came to the United States

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| People from diverse cultures have come to the United States for a variety of reasons. | What are some of the reasons that various groups of people have come to the United States? | Some reasons for coming to the United States:  
• Hope for better opportunities  
• For religious freedom  
• For adventure  
• To gain wealth  
• To work the land  
• To acquire land  
• To escape oppressive governments  
• To escape famine and diseases  
• By becoming slaves against their will  
• By becoming indentured servants  
• To seek fame | Novels:  
Who Belongs Here? An American Story by Margy Burns Knight  
SSA pgs. 24, 26, 28, 30, 32, 35  
R – PE: 22, 23, 35  
TE: 4C, 4D, 22, 23, 35 |
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| After WWII Americans turned their energies to the development of peacetime technologies. | Which industries benefited the most from the new technologies?  
What impact did the new technologies have on American life?  
What effects, if any, do regional differences have on the development of technology? | **Industries benefiting from new technologies**  
Airline industry – Jets--NW  
Automobile industry and interstate highway system--Detroit  
Entertainment and news media industry-California, NY  
Exploration of space--SE  
Computer technology--VA  
Satellite system  
Telecommunications (pagers, cell phones, television)  
Internet--VA | SSA pgs. 144, 162, 163  
TE: ALL PE + 178F, 204CD, 244E, 270C, 374E, 402C |
| | | **Impact of new technologies on American life**  
Increased domestic and international travel for business and pleasure  
Greater access to heating and air-conditioning  
TE: ALL PE + 374F |
TE: ALL PE + 374E |
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| Technology has expanded people’s capability to modify and adapt to their physical environment. | How has the use of technology expanded the capacity of people to modify and adapt to their environment? | **Influence of technology**  
- Agriculture (e.g. fertilizers, mechanization)  
- Energy usage (e.g., fossil fuels, nuclear)  
- Transportation (e.g., road building, railways)  
- Automobiles (e.g., parking lots, suburbs)  
- Airplanes (e.g., airport expansion, noise)  
- Internet/computer (e.g. communication, information)  

**Environmental impact on humans**  
- Settlement patterns  
- Housing materials  
- Agricultural activity  
- Types of recreation  
- Transportation patterns | SSA pgs. 144, 162, 163  
TE: ALL PE + 374e |
### Essential Understanding
Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia and the mid-Atlantic region.

### Key Questions
How have advances in transportation facilitated migration and economic growth?

### Essential Knowledge (Facts & Skills)
Virginia’s transportation system (highways, railroads, and air transportation) moves raw materials to factories and finished products to markets. Virginia exports agricultural and manufactured products, including tobacco, poultry, coal, and large ships.

Virginia’s location and resources derived from the Chesapeake Bay encourage technological development in trade.

Virginia’s location near the nation’s capital encourages the development of information technology.

### Activities/ Resources/ Science Connection
4.8 The student will investigate and understand important Virginia natural resources. Key concepts include:
- a. watershed and water resources;
- b. animals and plants;
- c. minerals, rocks, ores, and energy sources;
- d. forests, soil and land.

TE: ALL PE + 204C, 270C, 334C, 402C
Geography Influences Economy and Culture

Population growth and settlement trends are related to geography and resources.

Resources are dictated by geography.

Resources determine economy.

Transportation is affected by geography.

Regional characteristics (politics, housing, economy) reflect cultural attributes.

Politics are influenced by geography (e.g., water rights, tourism, income).

Geography and resources affect development of cities.

Geography and resources influence housing.
Northeast Geography Influences Its Economy and Culture

- Farming, fishing, and industry brought settlers to rural and urban areas
- Waterways and coastlines make fishing and trade important in the economy
- Lack of good farmland = dependence on manufacturing and trade
- Settlers from diverse backgrounds brought with them diverse cultural features
- Water transportation predominates for trade in cities of "Boswash."
  Public transportation is used within and between cities
- "Boswash" developed because of immigration patterns and proximity to transportation
- Cost of living is related to population density
Southeast Geography Influences Its Economy and Culture

- Mountain resources include forests and mining; coastal resources include rivers and farmland.
- Agriculture predominates, along with mining and tourism.
- Mississippi River and Gulf of Mexico are used for trade, along with highways.
- Cities developed at ocean ports and river outlets, as well as near major rivers.
- Abundance of resources made housing easily accessible.
- Diverse cultures reflected in musical traditions (Cajun, jazz, bluegrass, blues).
Middle West Geography Influences Its Economy and Culture

Frontier history has not only affected American Indians and white settlers, but continues to affect us today with farming, big cities on waterways, etc.

Plains make sod available; lakes and rivers provide water and transportation.

Farming is key on the plains; manufacturing is more predominant in port/river areas.

Railroad expansion made transportation easier; highways are also often used.

Cities developed around the Great Lakes and near trading posts because of access to waterways.

Sod houses or dugouts were built by early settlers.
Southwest Geography Influences Its Economy and Culture

Desert environment and lack of water influence settlement and growth

Oil is a major resource, along with other minerals

Rivers are used for transportation when possible, but cars made mobility easier

Air conditioning, aqueducts, and automobiles increased growth; cities developed near the U.S.-Mexico border because of inexpensive labor for factories

Aqueducts have had a major influence on contemporary housing patterns; American Indians also settled near waterways
Native Americans and European settlers have contributed to the culture of the region, heritage of a "frontier."

Rivers, mountains, minerals, lumber are natural resources.

Fishing, trapping are historical economic activity; today --- tourism, skiing.

Mountains were natural obstacle to transportation; development of air transportation makes region now even more economically successful.

Cities developed near lower elevations, or on plateaus, transit points across mountains.

Abundance of wood and other resources makes housing accessible.

Rocky Mountain Geography Influences Its Economy and Culture
Pacific Geography Influences Its Economy and Culture

Rivers, oceans, mountains, minerals, oil are natural resources that attracted many settlers.

Fishing, farming, developed along seacoasts and rivers.

Cities developed near ports, highways interchanges, and technology industry.

Large distances increase need for airplanes, boats, interstate highways, railroads, and ports that develop.

American Indians (Inuit/Eskimo), Asian immigrants from Pacific coast, Hispanic cultures, and European settlers have influenced culture and made cities diverse (L.A., S.F.)

Abundance of wood and other resources makes housing accessible.
Instruction on Internet Safety:

Please review these guidelines with your students before you begin research projects.

1. Students must talk with teachers, librarians, parents, or guardians before going online. The purpose of this conversation is to discuss the purpose of searching online for information, and to establish acceptable and unacceptable websites.
2. Students must never reveal any personal information to anyone or any site online. Students should never give their names, addresses, or other personal information—no matter what online website is asking for it.
3. If unwanted websites “pop-up,” or appear on screen, students must close these right away, and report any “pop-ups” that make them feel uncomfortable to teachers, librarians, or parents.
4. Students must never agree to meet anyone in person who may have communicated with them online. If communication online takes place, students should report this to a teacher, librarian, parent, or guardian.
5. Students must interact with the web in ways that are similar to how they are expected to behave with real people. Students must never disrespect other people online, nor should they use inappropriate language on any interactive sites.