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
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

- the following chart has multiple purposes: 1) **Pacing guide** – use the chart to guide the planning and pacing of your instruction; 2) **Check list** – use the chart as a checklist to confirm that you have integrated all the themes into each region; 3) **Integration** – use the weave together the themes for each region.

<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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<tr>
<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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<tr>
<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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<tr>
<td>Pacific</td>
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<tr>
<td>April</td>
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</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
## Essential Understanding

<table>
<thead>
<tr>
<th>Location</th>
<th>Key Questions</th>
<th>Essential Knowledge (Facts and Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| Location | What is the difference between absolute and relative location? | Every point on earth has a specific location determined by imaginary lines of latitude and longitude  
Equator  
Prime Meridian  
Longitude and Latitude  
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. | http://www.nationalgeographic.com/resources/ngo/education/themes
SSA pgs. 12, 14, 15, 16  
R- PE : H12, H13, 5, 12, 36, 64  
TE : H12, H13, 5, 12, 36, 48C,48D, 64  
Using longitude and latitude, locate specified places, such as highest mountain, the mouths of three rivers, 3 major cities, etc. |

| 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  
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. | Identify, read and use maps and globes: tools of geography  
SSA pgs. 23 – 34  
R- PE: H2, H4, H17, 4, 5, 36  
TE : H2, H4, H17, 4, 5, 36, 42A, 42E, 42F  

| 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. | http://interactive2.usgs.gov/learning/teachers/mapadv.htm  
SSA pg. 11  
SSA pgs. 23 – 34  
R – PE: A16, H2, H4, 16 –19, 21  
TE : A16, H2,H4, 16 – 19, 21, 42A, 42E, 42F  
SSA pg 11  
R – PE: A10, A11, 22 -23  
TE : A10, A11, 22, 23, 42A, 42E, 42F |

<p>| Movement | How is movement related to geography? | | |</p>
<table>
<thead>
<tr>
<th>Regions</th>
<th>What makes a region?</th>
<th>Read a shortened version of <em>Gulliver’s Travels</em>. Discuss each region and its characteristics.</th>
</tr>
</thead>
<tbody>
<tr>
<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>SSA pg. 11</td>
<td></td>
</tr>
</tbody>
</table>
### 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>
<tbody>
<tr>
<td>Longitude and latitude are used to locate places on maps and globes.</td>
<td>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?</td>
<td>Illustrate the following ways maps show information • Symbols • Color • Lines Show the following major types of thematic maps • Population • Resource • Climate • Political • Physical</td>
<td>SSA pg. 13 SSA pg. 17 SSA pgs. 17, 76 SSA pgs. 14 – 15 SSA pgs. 11-12 SSA pgs. 14 –15</td>
</tr>
<tr>
<td>A map is a visual representation of geographic information.</td>
<td></td>
<td>Use a map key to determine an area’s elevation. Identify the imaginary lines, (equator, prime meridian) that divide Earth into hemispheres. Describe the location of the United States relative to Earth’s hemispheres and the oceans and nations surrounding it. Using longitude and latitude, locate places on maps and globes. Compare maps of the world before exploration, and today.</td>
<td></td>
</tr>
<tr>
<td>Maps reflect changes over time due to improved technology and the change of names and boundaries.</td>
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</tbody>
</table>

**Activities/ Resources/ Science Connection**

- SSA pg. 13
- SSA pg. 17
- SSA pgs. 17, 76
- SSA pgs. 14 – 15
- SSA pgs. 11-12
- 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>
</table>
| Geographic regions have distinctive characteristics. | Where are the geographic regions of North America located? What are some physical characteristics of the geographic regions of North America? | Geographic regions-locations and physical characteristics:  
* **Coastal Plain**  
  - Located along the Atlantic Ocean and Gulf of Mexico  
  - Broad lowland providing many excellent harbors  
* **Appalachian Mountains**  
  - Located west of Coastal Plain extending from eastern Canada to western Alabama  
  - Old, eroded mountains (oldest mountain range in North America)  
* **Canadian Shield**  
  - Wrapped around Hudson Bay in a horseshoe shape  
  - Hills worn by erosion and hundreds of lakes carved by glaciers  
  - Holds some of the oldest rock formations in North America  
* **Interior Lowlands**  
  - Located west of the Appalachian Mountains and east of the Great Plains  
  - Rolling flatlands with many rivers, broad river valleys, and grassy hills | 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.  
SSA  
Coastal Plains – pgs. 18, 76, 77, 1978  
Appalachian Mountains – pgs. 18, 41, 67, 76  
Interior Lowlands – pg. 76  
Great Plains – pg. 19  
Rocky Mountains pgs. 20, 140, 142, 152  
Basin and Range – pg. 20  
Coastal Range – pg. 160 |
<table>
<thead>
<tr>
<th>Great Plains</th>
<th>Rocky Mountains</th>
<th>Basin and Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Located west of Interior Lowlands and east of the Rocky Mountains</td>
<td>Located west of the Great Plains and east of the Basin and Range</td>
<td>Located west of Rocky Mountains and east of the Sierra Nevadas and the Cascades</td>
</tr>
<tr>
<td>Flat land that gradually increases in elevation westward: grasslands</td>
<td>Rugged mountains stretching from Alaska to Mexico; high elevations</td>
<td>Area of varying elevations containing isolated mountain ranges and Death Valley, the lowest point in North America</td>
</tr>
<tr>
<td></td>
<td>Contains the Continental Divide, which determines the directional flow of rivers</td>
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<tr>
<td></td>
<td><strong>Coastal Range</strong></td>
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<tr>
<td></td>
<td>Rugged mountains along the Pacific Coast that stretch from California to Canada</td>
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<tr>
<td></td>
<td>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. Bodies of water support interaction among regions, form borders, and create links to other areas. | What are the 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? | 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 |
- The Gulf of Mexico provided the French and Spanish with exploration routes to Mexico and other parts of America.

Analyze and interpret maps to explain relationships among water features and historical events.

TE: A10, A11, H11-H18, 6, 7, 9, 11, 19, 21, 48C, 51, 52, 53, 77, 100, 112E, 118, 120, 122, 199, 207, 234, 244F, 324
**Major Concept (Objective):** Analyze and interpret maps that include major physical features; including elevation.

1.5

<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>Physical maps show natural features.</td>
<td>What are some of the natural features shown on physical maps? How is the relief of the land surface shown on a physical map?</td>
<td>Understanding that maps and diagrams can serve as representations of physical features.</td>
<td>5.7b Earth History</td>
</tr>
<tr>
<td>Physical features: Plains</td>
<td>• A large area of nearly flat land</td>
<td>5.7d How movements of plates form different geographic features</td>
<td></td>
</tr>
<tr>
<td>Physical features: Mountain</td>
<td>• A high landform with steep sides; higher than a hill.</td>
<td>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</td>
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</tr>
<tr>
<td>Physical features: Plateau</td>
<td>• An area of elevated flat land.</td>
<td>SSA pgs. 5, 17</td>
<td></td>
</tr>
<tr>
<td>Physical features: Valley</td>
<td>• An area of low land between hills or mountain.</td>
<td>R – PE: H1 – H8, H11 – H18, 52, 189, 253</td>
<td></td>
</tr>
<tr>
<td>Physical features: Delta</td>
<td>• Land made of silt left behind as a river drains into a larger body of water.</td>
<td>TE: H1 – H8, H11 – H18, 42E, 42F, 52, 189, 253</td>
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</tr>
<tr>
<td>Physical features: Island</td>
<td>• A body of land completely surrounded by water.</td>
<td>R – PE: H17, 10, 11, 187, 319, 323, 383, 390</td>
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</tr>
<tr>
<td>Physical features: Basin</td>
<td>• A bowl shaped landform surrounded by higher land/peninsula.</td>
<td>TE: H17, 10, 11, 187, 319, 380C, 383, 390</td>
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<tr>
<td>Physical features: Peninsula</td>
<td>• A body of land nearly surrounded by water.</td>
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<td>Ocean</td>
<td>• A large body of salt water.</td>
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*(Cont.)*
| **River** | A stream of water that flows across the land and empties into another body of water. |
| **Reservoir** | A natural or artificial lake used to store water. |
| **Bay** | Part of an ocean or lake that extends deeply into the land. |
| **Mesa** | A hill with a flat top: smaller than a plateau. |
| **Butte** | A small flat topped hill; smaller than a mesa or plateau. |
| **Mountain Range** | A row or chain of mountains. |
| **Mouth** | The place where a river empties into a larger body of water. |
| **Lake** | A body of water completely surrounded by land. |
| **Hill** | A rounded raised landform; not as high as a mountain. |
| **Desert** | A dry environment with few plants and animals. |

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.

### Essential Understanding

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.

### Key Questions

- What are latitude and longitude lines?
- How is the earth divided into the four hemispheres?
- How does the location affect the hemispheric conditions?

### Essential Knowledge (Facts & Skills)

#### 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.

### Science Connection

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.

### I.7 Essential Understanding

| Regions are areas of Earth’s surface which share unifying characteristics. |
| Regions may be defined by physical or cultural characteristics. |
| Regional labels may reflect changes in people’s perceptions. |

### Key Questions

| Why do geographers create and use regions as organizing concepts? |
| What are some examples of physical and cultural regions? |
| What are some examples of regional labels that reflect changes in perceptions? |

### Essential Knowledge (Facts & Skills)

| Regions are used to simplify the world for study and understanding. |
| **Physical regions** Desert Rainforest Great Plains Lowlands |

### Activities/ Resources/ Science Connection

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.

**Suggestion:** As each physical region is covered, connect with biomes in science, covering one biome in each region.

SSA pgs. 11 and 23 – 34


TE: ALL PE + 4D, 112E,

R- PE: A15, 24, 25, 36, 75, 76, 78, 82, 89, 92, 97, 138, 141-145, 210, 211, 233, 340, 404-406, 418

SSA pgs. 11 and 23 – 34


TE: ALL PE + 4D, 112E,

R- PE: A15, 24, 25, 36, 75, 76, 78, 82, 89, 92, 97, 138, 141-145, 210, 211, 233, 340, 404-406, 418


**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>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</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 |

<table>
<thead>
<tr>
<th></th>
<th>SSA pgs. 88, 47</th>
<th>SSA pgs. 88, 47</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
<td></td>
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<tr>
<td>TE: ALL PE + 184C</td>
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</table>
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>
</table>
| A state is an example of a political region. States may be grouped as part of different regions, depending upon the criteria used. | What is one way of grouping the 50 states? | States grouped as regions
Region 1
SSA pgs. 11, 18
TE: ALL PE + 48C, 204C, 204D |
<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.</td>
<td>What are some physical characteristics of the coastal plain geographic region?</td>
<td>Geographic regions—locations and physical characteristics</td>
<td>5.5 The student will investigate and understand characteristics of the ocean environment. Key concepts include: a. geological characteristics b. physical characteristics c. biological characteristics</td>
</tr>
<tr>
<td>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></td>
<td>Coastal Plains</td>
<td>SSA  pgs. 40, 41</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Located along the Atlantic Ocean and Gulf of Mexico</td>
<td>R – PE: 182, 184, 187, 188 – 191, 192 – 195, 198 – 201, 242</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Broad lowland providing many excellent harbors</td>
<td>TE: ALL PE + 184C, 204C, 204D</td>
</tr>
</tbody>
</table>
### Major Concept (Objective): Explain why people settled in the Northeast

#### 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
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.

**Essential Understanding**

<table>
<thead>
<tr>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| 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 |
**Major Concept (Objective):** Explain the relationship between the natural resources of the New England region and its development as a trade center

**II.5**

<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>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. Examples of manufacturing areas Textile industry – New England Steel industry – Pittsburgh Multiple industries—New York</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></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></td>
<td></td>
<td>R – PE: A12, 194, 198, 199, 200, 201, 205, 221, 222, 234, 235 TE: ALL PE + 184C, 204C</td>
</tr>
</tbody>
</table>

(Cont.)
<table>
<thead>
<tr>
<th>Effects of unequal distribution of resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interdependence of nation/trade in goods, services, and capital resources</td>
</tr>
<tr>
<td>• Uneven economic development</td>
</tr>
<tr>
<td>• Energy producers and consumers</td>
</tr>
<tr>
<td>• Imperialism</td>
</tr>
<tr>
<td>• Conflict over control of resources</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Patterns of land use</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Proximity of economic activity and natural resources: coal, steel, grain, cattle, fishing, ocean; hydro-electric power, aluminum smelting</td>
</tr>
</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>
<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| Population changes, growth of cities, and new inventions produced interaction between different cultural groups. | Why did immigration increase? | Reasons for increased immigration  
Hope for better opportunities  
Religious freedom  
Escape from oppressive governments  
Adventure | SSA pgs, 42, 43, 44, 45, 48, 56, 57  
R – PE: 199, 200, 201, 222, 223, 234, 235  
TE: ALL PE + 204C |
| Population changes, growth of cities, and new inventions produced problems in urban areas—problems that needed solutions, thus more invention and development. | Why did cities develop? What role was played by industry? Education? | Reasons why cities developed  
Specialized industries including Steel (Pittsburgh)  
Immigration from other countries  
Movement of Americans from rural to urban areas for job opportunities  
Transportation hubs | R – PE: 186, 187, 199, 200, 201, 220-223, 234, 235  
TE: ALL PE + 178F, 204C |
| Manufacturing areas were clustered near centers of population. | What are some examples of manufacturing areas that were located near centers of population? | Steel industry – Pittsburgh  
TE: ALL PE + 184C, 204C |
| Cities serve as centers of trade and have political, economic, and cultural significance. | What are some examples of cities that historically have had political, economic, and/or cultural significance to the development of the United States? | Northeast – New York, Boston, Pittsburgh, Philadelphia | R – PE: A12, 35, 185, 194, 200, 221–222, 234, 235  
TE: ALL PE + 184C |
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.

<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></td>
<td>What are the major bodies of water in the United States - northeast?</td>
<td>Major bodies of water in northeast:</td>
<td>SSA 44</td>
</tr>
<tr>
<td></td>
<td>What are some ways bodies of water in the United States have supported interaction and created links to other regions?</td>
<td>• Great Lakes: NY</td>
<td>TE: ALL PE + 184C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Hudson River, Connecticut River</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Trade, transportation, and settlement</td>
<td></td>
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<td>• Connections between port of NY and inland states</td>
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<td></td>
<td></td>
<td>• The location of the United States, with its Atlantic coastline, has provided access to other areas of the world</td>
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<tr>
<td></td>
<td></td>
<td>• Major ports: NY, Boston, Philadelphia</td>
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<tr>
<td></td>
<td></td>
<td>• The Atlantic Ocean served as the highway for explorers, early settlers, and later immigrants.</td>
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</table>
**Major Concept (Objective):** Describe the physical features of the Northeast

**II.8**

<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>New England has a rocky coastline</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&lt;br&gt;• Located along the Atlantic Ocean and Gulf of Mexico&lt;br&gt;Broad lowland providing many excellent harbors&lt;br&gt;• Bays and harbors in places like Massachusetts, New York, Connecticut, New Jersey, and Philadelphia&lt;br&gt;• Farming in New York state, New England is productive</td>
<td>SSA pgs. 48, 58, 76, 77&lt;br&gt;R – PE: 182, 284, 287, 288 – 291, 192 – 195, 198 – 201, 242&lt;br&gt;TE: ALL PE + 184C, 204C, 204D</td>
</tr>
</tbody>
</table>
### Essential Understanding

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.

### Key Questions

- 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?

### Essential Knowledge (Facts & Skills)

- 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.

### Activities/ Resources/ Science Connection

- SSA pgs. 44, 77
  TE: ALL PE + 184C
  TE: ALL PE + 204D
### 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 do 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></td>
</tr>
</tbody>
</table>
| Regions may be defined by physical or cultural characteristics | What are some examples of physical and cultural regions? What are the cultural features of the Northeastern cities? | Physical regions  
- New England (NE), New York, Pennsylvania, NJ. |
| Geography of the Northeast, and its accompanying economy, influenced the development of the population and industry of the region. | How do regional landscapes reflect cultural characteristics of their inhabitants? | Cultural regions  
- Language  
- Ethnic  
- Religion  
- Economic  
- Political |
| Regional landscapes reflect cultural characteristics of their inhabitants. | | Cultural Characteristics  
- Architectural structures  
- Religious buildings  
- Dwellings—European influence  
- Statues and monuments of local, national, or global significance; e.g. Bunker Hill, Statue of Liberty, St. Patrick’s Cathedral, Liberty Bell  
- European influence in Art, music, education | SSA pgs. 52,53,54,55,56,57,58 |
TE: ALL PE + 48C, 204C, 204D |
| | | | R – PE: 184, 187, 188, 189, 191, 210, 211, 233  
TE: ALL PE + 184C 204C, 204D |
TE: ALL PE + 184C, 204C, 204D |
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? Where are the Southeastern states located? | **Region 2**  
**Southeast states:** Virginia, West Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Florida, Alabama, Mississippi, Arkansas, and Louisiana, Maryland, Delaware  
Analyze and interpret maps  
Use parallels of latitude and meridians of longitude to describe hemispheric location | [http://www.manning.k12.ia.us/Technology/southeast/teacher.html](http://www.manning.k12.ia.us/Technology/southeast/teacher.html)  
**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>
<tbody>
<tr>
<td>The natural and physical features of a region often define the development, trade, industry, products, and agriculture of that region.</td>
<td>What are the natural and physical features of the Southeast region?</td>
<td><strong>Natural and Physical features of the Southeast region include:</strong></td>
<td><a href="http://www.manning.k12.ia.us/Technology/southeast/teacher.html">http://www.manning.k12.ia.us/Technology/southeast/teacher.html</a></td>
</tr>
<tr>
<td></td>
<td>What are the natural features of the coastal plain?</td>
<td>• The Coastal Plain Flat land located along the Atlantic Ocean and The Gulf of Mexico East of the fall line</td>
<td><a href="http://www.nationalgeographic.com/wildworld/rivers/rivers.html">http://www.nationalgeographic.com/wildworld/rivers/rivers.html</a></td>
</tr>
<tr>
<td></td>
<td>How did these natural and physical features influence development, trade, industry, and agriculture of the Southeast region?</td>
<td>• Lake Okeechobee in Florida</td>
<td><a href="http://www.thewiehns.com/regions.htm">http://www.thewiehns.com/regions.htm</a></td>
</tr>
<tr>
<td></td>
<td>What are some of the important products of the Southeast region?</td>
<td>• Okefenokee Swamp in Georgia</td>
<td>SSA pgs. 18, 76 , 77, 78, 64, 41, 67, 66, 68, 69, 70, 71,</td>
</tr>
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<td>What are some of the important industries of the Southeast region?</td>
<td>• The Everglades in Florida</td>
<td><strong>R – PE:</strong> 116 – 122, 124, 125, 132 – 137, 147, R20, R21</td>
</tr>
<tr>
<td></td>
<td>What are some of the important cities in the Southeast region?</td>
<td>• The Appalachian Mountains that consist of:</td>
<td>TE: ALL PE + 112A</td>
</tr>
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<td></td>
<td>What is the fall line, and how did it help influence development in the Southeast region?</td>
<td>• The Blue Ridge Mountains that stretch from Maryland to Georgia</td>
<td><strong>R – PE:</strong> 117, 119, 130, 131, R21, R26, R27</td>
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<td></td>
<td></td>
<td>• The Great Smokey Mountains of North Carolina and Tennessee</td>
<td>TE: SAME AS PE</td>
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<td></td>
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<td>• Hardwood Forests</td>
<td><strong>R – PE:</strong> 116, 118, 124, 125, 132, 133, 134, 135, 136, 137</td>
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<td></td>
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<td>• Coal and Oil Reserves</td>
<td>TE: SAME AS PE</td>
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<td>• Rivers such as:</td>
<td><strong>R – PE:</strong> 119, 128, 129, 130, 131, 135, 136, 137</td>
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<td></td>
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<td>The Mississippi River</td>
<td>TE: ALL PE + 118C</td>
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<td></td>
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<td>The Savannah River</td>
<td><strong>R – PE:</strong> 124, 129, 130, 131, 135, 136, 137</td>
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<td></td>
<td></td>
<td>The Chattahoochee River</td>
<td>TE: ALL PE + 118C</td>
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<td></td>
<td>The James River</td>
<td><strong>R – PE:</strong> 128 – 135</td>
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<td></td>
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<td>The Red River</td>
<td>TE: ALL PE + R18</td>
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<td></td>
<td></td>
<td>The Tennessee River</td>
<td>R – PE: 124, 136, 146, 151, 166, R19</td>
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<td></td>
<td></td>
<td>The Alabama River</td>
<td>TE: ALL PE + R18</td>
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<tr>
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<td></td>
<td>• The Fall Line The natural border between the Coastal Plain and the Piedmont Regions, where waterfalls prevent further travel up the rivers</td>
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<td></td>
<td>Important industries and products of the Southeast region include:</td>
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<td>• Paper, lumber, wood (Cont.)</td>
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</table>
- 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.

#### Essential Understanding
The people who have settled the Southeast Region have had diverse reasons for settlement and bring many diverse cultures to the area.

#### Key Questions
Why did people settle in the Southeast Region of The United States?

#### Essential Knowledge (Facts & Skills)
**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

#### Activities/ Resources/ Science Connection
SSA pg. 66
- R – PE: 122, 140 – 143, 145, 146, 147
- TE: ALL PE + 112F, 138A, 138C
**Major Concept (Objective):** The student will explore the interrelationship between physical, economic, and cultural elements of the Southeast region.

**II.14**

<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>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.</td>
<td>What are some of the physical, economic, and cultural elements of the Southeast region, and how do they influence each other?</td>
<td>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.</td>
<td>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</td>
</tr>
</tbody>
</table>
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;&lt;i&gt;Kansas; Nebraska; South Dakota; North Dakota; Missouri; Iowa; Minnesota; Illinois; Wisconsin; Michigan; Indiana; Ohio&lt;/i&gt;</td>
<td>Use U.S. Maps and have students label the 12 states, which make up the Middle West Region. <strong>Biome to study: Plains</strong>&lt;br&gt;SSA pgs. 18, 85&lt;br&gt;R – PE: 248,249, 253, 260, 267, 273, 281&lt;br&gt;TE: ALL PE + 250C</td>
</tr>
</tbody>
</table>
Major Concept (Objective): The student will describe the physical features of the Middle West and explain how these features influenced development.

II.17

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<tr>
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<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| The physical features of the Middle West region affected the development of the region. | **What physical features are found in the Middle West Region?**
How did these physical features affect the development of the Middle West Region? | Physical Features of the Middle West Region
- Plains
- Rolling Hills
- Lakes
- Rivers

**Physical Features Affect Development of Region**

**Plains**
- Flat, grasslands provided food for herds of buffalo, which roamed the region until the late 1800’s.
- The Plains Indians, early inhabitants in the region, moved about the region following the buffalo.
- 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.
- Early settlers built homes called sod houses from the grass and sod of the plains.

(Cont.) | SSA pgs. 92, 99, 100, 102, 105, 106, 108
TE: ALL PE + 244F, 250C, 270C |
TE: ALL PE + 244F, 250C, 270C |
<table>
<thead>
<tr>
<th><strong>Rolling Hills</strong></th>
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</thead>
<tbody>
<tr>
<td>• Rolling hills provided a windbreak for crops.</td>
</tr>
<tr>
<td>• Early settlers in the region used the rolling hills to build homes called dugouts.</td>
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<thead>
<tr>
<th><strong>Rivers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Mississippi River and its tributaries provided a transportation network to bring new settlers and supplies to the region.</td>
</tr>
<tr>
<td>• The rivers also provide water for the crops grown in the region.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Lakes</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• The Great Lakes provided transportation for new settlers and for the trading of goods.</td>
</tr>
<tr>
<td>• Lakes in the region also provide recreation areas and water supplies for cities in the region.</td>
</tr>
</tbody>
</table>
### Essential Understanding

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.

### Key Questions

- How are the Central Plains and Great Plains similar?
- What are the differences between the Great Plains and the Central Plains?

### Essential Knowledge (Facts & Skills)

#### 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 its 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.

### Activities/ Resources/ Science Connection

- R – PE: 253, 254, 255
- TE: ALL PE + 250C

- R – PE: 51, 59, 253, 255
- TE: ALL PE + 250C

Major Concept (Objective): The student will identify products of the Middle West and explain their importance.

II.19

<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 Middle West Region is an important contributor to food production and manufacturing industries. | What are some of the products made or grown in the Middle West Region?        | 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  
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.  
(Cont.) | SSA pgs. 87, 89, 99 – 109  
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. |
American Indian tribes were living in the Midwest long before the Europeans arrived in North America, living as hunter-gatherers following the bison.

The French were the first Europeans to come to the Midwest in the mid-1600’s. In the 1800s European American settlers began moving across the Appalachian Mountains into the frontier.

Vast tracts of fertile grassland attracted those who wanted to farm and raise domestic herds.

### 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 were some of the American Indian cultures located in the Midwest?</td>
<td><strong>American Indians</strong></td>
<td>Relate natural resources of the region to how the Plains people’s culture developed.</td>
</tr>
<tr>
<td>How did these cultures meet the basic needs of their people?</td>
<td>• The Midwest was home to two American Indian Cultural Groups: The Eastern Woodlands and the Plains.</td>
<td>• Why did Plains Indians live in tepees?</td>
</tr>
<tr>
<td>What were some problems encountered by the American Indians living in the Midwest?</td>
<td><strong>Plains</strong></td>
<td>• What material was used to make the tepee?</td>
</tr>
<tr>
<td>What brought the French to the Midwest?</td>
<td>• The early Plains people lived mostly in villages along rivers.</td>
<td>• How did the Plains Indians transport the tepees as they followed the herds of buffalo?</td>
</tr>
<tr>
<td>What were some of the problems the French encountered in the Midwest?</td>
<td>• In the 1500’s the Spanish brought horses to the area and this changed the lives of the Plains people.</td>
<td>• Why did they become hunters instead of farmers?</td>
</tr>
<tr>
<td>What impact did they make on the Midwest?</td>
<td>• Horses made the Plains a mobile society following 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.</td>
<td>• How did climate affect their lives?</td>
</tr>
<tr>
<td>What brought European American settlers to the Midwest?</td>
<td>• Homes now were teepees, which could be carried on a travois behind the horses.</td>
<td></td>
</tr>
<tr>
<td>What were some of the problems the European American settlers encountered in the Midwest?</td>
<td>• Some of the problems they encountered were 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.</td>
<td></td>
</tr>
<tr>
<td>What impact did their presence make on the Midwest?</td>
<td>(Cont.)</td>
<td></td>
</tr>
</tbody>
</table>

American Indians

**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 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 were 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.

(Cont.)
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

#### Essential Understanding

Students will be able to identify major cities in the Midwest and tell something about the history of their development.

#### Key Questions

- What are three of the largest cities in the Midwest?
- What were the reasons for the development of each of these cities?

#### Essential Knowledge (Facts & Skills)

**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.

#### Activities/ Resources/ Science Connection

- SSA pgs. 88, 93, 94, 95
- R - PE: 248, 249, 286, 296, 297
- TE: ALL PE + 270C
- R – PE: 248, 286, 287, 288, 296, 301
- TE: ALL PE + 270C
Major Concept (Objective): Analyze the role of ports in the Middle West. II.22

<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>
| 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

<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 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**<br>• 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 | 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.
Major Concept (Objective): Identify natural resources of the Middle West and explain how they have helped the development of the region.

### Essential Understanding

The Midwest is full of natural resources. The natural resources of the Middle West affected the development of the region.

### Key Questions

- What are some of the natural resources of the Midwest?
- How did these resources affect the development of the region?

### Essential Knowledge (Facts & Skills)

<table>
<thead>
<tr>
<th>Natural Resources of the Midwest</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fertile soil</td>
<td>SSA  pgs. 89, 99 – 108</td>
</tr>
<tr>
<td>Water</td>
<td>R – PE: 257, 261, 266, 267, 293, 295, 297, 298, 299</td>
</tr>
<tr>
<td>Forests</td>
<td>TE: SAME</td>
</tr>
<tr>
<td>Natural gas</td>
<td>R – PE: 266, 293, 295, 297, 298, 299</td>
</tr>
<tr>
<td>Petroleum</td>
<td>TE: SAME</td>
</tr>
<tr>
<td>Iron Ore</td>
<td></td>
</tr>
<tr>
<td>Coal</td>
<td></td>
</tr>
<tr>
<td>Prairies</td>
<td></td>
</tr>
</tbody>
</table>

### 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. (Cont.)
<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Coal was also used in the making of steel and as a fossil fuel used in heating homes in the region.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Prairies provide vast grasslands for the grazing of animals. The Midwest region is noted for its dairy, beef, and hog productions.</td>
<td></td>
</tr>
</tbody>
</table>
### Essential Understanding

| The Middle West has factors that make it special or unique from other parts of the country. |

### Key Questions

| What are some of the special or unique factors of the Middle West? |

### Essential Knowledge (Facts & Skills)

<table>
<thead>
<tr>
<th>Special factors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Great Plains</strong> provide fertile soil and flat land for the growing of wheat, oats, barley, and sunflowers. Irrigation is used to provide water for crops.</td>
</tr>
<tr>
<td><strong>Central Plains</strong> receive more rainfall and at a lower elevation. The main crops grown are corn and soybeans.</td>
</tr>
<tr>
<td><strong>Vast grasslands</strong> provide grazing pastures for cattle and hogs. The Midwest is known for its beef, hog, and dairy products.</td>
</tr>
<tr>
<td><strong>Climate</strong> supports a growing seasons for various crops of grains and fruits.</td>
</tr>
<tr>
<td><strong>The Central Plains</strong> have more trees than the Great Plains and support different species of wildlife.</td>
</tr>
<tr>
<td><strong>The people who came westward to settle the Midwest</strong> where known as pioneers. They had to face many struggles in settling the land.</td>
</tr>
<tr>
<td><strong>Petroleum products</strong> provide fuel and energy for homes, cars, and industries.</td>
</tr>
<tr>
<td><strong>Steel products from the Midwest</strong> are shipped all over the world for building products, cars, and railroad cars.</td>
</tr>
</tbody>
</table>

### Activities/ Resources/ Assessment

<table>
<thead>
<tr>
<th>SSA pgs. 85 – 97</th>
</tr>
</thead>
<tbody>
<tr>
<td>TE: ALL PE + 250C</td>
</tr>
</tbody>
</table>

(Cont.)
- 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>
<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 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>
<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 variety of landforms and environments</td>
<td>What are some of the most notable physical features of the Southwest?</td>
<td>The Rio Grande River forms the border between the United States and Mexico</td>
<td>SSA pgs. 18, 19, 76, 77, 114, 116, 117, 119, 127, 140, 142, 152</td>
</tr>
<tr>
<td>Some of the physical features of the Southwest include plateaus, canyons, and mesas.</td>
<td>How did canyons, mesas and buttes form?</td>
<td>The Colorado Plateau is the major plateau of the Southwest</td>
<td>R- PE: 46 – 61, 70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Grand Canyon is the result of geological uplift and water erosion.</td>
<td>TE: ALL PE + 48C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lowlands comprise the Coastal Plain in Texas</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Great Plains reach into Oklahoma, Texas and New Mexico</td>
<td>R – PE: 46, 52, 53, 55, 70</td>
</tr>
<tr>
<td></td>
<td></td>
<td>The Rocky Mountains cover part of New Mexico and Arizona</td>
<td>TE: ALL PE + 48C</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Canyons, mesas and buttes are formed by erosion</td>
<td></td>
</tr>
<tr>
<td>The unique physical features of the Southwest have impacted the economy.</td>
<td>How have the physical features of the Southwest helped the economy?</td>
<td>Tourism is important to the economy of the Southwest</td>
<td>R – PE: 47, 51, 57, 60 61, 94 – 97</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>TE: ALL PE + 72C, 72D</td>
</tr>
</tbody>
</table>

## 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

### Major Concept (Objective): Explain how the environment affected the lives of American Indians

II.29

<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 lifestyles of early cultures were dictated by the environment and its natural resources | How did the harsh desert environment affect the lives of American Indians in the Southwest?  
What natural resources did early cultures depend on for food, housing, and clothing and transportation? | 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 | SSA pgs. 114, 125, 126, 127, 128  
R – PE: 48, 49, 57, 58, 74 – 79  
TE: ALL PE +42E, 42F  
R – PE: 48, 49, 50-55, 57, 58, 59, 60, 61, 67, 68, 69, 75  
TE: ALL PE + 42E, 42F |
### Essential Understanding

| Navaho, Pueblo and Anasazi were three of the earliest cultures to settle in the Southwest |
| Spanish explorers began settling the Southwest in their search for gold, and eventually, to spread Christianity |
| During the Westward expansion, settlers found cattle left behind by the Spanish missionaries, and began raising them on the wide open ranges |
| The discovery of oil and important minerals brought more people and industries to the Southwest |
| Technology is another important part of the economy of the southwest and the reason people continue to settle there |

### Key Questions

| How did early cultures develop in the Southwest? |
| How did the Long Walk and the return to life on reservations affect the lives of the American Indians? |
| How did the Spanish develop successful communities in the Southwest? |
| What industries in the Southwest today still make it a popular place to live? |

### Essential Knowledge (Facts & Skills)

| American Indian cultures began as hunters and gatherers |
| The Navajo learned farming and pottery-making in this region, and developed basket weaving, using the grasses available, from the Pueblo |
| Spanish missionaries supported themselves by raising cows, pigs and sheep, along with crops such as corn, beans, fruit and pumpkins |
| The purposes of the Spanish missions were to claim land and convert the Indians to Christianity |
| Oil and Railroads brought European-American settlers to the region. |

### Activities/ Resources/ Science Connections

| SSA pgs. 120, 126, 127, 128 |
| R – PE: 72 – 79 |
| TE; ALL PE + 42E, 42F, 72C |
| R – PE: 76 – 79 |
| TE: SAME |
| R – PE: 73, 84 – 89, 92 – 94 |
| TE: ALL PE + 72C |
| TE: ALL PE + 42E, 42F |
**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

<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>
<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 TE: ALL PE + 72D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Texas industries make computers, radios, calculators and electronic equipment.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>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 TE: ALL PE + 72D</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Houston, Texas is the home of the Johnson Space Center.</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Los Alamos, New Mexico is the home of scientists who study nuclear energy.</td>
<td></td>
</tr>
<tr>
<td>Essential Understanding</td>
<td>Key Questions</td>
<td>Essential Knowledge (Facts &amp; Skills)</td>
<td>Activities/ Resources/ Science Connections</td>
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</tr>
<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&lt;br&gt;TE: ALL PE + 48C</td>
</tr>
<tr>
<td>Erosion caused by the flow of the Colorado River has formed the Grand Canyon</td>
<td></td>
<td>The Glen Canyon Dam was built to prevent silt from building up behind the Hoover Dam</td>
<td>R – PE: 51 – 55, 57, 107&lt;br&gt;TE: SAME</td>
</tr>
<tr>
<td>The Rio Grande River forms the border for Texas and the United States</td>
<td></td>
<td>Lake Mead, formed from damming the Colorado River holds enough water to supply states in the southwest for two years</td>
<td></td>
</tr>
</tbody>
</table>
Major Concept (Objective): Describe the ways in which people have changed the desert environments to meet their need for water

<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 damming of the Colorado River has provided the desert environment of the Southwest with water</td>
<td>How has the damming of the Colorado changed the environment of the Southwest?</td>
<td>Damming the Colorado River has provided the people of the southwest with water for drinking, farming, industry and recreation</td>
<td>SSA pgs. 116, 125 – 128, 130, 131, 133, 134</td>
</tr>
<tr>
<td>The availability of water has made the building up of industries, such as oil refineries, possible</td>
<td></td>
<td>Aqueducts and aquifers help people meet their water needs in a dry environment</td>
<td>R – PE: 18,19, 20, 52 – 55, 67, 107, 383</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Although the damming of the Colorado River has benefited the people of the Southwest, it has had detrimental effects on the environment</td>
<td>TE: ALL PE + 48C</td>
</tr>
<tr>
<td></td>
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<td>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</td>
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<tr>
<td></td>
<td></td>
<td>The introduction of Rainbow Trout, which thrive in the colder water, has also contributed to the extinction of native fish</td>
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<tr>
<td>Essential Understanding</td>
<td>Key Questions</td>
<td>Essential Knowledge (Facts &amp; Skills)</td>
<td>Activities/ Resources/ Science Connection</td>
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<tr>
<td>As the Colorado River was “tamed” and water became 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>
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<td></td>
<td></td>
<td></td>
<td>TE: ALL PE + 48C</td>
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<tr>
<td>Essential Understanding</td>
<td>Key Questions</td>
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<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 Gowen, B, &amp; Larson, K (2002). <em>G is for Grand Canyon: An Arizona Alphabet</em>. Chelsea, MI: Sleeping Bear Press.</td>
</tr>
</tbody>
</table>
### Essential Understanding

- The states in the Rocky Mountain Region include Colorado, Utah, Nevada, Montana, Wyoming, Idaho
- 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 Rocky Mountain Region, and where are they on a map of the US?

### Essential Knowledge (Facts & Skills)

**Region 5**

**Rocky Mountain States**
The states in the Rocky Mountain Region include Colorado, Utah, Nevada, Montana, Wyoming, Idaho

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

### Activities/ Resources/ Assessment

- SSA (WEST) pgs. 11, 137, 138
- TE: ALL PE + 314C, 334C, 374C, 374F, 380C, 440A
### Essential Understanding
- The Rocky Mountains are the largest mountain system in North America.
- The Continental Divide is an imaginary line that runs along the crest of the Rocky Mountains, separating Atlantic-flowing waters from Pacific-flowing.
- Geysers and hot springs can be found in Yellowstone National Park.
- The Sierra Nevada is a mountain range that stretches through eastern California and Western Nevada.
- 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 major physical features of the Rocky Mountain Region?
- What geologic processes contributed to the physical landscape of the Rocky Mountain Region?

### Essential Knowledge (Facts & Skills)
- 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.
- 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.
- The Rocky Mountains and the Western regions of the US are younger geologically than the Eastern regions, and are therefore more “active.”
- Desert plains receive about 5 inches of rain each year, and temperatures are very high during the day, while dropping at night.
- Death Valley has been preserved as a National Park.

### Activities/ Resources/ Assessment
- SSA pgs. 138, 152 – 157, 164, 165
  - TE: ALL PE + 314C, 314D, 334C, 380C
  - TE: ALL PE + 314C, 314D, 334C, 380C
Major Concept (Objective): Students Will Identify the resources of the Rocky Mountain Region, their role in history, and effects on settlement
II.37

<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 Rocky Mountain Region has a climate that provides a year-round growing season | What minerals are found in this region? Did different resources or events attract different people? | 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. | SSA pg. 142
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>
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<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Denver and Salt Lake City are the region’s largest cities</td>
<td>Which cities in this region survived the Colorado gold rush and what makes them important today?</td>
<td>Why Denver is known as the “Mile High City”</td>
<td>SSA pgs. 152 – 155</td>
</tr>
<tr>
<td>Salt Lake City, Utah lies on the shores of the Great Salt Lake</td>
<td>Why did the major cities form where they formed?</td>
<td>Denver is the region’s business center</td>
<td>R – PE: 344, 345, 346, 347, 359, 360, 362, 365, 366, 367</td>
</tr>
<tr>
<td></td>
<td>What different cultures have contributed to the social communities of the cities??</td>
<td>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</td>
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<td>The 2002 Winter Olympics held in Salt Lake City drew thousands of tourists to the region</td>
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<td></td>
<td>Vail and Aspen, Colorado are popular resort areas, which use the mountains and climate to their advantage</td>
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<td>Salt is an important resource, and the mining of salt is important to Salt Lake City’s economy</td>
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<td></td>
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<td>Copper, silver and lead are mined in the area</td>
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</tbody>
</table>
Major Concept (Objective): Students Will Identify the States of the Pacific Region  
II.39

<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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</thead>
</table>
| The states in the Pacific Region include California, Washington, Oregon, Hawaii and Alaska | What are the states of the Pacific Region, and where are they on a map of the US? | **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  
There are many national parks and national forests in the Pacific Region, due to its development as an outdoor sport and recreation area, and the vast tracts of rugged, open land. | **Biomes to study:**  
Tundra, rainforests  
SSA (WEST) pgs. 11, 14, 15, 137, 138, 145, 146, 148  
TE: ALL PE +334C |
| 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 |  |  |  |
**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>TE: ALL PE + 334C</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>
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<tr>
<td>Good soil and favorable weather conditions make this region an important area for agriculture</td>
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<td>Vast reserves of oil lie under ground in Alaska—in places where wildlife is protected by law.</td>
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<tr>
<td>Essential Understanding</td>
<td>Key Questions</td>
<td>Essential Knowledge (Facts &amp; Skills)</td>
<td>Activities/ Resources/ Science Connection</td>
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<tr>
<td>American Indian Culture in the Pacific Region was developed in response to the natural resources available in the region</td>
<td>How did American Indians use natural resources to develop their culture?</td>
<td>The Tlingit made good use of the forests, fish and game found in this region</td>
<td>SSA pg. 148</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
<td>R – PE: 402, 404 – 409, 418</td>
</tr>
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<td>The Tlingit are famous for their Chilkat blanket, woven from the wool of mountain goats and sheep</td>
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<td>The Potlatch is an important custom of the Tlingit, and is still celebrated today</td>
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<td>Tlingit today live on the same land as their relatives many centuries ago, and live by logging or fishing.</td>
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<td></td>
<td>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</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>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.</td>
<td></td>
</tr>
</tbody>
</table>
## Major Concept (Objective):
Describe the importance of rivers and waterways to the Pacific Region in terms of trade, economy and culture

### II.42

<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>Oceans and rivers of the Pacific Region are important to the northwest culture and economy</td>
<td>What role did the ocean play in developing cultures in the Pacific Region? What role did rivers play in promoting industry?</td>
<td>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.</td>
<td>SSA pgs. 144, 145, 146, 159, 160, 161 R – PE: 404, 405, 411 TE: 404, 405, 411 R – PE: 324, 329, 337, 338, 343, 360, 363, 381, 395 TE: ALL PE + 314C, 374E</td>
</tr>
</tbody>
</table>
### 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>
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</thead>
</table>
| The moist environment of the temperate forests required people to adapt. | What adaptations needed to be made to survive in the moist, warm environment of the temperate rainforests | 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. | SSA pg. 148  
R – PE: 381, 388, 389, 390, 391, 400  
TE : ALL PE + 380C, 380D |
<table>
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</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 |
Major Concept (Objective): Analyze the relationship between waterways, water resources and human population growth in the Pacific Region

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>Much of the population of the Pacific region settled and grew along the waterways of the region.</td>
<td>Why did populations grow along waterways?</td>
<td>As logging became an important business, towns and cities were established along rivers the where the sawmills were located</td>
<td>SSA pgs. 149, 167</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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</td>
<td>R – PE: 329, 338, 343, 360, 395, 404, 405, 427</td>
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<td>Bays were an important location for major cities, including San Francisco and the inlets along the Gulf of Alaska.</td>
<td>TE: ALL PE + 334C</td>
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<td>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</td>
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<tr>
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<td></td>
<td>Indian settlements grew on Puget Sound due to the fish, game, and forest protection.</td>
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</tr>
</tbody>
</table>
**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>
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</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>Honolulu, Hawaii is that state’s biggest city.</td>
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<td>Anchorage is Alaska’s largest city.</td>
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<td>Essential Understanding</td>
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<td>Each region has its own resources, which determine the economy of the region</td>
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<td>The geography of a region helps determine the culture of the region</td>
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<td>Sources of water and the availability and accessibility of land are important factors in the development of regions</td>
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</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>
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<tbody>
<tr>
<td>Northeast</td>
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<td>Southeast</td>
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<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>
### Essential Concept (Objective)

**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>SSA pgs. 7, 8, 173</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>R – PE: H2, H6  TE: H2, H6, 62</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Events are shaped both by ideas and the actions of individuals.</td>
<td>R – PE: A16, H2, H6  TE: A16, H2, H6, 62</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>R – PE: H2 H6, H18, 2, 3, 22, 23, 35  TE: ALL PE + 42A, 42E, 42F</td>
</tr>
</tbody>
</table>
### Essential Understanding

| Producers and consumers depend on each other. | Resources are used to produce goods and services. | People make economic choices when they purchase goods and services. |

### Key Questions

- What is economy?
- What is the difference between a want and a need?
- How do people deal with scarcity, resources, choices, price and supply and demand?
- What are supply and demand?
- How can economies and regions affect each other?

### Essential Knowledge (Facts & Skills)

- Economy is the way people use resources to meet their needs.
- Needs are something one needs to survive, wants are something a person would like to have but could live without.
- Resources are factors of production that are used to make goods and services.
- Resources can be natural or human, and are found in different regions.
- 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.
- The interaction of supply and demand determines price.
- Consumption is using goods and services.

### Activities/ Resources/ Science Connection

- Review definitions of natural and human resources
  - SSA pgs. 4, 8, 177 – 178
  - R – PE: A12, 23, 33, 37, TE: ALL PE + 4C, 4D
### 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?</td>
<td>Culture is the way of life followed by a group of people and includes language, religion, music, art, stories and games</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?</td>
</tr>
<tr>
<td>Our country is made up of people from around the world.</td>
<td>What are some of the things that bind us together as Americans?</td>
<td>Our common traditions, government, history and respect for all people unite our country.</td>
<td></td>
</tr>
<tr>
<td>Many places in North America have names from different languages around the world, including Native American languages.</td>
<td>Who makes up the culture of our country?</td>
<td>Native Americans have lived in North America for centuries, Europeans explored and settled North America, immigrants continue to come to the U.S.</td>
<td></td>
</tr>
<tr>
<td>Diverse cultural experiences broaden and enrich our heritage.</td>
<td>Are there cultural characteristics within regions of our country?</td>
<td>Studying the way of life of a group of people involves learning about what they do and what they believe.</td>
<td></td>
</tr>
</tbody>
</table>

SSA pgs. 23 – 35

R – PE: 22, 23, 24, 25, 36, 37

TE: ALL PE + 4C, 4D,
## 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>
</tr>
</thead>
<tbody>
<tr>
<td>The United States is a land of people who have diverse ethnic origins, customs, and traditions.</td>
<td>How do people of diverse ethnic origins, customs, and traditions, participate and contribute to their communities in the United States?</td>
<td>People in the United States have diverse ethnic origins, customs, and traditions, participate in and contribute to their communities.</td>
<td>SSA pgs. 23 – 35</td>
</tr>
<tr>
<td>Americans are a people of diverse origins, customs, and traditions who are united as Americans by common principles and traditions.</td>
<td></td>
<td>While people in our communities have different ethnic and cultural origins, they are united by common principles and traditions.</td>
<td>TE: ALL PE + 4C, 42E, 42F</td>
</tr>
<tr>
<td></td>
<td></td>
<td>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.</td>
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<tr>
<td></td>
<td></td>
<td>Compare and contrast differing sets of beliefs and backgrounds.</td>
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<td></td>
<td></td>
<td>Gather and classify information, and make generalizations about data.</td>
<td></td>
</tr>
</tbody>
</table>
### Major Concept (Objective):
The student will analyze the reasons why diverse groups came to the United States

### III.5

<table>
<thead>
<tr>
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<th>Key Questions</th>
<th>Essential Knowledge (Facts &amp; Skills)</th>
<th>Activities/ Resources/ Science Connection</th>
</tr>
</thead>
</table>
| 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 |
### Essential Understanding
After WWII Americans turned their energies to the development of peacetime technologies.

### Key Questions
- 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?

### Essential Knowledge (Facts & Skills)
- **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

- **Impact of new technologies on American life**
  - Increased domestic and international travel for business and pleasure
  - Greater access to heating and air-conditioning
  - Decreased regional variation, resulting from nationwide access to entertainment and information provided by national television and radio programming, Internet services, computer games

### Activities/ Resources/ Science Connection
SSA pgs. 144, 162, 163


TE: ALL PE + 178F, 204CD, 244E, 270C, 374E, 402C


TE: ALL PE + 374F


TE: ALL PE + 374E
### Essential Understanding

Technology has expanded people’s capability to modify and adapt to their physical environment.

### Key Questions

How has the use of technology expanded the capacity of people to modify and adapt to their environment?

### Essential Knowledge (Facts & Skills)

**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

### Activities/ Resources/ Science Connection

SSA pgs. 144, 162, 163
TE: ALL PE + 374e
Major Concept (Objective): Examine how transportation is important to travel and trade.  
III.8

<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>
| Advances in transportation, communications, and technology have facilitated migration and led to economic development in Virginia and the mid-Atlantic region. | How have advances in transportation facilitated migration and economic growth? | 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 on 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. | 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.

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

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

Resources are dictated by geography.

Resources determine economy.

Transportation is affected by geography.

Geography and resources affect development of cities.
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

- Diverse cultures reflected in musical traditions (Cajun, jazz, bluegrass, blues)
- 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
- Abundance of resources made housing easily accessible
- Cities developed at ocean ports and river outlets, as well as near major rivers
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

Aqueducts have had a major influence on contemporary housing patterns; American Indians also settled near waterways

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

American Indian and Spanish and French settlements influence culture
Rocky Mountain Geography Influences Its Economy and Culture

Native Americans and European settlers have contributed to the culture of the region, heritage of a "frontier."

Abundance of wood and other resources makes housing accessible.

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.
Pacific Geography Influences Its Economy and Culture

- Rivers, oceans, mountains, minerals, oil are natural resources that attracted many settlers
- Cities developed near ports, highways interchanges, and technology industry
- Fishing, farming, developed along seacoasts and rivers.
- Large distances increase need for airplanes, boats, interstate highways, railroads and ports that develop.
- Abundance of wood and other resources makes housing accessible.
- 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.)
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.
II. Sample Lesson for Grade 5 Social Science

*Thanks to our Grade 5 Elementary Social Science Contact Teachers*
**ITS ALL ABOUT PERSPECTIVE**
**A 5th grade Geography Lesson**

**Teacher:** 5th grade teachers from LCPS (Edited by Social Science Staff, Department of Instruction)
**Length of lesson:** 3-4 lessons
**Subject/Lesson:** Geography/Language Arts/Technology
**Grade/Section:** 5

**STANDARD(S):**

II. 9 Major Concept:
Describe the importance of rivers in the Northeast in terms of trade, transportation and industry

**OBJECTIVES(S):**

- In this lesson, students will be able to use a geographic perspective in identifying and comparing features of physical and political maps of the world.

- When given certain criteria, students will use information from map sources, as well as other National Geographic resources, to make decisions about the best place to go on a class trip.

- Once students identify their trip location, they will relay their findings in a presentation designed to convince the principal that it’s an ideal place for a class trip.
TEXT/MATERIALS:
Social Studies Alive pgs. 44, 77

- Computer with Internet access
- Overhead of a physical map of the United States and the world generated by National Geographic: MapMachine
- Overhead of a political map of the United States and the world generated by National Geographic: MapMachine
- Paper and pens, markers, or colored pencils
- Copies of Student Handout: Geographic Perspective Chart (PDF, Adobe Reader required)
- Teacher Handout: Geographic Perspective Rubric

PREVIEW:
- Show the students a map of the world. Tell them that they are going to describe from a geographic perspective the location where their ancestors originated (at least as far back as their great-grandparents). Explain that they will be playing a guessing game with the class, so they need to find the following information:

  1. What is the temperature/climate or your location?
  2. What physical landforms are located within the area you are describing (mountains, deserts, rivers, etc. - Get ONE NAME of a physical feature to use in the game)
  3. Is the location on the coast or inland?
  4. What are the natural resources in the area you are describing? (fish, lumber, oil, farm land, etc.)?
  5. Is the location above or below the equator?

- Have the students share their information with the class, including the NAME OF ONE physical feature and see if the class, by using a world map, can guess where their ancestors were from.
LESSON DESIGN:
(Content Strategies--visual discovery, experiential exercise, etc.)

Opening:
Guiding Question: How can we use a geographic perspective in analyzing information from physical and political maps and other resources to learn more about the characteristics of a place?

- Explain to students that they will be learning a new way to look at and understand the world. They will learn how to use a geographic perspective. It is a way to understand just about any topic by asking and answering the questions who, what, where, when, how, and why. They will learn how to do this by working with maps.

- Write the word "Map" on the board or an overhead. Assess prior knowledge by asking students what they know about maps.

- Create a word web using student responses. A word web is a graphic tool used to organize an idea. The word "Map" appears in a bubble in the center, and details or descriptive words (i.e., "shows locations") are placed in bubbles connected to it. Organize the responses with headings such as "Type of Map," "Uses for Maps," "Features of Maps," etc. Using National Geographic: MapMachine.

- Show students examples of political and physical maps, as well as satellite images of the United States and the world. Ask students to examine the maps, and talk about how they are alike and how they are different. Have them compare the different types of information presented on each map. You might have them create a chart or other graphic organizers to illustrate these comparisons.

- Next, using overheads (generated from maps on National Geographic: MapMachine), overlay the political and physical maps of the United States so students can see them together. Explain that they will be looking at these maps through a "geographic lens." Guide them through this process by asking the following questions:
◊ Describe what you see.

◊ Based on what you know about the United States, when do you think these maps were developed? Do they reflect the current boundaries of the country and the states?

◊ Where are your state’s boundaries? Why are they where they are? How do they relate to the physical features of the land, such as rivers and mountains? Can you identify these connections for other state boundaries?

◊ Where are the cities located in relation to the elevation of the land and other physical features? Why are cities located where they are? How do the locations of large cities affect the way of life of the people who live there?

• Now place a transparent map of population distributions in the United States (from National Geographic: MapMachine) on top of the other two maps, and continue using a geographic perspective in guiding the class through the following questions:
  ◊ What relationships can you observe between where people live and what physical features are present?
  ◊ Why do people choose to live where they do?

• Repeat this process using overheads of the world. Record all observations on chart paper and place around the room so that students can refer back to them.
**PROCESSING ASSIGNMENT:**

Assign students the task of finding a good place to go on a class trip. Divide them into groups, and ask students to discuss where a good destination for a class trip would be using the following criteria:

- It should have some educational value and be geographically interesting.

- They can select anywhere, but that they must be able to defend their decision in a proposal to the principal. This means the trip has to be reasonable (Worth the money it will cost, and be geographically accessible).

- They must use a geographic perspective to discern what attributes make their choice a good one for a school trip by answering the following questions:

  ◇ *What* is the name of the place?

  ◇ *Where* is it located? How far away is it? How would the get there? How long would it take?

  ◇ *What* are the major attractions (natural and made by humans)? Is it near an ocean or the mountains? How do those features make the place appealing to visit for a class trip?

  ◇ *Who* lives in or near this place? Why do you think they chose to live there? How do the people who live there get around? Are there cities in the area? What activities can you do in a city? What are reasons you would want to be near or far from a city?

  ◇ *How* did the place come to exist as it does now? How and when was it developed or settled? What do you know about the history of the place?

  ◇ *Why* do you want to visit this place on a class trip?
After the small group discussion, ask students to share their outcomes with the whole class. On the board, list the students' suggestions for a class trip. Ask students to share their thoughts on the pros and cons of each destination.

When everyone has shared, have students independently, return to their groups to research the destination they selected more thoroughly using National Geographic: People and Places. They should find the following information:

◊ Exact location - latitude and longitude

◊ Population and Population density

◊ What economic activity supports the population?

When the students have researched their location, they need to create:

1. A written proposal to the Principal using the information from National Geographic: People and Places, and the questions they answered in the beginning of the lesson.

2. A 3-D representation of the location they have chosen which could be a topographical map, a skyline of a city, a small village, etc.

3. A completed Geographic Perspective Chart (PDF, Adobe Reader required) for the area.
**ASSESSMENT(S):**

The assessment will be the written proposal and the 3-D representation of the area they have chosen. Have some (or all) students share their proposals and models by answering the following questions:

1. What influenced your decision?

2. What did they expect to find there? Why? Why did you ultimately select this place?

3. Would you want to live in this locale? Why or why not?

4. Compare your class trip destination to where you live. What features do they share?

5. How can learning about other places in the world help us understand our community?