

# North America or Bust!

**Grade Level or Special Area:** 2<sup>nd</sup> Grade Geography

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**Length of Unit:** 12 Lessons, approximately 40 minutes per lesson

## I. ABSTRACT

Student will be learning about North America and the countries that make up this continent. They will explore the seven regions of the United States more in depth. The exploration of the United States will include some major physical features as well as some cultural information about each region.

## II. OVERVIEW

### A. Concept Objectives

1. Students develop an understanding that there are unique and distinctive geographical features to world regions.
2. Students understand the concept of a region that defines areas by race, religion, politics or culture.
3. Students will develop an awareness of all of the major countries in North America.

### B. Content from the *Core Knowledge Sequence*

1. Geography of the Americas: North America (p. 51)
  - a. North America: Canada, United States, Mexico
  - b. The United States
    - i. Fifty States: 48 contiguous states, plus Alaska and Hawaii
    - ii. Territories
    - iii. Mississippi River
    - iv. Appalachian and Rocky Mountains
    - v. Great Lakes
  - c. Atlantic and Pacific Ocean; Gulf of Mexico; Caribbean Sea; West Indies
  - d. Central America

### D. Skill Objectives

1. Students will locate all the major countries in North America in relation to each other. (Colorado Geography Grade Level Expectation)
2. Students will label flags and currency from Mexico and Canada. (Colorado Geography Grade Level Expectation)
3. Students will locate major mountains and rivers in the United States. (Colorado Geography Grade Level Expectation)
4. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectation)
5. Students will define and name the United States territories.
6. Students will locate and name the major bodies of water surrounding North America.

## III. BACKGROUND KNOWLEDGE

### A. For Teachers

1. Hirsch, E.D. *What your Second Grader Needs to Know* (Revised Edition)

### B. For Students

1. Location of the continent of North America on a map (Kindergarten and First Grade)
2. Geographical terms: rivers, lakes, mountains (Kindergarten)

3. Location of the Atlantic and Pacific Oceans (Kindergarten and First Grade)
4. Location of North America, the continental United States, Alaska and Hawaii (Kindergarten and First Grade)
5. Geographical term: peninsula and island (First Grade)
6. Location of Canada, United States, Mexico and Central America on a map (First Grade)
7. Location of the Gulf of Mexico on a map (First Grade)
8. Name their continent (First Grade)
9. Recognize and be familiar with the American Flag (First Grade)
10. Geographical terms: coast, and desert (Second Grade)

#### IV. RESOURCES

- A. Large World Map (Lesson One and Two)
- B. Pearson Learning/Core Knowledge History & Geography, *Geography of the Americas* (Lesson One and Two )
- C. Pearson Learning/Core Knowledge History & Geography, *Mexico Today* (Lesson One)
- D. (Optional) *Wee Sing Around the World* by Pamela Conn Beall and Susan Hagen Nipp (music with booklet) (Lesson One and Two)
- E. *This Land is Your Land* by Woody Guthrie (Lesson Three)
- F. *Miss Rumphius* by Barbara Cooney (Lesson Four)
- G. Cassette tape of “Fifty Nifty United States” (Lessons Four, Five, Six, Seven, Eight, Nine and Ten)
- H. *Tar Beach* by Faith Ringgold (Lesson Five)
- I. Music (Lesson Six and Seven)
- J. *Thunder cake* by Patricia Polacco (Lesson Seven)
- K. *Grandfather’s Journey* by Allen Say (Lesson Ten)

#### V. LESSONS

##### **Lesson One: Meet Your Neighbors (40 minutes)**

- A. *Daily Objectives*
  1. Concept Objective(s)
    - a. Students understand the concept of a region that defines areas by race, religion, politics or culture.
    - b. Students will develop an awareness of all the major countries in North America.
  2. Lesson Content
    - a. North America: Canada, United States, Mexico
  3. Skill Objective(s)
    - a. Students will locate all of the major countries in North America, in relation to each other. (Colorado Geography Grade Level Expectation)
    - b. Students will label flags and currency from Mexico and Canada. (Colorado Geography Grade Level Expectation)
- B. *Materials*
  1. Large World Map
  2. Appendix B: Blank map of North America (one copy for every student, one on transparency for teacher)
  3. Pearson Learning/Core Knowledge History & Geography, *Geography of the Americas*
  4. Pearson Learning/Core Knowledge History & Geography, *Mexico Today*
  5. Appendix C: Flags of Canada, United States and Mexico (one copy for every student)
  6. Appendix D: Currency from Canada and Mexico (for use if colored copy cannot be found)

7. Crayons for each student (red, blue, green and brown)
  8. (Optional) *Wee Sing Around the World* by Pamela Conn Beall and Susan Hagen Nipp (music with booklet)
- C. *Key Vocabulary*
1. Continent – a huge land mass
  2. Country – the area claimed by a particular nation
  3. Mexico – the country directly south of the United States
  4. Canada – the country directly north of the United States
  5. Currency – the money used in a country or territory
- D. *Procedures/Activities*
1. Ask the students to define continent. Ask how many continents there are. Use the large world map to locate and review the names of all seven continents. Ask which continent we live on. Have a student come up to the map and locate North America.
  2. Ask the students if they know the names of the three major countries located in North America. Use Appendix B to label each of the countries.
  3. Read pages two – ten in *Geography of the Americas*.
  4. Show a picture of the Canadian flag (pg. 8 in *Geography of the Americas*) and tell the students that red and white are used because these colors were found time and time again in the history of France and England. (The French and English were the main settlers in Canada.) The maple leaf was chosen because Canada's national tree is the maple tree.
  5. Have the students color the Canadian flag on Appendix C.
  6. Show the students a picture of Canadian currency from Appendix D. Ask the students how it compares to American currency.
  7. Tell the students a few interesting facts about Canada such as: English and French are the official languages; Canada is the second largest country in the world; Canada has over 30,000 lakes. Ask any students who have been to Canada to share their experience.
  8. (Optional) Listen to "Going Over the Sea" from *Wee Sing Around the World*.
  9. Read the book *Mexico Today*.
  10. Show the picture of the Mexican flag (pg. 3 *Mexico Today*) and read page 3 again and discuss the meaning of the flag.
  11. Have the students color the Mexican flag on Appendix C.
  12. Show the students a picture of Mexican currency. Ask the students how it compares to American currency.
  13. Review facts about Mexico and ask if any students who have been to Mexico to share their experience.
  14. (Optional) Listen to "Pin Pon" from *Wee Sing Around the World*.
  15. Tell the students that they will be expected to answer certain questions on the study guide for homework as we go through the answers in the unit. Assign questions one-four on Appendix A for homework.
- E. *Assessment/Evaluation*
1. Assign questions one-four on Appendix A for homework.

**Lesson Two: Marking Your Territory (30 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
  - b. Students will develop an awareness of all the major countries in North America.
2. Lesson Content

- a. The United States
    - i. Territories
  - b. Central America
  - c. Atlantic and Pacific Oceans; Gulf of Mexico; Caribbean Sea; West Indies
3. Skill Objective(s)
- a. Students will locate all of the major countries in North America, in relation to each other. (Colorado Geography Grade Level Expectations)
  - b. Students will define and name the United States territories.
  - c. Students will locate and name the major bodies of water surrounding North America.
- B. *Materials*
- 1. Appendix B – from Lesson One
  - 2. Large World Map
  - 3. Pearson Learning/Core Knowledge History & Geography, *Geography of the Americas*
  - 4. (Optional) *Wee Sing Around the World* by Pamela Conn Beall and Susan Hagen Nipp (music with booklet)
- C. *Key Vocabulary*
- 1. Territories – an area that is self-governed, but belongs to another country
  - 2. Gulf – a large body of ocean that is partly enclosed by land
  - 3. West Indies – the group of islands east and south of Florida and north of South America that lie between the Atlantic Ocean and the Caribbean Sea
- D. *Procedures/Activities*
- 1. Have the student put their finger on Mexico, on Appendix B, and have them drag it down to the “tail” of Mexico (Central America). Tell the students this area is called Central America. Ask the students why they think it is called Central America. (It is the area in the middle of North and South America.) Make sure to tell the students that Central America is a region made up of seven small countries that are a part of the North American continent.
  - 2. Have the students label Central America on Appendix B.
  - 3. Ask the students if they can name any of the bodies of water that surround North America. (Pacific Ocean, Atlantic Ocean, Gulf of Mexico and Caribbean Sea) Using the transparency of Appendix B label the four bodies of water. The students should be labeling Appendix B at the same time.
  - 4. Have the students put their finger on the group of islands in the Caribbean Sea. Tell the students this group of islands is called the West Indies. Ask the students if they know why the islands are called the West Indies. (The islands are west of Europe and Christopher Columbus named them the Indies because he thought he had landed in the Indies, which would have been India or China.) Have the students label the West Indies on Appendix B.
  - 5. Tell the students that the islands were once ruled by Spain and most of the people speak Spanish. Native Americans, Europeans, and Africans, who were brought to this area as slaves, were the first settlers in this region. These islands run along the equator so they are hot and covered with tropical rainforests.
  - 6. Explain to the students what a territory is and let them know that Puerto Rico and the Virgin Islands are territories of the United States. Many crops such as sugar cane, coffee and bananas come from this area.
  - 7. Read *Geography of the Americas* pages 11 – 13.
  - 8. (Optional) Listen to “Tingalayo”, “El Coqui”, and “Chi Chi Bud” from *Wee Sing Around the World*.
  - 9. Assign questions five-eight on Appendix A for homework and study Appendix B for quiz in Lesson Three.

- E. *Assessment/Evaluation*
1. Assign questions five-eight on Appendix A for homework and study Appendix B for quiz in Lesson Three.

**Lesson Three: This Land is Your Land (45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
  - b. Students will develop an awareness of all the major countries in North America.
2. Lesson Content
  - a. The United States
    - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
    - ii. Mississippi River
    - iii. Appalachian and Rocky Mountains
    - iv. Great Lakes
3. Skill Objective(s)
  - a. Students will locate major mountains and rivers in the United States. (Colorado Geography Grade Level Expectations)
  - b. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectations)

B. *Materials*

1. Appendix E – Quiz on Lessons One and Two (one copy for each student)
2. Appendix F – Map of the United States (one copy for each student, one transparency for the teacher)
3. Crayons for each student (brown, blue, and red)
4. *This Land is Your Land* by Woody Guthrie

C. *Key Vocabulary*

1. Contiguous – touching or adjacent

D. *Procedures/Activities*

1. Pass out Appendix E and have the students fill out the quiz on their own. (This should take about five minutes.)
2. Ask the students which country we live in on the continent of North America. Ask how many states there are in the United States. How can we remember that there are 50? (Look at the stars on the flag.)
3. Using Appendix F have the students label the Pacific Ocean and Atlantic Ocean. Tell the students there are 48 contiguous states and two that are not. (Don't tell the students what contiguous means yet.) Ask if anyone knows the names of the two that are not contiguous. (Alaska and Hawaii) Now the students know which two are not contiguous, ask if anyone knows what contiguous means. (Give the students clues to help them come up with a definition of contiguous.) Make sure the students have a clear definition of contiguous after they have discussed possible meanings.
4. Ask the students if they know where the capital of the United States is located. (Washington D.C.) Locate and label it with a red star on Appendix F.
5. Tell the students there are major physical features that are a part of the United States located on their map. Tell the students we are going to label two major mountain ranges, one major river and a group of large lakes. Ask if anyone

- knows what any of these are. (Rocky Mountains, Appalachian Mountains, Mississippi River and the Great Lakes.)
6. Label the Rocky Mountains and color them brown. Tell the students the Rocky Mountains are the largest mountain chain in North America.
  7. Label the Mississippi River and color it blue. Tell the students the Mississippi River is the longest river in the United States.
  8. Label the Appalachian Mountains and color them brown. Tell the students the Appalachian Mountains are the oldest mountains in the United States. They have been worn down throughout millions of years by the wind and rain.
  9. Have the students point to the Great Lakes. Tell the students that five lakes make up the Great Lakes. Have the students label each lake (see page 176 in *What Your Second Grader Needs To Know*). Color or outline the lakes blue.
  10. Tell the students that you know an easy way to remember the names of all five lakes. Using the first letter of each lake forms the word HOMES: **H**uron, **O**ntario, **M**ichigan, **E**rie, and **S**uperior.
  11. Read *This Land is Your Land* and tell the students that we will be looking at different regions of the U.S. during the following days.
  12. Assign questions nine-twelve on Appendix A for homework.
- E. *Assessment/Evaluation*
1. Ask the following questions as a short review: What is the longest river in the United States? (Mississippi River) Which of the two major mountain chains are we closest to? (Answer will vary depending on your location.) What does contiguous mean? (touching or adjacent) Which two states are not contiguous? (Alaska and Hawaii) What are the group of five lakes called that are on the United States and Canadian border? (Great Lakes)
  2. Assign questions nine-twelve on Appendix A for homework.

#### **Lesson Four: New England States (40 minutes)**

##### A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
  - b. Students understand the concept of a region that defines areas by race, religion, politics or culture.
2. Lesson Content
  - a. The United States
    - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
3. Skill Objective(s)
  - a. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectations)

##### B. *Materials*

1. Appendix G – Directions and pieces for classroom wall puzzle of the United States
2. Appendix H – New England States (one copy for each student, one transparency for teacher)
3. Appendix F – From Lesson Three
4. One red crayon per student
5. *Miss Rumphius* by Barbara Cooney
6. Appendix X - “Fifty Nifty United States” (one copy for each student)
7. Cassette tape of “Fifty Nifty United States”

##### C. *Key Vocabulary*

1. New England States – the six states that make up the northeast region of the United States

D. *Procedures/Activities*

1. Using Appendix X, introduce the song “Fifty Nifty United States”. Play the song for the students. Spend three-five minutes learning the song. (You will spend three-five minutes each day working on this song until your students have learned the whole song.)
2. Using Appendix F show the students where the New England states are located and tell them that six states make up this area. Have the students color the New England states red.
3. Using Appendix H name and label all of the New England states. Using Appendix G put the New England puzzle piece on the wall.
4. Ask the students if anyone has visited any of these states and let them share their experiences.
5. Share some facts with the students about this area. Facts: The “New England” states were given their name by Captain John Smith, an explorer, because he thought the area resembled England, and because the first colonists were nearly all English. Lots of people like to visit this area in the fall because of the colorful leaves. These states were the center of the American Revolution. Rhode Island is the smallest state in the United States. Maine is the easternmost state in the U.S. New Hampshire is the most mountainous state in New England. Vermont is the largest producer of maple syrup in the U.S. The pilgrims landed at Plymouth Rock in Massachusetts. Connecticut is the home to the first American public school.
6. Show the students the cover of *Miss Rumphius* and tell them this story takes place in Maine. Read the story and discuss the physical landscape throughout the story.
7. Have the students write about or discuss as a group different ways they can make where they live a more beautiful place.

E. *Assessment/Evaluation*

1. Put the students in groups of three or four. Ask the students the following questions: What is the group of states we talked about today called? (New England) Name the six New England states. (Maine, Massachusetts, New Hampshire, Vermont, Rhode Island, Connecticut) Have each group discuss and write their responses on a piece of paper. (This should take five minutes.) Walk around and monitor each group to make sure they have the right responses. Guide any group who needs more help in answering the questions.

**Lesson Five: Middle Atlantic States (40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
  - b. Students understand the concept of a region that defines areas by race, religion, politics or culture.
2. Lesson Content
  - a. The United States
    - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
3. Skill Objective(s)
  - a. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectations)

- B. *Materials*
1. Appendix G – Directions and pieces for classroom wall puzzle of the United States
  2. Appendix I – Middle Atlantic States (one copy for each student, one transparency for teacher)
  3. Appendix F – From Lesson Four
  4. One green crayon per student
  5. *Tar Beach* by Faith Ringgold
  6. Appendix J – Tar Beach worksheet (one copy for each student)
  7. Appendix X - From Lesson Four
  8. Cassette tape of “Fifty Nifty United States”
- C. *Key Vocabulary*
1. Middle Atlantic states – the five states that are located along the mid-eastern Atlantic coast
- D. *Procedures/Activities*
1. Spend three to five minutes working on the song “Fifty Nifty United States”.
  2. Using Appendix F show the students where the Middle Atlantic states are located and tell them that five states make up this area. Have the students color the Middle Atlantic states green.
  3. Using Appendix I name and label all of the Middle Atlantic states. Using Appendix G put the Middle Atlantic puzzle piece on the wall.
  4. Ask the students if anyone has visited any of these states and let them share their experiences.
  5. Share some facts with the students about this area. Facts: These states are the most densely populated in the U.S. They are known for their many tourist attractions such as, Statue of Liberty in New York Harbor, Niagara Falls in upstate New York, Liberty Bell in Philadelphia, and Hershey factory in Hershey, Pennsylvania. The Declaration of Independence and the Constitution were signed in Philadelphia, Pennsylvania. New York, New York is the largest and most famous city in the country. The people who invented Monopoly named its spaces after the streets in Atlantic City, New Jersey. Chesapeake Bay, Maryland is world famous for its crabs. Delaware was the first of the original 13 states to sign the Constitution.
  6. Show the students the cover of *Tar Beach* and tell them this story takes place in New York City. Read the story to the students and discuss what it would be like to live in a big city. Have the students complete Appendix J and share their answers.
- E. *Assessment/Evaluation*
1. Put the students in groups of three or four. Ask the students the following questions: What is the group of states we talked about today called? (Middle Atlantic) Name the five Middle Atlantic states. (Pennsylvania, New York, New Jersey, Delaware, and Maryland) Have each group discuss and write their responses on a piece of paper. (This should take five minutes.) Walk around and monitor each group to make sure they have the right responses. Guide any group who needs more help in answering the questions.

**Lesson Six: Southeast States (45 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
    - b. Students understand the concept of a region that defines areas by race, religion, politics or culture.

2. Lesson Content
    - a. The United States
      - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
  3. Skill Objective(s)
    - a. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectations)
- B. *Materials*
1. Appendix G – Directions and pieces for classroom wall puzzle of the United States
  2. Appendix F – From Lesson Five
  3. Appendix X - From Lesson Five
  4. Cassette tape of “Fifty Nifty United States”
  5. Appendix K – Southeast states (one copy for each student, one transparency for teacher)
  6. One yellow crayon per student
  7. Different types of music (see procedure six for more details)
- C. *Key Vocabulary*
1. Southeast states – the twelve states that make up the southeastern region of the United States
  2. Peninsula – narrow strip of land that projects into a sea or lake from the main land
- D. *Procedures/Activities*
1. Spend three to five minutes working on the song “Fifty Nifty United States”.
  2. Using Appendix F show the students where the Southeast states are located and tell them that twelve states make up this area. Have the students color the Southeast states yellow.
  3. Using Appendix K name and label all of the Southeastern states. Using Appendix G put the Southeastern puzzle piece on the wall.
  4. Ask the students if anyone has visited any of these states and let them share their experiences.
  5. Share facts about this area with the students. Facts: These are the states where cotton and tobacco are grown. Back in the 1800’s a lot of human labor was required to man the fields which led to slavery. This part of the country is packed with history. This is where the Civil Rights movement took place. Nashville, Tennessee is known for its country western music. New Orleans, Louisiana is known for its jazz music. St. Augustine, Florida is the oldest city in the United States. Florida is also a peninsula that helps to form a barrier between the Atlantic Ocean and the Gulf of Mexico. Arkansas has the only diamond mine in North America. Mississippi is the home of the Petrified Forest with trees that are over 30 million years old. The Mississippi River is a border for ten states. Martin Luther King Jr. was born in Montgomery, Alabama, and George Washington Carver developed many use for the peanut in Alabama. Alabama has about 50 miles of the prettiest beaches in America along the Gulf of Mexico. Georgia is the largest state east of the Mississippi River. Kentucky is where Colonel Harland Sanders developed his secret recipe for fried chicken, which is used at KFC. Kentucky is home of the horse race called the Kentucky Derby and home of the biggest cave system in the world called Mammoth Cave. West Virginia is known for its coal mines underneath the mountains. Virginia is alive with history for example, Jamestown Island is the first permanent English settlement in North America. In North Carolina the Wright brothers made their first airplane flight. South Carolina has a long coastline called the Grand Strand

of Sand. This area is the best place to look for sunken treasure because of all of the ship that sank along the coastline.

6. Remind the students, they are listening to different types of music from the Southeast region. Play different types of music for the students to listen to: jazz, country western, Elvis Presley (most popular singer in history of rock and roll), Jimmie Rogers (father of country music). Some song suggestions are: “On Top of Old Smokey” (Appalachian Mountains), “Georgia on My Mind” by Ray Charles or Michael Bolton, “Oh Susanna”, “Follow the Drinking Gourd”, “The Mocking Bird Song” (Hush Little Baby), “Chattanooga Choo-Choo”, “The Charleston”.
7. Discuss the differences in the songs, the culture or people they might represent, and the physical landscape they might describe.
8. Assign questions 13-16 on Appendix A for homework.

E. *Assessment/Evaluation*

1. Put the students in groups of three or four. Ask the students the following questions: What is the group of states we talked about today called? (Southeast) Name the twelve Southeast states. (Arkansas, Louisiana, Mississippi, Alabama, Georgia, Tennessee, Kentucky, West Virginia, Virginia, North Carolina, South Carolina, Florida) Have each group discuss and write their responses on a piece of paper. (This should take five minutes.) Walk around and monitor each group to make sure they have the right responses. Guide any group who needs more help in answering the questions.
2. Assign questions 13-16 on Appendix A for homework.

**Lesson Seven: Midwest States (40 to 45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
  - b. Students understand the concept of a region that defines areas by race, religion, politics or culture.
2. Lesson Content
  - a. The United States
    - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
3. Skill Objective(s)
  - a. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectations)

B. *Materials*

1. Appendix G – Directions and pieces for classroom wall puzzle of the United States
2. Appendix F – From Lesson Six
3. Appendix X - From Lesson Six
4. Cassette tape of “Fifty Nifty United States”
5. Appendix L – Midwest States (one copy for each student, one transparency for teacher)
6. One brown crayon per student
7. (Optional) Music (see procedure six)
8. Popped popcorn for all of the students
9. *Thunder Cake* by Patricia Polacco
10. Appendix M – *Thunder Cake* worksheet

C. *Key Vocabulary*

1. Midwest states – the group of 12 states in the northern middle section of the United States

D. *Procedures/Activities*

1. Spend three to five minutes working on the song “Fifty Nifty United States”.
2. Using Appendix F show the students where the Midwest states are located and tell them that twelve states make up this area. Have the students color the Midwest states brown.
3. Using Appendix L, name and label all of the Midwest states. Using Appendix G put the Midwest puzzle piece on the wall.
4. Ask the students if anyone has visited any of these states and let them share their experiences.
5. Share facts about this region with the students. Facts: The Midwest region is made up of flat prairies and contains some of the richest farm land in the world. This area grows more corn and grain than any other place in the world. Four of the five Great Lakes are in this region, Lake Ontario is not. Chicago, Illinois is the largest city in the Midwest. The state of Michigan is divided into two parts by Lake Michigan. Mount Rushmore, a mountain with four American presidents carved in it, is in South Dakota. Minnesota is known as the land of 10,000 lakes. The term rock and roll was invented in Cleveland, Ohio and is home to the Rock and Roll Hall of Fame. Iowa has the world’s largest popcorn processing plant in the world, located in Sioux City. Wisconsin is the Swiss cheese capital of the world. Indiana is the home of the Indianapolis 500, a famous car race. The ice cream cone was invented in St. Louis, Missouri. Missouri is halfway between Canada and the Gulf of Mexico. Sacagawea, who was a guide for the famous explorers Lewis and Clark, was from North Dakota. Nebraska has the only national forest completely planted by people. Kansas is a very popular state for tornados to start in. Dodge City, Kansas used to be the “cowboy capital” of America.
6. (Optional) Remind students, they are listening to music from the Midwest region. Listen to music: polka, fiddle, rock and roll.
7. The Midwest is an area that produces a lot of corn. Pass out popcorn to the students to eat while they listen to the story.
8. Show the students the cover of *Thunder Cake* by Patricia Polacco and tell them this story takes place on a farm in Michigan. Read the story and discuss the weather and farm life.
9. Have the students complete Appendix M on their own and then share with the class.

E. *Assessment/Evaluation*

1. Have the students create one or two questions to ask the class about what they learned today. Call on students to ask their question and have other students answer them orally.

**Lesson Eight: Southwest States (40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
  - b. Students understand the concept of a region that defines areas by race, religion, politics or culture.
2. Lesson Content
  - a. The United States
    - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
3. Skill Objective(s)
  - a. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as

adjoining bodies of water. (Colorado Geography Grade Level Expectations)

B. *Materials*

1. Appendix G – Directions and pieces for classroom wall puzzle of the United States
2. Appendix F – From Lesson Seven
3. Appendix X - From Lesson Seven
4. Cassette tape of “Fifty Nifty United States
5. Appendix N – Southwest states (one copy for each student, one transparency for teacher)
6. One orange crayon per student
7. Appendix O – Southwest Indian picture (one copy for each student)
8. Various colors of sand or powdered jell-o
9. Glue bottles for each student

C. *Key Vocabulary*

1. Southwest states – the four states located in the southwest area of the United States
2. Desert – dry region mostly covered by sand and having few plants

D. *Procedures/Activities*

1. Spend three to five minutes working on the song “Fifty Nifty United States”.
2. Using Appendix F, show the students where the Southwest states are located and tell them that four states make up this area. Have the students color the Southwest states orange.
3. Using Appendix N, name and label all of the Southwest states. Using Appendix G, put the Southwest puzzle piece on the wall.
4. Ask the students if anyone has visited any of these states and let them share their experiences.
5. Share facts about this region with the students. Facts: A majority of this area is desert. Texas is the largest state in the contiguous United States. The headquarters for NASA projects with astronauts is in Houston, Texas. Oklahoma is home to the Cowboy Hall of Fame. Oklahoma also has more artificial lakes than any other state. Arizona is home to the Grand Canyon, one of the natural “Seven Wonders of the World”. Cacti are everywhere in Arizona, including the saguaro cactus, which is the largest cactus in America (50 feet high). New Mexico has more sheep and cattle than people. Albuquerque, New Mexico is famous for its International Hot Air Balloon Fiesta, which is the most photographed event in the world.
6. Several Indian tribes of the Southwest states create ceremonial paintings using sand. The Pueblo Native Americans were probably the ones who started it. It was practiced as part of a healing ceremony, originally. Tell the students they are going to make their own sand paintings. Using Appendix O, have the students outline the picture with glue from a bottle. (A fine line of glue is all that is needed.) Sprinkle different colors of sand onto the glue and let dry. After it is dry shake the excess sand into the trash can.

E. *Assessment/Evaluation*

1. Have the students create two questions with answers about what was learned today. They should write these down and turn them in.

**Lesson Nine: Mountain States (45 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.

- b. Students understand the concept of a region that defines areas by race, religion, politics or culture.
  - 2. Lesson Content
    - a. The United States
      - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
  - 3. Skill Objective(s)
    - a. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectations)
- B. *Materials***
1. Appendix G – Directions and pieces for classroom wall puzzle of the United States
  2. Appendix F – From Lesson Eight
  3. Appendix X - From Lesson Eight
  4. Cassette tape of “Fifty Nifty United States
  5. Appendix P – Mountain States (one copy for each student, one transparency for teacher)
  6. One purple crayon per student
  7. Appendix Q – National Parks in the Mountain States (for teacher use)
  8. White construction paper – 12in.x18in. (one per group)
  9. Crayons or Markers for each group
  10. Information from Appendix Q for each group
  11. Appendix R – Rubric for National Park Advertisement project (one per group)
  12. (Optional) the song “America the Beautiful”
- C. *Key Vocabulary***
1. Mountain States – the six states that are land locked in the western part of the United States
- D. *Procedures/Activities***
1. Spend three to five minutes working on the song “Fifty Nifty United States”.
  2. Using Appendix F, show the students where the Mountain states are located and tell them that six states make up this area. Have the students color the Mountain states purple.
  3. Using Appendix P, name and label all of the Mountain states. Using Appendix G, put the Mountain puzzle piece on the wall.
  4. Ask the students if anyone has visited any of these states and let them share their experiences.
  5. Share facts about this area with the students. Facts: The Rocky Mountains cross through these states. This area contains many national parks and wildlife such as elk, moose, bears, and wolves. Yellowstone National Park, covering parts of Wyoming, Montana and Idaho is the world’s oldest national park. Denver, Colorado is the biggest city in the Mountain region. The view from Pikes Peak in Colorado inspired Katharine Lee Bates to write the song “America the Beautiful”. Wyoming is the most empty state in the nation in terms of population. Devil’s Tower in Wyoming was the first national monument. Montana has the largest grizzly population in the contiguous United States. Montana has more valuable gems than any state. It has large deposits of copper, coal, gold and silver. Gold dust is even found today, when constructing new buildings. Potatoes are an important crop in Idaho, they grow enough for each person in the United States to have over 100 potatoes every year. Idaho was the last state to be seen by Europeans, while the Nez Perce Indians were here first. The Great Salt Lake in Utah is the saltiest lake in America. It can be eight times saltier than the ocean. Death Valley, in Nevada is the lowest and hottest place in America. Nevada gets less rain than any other state.

6. (Optional) Listen to the song “America the Beautiful” and discuss the different parts of the country Katharine Lee Bates might have seen in order to write this song.
  7. See Appendix Q for directions and information on National Park Advertisement.
- E. *Assessment/Evaluation*
1. Complete the National Park Advertisement project and grade according to rubric on Appendix R.

**Lesson Ten: Pacific States (40 minutes)**

A. *Daily Objectives*

1. Concept Objective(s)
    - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
    - b. Students understand the concept of a region that defines areas by race, religion, politics or culture.
  2. Lesson Content
    - a. The United States
      - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
- Skill Objective(s)
- a. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectations)

B. *Materials*

1. Appendix G – Directions and pieces for classroom wall puzzle of the United States
2. Appendix F – From Lesson Nine
3. Appendix X - From Lesson Nine
4. Cassette tape of “Fifty Nifty United States
5. Appendix S – Pacific States (one copy for each student, one transparency for teacher)
6. One blue crayon per student
7. *Grandfather’s Journey* by Allen Say
8. Appendix T – *Grandfather’s Journey* worksheet (one copy for each student)

A. *Key Vocabulary*

1. Pacific States – the five states along the west coast that are bordered by the Pacific Ocean on at least one side
2. Volcano – an opening in earth which steam and melted rock can pour out of

B. *Procedures/Activities*

1. Spend three to five minutes working on the song “Fifty Nifty United States”.
2. Using Appendix F, show the students where the Pacific states are located and tell them that five states make up this area. Have the students color the Pacific states blue.
3. Using Appendix S, name and label all of the Pacific states. Using Appendix G, put the Mountain puzzle piece on the wall.
4. Ask the students if anyone has visited any of these states and let them share their experiences.
5. Share facts about this region with the students. Facts: The landscape ranges from frozen tundra in Alaska to tropical, volcanic terrain in Hawaii. Alaska and Hawaii are the only non-contiguous states in the United States. This region offers active volcanoes. Crater Lake in Oregon is the deepest lake in the country. Bigfoot wanders the coast of Oregon according to legend. When Mount Saint Helens erupted in 1980, in Washington state, it was the largest eruption in America. More apples are grown in Washington than in any other state. The highest peak in North America is

Mt. McKinley in Alaska. Alaska is the biggest state and a land where nature is still wild. There are twice as many caribou as people in Alaska. California is the most populated state. California produces more food than any other state. Many earthquakes take place along the San Andreas Fault in California. Hawaii is the southernmost point in the United States and is not even in North America. Hawaii is made up of many volcanoes. Mount Waialeale on the island of Kauai is the wettest place on earth.

6. Show the students the cover of *Grandfather's Journey* by Allen Say and tell them the book takes place in Japan and California. Tell the students that we are going to focus on the places in California. Discuss Appendix T, and complete it together.
  7. Assign questions 17-21 on Appendix A for homework. Tell the kids we will be reviewing tomorrow and have a test on the following day.
- C. *Assessment/Evaluation*
1. Assign questions 17-21 on Appendix A for homework. Collect Appendix A the next day. Grade Appendix A using Appendix A-3 and A-4 and hand back to the students so they can study for the test.

### **Lesson Eleven: North America of Bust! (40 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
    - b. Students understand the concept of a region that defines areas by race, religion, politics or culture.
    - c. Students will develop an awareness of all of the major countries in North America.
  2. Lesson Content
    - a. North America: Canada, United States, Mexico
    - b. The United States
      - ii. Fifty States: 48 contiguous states, plus Alaska and Hawaii
      - iii. Territories
      - iv. Mississippi River
      - v. Appalachian and Rocky Mountains
      - vi. Great Lakes
    - c. Atlantic and Pacific Ocean; Gulf of Mexico; Caribbean Sea; West Indies
    - d. Central America
  3. Skill Objective(s)
    - a. Students will locate all the major countries in North America, in relation to each other. (Colorado Geography Grade Level Expectations)
    - b. Students will label flags and currency from Mexico and Canada. (Colorado Geography Grade Level Expectations)
    - c. Students will locate major mountains and rivers in the United States.
    - d. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectations)
- B. *Materials*
1. Appendix U – North America or Bust! Jeopardy game
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. See Appendix U to have the game ready before the lesson.
- E. *Assessment/Evaluation*

1. Monitor the students' answers throughout the game.

### **Lesson Twelve: Test (40 minutes)**

- A. *Daily Objectives*
1. Concept Objective(s)
    - a. Students develop an understanding that there are unique and distinctive geographical features to world regions.
    - b. Students understand the concept of a region that defines areas by race, religion, politics or culture.
    - c. Students will develop an awareness of all of the major countries in North America.
  2. Lesson Content
    - a. North America: Canada, United States, Mexico
    - b. The United States
      - vii. Fifty States: 48 contiguous states, plus Alaska and Hawaii
      - viii. Territories
      - ix. Mississippi River
      - x. Appalachian and Rocky Mountains
      - xi. Great Lakes
    - c. Atlantic and Pacific Ocean; Gulf of Mexico; Caribbean Sea; West Indies
    - d. Central America
  3. Skill Objective(s)
    - a. Students will locate all the major countries in North America, in relation to each other. (Colorado Geography Grade Level Expectations)
    - b. Students will label flags and currency from Mexico and Canada. (Colorado Geography Grade Level Expectations)
    - c. Students will locate major mountains and rivers in the United States.
    - d. Students will name and locate the 48 contiguous states, plus Alaska and Hawaii, and some major topographical features in them, as well as adjoining bodies of water. (Colorado Geography Grade Level Expectations)
- B. *Materials*
1. Appendix V – North American Test (one copy for each student)
- C. *Key Vocabulary*
1. None
- D. *Procedures/Activities*
1. Pass out Appendix V and have the students complete it on their own.
- E. *Assessment/Evaluation*
1. Collect and grade Appendix V.

### **4. CULMINATING ACTIVITY**

- A. State Reports – See Appendix W

### **5. HANDOUTS/WORKSHEETS**

- A. Study Guide
- B. Blank Map of North America
- C. Flags of Canada, U.S., Mexico
- D. Currency from Canada and Mexico
- E. Quiz over Lessons One and Two
- F. United States Map
- G. Wall Puzzle Map and Directions
- H. New England States
- I. Middle Atlantic States
- J. Tar Beach Worksheet

- K. Southeast States
- L. Midwest States
- M. Thunder Cake Worksheet
- N. Southwest States
- O. Sand Painting Picture
- P. Mountain States
- Q. National Parks Advertisement Directions
- R. National Parks Advertisement Rubric
- S. Pacific States
- T. Grandfather's Journey Worksheet
- U. North America or Bust! Jeopardy Directions
- V. Test
- W. State Report Directions and Handouts
- X. Fifty-Nifty United States Song

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## North American Study Guide

Name \_\_\_\_\_

1. What continent do you live on? \_\_\_\_\_

2. What country is located north of the United States? \_\_\_\_\_

3. What country is located south of the United States? \_\_\_\_\_

4. Another name for money is \_\_\_\_\_.

a. continent

b. currency

c. country

5. What is the group of islands in the Caribbean Sea called?

\_\_\_\_\_

6. Name the two oceans that surround North America.

\_\_\_\_\_

7. What is the region called that lies on the southern most tip of North America? \_\_\_\_\_

8. The Virgin Islands and Puerto Rico are \_\_\_\_\_ of the United States.

a. countries

b. states

c. territories

9. Which river is the longest in the United States?

a. Mississippi River    b. Missouri River    c. Colorado River

10. What is the name of the longest mountain chain in North America?

\_\_\_\_\_

Appendix A - 2

11. Which mountain chain is located in the eastern part of the United States? \_\_\_\_\_

12. Lake Huron, Lake Ontario, Lake Michigan, Lake Erie and Lake Superior are all called the \_\_\_\_\_.

13. What is the group of six states called that is in the northeast?

\_\_\_\_\_

14. Name the five Middle Atlantic states. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

15. Which state in the southeast is a peninsula? \_\_\_\_\_

16. How many states make up the Southeast region of the United States?      a. 15      b. 7      c. 12

17. What region of states is known for farming?  
a. Middle Atlantic    b. Mountain States    c. Midwest States

18. Name the region of states that is mostly covered by desert.

\_\_\_\_\_

19. Montana, Idaho, Wyoming, Nevada, Utah and Colorado contain the \_\_\_\_\_ Mountains.

20. Name the two states that are not part of the contiguous United States. \_\_\_\_\_

21. Which region do the states in question 20 belong to?

\_\_\_\_\_

## North American Study Guide

Name \_\_\_\_\_

1. What continent do you live on? North America
2. What country is located north of the United States? Canada
3. What country is located south of the United States? Mexico
4. Another name for money is b. currency.  
a. continent                      b. currency                      c. country
5. What is the group of islands in the Caribbean Sea called? West Indies
6. Name the two oceans that surround North America. Pacific Ocean  
Atlantic Ocean
7. What is the region called that lies on the southern most tip of North America? Central America
8. The Virgin Islands and Puerto Rico are c. territories of the United States.  
a. countries                      b. states                      c. territories
9. Which river is the longest in the United States? a. Mississippi River  
a. Mississippi River    b. Missouri River    c. Colorado River
10. What is the name of the longest mountain chain in North America?  
Rocky Mountains

11. Which mountain chain is located in the eastern part of the United States? Appalachian Mountains

12. Lake Huron, Lake Ontario, Lake Michigan, Lake Erie and Lake Superior are all called the Great Lakes.

13. What is the group of six states called that is in the northeast? New England States

14. Name the five Middle Atlantic states. New York Pennsylvania  
New Jersey Maryland Delaware

15. Which state in the southeast is a peninsula? Florida

16. How many states make up the Southeast region of the United States? c. 12      a. 15      b. 7      c. 12

17. What region of states is known for farming? c. Midwest States  
a. Middle Atlantic    b. Mountain States    c. Midwest States

18. Name the region of states that is mostly covered by desert.  
Southwest States

19. Montana, Idaho, Wyoming, Nevada, Utah and Colorado contain the Rocky Mountains.

20. Name the two states that are not part of the contiguous United States. Alaska Hawaii

21. Which region do the states in question 20 belong to? Pacific States

Appendix B  
North America



adapted from *Wee Sing Around the World* by Pamela Conn Beall and Susan Hagen Nipp

Appendix C



Flags taken from: <http://www.flagspot.net/flags/us.html>  
<http://flagspot.net/flags/mx.html>  
<http://flagspot.net/flags/ca.html>

## Appendix D



Pictures taken from: <http://www.moneyfactory.com/section.cfm/4>  
<http://www.sanmiguelguide.com/currency2.htm>  
[http://www.craigmarlatt.com/canada/symbols\\_facts&lists/currency.html](http://www.craigmarlatt.com/canada/symbols_facts&lists/currency.html)

Appendix E  
North American Quiz

Name \_\_\_\_\_ Date \_\_\_\_\_

1. What continent do you live on? \_\_\_\_\_

2. Which country are the flags below from?



\_\_\_\_\_

\_\_\_\_\_

3. Another name for money is \_\_\_\_\_.

a. continent

b. currency

c. country

4. Which country is the following currency from?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. Label the following places on the North American map.

Pacific Ocean, Atlantic Ocean, Canada, Mexico, United States,

Caribbean Sea, West Indies, Gulf of Mexico and Central America

Pictures taken from: <http://www.moneyfactory.com/section.cfm/4> <http://www.sanmiguelguide.com/currency2.htm>  
[http://www.craigmarlatt.com/canada/symbols\\_facts&lists/currency.html](http://www.craigmarlatt.com/canada/symbols_facts&lists/currency.html)

Flags taken from: <http://www.flagspot.net/flags/us.html>

<http://flagspot.net/flags/mx.html>

<http://flagspot.net/flags/ca.html>

Appendix E-2  
North America



Appendix E-3  
North American Quiz

Name Answer Key    Date \_\_\_\_\_

1. What continent do you live on? North America

2. Which country are the flags below from?



Mexico

Canada

3. Another name for money is b. currency.

a. continent

b. currency

c. country

4. Which country is the following currency from?

Mexico

United States

Canada

5. Label the following places on the North American map.

Pacific Ocean, Atlantic Ocean, Canada, Mexico, United States,

Caribbean Sea, West Indies, Gulf of Mexico and Central America

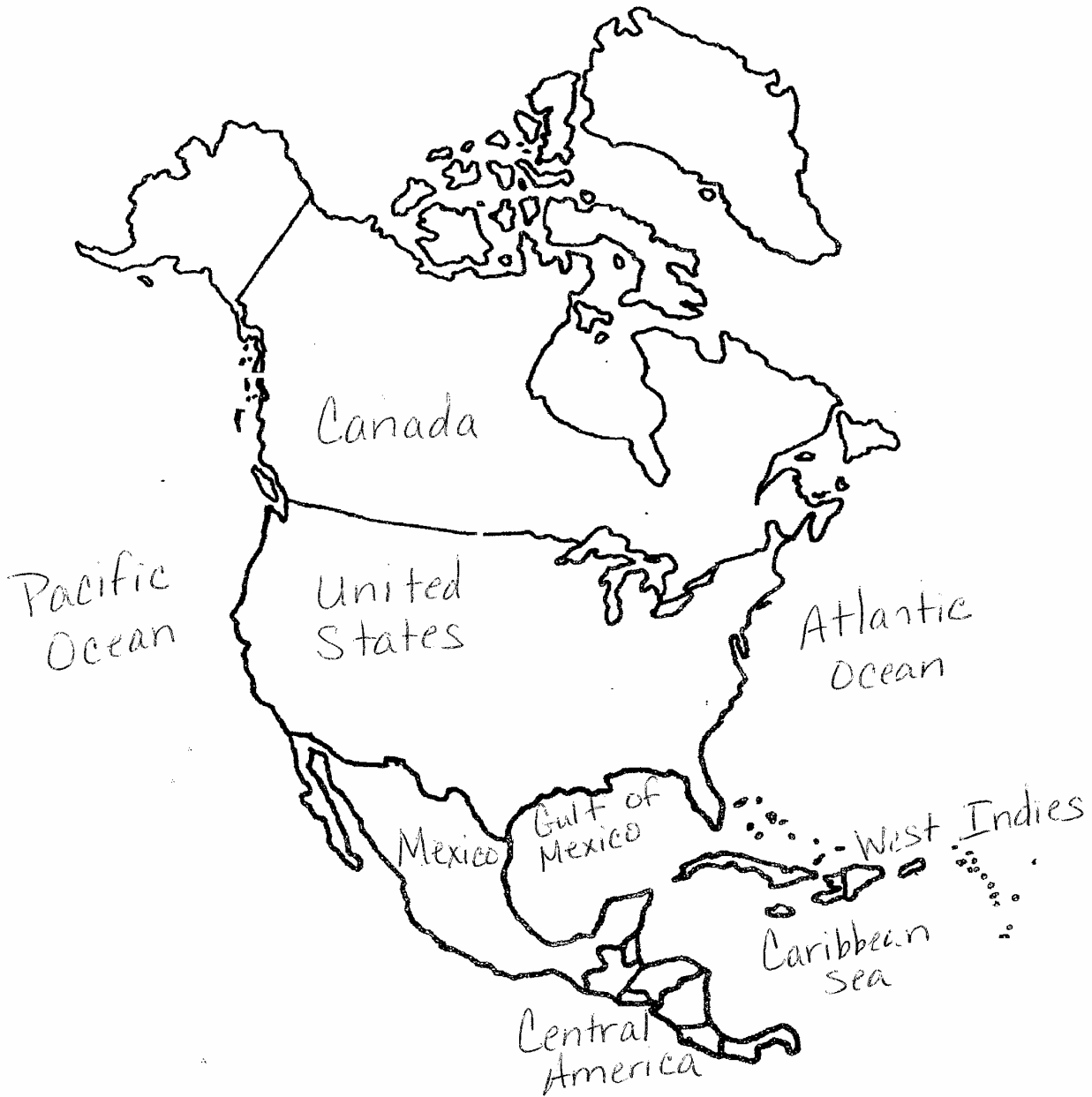
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Flags taken from: <http://www.flagspot.net/flags/us.html>

<http://flagspot.net/flags/mx.html>

<http://flagspot.net/flags/ca.html>

Appendix E-4  
North America



adapted from *Wee Sing Around the World* by Pamela Conn Beall and Susan Hagen Nipp

## Appendix F

Map from: <http://www.cdc.noaa.gov/USclimate/states.fast.html>

## Appendix G United States Wall Puzzle

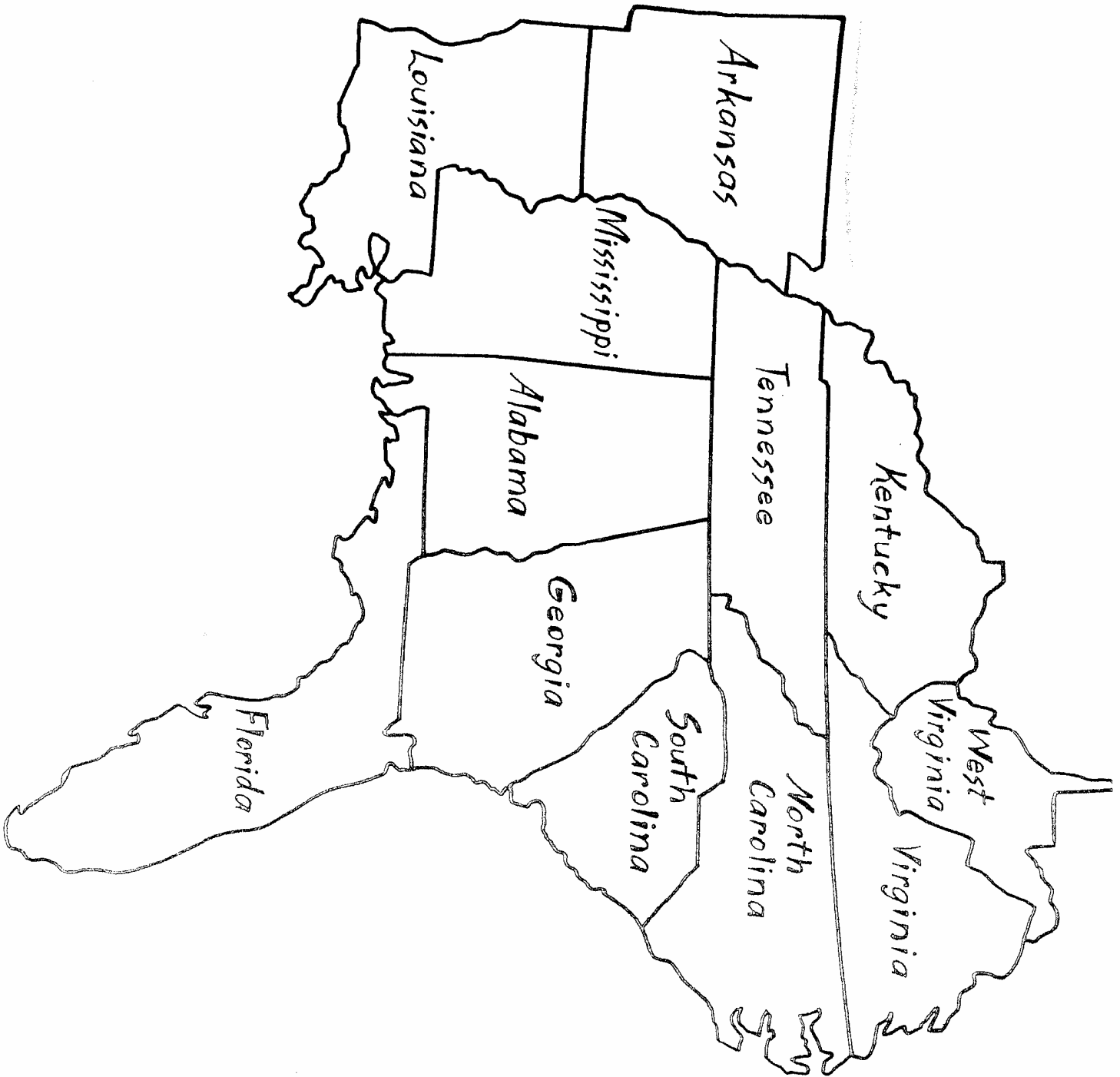
In the following pages are maps of the regions you are studying with the students. Color each region as follows:

- ✓ New England – red
- ✓ Middle Atlantic – green
- ✓ Southeast – yellow
- ✓ Midwest – brown
- ✓ Southwest – orange
- ✓ Mountain – purple
- ✓ Pacific – blue

Cut out each region, being sure to leave all of state names. Laminate each region. As you go through each lesson you will be prompted to use the corresponding region. The regions will be put together on the wall or bulletin board like a puzzle so be sure to plan space for this.

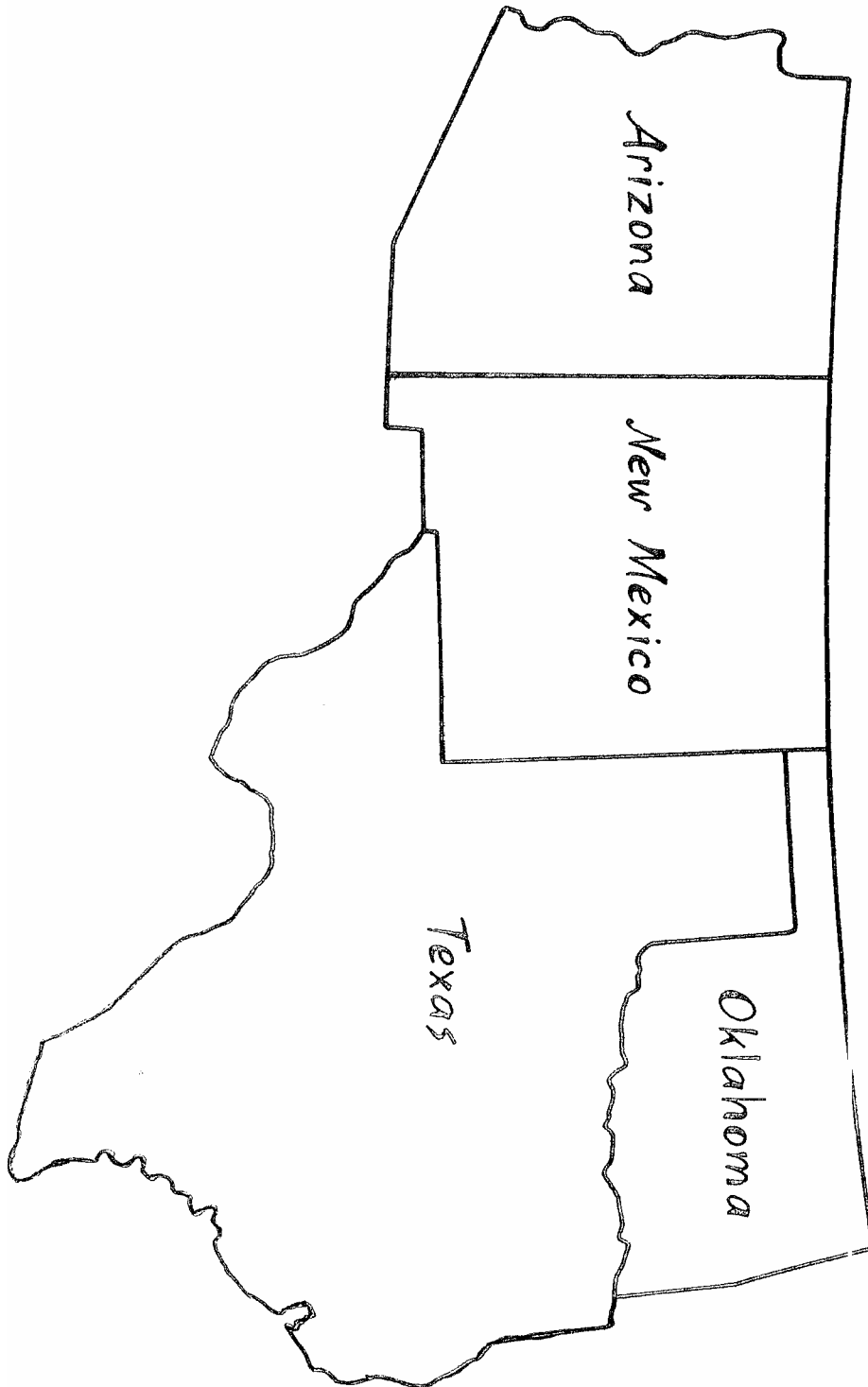


Adapted from *Read Across America* by Gloria Rothstein

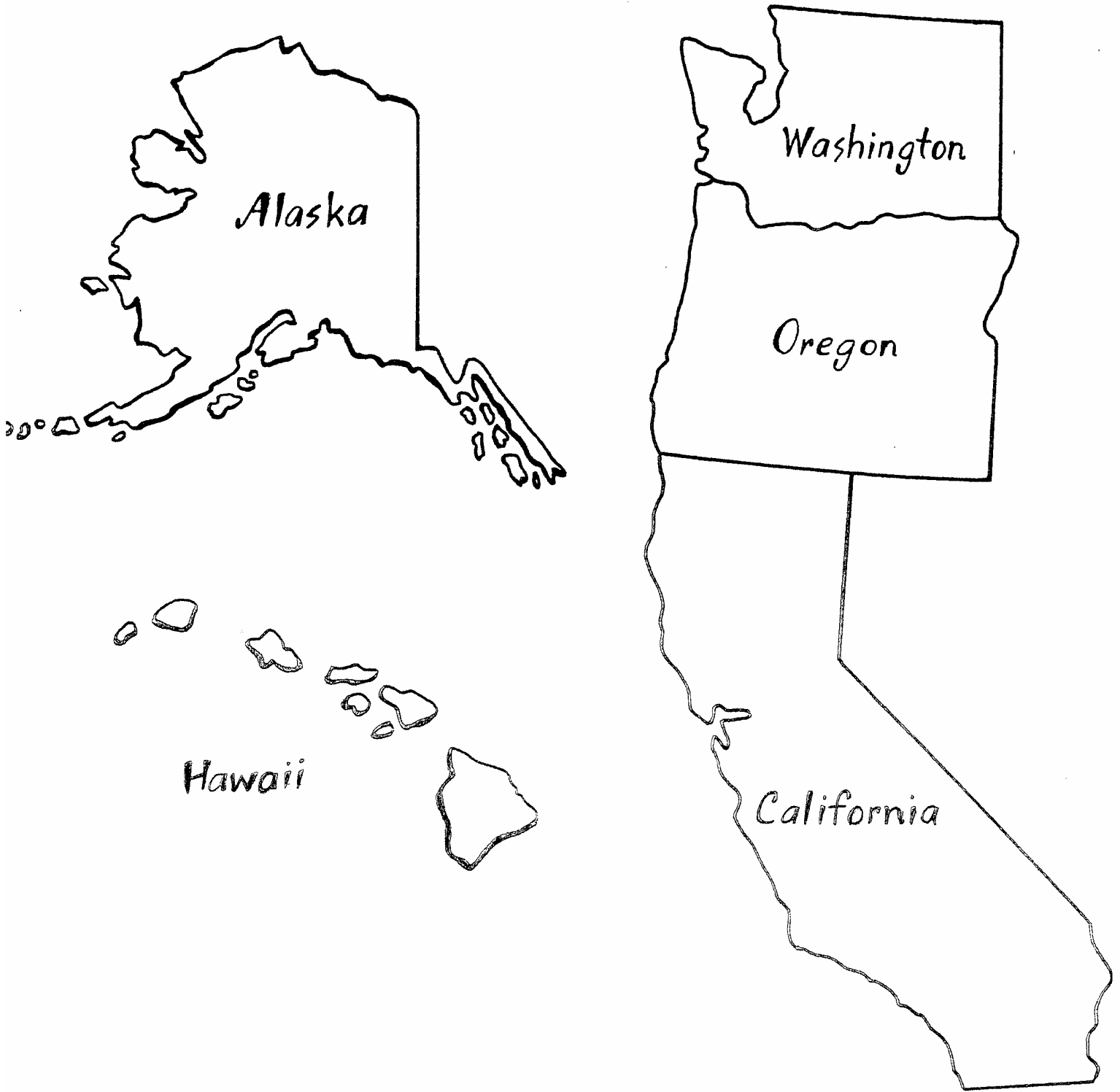


Adapted from *Read Across America* by Gloria Rothstein

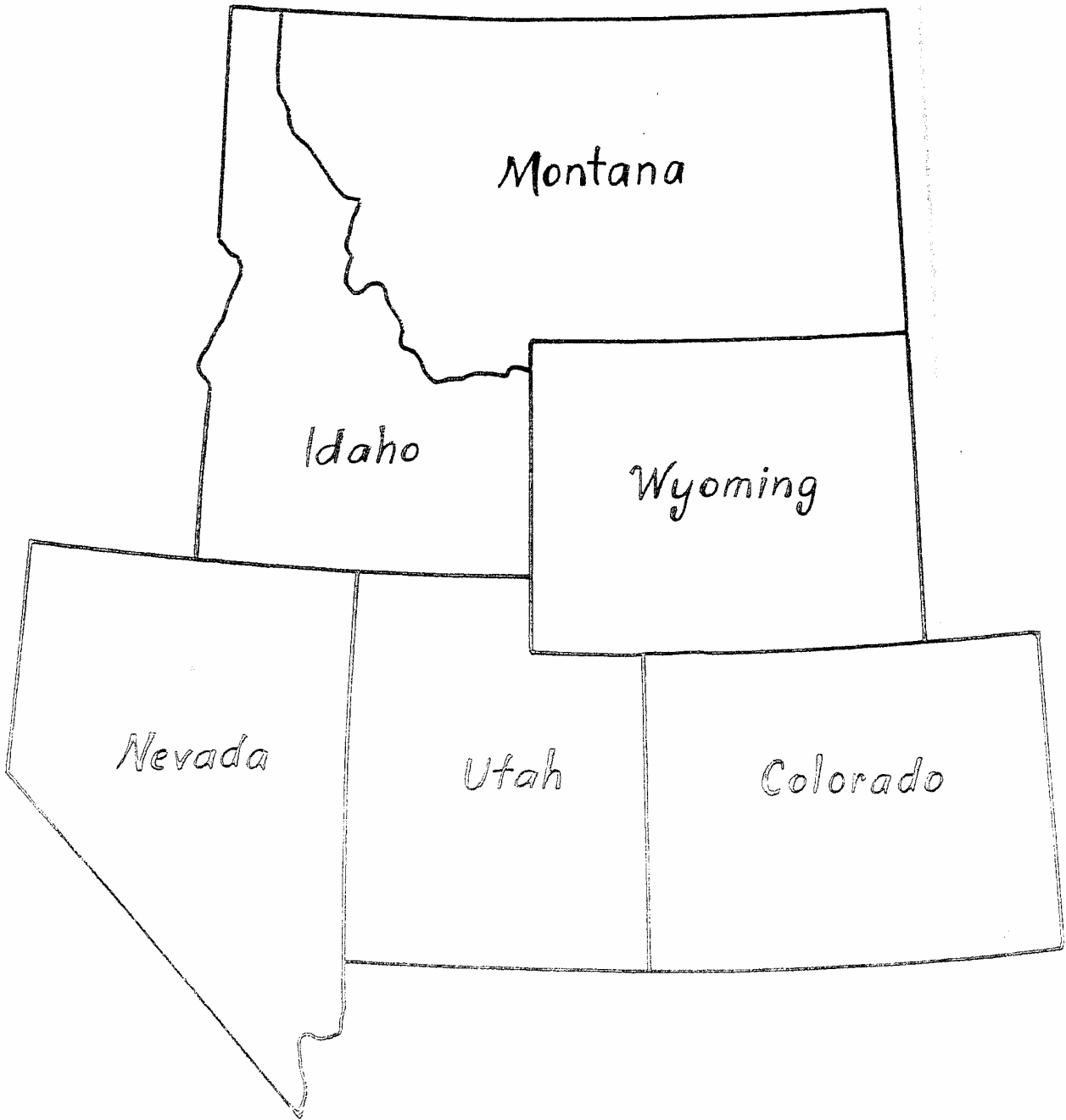
Appendix G-3







Adapted from *Read Across America* by Gloria Rothstein



Appendix G-6

Adapted from *Read Across America* by Gloria Rothstein

Appendix H  
New England States



Appendix I  
Middle Atlantic States



Adapted from *Read Across America* by Gloria Rothstein

Appendix J  
Tar Beach

Name \_\_\_\_\_ Date \_\_\_\_\_

Compare Tar Beach to a sandy beach. Write about each of them below.

Tar Beach

A Sandy Beach

Why does Cassie's family go to this place? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Why do people go to this place?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Things the family takes to this place. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Things people take to this place.  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you went to Tar Beach what would you see? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you went to a sandy beach what would you see? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you went to Tar Beach what would you hear? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you went to a sandy beach what would you hear? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you went to Tar Beach what would you smell? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you went to a sandy beach what would you smell? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted from *Read Across America* by Gloria Rothstein

Appendix J-2  
Tar Beach

Name Answer Key    Date \_\_\_\_\_

Compare Tar Beach to a sandy beach. Write about each of them below.

Tar Beach

A Sandy Beach

Why does Cassie's family go to this place? Cassie's family goes to Tar Beach to socialize with the neighbors and enjoy the cool evening.

Why do people go to this place? (Answers will vary.) People go to the beach to relax and enjoy the sun and water.

Things the family takes to this place. The family takes food for a picnic, cards, table and chairs and a mattress.

Things people take to this place. (Answers will vary.) People take towels, swimsuits, coolers, and beach toys to the beach.

If you went to Tar Beach what would you see? At Tar Beach you would see skyscraper buildings, and the George Washington Bridge. (Essentially the New York skyline.)

If you went to a sandy beach what would you see? (Answers will vary.) At a beach you would see sandcastles, people lounging, boats, and seagulls.

If you went to Tar Beach what would you hear? At Tar Beach you would hear the evening traffic and people talking.

If you went to a sandy beach what would you hear? (Answers will vary.) At a beach you would hear ocean waves, people talking and seagulls.

If you went to Tar Beach what would you smell? At Tar Beach you would smell hot tar, the picnic food and the city such as the cars and factories.

If you went to a sandy beach what would you smell? (Answers will vary.) At the beach you would smell the salty ocean, suntan lotion, and picnic food.

Adapted from *Read Across America* by Gloria Rothstein

Appendix K  
Southeast States



Adapted from *Read Across America* by Gloria Rothstein

Appendix L  
Midwest States



Adapted from *Read Across America* by Gloria Rothstein

Appendix M  
Thunder Cake

Name \_\_\_\_\_ Date \_\_\_\_\_

Some people go to the store to buy food, others have everything they need on their farm. Name some ingredients that the girl and her grandma gathered.

From the farm:

_____	_____
_____	_____
_____	

What would you make with these ingredients? Give this dish a name and write the recipe.

\_\_\_\_\_

Ingredients:

_____	_____	_____
_____	_____	_____

Directions:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from *Read Across America* by Gloria Rothstein

Appendix M-2  
Thunder Cake

Name Answer Key    Date \_\_\_\_\_

Some people go to the store to buy food, others have everything they need on their farm. Name some ingredients that the girl and her grandma gathered.

From the farm:

Eggs                      Strawberries

Milk                      Butter

Tomatoes

What would you make with these ingredients? Give this dish a name and write the recipe.

Answers Will Vary

Ingredients:

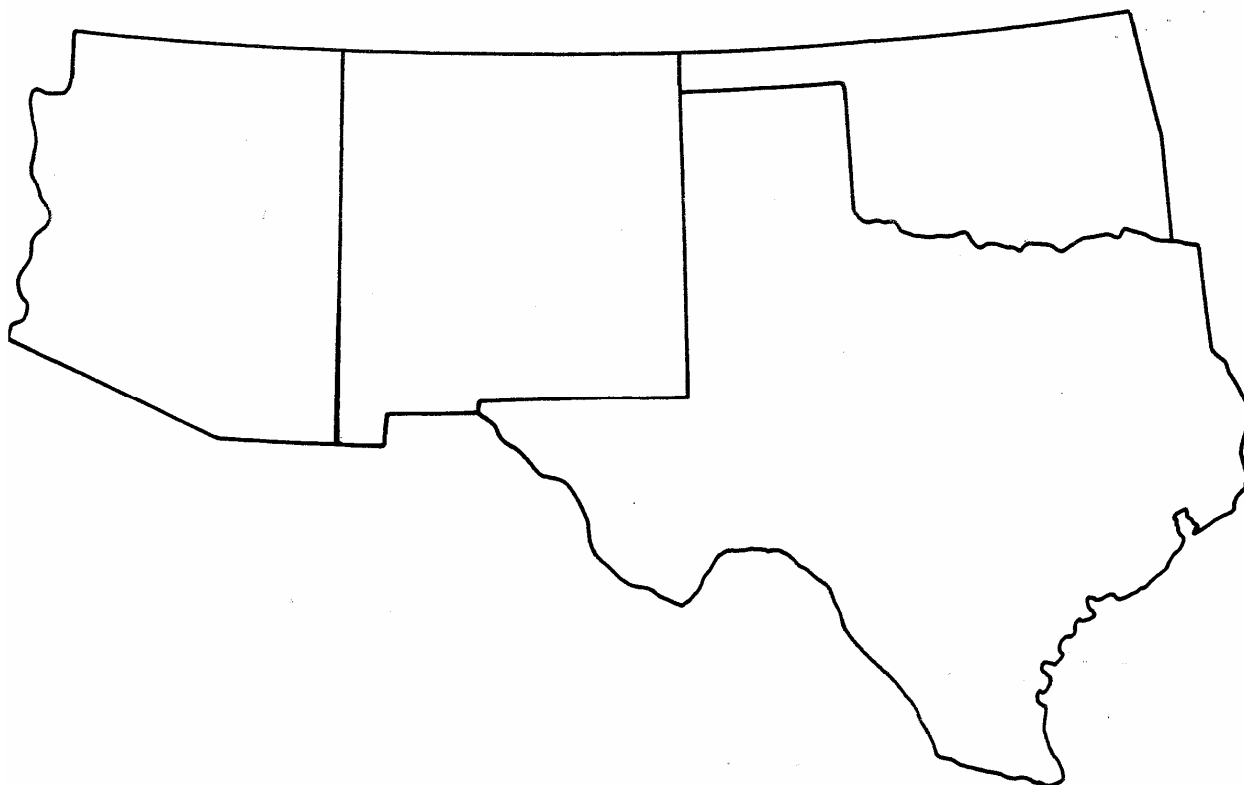
\_\_\_\_\_  
\_\_\_\_\_

Directions:

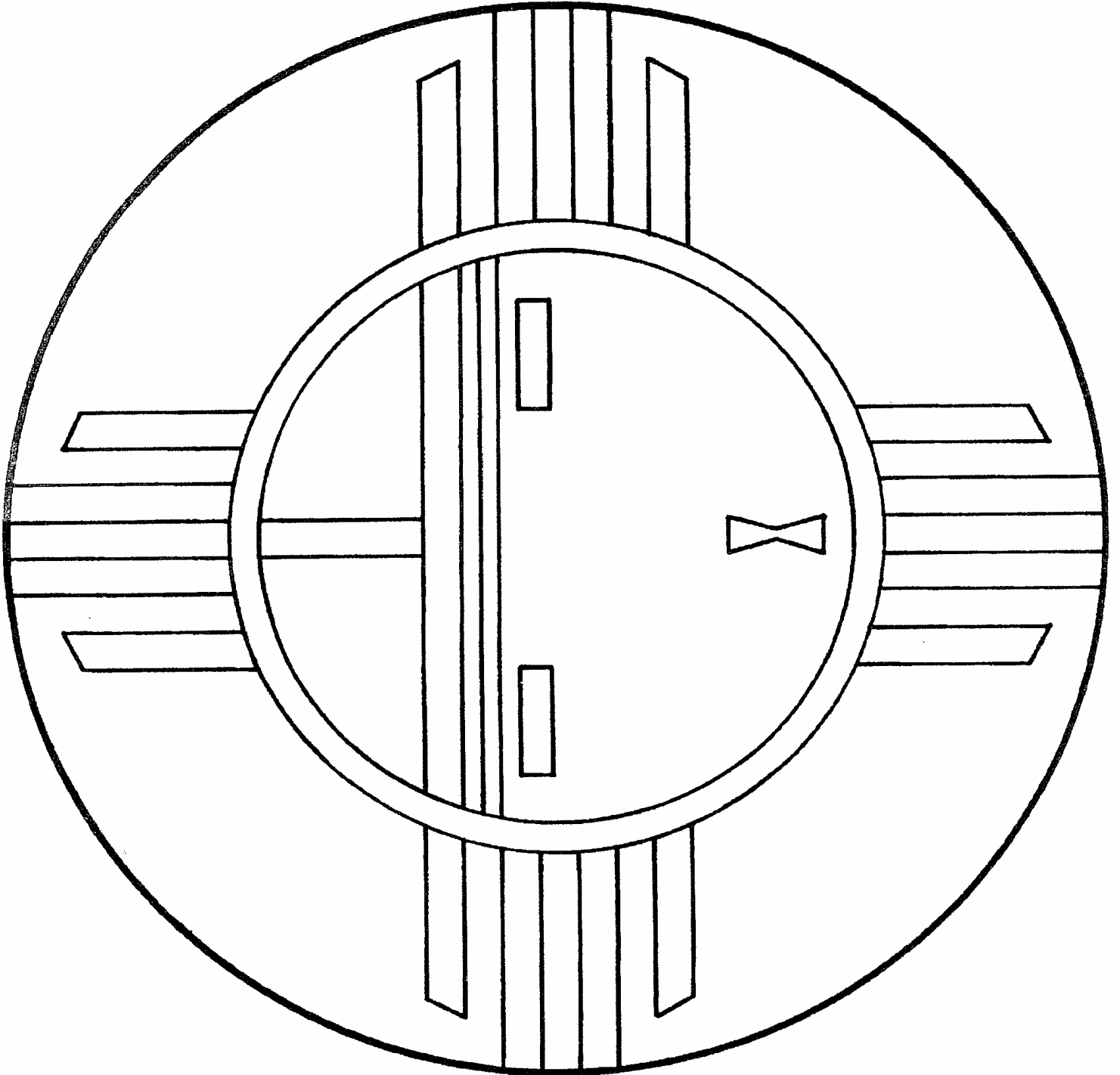
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted from *Read Across America* by Gloria Rothstein

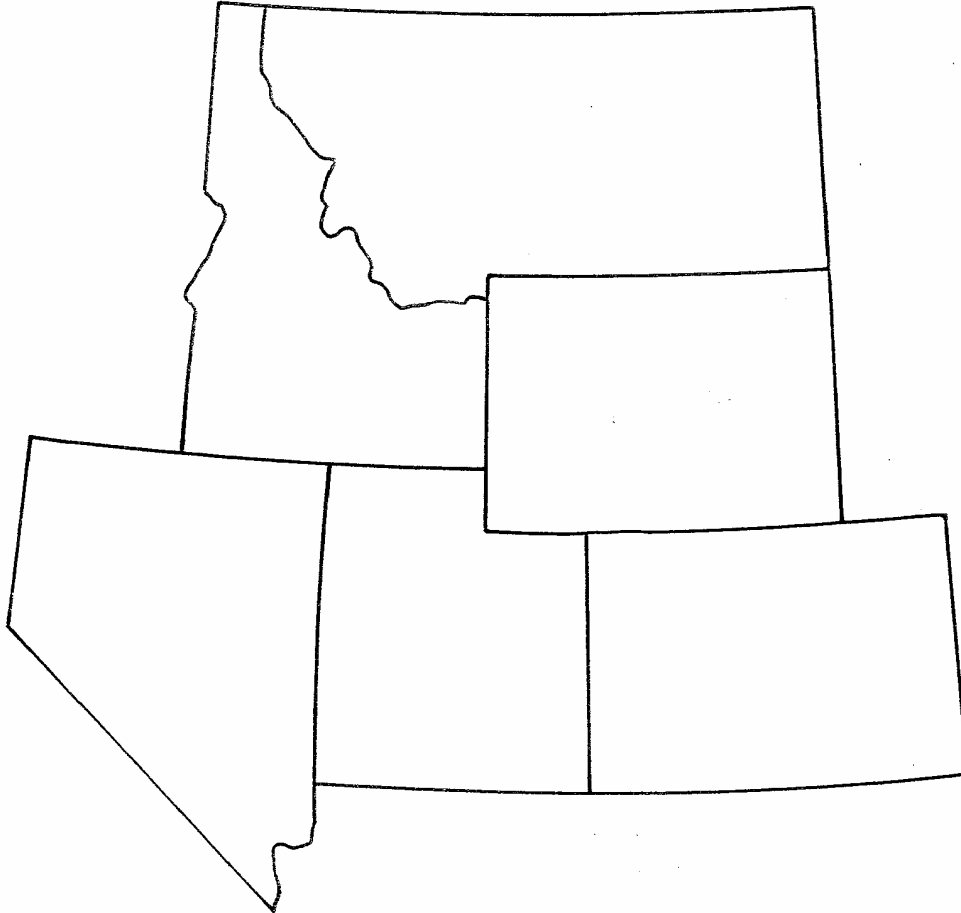
Appendix N  
Southwest States



Appendix O  
Sand Painting Picture



Appendix P  
Mountain States



Adapted from *Read Across America* by Gloria Rothstein

## Appendix Q

### National Park Advertisement

For this activity, the students are going to advertise a national park in the Mountain region. As the teacher, you will need to gather information from places such as websites, books, brochures, etc. Listed below are a few websites for each of the parks being advertised. The websites are intended for teacher use and may be difficult for the students to use on their own. Please make sure that each group has enough information on the national park they are advertising, but is not over-loaded, preventing them from completing this project in the time given (roughly 20 minutes).

Put the students into groups of about three to four. Pass out the information you have gathered on each national park. Each group should have a different park. If you have more groups than parks, it is okay to duplicate parks or find another national park in the Mountain region. Give each group a white piece of construction paper (12X18in.) and crayons or markers.

Tell the students they need to work together to create a poster that advertises the national park and includes the following:

- ✓ Name of the park
- ✓ Location of park
- ✓ Activities to do in the park
- ✓ Things that might be seen in the park (plants, animals, ...)
- ✓ Information that would attract visitors

Remind the students that they are trying to attract visitors to their park.

#### Yellowstone

<http://www.nationalgeographic.com/yellowstone/>  
<http://www.pbs.org/edens/yellowstone/>  
<http://www.nps.gov/yell/kidstuff/index.htm>

#### Grand Tetons

<http://www.grand.teton.national-park.com/info.htm#hist>  
<http://www.nps.gov/grte/>  
[http://gorp.away.com/gorp/resource/US\\_National\\_Park/wy\\_grand.HTM](http://gorp.away.com/gorp/resource/US_National_Park/wy_grand.HTM)

#### Mesa Verde

<http://www.nps.gov/meve/>  
<http://www.desertusa.com/ver/>  
<http://www.visitmesaverde.com/>

#### Glacier

<http://www.glacier.national-park.com/>  
<http://www.glacierparkinc.com/>  
<http://www.glacier.national-park.com/info.htm>

#### Rocky Mountain

<http://estes.on-line.com/rmnp/>  
<http://www.coloradoguide.com/rmnp/frame1.htm>  
<http://www.americanparknetwork.com/parkinfo/rm/>

Appendix R  
National Park Advertisement Rubric

Name: \_\_\_\_\_ Date: \_\_\_\_\_

CATEGORY	4	3	2	1
Use of Class Time	Used time well during class period. Focused on getting the project done. Never distracted others.	Used time well during class period. Usually focused on getting the project done and never distracted others.	Used some of the time well during class period. There was some focus on getting the project done but occasionally distracted others.	Did not use class time to focus on the project OR often distracted others.
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Advertisement	Visitors are convinced and know at least three reasons why they should visit the park.	Visitors know at least two reasons why they should visit the park.	Visitors are confused as to why they should visit the park.	Visitors are not given any reason to visit the park.

Total: \_\_\_\_\_/20 points

Appendix S  
Pacific States



Adapted from *Read Across America* by Gloria Rothstein

Appendix T  
Grandfather's Journey

Name \_\_\_\_\_ Date \_\_\_\_\_

Grandfather traveled to a lot of places but, one of the places he loved best was California. Answer the following questions in complete sentences.

1. What did Grandfather like best about California? \_\_\_\_\_

\_\_\_\_\_

2. What did he do in California? \_\_\_\_\_

\_\_\_\_\_

3. How did Grandfather dress differently in California than in Japan?

\_\_\_\_\_

\_\_\_\_\_

4. Would you want to visit California and why? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Adapted from *Read Across America* by Gloria Rothstein

Appendix T-2  
Grandfather's Journey

Name Answer Key    Date \_\_\_\_\_

Grandfather traveled to a lot of places but, one of the places he loved best was California. Answer the following questions in complete sentences.

1. What did Grandfather like best about California? Grandfather liked the strong sunlight, the Sierra Mountains, and the lonely seacoast.

2. What did he do in California? In California, he made his home by the San Francisco Bay and started a family.

3. How did Grandfather dress differently in California than in Japan? In Japan Grandfather wore a kimono and in California he wore European clothes which are pants and a dress shirt with a tie.

4. Would you want to visit California and why? Answers will vary.

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Adapted from *Read Across America* by Gloria Rothstein

Appendix U  
North America or Bust! Jeopardy Directions

North American Geography	Western States	Middle States	Eastern States	Map Skills
<b>100</b>				
Name the 3 countries on the continent of North America. (Canada, U.S., Mexico)	The western states lie along which ocean coast? (Pacific)	The initials HOMES stand for a group of lakes called what? (Great Lakes)	The eastern states lie along which ocean coast? (Atlantic)	Point to the United States, Mexico, and Canada on the map.
<b>200</b>				
There are 48 contiguous states. What does contiguous mean? (touching or adjacent)	Which 2 states are not contiguous? (Alaska and Hawaii)	What major river flows from north to south through the center of the U.S.? (Mississippi)	Which of the southeast states is a peninsula? (Florida)	Point to Central America.
<b>300</b>				
The southern-most area of Mexico is a region called what? (Central America)	Which mountains lie in the western part of the U.S.? (Rocky)	Many of the mid-western states are known for what industry? (farming)	Which mountains lie in the eastern part of the U.S.? (Appalachian)	Name and locate the two major oceans that surround North America. (Pacific and Atlantic)
<b>400</b>				
The Virgin Islands and Puerto Rico are not governed by the U.S., but do belong to it. They are called what of the U.S.? (territories)	Which region in this area contains mostly desert? (Southwest states)	The Midwest states are made up of flat prairies and contain some of the richest ____ in the world. (farmland or soil)	What is the capital of the United States? (Washington, D.C.)	Point to the two non-contiguous states of the U.S. (Alaska and Hawaii)
<b>500</b>				
Which body of water surrounds the West Indies? (Caribbean Sea)	Name the largest state in the contiguous U.S. (Texas)	Name all of the Great Lakes. (Lake Huron, Lake Ontario, Lake Michigan, Lake Erie, Lake Superior)	Which group of states in this area contains most of America's history? (New England states)	Point to the area that includes the U.S. territories Puerto Rico and Virgin Islands. (West Indies)

## Jeopardy Directions

Materials needed for this game:

- ✓ Index cards with questions and answers from Appendix U on one side, and the points the question is worth on the opposite side
- ✓ Blank Map of North America from Appendix B
- ✓ Whiteboard
- ✓ Tape

To prepare for the game, write all the questions and answers on one side of the index cards, with the points the questions are worth on the other side. Write the five category headings on the whiteboard and tape the cards (with the point value showing) under the appropriate heading, in order from lowest to highest points.

To play this game, divide the students into two groups. Have the groups sitting together so that they can discuss their responses. Decide which group will start first. The first group has fifteen seconds to decide on a category and point value. Read the question to the group. They have one minute to discuss the question and come up with the answer. Only one answer is accepted for the group. This can be given by the whole group or by an individual student. The first answer given is the only answer accepted. If they get the answer right, they get the points. If they don't get the answer right, the other group has an opportunity to answer and steal the points. If both groups get the answer wrong, no points are given, and you need to share the answer with the class. Now, it's the second group's turn to choose a question and a point value.

If one of the groups chooses a question from "Map Skills", the group needs to pick one person to come to the map to point out the answer.

The game lasts roughly thirty minutes. If you run out of time, the winners are the group with the most points so far. Share the rest of the questions and the answers with the class.

Appendix V  
North America or Bust! Test

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Fill in the blank with the best choice from the word box.

currency	territories	contiguous	continent
----------	-------------	------------	-----------

1. The Virgin Islands and Puerto Rico are \_\_\_\_\_ of the United States.
2. The United States has 48 \_\_\_\_\_ states.
3. The United States, Mexico, and Canada are apart of the \_\_\_\_\_ of North America.
4. \_\_\_\_\_ is another name for money.

Circle the letter of the correct answer.

5. What is the region called that lies on the southern-most tip of North America?
  - a. Central America
  - b. South America
  - c. Mexico
6. The first letter of each of the Great Lakes spells out the word
  - a. HOUSES
  - b. HOMES
  - c. HORSE
7. Which state IS part of the contiguous U.S.?
  - a. Colorado
  - b. Alaska
  - c. Hawaii
8. Which state in the southeast is a peninsula?
  - a. Georgia
  - b. Maine
  - c. Florida

Appendix V-2

9. What is the name of the longest mountain chain in North America?
- a. Rocky Mountains
  - b. Himalayas
  - c. Appalachian Mountains

Answer the following sentences.

10. List 3 of the seven regions or groups of states that we studied.

\_\_\_\_\_

11. What region of states is known for farming? \_\_\_\_\_

12. What is the longest river in the United States? \_\_\_\_\_

13. What is the group of islands in the Caribbean Sea called?

\_\_\_\_\_

14. Which group of states contains most of America's history?

\_\_\_\_\_

15. What continent do you live on? \_\_\_\_\_

**BONUS!!!**

What state do you live in? \_\_\_\_\_

What region is your state in? \_\_\_\_\_

Appendix V-3

Label the following places on the North American map.

Pacific Ocean, Atlantic Ocean, Canada, Mexico, United States,  
Caribbean Sea, West Indies, Gulf of Mexico and Central America



adapted from *Wee Sing Around the World* by Pamela Conn Beall and Susan Hagen Nipp

Appendix V-4  
North America or Bust! Test

Name: Answer Key      Date: \_\_\_\_\_

Fill in the blank with the best choice from the word box.

currency	territories	contiguous	continent
----------	-------------	------------	-----------

1. The Virgin Islands and Puerto Rico are territories of the United States.
2. The United States has 48 contiguous states.
3. The United States, Mexico, and Canada are apart of the continent of North America.
4. Currency is another name for money.

Circle the letter of the correct answer.

5. What is the region called that lies on the southern-most tip of North America?
  - a. Central America
  - b. South America
  - c. Mexico
6. The first letter of each of the Great Lakes spells out the word
  - a. HOUSES
  - b. HOMES
  - c. HORSE
7. Which state IS part of the contiguous U.S.?
  - a. Colorado
  - b. Alaska
  - c. Hawaii
8. Which state in the southeast is a peninsula?
  - a. Georgia
  - b. Maine
  - c. Florida

Appendix V-5

9. What is the name of the longest mountain chain in North America?
- a. Rocky Mountains
  - b. Himalayas
  - c. Appalachian Mountains

Answer the following sentences.

10. List 3 of the seven regions or groups of states that we studied.  
New England, Middle Atlantic, Southeast, Midwest, Southwest, Mountain, Pacific

11. What region of states is known for farming? Midwest

12. What is the longest river in the United States? Mississippi River

13. What is the group of islands in the Caribbean Sea called?  
West Indies

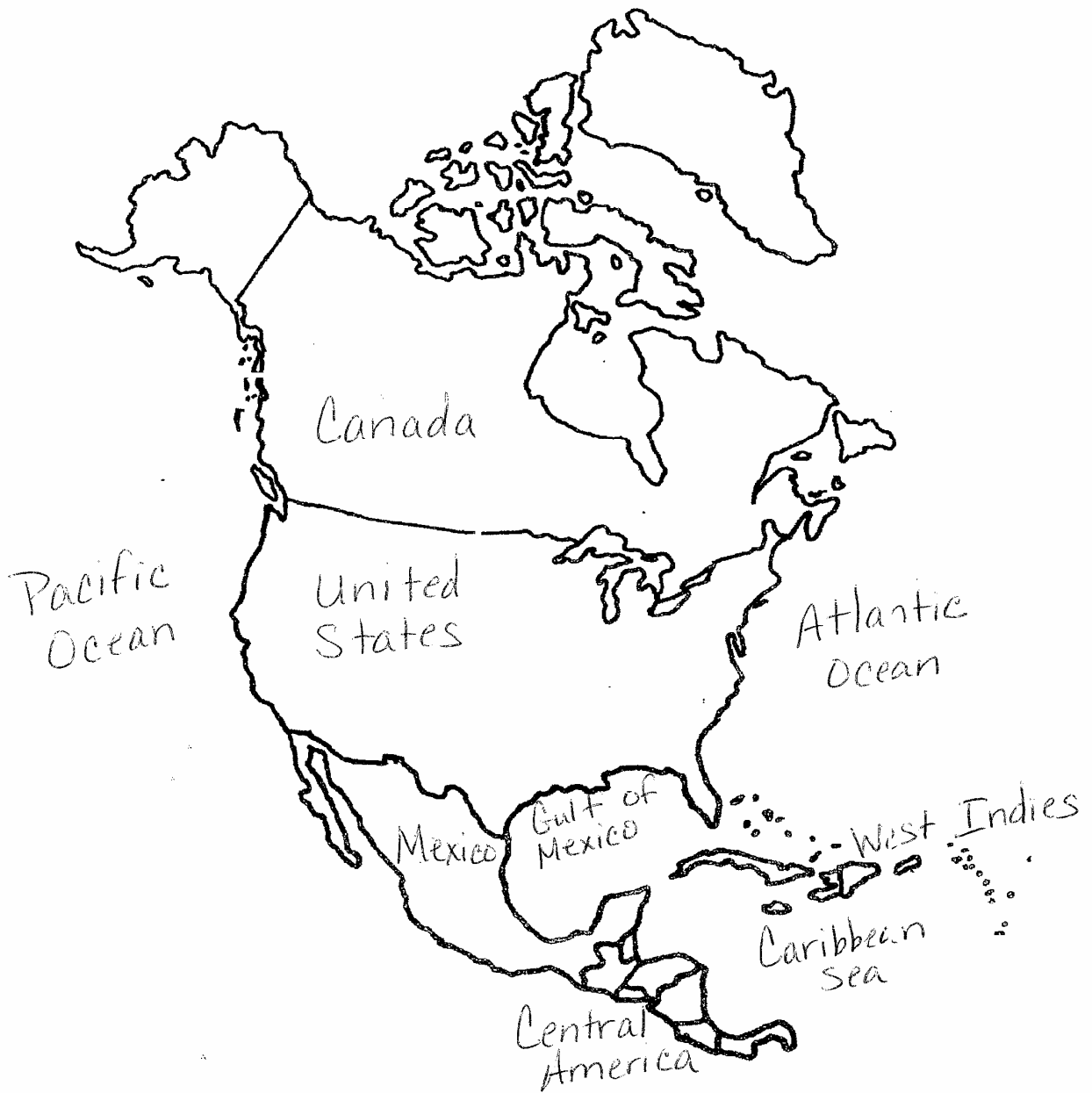
14. Which group of states contains most of America's history?  
New England

15. What continent do you live on? North America

**BONUS!!!**

What state do you live in? (Answers will vary.)

What region is your state in? (Answers will vary.)



Adapted from *Wee Sing Around the World* by Pamela Conn Beall and Susan Hagen Nipp

## Appendix W State Report Directions

This project is intended to be completed by your students as homework. Your students will need about a week including the weekend to complete this project. Have your students choose a state they are interested in learning more about. Each student should choose a different state. The list of states on Appendix W-2 will help you keep track of which state each student chooses.

Read through the letter to the parents and make sure each student has a copy of Appendix W-3, W-4 and W-5. Make a sample project to show the students what you expect and go through each part before you send the letter home.

Below are some web sites to help you and your students with their projects. Please look at the sites yourself before you let the students access them.

<http://www.kn.pacbell.com/wired/fil/pages/listthe50sju.html>

<http://www.abcteach.com/States/StateTOC.htm>

[http://abcteach.com/directory/theme\\_units/social\\_studies/state\\_reports/](http://abcteach.com/directory/theme_units/social_studies/state_reports/)

On the day the projects are due schedule time for the students who are interested, to share them with the class or if you don't have time to do this hang the projects up so the students can look at them when they have a few minutes.

A rubric for the project is on Appendix W-4. Make a copy to include in the student directions as well as a copy for you to use when grading each project.

Appendix W-2  
State List

Alabama -	Montana -
Alaska -	Nebraska -
Arizona -	Nevada -
Arkansas-	New Hampshire -
California -	New Jersey -
Colorado -	New Mexico -
Connecticut -	New York -
Delaware -	North Carolina -
Florida -	North Dakota -
Georgia -	Ohio -
Hawaii -	Oklahoma -
Idaho -	Oregon -
Illinois -	Pennsylvania -
Indiana -	Rhode Island -
Iowa -	South Carolina -
Kansas -	South Dakota -
Kentucky -	Tennessee -
Louisiana -	Texas -
Maine -	Utah -
Maryland -	Vermont -
Massachusetts -	Virginia -
Michigan -	West Virginia -
Minnesota -	Washington -
Mississippi -	Wisconsin -
Missouri -	Wyoming -

## Appendix W-3

### State Report

Dear Parents,

We are learning about North American geography with an emphasis on the United States. Since we do not have enough time to study each state individually your student will be completing a report on one state. Your student has chosen to complete a report on \_\_\_\_\_ . The report is due on \_\_\_\_\_ .

Your student will need a large piece of poster board (any color) to put their report on. A rubric has been included with this letter so you and your student know what they are being graded on. I have shown the students an example of what is expected of them. You are welcome to come in and see the same example.

The following information needs to be included on the poster:

- State name
- Map of state including any major geographical features such as: mountains, rivers, etc.
- Map of the United States with your state colored
- State flag – colored or printed in color from the internet
- State flower – colored or printed in color from the internet
- State bird – colored or printed in color from the internet
- State animal - colored or printed in color from the internet
- State nickname
- State song
- State capital
- Region your state is from – New England, Middle Atlantic, Southeast, Midwest, Southwest, Mountain, Pacific
- When your state became a state
- 3 interesting facts about your state that have not already been included

The project can be hand written or typed. Please see the rubric for more details on how the project should be completed.

Sincerely,

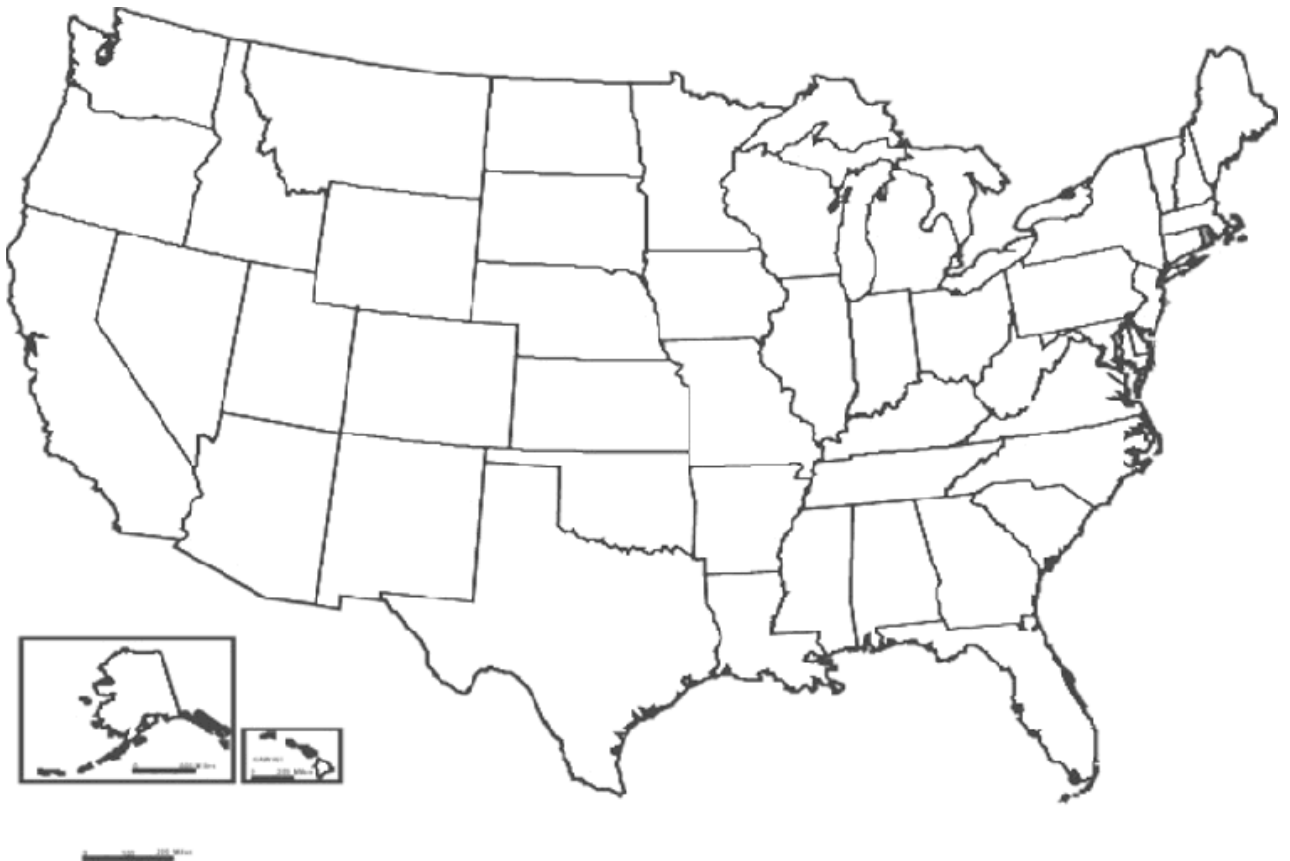
Appendix W-4  
State Report Rubric

Name \_\_\_\_\_ Date \_\_\_\_\_

CATEGORY	4	3	2	1
Title	Title can be read from 6 ft. away and describes content well.	Title can be read from 4 ft. away and describes the content well.	The title is too small and/or does not describe the content of the poster well.	The title is hard to find or missing.
Labels	All items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Almost all items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Several items of importance on the poster are clearly labeled with labels that can be read from at least 3 ft. away.	Labels are too small to view OR no important items were labeled.
Required Elements	The poster includes all required elements.	All but 1 of the required elements are included on the poster.	Several required elements were missing.	More than half of the required elements were missing.
Content - Accuracy	All 15 facts are displayed accurately on the poster.	11-14 accurate facts are displayed on the poster.	7-10 accurate facts are displayed on the poster.	Less than 7 accurate facts are displayed on the poster.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Student Participation	This poster was completed by the student.	This poster was completed with some help. The poster has some writing other than the student's.	This poster was completed with a lot of help. The poster has a lot of writing other than the student's.	This poster was not completed by the student. It is in someone else's handwriting.

Total: \_\_\_\_\_/28 points

Appendix W-5



Map from: <http://www.abcteach.com/States/recover.htm>

Appendix X  
Fifty Nifty United States

By Charles. Accompaniment/performance CD. Published by Shawnee Press.  
(1CD0019)