

Library Guide to the States

Grade Level or Special Area: Library, Grade 5

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Length of Unit: Six lessons (four 25 minute lessons and two 50 minute lessons spread over two teaching days)

I. ABSTRACT

This unit focuses on research in the library on the fifty states. In this unit, students use multiple resources to produce a quality product about a state. In addition to using multiple resources, students will learn how to cite those sources in a bibliography.

II. OVERVIEW

A. Concept Objectives

1. Students will understand how to use a variety of resources to seek knowledge.
2. Students will understand how to cite resources using a bibliography.
3. Students will develop an awareness of the United States, the fifty states and their capitals.

B. Content from the *Core Knowledge Sequence*

1. 5th Grade Language Arts: Writing, Grammar, and Usage (p. 109)
 - a. Writing and Research
 - i. Know how to gather information from different sources and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words.
 - a) Documenting sources in a rudimentary bibliography
2. 5th Grade History and Geography: American History and Geography (p. 118)
 - a. U. S. Geography
 - i. Fifty states and capitals

C. Skill Objectives

1. Students will prepare bibliography, citing sources according to established methods. (Colorado State Information Literacy Standard #1)
2. Students will demonstrate an ability to take notes, print or record information from a wide range of sources. (Colorado State Information Literacy Standard #1)
3. Students will follow a research plan established by the library media specialist or teacher. (Colorado State Information Literacy Standard #1)
4. Students will create clear and organized presentations in oral, written and visual formats. (Colorado Information Literacy Standard #2)
5. Students will provide bibliographic credit to material and information used. (Colorado State Information Literacy Standard #5)
6. Students will demonstrate an ability to take notes, print, or record information from a wide range of sources, and synthesize the retrieved materials into a meaningful product. (Colorado State Information Literacy Standard #1)
7. Students will demonstrate knowledge about the USA – the fifty states and their capitals. (Colorado State Geography Standard #1)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Oregon School Library Information System Website
www.oslis.k12.or.us/secondary/howto/cited/index.html

2. Shearer, Benjamin F. *State Names, Seals, Flags, and Symbols: A Historical Guide*
 3. Rubel, David. *Scholastic Atlas of the United States*
- B. For Students
1. Language Arts, Know how to gather information from an encyclopedia, a book, an atlas, online, p. 109, Grade 5
 2. Language Arts, Know how to write short reports, presenting the information in his or her own words, p. 109, Grade 5
 3. History and Geography, Know the United States consists of fifty states, 48 contiguous states plus Alaska and Hawaii, and territories, p. 51, Grade 2
 4. History and Geography, Find directions on a map: east, west, north, south, p. 69, Grade 3
 5. History and Geography, Locate the United States on a map, p. 51, Grade 3

IV. RESOURCES

- A. Joseph, Paul. *The United States, Checkerboard Geography Series* (this series includes 50 books, one for each state) (Lesson Three)
- B. Capstone Press Geography Department. *One Nation Series* (this series includes 50 books, one for each state) (Lesson Three)
- C. Fradin, Dennis Brindell. *From Sea to Shining Sea Series* (this series includes 50 books, one for each state) (Lesson Three)
- D. Schlessinger Media. *U. S. Geography for Kids, State Capitals*, video recording (Lesson Two)
- E. Variety of library resources available for activities including access to internet, encyclopedias, atlases, books, and videos (Lesson One)
- F. TV Display or LCD Projection Unit (Lesson One)
- G. TV with VCR (Lesson Two)
- H. Overhead projector Lessons Three and Four)
- I. Large map of the United States (Lessons Three and Five)

V. LESSONS

Lesson One: How to Write a Bibliography (one day – 25 minutes)

- A. *Daily Objectives*
 1. Concept Objective
 - a. Student will understand how to cite resources using a bibliography.
 2. Lesson Content
 - a. Documenting sources in a rudimentary bibliography
 3. Skill Objective
 - a. Students will provide bibliographic credit to material and information used. (Colorado State Information Literacy Standard #5)
 - b. Students will prepare bibliography, citing sources according to established methods. (Colorado State Information Literacy Standard #1)
- B. *Materials*
 1. Pencils – one for each student
 2. Appendix B – Bibliography Source Worksheet – one for each student
 3. Various resources available for activity: internet, encyclopedias, atlases, books, and videos
 4. Dry erase board, markers (various colors), erasers
 5. TV Display or LCD projection unit to display web page example

- C. *Key Vocabulary*
1. A *bibliography* is a list of sources of information written a specific way.
 2. *Resources* are articles of information you can use for help or support.
- D. *Procedures/Activities*
1. Explain to students that we are reviewing how to do bibliographies for a state research project.
 2. Teacher should review the MLA bibliographic guidelines found in Appendix A.
 3. Remind students to pay attention to specific punctuation found in each type of bibliography.
 4. Model for students a bibliography on the dry erase board using different colors for every section and red for punctuation.
 5. Pass out Bibliography Source Worksheet (Appendix B) and pencils to every student.
 6. Display an Internet web page on the TV or LCD projection unit. Together as a class, fill out the web page bibliography section on the Bibliography Source Worksheet.
 7. Have students, on their own or in pairs, complete the worksheet. (Special Education accommodation – Do only the book bibliography on the worksheet.)
 8. Collect worksheets to check and keep as a resource for students for Lesson Three.
- E. *Assessment/Evaluation*
1. Check the completed worksheet for understanding and correct punctuation.

Lesson Two: State Capitals Video (one day – 25 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will develop an awareness of the United States, the fifty states and their capitals.
 2. Lesson Content from the *Core Knowledge Sequence*
 - a. Fifty states and capitals
 - b. Know how to gather information from different sources...
 3. Skill Objective(s)
 - a. Students will demonstrate knowledge about the USA – the fifty states and their capitals. (Colorado State Geography Standard #1)
 - b. Students will demonstrate an ability to take notes, print or record information from a wide range of sources. (Colorado State Information Literacy Standard #1)
- B. *Materials*
1. Video – U.S. Geography for Children – State Capitals by Schlessinger Media
 2. Pencils for every student
 3. Appendix C – State Capitals Video Worksheet – one for each student
 4. Appendix D – State Capitals Video Worksheet Answer Key – one for the teacher
 5. TV and VCR
- C. *Key Vocabulary*
1. The *state capital* is a city where the state official governmental headquarters are located.
- D. *Procedures/Activities*
1. Hand out a pencil for every student.
 2. Hand out a State Capitals Video Worksheet (Appendix C) for every student.
 3. Let students know that they will be seeing a video about the States and that they will need to fill in answers on their worksheet.

4. Put State Capitals video into VCR.
 5. After video is through, check to make sure every student was able to get all the answers, as the video is fast paced. (Special Education accommodation – Go over the answers with these students.)
 6. Collect the State Capitals Video Worksheet for Lesson Three.
- E. *Assessment/Evaluation*
1. Check the completed worksheets for completion and correctness using Appendix D.

Lesson Three: Researching a State (two days – 25 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to use a variety of resources to seek knowledge.
 - b. Students will understand how to cite resources using a bibliography.
 - c. Students will develop an awareness of the United States, the fifty states and their capitals.
 2. Lesson Content
 - a. Know how to gather information from different sources...
 - b. Fifty states and capitals
 3. Skill Objective(s)
 - a. Students will demonstrate knowledge about the USA – the fifty states and their capitals. (Colorado State Geography Standard #1)
 - b. Students will follow a research plan established by the library media specialist or teacher. (Colorado State Information Literacy Standard #1)
 - c. Students will demonstrate an ability to take notes, print or record information from a wide range of sources. (Colorado State Information Literacy Standard #1)
 - d. Students will prepare a bibliography, citing sources according to established methods. (Colorado State Information Literacy Standard #1)
- B. *Materials*
1. Pencils for every student
 2. Appendix E – State Graphic Organizer – one for each student
 3. Appendix F – State Graphic Organizer Self-assessment sheet – one for each student
 4. Large United States map displayed
 5. Various resources available for research: internet, encyclopedias, atlases, and state books
 6. Overhead projector
 7. State Graphic Organizer transparency (copy Appendix E onto a transparency)
 8. Student’s completed Bibliography Source Worksheet from Lesson One
 9. Student’s completed State Capitals Video Worksheet from Lesson Two
- C. *Key Vocabulary*
1. A *graphic organizer* is a way to put information together using a visual format.
 2. A *United States Territory* is a geographical area belonging to or under the jurisdiction of the United States. It is not included within any state but organized with a separate legislature.
- D. *Procedures/Activities*
1. Have each student draw a state name out of a hat. (Special Education accommodation: These students could research their home state, i.e. Colorado.)

(GT accommodation: These students could research U.S. Territories, i.e. Puerto Rico.)

2. Hand out pencils and a State Graphic Organizer for each student.
 3. Hand back their completed Bibliography Source Worksheet from Lesson One and their State Capitals Video Worksheet from Lesson Two.
 4. Explain to students that they will fill out their state Graphic Organizer using three resources, two of which will be their state book and information gathered on their State Capitals Video Worksheet.
 5. Model your home state (state you are currently teaching in) information on the State Graphic Organizer Worksheet transparency using an overhead projector. (Special Education accommodation: Their state will be the one modeled.) Show students how to find a few information examples, but don't do the whole sheet.
 6. Have students start their research. Plan to give them one more class period to complete their research.
 7. Remind students to get bibliographic information on their sources before they leave.
 8. Collect State Graphic Organizers and other worksheets before students leave.
- E. *Assessment/Evaluation*
1. Have students do the State Graphic Organizer Self-assessment sheet. Have them make sure all their information is filled out, including their bibliographic resources.
 2. Check students' work for completion and correct information.

Lesson Four: State Vacation Letter (one day – 25 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to use a variety of resources to seek knowledge.
 - b. Students will develop an awareness of the United States, the fifty states and their capitals.
 2. Lesson Content
 - a. Know how to gather information from different sources and write short reports synthesizing information from at least three different sources, presenting the information in his or her own words.
 3. Skill Objective(s)
 - a. Students will demonstrate knowledge about the USA – the fifty states and their capitals. (Colorado State Geography Standard #1)
 - b. Students will demonstrate an ability to take notes, print, or record information from a wide range of sources, and synthesize the retrieved materials into a meaningful product. (Colorado State Information Literacy Standard #1)
- B. *Materials*
1. Pencils for every student
 2. Appendix G – State Vacation Letter Guidelines – one for each student
 3. Lined paper
 4. Student's completed State Graphic Lesson Organizer from Lesson Three
 5. Appendix H – State Vacation Letter Example on a transparency
 6. Overhead Projector
- C. *Key Vocabulary*
1. *Persuade* is to succeed in making someone do or believe something by giving them good reasons.

2. *Prominent* means very easily seen.
- D. *Procedures/Activities*
1. Explain to students that they will be using their information about their state that they gathered in their State Graphic Organizer from Lesson Three to write a letter to the class.
 2. Explain to the students that the letter will be from them to their classmates. They will write as if they are on vacation visiting their state and want to persuade their classmates to visit the state.
 3. Pass out the State Vacation Letter Guidelines. Go over the directions and bullets of what to include in the letter. Let students know that this letter isn't an essay; it should be short and sweet with correct grammar, spelling, and punctuation.
 4. Teacher will show the State Vacation Letter Example transparency on the overhead projector. Read it aloud to the class, showing them how to combine information in sentences.
 5. Pass out pencils and lined paper to every student.
 6. Collect students' completed State Vacation Letters before the students leave.
 7. Remind students that they will need to be able to locate their state on the United States map for the Lesson Five.
- E. *Assessment/Evaluation*
1. Teacher will look over student's State Vacation Letters to make sure they followed the State Vacation Letter Guidelines. Students can be graded based on completeness.

Lesson Five: Oral Presentations – (two days – 25 minutes each)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to use a variety of resources to seek knowledge.
 - b. Students will develop an awareness of the United States, the fifty states and their capitals.
 2. Lesson Content
 - a. Gather information from different sources and present in his or her own words.
 - b. Fifty states and capitals
 3. Skill Objective(s)
 - a. Students will demonstrate an ability to take notes, print or record information from a wide range of sources and synthesize the retrieved materials into a meaningful product. (Colorado Information Literacy Standard #1)
 - b. Student will create clear and organized presentations in oral, written and visual formats. (Colorado Information Literacy Standard #2)
 - c. Students will demonstrate knowledge about USA – the fifty states and their capitals.
- B. *Materials*
1. Pencils for every student
 2. Large United States Map displayed
 3. Appendix I – Oral Presentation Notes – one for each student
 4. Dry Erase board and markers
 5. Student's completed State Graphic Organizer worksheet
- C. *Key Vocabulary*
- None

- D. *Procedures/Activities*
1. Hand back to students their completed State Graphic Organizer from Lesson Three.
 2. Teacher will write guidelines for oral presentation on the dry erase board. The time limit will be 1 ½ minutes. State the name of your state and its capital. Point to your state and its capital on the United States map. Tell an interesting fact about your state.
 3. Hand out Oral Presentation Notes worksheet and a pencil to every student.
 4. Point out to students the displayed United States Map where they will point to their state and its capital.
 5. Model an oral presentation for the students on a state not represented in the class. Then model note taking for that state. (Note: in each section of the fifth grade there will only be 20+ states represented, depending on the number of students in class.)
 6. Students will come up to the front of the class, one at a time, in state alphabetical order to do their oral presentation.
 7. The students listening will take notes on their Oral Presentation Note worksheet by writing an interesting fact on each state presented, in their own words. (Special Education accommodation: Have students take notes on every other presentation, or have students copy the notes of another student.)
 8. Collect Oral Presentation Notes worksheets and State Graphic Organizers at the end of each class.
- E. *Assessment/Evaluation*
1. Check student's Oral Presentation Notes for completeness and correctness.

Lesson Six: State Research Assessment (one day – 25 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students will understand how to use a variety of resources to seek knowledge.
 - b. Students will develop an awareness of the United States, the fifty states and their capitals.
 2. Lesson Content
 - a. Fifty states and capitals
 - b. Know how to gather information from different sources, and write short reports...
 3. Skill Objective(s)
 - a. Students will demonstrate knowledge about the USA – the fifty states and their capitals.
 - b. Students will demonstrate an ability to take notes, print, or record information from a wide range of sources, and synthesize the retrieved materials into a meaningful product. (Colorado State Information Literacy Standard #1)
- B. *Materials*
1. Pencils for every student
 2. Appendix J – State Research Quiz – one for each student
 3. Student's completed Oral Presentation Notes worksheet from Lesson Five
- C. *Key Vocabulary*
- None

- D. *Procedures/Activities*
 - 1. Explain to students that they will be taking a quiz using their Oral Presentation Notes and their knowledge of the state they presented.
 - 2. Hand out the State Research Quiz and a pencil to every student.
 - 3. Go over the directions with the students, and then have them start on their quiz. (Special Education Accommodation: Allow students with special needs more time.)
- E. *Assessment/Evaluation*
 - 1. Correct completed State Research Quiz.

VI. CULMINATING ACTIVITY

- A. Lesson Six serves as the culminating activity for this unit.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: MLA Style Guidelines
- B. Appendix B: Bibliography Source Worksheet
- C. Appendix C: State Capitals Video Worksheet
- D. Appendix D: State Capitals Video Worksheet Answer Key
- E. Appendix E: State Graphic Organizer
- F. Appendix F: State Graphic Organizer Self-assessment sheet
- G. Appendix G: State Vacation Letter Guidelines
- H. Appendix H: State Vacation Letter Example
- I. Appendix I: Oral Presentation Notes
- J. Appendix J: Assessment
- K. Appendix K: Supplemental Resources on States

VIII. BIBLIOGRAPHY

- A. Capstone Press Geography Department. *One Nation Series*. Mankato, Minnesota: Capstone Press, 1996.
- B. Fradin, Dennis Brindell. *From Sea to Shining Sea Series*. Chicago: Children's Press, 1997.
- C. Joseph, Paul. *The United States, Checkerboard Geography Series*. ABDO and Daughters, 1998.
- D. Rubel, David. *Scholastic Atlas of the United States*. New York: Scholastic Inc., 2003, ISBN 0-439-47436-1.
- E. Shearer, Benjamin F. *State Names, Seals, Flags, and Symbols: A Historical Guide*. Westport, CT: Greenwood Press, 2002, ISBN 0-313-31534-5.
- F. *U. S. Geography for Children, State Capitals*. Videocassette. Schlessinger Media, 2004, 1-57225-836-5.
- G. *OSLIC Secondary Citing Sources*. April 2003. Oregon School Library Information System. 20 June 2005 <www.oslis.k12.or.us/secondary/howto/cited/index.html>

MLA Style Guidelines

BOOK WITH ONE AUTHOR:

Last name, First name. Title. City: Publisher, Copyright date.

Shaw, Fred. Colorado Animals. New York: Scholastic, 2001.

ENCYCLOPEDIA:

Last name, First name. (If available) "Article Title." Encyclopedia Name. Edition.

Jansen, Molly. "Gorillas." World Book. 2002 Ed.

FILMS, SLIDES, VIDEOTAPE:

Title. Type of media. Production Company, Copyright date. Time Length.

Reptiles. Videocassette. Dorling Kindersley, 2002. 30 min.

MAGAZINE ARTICLE:

Last name, First name. "Article Title." Magazine Title. Issue Date: Page number(s).

Rey, Samantha. "The Solar System." Ranger Rick. Mar. 2004: 13-14.

WEB SITE:

Author's Last name, First name. Title or Description of Page. Date published or last revised. Name of Institution or Organization. Date of site visit <URL>.

Reid-Walsh, Jacqueline. Jane Austen Home Page. 30 Mar. 2001.

University of Wisconsin. 15 December 2003

<http://polyglot.lss.wisc.edu/lss/jane/janeausten.htm>

Appendix B

Bibliography Source Worksheet

Name _____

Directions: Find an example of each source. Create a bibliography for the source. Pay close attention to capitalization and punctuation on your bibliographies.

BOOK

Last name, first name. Title. City: Publisher, Copyright date.

ENCYCLOPEDIA

Last name, first name. (If available) "Article Title." Encyclopedia name. Edition.

FILM, SLIDES, OR VIDEO

Title. Type of media. Production Company, Copyright date. Time length.

WEB SITE

Author's Last name, First name. Title or Description of Page. Date Published or Last Revised. Name of Institution or Organization. Date of Visit to Site <URL>.

State Capitals Video Worksheet

NORTHEAST

Maine – _____ are caught in the Atlantic Ocean off the coast of Maine.

New Hampshire – New Hampshire has many _____ quarries.

Vermont – The name Vermont means _____ mountain in French.

Massachusetts – In 1620, the _____ came to Plymouth, Massachusetts on a ship called the Mayflower.

Rhode Island – Rhode Island is nicknamed the “ocean state” because it has more than _____ miles of shoreline.

Connecticut – _____ building is a major industry in Connecticut.

New York – _____ is the city more people call home than any other city in the country.

New Jersey – New Jersey’s _____ and vegetables help to feed much of the country.

Pennsylvania – Pennsylvania is home to the _____ Bell and the historic Independence Hall where the Declaration of Independence was signed.

Delaware – Delaware was the _____ state to ratify the U.S. Constitution in 1787.

Maryland – Maryland is famous for its _____ crabs. There is plenty of seafood to catch off its shoreline.

SOUTHEAST

West Virginia – The _____ from West Virginia's mines is often used to make electricity.

Virginia – Many of our country's _____ fathers are from Virginia.

Kentucky – Kentucky is famous for its _____ farms and _____ racing.

Tennessee – Tennessee is famous for _____ music.

North Carolina – North Carolina is known as _____ in flight because the Wright Brothers first flew their plane at Kill Devil Hill on the outer banks of North Carolina.

South Carolina – The first battle of the _____ War was fought at Fort Sumter in South Carolina.

Georgia – Georgia grows more _____ than any other state.

Florida – Florida's _____ weather is perfect for all the oranges that grow there.

Alabama – Alabama is the leading grower of _____.

Mississippi – You can see many _____ boats on the Mississippi River.

Louisiana – New Orleans, Louisiana is often called the birthplace of _____.

Arkansas – Arkansas is one of the only states to have a _____ mine.

SOUTHWEST

Oklahoma – The _____ American culture is rich here.

Appendix C, page 3

Texas – The _____ from Texas mainly goes to make gas for cars.

New Mexico – Native Americans influence New Mexico's _____ work and culture.

Arizona – The saguaro can grow over 30 feet and live _____ years.

Nevada – The Hoover Dam took _____ years to build and weighs close to 7 million tons.

WEST

California – the 49ers came to California to find _____. California is the state with the most people.

Hawaii – Over _____ of the world's pineapple is grown in Hawaii.

Oregon – Settlers traveled west on the Oregon Trail to make Oregon their _____.

Washington – Mt. St. Helens erupted in _____.

Alaska – Alaska is the only state with _____.

Idaho – Idaho is best known for _____.

Utah – Utah is known for its colorful _____ formations.

Colorado – Many of Colorado's peaks are over _____ feet high.

Wyoming – Wyoming is the state with the fewest people. Yellowstone was the _____ first national park in our country and the world.

Montana – Montana is known as Big Sky _____, because of its vast open plains on the eastern part of the state.

MIDWEST

North Dakota – North Dakota is one of the biggest _____ producing states.

South Dakota – South Dakota is famous for its scenic _____, like the Black Hills, the Badlands, and Mt. Rushmore.

Nebraska - _____ is the leading product in Nebraska.

Kansas - _____ grow wild throughout Kansas.

Missouri – Missouri is called the _____ to the west because of all the pioneers who came through the state.

Iowa – The first gasoline powered _____ was built in Iowa.

Minnesota - _____ is a popular activity in Minnesota during its cold winters.

Wisconsin – There are more dairy cows in Wisconsin than _____. Wisconsin is one of the top producers of milk, cheese and butter in America.

Illinois – _____, Illinois is where Abraham Lincoln was raised.

Indiana – Well over half of the nation's _____ is from Indiana.

Ohio – Ohio is called the _____ state.

Michigan – Michigan has the _____ suspension bridge in the country.

U.S. Geography for Children – State Capitals. Videocassette. Schlessinger Media, 2004. 23 min.

STATE CAPITALS VIDEO WORKSHEET ANSWER KEY

Maine – lobsters

New Hampshire – granite

Vermont – green

Massachusetts – pilgrims

Rhode Island – 400

Connecticut – ship

New York – New York City

New Jersey – fruits

Pennsylvania – Liberty

Delaware – first

Maryland – blue

West Virginia – coal

Virginia – founding

Kentucky – horse, horse

Tennessee – country

North Carolina – first

South Carolina – Civil

Georgia – peanuts

Appendix D, page 2

Florida – sunny

Alabama – cotton

Mississippi – paddle

Louisiana – jazz

Arkansas – diamond

Oklahoma – Native

Texas – oil

New Mexico – art

Arizona – 200

Nevada – 5

California – gold

Hawaii – half

Oregon – home

Washington – 1980

Alaska – polar bears

Idaho – potatoes

Utah – rock

Colorado – 14,000

Wyoming – first

Appendix D, page 3

Montana – Country

North Dakota – wheat

South Dakota – wonders

Nebraska – corn

Kansas – sunflowers

Missouri – gateway

Iowa – tractor

Minnesota – ice fishing

Wisconsin – people

Illinois – Springfield

Indiana – limestone

Ohio – buckeye

Michigan – longest

STATE GRAPHIC ORGANIZER

Name _____ Date _____

Directions: Use your notes from the video, a book about your state and at least one other source to fill in the blanks about your state. Your other source may be any one of these: encyclopedia, atlas, or Internet web site. Be sure to fill in the information on your bibliography page about your source while you are using it.

Name of State:

Capital City:

Date Admitted to Union:

State Motto	
State Nickname	
State Flower	
State Bird	
State Tree	
State Song	

Famous people from the state (at least three)	Important events that happened here (at least two)
Physical features (rivers, lakes, mountains, deserts, etc.)	Interesting facts (at least two)
State borders (neighboring states, rivers, bodies of water and other countries)	Interesting attractions, monuments, landmarks and National Parks (at least three)

Appendix E, page 2

Name _____ Date _____

**BIBLIOGRAPHY
FOR STATE GRAPHIC ORGANIZER**

Directions: Write the information for your bibliography on this page. Use one box for each source that you used for information. Use your worksheet from the bibliography lesson to help you remember how to write this. Remember to watch capitalization and punctuation carefully.

Appendix F

Self-Assessment Checklist for State Graphic Organizer

Name _____ Date _____

Directions: Turn this in to your teacher after you have checked your State Graphic Organizer and you are able to answer yes to each question. If your answer is no to any question, talk to your teacher about it.

Have you written your name and the date on both pages? _____

Have you written the name of the state, the capital city, and the date it was admitted to the union? _____

Have you put the correct information in every box? _____

Have you filled all three boxes on the bibliography page with information about your sources? _____

Self-Assessment Checklist for State Graphic Organizer

Name _____ Date _____

Directions: Turn this in to your teacher after you have checked your State Graphic Organizer and you are able to answer yes to each question. If your answer is no to any question, talk to your teacher about it.

Have you written your name and the date on both pages? _____

Have you written the name of the state, the capital city, and the date it was admitted to the union? _____

Have you put the correct information in every box? _____

Have you filled all three boxes on the bibliography page with information about your sources? _____

Appendix G

STATE VACATION LETTER GUIDELINES

You will need to write a letter about your assigned state. Your letter needs to give an overview of your state. It needs to be creative, neatly done, and above all, informational.

The purpose of this letter is to persuade your classmates to visit your state. You will start your letter with, “Dear Class,”. End your letter with “Sincerely,” and your first and last name.

The following items need to be included in your letter:

- An introduction and conclusion—these may include any of the following
- State name
- State nickname
- A physical description of your state—include prominent physical landmarks such as mountains, lakes, rivers, deserts, etc.
- Information on famous people and/or important events that occurred in your state
- Information about any historical monuments, national parks, landmarks, and important attractions located in your state—things tourists would want to see
- One “Did you know...” facts that you found while researching that you think is interesting and educational

Appendix H

State Vacation Letter Example

Dear Class,

I'm writing to you from "Colorful Colorado". I'm looking out my window at the gorgeous Rocky Mountains. I went on a tour of Molly Brown's house yesterday. Today I am going to the Rocky Mountain National Park. I hope to see a lot of wild animals and maybe some snow even though it's July. Did you know that Denver is called the "mile high city" because its elevation is a mile above sea level? I hope you will try to visit Colorado soon.

Sincerely,

Appendix I, page 1

Name _____ Date _____

ORAL PRESENTATION NOTES

State	Capital	Interesting Fact
Alabama	Montgomery	
Alaska	Juneau	
Arizona	Phoenix	
Arkansas	Little Rock	
California	Sacramento	
Colorado	Denver	
Connecticut	Hartford	
Delaware	Dover	
Florida	Tallahassee	
Georgia	Atlanta	
Hawaii	Honolulu	
Idaho	Boise	

Appendix I, page 2

Illinois	Springfield	
Indiana	Indianapolis	
Iowa	Des Moines	
Kansas	Topeka	
Kentucky	Frankfort	
Louisiana	Baton Rouge	
Maine	Augusta	
Maryland	Annapolis	
Massachusetts	Boston	
Michigan	Lansing	
Minnesota	St. Paul	
Mississippi	Jackson	
Missouri	Jefferson City	
Montana	Helena	
Nebraska	Lincoln	

Appendix I, page 3

Nevada	Carson City	
New Hampshire	Concord	
New Jersey	Trenton	
New Mexico	Santa Fe	
New York	Albany	
North Carolina	Raleigh	
North Dakota	Bismarck	
Ohio	Columbus	
Oklahoma	Oklahoma City	
Oregon	Salem	
Pennsylvania	Harrisburg	
Rhode Island	Providence	
South Carolina	Columbia	
South Dakota	Pierre	
Tennessee	Nashville	

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Texas	Austin	
Utah	Salt Lake City	
Vermont	Montpelier	
Virginia	Richmond	
Washington	Olympia	
West Virginia	Charleston	
Wisconsin	Madison	
Wyoming	Cheyenne	

U. S. Territory	Capital	Interesting Fact
American Samoa	Pago Pago	
Guam	Agana	
Puerto Rico	San Juan	
U. S. Virgin Islands	Charlotte Amalie	

End of Unit Assessment

Name _____ Date _____

Directions: Using your Oral Presentation Notes, list ten states and an interesting fact for each in the spaces below. Use complete sentences when you write the fact.

State	Interesting Fact
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	
9.	
10.	

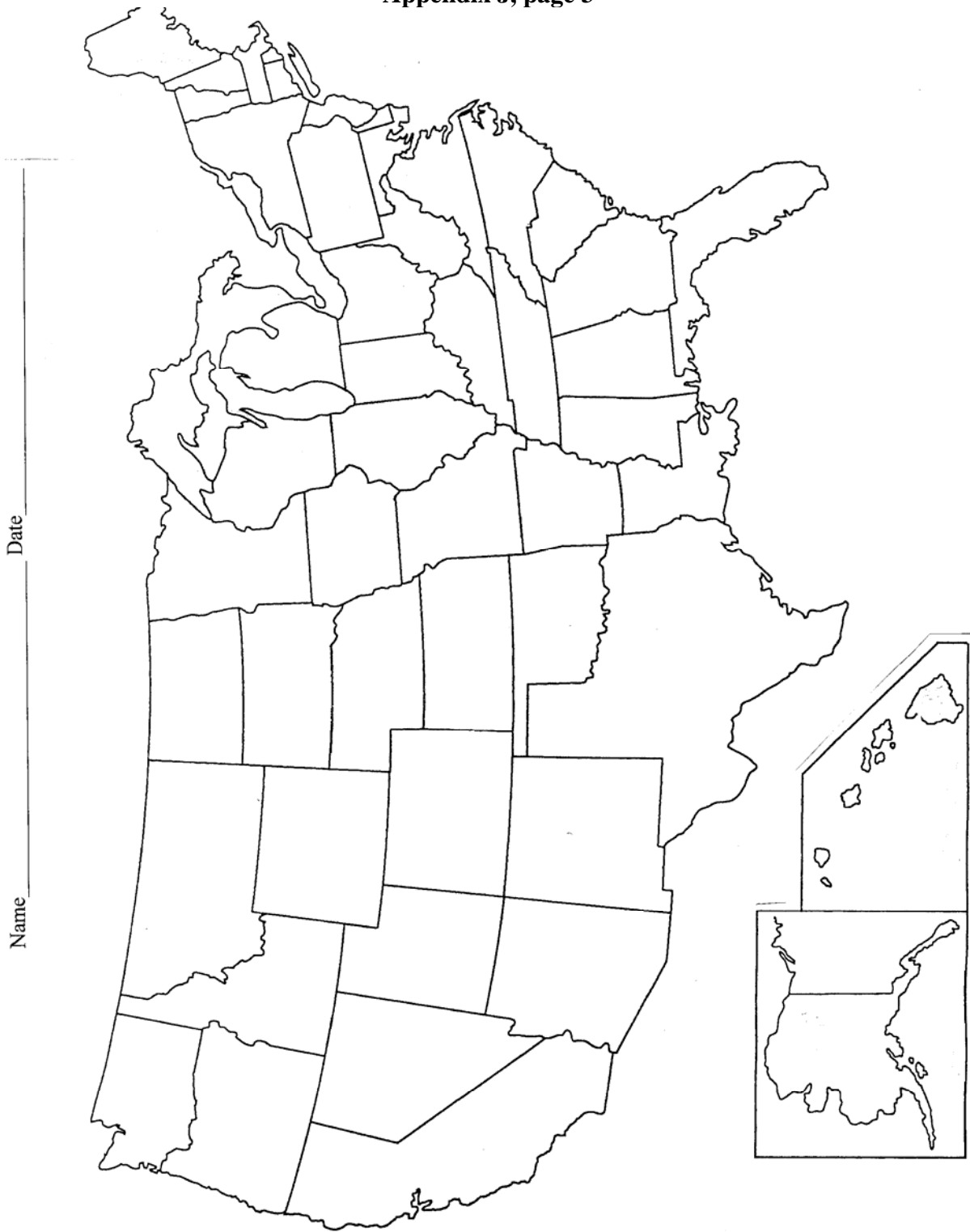
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Directions: On the attached map, do the following:

1. Label your state, the states that touch it, and any bodies of water that touch it. You do not need to label rivers.
2. Color blue any states where you've lived. Label these states.
3. Color orange any states that you've visited. Label these states.
4. Color green any two states that you would like to visit, but have never been to. Label these states.

Note: If you did a territory instead of a state, draw an outline map of your territory below. You may use a book or atlas to help you. Label the bodies of water that touch the territory.

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Appendix K

Supplemental Resources on States

Bock, Judy. *Scholastic Encyclopedia of the United States*

Ciovacco, Justine. *State-by-State Atlas*

Davis, Kenneth. *Don't Know Much About the 50 States*

Davis, Todd. *The New Big Book of America*

Gordon, Patricia. *Kids Learn America!*

Hicks, Roger. *The Big Book of America*

Krull, Kathleen. *Wish You Were Here Emily's Guide to the 50 States*

McAuliffe, Emily. *The States and Their Symbols – Texas Facts and Symbols* (all 50 states available in this series)

Miller, Millie. *The United States of America A State-by-State Guide*

Sis, Peter. *The Train of States*

Stienecker, David. *First Facts About The States*

Thompson, Kathleen. *Portrait of America – Oklahoma* (all 50 states available in this series)

Travis, George. *The Rourke Guide to State Symbols State Facts*