



Geography of the Americas

Teacher Guide

Glass frog in Central America



Cotopaxi volcano in South America



Farming in Central America



Bison in North America



Geography of the Americas



PACIFIC OCEAN

ATLANTIC OCEAN

North America

United States

Teacher Guide

Mexico

Gulf of Mexico

Caribbean Sea

Central America

South America



Core Knowledge

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Geography of the Americas

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Geography of the Americas

Teacher Guide

Core Knowledge History and Geography™ 2

Introduction

ABOUT THIS UNIT

The Big Idea

People have adapted to the diverse landscapes of North and South America.

When European explorers arrived in the Americas in the 1400s, they encountered a new world full of unusual plants, fascinating animals, various and diverse landforms, and people unlike any they had ever seen or known. The nickname for this land, the New World, was very fitting. This world was indeed new to these explorers.

In this Core Knowledge History and Geography™ (CKHG™) unit, students will become explorers of their own, stepping onto the shores and traveling across the land of the Americas. They will learn about the rivers and mountains, resources and climates, and the varied plants and animals of North and South America. They will be introduced to the people of these two continents and will study them and their interactions with their distinct environments.

What Students Should Already Know

Students in Core Knowledge schools should be familiar with the following:

Geography

- maps and globes: what they represent, how we use them
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- identifying and locating the seven continents on a map and globe:
 - Asia; identifying Asia as the largest continent with the most populous countries in the world
 - Africa
 - North America
 - Europe
 - South America
 - Australia
 - Antarctica
- identifying major oceans: Pacific, Atlantic, Indian, Arctic
- finding directions on a map: north, south, east, west
- identifying the following countries of North America: Canada, the United States, and Mexico
- locating: Canada, the United States, Mexico, Central America, India, China, Japan
- locating: Yucatán Peninsula, Gulf of Mexico, Rio Grande
- locating: the equator, Northern Hemisphere, Southern Hemisphere, North and South Poles
- explaining and giving examples of the following geographical terms: *peninsula, harbor, bay, island, valley, and desert*

History

- describing features of the early Maya, Aztec, and Inca civilizations
- describing the exploration and settlement of North and South America by Europeans during the 1600s and 1700s

What Students Need to Learn

- how to locate the North American continent, Canada, the United States, Mexico, and Central America on a map or globe
- The United States has fifty states: forty-eight contiguous states, plus the states of Alaska and Hawaii.
- how to explain and give examples of the following new geographical terms when used in relation to the United States: *coast, prairie, oasis*; and how to review and give examples of the following geographical terms when used in relation to the United States: *peninsula, harbor, bay, island, valley, and desert*
- how to locate the American territories of Puerto Rico and the U.S. Virgin Islands on a map of North America and how to explain that two additional territories, American Samoa and Guam, exist elsewhere in the world
- how to locate the Mississippi River, the Appalachian and Rocky Mountains, and the Great Lakes on a map of the United States
- how to name their continent, country, state and state capital, neighboring states, and community
- location of Mexico in relation to the United States, the Gulf of Mexico, and the capital of Mexico
- the primary languages spoken in North America: United States (English), Canada (English and French), Mexico (Spanish)
- location of Central America in relation to Mexico, the United States, and South America
- locations of the Caribbean Sea and the West Indies
- locations of the South America continent, Brazil, Peru, Chile, Venezuela, Colombia, Ecuador, Bolivia, and Argentina on a map or globe
- The Amazon River and its tropical rainforests are primarily located in Brazil on the continent of South America.
- The country of Bolivia was named after Simón Bolívar, “The Liberator.”
- The Pampas are located in Argentina on the continent of South America.
- the primary languages spoken in South America: Spanish and (in Brazil) Portuguese

Note to Teacher: There is a lot of information in this unit for second graders to learn. This list encompasses the most important topics. While second graders should learn the basic concepts, they should not be expected to retain every detail, as they will revisit these concepts and skills in subsequent units.

AT A GLANCE:

The most important ideas in Unit 5 are:

- Students should be able to locate the North American continent, Canada, the United States, Mexico, and Central America on a map or globe.
- Among the variety of physical features on the North American continent are mountains, rivers, and plains.
- Students should be able to locate the Appalachian, Rocky, and Andes Mountains; the Atlantic and Pacific Oceans; the Gulf of Mexico and the Caribbean Sea; and the West Indies on a map or globe.
- Students should be able to locate the South American continent on a map or globe.
- The Amazon River and its basin support vast rainforests and are primarily located in Brazil.
- Among the variety of physical features on the South American continent are mountains, rivers, grasslands, and rainforests.

WHAT TEACHERS NEED TO KNOW

Background

Places and regions have certain characteristics that distinguish them from other places and regions. These characteristics are physical (landforms, climate, and vegetation), as well as human (population, settlement, and culture, including the form of government, economic activity, and other aspects of a people's way of life). No two places have the same physical and human characteristics.

The North and South Poles and the four oceans—Pacific, Atlantic, Indian, and Arctic—are human categories for natural phenomena. These classifications, or categories, are ways that people make sense of what they see.

"Continents" is a similar category. There are seven continents, or large landmasses: Asia, Africa, Europe, North America, South America, Australia, and Antarctica. People live on all the continents, as do plants and animals. While people are not native to Antarctica, a number of countries keep research camps on the continent today, and there is a thriving tourism industry.

Note to Teacher: It may be helpful to refer to the World Map on page 2 of the Student Book while reading the background information on the continents and oceans.

Continents

Asia

Asia and Europe share the Eurasian landmass. Asia is the largest continent, in terms of both landmass and population, of the seven. The Arabian Peninsula and the eastern shore of the Mediterranean, as well as Iran and Iraq, are called the Middle East. India, Pakistan, and Bangladesh are known as South Asia. China, Korea, and Japan are known as East Asia. The peninsula that includes Thailand, Vietnam, Laos, Cambodia, and the island countries of Indonesia and the Philippines are together known as Southeast Asia.

Africa

Africa is the second-largest continent, in size and population. More than any other continent, Africa illustrates the latitudinal banding of climates and ecosystems. Temperate climates prevail in the south and northwest, while the northern and southern interiors experience hot, dry, desert conditions. Hot, wet, tropical environments are found in the equatorial latitudes in areas known as rainforests. Between the desert and the rainforest, tropical conditions support savanna grasslands, a region that is periodically wet and dry and is home to Africa's big-game animals.

Europe

Europe is third in population, and sixth in size, of the continents. It shares part of the same landmass as Asia, but the two are considered separate continents divided by the Ural Mountains. The part of Europe that is near the North Pole is cool to cold much of the year. As one moves south, the climate becomes warm and sunny much of the year.

North America

North America is the fourth most populous continent and third in size. Students should associate it with the location of the United States. While Mexico and the countries of Central America are often referred to as being part of Latin America, geographically they are part of the North American continent. It is their Spanish-speaking culture that ties them to Latin America.

South America

South America is the fifth-largest continent in population and fourth in size. The Andes Mountains range from north to south on the far western side of South America. The equatorial portion of the continent, including much of Brazil, is covered by tropical rainforest.

Australia

Australia is the smallest of the seven continents and is often referred to as the land down under. Much of the western portion of the continent, along with the central region, is hot and dry, while the eastern side is milder and wetter. It is in this area along the higher mountains of the Great Dividing Range that snow falls. About 90 percent of the people of Australia live near the coasts, most in a narrow ribbon along the eastern and southeastern coasts. The less populous area, located in the middle of the continent far from large cities, is known as the outback.

Antarctica

Antarctica is the least populated continent, though it is fifth in size. It is ice- and snow-covered all year long. People did not live in Antarctica until the middle of the 1900s, when several countries, combined, set up more than forty research camps for scientists. It would be incorrect to say that no plants live in Antarctica, but the lichens, mosses, and fungi that do survive on the continent may be unfamiliar to students. Seals, penguins, and whales live on the coasts and in the offshore waters of the continent.

Oceans

The four major world oceans are the Pacific, Atlantic, Indian, and Arctic.

Note to Teacher: Grade 2 students using the Core Knowledge curriculum are expected to recognize and identify the four oceans indicated above. It should be noted that most countries, including the United States, now also count the Southern, or Antarctic, Ocean as a fifth world ocean.

Pacific Ocean

The Pacific is the largest and deepest of the four oceans, extending over about one-third of the surface of Earth. The Pacific reaches from the Arctic to Antarctica and separates North and South America from Asia and Australia. Thousands of islands dot the ocean's surface from the Bering Strait to the South China Sea and beyond to the southeast. These include the islands of Oceania, such as Guam and the Marshalls, as well as Japan, the Philippines, Hawaii, and New Zealand. The Ring of Fire is a series of volcanoes that ring the Pacific Ocean.

Atlantic Ocean

The Atlantic Ocean is the second-largest of the world's four oceans. It separates North and South America from Europe and Africa and reaches from the Arctic to Antarctica. A major feature of the ocean is the Gulf Stream, a warm ocean current. The current begins off the northern coast of South America in the Atlantic Ocean and flows into the Gulf of Mexico. As the current, with a water temperature of 80° at the surface, flows northeast into the Atlantic, it becomes the North Atlantic Drift. Although the water temperature gradually decreases as it flows across the Atlantic, it is still primarily responsible for the year-round moderate climate of Western Europe.

Indian Ocean

The Indian Ocean is the world's third-largest ocean. It stretches from Antarctica in the south to southern Africa in the west to Australia and Indonesia in the east. The Arabian Sea, Persian Gulf, Gulf of Aden, Red Sea, Bay of Bengal, and Andaman Sea are its major arms. Among the largest islands in the Indian Ocean are Madagascar, Sri Lanka, and Zanzibar. An important climate feature that the ocean contributes to in South Asia is the monsoon. This wind system reverses direction with the seasons, bringing cool, dry weather in winter and very wet, hot weather in summer.

Arctic Ocean

The Arctic Ocean is the smallest of the four oceans. It is covered with ice all year long except along the edges. It is bordered by Greenland, Canada, Alaska, Russia, and Norway. Its access to the Pacific is through the Bering Sea and to the Atlantic through the Greenland Sea.

Additional background information for teachers, specific to the content of each chapter, will be provided in the guidance for each chapter.

UNIT RESOURCES

Teacher Components

Geography of the Americas Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary focus objectives, geographical and/or historical background information for teachers, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes a Check for Understanding and, when appropriate, Additional Activities, such as virtual field trips, short film clips, and art activities, that may be used to reinforce students' understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Unit Assessment, Performance Task Assessment, Student Activity Pages, and instructions for My Passport for each student are included at the end of this Teacher Guide in Teacher Resources, beginning on page 86. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order. For example, AP 1.1 is a letter to parents designed to be used at the start of this unit.

- » The Culminating Activity is a multistep activity that provides students an opportunity to review unit content knowledge prior to the Unit or Performance Task Assessments. Students will have a chance to play a unit-related game, learn and sing a song about the unit, or create a collaborative classroom mural and/or museum of craft projects they have made to represent artifacts from the time period and culture studied. At the end of the Culminating Activity, students will also assemble and discuss a mini-book version of the Student Book that they can take home to share with family members.

- » The Unit Assessment tests knowledge of the entire unit, using a standard testing format. The teacher reads aloud multiple-choice questions or fill-in-the-blank statements, and students are then asked to answer these questions by circling a picture representing the correct response on the Unit Assessment Student Answer Sheet.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » My Passport is a tangible reminder and souvenir of the various events and places that students using the CKHG units at their grade level will have visited and learned about over the course of the school year. Note that, prior to reading Chapter 1 of each unit aloud, you will be prompted to ask your students to pretend that they are boarding an airplane in real time to travel to a particular place in the world; this approach will be used in units that focus on modern-day cultures, including geography. For units that focus on historical events, you will be prompted to ask students to pretend they are boarding a “time machine” to travel “back in time” with you to visit each historical period and culture studied. Guidance will be provided at the end of every unit, directing teachers how to assist students in creating and updating their passport. The passport template can be downloaded from www.coreknowledge.org/ckhg-online-resources. Teachers will need to make sufficient copies for each student before conducting the passport activity.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

Student Component

The *Geography of the Americas* Student Book includes five chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read aloud the text on the Student Book pages. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 CKHG lessons is to build students’ understanding and knowledge of specific historical time periods, people, and events, as well as of associated geographical concepts and skills. It is for this very reason that in Grades K–2 CKHG, the historical and geographical knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades.

Said another way, students are able to understand and grasp far more complex ideas and text that they hear read aloud than they would ever be able to read or comprehend when they read to themselves. For a more thorough discussion of listening and reading comprehension and the underlying cognitive science research, teachers may want to refer to Appendix A of the Common Core State Standards for English Language Arts, noting in particular the Speaking and Listening section of the appendix.

Use this link to download the CKHG Online Resources for this unit, where the specific link to this appendix can be found:

www.coreknowledge.org/ckhg-online-resources

USING THE TEACHER GUIDE

Pacing

The *Geography of the Americas* unit is one of eleven world and American history and geography units in the Grade 2 CKHG series that we encourage teachers to use over the course of the school year. We have intentionally left the pacing and timing needed to teach the content presented in the Teacher Guide and Student Book very flexible. Teachers can choose how much they read aloud and discuss in a single instructional period, as well as how often each week they use the CKHG materials.

In many instances, it is likely that the teacher will be able to read aloud and discuss a complete chapter from the Student Book in a single instructional period. At other times, teachers may choose to spread the Read Aloud and discussion of a longer chapter over two instructional periods.

At the end of this unit introduction, you will find a blank Pacing Guide on page 13 that you may use to plan how you might pace reading aloud and discussing each chapter, as well as when to use the various other resources in this unit. We strongly recommend that you preview this entire unit and create your pacing guide before teaching the first lesson. As a general rule of thumb, we recommend that you spend no more than fifteen to twenty days teaching the *Geography of the Americas* unit so that you have sufficient time to teach the other units in the Grade 2 CKHG series.

Reading Aloud

Within each Read Aloud, the text to be read aloud to students is in roman text in the Teacher Guide (like this); instructions intended only for the teacher are in boldface (**like this**). Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud. In most instances, however, it may be more effective to pause and explain the meaning of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of these words. With support and encouragement by the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the Read Aloud, you will note instances in which instructional guidance is included. This guidance may call the teacher’s attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers’ optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Turn and Talk

Specific instances in the Read Aloud portion of the lesson are designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Big Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Big Question. The answer to each Big Question is included as part of the text read aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally reask the Big Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Big Questions	Core Vocabulary
Chapter 1: Using Maps	How and why do people use maps?	land features, compass rose, symbols, key
Chapter 2: The United States and Canada	What are some of the important geographical features of the United States and Canada?	capital, tugboats, barges, goods, grain, Great Plains, transported, horizon, border, provinces, territories, Canadian Arctic, coast, prairies, seat of government
Chapter 3: Mexico	What are some of the important geographical features, such as the capital, of Mexico?	population, cacti, yuccas, ruins, colonized, Central America, landscape, plateau, maize, ash, volcanoes, producer
Chapter 4: Central America	What are some of the important geographical features of Central America and the West Indies?	rainforests, descendants, empire, population, cloud forests, earthquakes, natural resources, wind turbines, tourism, canal, self-governing territory
Chapter 5: South America	What are some of the important geographical features of South America?	lumber, bark, modern medicine, indigenous, cacao, navigable, salt flats, graze

Activity Pages

Activity Pages



The following activity pages can be found in Teacher Resources, pages 122–135. They are to be used with the lesson specified for additional class work or in some instances may be sent home to be make parents aware of what students are studying. Be sure to make sufficient copies for your students before conducting the activities.

- AP 1.1
 - AP 1.2
 - AP 1.3
 - AP 1.4
 - AP 2.1
 - AP 2.2
 - AP 4.1
 - AP 4.2
 - AP 5.1
 - AP 5.2
 - AP CA.1
- Chapter 1—Letter to Family (AP 1.1)
 - Chapters 1–5—World Map (AP 1.2)
 - Chapter 1—Treasure Hunt (AP 1.3)
 - Chapter 1—Continents Puzzle (AP 1.4)
 - Chapter 2—United States and Canada Trip Map (AP 2.1)
 - Chapter 2—My Map of the United States (AP 2.2)
 - Chapter 4—Map of Central America and the West Indies (AP 4.1)
 - Chapter 4—North American Countries Puzzle (AP 4.2)
 - Chapter 5—Map of South America (AP 5.1)
 - Chapter 5—South American Countries Puzzle (AP 5.2)
 - Culminating Activity—Travel Poster (AP CA.1)

Additional Activities and Website Links

An Additional Activities section, related to material the students are studying, may be found at the end of most chapters in this Teacher Guide. Even though there are multiple suggested activities, it is advised that you choose activities based on your students' interests and needs, as well as on the instructional time available. Many of the activities include website links, and you should check the links before using them in class.

CROSS-CURRICULAR CONNECTIONS

Music

- "Fifty Nifty United States"
- "This Land Is Your Land"
- "Home on the Range"

Books

Informational Geography (Nonfiction)

Hirsch, Rebecca E. *North America (Rookie Read-About Geography (Paperback))*. New York: Scholastic, 2012.

Hirsch, Rebecca E. *South America (Rookie Read-About Geography (Paperback))*. New York: Scholastic, 2012.

Koponen, Libby. *North America (New True Books: Geography)*. New York: Children's Press, 2009.

Koponen, Libby. *South America (New True Books: Geography)*. New York: Children's Press, 2009.

Murphy, Claire Rudolf, and Charles Mason. *A Child's Alaska*. Portland, OR: Alaska Northwest Books, 2012.

Rau, Dana Meachen. *U.S. Landforms*. New York: Children's Press, 2012.

Reynolds, Jan. *Vanishing Cultures: Amazon Basin*. New York: Lee & Low Books, 1993.

Reynolds, Jan. *Vanishing Cultures: Frozen Land*. New York: Lee & Low Books, 1993.

Roberts, Jack L. *A Kid's Guide to Hawaii*. CreateSpace Independent Publishing Platform, 2018.

Stone, Lynn M. *Amazing Rain Forest (Discovery Library of Rain Forests)*. Vero Beach, FL: Rourke Publishing, 1994.

Fiction

Cherry, Lynne. *The Great Kapok Tree: A Tale of the Amazon Rain Forest*. San Diego: Harcourt Brace, 1990.

Cumpiano, Ina. Illus. by José Ramírez. *Quinito's Neighborhood (El Vecindario de Quinito)*. New York: Lee & Low Books, 2018.

Czekaj, Jeff. *Austin, Lost in America: A Geography Adventure*. New York: Balzer & Bray, 2015.

Gonzalez, Maya Christina. *My Colors, My World (Mis Colores, Mi Mundo)*. New York: Lee & Low Books, 2007.

Holling, Holling C. *Paddle to the Sea*. Boston: HMH Books for Young Readers, 1980.

Hopkins, Lee Bennett. Illus. by Chris Soentpiet and Christy Hale. *Amazing Places*. New York: Lee & Low Books, 2015.

Keller, Laurie. *The Scrambled States of America*. New York: Square Fish, 2002.

Kirk, Connie Ann. Illus. by Christy Hale. *Sky Dancers*. New York: Lee & Low Books, 2004.

Lewis, Thomas P. *Hill of Fire: Grades 2–4*. New York: Harper Trophy, 1983.

Mitchell, Susan K., and Connie McLennan. *The Rainforest Grew All Around*. Mount Pleasant, SC: Arbordale Publishing, 2007.

Mora, Pat. Illus. by Rafael López. *Yum! ¡Mmmm! ¡Qué Rico! Americas' Sproutings*. New York: Lee & Low Books, 2007.

Roth, Susan, and Cindy Trumbore. *Parrots Over Puerto Rico*. New York: Lee & Low, 2013.

GEOGRAPHY OF THE AMERICAS PACING GUIDE

_____’s Class

Note to Teacher: *Geography of the Americas* is intended to be taught as the fifth unit of Grade 2 CKHG.

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

Geography of the Americas

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

Geography of the Americas

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

Geography of the Americas

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

Geography of the Americas

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CHAPTER 1

Using Maps

Primary Focus Objectives

- ✓ Understand why maps are important tools. (RI.2.1, SL.2.3)
- ✓ Understand how to use keys and symbols on maps. (RI.2.1, SL.2.3)
- ✓ Find places on a map. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *land features*, *compass rose*, *symbols*, and *key*. (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.1
AP 1.2

- individual student copies of *Geography of the Americas* Student Book
- internet access or way to play “Five Oceans Song” and “Seven Continents Song”
- globe
- a photograph of Earth viewed from outer space
- individual student copies of Letter to Family (AP 1.1)
- teacher and individual student copies of World Map (AP 1.2)

Use this link to download the CKHG Online Resources for this unit, where the specific links to the photograph of Earth, the “Five Oceans Song” and video, and the “Seven Continents Song” may be found:

www.coreknowledge.org/ckhg-online-resources

What Teachers Need to Know

Globes

A globe is a three-dimensional model of Earth that shows land, water, and geographic conventions, such as longitude, latitude, and the equator. The size and shape of landmasses, the distance between points, and the directions on a globe are more realistic than they are on maps. This is because the round shape of the globe is a truer representation of the shape of Earth. Maps, by their nature, flatten out the roundness of Earth and distort the size and shape of the landmasses and thus also distort distances and direction. The land near the North and South Poles usually becomes the most distorted. Globes also have another advantage over maps: they can be rotated to show the rotation of Earth and to illustrate the position of the North and South Poles.

Maps

A map is a representation, or drawing, of a place. Different kinds of maps show different features—countries, states, cities, and towns. Maps can also show rivers, lakes, mountains, and oceans. Students will be learning about special-purpose maps, such as political, physical, time-zone, climate-zone, land-use, and natural-resource maps, in later grades.

A map of a town or city will show streets and important places, such as municipal buildings, hospitals, schools, churches, mosques, synagogues, and shopping centers. A town or city map may also show the location of houses and apartment buildings.

Maps help you to know where things are and how to get from one place to another. A road map helps you know how to travel from one place to another by showing the roads and streets you can use. Anyone can make a map to show where something is and how to get from one place to another place.

Map Symbols and Keys

A map does not show actual places or features of an area but uses symbols to represent them, such as a thin line for a street and a thicker line for a highway. Map symbols may be lines, colors, shapes, or pictures. So that people can understand these symbols, maps have keys, or legends, that show each symbol with an explanation next to it. Symbols represent human features, such as cities and airports, and physical ones, such as mountains and rivers.

Direction

People use maps and globes to find places and locations. By basic convention, most maps are oriented with the North Pole at the top. North, south, east, and west are the cardinal directions; the intermediate directions are northeast, southeast, southwest, and northwest. A compass rose indicates the directions on a map.

The Equator, Poles, and Hemispheres

Earth rotates on its axis as it revolves around the sun. The North and South Poles are the points through which the axis passes; they are the northernmost and southernmost points on Earth. Many maps are drawn with north at the top and south at the bottom.

Because Earth is round, it cannot be seen completely at any one time. Even an astronaut looking down from space can see only half the world at once. Half the world is called a *hemisphere*, meaning half of a sphere, or ball. The northern part of Earth is called the Northern Hemisphere, and the southern part is called the Southern Hemisphere. But the world can also be looked at as having a Western Hemisphere and an Eastern Hemisphere. Any continent occupies portions of at least two hemispheres. For example, North America is in the Northern Hemisphere and also in the Western Hemisphere. Europe falls within three hemispheres (Northern, Eastern, and Western), and Africa falls within all four.

Around the center of Earth is an imaginary line called the equator. It is 0° latitude and is located halfway between the North and South Poles. The equator divides Earth into the Northern and Southern Hemispheres. The dividing lines for the Eastern and Western Hemispheres are the prime meridian (also called the Greenwich meridian) and the 180th meridian. The prime meridian refers to

0° longitude, an imaginary line that runs from the North Pole to the South Pole and goes through the Royal Observatory in Greenwich (/gren*ich/), a suburb of London, England. The international date line also runs from the North Pole to the South Pole, generally following the 180th meridian (it deviates in a few places to avoid dividing Siberia and again to include the Aleutian Islands with Alaska). The prime meridian (0° longitude) and the 180th meridian are on opposite sides of Earth, and together divide the globe into Eastern (0° to 180° east of the prime meridian) and Western (0° to 180° west of the prime meridian) Hemispheres.

THE CORE LESSON

Introduce *Geography of the Americas* and Chapter 1: “Using Maps”

Tell students that this new unit is about geography. Ask them to brainstorm the kinds of things they have learned about geography in earlier grades, and record their responses on the board or chart paper. Students may offer some of the following responses: continents, oceans, mountains, rivers, using maps and globes, cities, and animals.

Remind students that in the earlier grades, they learned that there were seven continents. Review the definition of a continent as one of the largest areas of land on Earth. Display a globe, and prompt students to name the continents as you point to each one.

Activity Page



AP 1.2

SUPPORT—Distribute World Map (AP 1.2), and play the “Seven Continents Song,” encouraging students to listen to the song and point to each continent as it is named. The song also reviews the Northern and Southern Hemispheres, North and South Poles, and the equator. Repeat the song one or two times, encouraging students to sing along, while pointing to the different locations on their World Map (AP 1.2).

Display the globe again, pointing to the large blues areas on the globe, asking students to identify what these areas are (*oceans*). Remind students that oceans are large bodies of salt water that are located throughout the world. Prompt students to name the oceans as you point to them on the globe. (*Atlantic, Pacific, Indian, and Arctic Oceans*)

SUPPORT—Play the “Five Oceans Song,” encouraging students to listen to the song and watch the accompanying video. Play the song again, asking students to sing along. Finally, play the song as students point to each ocean on their copy of World Map (AP 1.2) as it is named.

Note to Teacher: Although the Southern Ocean is included in this song as the fifth world ocean, second graders using the Core Knowledge curriculum are not expected to recognize or identify this ocean.

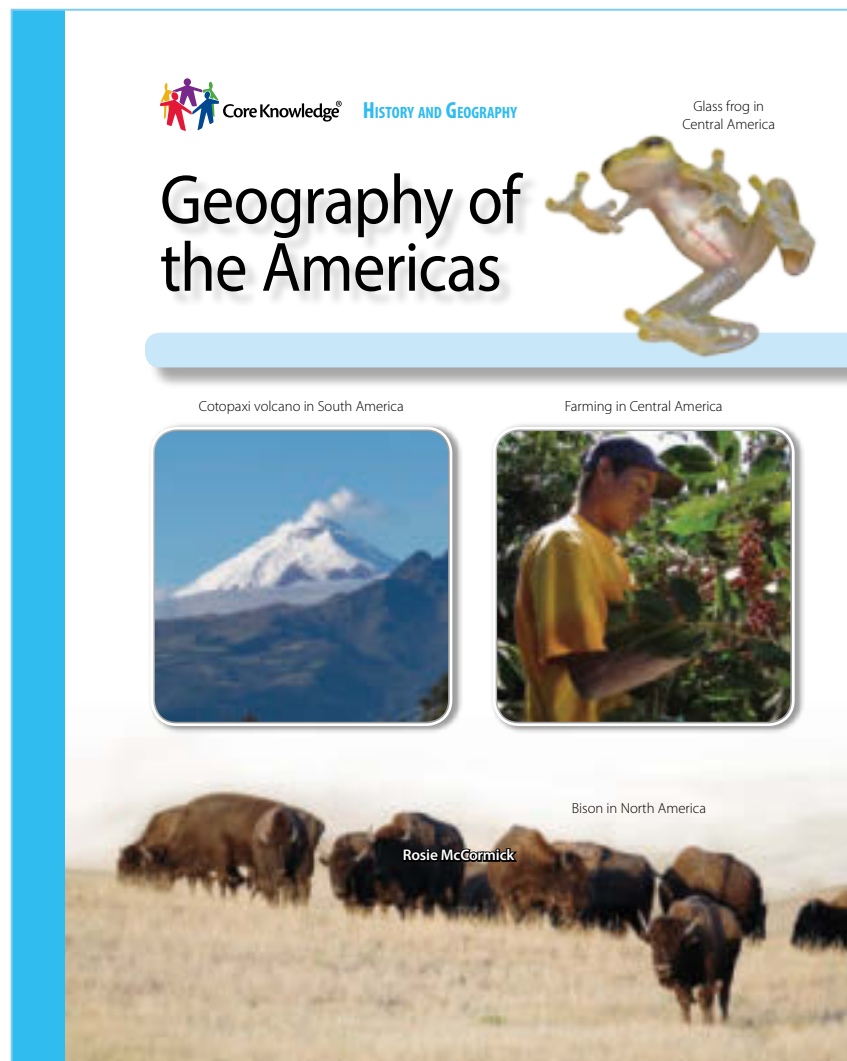
From this video, students should understand the following facts about the five oceans:

- Seventy percent of Earth’s surface is covered in ocean water.
- The oceans are listed in the video from largest to smallest.
- The Pacific Ocean is the largest and the deepest (the Mariana Trench is the deepest part).
- The Atlantic Ocean has a strong gulf stream, or current, that starts near Florida and goes all the way to Europe.
- The Indian Ocean has the warmest waters.

- The Arctic Ocean is on the northern pole of Earth, it is the smallest and shallowest ocean, and it is covered in ice for most of the year.
- The Southern Ocean is where Antarctica is. The South Pole is in Antarctica.

Now distribute copies of the Student Book to the class. Ask students to look at the cover images and captions and describe what they see. Tell students that all of the different things on the cover have one thing in common. Ask students if they can figure out what this farmer, plants, animals, and places have in common. Tell students that everything depicted on the cover lives or is found somewhere in North or South America.

Explain that in this book, which is called *Geography of the Americas*, students are going to learn about many different places in North and South America, as well as about the people, animals, and plants that live there.



Activity Page



AP 1.2

Tell students that the first chapter that you will read aloud to them is called “Using Maps.” Display the globe and World Map (AP 1.2). Discuss with students how a globe is a model of Earth. How is it different from a map?

Have students compare the classroom globe with the photo of Earth from space. What does the globe show that the photo doesn’t?

Big Question

How and why do people use maps?

Core Vocabulary

land features compass rose symbols key


Chapter 1: “Using Maps”

Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Remind them that the title of this chapter is “Using Maps.” Ask students to listen carefully to find out why and how people use maps.

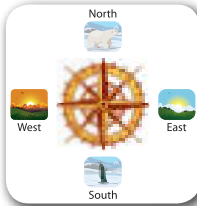
CHAPTER
1

Using Maps

Maps come in all sizes and colors, and they show many different things. Some maps might show someone how to get to a park. Some maps show land features, such as mountains and valleys. Some maps show information about the weather. And others show a country—or even the whole world!



No matter what kind of map you are looking at, you need to know where north, south, east, and west are. Maps have something called a compass rose on them. A compass rose points to north, south, east and west—the four main directions. Can you see a compass rose on the map of the world?



CORE VOCABULARY—Explain that **land features** are interesting or important parts of the land. Mountains and valleys are types of land features.

SUPPORT—Share with students a time when you used a map. It can be a map on a phone app or a map at a shopping mall, amusement park, or zoo. **Then ask students to share experiences they have had with maps.** Encourage students to talk about the type of map they used, what features were on it, and if the map was helpful.

Direct students to look at the World Map in the middle of page 2. Ask students what the map shows (*the continents and oceans*). Then have students point to each continent and ocean as you name it aloud.

CORE VOCABULARY—Explain that a **compass rose** is the part of a map that indicates direction.

Direct students to look at the image of the compass rose on the bottom of page 2. Read each direction aloud, and explain its corresponding image. Then have students point to the correct spot on the compass rose as you name each of the four cardinal directions aloud.

Have students find the compass rose on the world map in their Student Book.

Ask students the following questions:

LITERAL—What are some of the different things a map might show?










- » A map might show land features, the weather, a country, the whole world, or how to get someplace.

LITERAL—What does a compass rose do?

- » A compass rose tells where north, south, east, and west are on a map.

Now ask students to look at the image on page 3 as you read aloud.

Maps also have symbols that stand for special places and things. For example, dots often show where cities are on a map. A star generally shows a capital city. Tiny pictures may show things such as airports, campgrounds, forests, and railroads. Triangles often show mountains, and wavy lines show rivers. Highways are shown too. Most maps have a key that explains what the symbols on a map mean.

MAP KEY	
 Highway	 Forest
 City	 Railroad
 Capital City	 Mountain
 Airport	 River
 Campground	

CORE VOCABULARY—Explain that **symbols** are things that represent something else. For example, a heart is a symbol of love. Maps often use small pictures or different kinds of lines as symbols for places or land features.

CORE VOCABULARY—Explain that the word **key** has different meanings. It can be a tool to lock or unlock something. On a map, the key is the part of the map that tells you what the symbols on the map mean.

Direct students to look at the map key on page 3. First, invite students to guess what each symbol represents. Then read the list aloud, having students point to each symbol as you read its label.

Ask students the following questions:

LITERAL—What is a symbol?

- » A symbol is something, such as a small picture, that represents something else.

LITERAL—What does a map key do?

- » A map key tells what the symbols on a map mean.

LITERAL—What symbol is often used for a city?

- » A dot is often used for a city.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—How and why do people use maps?

- » People use maps to look at areas big and small. They use them to find places, see where they are going, or to look for land features. People read maps using the compass rose, symbols, and the map key.

Activity Page

Note to Teacher: Distribute copies of Letter to Family (AP 1.1) for students to take home.



AP 1.1

Additional Activities

Practicing Directions: North, South, East, and West (SL.2.2)

Activity Pages

Materials Needed: internet access, capability to display videos or project the sound, sufficient copies of World Map (AP 1.2), sufficient copies of Treasure Hunt (AP 1.3)



AP 1.2

AP 1.3



Background for Teachers: This activity is centered on two videos and a worksheet. These will give students additional practice with the four main directions. The message that knowing the directions is important will also be reinforced.

Use this link to download the CKHG Online Resources for this unit, where the specific links to the videos may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that they are going to learn more about the four main directions.

1. Play the video *North South East West* (01:56).

When the video is over, ask a volunteer to name one of the ways to remember the four directions. Ask another student to name the other one. Have students discuss which one they like better.

2. Distribute Treasure Hunt (AP 1.3) and colored pencils or crayons to each student. Check to make sure that students place the page in a landscape orientation on their desk so that the direction north on the compass is pointing to the top of the page. Tell them that you are going to give them directions, and that they should use the compass rose next to the grid to help them follow your directions. Students may use a different color for each step of the directions. Then tell students to do the following:

- Find the box or space with the star. Move north seven spaces. Color the seven spaces. After you color all seven spaces, put your pencil (or crayon) on the top space that you just colored, i.e., the space that is the farthest north.
- From that top space, now move east four spaces. Color the four spaces. After you color all four spaces, put your pencil (or crayon) on the space that is *the farthest east of the spaces that you just colored*.
- From the space that is the farthest east, now, move west four spaces. Color the four spaces.

Note to Teacher: In this step, students will be retracing and recoloring spaces that they have already colored.

- Now, move south two spaces. Color the two spaces. Keep your pencil on the last space you just colored that is the farthest south.
- Finally, move east three spaces. Color the three spaces.

Ask students to identify the letter they made. (F) If students followed the directions correctly, tell them that since they were able to follow the directions, they can “collect the treasure” by coloring the treasure chest and gold on the page.

3. Make sure students have a copy of the World Map AP 1.2. Play “Cardinal Directions Song” (02:16). Play it once all the way through while students listen. Then, while playing it again, have students use their map and point to each direction on the map as it is said in the song. If it looks like students are having a hard time following the pace of the song, stop and go through the directions once slowly. Finally, play the song a third time, and invite students to sing along. At the end, ask students which direction they like best. Encourage students to explain why.

Continents Puzzle

Activity Page



AP 1.4

Materials Needed: sufficient copies of Continents Puzzle (AP 1.4), sufficient copies of *Geography of the Americas* Student Book, a globe, colored markers or crayons, scissors, glue sticks for each student

Hand out AP 1.4 to students. Have students look at the first page with the world map. Explain that the seven continents and oceans are depicted on this map. Guide students in naming each ocean that is labeled on the map and then coloring each ocean area blue.

Point out that label names of the continents have been omitted from this page.

Next, have students look at the second page with the drawings of the individual continents.

Instruct students to color each continent a different color (but not blue). Next, ask students to cut out each individual continent, following the dotted lines.

Explain that, once all the continents are cut out, students should look carefully at the name and shape of each piece and then glue it to the matching continent outline on the world map.

To challenge students, instead of coloring the continent puzzle pieces, have them draw a small picture of things they associate with each continent, i.e., animals, plants, landmarks, etc., on each puzzle piece.

CHAPTER 2

The United States and Canada

Primary Focus Objectives

- ✓ Locate the United States and Canada on a map of North America, as well as on a world map. (SL.2.2)
- ✓ Understand that the United States has fifty states—forty-eight contiguous states plus the states of Alaska and Hawaii. (RI.2.1, SL.2.2, SL.2.3)
- ✓ Explain and give examples of the following new physical geographical terms when used in relation to the United States: *coast, prairie, peninsula, harbor, bay, island, oasis, valley, and desert*. (L.2.4, L.2.5)
- ✓ Locate the Mississippi River, the Appalachian and Rocky Mountains, and the Great Lakes on a map of the United States. (SL.2.2)
- ✓ Identify the primary languages spoken in the United States (English) and Canada (English and French). (RI.2.1, SL.2.3)
- ✓ Name one's continent, country, state and state capital, neighboring states, and community. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *capital, tugboats, barges, goods, grain, Great Plains, transported, horizon, border, provinces, territories, Canadian Arctic, coast, prairies, and seat of government*. (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.2
AP 2.1

- individual student copies of *Geography of the Americas* Student Book
- internet access
- globe
- crayons, colored pencils, or markers
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of United States and Canada Trip Map (AP 2.1)

What Teachers Need to Know

North America is the third-largest continent in size and the fourth largest in population. It is part of both the Northern Hemisphere and the Western Hemisphere. The continent stretches from the Isthmus of Panama to beyond the Arctic Circle, and it includes Canada, the United States (including Alaska), Mexico, the Caribbean islands, Greenland, and the Central American countries of Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama. North America is bordered by the Arctic Ocean to the north, the Atlantic Ocean to the east, and the Pacific Ocean and Bering Sea to the west. The continent of South America is to the south.

The United States

The United States is the oldest independent country on the North American continent. Its founding predates modern Mexico, Canada, and the countries of Central America. The Latin American countries did not gain their independence from European countries until the early 1800s, whereas the United States declared its independence in 1776 and defeated the British in 1781. Canada, which was also once a British colony, is today a member of the British Commonwealth of Nations, with an elected prime minister and parliament. (Greenland is part of the kingdom of Denmark and is not an independent country.)

The original thirteen of the United States's fifty states joined the union between 1787 and 1790. By 1800, Vermont, Kentucky, and Tennessee had been admitted to statehood. In 1912, when New Mexico and Arizona joined the union, the United States consisted of forty-eight contiguous states. The remaining two states, Alaska and Hawaii, were admitted to statehood in 1959. Alaska had been purchased from Russia in 1867, and Hawaii had been annexed by the United States in 1898.

Pacific Ocean

The Pacific Ocean is the largest and deepest of the world's four oceans, extending over about a third of the surface of the earth. The Pacific reaches from the Arctic to Antarctica and separates North and South America from Asia and Australia. Thousands of islands dot the ocean's surface from the Bering Strait to the South China Sea and beyond to the southeast. These include the islands of Oceania, such as Guam and the Marshalls, as well as Japan, the Philippines, and New Zealand. The Ring of Fire is a series of volcanoes that ring the ocean in a horseshoe shape. It runs from New Zealand in the south, north to Japan, forms the Aleutian Islands in Alaska, and then follows the coast of North and South America.

Atlantic Ocean

The Atlantic Ocean is the second-largest of the world's four oceans. It separates North and South America from Europe and Africa and reaches from the Arctic to Antarctica. A major feature of the ocean is the Gulf Stream, a warm ocean current. The current begins off the northern coast of South America in the Atlantic Ocean and flows into the Gulf of Mexico. As the current, with a water temperature of 80° at the surface, flows northeast into the Atlantic, it becomes the North Atlantic Drift. Although the water temperature decreases, it is still primarily responsible for the year-round moderate climate of Western Europe. Thus, when it is 20°F in New England in January, it can be 40°F in London.

The Mississippi River

The Mississippi River has played an important part in the expansion and development of the United States. Control of the Mississippi was one reason for the Louisiana Purchase. Starting in Minnesota, the river flows 2,340 miles to empty into the Gulf of Mexico below New Orleans. Along its course, more than 250 tributaries flow into it. Its two major tributaries are the Ohio and Missouri Rivers.

The Appalachian Mountains

The Appalachian Mountains are the oldest mountain chain in North America and stretch from Newfoundland to central Alabama. They are about 1,800 miles long and range from about one hundred to three hundred miles wide. The highest peak is Mount Mitchell in North Carolina, about 6,680 feet in height and named for Maria Mitchell, an astronomer in the 1800s. Major rivers that flow through the mountains are the Hudson, Delaware, Susquehanna, Potomac, and Tennessee Rivers. The mountains are rich in iron and coal deposits but proved a barrier to westward movement in the early days of the new United States.

The Rocky Mountains

The Rocky Mountains extend for more than three thousand miles from Alaska to New Mexico. The highest point in the United States is Mount Elbert in Colorado, about 14,440 feet in height. The Rocky Mountains were more formidable barriers to travel than the Appalachians because the Rockies are, in general, twice as high as the Appalachians. The major pass through the Rockies for travelers in the 1800s was South Pass in Wyoming. The Oregon Trail took this route. Of major topographical interest is the Continental Divide, which runs north and south, following the crest of the mountains. Rivers to the east of this long, high crest flow to the east toward the Arctic or Atlantic Oceans, and rivers to the west flow toward the Pacific.

The Great Lakes

The Great Lakes are freshwater lakes that form a chain from western New York State to northern Minnesota. From east to west the lakes are Ontario, Erie, Huron, Michigan, and Superior. The lakes are connected by a series of rivers, canals, and locks and provide a navigable waterway from Minnesota to the Atlantic Ocean, via the St. Lawrence Seaway at the head of Lake Ontario.

Canada

The word *Canada* is derived from an Iroquois-Huron word. Canada is the largest country in North America in area and the second-largest in the world. (Russia has the largest land area in the world.) To the west, Canada is bordered by the Pacific Ocean and Alaska, to the north by the Arctic Ocean, to the east by the Atlantic Ocean, and to the south by the United States. Part of Canada's more than five thousand-mile boundary with the United States is formed by one of Canada's major rivers, the St. Lawrence. This river, along with the St. Lawrence Seaway, forms the border with the United States from

western New York to the Great Lakes. The Rocky Mountains run north to south along Canada's western coast, and the Appalachian Mountains stretch along the eastern side of the country. The center of the country is a great plain. Although Canada is larger than the United States, it has a smaller population and, except for a few areas close to the U.S. border, is much less densely populated.

Canada is made up of ten provinces and three territories. Canada's capital is Ottawa, and Canada is a member of the British Commonwealth of Nations. Canada has both a French and English heritage, as the first permanent European settlers were French, but the country later fell under British control. Today, English and French are both official languages of Canada. Over half of all Canadians speak English as their first language, but in Quebec, over three-quarters of the people speak French as their first language.

THE CORE LESSON

Introduce "The United States and Canada"

Activity Pages Using the globe and World Map (AP 1.2), first review the following content and skills from Chapter 1, "Using Maps."



AP 1.2

AP 2.1

Ask students to . . .

- name and locate the seven continents (*Asia, Africa, Europe, North America, South America, Australia, Antarctica*).
- name and locate four oceans (*Atlantic, Pacific, Indian, and Arctic*).
- name and locate the North and South Poles, Northern and Southern Hemispheres, and the equator.
- name and explain what a compass rose is.
- name which continent is immediately south of North America (*South America*).
- name two continents west of Africa (*North America and South America*).
- name a continent south of Africa (*Antarctica*).
- name a continent east of Europe (*Asia*).
- name a continent that is also an island (*Australia*).

Then display United States and Canada Trip Map (AP 2.1), and tell students that in this chapter, they will learn more about the geography of two countries that are located on the continent of North America—the United States and Canada.

Big Question

What are some of the important geographical features of the United States and Canada?

Core Vocabulary

capital	tugboats	barges	goods	grain	Great Plains	transported
horizon	border	provinces	territories	Canadian Arctic		coast
prairies	seat of government					

Chapter 2: “The United States and Canada”

Tell students that as you read this book aloud to them, you are going to pretend that you are going on trips to visit many different places in North and South America. Sometimes you will travel by airplane, and other times you will travel by car to the places that you visit.

SUPPORT—Ask if any students have ever traveled by car or airplane to visit other places. Give students time to share where they went.

Tell students that today you will first travel by plane. You will leave from (name the airport closest to where you live) and will be flying to a city named Topeka, which is located in the United States, in the state of Kansas.

Activity Page



AP 2.1

SUPPORT—Distribute and display the United States and Canada Trip Map (AP 2.1). Introduce the map to students by explaining that it shows part of the North American continent, specifically the countries of the United States and Canada. Point out that the map of the United States shows the different states that make up the country of the United States. Explain the use of abbreviations for states on maps (abbreviations are used to shorten words; state abbreviations are used on maps because of space issues; state abbreviations are also used in addresses). Write the abbreviation for your own state on the board, as well as the abbreviation for Kansas (KS). Guide students first in identifying the state in which they live and then locating it on the map. Next, guide them in locating the state of Kansas and the city of Topeka.

Have students use their finger to trace the path on the map that their plane will take from their state to Topeka, Kansas.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Tell students that today they are going to visit some different places where people live. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so students need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Topeka, and ask them to unbuckle their seat belts.

Distribute copies of the Student Book. Ask students to turn to page 4 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “The United States and Canada.” Ask students to listen carefully, to learn about some geographical features and important places in the United States and Canada.

CHAPTER
2

The United States and Canada

Almost all of the United States, Canada, Mexico, and the countries of Central America are on the continent of North America. Imagine you are taking a road trip with your family across part of North America. You are going to travel from Topeka, Kansas, where you live, all the way to Ottawa, the capital of Canada. To get to Canada, you will drive east across the United States. On your journey, you will drive through Missouri, and you will cross the mighty Mississippi River—the second longest river in the United States. You set off just as the sun is rising in the sky!

4

CORE VOCABULARY—Explain that a **capital** is the city where the government of an area is located. Every country has a capital, and so does every state. Identify for students the capital of their state.

Activity Page



AP 2.1

SUPPORT—Help students use their **United States and Canada Trip Map (AP 2.1)** to find the places mentioned on page 4, and ask them to mark these places. Instruct them to first use a colored pencil or crayon to draw a green circle around Topeka, Kansas, because that is the start of their trip. Then have them color the state of Missouri (MO) green to show where they are headed.

SUPPORT—Ask students what direction they are traveling from Topeka to the Mississippi River (**east**). Reinforce the concept that the sun rises in the east and sets in the west.

Have students look at the map on page 4. Remind them that an island is a piece of land completely surrounded by water. Have students point to the island state of Hawaii on the map. Then guide students to the long piece of land jutting out into the water in the southeast corner of the United States, that is, the state of Florida. Point out that the piece of land is surrounded on three sides by water. Ask students if they remember what this type of land feature is called. (*a peninsula*)

Help students find the white building on the eastern coast of the United States on the map.

Explain that this building is called the White House. It is where the president of the United States lives and works. It is located in the capital of the United States: Washington, D.C. Then point out the photograph of the Statue of Liberty next to the map. Explain that the statue is an important landmark and symbol in the United States. It is located in New York.

Ask students the following questions:

LITERAL—What continent are the United States and Canada on?

» The United States and Canada are on the continent of North America.

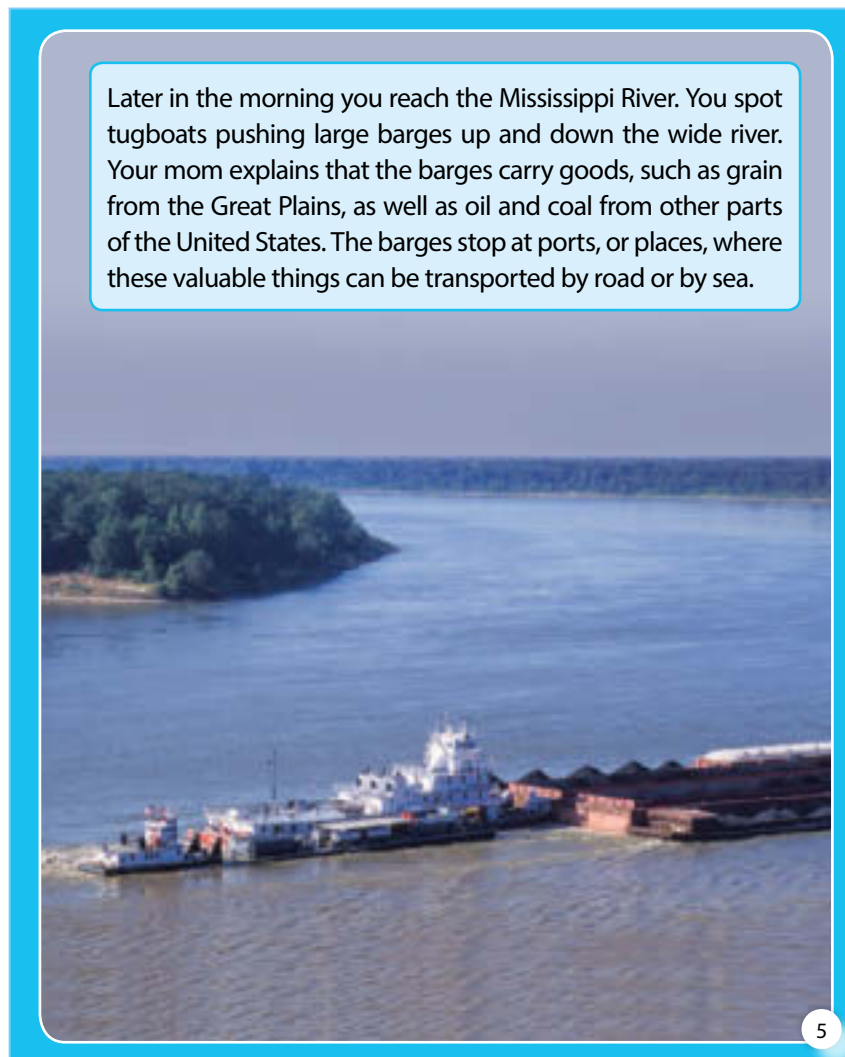
LITERAL—What is the capital of Canada?

» Ottawa is the capital of Canada.

LITERAL—What is the second-longest river in the United States?

» The Mississippi River is the second-longest river in the United States.

Now ask students to look at the image on page 5 as you read aloud.



CORE VOCABULARY—Explain that **tugboats** are small boats that pull or push larger boats.

CORE VOCABULARY—Explain that **barges** are long, flat-bottomed boats used to carry heavy cargo, or goods that are being moved from one place to another.

SUPPORT—Tell students that a typical barge carries 1,500 tons of cargo, which is fifteen times more than a railcar can carry and sixty times more than one semi-trailer truck can carry. There are almost thirty thousand barges and more than a thousand tugboats on the Mississippi River each day.

CORE VOCABULARY—Explain that **goods** are anything that people buy, sell, or trade.

CORE VOCABULARY—Explain that **grain** is the seeds of food plants such as wheat or corn.

CORE VOCABULARY—Explain that the **Great Plains** are a wide, mostly flat area of land in the middle of the United States and part of Canada.

CORE VOCABULARY—Explain that **transported** means carried from one place to another.

Ask students the following questions:

LITERAL—What does a tugboat do?

- » A tugboat pulls or pushes larger boats.

EVALUATIVE—Why do so many barges use the Mississippi River?

- » So many barges use the Mississippi River because it is very long, crosses the whole country from north to south, and provides a way to carry goods and grain from other parts of the United States to places where they can be transported by road or by sea.

Ask students to look at the image on page 6 as you read aloud.

There are fifty U.S. states. You cannot visit all of them, but your road trip does take you through Indiana and Kentucky and into West Virginia. As you arrive in West Virginia, you see beautiful, mist-covered Appalachian Mountains on the horizon. You realize now why West Virginia is called the Mountain State! At almost five thousand feet, Spruce Knob is the highest mountain in West Virginia. And as well as having mountains, more than half of West Virginia is covered by forests.



CORE VOCABULARY—Explain that the **horizon** is the line in the distance where it looks like the earth or ocean meets the sky.

SUPPORT—Tell students that the Appalachian Mountains stretch about two thousand miles from Canada in the north to central Alabama in the south. The mountain range's width varies between one hundred and three hundred miles wide. The mountains form a barrier between the east coast and the interior of the United States.

Activity Page



AP 2.1

SUPPORT—Help students use their **United States and Canada Trip Map (AP 2.1)** to find the states mentioned on page 6—Indiana (IN), Kentucky (KY), and West Virginia (WV)—and ask them to color the states green.

Ask students the following questions:

LITERAL—Are the Appalachian Mountains in the western or the eastern part of the United States?

» The Appalachian Mountains are in the eastern part of the United States.


LITERAL—How many states are there in the United States?

» There are fifty states in the United States.

Now ask students to look at the images on page 7 as you read aloud.

You and your family have been driving for more than three days. Your journey now takes you north through the states of Ohio and Pennsylvania. By the evening you have arrived on the shore of an enormous lake called Lake Erie. You hear the waves crashing, and you see the sparkling water. On the other side of the lake is Canada. Your parents tell you that early the next day, you will be in another country!

Lake Erie is one of the Great Lakes. Altogether there are five Great Lakes. They are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario.



SUPPORT—Tell students that the Great Lakes are called great because of their size. They are so big that when you stand on one side of a lake, you cannot see the other side because it is so far away.

Activity Page



AP 2.1

SUPPORT—Help students use their **United States and Canada Trip Map (AP 2.1)** to find the states of Ohio (OH) and Pennsylvania (PA), and ask them to color the states green.

Ask students the following questions:

LITERAL—How many Great Lakes are there?

» There are five Great Lakes.

LITERAL—What two countries touch the Great Lakes?

» The United States and Canada touch the Great Lakes.

LITERAL—Looking at your Trip Map and at the map on page 4 of your Student Book, can you tell which Great Lake touches Ohio and Pennsylvania?

» Lake Erie touches Ohio and Pennsylvania.

Ask students to look at the images on page 8 as you read aloud.

The next day, you cross the border and arrive in Canada. Canada is the world's second-largest country. Only Russia is bigger. You have been reading about Canada on the journey and have discovered that it is divided into areas called provinces and territories. There are ten provinces, each with its own capital, and three territories.



Ottawa is the capital of Canada—and the place you are traveling to.



8

CORE VOCABULARY—Explain that a **border** is an imaginary line that marks the edge of a place, such as a country or a state.

CORE VOCABULARY—Explain that **provinces** in Canada are like states in the United States. **Territories** are similar to provinces, but they are governed a little differently.

SUPPORT—Remind students of the Core Vocabulary term *capital* (the city where the government of an area is located). **Help students find and point to Ottawa on the map on page 8.**



SUPPORT—Help students use their United States and Canada Trip Map (AP 2.1) to find the Canadian capital, Ottawa, and ask them to draw a circle around it.

Ask students to again look at the map on page 8. Using the ice skates on the map as a locator, have students point to the Great Lakes and then move their fingers north to the large body of water in Canada that is almost completely surrounded by land. Point out that this body of water is surrounded by land on three sides. Ask what this kind of feature is called. (*a bay*) Point to the pieces of land across the north of the bay. Ask students if they remember what these types of land features are called. (*islands*)

Ask students the following question:

LITERAL—The United States is made up of fifty states. What is Canada made up of?

» Canada is made up of provinces and territories.

Now ask students to look at the images on page 9 as you read aloud.

You have also discovered that fewer people live in Canada than in the United States. That's because the northern parts of Canada are very cold in the winter. Most Canadians live in the south, near the U.S. border. But some Native Canadians, called the Inuit, do live in the far north in the territory of Nunavut, in the Canadian Arctic. Native Canadians know how to hunt and fish there. They travel across the snow on snowmobiles or sleds that are pulled by dogs.



CORE VOCABULARY—Explain that the **Canadian Arctic** is the northernmost part of Canada, the land that falls within the Arctic Circle (meaning it’s near the Arctic Ocean).


Ask students the following question:

LITERAL—Do more Canadians live in the northern part of the country or the southern part?

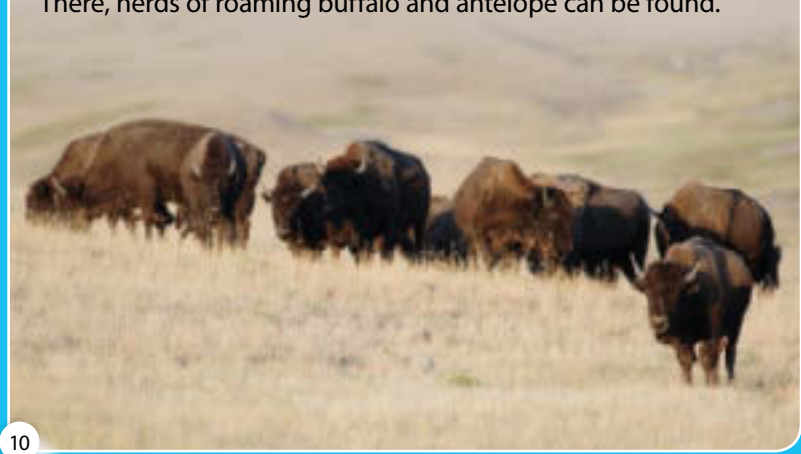
» More people live in the southern part of Canada.

Now ask students to look at the images on page 10 as you read aloud.

Like the United States, Canada stretches all the way from the Atlantic Ocean to the Pacific Ocean. On the western coast of Canada is the province of British Columbia. The Rocky Mountains run through the eastern part of the province. These are the same Rockies that run through the western United States.



Canada has open grasslands, or prairies, in parts of the south. There, herds of roaming buffalo and antelope can be found.



10

CORE VOCABULARY—Explain that the **coast** is the part of land that touches a sea or ocean.

Activity Page



AP 2.1

SUPPORT—Have students use their **United States and Canada Trip Map (AP 2.1)**, and ask them to first point to land along the west coast of the United States and then to land along the east coast of the United States.

CORE VOCABULARY—Explain that **prairies** are large areas of flat land covered in grasses. Prairies contain very few trees.



SUPPORT—Have students use their **United States and Canada Trip Map (AP 2.1)** to mark the places mentioned on page 10. First, instruct students to trace the border between the United States and Canada with a red pencil or crayon. Then have them color the Atlantic and Pacific Oceans blue. Invite a volunteer to point out where British Columbia is.

Ask students the following questions:

LITERAL—What tall mountain range is found in western Canada and in the western United States?

» The Rocky Mountains are found in western Canada and the western United States.

LITERAL—What land features can you find in Canada?

» Canada has mountains and plains.

LITERAL—What ocean is to the west of Canada? What ocean is to the east?

» The Pacific Ocean is west of Canada. The Atlantic Ocean is to the east.

Ask students to look at the image on page 11 as you read aloud.

The northwestern part of Canada is divided into three territories. These are the Yukon Territory, the Northwest Territories, and Nunavut. The Yukon Territory is named for the Yukon River, which flows through Canada and Alaska. The Yukon River is the third longest river in North America.



SUPPORT—Remind students of the four main directions. **Ask students how they would describe a direction that was somewhere in between one of the four main directions.** Point out the description “northwestern part of Canada.” Help students understand that this direction is a mix of north and west. Then help students to locate the northwestern part of Canada on the map on page 8 of the Student Book or on their United States and Canada Trip Map (AP 2.1).

Activity Page



AP 2.1

SUPPORT—Help students use their United States and Canada Trip Map (AP 2.1) to find the Yukon, Northwest, and Nunavut Territories, and ask them to mark “snowflakes” (✖) in these territories.

Ask students the following questions:

LITERAL—Where are Canada’s territories located?

» Canada’s territories are located in the northwestern part of Canada.

LITERAL—Where does the Yukon River flow?

» The Yukon River flows through Canada and Alaska.

Now ask students to look at the images on page 12 as you read aloud.

In Canada, there are two official languages—English and French. That’s because people who came from the countries of England and France settled there long ago. Most people who live in the Canadian province of Quebec speak French as their first language.



Canada has different money from that of the United States. For example, the British queen appears on the twenty-dollar Canadian note and the one-dollar coin. On the other side of the one-dollar coin is an image of a bird called a loon. Canadians call the one-dollar coin a loonie!



12



AP 1.2

AP 2.1

SUPPORT—Help students use their United States and Canada Trip Map (AP 2.1) to locate the province of Quebec, and then instruct them to shade the province with a color of their choice.

SUPPORT—Locate France and England on a globe or the World Map (AP 1.2) so students can see where Canada's settlers came from. Demonstrate tracing a path across the Atlantic Ocean so that students can see how these people might have journeyed from France and England to North America. Explain that people from France and England settled in the United States as well.

SUPPORT—Direct students to look at the sign in the image at the top of page 12. Point out the English language and the French language on the sign. Ask students what they think a caribou is, based on what they see on the sign. (*It's a deerlike animal.*)

Ask students the following questions:

LITERAL—What two main languages are spoken in Canada?

- » English and French are spoken in Canada.

EVALUATIVE—What does some Canadian money look like?

- » Some Canadian money has a picture of the British queen, and some has a picture of a bird called a loon on one side.

Ask students to look at the image on page 13 as you read aloud.

After many, many hours of traveling you finally arrive in Ottawa. It is late into the night as you drive through Parliament Hill, where the parliament buildings are lit brightly beneath the night sky. The Canadian Parliament is the seat of government in Canada, just as the U.S. Capitol in Washington, D.C., is the home of the U.S. Congress. It has been an incredible road trip, and you have learned many interesting facts about the United States and Canada. You can't wait for your next adventure!



13

SUPPORT—Explain that Canada's Parliament is like the U.S. Congress. It's the group of people who make laws for the country.

CORE VOCABULARY—Explain that **seat of government** is a term used to describe the physical building(s) that a government is located in. The phrase can also refer to a capital city.

Ask students the following question:

LITERAL—What is Parliament Hill? Where is it located?

- » Parliament Hill is where Canada's parliament and government buildings are located. It is in Ottawa, the capital of Canada.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What are some of the important geographical features of the United States and Canada?

- » The United States's capital is Washington, D.C. The capital of Canada is Ottawa. The United States also has the Mississippi River, the Appalachian and Rocky Mountains, the Great Plains, and the Great Lakes. Canada also has the Rocky Mountains, the Canadian Arctic, the Yukon River, and grasslands.

Create a two-column chart on the board or chart paper. Label the columns *The United States* and *Canada*. Move from one pair of students to the next, asking each pair to name a geographical feature, such as an important place, river, capital of each country, or anything else they learned about the countries. List the answer in the appropriate column in the chart. Once a physical feature, place, capital, or other fact has been given, the pairs who still have not spoken need to reconfer as necessary, so that they come up with a new item and do not repeat what has already been said.

Additional Activities

Let's Review Some Geography Terms (L.2.4, L.2.5)

Materials Needed: internet access, ability to display internet images in the classroom



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the images may be found:

www.coreknowledge.org/ckhg-online-resources

If you do not have the ability to display internet images in your classroom, download and print the images ahead of time.


List the following geographical terms on the board or chart paper, and review the definition of each:

- **bay** (*a large area of water that is surrounded by land on three sides*)
- **coast** (*land that touches the ocean or sea*)
- **desert** (*a dry area of land that gets little rain*)
- **harbor** (*a part of an ocean, lake, or sea that is next to land and a safe, protected place for boats*)
- **island** (*a piece of land completely surrounded by water*)
- **oasis** (*an area inside a desert that has water and plants*)
- **peninsula** (*a piece of land surrounded on three sides by water*)
- **prairie** (*wide, flat grassland*)
- **valley** (*an area between mountains*)

Show students the images one by one, in a different order than the posted words. For each image, have students refer to the posted list and identify which geographical feature is shown.

State Maps, Capitals, Nicknames, and Flags

Materials Needed: internet access, display copy of state flag, printed student copies of state coloring page, crayons, colored markers

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the websites may be found:

www.coreknowledge.org/ckhg-online-resources

Introduce students to your state's abbreviation, capital, and nickname (see the link in the Online Resources for a list of state nicknames). Then go to the State Flags website and locate your state's flag. Display the image and read the information about the flag aloud to students.

Distribute printed student copies of the state coloring page. Review the facts on the state coloring page. Give students time to color their pages. When students are done, display the pages on a wall in the classroom. Ask students if they have seen any of the state items listed on the page, such as the state wildflower or state bird. Then ask students which interesting fact about their state is their favorite.

My Map of the United States (SL 2.2)

Activity Pages



Materials Needed: sufficient copies of United States and Canada Trip Map (AP 2.1), sufficient copies of My Map of the United States (AP 2.2), crayons, colored markers

AP 2.1

AP 2.2

Begin the activity by asking students to identify the continent and country where they live. (*North America; United States*)

Distribute My Map of the United States (AP 2.2). Ask students to identify what the map shows. (*The United States, including the fifty states, the Rocky and Appalachian Mountains, the Mississippi River, the Great Lakes, and the Atlantic and Pacific Oceans*)

Ask students what state they live in. Help them find the state on the map, label it with the correct abbreviation, and color it in. Then ask students to name their state capital and their city or town.


SUPPORT—Allow students to refer to their United States and Canada Trip Map (AP 2.1) as needed.

Direct students' attention back to the map. Ask students to identify the states that surround their own state. Have them note whether each state is north, south, east, or west of their own state. Then have students label those states with the correct abbreviations.

If time permits, you may ask students to shade the Pacific and Atlantic Oceans, as well as the Great Lakes, blue. They can also shade the regions of the map showing the Appalachian and Rocky Mountains brown.

Musical Geography

Materials Needed: internet access

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the song videos may be found:

www.coreknowledge.org/ckhg-online-resources

Explain to students that a fun way to learn about social studies is through music!

Play the song “50 Nifty United States.” Tell students that this song is about all fifty states in the United States. Students aren’t expected to memorize all the names, but this gives them an opportunity to hear them all in one song.


Then play the song “This Land is Your Land,” stopping at time stamp 01:48. Play it once for students to listen to, and then play it a second time for students to sing along. Ask students if they recognized any of the locations in the video.

Note to Teacher: After the 01:48 mark, the song’s verses and accompanying images address unemployment, discrimination, and other topics that may not be appropriate for students of this age.

Finally, play the song “Home on the Range.” Play it once for students to listen to. This covers the main, most well-known lyrics. Play it a second time for students to sing along.

Country Flags: United States and Canada

Materials Needed: sufficient copies of the Flag of the United States and Flag of Canada coloring pages, crayons, colored markers

 **Background for Teachers:** Prepare printed copies of the coloring pages of the flag of the United States and the flag of Canada. Use this link to download the CKHG Online Resources for this unit, where the specific links to the coloring pages may be found:

www.coreknowledge.org/ckhg-online-resources

Hand out printed copies of the flags of the United States and Canada. Give students time to study both. Ask students where they have seen the United States flag. (*at school, at the library, at sporting events, etc.*)

Ask students what colors are in the United States flag (*red, white, and blue*). Have a volunteer count the number of stripes on the flag (*thirteen*). Tell students that the top stripe and the bottom stripe are red and the ones in between alternate red and white. Ask students how many stars are on the flag (*fifty*). Ask students what the stars represent (*the states*).

Ask students what colors are in the Canadian flag (*red and white*). Ask students why they think there is a leaf on the flag. Explain that the leaf is a maple leaf from the maple tree.

Give students time to color both flags.

Comparing Coins

Materials Needed: U.S. and Canadian coins

Have students compare U.S. coins and any Canadian coins you can obtain. Ask who is shown on the front of the United States quarter. Discuss why Washington was chosen. Point out that both the United States and Canada have dollars, quarters, dimes, and one-cent pieces.

Literature Connection: *Austin, Lost in America: A Geography Adventure*

Materials Needed: a copy of Jeff Czekaj's *Austin, Lost in America: A Geography Adventure* (Balzer & Bray, 2015)

This book is about a dog named Austin, who travels across the United States. During his travels, he learns interesting facts about states, capitals, maps, and a whole lot more.

Borrow this book from the library, if possible, and read it aloud to students.

Literature Connection: *The Scrambled States of America*


Materials Needed: a copy of Laurie Keller's *The Scrambled States of America* (Square Fish, 2002)

This book is a wild tale of states switching places with each other.

Borrow this book from the library, if possible, and read it aloud to students.

Literature Connection: *Paddle to the Sea*

Materials Needed: a copy of Holling C. Holling's *Paddle to the Sea* (HMH Books for Young Readers, 1980) or internet access to a film version

 **Background for Teachers:** Use this link to download the CKHG Online Resources for this unit, where the specific links to the film may be found:

www.coreknowledge.org/ckhg-online-resources

Borrow a copy of *Paddle to the Sea*, and share the book with your students as a read aloud. Alternatively, show the film of the same title produced by the National Film Board of Canada. This classic adventure story of a journey starting at the Great Lakes and going to the Atlantic Ocean reviews both the history and geography of this region of North America.

CHAPTER 3

Mexico

Primary Focus Objectives

- ✓ Identify and locate Mexico in relation to the United States. (SL.2.2)
- ✓ Identify and locate the capital of Mexico—Mexico City—and the Gulf of Mexico. (SL.2.2)
- ✓ Identify the primary language spoken in Mexico as Spanish and explain how and why Spanish became the primary language. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *population, cacti, yuccas, ruins, colonized, Central America, landscape, plateau, maize, ash, volcanoes, and producer.* (L.2.4, L.2.5)

Materials Needed

Activity Page



AP 1.2

- individual student copies of *Geography of the Americas* Student Book
- globe
- teacher and individual student copies of World Map (AP 1.2)

What Teachers Need to Know

The Rio Grande, known in Mexico as the Río Bravo, forms much of the border between the United States and Mexico. Mexico is the third-largest country on the North American continent, by area, and the third-largest country in Latin America. On the east, Mexico is bordered by the Gulf of Mexico, and on the west it is bordered by the Gulf of California and the Pacific Ocean. To the south are the Central American countries of Guatemala and Belize. About 75 percent of Mexico is a wide plateau that stretches between the Sierra Madre Occidental on the west and the Sierra Madre Oriental on the east.

The Gulf of Mexico borders the southeastern United States and the east coast of Mexico. The Straits of Florida allow access to the Atlantic Ocean, and the Strait of Yucatán provides access to the Caribbean Sea. The Mississippi River and Rio Grande empty into the Gulf.

Introduce “Mexico”

Activity Page



AP 1.2

Remind students that when they finished Chapter 2, they were in the capital of Canada: Ottawa. Call students’ attention to the globe and/or World Map (AP 1.2). Review the location of Canada relative to the United States and the fact that both countries are located on the continent of North America.

Explain to students that today they are going to visit another country located in North America, called Mexico. Using the globe and/or World Map (AP 1.2), show students the location of Mexico relative to the United States and Canada.

Tell students that today they will first travel by plane, leaving the airport in Ottawa, Canada, and flying to the capital of Mexico, a place called Mexico City. Trace the flight path on the globe so that students understand the distance between Ottawa, Canada, and Mexico City, Mexico.

Ask students to make sure that they buckle their seat belts and are ready for the plane to take off. Count backward, saying, “3 . . . 2 . . . 1 . . . We’re off!”

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so they need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Mexico, and ask them to unbuckle their seat belts.

Big Question

What are some of the important geographical features, such as the capital, of Mexico?

Core Vocabulary

population	cacti	yuccas	ruins	colonized	Central America	landscape
plateau	maize	ash	volcanoes	producer		



Chapter 3: “Mexico”

Distribute copies of the Student Book. Ask students to turn to page 14 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Mexico.”

CHAPTER
3

Mexico

Mexico is on the southern border of the United States. Mexico has the world’s largest population of Spanish speakers. There are thirty-one states in Mexico. Most people live in central Mexico. The northern part of Mexico is drier than the south. Because it is dry in the north, farmers use irrigation to bring water to their crops.



Lots of cacti and yuccas grow in the northern parts of Mexico.

14

SUPPORT—Remind students that a border is an imaginary line that marks the edge of a place. Point out that the United States shares a border with both Canada (in the north) and Mexico (in the south).

CORE VOCABULARY—Explain that **population** is the total number of people who live in an area. The area can be a town, a state, a country, or a continent.

SUPPORT—Help students understand that Spanish is a language that started in the country of Spain. Tell students that they will learn later in this chapter about how the Spanish language came to the continent of North America.

CORE VOCABULARY—Explain that **cacti** are plants that have sharp spines instead of leaves, such as the short, round plants in the bottom image on page 14. Cacti grow in warm, dry areas. Explain that the word *cacti* is the plural form of the word *cactus*, meaning more than one cactus.

CORE VOCABULARY—Explain that **yuccas** are plants that have long, pointed, sword-shaped leaves, and they are also pictured in the bottom image on page 14. They produce large, white flowers. These flowers, along with the plant’s fruit and seeds, can be eaten.

SUPPORT—Explain that irrigation is any way in which people bring water to land to help crops grow—such as by using canals or pipes.

Tell students to look at the map on page 14. Have them trace Mexico's border with the United States using their fingers. Then have them point to Mexico's two peninsulas (*the long, narrow Baja California peninsula in the northwest and the wider Yucatán Peninsula in the southeast*).

Ask students the following questions:

LITERAL—Where is Mexico located in relation to the United States?

» Mexico is located south of the United States.

LITERAL—Where do most of the people in Mexico live?

» Most people in Mexico live in central Mexico.

LITERAL—What is northern Mexico like?

» Northern Mexico is dry. Lots of cacti and yuccas grow there. Irrigation is used to water crops.

Now ask students to look at the image on page 15 as you read aloud.

Five hundred years ago, much of Mexico was ruled by the Aztec and their emperor, Moctezuma II. If Moctezuma were still alive today, he might not recognize Mexico.

Many things have changed since Moctezuma was in charge. His capital, Tenochtitlán, was the biggest city in the Americas, with thousands of people living there.



15

Note to Teacher: *Tenochtitlán* is pronounced (/tay*nawch*tee*tlahn/). Students in Core Knowledge schools may recall learning about Moctezuma, Tenochtitlán, and the Aztec in Grade 1.

Ask students the following questions:

LITERAL—What was the capital of the Aztec empire?

» The capital of the Aztec empire was Tenochtitlán.

LITERAL—Was Tenochtitlán a big or small city?

» Tenochtitlán was a big city. It was the biggest in the Americas and had thousands of people living there.

Ask students to look at the image on page 16 as you read aloud.

In 1519, Spanish soldiers led by Hernán Cortés conquered Moctezuma and destroyed his city. On top of the ruined city, the Spanish built an even bigger one. They called it Mexico City.

Mexico City doesn't look much like Moctezuma's capital city, but some of the ruins of the Aztec city do remain. Mexico City is the capital of Mexico today. The Spanish colonized not only Mexico, but much of Central and South America. This is why Spanish is spoken in this part of the world.



CORE VOCABULARY—Explain that **ruins** are what is left of a place after a long time or after it is destroyed. Point out that Mexico City was built on the area where the city of Tenochtitlán used to be.

CORE VOCABULARY—Explain that **colonized** means that people took over a place and sent people from their own country to live there.

CORE VOCABULARY—Explain that **Central America** is the land between Mexico and South America. Students will learn more about Central America in Chapter 4.

Ask students the following questions:

LITERAL—What is the capital of Mexico?

» Mexico City is the capital of Mexico.

INFERENTIAL—Why do you think Mexico kept some of the ruins of the old Aztec city?

» Possible answer: Mexico kept the ruins of the old Aztec city because it was an important part of Mexico's history.

Ask students to look at the images on page 17 as you read aloud.

Would Moctezuma recognize anything if he traveled beyond Mexico City and through the land he once ruled over? Well, he would recognize the landscape, as much of the land is plateau surrounded by mountains. He would also recognize the corn, called maize, and the beans, squash, and fruits that grow in the rich soil. This soil is mixed with the ash that comes from Mexico's ancient volcanoes.



17

CORE VOCABULARY—Explain that **landscape** refers to the features or appearance of an area of land.

CORE VOCABULARY—Explain that a **plateau** is a high, flat area of land.

CORE VOCABULARY—Explain that **maize** is another word for corn.

CORE VOCABULARY—Explain that **ash** is the powder that remains after something is burned. Burning wood produces ash. **Volcanoes**—mountains with a crater or opening from which lava, gases, and rocks escape from Earth’s crust—produce ash when they erupt, or explode.

SUPPORT—Point out to students that even though the text refers to Mexico’s ancient volcanoes, there are still active volcanoes in present-day Mexico.

SUPPORT—Explain that volcanic ash helps crops grow by fertilizing the soil and helping the soil hold water. Areas with lots of volcanoes are usually very fertile, or able to grow large amounts of crops.

Ask students the following question:

LITERAL—What is the land beyond Mexico City like?

- » The land beyond Mexico City has plateaus and mountains. It has rich soil where maize, beans, squash, and fruit are grown. It also has volcanoes.

Ask students to look at the image on page 18 as you read aloud.

What would Moctezuma think of the Mexican factories that make cars, machinery, metals, clothing, and other goods? Mexico is also a major producer of oil that is sold and transported all over the world. Moctezuma wouldn’t recognize these things, but he would be happy that Mexico is a strong and successful country.



18

CORE VOCABULARY—Explain that a **producer** is someone or something that produces, or makes, something.

Ask students the following question:

LITERAL—What items do factories in Mexico produce?

- » Factories in Mexico produce cars, machinery, metals, clothing, and other goods.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What are some of the important geographical features, such as the capital, of Mexico?

- » The capital of Mexico is Mexico City. Mexico also has states, farms, factories, plateaus, mountains, and volcanoes.

After students have a chance to turn and talk in pairs, write *Mexico* on the board or chart paper. Move from one pair to the next, asking each pair to name a physical feature, important place, capital, or anything else they learned about the geography of Mexico. Record student answers. Once a physical feature, place, capital, or other fact has been given, the pairs who still have not spoken need to reconfer as necessary, so that they come up with a new item and do not repeat what has already been said.

Additional Activities

Country Flags: Mexico

Materials Needed: printed student copies of the Mexico Flag coloring page, crayons, colored pencils



Background for Teachers: Print copies of the Mexico Flag coloring page before class. Use this link to download the CKHG Online Resources for this unit, where the specific links to the coloring page and to a color image of the flag of Mexico may be found:

www.coreknowledge.org/ckhg-online-resources

First, show students the color image of the flag of Mexico.

Students who used the Grade 1 CKHG units, *Early Civilizations of the Americas* and *The Culture of Mexico*, may be familiar with the story represented on the Mexican flag. For those who didn't use the Grade 1 units, here's the story: The Aztec believed that their sun god had told them to search for an eagle eating a snake, while sitting on a prickly pear cactus. When they found such a thing, they were to settle in that place. According to the story, they eventually found an island in the middle of Lake Texcoco, a beautiful lake in central Mexico. And on the island they spotted an eagle perched on a cactus, eating a snake. It was on that island that the Aztec built the amazing city of Tenochtitlán, which means "the place of the prickly pear." The island and the city are now modern-day Mexico City, and the eagle, cactus, and snake are pictured on the Mexican flag.

Remind students that under Moctezuma's rule, Tenochtitlán was the biggest city in the Americas.

Now hand out printed student copies of the Mexico Flag coloring page. Ask students what colors are on the flag (*red, green, and white, for the three stripes; additional colors for details of the image of the eagle sitting on a prickly pear cactus, eating a snake*). Give students time to color their flag.

Literature Connection: *Hill of Fire*

Materials Needed: a copy of Thomas P. Lewis's *Hill of Fire: Grades 2–4* (Harper Trophy, 1983) or internet access to the video version



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific link to the film may be found:

www.coreknowledge.org/ckhg-online-resources

Borrow a copy of *Hill of Fire*, and share the book with your students as a read aloud. Tell students that this is a classic story about a farmer in Mexico. The farmer thinks that nothing exciting ever happens. Ask students if they think something exciting will happen.

If the book is not available, show the video of the same title, produced by Reading Rainbow. The video should start at time stamp 3:45.

CHAPTER 4

Central America

Primary Focus Objectives

- ✓ Identify Central America, the West Indies, the territories of Puerto Rico and the U.S. Virgin Islands, and the Caribbean Sea on a map of North America. (SL.2.2)
- ✓ Explain what the West Indies are and how they were named. (SL.2.2)
- ✓ Understand that two additional American territories, Samoa and Guam, exist elsewhere in the world. (SL.2.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *rainforests, descendants, empire, cloud forests, earthquakes, natural resources, wind turbines, tourism, canal, and self-governing territory.* (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.2
AP 4.1

- individual student copies of *Geography of the Americas* Student Book
- crayons or colored pencils
- globe
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of Central America and the West Indies (AP 4.1)

What Teachers Need to Know

Central America

Central America is the name given to the narrow land bridge that connects North and South America. The region includes seven independent countries: Belize, Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica, and Panama. Central America is bordered on the east by the Caribbean Sea and on the west by the Pacific Ocean. Much of the region is hot, steamy rainforest.

The Caribbean Sea

The Caribbean Sea lies amid the West Indies to the north and east, Central America to the west, and South America to the south. The Caribbean is actually a part of the Atlantic Ocean.

The West Indies

The Greater and Lesser Antilles are island groups in the Gulf of Mexico and Caribbean Sea that together are often called the West Indies. These islands were explored by Columbus on his first voyage. Columbus called them the Indies because he falsely believed he had sailed all the way around the world to Asia and arrived in the East Indies. The West Indies span the area from the Florida peninsula to Venezuela on the northern coast of South America.

The Territories and Commonwealths

The United States helps govern territories (and commonwealths) located outside of the fifty states. There are five major territories that the United States oversees: Guam, American Samoa, the U.S. Virgin Islands, Puerto Rico, and the Northern Mariana Islands (two of which have commonwealth status, with more autonomy—Puerto Rico and the Northern Mariana Islands). These territories are not states, but their residents have rights granted to citizens of the fifty states, except they cannot vote for president in general elections. Each territory has a governor and an elected legislature. Guam, the Northern Mariana Islands, and American Samoa are in the Pacific Ocean, and the U.S. Virgin Islands are in the Caribbean Sea. Puerto Rico is located between the Atlantic Ocean and the Caribbean Sea, about one thousand miles southeast of Florida.

As part of its effort to establish an American foothold in the Pacific in the late 1800s, the United States gained control of what became American Samoa. At the end of the Spanish-American War, the United States gained control of Guam from Spain. During World War I, the United States gained control of what became the U.S. Virgin Islands from Denmark in order to set up strategic defenses. The Northern Mariana Islands came under administrative control of the United States following World War II and the defeat of Japan.

Christopher Columbus claimed the island now called Puerto Rico for Spain in 1493, and it remained under Spanish rule until 1898. After the Spanish-American War, Puerto Rico was seized by the United States, which hoped to use the island to develop a strong naval presence in the Caribbean Sea. Since then, the political status of Puerto Rico has been debated. Many favor an autonomous status with Puerto Rico independent of the United States, some would like it to remain a commonwealth with more self-governing powers, and others would like to see Puerto Rico become the fifty-first state in the United States of America. Despite the political debate, the U.S. presence in Puerto Rico is strong, with a naval base, many manufacturers, and numerous mainland cultural influences.

THE CORE LESSON

Introduce “Central America”

Activity Page



AP 4.1

Remind students that when they finished Chapter 3, they were in Mexico. Call students' attention to the globe and/or Map of Central America and the West Indies (AP 4.1) to review the location of Mexico. Review the location of Mexico relative to the United States and the fact that both countries are located on the continent of North America. Have students point to the locations of Mexico, the United States, the Pacific Ocean, and the Atlantic Ocean on the map.

Explain to students that today they are going to visit a group of countries located in a part of North America called Central America. Using the globe and Map of Central America and the West Indies (AP 4.1), show students the location of Central America relative to Mexico.

Tell students that today they will first travel by plane, leaving the airport in Mexico City, Mexico, and flying to a small country in Central America called Guatemala. Trace the flight path on the globe and/or Map of Central America and the West Indies (AP 4.1)

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so they need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Guatemala, and ask them to unbuckle their seat belts.

Explain that the countries between Mexico and South America are often called Central America. Point out Central America's location in the middle of the Americas and the appropriateness of its name. Explain that Central America is, however, part of the continent of North America. Tell students that they will travel throughout Central America and will also explore a group of islands in the Caribbean Sea known as the West Indies.

Big Question

What are some of the important geographical features of Central America and the West Indies?

Core Vocabulary

rainforests	descendants	empire	cloud forests	earthquakes
natural resources	wind turbines	tourism	canal	self-governing territory

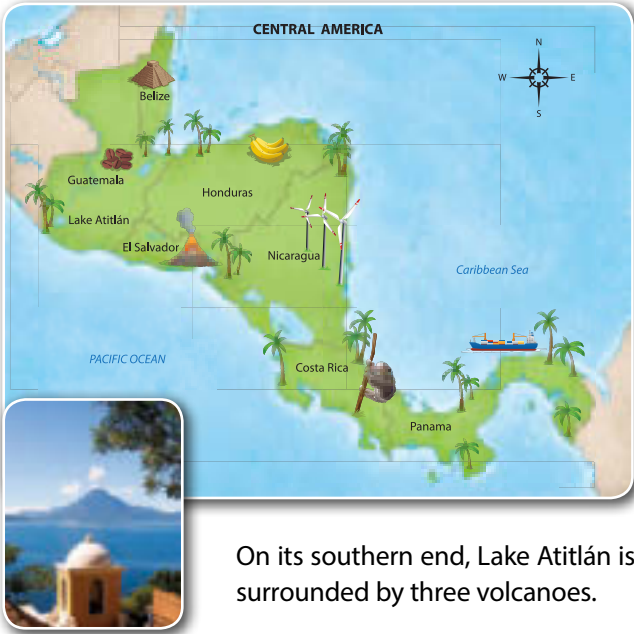
Chapter 4: “Central America”

Distribute copies of the Student Book. Ask students to turn to page 19 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “Central America.”

CHAPTER
4

Central America

To the south of Mexico is Central America, a mountainous area of land that connects North America and South America. There are seven small countries in Central America. Can you find Guatemala on the map? Guatemala is a mountainous country with three active volcanoes. Guatemala has rainforests and is home to Lake Atitlán, the deepest lake in Central America.



On its southern end, Lake Atitlán is surrounded by three volcanoes.

19

CORE VOCABULARY—Explain that **rainforests** are forests that have tall trees and get a lot of rain. They are typically in warm tropical areas.

Activity Page



AP 4.1

SUPPORT—Have students refer to their copy of **Map of Central America and the West Indies (AP 4.1)**. Help them to find the area of Central America, and ask them to use crayons or colored pencils to color the area. Ask a volunteer to describe its location, relating the location of Central America to the locations of the United States, Canada, Mexico, and South America.

Also help students to locate the country of Guatemala on their map.

Ask students the following questions:

LITERAL—How many countries are there in Central America?

» There are seven countries in Central America.

LITERAL—What physical geographic features does Guatemala have?

» Guatemala has mountains, volcanoes, rainforests, and lakes.

Now ask students to look at the images on page 20 as you read aloud.

Although conquered by the Spanish, many of the people in Guatemala are descendants of the Maya people. The Maya of Guatemala built a mighty empire with great cities and tall pyramids hundreds of years before the Aztec built their empire in Mexico.



Maya farmers grew maize and beans, as do the farmers of today. But today's Guatemalan farmers are known for their delicious coffee beans and bananas. They also produce sugar. They sell these products to countries around the world.



20

CORE VOCABULARY—Explain that **descendants** are people who have family members who lived in the past.

CORE VOCABULARY—Explain that an **empire** is a group of countries or territories under the control of one government or ruler.

SUPPORT—Students in Core Knowledge schools may recall learning about the Maya and about pyramids in Grade 1.

Ask students the following questions:

LITERAL—What did the Maya do?

» The Maya built an empire in Guatemala with great cities and tall pyramids.

LITERAL—What crops are grown in Guatemala today?

» Coffee beans, bananas, and sugar are grown in Guatemala.

Ask students to look at the images on page 21 as you read aloud.

The country of Belize is east of Guatemala. Much of this country is covered with a thick rainforest full of wildlife. Bananas and citrus fruits are important crops in this country.



The country of Honduras is the second largest country in Central America. Like its neighbor, Guatemala, it has high mountains, rainforests, and low coastal lands. It is the only country in Central America that does not have volcanoes. Scientists travel to Honduras to learn about the plants and animals in the cloud forests.



21

Activity Page



AP 4.1

SUPPORT—Explain that citrus fruits are fruits such as lemons, limes, and oranges.

CORE VOCABULARY— Explain that **cloud forests** are wet forests, like rainforests, that are almost always covered in clouds.

SUPPORT—Have students refer to their copy of **Map of Central America and the West Indies (AP 4.1)**. Help them to locate the countries of Belize and Honduras on the map.

Ask students the following questions:

LITERAL—What country in Central America is covered, in large part, with a thick rainforest and has bananas and citrus fruits as important crops?

- » Much of Belize is covered with a thick rainforest and has bananas and citrus fruits as important crops.

LITERAL—What is the second largest country in Central America?

» Honduras is the second largest country in Central America.

LITERAL—What physical features would you see in Honduras?

» In Honduras, you would see mountains, rainforests, and low coastal lands, but no volcanoes.

Ask students to look at the image on page 22 as you read aloud.

Next to the western part of Honduras, on the Pacific, is El Salvador. El Salvador is the smallest country in Central America. This tiny country is known as the Land of the Volcanoes because about twenty of them are active. The ash from the volcanoes is good for farmers' corn, rice, and bean crops, as it improves the soil.



22

Activity Page



AP 4.1

SUPPORT—Have students refer to their copy of **Map of Central America and the West Indies (AP 4.1)**. Help them to locate the country of El Salvador on the map.

Ask students the following question:

LITERAL—Why is El Salvador called the Land of the Volcanoes?

» El Salvador is called the Land of the Volcanoes because it has twenty active volcanoes.

Ask students to look at the image on page 23 as you read aloud.

Nicaragua is roughly the size of New York State. It is the largest country in Central America. It too has active volcanoes and is often shaken by earthquakes. Because it's a land of strong winds, hot sun, and active volcanoes, its people use these natural resources. These wind turbines are used to create electricity.



23

CORE VOCABULARY—Explain that **earthquakes** are the shaking of Earth's surface. Earthquakes are caused by plates on Earth's crust suddenly moving. Some earthquakes are very small; others are very big and cause great damage.

CORE VOCABULARY—Explain that **natural resources** are things found in nature that are useful to people. For example, water is a natural resource because people use it to drink, clean, bathe, and swim. The strong winds are a natural resource in Nicaragua.

CORE VOCABULARY—Explain that **wind turbines** are tall machines that use wind to produce electricity. Use the image on page 23 to help explain how wind turbines work. The wind pushes the blades around. As the blades move, they make electricity.

Activity Page



AP 4.1

SUPPORT—Have students refer to their copy of **Map of Central America and the West Indies (AP 4.1)**. Help them to locate the country of Nicaragua on the map.

Ask students the following question:

LITERAL—Why are wind turbines used in Nicaragua?

» Nicaragua has strong winds. The wind turbines use the winds to produce electricity.

Ask students to look at the images on page 24 as you read aloud.

The country of Costa Rica is south of Nicaragua and north of Panama. Costa Rica has two major mountain ranges, as well as active volcanoes. Tourism is important to Costa Rica. People from all over the world go there to enjoy the beautiful beaches and to zip line through the cloud forests.



24

CORE VOCABULARY—Explain that **tourism** is the business of providing services—such as places to stay, eat, and play—for people who are traveling. For example, people who work in hotels work in the tourism business.

SUPPORT—Remind students that they read about cloud forests earlier in the chapter, when they learned about Honduras. Remind them that cloud forests are wet forests, such as rainforests, that are covered by clouds.

Activity Page



AP 4.1

SUPPORT—Have students refer to their copy of **Map of Central America and the West Indies (AP 4.1)**. Help them to locate the country of Costa Rica on the map.

Ask students the following questions:

LITERAL—What physical geographical features does Costa Rica have?

» Costa Rica has mountains, volcanoes, beaches, and cloud forests.

LITERAL—What business is important to Costa Rica?

» Tourism is important to Costa Rica.

Ask students to look at the image on page 25 as you read aloud.

The southernmost country in Central America is Panama. Panama is a narrow strip of land. It is the home of a canal that connects the Atlantic Ocean to the Pacific Ocean. Before the canal was built, ships carrying goods sailed all the way around the southern tip of South America to get from one ocean to the other. This was a long and dangerous journey. Today, thousands of ships pass through the canal, which has been expanded to carry even more traffic.



25

CORE VOCABULARY—Explain that a **canal** is a channel or water passageway dug by people. The Panama Canal is one of the most famous canals in the world.

Activity Page



AP 4.1

SUPPORT—Have students refer to their copy of **Map of Central America and the West Indies (AP 4.1)**. Ask them to locate the country of Panama and the Panama Canal on the map.



AP 1.2

AP 4.1

SUPPORT—Use the World Map (AP 1.2) or a globe to show students how ships used to travel around the southern tip of South America before the Panama Canal was built. Then use the Map of Central America and the West Indies (AP 4.1) to show how ships use the Panama Canal to shorten the distance they need to travel between oceans.

Ask students the following questions:

LITERAL—What is the southernmost country in Central America?

- » Panama is the southernmost country in Central America.

LITERAL—What is the Panama Canal?

- » The Panama Canal is a passageway that connects the Atlantic and Pacific Oceans. Ships use it to travel from one ocean to the other.

Ask students to look at the images on page 26 as you read aloud.



In the waters off the southern tip of the United States, stretching all the way down to the northern coast of South America, are a group of beautiful islands called the West Indies. Many of the islands are in the Caribbean Sea. One of these islands, Puerto Rico, is part of the United States. However, Puerto Rico is not a state but is instead a self-governing territory. The capital of Puerto Rico is San Juan. Cuba is the largest of all the islands in the West Indies. The U.S. Virgin Islands are also in the Caribbean Sea.



CORE VOCABULARY—Remind students what they learned about territories in the chapter about Canada. A territory is an area of a country that is governed a little differently from the rest of the country. The United States has territories too. Explain that a **self-governing territory** is a territory that makes many of its own choices and decisions.

Activity Pages



SUPPORT—Have students refer to the map on page 26 of their Student Book or their copy of Map of Central America and the West Indies (AP 4.1). Help them locate and ask them to point to the West Indies islands and the Caribbean Sea.

AP 1.2

AP 4.1

SUPPORT—Tell students that in addition to Puerto Rico and the U.S. Virgin Islands, there are three other U.S. territories. These territories are far from Puerto Rico and are in the Pacific Ocean. Guam and the Northern Mariana Islands are in the western Pacific. American Samoa is located in the South Pacific Ocean. It consists of five main islands. American Samoa is the southernmost territory of the United States. **Have students refer to a globe or the World Map (AP 1.2), and help them to locate Guam, the Northern Mariana Islands, and American Samoa.**

Ask students the following questions:

LITERAL—Between what two continents do the West Indies stretch?

- » They stretch in the waters between the southern tip of Florida in North America and the northern coast of South America.

LITERAL—What sea are the West Indies in?

- » The West Indies are in the Caribbean Sea.



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What are some of the important geographical features of Central America and the West Indies?

- » Central America has mountains, volcanoes, rainforests, cloud forests, wildlife, farm crops, and a canal. The West Indies are islands in the Caribbean Sea.

After students have a chance to turn and talk in pairs, draw a two-column chart on the board or on chart paper and label the columns *Central America* and *West Indies*. Move from one pair to the next, asking each pair to name a physical feature, important place, farm crop, or anything else they learned. Record student answers on the chart. Once a feature, place, or other fact has been given, the pairs who still have not spoken need to reconfer as necessary so that they come up with a new item and do not repeat what has already been said.

Additional Activities

North American Countries Puzzle (SL.2.2)

Activity Page



AP 4.2

Materials Needed: sufficient copies of North American Countries Puzzle (AP 4.2), colored markers or crayons, scissors, glue stick for each student

Hand out AP 4.2 to students. Have students look at the first page with the map of North America. Point out that this map shows the different parts of North America. Call students' attention to the fact that only Central America and the West Indies are labeled on the map. Next, have students look at the second page and the three individual countries. Guide students in identifying the name of each country. Instruct students to color each country a different color (not blue). Finally, instruct students to cut out the countries along the dotted lines and glue them to the appropriate places on the map on the first page.

CHALLENGE—Instead of coloring the country puzzle pieces, have students draw small pictures of things they associate with each country, for example, animals, plants, or landmarks, on each puzzle piece.

Caribbean Music

Materials Needed: internet access, capability to play song videos from the internet for the class to hear, broom or stick (for optional part of activity)



Background for Teachers: Use this link to download the CKHG Online Resources for this unit, where the specific links to the music may be found:

www.coreknowledge.org/ckhg-online-resources

Tell students that Caribbean music is fun and lively. Explain that the people of the Caribbean originally came from mostly West Africa, Western Europe, and India. Later, people from Asia, the Middle East, and North and South America immigrated there. These influences, along with events that occurred (wars, slavery, and the distinct island culture) helped to form a music unlike any other.

Start off by introducing the calypso music style from the islands of Trinidad and Tobago. Ask students if they have heard of the dance called the limbo. Demonstrate (if you choose to) by having two people hold a stick or a broom horizontally at various heights from the floor. Explain that when people dance the limbo, they form a line and each take a turn, trying to go under the stick without touching it, as the stick is progressively lowered. Explain to students that calypso music is made with instruments such as drums, steel pans, shakers, guitars, and horns. Go to the Online Resources, and play the video clip demonstrating the limbo. Then play the clip with calypso music, as students form a line and take turns trying to move under the broom.

Then introduce students to reggae music from the island of Jamaica. Ask students if they have heard of reggae. Tell students that reggae first came about in the 1960s in Jamaica. It has deep roots to Rastafari, a religion formed by people of recent African descent. Explain to students that reggae music is made

with instruments such as drums and wind instruments. Go to the Online Resources, and play Bob Marley's "One Love" and Reggae Randy's "The Wheels on the Bus." Ask students if they know another version of "The Wheels on the Bus." Then ask them how the reggae version of the song seems different from the one they may be familiar with.

Then introduce students to the merengue. Merengue is a style of music and dance of the Dominican Republic. Play the video. Have students watch the pair dancing and notice the types of moves involved.

Literature Connection: *Parrots Over Puerto Rico*

Materials Needed: Susan Roth and Cindy Trumbore's *Parrots Over Puerto Rico* (Lee & Low, 2013)

This book is about the history of parrots and how they became an endangered species. Within the history of parrots is the history of Puerto Rico.

Borrow this book from the library, if possible, and read it aloud to students.

CHAPTER 5

South America

Primary Focus Objectives

- ✓ Locate the South America continent, Brazil, Peru, Chile, Venezuela, Colombia, Ecuador, Bolivia, and Argentina on a map or globe. (SL.2.2)
- ✓ Indicate that the Amazon River and its tropical rainforests are located mainly in Brazil on the continent of South America. (RI.2.1, SL.2.3)
- ✓ Indicate that the country of Bolivia was named after Simón Bolívar, “The Liberator.” (RI.2.1, SL.2.3)
- ✓ Indicate that the Pampas are located in Argentina on the continent of South America. (RI.2.1, SL.2.3)
- ✓ Identify the primary languages spoken in South America: Spanish and (in Brazil) Portuguese. (RI.2.1, SL.2.3)
- ✓ Understand the meaning of the following domain-specific vocabulary: *lumber, bark, modern medicine, indigenous, cacao, navigable, salt flats*, and *graze*. (L.2.4, L.2.5)

Materials Needed

Activity Pages



AP 1.2
AP 4.1
AP 5.1

- individual student copies of *Geography of the Americas* Student Book
- globe
- teacher and individual student copies of World Map (AP 1.2)
- teacher and individual student copies of Map of Central America and the West Indies (AP 4.1)
- teacher and individual student copies of Map of South America (AP 5.1)

What Teachers Need to Know

Brazil

Brazil is the largest country in South America, containing more than half the people and land area of the continent. All the countries of South America, except Ecuador and Chile, share its borders. Brazil is home to most of the Amazon River, the second-longest river in the world and the largest in volume, and to its basin, which holds a tropical rainforest that covers more than half of the country. The rainforest, with its hot and humid climate, supports a huge diversity of plant and animal life, much of which lives nowhere else in the world. Destruction of the rainforest to harvest its resources adds to the problem of global warming. The clearing and burning of trees causes carbon monoxide to be released into the atmosphere. This gas creates a greenhouse effect, causing temperatures on Earth to warm. As a result, the impact of rainforest deforestation has global consequences.

Peru, the Andes Mountains, and Chile

The Andes Mountains are the longest mountain range in the Western Hemisphere, running north to south along the western side of South America. In Peru and Bolivia, the mountains break into parallel ranges, creating a wide plateau known as the Altiplano. This area was the seat of the Inca Empire, which students learned about in Grade 1.

Between 50 and 60 percent of Peru's people live in the highland plateau. About a third of the country's people live in the narrow lowlands between the Andes and the Pacific Ocean. To the east of the Andes are low mountains and rainforest, which are part of the Amazon River basin. Almost half of all Peruvians are indigenous people, and most of these indigenous people farm the land and eke out an existence as subsistence farmers.

The Andes run north to south along the entire coast of Chile. As a result, most Chileans live in the Central Valley between the Andes and the coastal mountains. The Central Valley, a fertile area, is home to large cities, manufacturing centers, and agriculture.

Columbia and Venezuela

Venezuela is bordered on the north by the Caribbean Sea, on the south by Brazil, on the east by Guyana, and on the west by Colombia. The Andes Mountains, called the Highlands in Venezuela, are the area of greatest population. Colombia is bordered by both the Caribbean and the Pacific Ocean. Its northern neighbors are Panama and Venezuela, and to the south, Colombia borders Ecuador, Peru, and Brazil. Three ranges of the Andes Mountains extend through Colombia, and most of Colombia's people live in the Andean highlands. To the east of the Andes is a lowland area, part of which is an extension of the Amazon River basin.

Ecuador

Ecuador is bordered by the Pacific Ocean on the west, Colombia on the north, and Peru on the east and south. The Andes Mountains are the dominant physical feature of the country, and most people live in fertile valleys within the mountains. To the east of the Andes is a large area of the Amazon River basin.

Bolivia

Bolivia is a landlocked, mountainous country. Because it has no ports, Bolivia has no easy way of transporting goods by water, although Lake Titicaca, high in the Andes between Peru and Bolivia, provides some water transportation. Like many Peruvians, most Bolivians are of indigenous descent and make their living by subsistence farming.

Bolivia is named after Simón Bolívar, who is known as "The Liberator." Bolívar began the liberation of Spanish South America from Spain in the early 1800s, by defeating a large Spanish force and seizing the capital of the Spanish Viceroyalty of New Granada. This province became the seat of the new republic of Gran Colombia, which through years of fighting with the Spanish came to include what would become the modern countries of Colombia, Ecuador, Panama, and Venezuela. Bolívar waged the final battle against the Spanish in 1824, liberating Upper Peru, which was renamed Bolivia in his honor.

Argentina and Uruguay

A major physical feature of Argentina and Uruguay is the Pampas, an area of grassy plains with a temperate climate, extending from central and northern Argentina into Uruguay. Today, the eastern regions of the Pampas, which have some rainfall, produce wheat and corn. In the drier western area, raising livestock is an important livelihood.

At one time gauchos, Argentinian cowboys, herded cattle on the Pampas. Most gauchos were mestizos, people of indigenous and European ancestry, who, beginning in the 1600s, earned their living working on the large ranches of the Pampas. The gauchos' livelihood was destroyed by the coming of the railroad, fenced-in ranges, and settlers in the 1800s.

The Treaty of Tordesillas

Two major European groups colonized South America: the Spanish and the Portuguese. In 1494, Spain and Portugal carved up the Americas through the Treaty of Tordesillas, deciding which country would settle which part. The Spanish received everything west of a certain degree of longitude, and the Portuguese received everything to the east. As a result, the main language of most South American countries, except Brazil, is Spanish; the language of Brazil is Portuguese.

THE CORE LESSON

Introduce “South America”

Activity Page



AP 4.1

Remind students that when they finished Chapter 4, they were in Central America and the West Indies. Call students' attention to the globe and/or Map of Central America and the West Indies (AP 4.1) to review the locations of Central America, the West Indies, and the Caribbean Sea relative to North America, the Pacific Ocean, and the Atlantic Ocean.

Explain to students that today they are going to visit a group of countries located south of North America and Central America called, fittingly, South America. Using the globe and Map of South America (AP 5.1), show students the location of South America relative to Central America and to North America.

Tell students that today they will first travel by plane, leaving the airport in San Juan, Puerto Rico, and flying to a large country in South America called Brazil. Trace the flight path on a globe.

SUPPORT—Encourage students to join you in making airplane engine sounds for several seconds. Explain that this imaginary plane is even faster than a real plane, so they need to listen carefully for the announcement from the pilot, who will let them know when they have landed.

Tell students that the plane has landed in Brazil, and ask them to unbuckle their seat belts.

Big Question

What are some of the important geographical features of South America?

Core Vocabulary

lumber bark modern medicine indigenous
cacao navigable salt flats graze

Chapter 5: “South America”

Distribute copies of the Student Book. Ask students to turn to page 27 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “South America.”

CHAPTER
5

South America

There are twelve countries on the continent of South America. But more than half of South America’s population lives on the larger, eastern side of this continent, in the country of Brazil. In fact, Brazil is the largest country in South America. Brazil is just a little bit smaller than the United States. As you have discovered, long ago a lot of South America was colonized by Spain. Today, many people there speak Spanish. However, people in Brazil speak Portuguese because people from Portugal settled there. This sign on a beach in Brazil says “danger” in Portuguese.



27

SUPPORT—Help students find Brazil on the map on page 27. Tell them that the country of Brazil is almost as large as the United States but that the United States has a larger population. There are approximately 325 million people in the United States, while Brazil has approximately 210 million people.



SUPPORT—Remind students of the word *colonized* from Chapter 3 (*people took over a place and sent people from their own country to live there*). Because Brazil was colonized by Portugal, its culture and language were influenced by Portugal. Use a globe and/or the World Map (AP 1.2) to show students where Portugal is. Then show students where Spain is. Remind students that Spain colonized Mexico and much of Central America. Spain also colonized most of South America. Countries colonized by Spain have a culture and language influenced by Spain.

Ask students the following questions:

LITERAL—What main language is spoken in Brazil? Why?

» Portuguese is spoken in Brazil because Brazil was colonized by Portugal.

LITERAL—Where is Brazil?

» Brazil is on the eastern side of the continent of South America.

Now ask students to look at the images on page 28 as you read aloud.

The Andes Mountain range is in South America. The highest mountain in the Western Hemisphere is Aconcagua, which is in the southern Andes, in the country of Argentina. The highest and largest lake in South America is Lake Titicaca, which sits in two countries—Bolivia and Peru. And the second longest river in the world, the Amazon River, is on this continent too.





AP 5.1

SUPPORT—Tell students that the Andes Mountains are the longest mountain range in the world. They stretch along the western edge of South America. **Ask students to locate the Andes Mountains either on page 27 of their Student Book or on the Map of South America (AP 5.1).**

SUPPORT—Remind students where the Western and Eastern Hemispheres are. Use a globe to show students that the Western Hemisphere is the half of Earth that lies west of the prime meridian and east of the 180th meridian. The Eastern Hemisphere is the other half of Earth. The tallest mountain in the Eastern Hemisphere is Mount Everest.

SUPPORT—**Help students use their Map of South America (AP 5.1) to locate the places mentioned on the page, and ask them to mark these places.** Instruct them to use a colored pencil or crayon to shade the area of the Andes Mountains brown. Then have them locate Lake Titicaca and color this small area blue. Finally, have students find the Amazon River and trace it in blue.

Ask students the following question:

LITERAL—What major physical geographic features are located in South America?

» The Andes Mountains, Lake Titicaca, and the Amazon River are located in South America.

Ask students to look at the images on page 29 as you read aloud.

Much of the world's largest tropical rainforest is in Brazil. It is called the Amazon Rainforest because the Amazon River winds its way through the hot, steamy forest. The Amazon Rainforest is home to millions of different kinds of plants and animals that you can't find anywhere else in the world.



Large areas of the rainforest have been cut down so that the lumber, or wood, can be sold. The rainforest is also being cleared so that the land can be used for farming, ranching, and other things.

29

CORE VOCABULARY—Explain that **lumber** is wood that has been cut and prepared for use. Lumber is used to build houses and furniture.

SUPPORT—Remind students that they learned about rainforests in the chapter on Central America. Emphasize to students that the largest rainforest in the world is located in Brazil.

SUPPORT—Help students understand that South America’s rainforests are the homes—often the only homes—of many of the world’s plants and animals. Explain that zoos and scientists around the world are rushing to rescue some of these plants and animals as the forests are being cut down. Some scientists and politicians are encouraging the people who are clearing the rainforests to at least replant tree seedlings, rather than leaving the ground bare.

Activity Page



AP 5.1

SUPPORT—Help students use their **Map of South America (AP 5.1)** to locate the places mentioned on the page, and ask them to mark these places. Instruct them to use a colored pencil or crayon to shade the area of the Amazon Rainforest green. Help students by showing them that the rainforest is the area around the Amazon River and much of Brazil, and by showing them the map key symbol for the Amazon Rainforest.

Ask students the following questions:

LITERAL—What is special about the Amazon Rainforest?

- » The Amazon Rainforest is the largest rainforest in the world; millions of plants and animals that you can’t find anywhere else in the world live there.

LITERAL—What is happening to the Amazon Rainforest?

- » A lot of its trees are being cut down, and the land is being cleared.

Ask students to look at the images on page 30 as you read aloud.

Scientists worry that if too much of the rainforest is cut down, the plants and animals in it will die. One incredible creature found there is the completely see-through glass frog. Also, many of the rainforest plants, such as Cinchona, or quinine bark, are used in modern medicine.



30

CORE VOCABULARY—Explain that **bark** is the rough outer layer of a bush or a tree. It is like the tree's skin.

CORE VOCABULARY— Explain that **modern medicine** refers to the medicines and treatments used today when people are sick or injured.

SUPPORT—Tell students that quinine is used to treat a disease called malaria. People get malaria if they are bitten by mosquitoes carrying malaria. There are some countries in South America where malaria is present.

Ask students the following question:

LITERAL—What is special about the Cinchona found in the Amazon Rainforest?

» Cinchona is used in modern medicine.

Ask students to look at the images on page 31 as you read aloud.

On the north coast of South America are the two countries of Colombia and Venezuela. Northern Colombia sits on the Caribbean Sea, and western Colombia is on the Pacific Ocean. Colombia is famous for its delicious coffee.



Venezuela is on the northern coast of South America. Venezuela has two seasons—a rainy season and a dry season. Venezuela, along with other South American countries, fought Spain for its freedom. In the early 1800s, a Venezuelan named Simón Bolívar helped lead the fight. Thanks to him, in 1821, Colombia and Venezuela won their independence.

31

Activity Page



AP 5.1

SUPPORT—Help students use their **Map of South America (AP 5.1)** to locate the places mentioned on the page, and ask them to mark these places. Instruct them to use a colored pencil or crayon to shade the area of the Caribbean Sea blue. They should shade the Pacific Ocean in blue as well. Repeat the descriptions in the Student Book to help students locate Venezuela and Colombia.

Ask students the following questions:

LITERAL—Where are Venezuela and Colombia located?

- » Venezuela and Colombia are located in the northern part of South America, between the Pacific Ocean and the Caribbean Sea.

LITERAL—What did Simón Bolívar do?

- » Simón Bolívar helped fight against Spain to help Venezuela and Columbia win their independence.

Ask students to look at the image on page 32 as you read aloud.

Large parts of the South American countries of Peru, Ecuador, and Bolivia are very high up in the Andes Mountains. More than half of the people in these three countries are indigenous people who have lived there for a very long time. The equator—an imaginary line halfway between the North and the South Poles—runs right through Ecuador. In fact, *ecuador* is the Spanish word for equator!



32

CORE VOCABULARY—Explain that **indigenous** means “native to an area.” Indigenous people are the first people to live in a place. For example, Native Americans are indigenous to what is now the United States, the Aztec are indigenous to what is now Mexico, and the Maya are indigenous to what is now Guatemala.

SUPPORT—Remind the class where the Andes Mountains are located. The Andes run along most of the western coast of the continent.

Activity Page



SUPPORT—Have students use their **Map of South America (AP 5.1)** to mark the places mentioned on the page. Students have already marked the Andes Mountains. Help them find where the equator is and trace it in black.

AP 5.1

Ask students the following questions:

LITERAL—What and whom can you see in the countries of Peru, Ecuador, and Bolivia?

» In Peru, Ecuador, and Bolivia, you can see the Andes Mountains and indigenous people.

LITERAL—What is the equator, and where is it?

» The equator is an imaginary line halfway between the North and South Poles.

Ask students to look at the image on page 33 as you read aloud.

You probably think that Ecuador is very hot, since it is on the equator. Well, you are partly right. Part of Ecuador is on the Pacific coast, and there it is hot and wet. But you can actually find snow right on the equator, in Ecuador. The mountain peaks are so high and the air is so cold that the snow there never melts.



33

Ask students the following question:

LITERAL—What is the weather like in Ecuador?

» In the part of Ecuador near the Pacific coast, the weather is hot and wet. Up in the mountains, it is cold and snowy.

Ask students to look at the image on page 34 as you read aloud.

Because it is hot and wet along the coast, it is a good place to grow bananas. Ecuador grows and sells more bananas than any other country in South America. And Ecuador is one of the world's largest growers of cacao, the main ingredient for chocolate.



34

CORE VOCABULARY—Explain that **cacao** (/ka*cow/) is a bean that is the main ingredient in chocolate.

Ask students the following questions:

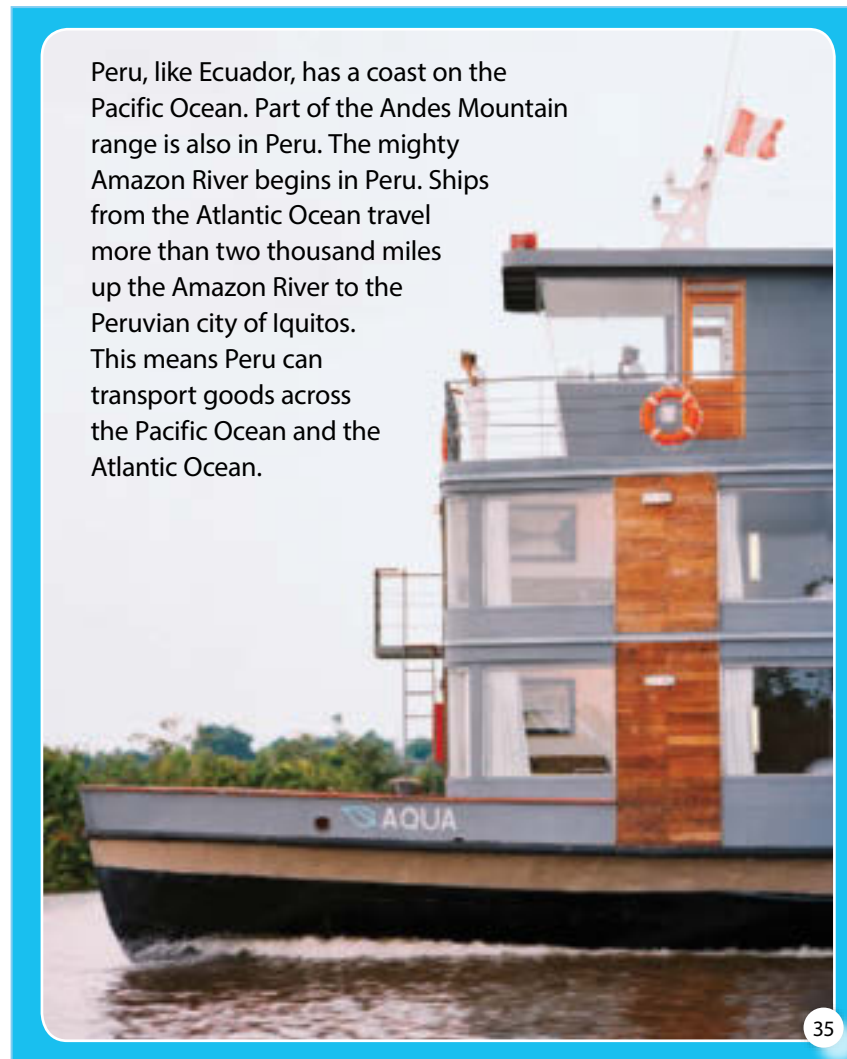
LITERAL—What are two crops that Ecuador produces?

» Ecuador produces bananas and cacao.

EVALUATIVE—Why do crops like bananas grow so well in Ecuador?

» Crops like bananas grow well in Ecuador because Ecuador is hot and wet.

Ask students to look at the image on page 35 as you read aloud.



Activity Page



AP 5.1

SUPPORT—Help students use their Map of South America (AP 5.1) to find the **geographical features mentioned on the page**. They have already marked the Andes Mountains, the Amazon River, the Pacific Ocean, and Peru. Instruct students to now look for the Atlantic Ocean on their map and color it blue. Also have them locate the city of Iquitos on the Amazon River to better understand how goods can be transported on the river between the Pacific and Atlantic Oceans.

Ask students the following questions:

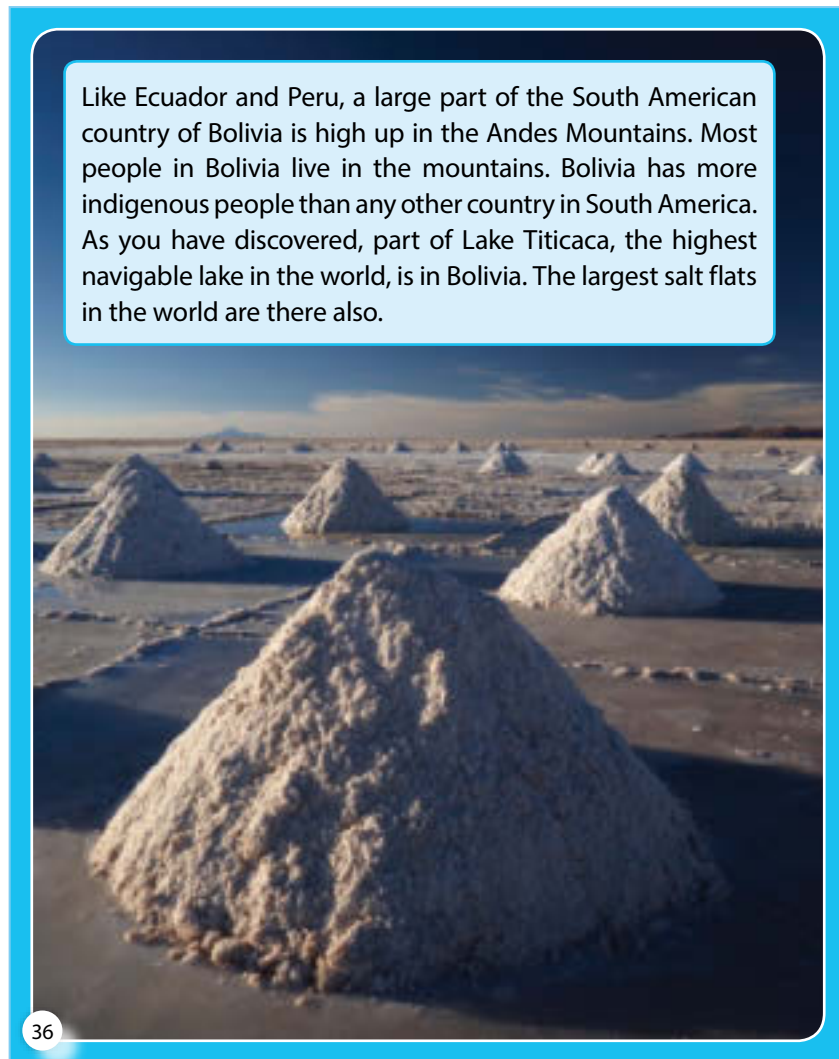
LITERAL—Where is Peru?

» Peru is on the Pacific coast of South America.

EVALUATIVE—How do goods get from the Atlantic Ocean to Peru?

» Goods get from the Atlantic Ocean to Peru by traveling up the Amazon River.

Ask students to look at the image on page 36 as you read aloud.



CORE VOCABULARY—Explain that water that is **navigable** is deep enough and wide enough for ships to travel on it.

CORE VOCABULARY— Explain that **salt flats** are flat areas of land that have a salt crust on the surface. The salt comes from evaporation of water. Salt flats are found where lakes used to be.

Activity Page



AP 5.1

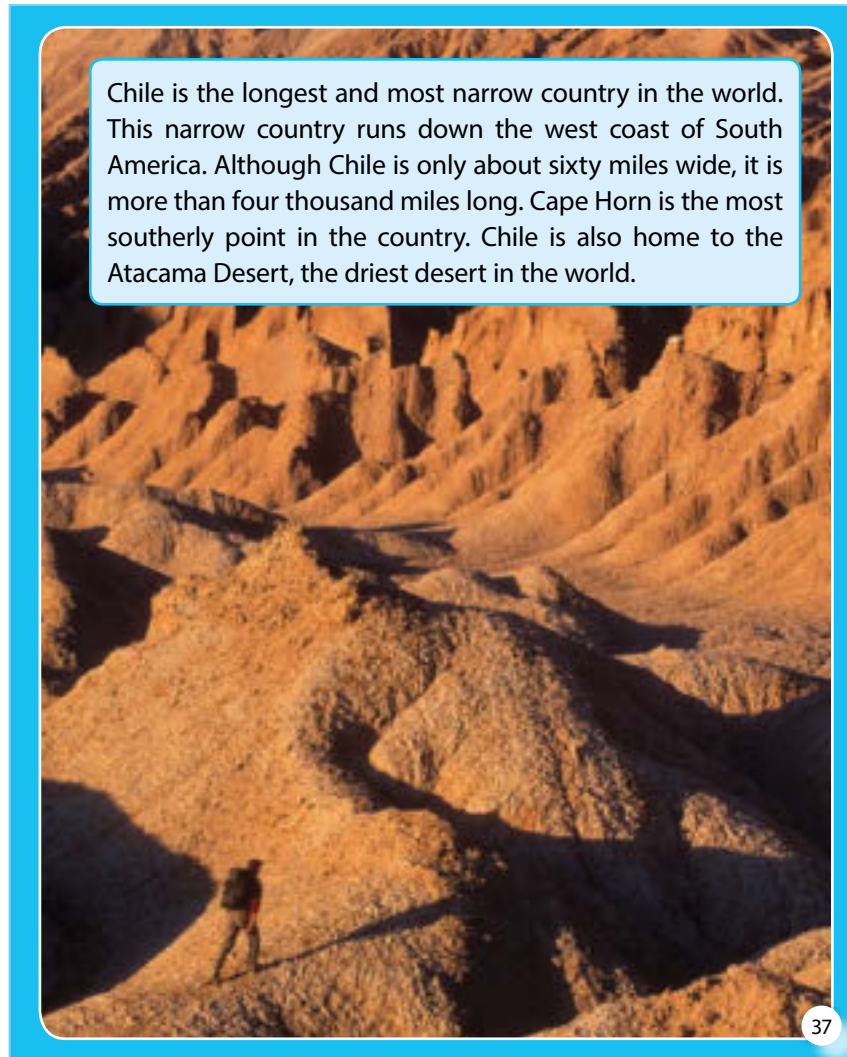
SUPPORT—Help students locate Lake Titicaca on their Map of South America (AP 5.1), and ask them to draw a boat symbol on or next to the lake.

Ask students the following question:

LITERAL—What and whom would you see if you visited Bolivia?

- » If you visited Bolivia, you would see the Andes Mountains, Lake Titicaca, indigenous people, and salt flats.

Ask students to look at the image on page 37 as you read aloud.



SUPPORT—Remind students that deserts are dry areas that get very little rain. Deserts don't necessarily have to have sand, but some do. Explain to students that some places in the Atacama Desert go without any rain at all for many years.

Ask students the following question:

LITERAL—What is the country of Chile like?

- » Chile is long and narrow; it is on the west coast of South America; it is home to the Atacama Desert.

Ask students to look at the images on page 38 as you read aloud.

East of Chile are the countries of Argentina, Paraguay, and Uruguay. There is an area of large, flat, plains where grasses grow that spreads from Argentina to Uruguay. These plains are called the Pampas. The Pampas is very much like the Great Plains in the United States, where wheat grows and cattle graze. In fact, cowboys called gauchos still herd cattle on the Pampas.



Paraguay is one of the world's top producers of soybeans. Soybeans are an important crop used to feed farm animals, and are also used in many of the foods we eat.

38

SUPPORT—Make sure students understand that *cattle* means “cows.”

CORE VOCABULARY—Explain that to **graze** is to eat grass in a field or pasture. Cows graze, and so do other animals, such as sheep.

Activity Page



AP 5.1

SUPPORT—Have students use their **Map of South America (AP 5.1)** to mark the places mentioned on the page. The Pampas region is the fourth symbol shown on their map key. Help students locate Argentina and Uruguay, and then instruct them to color the Pampas area in brown or green to represent the wheat and grasses that grow there.

Ask students the following questions:

LITERAL—What is the Pampas?

- » The Pampas is an area in South America of large, flat plains with grasses, similar to the Great Plains in the United States.

LITERAL—Where is the Pampas located?

- » The Pampas is located in Argentina and Uruguay.

LITERAL—What crop does Paraguay produce that people and farm animals eat?

» Paraguay produces soybeans.

Ask students to look at the image on page 39 as you read aloud.



Ask students the following questions:

LITERAL—Look at the map. Which continent on the map has the soccer ball?

» South America

LITERAL—Look at the map. Which country on the map has a pyramid?

» Mexico

LITERAL—Look at the map. Which ocean is east of the Statue of Liberty?

» the Atlantic Ocean

LITERAL—Look at the map. Which ocean is west of the Americas?

» the Pacific Ocean

LITERAL—Look at the map. Which country is located north of the United States?

» Canada



CHECK FOR UNDERSTANDING: BIG QUESTION

TURN AND TALK—What are some important geographical features of South America?

» South America has the Andes Mountains, the Amazon River, the Amazon Rainforest, Lake Titicaca, the Atacama Desert, and the Pampas. It also has areas that grow lots of important crops, millions of plants and animals, and many indigenous peoples.

After students have a chance to turn and talk in pairs, write *South America* on the board or chart paper. Move from one pair to the next asking each pair to name a geographical feature—either a physical feature, important place, country—or anything else they learned about the continent. Record student answers. Once a feature, place, or other fact has been given, the pairs who still have not spoken need to reconfer as necessary so that they come up with a new item and do not repeat what has already been said.

Additional Activities

South American Countries Puzzle (SL.2.2)

Activity Page



AP 5.2

Materials Needed: sufficient copies of South American Countries Puzzle (AP 5.2), colored markers or crayons, scissors, glue stick for each student

Hand out AP 5.2 to students. Have students look at the first page with the map of South America. Instruct students to point to and name the sea and two oceans surrounding South America and color these areas blue. Point out that some of the countries in South America are already labeled but that others are not. Read the name of each labeled country aloud. Call on individuals to state one thing they recall about each country and/or where it is on the continent of South America relative to various geographical features, for example, Chile is on the coast of the Pacific Ocean. After discussing each labeled country, ask students to color each country a different color. Next, have students look at the second page and the individual labeled countries, reading the labels aloud. Tell students that these are puzzle pieces for the South American countries. Instruct students to color each country puzzle piece a different color (not blue). Finally, instruct students to cut out the country puzzle pieces along the dotted lines and glue them to the appropriate places on the map of the first page.

CHALLENGE—Instead of coloring the country puzzle pieces, have students draw small pictures of things they associate with each country, e.g., animals, plants, landmarks, on each puzzle piece.

Literature Connection: *The Great Kapok Tree: A Tale of the Amazon Rain Forest*

Materials Needed: a copy of Lynne Cherry's *The Great Kapok Tree: A Tale of the Amazon Rain Forest* (Harcourt Brace, 1990)

This is a wonderfully illustrated book about the kapok tree of the Amazon Rainforest and the importance of taking care of trees in our environment.

Borrow this book from the library, if possible, and read it aloud to students.

Literature Connection: *The Rainforest Grew All Around*

Materials Needed: a copy of Susan K. Mitchell and Connie McLennan's *The Rainforest Grew All Around* (Arbordale Publishing, 2007)

In an adaption of the song "The Green Grass Grew All Around," this story travels through the rainforest, bringing the rainforest alive to its reader.

Borrow this book from the library, if possible, and read it aloud to students.

Teacher Resources

Culminating Activity: *Geography of the Americas*

- Make a Travel Poster About *Geography of the Americas* 88
- My Book About *Geography of the Americas* 88

Unit Assessment: *Geography of the Americas*

- Unit Assessment Questions: *Geography of the Americas* 111
- Unit Assessment Student Answer Sheet: *Geography of the Americas* 113

Performance Task: *Geography of the Americas*

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My Passport

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Activity Pages

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- South American Countries Puzzle (AP 5.2) 133
- Culminating Activity—Travel Poster (AP CA.1) 135

Answer Key: *Geography of the Americas*—Unit Assessment 136

Looking for more teaching ideas using CKHG or to connect with other teachers? Check out the Core Knowledge Community at <https://www.coreknowledge.org/community/> You will find a Teacher Workroom with ideas for different activities, chat rooms where you can communicate with other Core Knowledge teachers, and a map of the United States so that you can see who else may be using Core Knowledge near you!

Culminating Activity: *Geography of the Americas*

Make a Travel Poster About *Geography of the Americas*

Activity Page



AP CA.1

Materials Needed: sufficient copies of Travel Poster (AP CA.1); scratch paper; crayons, colored pencils, or markers

Have students think back to their trip through the Americas. Tell them to think about the places they visited, the cities they learned about, and the varied landscapes they pretended to travel through. Ask students how they might represent these things in pictures. List students' ideas on the board or chart paper.

Explain that a travel poster is a colorful poster that makes people want to visit a place. In this activity, students will create a travel poster for one of the places they visited in the Americas. They can use ideas from the list on the board or chart paper. You may wish to assign each student a place from the unit or have students draw place names from a hat to ensure that all the countries described in the Student Book are represented.

Have students first sketch their ideas on scratch paper.

Then hand out copies of the Travel Poster (AP CA.1) for students to draw their travel poster on. Remind students to make their drawings as neat as possible and to color them brightly.

My Book About *Geography of the Americas*

Materials Needed: sufficient copies of My Book About *Geography of the Americas* (see pages 91–110), crayons for each student, stapler

Note to Teacher: To save instructional time, you may want to preassemble and staple a book for each student prior to class.

Distribute a copy of My Book About *Geography of the Americas* and crayons to each student. Explain that this is a mini-book version of the Student Book that they have been using in class.

Tell students that they will have a chance to personalize the cover of the book by writing their name and drawing a picture on the cover. Ask students to think about the different things that they have learned about the geography of the Americas that they might draw on the cover. Prompt students (if needed) to consider drawing any of the following images:

- a compass rose
- the continent of North America
- the continent of South America
- a Mexican ruin
- a glass frog in the Amazon Rainforest

- a caribou in Canada
- a volcano
- a cactus

Allow students approximately ten to fifteen minutes to draw their cover.

Then divide students into five groups. Assign one chapter to each group of students, telling students that with the members of their group, they should look at just their chapter images and quietly talk about what is depicted, as well as any information they heard read aloud.

Tell students that they will have about five minutes to talk to one another in a small group and then you will call the entire class back together, asking one member from each group to explain their chapter to the rest of the class. All students should follow along in their own book as the images and pages for each chapter are discussed.

Prompt and elaborate what students say about each chapter to make sure the following points are made:

Chapter 1

- Maps come in different sizes and show different things.
- Maps have symbols and a key to show special places and things.
- The compass rose shows the four main directions.

Chapter 2

- The United States has interesting physical geographical features, such as the Mississippi River, the Great Plains, the Appalachian and Rocky Mountains, and the Great Lakes.
- Canada has interesting physical geographical features, such as the Canadian Arctic, the Rocky Mountains, grasslands, and the Yukon River.
- The United States has fifty states, while Canada has provinces and territories.
- The capital of Canada is Ottawa, and people in Canada speak both French and English.

Chapter 3

- Mexico has interesting physical geographical features, such as plateaus, mountains, and volcanoes.
- The capital of Mexico is Mexico City, built on the ruins of what was once Tenochtitlán.
- There are lots of ruins of ancient cities in Mexico.
- Crops such as maize, squash, beans, rice, and fruits grow in Mexico.

Chapter 4

- Central America is south of Mexico, the United States, and Canada and consists of seven small countries.
- Central America has interesting physical geographical features, such as mountains, rainforests, volcanoes, and coastlines.
- Crops such as bananas, coffee, rice, beans, corn, and sugar grow in Central America.
- Tourism and the use of natural resources are important in Central America.
- The West Indies are located in the Caribbean Sea south of Florida and north of South America.

Chapter 5

- South America is south of North America and Central America and consists of twelve countries.
- South America has interesting physical geographical features, such as the Andes Mountains, the Amazon Rainforest, the Amazon River, Lake Titicaca, the Atacama Desert, the Pampas, salt flats, and Mount Aconcagua.
- The Amazon Rainforest is an important home to many plants and animals.
- Simón Bolívar was a famous military leader who fought the Spanish and helped Venezuela and Columbia win their freedom.
- Many indigenous people still live in South America.
- Crops such as wheat, coffee, cacao, soybeans, and bananas grow in South America.

Tell students that they may take their book home. Encourage students to talk about the book at home with their family in the same way that they have in class.

My Book

About

Geography of the Americas

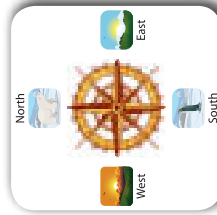
by _____

Using Maps

Maps come in all sizes and colors, and they show many different things. Some maps might show someone how to get to a park. Some maps show land features, such as mountains and valleys. Some maps show information about the weather. And others show a country—or even the whole world!



No matter what kind of map you are looking at, you need to know where north, south, east, and west are. Maps have something called a compass rose on them. A compass rose points to north, south, east and west—the four main directions. Can you see a compass rose on the map of the world?



Maps also have symbols that stand for special places and things. For example, dots often show where cities are on a map. A star generally shows a capital city. Tiny pictures may show things such as airports, campgrounds, forests, and railroads. Triangles often show mountains, and wavy lines show rivers. Highways are shown too. Most maps have a key that explains what the symbols on a map mean.

MAP KEY

	Highway		Forest
	City		Railroad
	Capital City		Mountain
	Airport		River
	Campground		

The United States and Canada

Almost all of the United States, Canada, Mexico, and the countries of Central America are on the continent of North America. Imagine you are taking a road trip with your family across part of North America. You are going to travel from Topeka, Kansas, where you live, all the way to Ottawa, the capital of Canada. To get to Canada, you will drive east across the United States. On your journey, you will drive through Missouri, and you will cross the mighty Mississippi River—the second longest river in the United States. You set off just as the sun is rising in the sky!



Later in the morning you reach the Mississippi River. You spot tugboats pushing large barges up and down the wide river. Your mom explains that the barges carry goods, such as grain from the Great Plains, as well as oil and coal from other parts of the United States. The barges stop at ports, or places, where these valuable things can be transported by road or by sea.



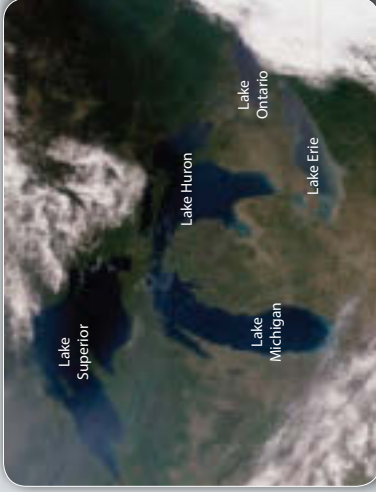
There are fifty U.S. states. You cannot visit all of them, but your road trip does take you through Indiana and Kentucky and into West Virginia. As you arrive in West Virginia, you see beautiful, mist-covered Appalachian Mountains on the horizon. You realize now why West Virginia is called the Mountain State! At almost five thousand feet, Spruce Knob is the highest mountain in West Virginia. And as well as having mountains, more than half of West Virginia is covered by forests.



6

You and your family have been driving for more than three days. Your journey now takes you north through the states of Ohio and Pennsylvania. By the evening you have arrived on the shore of an enormous lake called Lake Erie. You hear the waves crashing, and you see the sparkling water. On the other side of the lake is Canada. Your parents tell you that early the next day, you will be in another country!

Lake Erie is one of the Great Lakes. Altogether there are five Great Lakes. They are Lake Superior, Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario.



7

The next day, you cross the border and arrive in Canada. Canada is the world's second-largest country. Only Russia is bigger. You have been reading about Canada on the journey and have discovered that it is divided into areas called provinces and territories. There are ten provinces, each with its own capital, and three territories.



Ottawa is the capital of Canada—and the place you are traveling to.



8

You have also discovered that fewer people live in Canada than in the United States. That's because the northern parts of Canada are very cold in the winter. Most Canadians live in the south, near the U.S. border. But some Native Canadians, called the Inuit, do live in the far north in the territory of Nunavut, in the Canadian Arctic. Native Canadians know how to hunt and fish there. They travel across the snow on snowmobiles or sleds that are pulled by dogs.



But some Native Canadians, called the Inuit, do live in the far north in the territory of Nunavut, in the Canadian Arctic. Native Canadians know how to hunt and fish there. They travel across the snow on snowmobiles or sleds that are pulled by dogs.



9

Like the United

States, Canada stretches all the way from the Atlantic Ocean to the Pacific Ocean. On the western coast of Canada is the province of British Columbia.

The Rocky Mountains run through the eastern part of the province. These are the same Rockies that run through the western United States.

Canada has open grasslands, or prairies, in parts of the south. There, herds of roaming bison and antelope can be found.



10

The northwestern part of Canada is divided into three territories. These are the Yukon Territory, the Northwest Territories, and Nunavut. The Yukon Territory is named for the Yukon River, which flows through Canada and Alaska. The Yukon River is the third longest river in North America.



11

In Canada, there are two official languages—English and French. That's because people who came from the countries of England and France settled there long ago. Most people who live in the Canadian province of Quebec speak French as their first language.



Canada has different money from that of the United States. For example, the British queen appears on the twenty-dollar Canadian note and the one-dollar coin. On the other side of the one-dollar coin is an image of a bird called a loon. Canadians call the one-dollar coin a loonie!



12

After many, many hours of traveling you finally arrive in Ottawa. It is late into the night as you drive through Parliament Hill, where the parliament buildings are lit brightly beneath the night sky. The Canadian Parliament is the seat of government in Canada, just as the U.S. Capitol in Washington, D.C., is the home of the U.S. Congress. It has been an incredible road trip, and you have learned many interesting facts about the United States and Canada. You can't wait for your next adventure!



13

CHAPTER 3

Mexico

Mexico is on the southern border of the United States. Mexico has the world's largest population of Spanish speakers. There are thirty-one states in Mexico. Most people live in central Mexico. The northern part of Mexico is drier than the south. Because it is dry in the north, farmers use irrigation to bring water to their crops.



Lots of cacti and yuccas grow in the northern parts of Mexico.

14

Five hundred years ago, much of Mexico was ruled by the Aztec and their emperor, Moctezuma II. If Moctezuma were still alive today, he might not recognize Mexico.

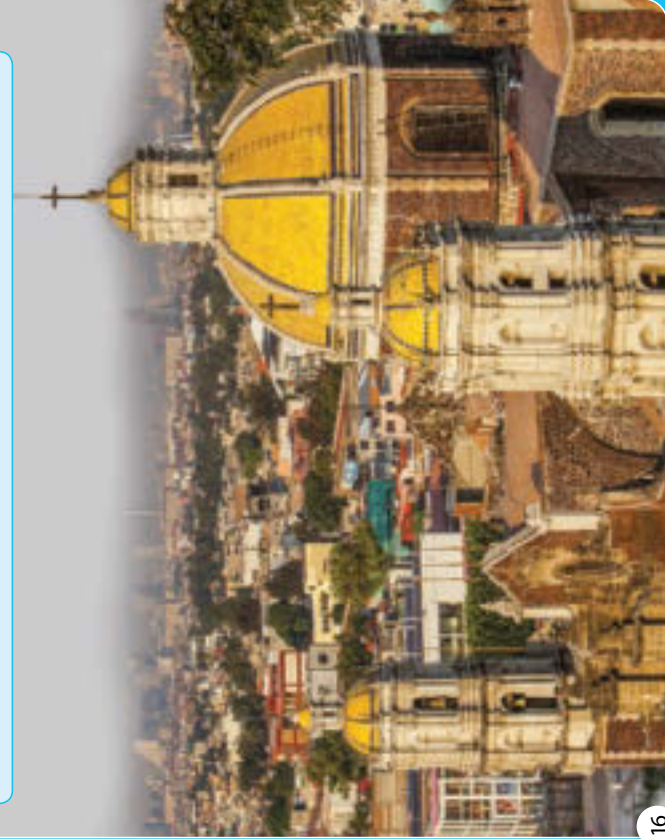
Many things have changed since Moctezuma was in charge. His capital, Tenochtitlán, was the biggest city in the Americas, with thousands of people living there.



15

In 1519, Spanish soldiers led by Hernán Cortés conquered Moctezuma and destroyed his city. On top of the ruined city, the Spanish built an even bigger one. They called it Mexico City.

Mexico City doesn't look much like Moctezuma's capital city, but some of the ruins of the Aztec city do remain. Mexico City is the capital of Mexico today. The Spanish colonized not only Mexico, but much of Central and South America. This is why Spanish is spoken in this part of the world.



16

Would Moctezuma recognize anything if he traveled beyond Mexico City and through the land he once ruled over? Well, he would recognize the landscape, as much of the land is plateau surrounded by mountains. He would also recognize the corn, called maize, and the beans, squash, and fruits that grow in the rich soil. This soil is mixed with the ash that comes from Mexico's ancient volcanoes.



17

What would Moctezuma think of the Mexican factories that make cars, machinery, metals, clothing, and other goods? Mexico is also a major producer of oil that is sold and transported all over the world. Moctezuma wouldn't recognize these things, but he would be happy that Mexico is a strong and successful country.



18

Central America

To the south of Mexico is Central America, a mountainous area of land that connects North America and South America. There are seven small countries in Central America. Can you find Guatemala on the map? Guatemala is a mountainous country with three active volcanoes. Guatemala has rainforests and is home to Lake Atitlán, the deepest lake in Central America.



On its southern end, Lake Atitlán is surrounded by three volcanoes.

19

Although conquered by the Spanish, many of the people in Guatemala are descendants of the Maya people. The Maya of Guatemala built a mighty empire with great cities and tall pyramids hundreds of years before the Aztec built their empire in Mexico.



Maya farmers grew maize and beans, as do the farmers of today. But today's Guatemalan farmers are known for their delicious coffee beans and bananas. They also produce sugar. They sell these products to countries around the world.



20

The country of Belize is east of Guatemala. Much of this country is covered with a thick rainforest full of wildlife. Bananas and citrus fruits are important crops in this country.



The country of Honduras is the second largest country in Central America. Like its neighbor, Guatemala, it has high mountains, rainforests, and low coastal lands. It is the only country in Central America that does not have volcanoes. Scientists travel to Honduras to learn about the plants and animals in the cloud forests.



21

Next to the western part of Honduras, on the Pacific, is El Salvador. El Salvador is the smallest country in Central America. This tiny country is known as the Land of the Volcanoes because about twenty of them are active. The ash from the volcanoes is good for farmers' corn, rice, and bean crops, as it improves the soil.



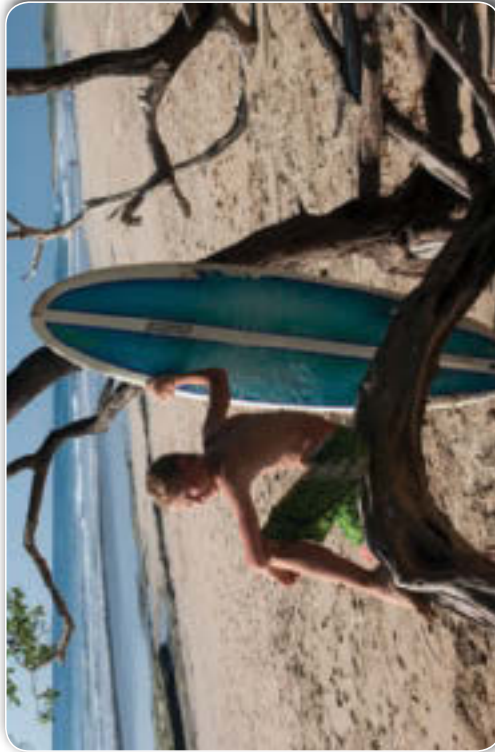
22

Nicaragua is roughly the size of New York State. It is the largest country in Central America. It too has active volcanoes and is often shaken by earthquakes. Because it's a land of strong winds, hot sun, and active volcanoes, its people use these natural resources. These wind turbines are used to create electricity.



23

The country of Costa Rica is south of Nicaragua and north of Panama. Costa Rica has two major mountain ranges, as well as active volcanoes. Tourism is important to Costa Rica. People from all over the world go there to enjoy the beautiful beaches and to zip line through the cloud forests.



24

The southernmost country in Central America is Panama. Panama is a narrow strip of land. It is the home of a canal that connects the Atlantic Ocean to the Pacific Ocean. Before the canal was built, ships carrying goods sailed all the way around the southern tip of South America to get from one ocean to the other. This was a long and dangerous journey. Today, thousands of ships pass through the canal, which has been expanded to carry even more traffic.



25

CHAPTER 5

South America

There are twelve countries on the continent of South America. But more than half of South America's population lives on the larger, eastern side of this continent, in the country of Brazil. In fact, Brazil is the largest country in South America. Brazil is just a little bit

smaller than the United States. As you have discovered, long ago a lot of South America was colonized by Spain. Today, many people there speak Spanish. However,

people in Brazil speak Portuguese because people from Portugal settled there. This sign on a beach in Brazil says "danger" in Portuguese.



In the waters off the southern tip of the United States, stretching all the way down to the northern coast of South America, are a group of beautiful islands called the West Indies. Many of the islands are in the Caribbean Sea. One of these islands, Puerto Rico, is part of the United States. However, Puerto Rico is not a state but is instead a self-governing territory. The capital of Puerto Rico is San Juan. Cuba is the largest of all the islands in the West Indies. The U.S. Virgin Islands are also in the Caribbean Sea.



26



27

The Andes Mountain range is in South America. The highest mountain in the Western Hemisphere is Aconcagua, which is in the southern Andes, in the country of Argentina. The highest and largest lake in South America is Lake Titicaca, which sits in two countries—Bolivia and Peru. And the second longest river in the world, the Amazon River, is on this continent too.



28

Much of the world's largest tropical rainforest is in Brazil. It is called the Amazon Rainforest because the Amazon River winds its way through the hot, steamy forest. The Amazon Rainforest is home to millions of different kinds of plants and animals that you can't find anywhere else in the world.



Large areas of the rainforest have been cut down so that the lumber, or wood, can be sold. The rainforest is also being cleared so that the land can be used for farming, ranching, and other things.



29

Scientists worry that if too much of the rainforest is cut down, the plants and animals in it will die. One incredible creature found there is the completely see-through glass frog. Also, many of the rainforest plants, such as Cinchona, or quinine bark, are used in modern medicine.



30

On the north coast of South America are the two countries of Colombia and Venezuela. Northern Colombia sits on the Caribbean Sea, and western Colombia is on the Pacific Ocean. Colombia is famous for its delicious coffee.



Venezuela is on the northern coast of South America. Venezuela has two seasons—a rainy season and a dry season. Venezuela, along with other South American countries, fought Spain for its freedom. In the early 1800s, a Venezuelan named Simón Bolívar helped lead the fight. Thanks to him, in 1821, Colombia and Venezuela won their independence.

31

Large parts of the South American countries of Peru, Ecuador, and Bolivia are very high up in the Andes Mountains. More than half of the people in these three countries are indigenous people who have lived there for a very long time. The equator—an imaginary line halfway between the North and the South Poles—runs right through Ecuador. In fact, *ecuador* is the Spanish word for equator!



32

You probably think that Ecuador is very hot, since it is on the equator. Well, you are partly right. Part of Ecuador is on the Pacific coast, and there it is hot and wet. But you can actually find snow right on the equator, in Ecuador. The mountain peaks are so high and the air is so cold that the snow there never melts.



33

Because it is hot and wet along the coast, it is a good place to grow bananas. Ecuador grows and sells more bananas than any other country in South America. And Ecuador is one of the world's largest growers of cacao, the main ingredient for chocolate.



34

Peru, like Ecuador, has a coast on the Pacific Ocean. Part of the Andes Mountain range is also in Peru. The mighty Amazon River begins in Peru. Ships from the Atlantic Ocean travel more than two thousand miles up the Amazon River to the Peruvian city of Iquitos. This means Peru can transport goods across the Pacific Ocean and the Atlantic Ocean.



35

Like Ecuador and Peru, a large part of the South American country of Bolivia is high up in the Andes Mountains. Most people in Bolivia live in the mountains. Bolivia has more indigenous people than any other country in South America. As you have discovered, part of Lake Titicaca, the highest navigable lake in the world, is in Bolivia. The largest salt flats in the world are there also.



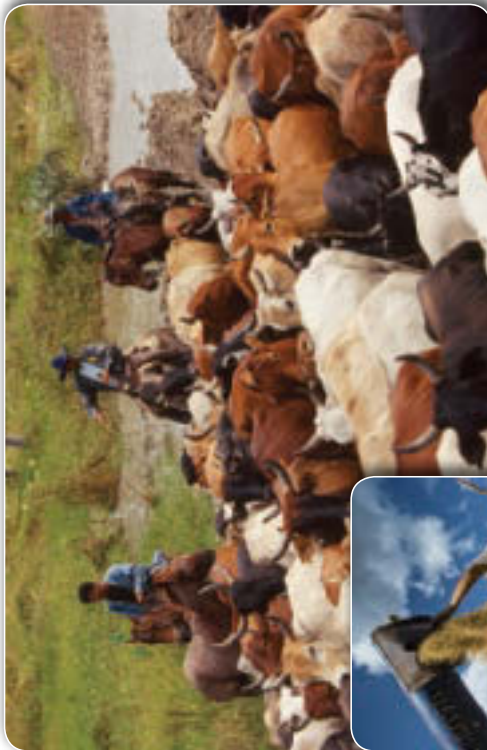
36

Chile is the longest and most narrow country in the world. This narrow country runs down the west coast of South America. Although Chile is only about sixty miles wide, it is more than four thousand miles long. Cape Horn is the most southerly point in the country. Chile is also home to the Atacama Desert, the driest desert in the world.



37

East of Chile are the countries of Argentina, Paraguay, and Uruguay. There is an area of large, flat, plains where grasses grow that spreads from Argentina to Uruguay. These plains are called the Pampas. The Pampas is very much like the Great Plains in the United States, where wheat grows and cattle graze. In fact, cowboys called gauchos still herd cattle on the Pampas.



Paraguay is one of the world's top producers of soybeans. Soybeans are an important crop used to feed farm animals, and are also used in many of the foods we eat.



We have come to the end of our travels. It's not only fun to learn about the world in which we live, but it's important too! The more we know about our world, the more we will understand how to care for it—and for each other. So, remember that books will take you wherever you wish to go and teach you many of the things you need to know. Happy travels!

Unit Assessment Questions: *Geography of the Americas*

Make sufficient copies of the Student Answer Sheet for each student; see pages 113–116 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Reread the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Symbols on a map are explained in the _____.
 - a) key
 - b) compass rose
 - c) title
2. Canada, Mexico, and the United States are in _____.
 - a) South America
 - b) Central America
 - c) North America
3. What helps you find direction on a map?
 - a) key
 - b) compass rose
 - c) title
4. The Mississippi is the biggest _____ in North America.
 - a) river
 - b) mountain
 - c) prairie
5. There are _____ states in the United States.
 - a) 48
 - b) 13
 - c) 50
6. Brazil is home to part of the largest _____ in the world.
 - a) rainforest
 - b) prairie
 - c) canal
7. The West Indies are a group of islands, many of which are in the _____.
 - a) Pacific Ocean
 - b) Caribbean Sea
 - c) Atlantic Ocean

8. The Pampas are located primarily in the countries of _____.
- a) Columbia and Venezuela
 - b) Costa Rica and Panama
 - c) Argentina and Uruguay
9. Which is found on the border between the United States and Canada?
- a) the Rocky Mountains
 - b) the Mississippi River
 - c) the Great Lakes
10. The Andes Mountains are in _____.
- a) South America
 - b) Central America
 - c) North America

Name _____

Date _____

Unit Assessment Student Answer Sheet: Geography of the Americas

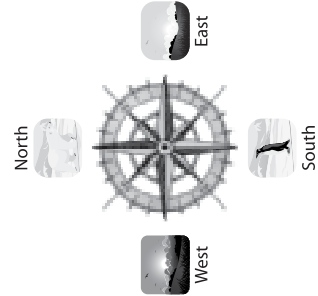
1.

a.

MAP KEY

	Highway		Forest
	City		Railroad
	Capital City		Mountain
	Airport		River
	Campground		

b.

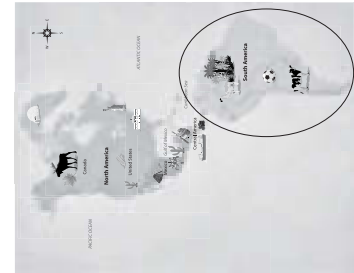


c.

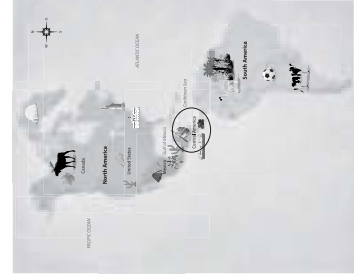


2.

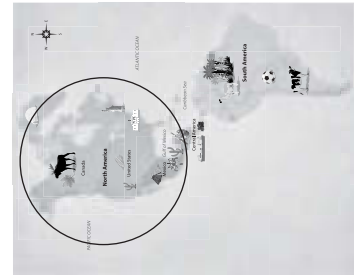
a.



b.



c.



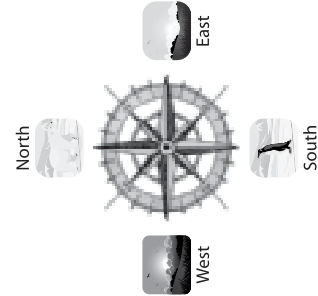
3.

a.

MAP KEY

	Highway		Forest
	City		Railroad
	Capital City		Mountain
	Airport		River
	Campground		

b.



c.

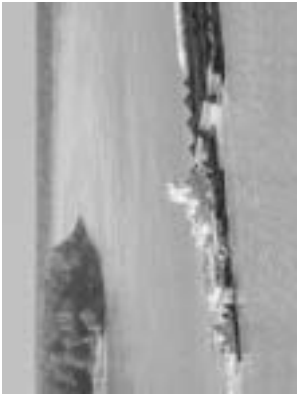


Name _____ Date _____

Unit Assessment Student Answer Sheet: *Geography of the Americas*

4.

a.



b.



c.



5.

a.

b.

c.

48

13

50

6.

a.



b.



c.



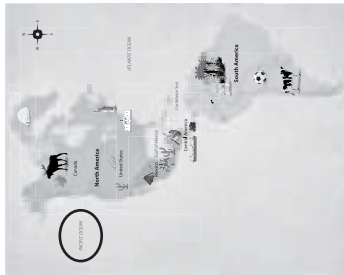
Name _____

Date _____

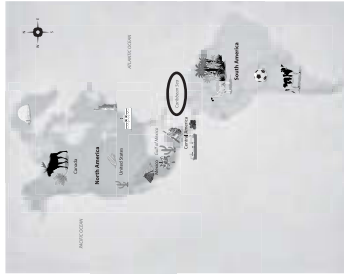
Unit Assessment Student Answer Sheet: Geography of the Americas

7.

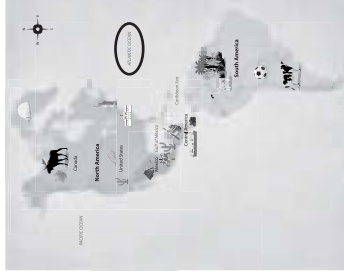
a.



b.

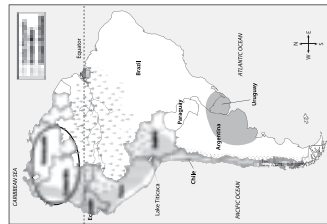


c.

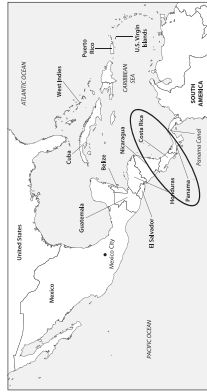


8.

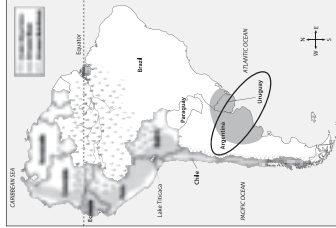
a.



b.



c.

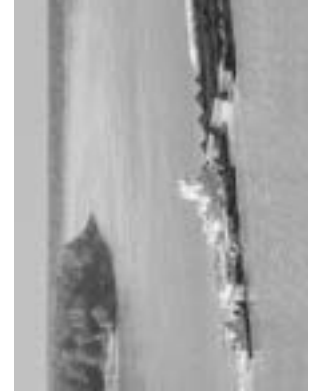


9.

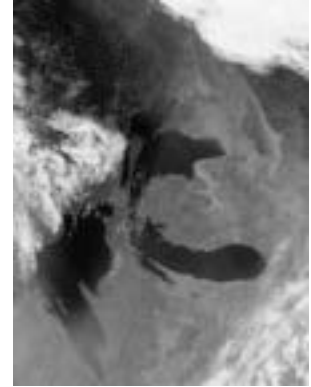
a.



b.

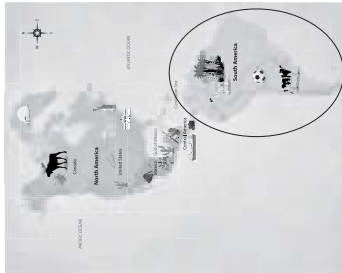
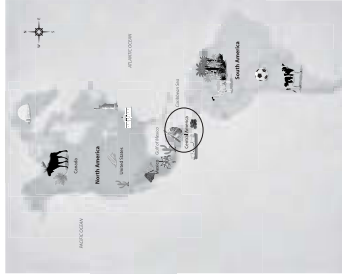
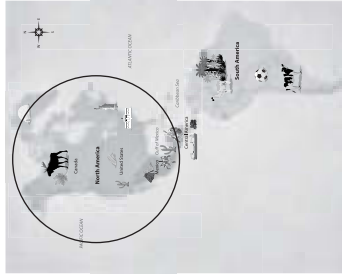


c.



Name _____ Date _____

Unit Assessment Student Answer Sheet: Geography of the Americas

10.**a.****b.****c.**

Performance Task: *Geography of the Americas*

Materials Needed: four blank 5" × 8" index cards per student, pencils, assorted thin-tipped colored markers, individual student copies of the *Geography of the Americas* Student Book

Teacher Directions: In this unit, students learned about the Americas, which include the continents of North America and South America, the area called Central America (part of North America), and the West Indies located in the Caribbean Sea. Students learned about the geographical features—the physical features, important places, capitals, and other interesting facts about each area. In addition, they learned about maps—how to read them and why they are important.

Have students reflect back on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling through the Americas. They will share the sights, sounds, and smells of these lands with their friends and family back home by creating four different postcards on 5" × 8" index cards. Remind students that postcards are like condensed versions of large travel posters. The postcards should show the most important or most interesting details about the geography of the Americas. Students should identify in their postcards the most important aspects of the geography of the Americas that they have learned about, that make these continents and countries exciting to visit and think about.

Have students draw images of the geography of the Americas on one side of each card and dictate a brief message about the geography of the Americas for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. The teacher should circulate throughout the room and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about his or her drawing by saying, "Tell me about what you drew and what it tells about life in the Americas." It is not necessary for the teacher to write verbatim what the student says but rather to capture bullet points that can later be used with the Performance Assessment Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of the geography of the Americas, identifying four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• Using maps with symbols, a map key, and a compass rose is helpful when traveling to new places.• Almost all of the United States, Canada, Mexico, and the countries of Central America are on the continent of North America.• The United States has mountains such as the Rocky and Appalachian Mountains, rivers such as the Mississippi River, plains such as the Great Plains, and lakes such as the Great Lakes.• Canada has mountains, rivers, arctic areas, plains, and government buildings.• Mexico has ancient ruins, mountains, volcanoes, and farmland.• Central America has mountains, volcanoes, the Panama Canal, and crops, such as maize and coffee.• The West Indies are islands in the Caribbean Sea, and they include the U.S. territory of Puerto Rico.• South America has the Amazon Rainforest, the Amazon River, mountains, lakes, deserts, plains, salt flats, crops, and millions of animals and plants.
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of the geography of the Americas, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of the geography of the Americas, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the content in the unit, noting only one of the details listed above.</p>

Directions for Making My Passport

If this is the first Grade 2 CKHG unit you have completed with your students, please download and print the Grade 2 My Passport. Use this link to download the CKHG Online Resources for this unit, where the specific link to the passport PDF may be found:

www.coreknowledge.org/ckhg-online-resources

To save instructional time, prepare a passport for each student in advance: Download and print the Passport PDF pages. Photocopy the pages back to back, according to the specifications on your printer. Staple pages together.



Introducing My Passport to Students

Materials Needed: sufficient folded copies of Grade 2 My Passport, pencils, glue sticks, thin-tipped markers*, an actual passport if available

Use this link to download the CKHG Online Resources for this unit, where the specific link to My Passport may be found:

www.coreknowledge.org/ckhg-online-resources

*If you prefer, you may take a photograph of each student and print a small copy to distribute to each student instead of having them use the markers to draw a picture of themselves.

Tell students that when people travel, especially to countries outside of the United States, they bring a little booklet with them that is called a passport.

Show students an actual passport, if available, as you continue to explain that a passport has many pages inside. On the first page, there is usually a photograph of the person to whom the passport belongs, as well as personal identification information, such as when the person was born and where the person lives. Explain that as people visit each new place/country, they show the page with their identification information to an official as they visit each place and then receive a stamp in their passport to show that they have visited that place.

Explain to students that today they are going to make a pretend passport that they will use as they “travel” to different places and times in history this year using CKHG. Distribute materials to each student. Examine and discuss the cover of the passport.

Have students turn to the first page inside, and tell them that this page has space for their own personal identification information. Explain each portion of this page, guiding students in personalizing their passport by either drawing a picture of themselves or gluing a photograph in the designated space. Guide students in completing the remaining information, such as their name, date of birth, and remaining information.

SUPPORT—Provide prompts for students as needed by writing examples of their correct date of birth and how to spell the name of their town, state, country, and continent.

Next, have students examine the remaining passport pages as you read the titles at the top of each page. Explain that each page lists the name of one of the places they will “visit” as they use the Grade 2 CKHG materials this year. Tell students that once they finish each unit, they will have a chance to place small pictures of the place they visited in their passport as a reminder or souvenir of each place they have visited.

Collect all passports, and keep them in a safe place until you are ready to have students complete the passport page for *Geography of the Americas*.

My Passport Activity for *Geography of the Americas*

Materials Needed: personalized copies of Grade 2 My Passport for each student, sufficient copies of the *Geography of the Americas* Passport Images, pencils, and glue sticks for each student

Note to Teacher: Please download and print the *Geography of the Americas* Passport Images. Use this link to download and print the CKHG Online Resources for this unit, where the specific link to the *Geography of the Americas* Passport Images may be found:

www.coreknowledge.org/ckhg-online-resources

You will need to print sufficient copies of each page and then cut the images apart on the dotted lines prior to class.

Tell students that today they will each complete the page in their passport that is about the geography of the Americas. Ask students to turn to page 6 of their passport.

Show students the individual *Geography of the Americas* Passport Images, and ask students to name or describe each image. Explain that you will give each student a copy of every image. Direct students to use their glue sticks to carefully glue each image onto the *Geography of the Americas* page of the passport in whatever order they would like.

As students finish, encourage them to share their passport with a partner, showing and describing the images on the *Geography of the Americas* page and what they represent. Suggest students talk to one another about what they saw and what they liked best about their travel through the Americas.

If time permits, encourage partners to look back at the images on the passport pages for previous units to discuss similarities and differences between those places and the Americas.

Activity Page 1.1

Use with Chapter 1

Letter to Family

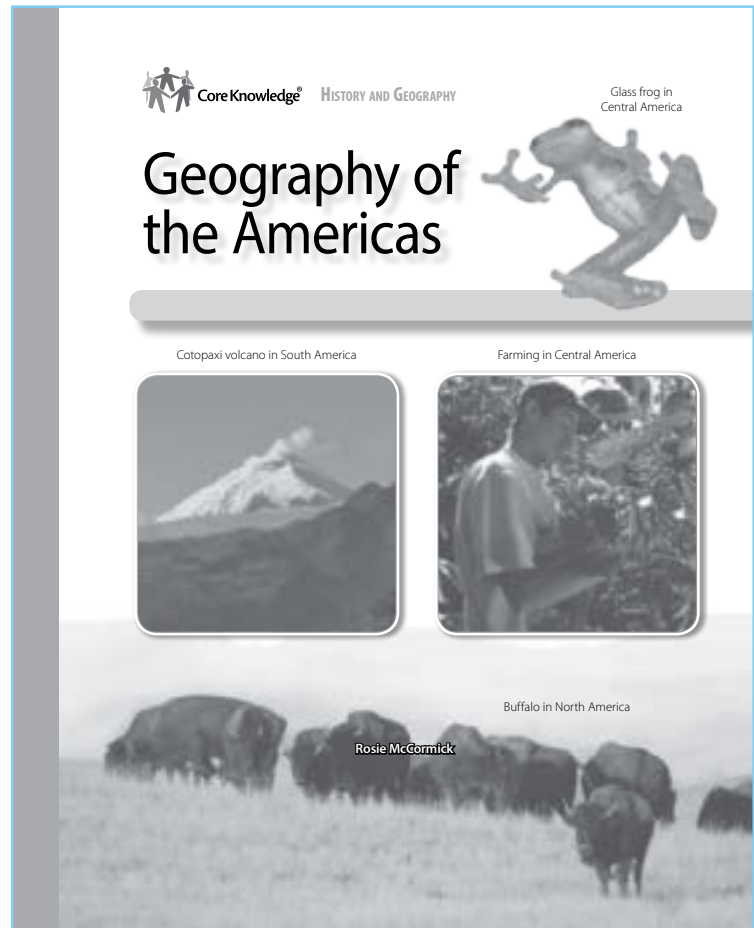
Family Member,

During the next few weeks, as part of our study of the Core Knowledge History and Geography (CKHG) program, your child will be learning about the geography of the Americas. They will learn fundamental geographic concepts, such as how to read a map. They will also learn a variety of geographical terms, such as *coast*, *prairie*, and *rainforest*.

In this unit, students will explore the Americas—North America, including Central America and the West Indies, and South America. They will get to know the countries and other geographical features of each region. Their explorations will also include defining characteristics, such as important crops or industries, indigenous people, and key historical people or events.

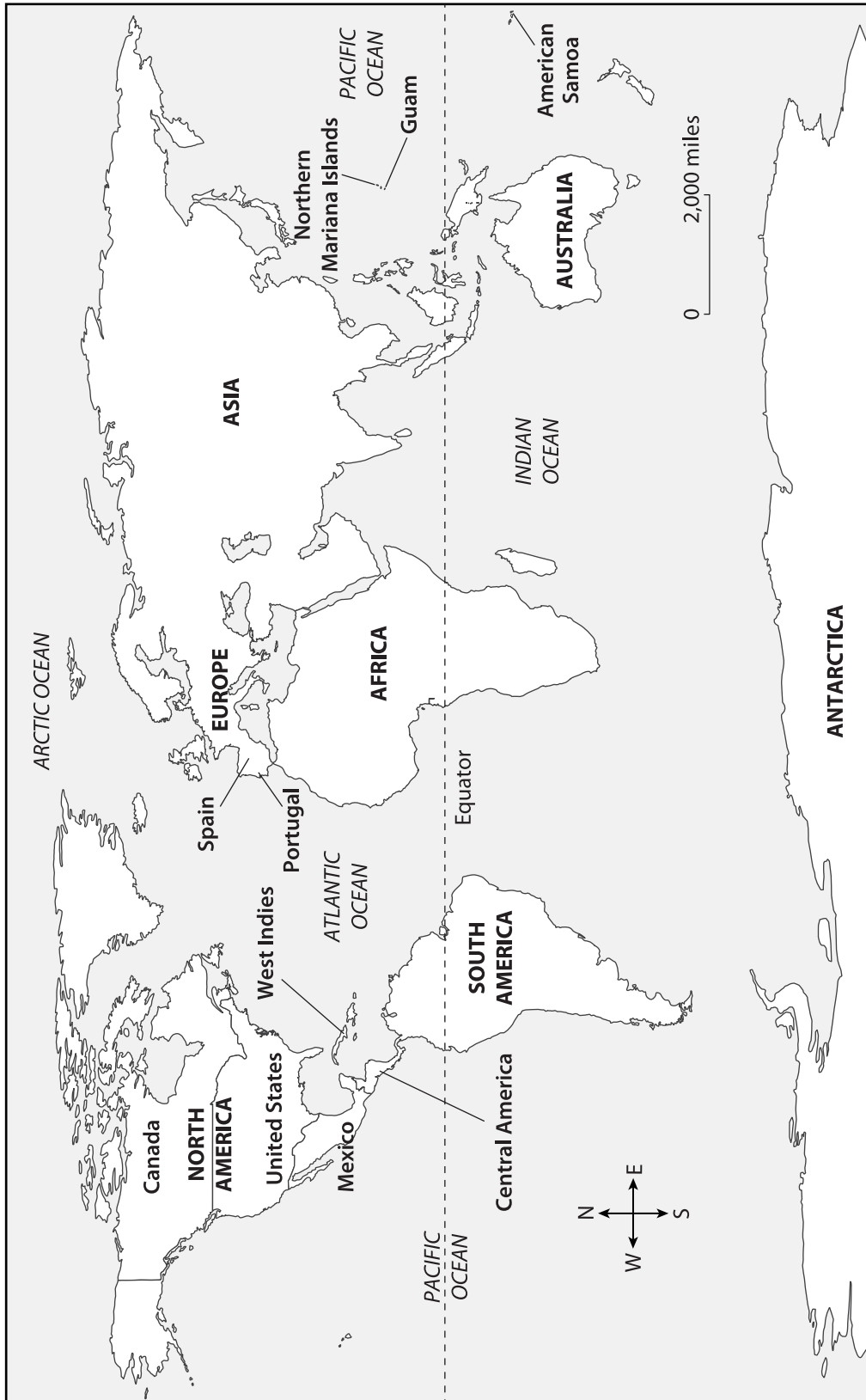
Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



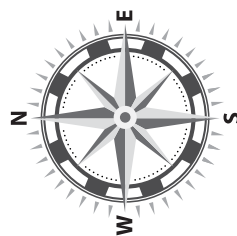
Name _____

Date _____

World Map

Name

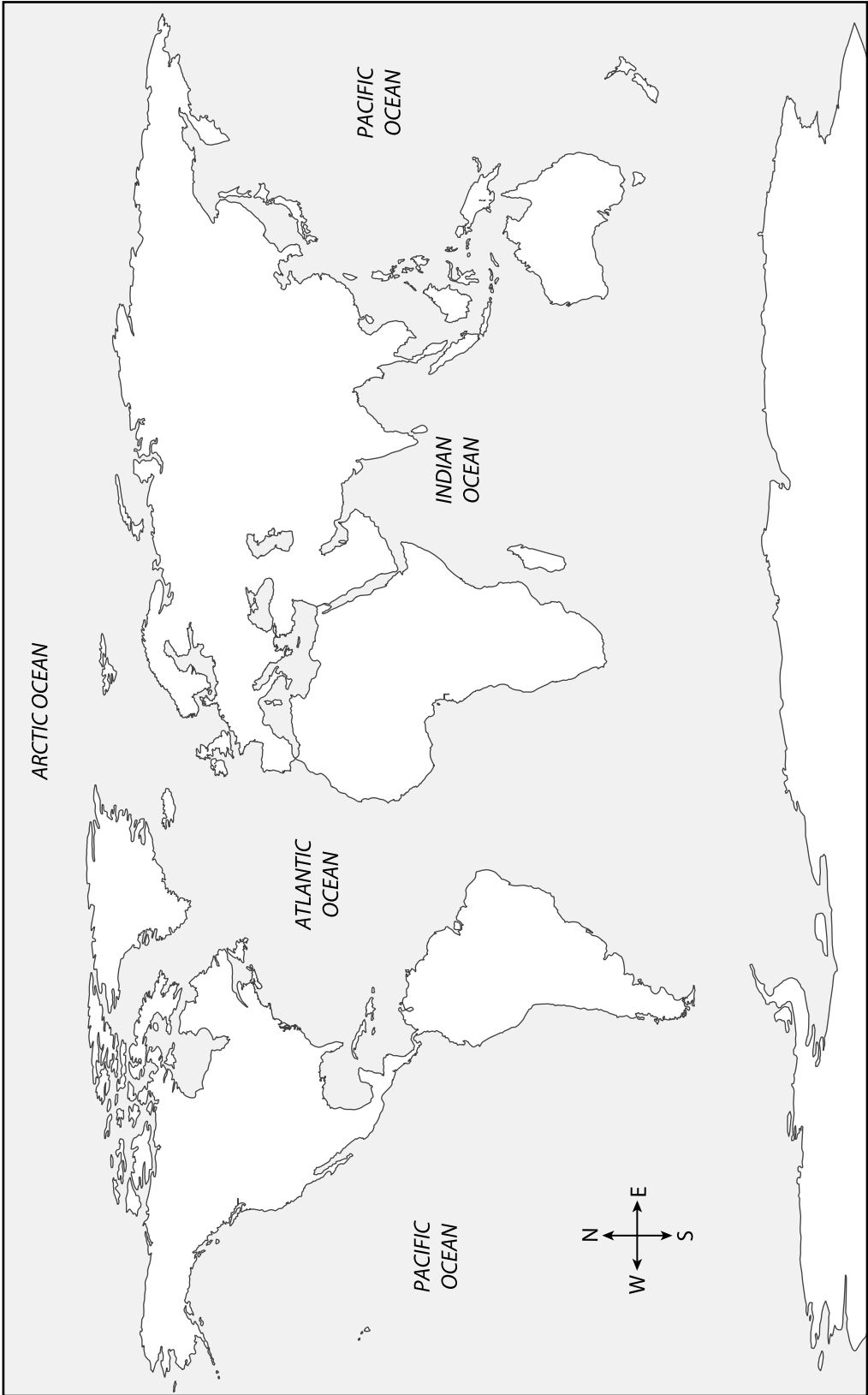
Treasure Hunt



Name _____

Date _____

Continents Puzzle



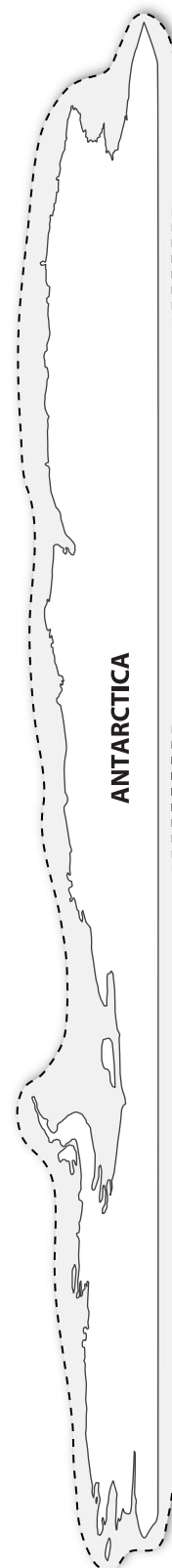
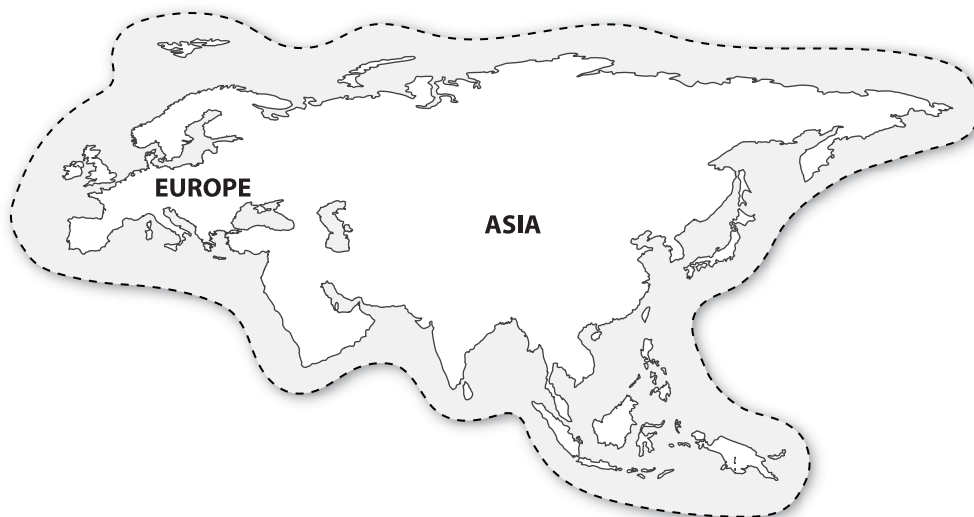
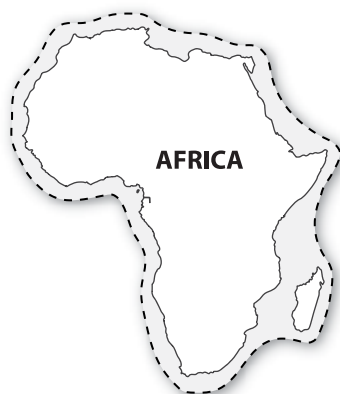
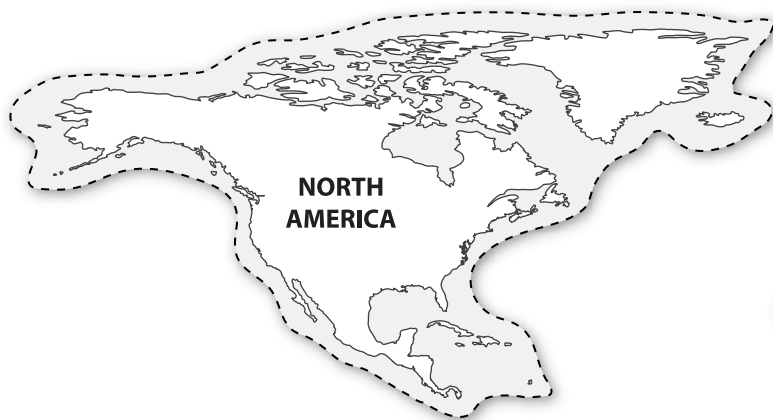
Name _____

Date _____

Activity Page 1.4

Use with Chapter 1

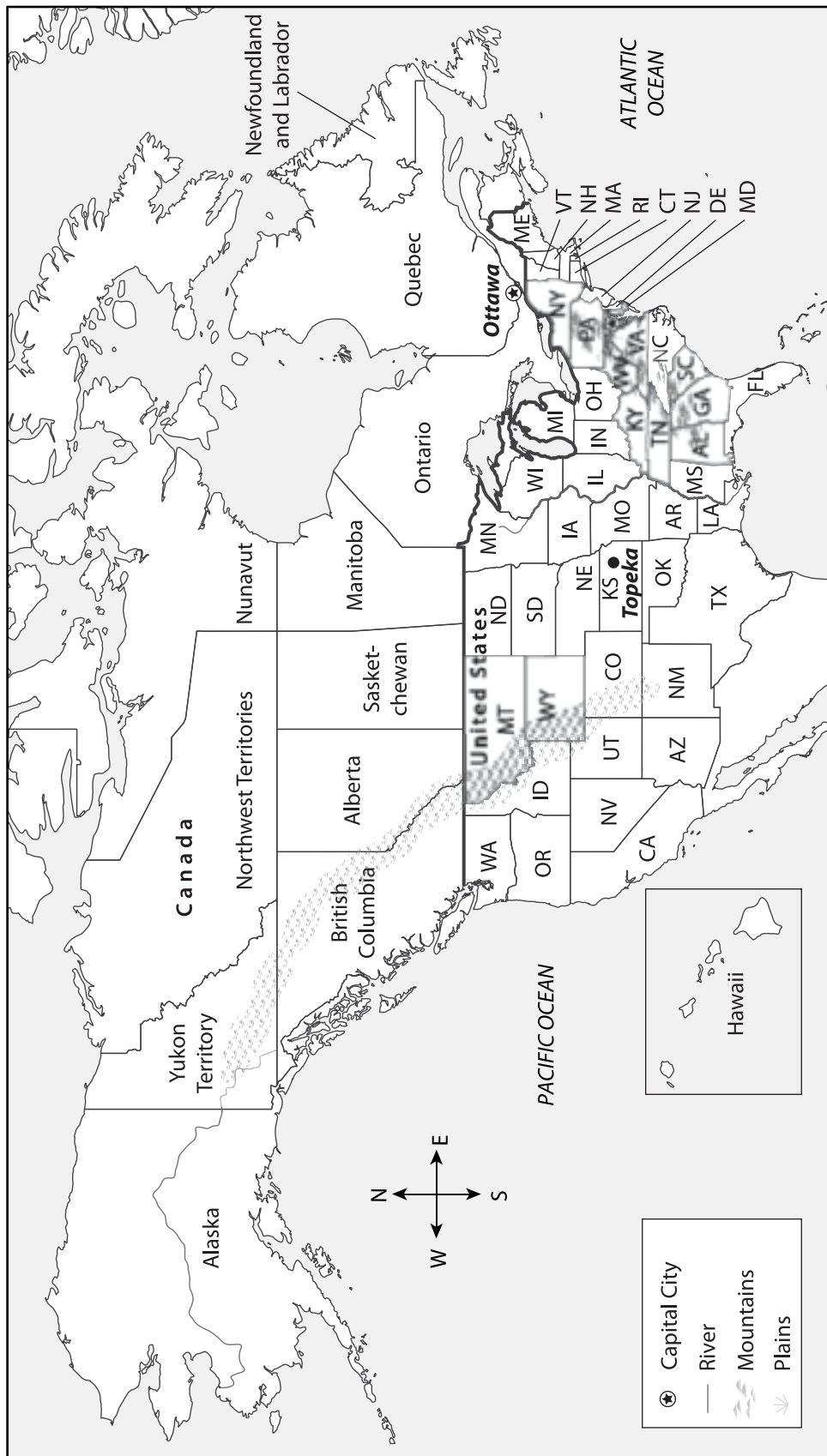
Continents Puzzle (continued)



Name

Date

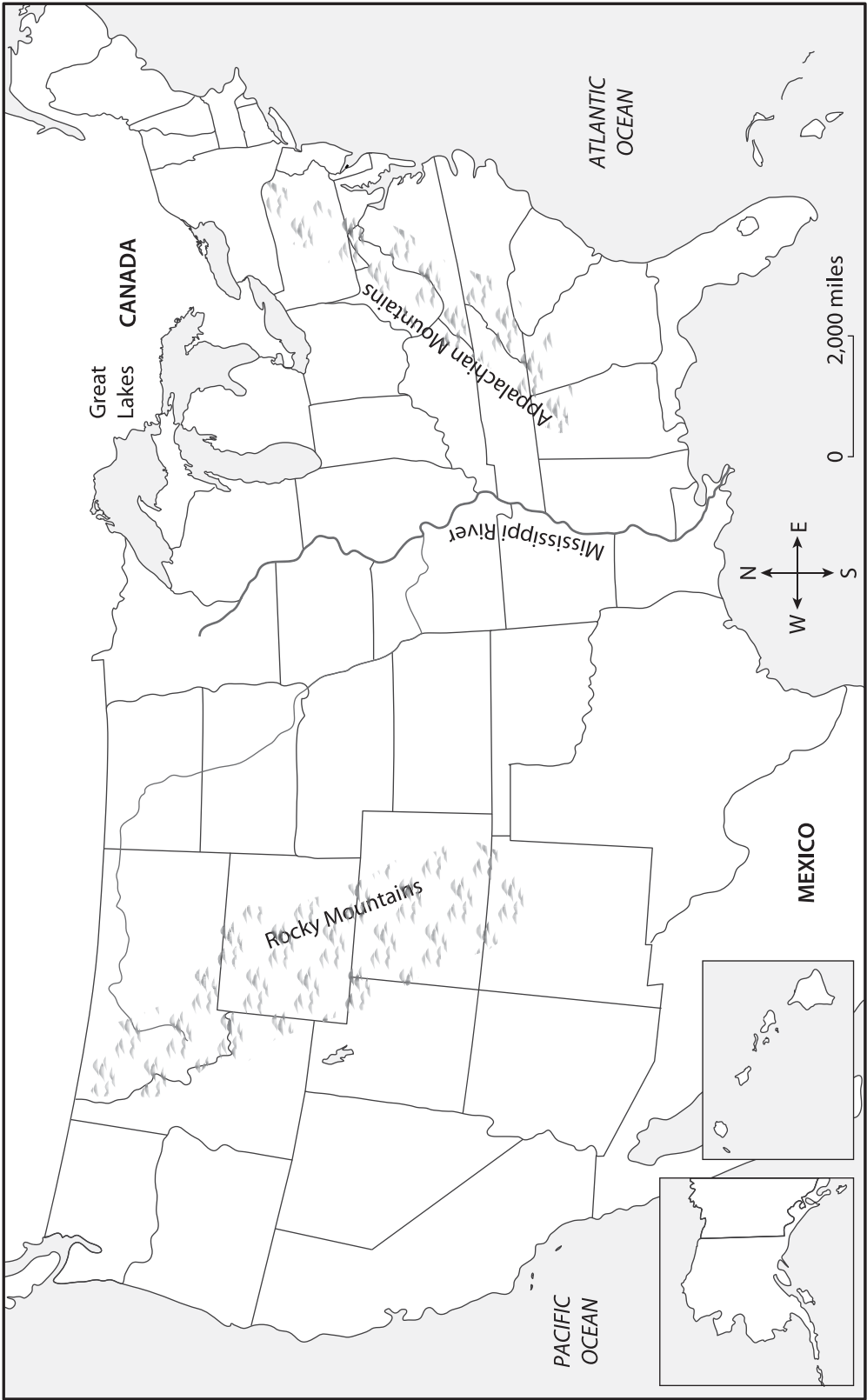
United States and Canada Trip Map



Name _____

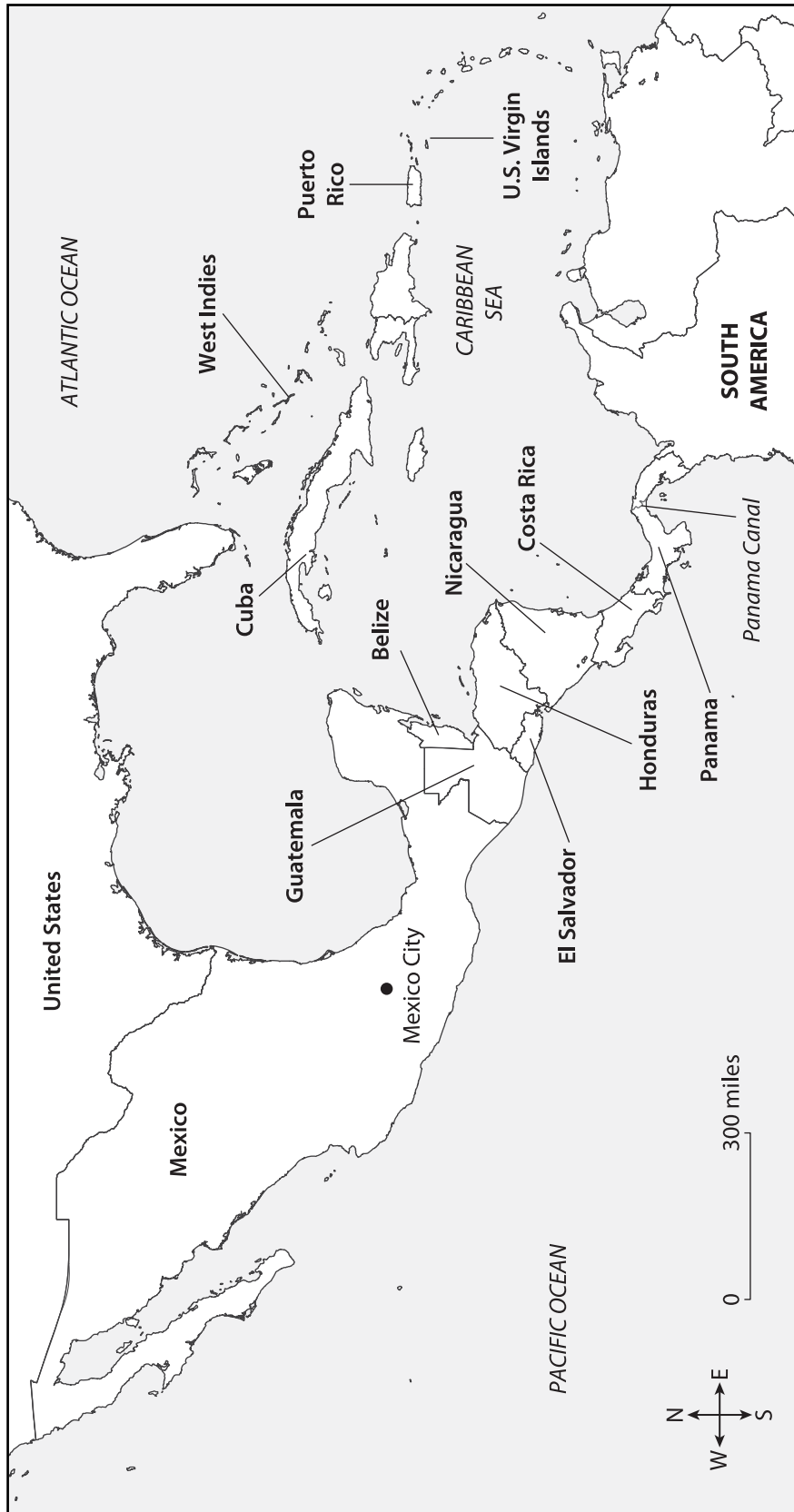
Date _____

My Map of the United States



Name _____ Date _____

Map of Central America and the West Indies



Name _____ Date _____

North American Countries Puzzle



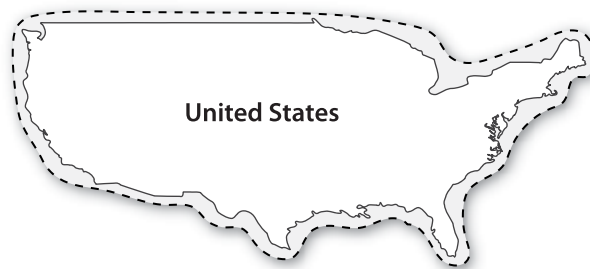
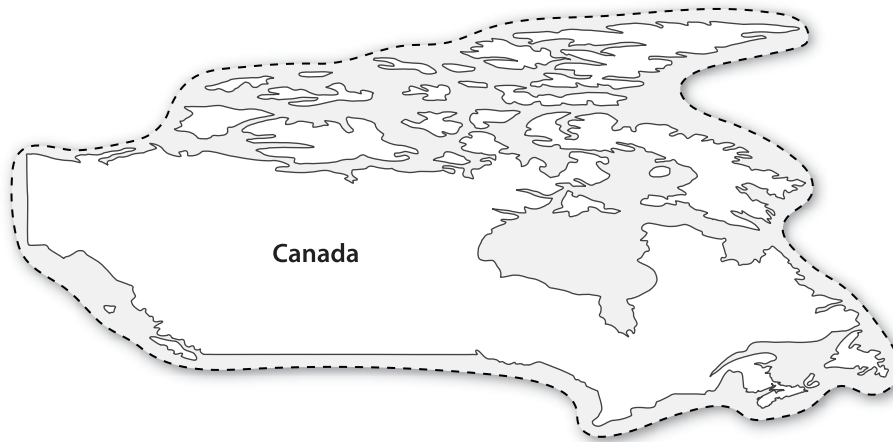
Name _____

Date _____

Activity Page 4.2

Use with Chapter 4

North American Countries Puzzle (continued)



Name _____

Date _____

Activity Page 5.1

Use with Chapter 5

Map of South America



Name _____

Date _____

Activity Page 5.2

Use with Chapter 5

South American Countries Puzzle



Name _____

Date _____

Activity Page 5.2

Use with Chapter 5

South American Countries Puzzle (continued)



Name _____

Date _____

Activity Page CA.1

Use with Culminating Activity

Travel Poster

VISIT

Answer Key: *Geography of the Americas*

Unit Assessment

(pages 111–112)

1. a 2. c 3. b 4. a 5. c 6. a 7. b 8. c 9. c 10. a



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Sergi Reboredo / Alamy Stock Photo: 58a, 101d, 114g

Simon Bolivar (1783–1830) (chromolitho) / Private Collection / Archives Charmet / Bridgeman Images: 75b, 106d

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Stuart Pearce / Alamy Stock Photo: 61b, 103b

Sue Cunningham Photographic / Alamy Stock Photo: 72b, 105d

Tetra Images / SuperStock: 32b, 62, 94c, 103c, 114i

Thornton Cohen / Alamy Stock Photo: 61a, 103a

Wolfgang Kaehler / SuperStock: Cover B, 17b, 46b, 72a, 77, 98b, 105c, 107b, 122b

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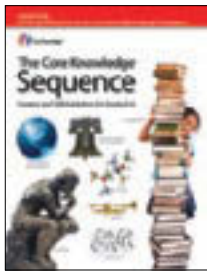
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Core Knowledge **HISTORY AND GEOGRAPHY**™

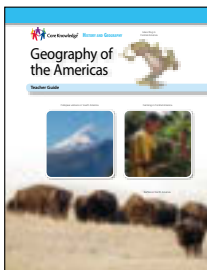
Geography of the Americas

Core Knowledge Sequence History and Geography 2



What is the *Core Knowledge Sequence*?

The *Core Knowledge Sequence* is a detailed guide to specific content and skills to be taught in Grades K–8 in language arts, history, geography, mathematics, science, and the fine arts. In the domains of world and American history and geography, the *Core Knowledge Sequence* outlines topics that build chronologically or thematically grade by grade.



For which grade levels is this book intended?

In general, the content and presentation are appropriate for students in the early elementary grades. For teachers and schools following the *Core Knowledge Sequence*, this book is intended for Grade 2 and is part of a series of **Core Knowledge HISTORY AND GEOGRAPHY** units of study.

For a complete listing of resources in the
Core Knowledge HISTORY AND GEOGRAPHY series,
visit www.coreknowledge.org.

CKHG™

Core Knowledge HISTORY AND GEOGRAPHY

A comprehensive program in world and American history and geography, integrating topics in civics and the arts, exploring civilizations, cultures, and concepts specified in the *Core Knowledge Sequence* (content and skill guidelines for Grades K–8)

Core Knowledge HISTORY AND GEOGRAPHY™

units at this level include:

Ancient India
Ancient China
The Culture of Japan
Ancient Greece
Geography of the Americas
Making the Constitution
The War of 1812
Americans Move West
The Civil War
Immigration and Citizenship
Civil Rights Leaders

www.coreknowledge.org

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