



Core Knowledge®

HISTORY AND GEOGRAPHY

The Geography of the United States



Teacher Guide

Statue of Liberty

Arizona desert



Grand Canyon

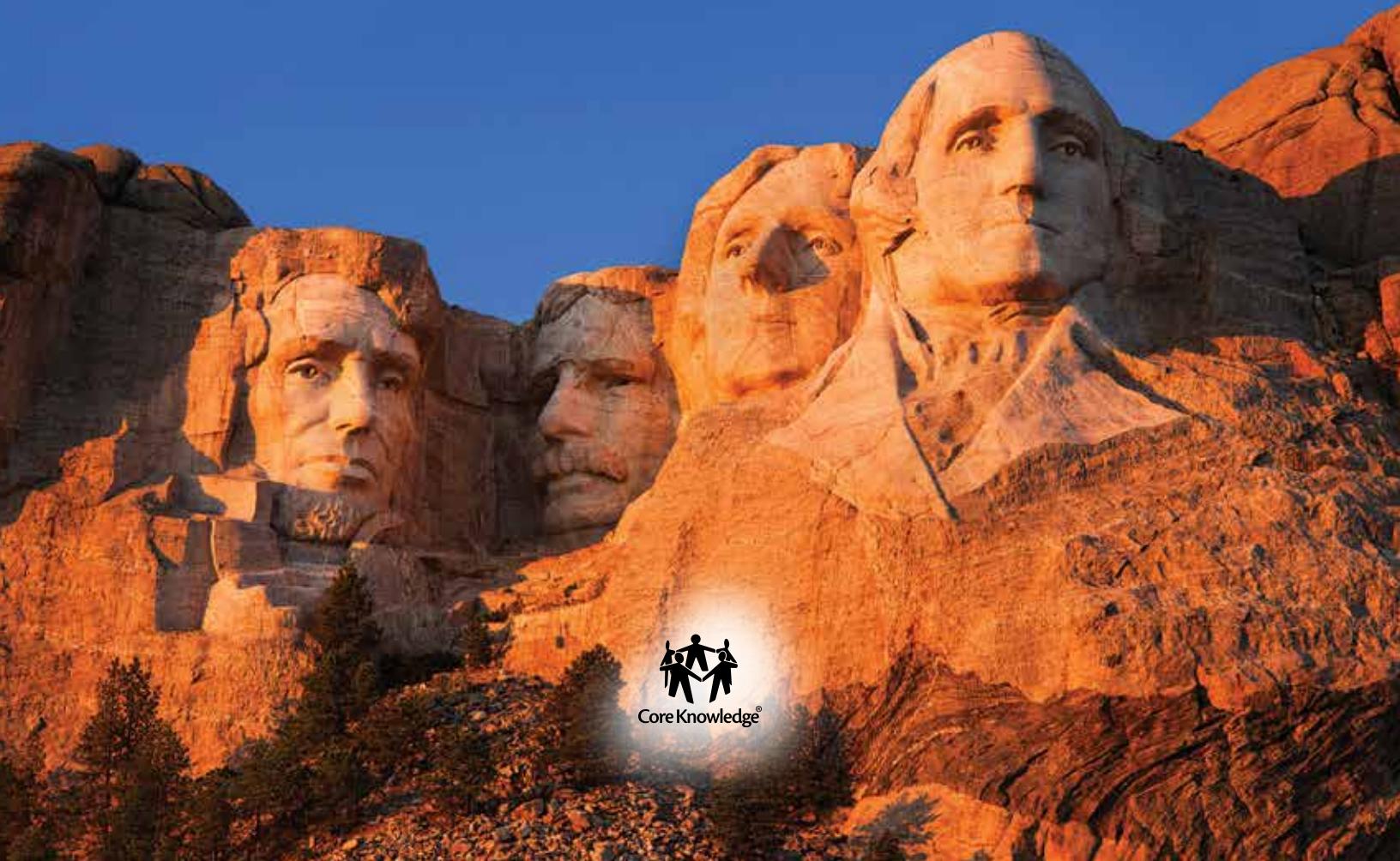


Great Smoky Mountains



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The Geography of the United States

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**The Geography of the United States
Teacher Guide**

Core Knowledge History and Geography™ 5

Introduction

ABOUT THIS UNIT

The Big Idea

The United States is made up of fifty states, which are often grouped into different regions; each region has its own geographic characteristics, such as climate and natural resources, culture, and other unique features that set it apart from other regions.

Over time, eight distinct regions, encompassing forty-eight states, emerged in the continental United States: New England, the Mid-Atlantic, the South, the Midwest, the Great Plains, the Rocky Mountain, the Southwest, and the West Coast. Alaska and Hawaii are not physically joined to the other forty-eight states, but they are part of the political region of the United States.

What Students Should Already Know

Students in Core Knowledge Schools should already be familiar with:

Kindergarten

- naming town, city, or community, as well as state, where they live
- locating North America, the continental United States, Hawaii, Alaska, and their own state

Grade 2

- the United States: fifty states; forty-eight contiguous states, plus Alaska and Hawaii; and territories
- Mississippi River, Appalachian and Rocky Mountains, Great Lakes, Atlantic and Pacific oceans, Gulf of Mexico

Grades 2–4

- the names of some of the fifty states and their capitals

What Students Need to Learn

- Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico
- The Gulf Stream and how it affects climate
- Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast
- Alaska and Hawaii: their characteristics
- Fifty states and capitals
- Their own state capital and the governor of their state

A Special Note to Teachers—Talking About Slavery

Discussing slavery with younger students is a challenging task. Slavery, which has existed for thousands of years in many cultures, is by definition an inhuman practice—people are reduced to property, to be bought and sold, and often treated with brutality and violence.

Classroom discussion of slavery should acknowledge the cruel realities while remaining mindful of the age of the students. In CKHG materials, we have attempted to convey the inhumane practices of slavery without overly graphic depictions.

Recently, some historians have questioned the language used to talk about slavery. Some contemporary historians urge that we refer not to slaves but instead to enslaved persons or enslaved workers. The term slave, these historians argue, implies a commodity, a thing, while enslaved person or enslaved worker reminds us of the humanity of people forced into bondage.

and deprived of their freedom. Other historians, however, argue that by avoiding the term slave, we may unintentionally minimize the horror of humans being treated as if they were someone else's property.

In CKHG, we acknowledge the logic of both perspectives, and sometimes refer to slaves while at other times referring to enslaved persons or enslaved workers.

AT A GLANCE

The most important ideas in Unit 9 are:

- Students should be able to locate the Western Hemisphere, North America, the Caribbean Sea, and the Gulf of Mexico.
- There are many ways to categorize the states of the United States.
- The regions of the United States are New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast.
- Alaska and Hawaii are states that are not in the mainland United States.
- Students should be able to match all fifty states and their capitals.

WHAT TEACHERS NEED TO KNOW

Location

Western Hemisphere

Because Earth is round, it cannot be seen completely at any one time. Even an astronaut in space can see only half the world at once. One half of 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 Earth can also be looked at as having a Western Hemisphere and an Eastern Hemisphere. Every continent is in at least two hemispheres at once. For example, North America is in the Northern Hemisphere and the Western Hemisphere.

Around the center of Earth is an imaginary line called the equator. It is halfway between the North and South Poles. This is the place where the Northern and Southern Hemispheres divide. 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 going through the Royal Observatory in Greenwich, 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 180° 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.

North America

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

Caribbean Sea

The Caribbean Sea is an arm of the Atlantic Ocean and is bordered to the north and east by the West Indies, to the south by South America, and to the west by Central America. Since the early 1900s, the Caribbean has been linked to the Pacific Ocean through the Panama Canal.

The Caribbean Sea has four major island groups known collectively as the West Indies. The groups are the Bahamas, the Greater Antilles, the Lesser Antilles, and the Netherlands Antilles.

The islands have a generally warm and sunny climate. Most of the islands fall within the tropics and would be very hot if not for the breezes that move inland from the sea and keep the temperature around 80°F . Many of the islands are prime vacation spots because of their warm weather and sandy beaches.

Starting with the voyages of Christopher Columbus in 1492, Europeans began to colonize and then fight over possession of the islands. Some islands changed hands several times. Today, the Spanish heritage in Cuba, Puerto Rico, and the Dominican Republic is very evident, as are African influences, especially in music. Haiti's predominant cultural influences are French and African. The British stamp is apparent in many of the island nations, such as Trinidad and Tobago, the Bahamas, and Barbados. The Netherlands Antilles were colonized by the Dutch in the 1600s and remain a part of the Kingdom of the Netherlands.

Gulf of Mexico

The Gulf of Mexico, like the Caribbean, is known for its warm waters. The Gulf is bordered by the southeast coast of North America, from the tip of Florida to the Yucatán Peninsula. Its eastern boundary is the island of Cuba. The Strait of Yucatan links the Gulf to the Caribbean, and the Strait of Florida links it to the Atlantic.

The Gulf Stream and Climate

The Gulf Stream is a warm ocean current that originates off the coast of South America and flows to the Gulf of Mexico and up the coast of North America. The water temperature of the Gulf Stream is around 80°F. As it moves north, away from the equator, the water cools.

The Gulf Stream passes from the Gulf of Mexico through the Strait of Florida and moves northeast until it meets the North Atlantic Drift off Newfoundland, Canada. The merged ocean current then flows toward Western Europe. As the North Atlantic Drift flows past the coasts of northwest Europe, the warm water of the ocean current moderates the climate. Considering the northern latitudes of countries like Ireland and England, one would expect much colder winters than the 40°F days they typically enjoy. The difference is the presence of the North Atlantic Drift. The southwestern coast of England is warm enough in a few places for palm trees to grow.

Regions and Their Characteristics

We sometimes talk about the United States in terms of regions, such as New England and the Southwest. These categories are determined by cultural characteristics as well as physical location and geographical features. As a result, and depending on the context, an individual state may be included in different regions by different geographers.

New England

States: Maine, Vermont, New Hampshire, Massachusetts, Connecticut, Rhode Island

Climate: in the northernmost states, cold winters and warm summers; in the more southerly areas, milder winters and warmer summers

Economy: industry, trade, commercial fishing, commercial farming

Cultural literacy characteristics: The region is associated with

- Pilgrims and Puritans, the first Thanksgiving.
- Boston, Lexington, Concord, and the beginning of the American Revolution.
- Boston, the largest city in the region.
- Lobsters, maple syrup, and village squares.

Other: The term *New England* was used by the English colonists to refer to what they thought they were creating in their colonies—a “new” England.

Mid-Atlantic

States: New York, New Jersey, Pennsylvania, Delaware, Maryland; also includes the District of Columbia

Climate: relatively mild winters and warm summers, often with high humidity

Economy: industry, trade, commercial farming, some commercial fishing

Cultural literacy characteristics: The region is associated with

- New York City, the Statue of Liberty, Ellis Island, Broadway, and Central Park. New York City is the most populated city in the United States. It is made up of five boroughs: Manhattan, the Bronx, Brooklyn, Queens, and Staten Island.
- Philadelphia and the Liberty Bell.
- Washington, D.C., which is the capital of the United States. The National Mall is located there.
- the first state to ratify the Constitution (Delaware).
- crab cakes (Maryland).

Other: With the exception of Pennsylvania, these states border the Atlantic Ocean, hence the name. Historically, Maryland and Delaware are sometimes included in the grouping of Southern states because their economies relied on slavery. However, in keeping with the grouping of states in the Student Reader, these states will be referenced here only as part of the Mid-Atlantic region.

South

States: Virginia, North Carolina, South Carolina, Georgia, Florida, West Virginia, Kentucky, Tennessee, Alabama, Mississippi, Louisiana, Arkansas

Climate: humid subtropical; hot summers and mild winters; for much of the area precipitation is in the form of rain rather than snow, especially the more southerly parts of the region

Economy: commercial farming, areas of industry, oil drilling

Cultural literacy characteristics: The region is associated with

- slavery and a plantation economy. Most states seceded in the 1860s and joined the Confederate States of America. West Virginia and Kentucky remained in the Union.
- the Appalachian Mountains, also called the Blue Ridge Mountains and the Great Smoky Mountains in this region.
- Nashville and country music.
- Memphis and the blues.
- Disney World, orange groves, and Cuban communities (Florida).
- birthplace of the blues and jazz (Louisiana).
- Mardi Gras (Louisiana).
- horse racing (Kentucky).
- Atlanta is the most important business center in the region (Georgia).

Other: Georgia, Alabama, and Mississippi are part of a sub-region called the Deep South.

The Midwest

States: Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, Missouri

Climate: cold winters and warm summers; precipitation may vary from year to year and from area to area; much of the winter precipitation is in the form of snow

Economy: major commercial farming with manufacturing

Cultural literacy characteristics: The region is associated with

- Chicago: "the Windy City" and the beginning of the meat-packing industry.
- Detroit: the motor city, "Motown."
- settlement of the upper Midwest by Germans and Scandinavians.
- the origin of the Mississippi River; annual flooding.
- Minnesota, the "land of ten thousand lakes."
- the Great Lakes, including Lake Superior, the largest of the Great Lakes, and Lake Michigan.
- very cold, snowy winters.
- the home of tall tale characters Paul Bunyan and Babe, the blue ox.
- St. Louis and the Gateway Arch.
- Wisconsin as "America's Dairyland."

Other: Part of the Midwest overlaps with the Great Plains region.

Great Plains

States: North Dakota, South Dakota, Nebraska, Kansas, Oklahoma

Climate: cold winters and warm summers; precipitation may vary from year to year and from area to area; much of the precipitation is in the form of snow

Economy: major commercial farming, including cattle ranching

Cultural literacy characteristics: The region is associated with

- being called "America's Breadbasket."
- "Tornado Alley" and dust storms.
- buffalo, Native Americans hunting on horseback, and the last Indian wars.
- cattle trails and railheads to get cattle to Chicago.
- settlement in later phases of westward expansion, after the Homestead Act.
- the Dust Bowl of the 1930s.
- the Badlands and Mount Rushmore.

Other: Parts of these states are not within the Great Plains but are mountainous, and those areas have arid and semiarid climates. The Great Plains region overlaps with the Midwest, Rocky Mountain, and the South.

The Rocky Mountain Region

States: Colorado, Wyoming, Montana, Idaho, Utah

Climate: cold winters and warm summers; precipitation may vary from year to year and from area to area; much of the precipitation is in the form of snow

Economy: tourism, some commercial farming

Cultural literacy characteristics: The region is associated with

- early settlers who came to mine valuable metals.
- skiing.
- Yellowstone National Park, Old Faithful (Wyoming).
- potatoes (Idaho).
- Mormon Church (Utah).
- Rocky Mountain National Park (Colorado).

The Southwest

States: Arizona, New Mexico, Nevada, Texas

Climate: hot, dry, and in many places, desert; the mountainous areas of these states receive snow in the winter

Economy: cattle, light industry

Cultural literacy characteristics: The region is associated with

- cliff dwellings of the Ancestral Pueblo.
- Pueblo Native Americans.
- Navajo weavings, turquoise jewelry.
- desert, cacti.
- strong Spanish influence, dating back to the period when much of the Southwest was part of Mexico.
- Mexican food.
- Houston: space industry.
- cattle ranching and oil.
- the Grand Canyon.

Other: The first Europeans to colonize these states were Spanish, and the Spanish heritage is very apparent in architectural styles and place names.

The West Coast

States: California, Washington, Oregon

Climate: arid and semiarid in the mountainous areas; hot summers and cool winters along the southern coast; mild winters and summers but very rainy all year round in the northwest

Economy: mining, cattle ranching, light industry, lumbering, paper, wood products, dairy products

Cultural literacy characteristics: The region is associated with

- mining towns.
- California Gold Rush.
- Spanish influences in architecture and place names.
- diversity, including Hispanic and Asian populations.
- Northwest Native Americans.
- Columbia River and the Lewis and Clark Expedition.
- Los Angeles: movie industry.
- San Francisco: Golden Gate Bridge, cable cars.
- Seattle: Space Needle.

Other: The region overlaps with the Southwest.

Alaska and Hawaii

Climate: Alaska—very cold in winter, moderate summers; Hawaii—warm, tropical climate even in winter

Economy: Alaska—oil and gas, commercial fishing; Hawaii—tourism, commercial farming

Cultural literacy characteristics: These states are associated with

- being the last two states to become part of the United States.
- Alaska: the largest state in terms of geographic area.
- Hawaii: volcanoes, surfing, luaus.

Other Regional Names

Additional terms that appear in history texts and in contemporary news reports are

- Gulf Coast, referring to the states along the Gulf of Mexico: Florida, Alabama, Mississippi, Louisiana, and Texas.
- the Southeast, namely North Carolina, South Carolina, Tennessee, Georgia, Alabama, Florida, Mississippi, Arkansas, and Louisiana.

These regions overlap. The term used depends on the topic. For example, someone interested in finding out which states border the Gulf Coast would not want to know what states are in the Southeast, only which states are Gulf States.

To learn more about specific topics in this unit, use this link to download the CKHG Online Resource “About the Geography of the United States”:

www.coreknowledge.org/ckhg-online-resources

UNIT RESOURCES

Student Component

The Geography of the United States Student Reader—ten chapters

Note: Cool Facts and State Capitals resources are included in the back of the Student Reader on pages 74–75. Students may find these pages helpful to review the unit and to complete some of the Additional Activities.

Teacher Components

The Geography of the United States Teacher Guide—ten chapters. This includes lessons aligned to each chapter of *The Geography of the United States* Student Reader with a daily Check for Understanding and Additional Activities, such as virtual field trips and cross-curricular art and music activities, designed to reinforce the chapter content. A Unit Assessment, Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 75.

- The Unit Assessment tests knowledge of the entire unit, using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or written presentation.
- The Activity Pages are designed to reinforce and extend content taught in specific chapters throughout the unit. These optional activities are intended to provide choices for teachers.

USING THE TEACHER GUIDE

Pacing Guide

The Geography of the United States unit is one of thirteen history and geography units in the Grade 5 Core Knowledge Curriculum Series™. A total of thirteen days has been allocated to *The Geography of the United States* unit.

We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 5 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So, we have also provided you with a blank Pacing Guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

Reading Aloud

In each chapter, the teacher or a student will read aloud various sections of the text. When you or a student reads aloud, always prompt students to follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

Turn and Talk

In the Guided Reading Supports section of each chapter, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed.

Big Questions

At the beginning of each Teacher Guide chapter, you will find a Big Question, also found at the beginning of each Student Reader chapter. The Big Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Big Questions, by chapter, are:

Chapter	Big Questions
1	How does the narrator describe the location of the United States in relation to Earth's hemispheres, continents, and oceans?
2	How might being close to the ocean have helped the development of certain industries in New England?
3	What are the main features of New York City and Washington, D.C.?
4	How might physical geographical features contribute to the development of regional culture?
5	How is life different in rural parts of the Midwest compared to busy cities?
6	Why are the Great Plains less populated than other regions of the United States?

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- | | |
|----|--|
| 7 | What causes geysers to occur? |
| 8 | How are the Southwest's climate and landscape connected? |
| 9 | Why are the Cascade Mountains important to the climate of the Pacific Northwest? |
| 10 | How does Alaska compare to Hawaii? |
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Core Vocabulary

Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary terms, by chapter, are:

Chapter	Core Vocabulary
1	region, geography, natural resource, landform, indigenous
2	industry, port, populated
3	"densely populated," immigrant, bay, Congress, The National Mall
4	"geographical features," national park, peninsula, Gulf Stream
5	agriculture, dairy, commerce
6	hide, reservation, erosion, barren
7	mountain range, mine, geyser, magma, glacier
8	oil field, ranch, "space program," gorge
9	desalination, moisture
10	volcano, lava

Activity Pages

Activity Pages



- AP 1.1
- AP 1.2
- AP 1.3
- AP 1.4
- AP 2.1
- AP 2.2
- AP 4.1
- AP 5.1
- AP 7.1
- AP 9.1
- AP 10.1

The following Activity Pages can be found in Teacher Resources, pages 85–102. They are to be used with the chapter specified either for additional class work or for homework. Be sure to make sufficient copies for your students prior to conducting the activities.

- Chapter 1—The Fifty States and Their Capitals (AP 1.1)
- Chapter 1—Start the Match! (AP 1.2)
- Chapter 1—Finish the Match! (AP 1.3)
- Chapter 1—Territories of the United States (AP 1.4)
- Chapter 2—Regions of the United States Chart (AP 2.1)
- Chapter 2—Regions of the United States Map (AP 2.2)
- Chapter 4—Pack Your Traveling Bag (AP 4.1)
- Chapter 5—Domain Vocabulary: Chapters 1–5 (AP 5.1)
- Chapter 7—Remarkable Names and Places (AP 7.1)

- Chapter 9—Domain Vocabulary: Chapters 6–9 (AP 9.1)
- Chapter 10—Meet My Region (AP 10.1)

Additional Activities and Website Links

An Additional Activities section, related to material in the Student Reader, may be found at the end of each chapter. You may choose from among the varied activities when conducting lessons. Many of the activities include website links, and you should check the links prior to using them in class.

CROSS-CURRICULAR CONNECTIONS

Music

Listening and Understanding

- “God Bless America”



A SPECIAL NOTE ABOUT *THE PATHWAY TO CITIZENSHIP*

In starting this unit on *The Geography of the United States*, you and your students will be making a transition from the study of world geography and history in the year’s earlier units to units of study that focus entirely on American geography and history.

A critical goal of the Core Knowledge Curriculum Series™, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens, able to contribute to a democratic society.

We have therefore included an important feature in every American history unit called “The Pathway to Citizenship,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the geography, historical events, laws, and structure of the American government.

In choosing the specific content to call to your and your students’ attention, we have been guided by the civics test developed by the U.S. Citizenship and Immigration Services that is required for all immigrants wishing to become naturalized American citizens. At the end of Grade 5, students who have used “The Pathway to Citizenship” materials throughout the Core Knowledge Curriculum Series™ will have the opportunity to take an analogous citizenship test to demonstrate that they have acquired the knowledge fundamental to becoming a participatory American citizen. Use this link to download the CKHG Online Resources for this unit, where the specific link to the USCIS Citizenship Resource Center may be found:

www.coreknowledge.org/ckhg-online-resources

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- Davis, Kenneth C. *Don't Know Much About Geography: Revised and Updated Edition.* New York: Harper Paperbacks, 2013.
- Goldberg, Dana, ed. *On My Block: Stories and Paintings by Fifteen Artists.* New York: Lee & Low, 2012.
- Grimes, Nikki. *Poems in the Attic.* Illus. Elizabeth Zunon. New York: Lee & Low Books, 2015.
- Herrera, Juan. *Calling the Doves/El canto de las palomas.* Illus. Elly Simmons. New York: Lee & Low Books, 2001.
- Hopkins, Lee Bennet. *Amazing Places.* Illus. Chris Soentpiet and Christy Hales. New York: Lee & Low Books, 2015.
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- Miller, William. *A House by the River.* Illus. Ying-Hwa Hu, Cornelius Van Wright. New York: Lee & Low Books, 2016.
- Mora, Pat. *Confetti: Poems for Children.* Illus. Enrique O. Sanchez. New York: Lee & Low Books, 1999.
- Mora, Pat. *Confeti: Poemas para niños.* Illus. Enrique O. Sanchez. New York: Lee & Low Books: Bilingual Edition, 2006.
- Mora, Pat. *Yum! ¡Mmmm! ¡Qué Rico! Americas' Sproutings.* Illus. by Rafael Lopez. New York: Lee & Low Books, 2007.
- Roth, Susan, and Cindy Trumbore. *Parrots over Puerto Rico.* New York: Lee & Low Books, 2013.
- Roth, Susan, and Cindy Trumbore. *Prairie Dog Song: The Key to Saving North America's Grasslands.* New York: Lee & Low Books, 2016.

THE GEOGRAPHY OF THE UNITED STATES SAMPLE PACING GUIDE

For schools using the *Core Knowledge Sequence* and/or CKLA

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

The Geography of the United States

"The United States" (Core Lesson) (TG & SR—Chapter 1)	"Patriotic Songs" and "The Fifty States and Their Capitals" (TG—Chapter 1, Additional Activities & AP 1.1)	"New England" (Core Lesson) (TG & SR—Chapter 2)	"The Mid-Atlantic Region" (Core Lesson) (TG & SR—Chapter 3)	"The South" (Core Lesson) (TG & SR—Chapter 4)
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CKLA

"The Renaissance"				
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

The Geography of the United States

"The Midwest" (Core Lesson) (TG & SR—Chapter 5)	"The Great Plains" (Core Lesson) (TG & SR—Chapter 6)	"The Rocky Mountain Region" (Core Lesson) (TG & SR—Chapter 7)	"The Southwest" (Core Lesson) (TG & SR—Chapter 8)	"The West Coast" (Core Lesson) (TG & SR—Chapter 9)
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CKLA

"The Renaissance"				
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Week 3

Day 11

Day 12

Day 13

The Geography of the United States

"Alaska and Hawaii" (Core Lesson) (TG & SR—Chapter 10)	"Meet My Region" (TG—Chapter 10, Additional Activity, AP 10.1)	Unit Assessment
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CKLA

"The Renaissance"	"The Renaissance"	"The Renaissance"
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THE GEOGRAPHY OF THE UNITED STATES PACING GUIDE

's Class

(A total of thirteen days has been allocated to *The Geography of the United States* unit in order to complete all Grade 5 history and geography units in the Core Knowledge curriculum.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

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Week 3

Day 11

Day 12

Day 13

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The United States

The Big Question: How does the narrator describe the location of the United States in relation to Earth's hemispheres, continents, and oceans?

Primary Focus Objectives

- ✓ Locate the Western Hemisphere and North America. ([RI.5.7](#))
- ✓ Describe the location of the United States in the Western Hemisphere and in North America, and the water and land that surround the United States. ([RI.5.2](#))
- ✓ Understand that the United States is composed of fifty states, each with its own unique and distinctive geographical features. ([RI.5.2](#))
- ✓ Name their own state capital and the governor of their state. ([RI.5.2](#))
- ✓ Understand the meaning of the following domain-specific vocabulary: *region, geography, natural resource, landform, and indigenous.* ([RI.5.4](#))

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the United States”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Page



AP 1.1

- Globe or image of a globe
- Internet access and speakers
- Sufficient copies of lyrics of Patriotic Songs from Online Resources
- Sufficient copies of The Fifty States and Their Capitals (AP 1.1)

Core Vocabulary (Student Reader page numbers listed below)

region, n. an area of Earth’s surface that has some unique geographic characteristic that sets it apart from other areas ([2](#))

Example: The Southwest region of the United States has a very dry climate.

Variation(s): regions

geography, n. the physical and human features of a place (2)

Example: The geography of the Great Plains is very flat.

natural resource, n. something from nature that is useful to humans (2)

Example: Water is a natural resource that people use for drinking, cleaning, and playing.

Variation(s): natural resources

landform, n. a natural physical feature on Earth's surface (5)

Example: The Grand Canyon is a famous landform in the southwestern United States.

Variation(s): landforms

indigenous, adj. native to a particular region or environment (5)

Example: Oak trees are indigenous to many parts of the United States.

THE CORE LESSON 35 MIN

Introduce *The Geography of the United States* Student Reader

5 MIN

Distribute copies of *The Geography of the United States* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and illustrations in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention regions of the United States, such as New England, the South, and the Midwest, and landforms, such as rivers, lakes, plains, and mountains.

Explain to students that they will be reading about the geography of different areas, or regions, of the United States, including Alaska and Hawaii. Students will learn about distinct regions of the country and the various features that make each region unique.

Introduce “The United States”

5 MIN



Show students a globe or an image of a globe, and ask them to describe the shape of Earth. Explain that Earth is shaped like a sphere. Mapmakers divide it into half spheres, or hemispheres. Review what students learned in Grade 4 by asking volunteers to locate on the globe the equator, Northern Hemisphere, and Southern Hemisphere. Have students identify in which of these hemispheres the United States is located (*Northern*). Remind students that a meridian is a line of longitude. Just as the equator divides Earth into Northern and Southern Hemispheres, the prime meridian divides Earth

into Eastern and Western Hemispheres. Point out on the globe the prime meridian. (It runs through Greenwich, England.) Then, note the location of the Eastern and Western Hemispheres. Ask students in which hemisphere Japan, which they may have studied in the last unit, is located (*Eastern*) and which hemisphere the United States is in (*Western*). Next, have students determine on which continent the United States is located. Students should note that the United States is located in North America. Call attention to the Big Question, and encourage students to look for the ways the narrator describes the location of the United States.

Guided Reading Supports for “The United States”

25 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Exploring the United States of America” and “Mission: Explore Earth,” Pages 2–4

**Chapter 1
The United States**

Exploring the United States of America The United States, excluding Alaska and Hawaii, stretches from the Gulf of Mexico miles from coast to coast—east to west. Because of its great size, it is often divided into smaller regions, called **geographical areas, or regions**. The states in each region have many things in common, such as **geography**, including climate, **natural resources**, economic activity, and other important geographical conditions.

Vocabulary region, n. an area of Earth's surface that has one or more unique geographic characteristics that sets it apart from other areas.

geography, n. the physical features of a place

natural resource, n. something from nature that is useful to humans.

Mission: Explore Earth

As you know, Admiral Zorg, the spaceship that I command has been exploring the planet known as Earth for almost a year. We discovered that Earth is very different from our planet Proteus.

Page 2

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the section “Exploring the United States of America.” Stop to explain the meaning of the Core Vocabulary terms *region*, *geography*, and *natural resource* as you encounter them in the text.

Note: Students in Core Knowledge schools may recall the terms *region* and *natural resource* from their Grade 3 studies.

SUPPORT—Call attention to the map of United States regions on page 3. Point out that each state is labeled on this map using its abbreviation. Tell students the two letter abbreviation for their own state, and have students locate their own state. Ask students to identify the region in which their state is located.

After reading the text, ask the following question:

LITERAL—What types of things do states in each region have in common?

- » States in each region have geography, climate, natural resources, and other geographical conditions in common.



We have studied its interesting physical features and life forms and reported our observations to you. Now, as our year of exploring draws to a close, there is one last place to explore—the United States of America.

We will explore and report on each area of the United States. In each report we will answer questions such as: Which states make up each region? What does the landscape look like in this region? What plants and animals live there? What is the weather like? What kinds of jobs do people do? What do people eat and drink? What do they do for fun?

These are the regions we will report from: New England, the Mid-Atlantic, the South, the Midwest, the Great Plains, the Rocky Mountains, the Southwest, and the West Coast. There are also two states that do not belong to a region because they are not connected to any other state. They are called Alaska and Hawaii. We will send a separate report about these two states.

We will gather information for our reports through observation. When we have questions, we will talk to some of the people we meet. (Of course, we will always remember to be disguised as humans!)

Right now, as I record this audio message, we are flying over a huge body of water called the Atlantic Ocean. The next land we see will be the United States of America.

A Vast and Varied Country

is reported to be a huge country.
we described it as having a great

Page 4

Introduce the next section in the text, “Mission: Explore Earth.” Explain to students that from this point forward, *The Geography of the United States* Student Reader is told from the perspective of aliens who are visiting Earth. Admiral Zorg, Lieutenant Koola, and the narrator of the text are not real people, and they did not actually land in the United States. They are fictional characters. However, everything the alien visitors describe that they see and experience in the United States is factually accurate.

Explain that the first voice students will encounter as they read the next section is the voice of the alien narrator.

Have students read independently the section “Mission: Explore Earth” on pages 2–4.

After students read the text, ask the following questions:

LITERAL—What is the name of the planet that the aliens are from?

» Proteus

LITERAL—The aliens have been exploring different areas of Earth during the past year. What area will they explore next, and what do they hope to learn?

» They plan to explore the United States. They hope to learn about the different regions of the United States and will report on what the land looks like, what sorts of plants and animals live there, what the weather is like, and so on.



LITERAL—Using the clue the narrator provides about the aliens’ current location and the map on page 3, point to the general area where the aliens are relative to the United States.

» Students should point to the Atlantic Ocean.

“A Vast and Varied Country,” Pages 4–7

variety of landforms and life forms. In addition to the indigenous peoples who have lived there for thousands of years, and the descendants of the first European settlers, I have heard that people travel from all over the world to live there.

As we fly over the Atlantic Ocean, we will be looking at maps of the United States. These

Vocabulary
landform, n.
a natural physical feature on Earth's surface.
indigenous,
adj. native to a particular place or environment



Page 5

of states for thousands of years before the first

Scaffold understanding as follows:

CORE VOCABULARY—**Read aloud the title of the section “A Vast and Varied Country” on page 4.** Explain that *vast* means very large and *varied* means having many different kinds. **Then, read aloud the first paragraph of the section.** Call attention to the Core Vocabulary terms *landform* and *indigenous*, and explain their meanings.

Note: Students in Core Knowledge schools may recall the term *indigenous* from Unit 3, *The Age of Exploration*.

maps will help us find the places we want to go. They will also help us to identify the different regions of this vast country.

You remember, Admiral, that Earth is shaped like a globe, or sphere. Earthlings divide their world into half-globes, or hemispheres. They speak of an Eastern Hemisphere and a Western Hemisphere.

The United States is in the Western Hemisphere on the continent called North America. A continent is a large landmass that sometimes has islands off its shores. North America is made up of Canada, the United States, and Middle America, which includes Mexico, Central America, and South America.

Looking at our map, we see that, excluding Alaska and Hawaii, the United States stretches all the way across the continent of North America—a distance of about three thousand miles. On each side of the country, there is a huge body of water called an ocean. On the east side, the United States is bordered by the Atlantic Ocean. On the west side, it is bordered by the Pacific Ocean.

The United States also controls territories beyond these borders. In the Caribbean Sea, which is south of the United States, Puerto Rico and the U.S. Virgin Islands are U.S. territories. In the Pacific Ocean, Guam, American Samoa, and the Northern Mariana Islands are all U.S. territories. We will not be sending reporters to any of these territories.

Lieutenant Koda just told me that the United States is a democracy. That means that it is the state of Maine in the Northeastern United States. Our map shows that the country is divided into fifty smaller units, or states. I expect that's why the country is called the Fifty States.

Page 6

Each of the fifty states has its own government and its own capital city. This is because the United States is a democracy. In other words, it has a system of government in which the people rule through elected representatives. The head of the national government, or all fifty states, is called the president. He lives in a place called Washington, D.C., which is the capital of the United States.

Now we are flying low over the coast of Maine. Through our spaceship's porthole, I can see huge gray waves crashing against rocky shorelines. It looks like a place where we could land nearby. We are all very excited to meet our first Americans. In my next report, I hope to have plenty to tell you about this interesting country.

I have given the order to turn on the invisibility shield and start our descent.



Page 7

SUPPORT—Call attention to the image of a Native American village on page 5, and read aloud the caption. Explain to students that the Native Americans were indigenous to the United States, living here for thousands of years before the arrival of European explorers and settlers.

Have volunteers read aloud the next five paragraphs of the section on pages 5–6.

 **SUPPORT**—Use the globe to review the different hemispheres. Specifically note the location of the hemispheres named in the text, the Eastern Hemisphere and the Western Hemisphere.

 **SUPPORT**—Use the globe to show the locations of North America, the United States, and the Caribbean Sea. Then, have students use the map on page 3 to locate the oceans named on page 6. The Atlantic Ocean borders the eastern edge of the United States from the tip of Florida all the way up the coast of Maine. The Pacific Ocean borders the western edge of the United States along the coasts of California, Oregon, and Washington.

Have students read independently the remainder of the section on pages 6–7.

After students read the text, ask the following questions:

LITERAL—What is the shape of Earth?

- » Earth is a sphere.

LITERAL—In what hemisphere is the United States located?

- » The United States is located in the Western Hemisphere.

 **LITERAL**—On what continent is the United States located?

- » The United States is located in North America.

  **LITERAL**—What bodies of water touch the United States on its eastern and western coasts?

- » The Atlantic Ocean touches the United States on its eastern coast. The Pacific Ocean touches the United States on its western coast.

  **CHALLENGE**—What territories are controlled by the United States?

- » The United States controls Puerto Rico, the U.S. Virgin Islands, Guam, American Samoa, and the Northern Mariana Islands.

LITERAL—How many states are in the United States?

- » There are fifty states in the United States.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "How does the narrator describe the location of the United States in relation to Earth's hemispheres, continents, and oceans?"
 - » Key points students should cite include: the United States is located in the Western Hemisphere, on the continent of North America, between the Atlantic Ocean in the east and the Pacific Ocean in the west.
- Choose one of the Core Vocabulary words (*region, geography, natural resource, landform, or indigenous*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Patriotic Songs (RL.5.10)

30 MIN

Materials Needed: Internet access and speakers; sufficient copies of song lyrics



Background for Teachers: Before beginning this activity, visit the four web pages and listen to each of the three songs ("Fifty Nifty United States," "America the Beautiful," and "God Bless America") to familiarize yourself with the lyrics. Print copies for students in advance of the activity. For "America the Beautiful," copy only the first two stanzas.

Use this link to download the CKHG Online Resources for this unit, where specific links to the slide shows, videos, and the lyrics of patriotic songs may be found:

www.coreknowledge.org/ckhg-online-resources

Begin the activity by asking students to quickly brainstorm what songs about the United States they already know. Students may identify patriotic songs, such as the "Star-Spangled Banner" (the national anthem) or "My Country 'Tis of Thee." Explain to students that music is one way that people express their love for their country. Tell them that during this lesson they will have the opportunity to listen to and learn three patriotic songs that describe the geography of the United States.

Begin with the song "Fifty Nifty United States." Play the video, and have students simply watch the video and listen to the music. Then, distribute the printed lyrics, and have students use them to follow along as you play the video a second time. Throughout the remainder of the unit, take advantage of spare moments by having students practice singing this song as a way of learning and remembering the names of the fifty states.

Next, play the video of “God Bless America,” being prepared to skip any ads, and have students simply watch and listen. Then, distribute the lyrics to students. Have students use the lyrics to follow along as you play the video a second time.

After students listen to the song, ask the following questions:

- What physical features and landforms of the United States does the song describe?
 - » The song describes oceans, mountains, and prairies.

Finally, play the video of Beyoncé singing “America the Beautiful” and again, have students simply watch and listen. Then, distribute the lyrics and have students follow along as you play the video again.

After students listen to the song, ask the following questions:

- What physical features and landforms of the United States does the song describe?
 - » The song describes “purple mountains,” “amber waves of grain,” and “fruited plains.” It also discusses “shining sea[s].”
- How are these songs similar? How are they different?
 - » The songs are similar to each other because they each describe some aspect of the United States. The first song, “Fifty Nifty United States,” differs from “America the Beautiful” and “God Bless America” because it simply lists the states instead of describing the country’s beauty and specific landforms.

Note: We recommend that you start the class with the Patriotic Songs activity and then introduce The Fifty States and Their Capitals (AP 1.1). Allow students to complete AP 1.1 for homework.



The Fifty States and Their Capitals (RI.5.10)

30 MIN

Activity Page



AP 1.1

Materials Needed: Sufficient copies of The Fifty States and Their Capitals (AP 1.1)

Distribute copies of The Fifty States and Their Capitals (AP 1.1). Begin by first telling students the name of their own state capital, as well as their present governor. **Note:** When students read about their own state in one of the later chapters of this unit, review the name of the state capital, as well as the name of their current governor. Also, be sure to ask students to locate their state capital on the appropriate chapter map. Read aloud the directions. Time permitting, allow students to complete the assignment independently or with partners. Encourage students to refer to the list of state capitals on page 75 of the Student Reader for reference. Students may also complete this activity for homework.



Start the Match! (RI.5.10)

30 MIN

Activity Page



AP 1.2

Materials Needed: Sufficient copies of Start the Match! (AP 1.2)

Distribute copies of Start the Match! (AP 1.2). Read aloud the directions. Time permitting, allow students to complete the assignment independently or with partners. Encourage students to refer to the list of state capitals on page 75 of the Student Reader for reference. Students may also complete this activity for homework.



Finish the Match! (RI.5.10)

30 MIN

Activity Page



AP 1.3

Materials Needed: Sufficient copies of Finish the Match! (AP 1.3)

Distribute copies of Finish the Match! (AP 1.3). Read aloud the directions. Time permitting, allow students to complete the assignment independently or with partners. Encourage students to refer to the list of state capitals on page 75 of the Student Reader for reference. Students may also complete this activity for homework.



Territories of the United States (RI.5.10)

30 MIN

Activity Page



AP 1.4

Materials Needed: Sufficient copies of Territories of the United States (AP 1.4); atlases, world maps, encyclopedias, or Internet access; assorted colored crayons or colored pencils

Note to Teachers: This activity is included in particular for use by students living in one of the U.S. territories. If students are unable to access research materials or the Internet, this activity may be completed as a class using an overhead projector.

Use this link to download the CKHG Online Resources for this unit, where specific links with suggested sources about the five U.S. territories may be found:

www.coreknowledge.org/ckhg-online-resources

Distribute copies of Territories of the United States (AP 1.4). Read aloud the directions. Time permitting, allow students to complete the assignment independently or with partners. Students may also complete this activity for homework.

New England

The Big Question: How might being close to the ocean have helped the development of certain industries in New England?

Primary Focus Objectives

- ✓ Identify the New England region on a map of the United States, and describe its climate. (RI.5.2)
- ✓ Summarize events in the early history of New England. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *industry, port, and populated.* (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About New England”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 2.1

AP 2.2

- Display and individual student copies of Regions of the United States Chart (AP 2.1)
- Display and individual student copies of Regions of the United States Map (AP 2.2)

Core Vocabulary (Student Reader page numbers listed below)

industry, n. a business that manufactures a product or provides a service (11)

Example: The travel industry includes hotels, car rental companies, and agents who help people plan vacations.

Variation(s): industries

port, n. a town or city built around a harbor, where ships can dock (15)

Example: The city of Boston was an important port in early America, and it is still an important port today.

Variation(s): ports

populated, adj. having people living in the area (15)

Example: Cities are more populated than areas with farms and ranches.

Introduce “New England”

5 MIN

Ask students to recall what they learned in Chapter 1 about the United States in relation to Earth’s hemispheres, continents, and oceans. Students should note that the United States is in the Western Hemisphere, is a part of North America, and that the Atlantic Ocean borders the East Coast, with the Pacific Ocean bordering the West Coast.

Next, ask students whether they have ever wondered where the sun rises first in the United States. Remind them that the sun rises in the east. Tell them that if they wanted to be the first person in the United States to witness the sun rising, they would need to go to the highest point or mountain in the state of Maine. As students look at the map on page 9, explain that Maine is the easternmost state in the United States, so the sunrise would be visible first from the highest mountain in this state. Tell students that in this lesson, they will learn more about Maine and the other states in the region known as New England.

Call attention to the Big Question as students again refer to the map on page 9, and encourage them to look for ways closeness to the ocean helped New England industries to develop.

Guided Reading Supports for “New England”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Exploring New England,” Pages 8–10

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Exploring New England” on page 8.

 **SUPPORT**—Call attention to the map of New England on page 9, and read aloud the caption. Ask students to point to the Appalachian Mountains. Next, ask students to name each state, along with its state capital, located in New England.

CHALLENGE—While still looking at the map on page 9, ask students to refer back to the map on page 3 to identify the abbreviation for the state of Maine (ME).

Chapter 2
New England

Exploring New England We began our exploration of the United States in the region called New England. This region is in the northeastern part of the United States and is made up of six states: Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island. The Atlantic Ocean borders all of these states except one—Vermont.

In addition to the ocean, there are also mountains, hills, forests, and lakes in New England. Lieutenant Koda landed our ship in a forest clearing close to a town. The town had many wooden houses and a small harbor with sailboats. Because we were disguised as humans, the people we met were friendly toward us.

We were hungry after our long journey across the ocean, so we asked someone to recommend a good place to go for a meal. As you know, one of the things we like to find out about a place is what food the people who live there eat.

The Big Question
How might being close to the ocean have helped the early settlers and certain industries in New England?

Page 8



Page 9

When we were all seated in a nearby restaurant, we decided to try one of the area's special foods. The server said, "What about some lobster?" Because we had never heard of lobster, we thought we should give it a try. Imagine our surprise when the server brought each of us a red, bug-like creature with long antennae and mean-looking claws. By talking to the server, we learned that lobsters come from the sea, so they are not really bugs. We were relieved to hear that!

The server mentioned that many people in this part of Maine make their living by catching lobsters. "I wonder where we could go to find some more information," we said. "You could try the public library." We did not know what a public library was, but we were curious. The waiter gave us directions, and after we left the restaurant, we went to find the library.



Page 10

CHALLENGE—Point out the numbers along the top and right side of the map. Ask students what these numbers represent (*longitude and latitude*). Point out the letters *W* and *N* in the longitude and latitude, and ask what the letters mean. (*The W means west of the prime meridian. The N means north of the equator.*) Have students identify the latitude of Cape Cod Bay (42°N) and the longitude of Hartford, Connecticut (73°W).

Have students read independently the remainder of the section "Exploring New England" on pages 8–10.

After students finish reading the text, ask the following questions:

LITERAL—What states make up New England?

- » Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island make up New England.

LITERAL—Using the map on page 9, which New England states border Canada?

- » Maine, New Hampshire, and Vermont border Canada.

EVALUATIVE—How is Vermont different from the other states in New England?

- » Vermont is the only state in New England that does not touch the Atlantic Ocean.

LITERAL—How do some people in Maine take advantage of the fact that the Maine coast is next to the Atlantic Ocean?

- » Many people in Maine make their living catching lobsters, which are found in the Atlantic Ocean.

"Learning at the Library," Pages 11–12

Scaffold understanding as follows:

CORE VOCABULARY—**Invite student volunteers to read aloud the first four paragraphs of "Learning at the Library" on page 11.** Call attention to the Core Vocabulary term *industry*, and explain its meaning.

Note: Students in Core Knowledge schools may recall the term *industry* from Unit 1, *World Lakes*.

Learning at the Library

The library turned out to be a brick building on the main street in town. When we went inside, we realized that we had made a great discovery. A public library! Admiral, a place full of books and magazines where people can go to read without paying anything. Public libraries also have computers. In a public library, you can find information on any subject.

In America, there are thousands of these libraries. Admiral, your town or city has at least one. As soon as we found this out, we realized that we had another wonderful way to find information. We might even visit the public library in every new place we visit.

In terms of climate, New England has four very different seasons. It has a cool spring, a warm summer, a crisp fall, and a long, cold, snowy winter.

You may wonder why the area is called New England. It is because in the 1600s, people from England crossed the Atlantic Ocean and settled in the area. They also settled farther south, at the way down the Atlantic Coast.

At first, English colonies were established. Over time, building ships and fishing became important industries in New England.

Then, in the late 1700s, many people in the thirteen colonies decided they wanted to be independent. They wanted to start their own country. In the year 1776, they declared their

Vocabulary
industry, n. a business or manufacturing that provides a product or service

Page 11

independence from Great Britain. The colonists fought a war against Great Britain for their freedom, which is known as the American Revolution. The colonists defeated the British and won their independence. The United States was born. Although this country is not part of Great Britain anymore, the people of the United States did keep the English language, which is spoken by almost all Americans today.

After a few days of studying in the library, we were anxious to begin exploring again. We knew that we would miss the small Maine town and its kind people. Even more, we would miss the delicious lobster.

Mountains and Skyscrapers

After taking off, we turned the ship southwest, toward the mountainous states of New Hampshire and Vermont. Flying low over the land, we could see the colorful leaves of autumn. Because in the Northern Hemisphere it is Earth's season of autumn, the trees' green leaves had changed color. Some of the trees were gold, some red, some purple. Every hillside was ablaze with different colors.

As we flew down for a closer look, Lieutenant Kools pointed to some of the most brilliantly colored trees. "Do you see those trees?" she asked. "A book I was reading said that those are sugar maples. A sweet liquid called maple syrup is made from the sap of those trees." You really have to listen to the Americans, Admiral. They seem to be able to make tasty food out of almost anything—*even the ocean!*

Page 12

Invite student volunteers to read aloud the remainder of the section “Learning at the Library” on pages 11–12.

SUPPORT—Explain to students that when the original thirteen colonies were established, England was just a small country. In the early 1700s, it joined with its neighbors, Scotland and Wales, to form the country of Great Britain. Provide additional support as needed, in understanding the relationship of the terms *English* and *British*.

After students read the text, ask the following questions:

LITERAL—Why is the northeastern part of the United States called New England?

- » New England was named after the country of England by English settlers who arrived there in the 1600s.

LITERAL—What industries were important in New England during colonial times?

- » Shipbuilding and fishing became important industries.

“Mountains and Skyscrapers,” Pages 12–15

Scaffold understanding as follows:

Have student volunteers read aloud the section “Mountains and Skyscrapers” on pages 12–15.

SUPPORT—Call attention to the image of autumn in New England on page 13, and read aloud the caption. Explain to students that many people visit New England in autumn because the colorful leaves make the region particularly beautiful at this time of the year.

SUPPORT—Call attention to the Core Vocabulary terms, *port* and *populated*, when they are encountered in the text to ensure students understand their meaning.

 **SUPPORT**—Have students refer back to the map of New England on page 9 to trace the route of the alien explorers. First, have students locate the state of Maine. Next, have students locate the states of New Hampshire and Vermont. Next, have students locate Massachusetts and the city of Boston. Finally, have students locate the states of Rhode Island and Connecticut.

Visitors come from all over the world to enjoy the brilliant colored leaves of autumn in New England.

From Vermont, we flew south, across the western part of the state of Massachusetts. There, we enjoyed the sight of more rolling hills and colorful trees. But we came to a larger and busier city of Boston, which we know as the capital of Massachusetts. It is the biggest city in New England. So we turned back east, toward the coast. Boston looks nothing at all like the small town we visited in Maine. It is a huge, busy city full of tall modern buildings called skyscrapers. But parts of the city are very old. In fact, Boston was one of the first important cities in the country. When we went to Boston's public library to study, we discovered that it was the oldest public library in the United States. We also learned that there is a local university called Harvard, which was founded in America. Today, Boston is famous for

Page 13

13

being a center of education, with dozens of colleges scattered around town.

This is a city full of history. The American Revolution broke out in the Boston area. When we walked through the city on the Freedom Trail, we saw many places that are important in the story of the American Revolution.

We visited Faneuil Hall, an old brick building where revolutionaries gave speeches to the British. We also saw the house of Paul Revere. When British troops began to march toward Concord to try to capture certain revolutionaries, Revere rode out in the middle of the night to warn people that the British were coming. A famous old poem talks about “the midnight ride of Paul Revere.”



During the American Revolution, Paul Revere warned colonists that the British troops were

Page 14

We could have spent a lot more time in Boston, but we knew we had to fly on and explore the Mid-Atlantic region. So we returned to our ship and headed south and west, looking for the two southern states of New England—Rhode Island and Connecticut. We can see from our map that Rhode Island is by far the smallest of the fifty states. It is less than fifty miles across. Both Connecticut and Rhode Island have port towns, as well as some larger cities.

But speaking of cities, Admiral, the crew is getting excited because our next stop is the most populated city in the United States—New York, New York.

Vocabulary
port: a town or city built around a harbor, where ships can dock
populated: adj.
having people living in them

Page 15

After students read the text, ask the following questions.

LITERAL—What two “firsts” are associated with the city of Boston?

- » Boston is the site of the oldest public library in the United States and the first college founded in the United States.

LITERAL—What else is Boston known for?

- » The American Revolution started in the Boston area, so there are many famous historic places. For example, the building in which colonists gave many speeches against the British prior to the war still stands, as does the house where Paul Revere lived. Tourists can visit both places today.

CHALLENGE—Ask students to look back at the map of New England on page 9, paying particular attention to the small pictures included in the map frame. Ask students to describe why these particular images have been included in the frame.

- » The border has images of boats and houses typical of New England.

Activity Pages



AP 2.1
AP 2.2

Distribute copies of Regions of the United States Chart (AP 2.1) and Map (AP 2.2), and read aloud the directions. Explain to students that they will be using these activity pages with the remaining chapters in the unit, so it is important they store them in a place where they will not get lost. Guide students in completing the section for New England on each activity page using the corresponding display copies. Students may refer to the Student Readers as needed. Allow students to complete the pages for homework, if additional time is needed.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How might being close to the ocean have helped the development of certain industries in New England?”
 - » Key points students should cite include: Because New England was located so close to the Atlantic Ocean, the first settlers in the region developed fishing and shipbuilding industries.
- Choose one of the Core Vocabulary words (*industry*, *port*, or *populated*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 3

The Mid-Atlantic Region

The Big Question: What are the main features of New York City and Washington, D.C.?

Primary Focus Objectives

- ✓ Describe the geographical features, climate, and population of the Mid-Atlantic region. (**RI.5.2**)
- ✓ Identify the cultural offerings of New York City and Washington, D.C. (**RI.5.2**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *immigrant*, *bay*, *Congress*, and *The National Mall*, and of the phrase “densely populated.” (**RI.5.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Mid-Atlantic Region”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 2.1
AP 2.2

- Display and individual student copies of Regions of the United States Chart (AP 2.1)
- Display and individual student copies of Regions of the United States Map (AP 2.2)

Core Vocabulary (Student Reader page numbers listed below)

“densely populated,” (phrase) having many people living in a small area (**16**)

Example: Large cities are usually densely populated.

immigrant, n. a person from one country who moves to another country to live (**18**)

Example: The immigrant moved from Haiti to the United States in search of a new job and a better life.

Variation(s): immigrants

bay, n. a part of a sea or ocean that extends into land (**21**)

Example: The tall ship sailed into the bay before docking at the harbor.

Variation(s): bays

Congress, n. the law-making branch of the American government that is made up of the House of Representatives and the Senate (21)

Example: Members of Congress debated whether to pass the new law.

The National Mall, n. a tree-lined park in Washington, D.C., that is surrounded by museums, monuments, and government buildings (22)

Example: The class began their field trip by first touring the National Mall.

THE CORE LESSON 35 MIN

Introduce “The Mid-Atlantic Region”

5 MIN

Activity Page



AP 2.1

Ask students to recall what they learned in Chapter 2. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the New England region is made up of the states of Maine, Massachusetts, New Hampshire, Vermont, Rhode Island, and Connecticut. Have students quickly recall other key facts they learned about the region. Students may note that fishing and shipbuilding were important economic activities, that the area was settled by the English, and that Boston was one of the thirteen colonies’ most important cities.

Note: Students should remember at least one or two states in the region; they should not be expected to name every state in the region. Likewise, they should be expected to recall several interesting facts about the region, but not every detail included in the chapter. As a challenge during the region review at the start of each lesson, ask whether any students can name not only a state in the region, but also the matching state capital.

The same general expectations should be applied with regard to all of the regions about which students will read and learn in this unit.



Explain to students that in this chapter, they will read about another region, the Mid-Atlantic region. Have students turn to the map on page 3 and locate the Mid-Atlantic region. Have them identify its location relative to New England. (*It is south and west of New England.*) Call attention to the Big Question, and encourage students to look for the main features of New York City and Washington, D.C., as they read the text.

Guided Reading Supports for “The Mid-Atlantic Region”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Exploring the Mid-Atlantic Region," Pages 16–19

Scaffold understanding as follows:

Read aloud the first paragraph of the section "Exploring the Mid-Atlantic Region" on page 16.



SUPPORT—Call attention to the map of the Mid-Atlantic region on

page 17. As a class, identify each of the states, along with their respective state capitals, located in the region.

Ask students to identify New York City and Washington, D.C. on the map. Then, call on a volunteer to read aloud the caption; ask students to locate the cities mentioned in the caption.



CHALLENGE—Ask students to identify the city closest to 80°W

longitude (*Pittsburgh, Pennsylvania*), as well as the latitude that forms the northernmost border of New York State (45°N). Have students identify the approximate coordinates of the city of Philadelphia ($40^{\circ}\text{N} 75^{\circ}\text{W}$).

CORE VOCABULARY—**Read aloud the next paragraph of the section on page 16.** Call attention to the Core Vocabulary phrase “densely populated” as it is encountered in the text, and explain its meaning.

SUPPORT—Ask students to consider the area where they live. Is it densely populated? How can they tell? Students living in cities and large suburban areas should note that there are many people living in a small area, making it densely populated. Meanwhile, students in more rural areas should note that buildings and people are more spread out, meaning they do not live in a densely populated area.

Read aloud the next two paragraphs of the section on page 18.

SUPPORT—Call attention to the image of skyscrapers on page 18, and ask a student to read aloud the caption.

CORE VOCABULARY—**Read aloud the remainder of the section.** Call attention to the Core Vocabulary term *immigrant* as it is encountered in the text, and explain its meaning.



SUPPORT—Call attention to the Statue of Liberty on page 19, and call on a student to read aloud the caption. Explain to students that the Statue of Liberty was often the first thing that immigrants saw when arriving in New York City. It is still a symbol of freedom, hope, and opportunity in the United States.

Chapter 3 The Mid-Atlantic Region

The Big Question
What are the main cities in the Mid-Atlantic region?

Exploring the Mid-Atlantic Region
As you recall from my last message, Admiral, we were excited because we were on our way from New England to New York. New York City is in the Mid-Atlantic region of the United States. This region is located near the middle of the Atlantic coastline. It includes five states—New York, New Jersey, Pennsylvania, Delaware, Maryland—and the District of Washington, D.C., which is the capital of the United States.

New York City, as you may recall, is the most populous city in America and one of the most populated cities on Earth. It is made up of five areas called boroughs—Manhattan, the Bronx, Brooklyn, Queens, and Staten Island. Manhattan is the most densely populated borough.

Page 16



Page 17

Well, the first thing we noticed were the extremely tall buildings, especially in Manhattan. There are so many skyscrapers packed so closely together that when you walk between them, you can hardly see the sky itself.



New York City is very, very crowded. Many people come to visit and to live in this famous city. Most of the time the sidewalks are packed with people, and the streets are packed with cars.

Everyone seems to be in a hurry.

A large wave of people came to live in New York City in the 1800s. These immigrants came from countries all around the world. Many moved to New York City because they were looking for a better way of life. You see, Admiral, the United States is a country of immigrants. Since the country's beginning, people have come from faraway places to make their homes in America.

For many immigrants, their first sight when they sailed into New York Harbor was a gigantic metal statue called the Statue of Liberty. This statue is in the shape of a woman holding up a torch for the freedom that Americans

Page 18

Vocabulary
immigrant, n., a person from one country who moves to another country to live

After you read the text, ask the following questions:

LITERAL—What states make up the Mid-Atlantic region?

- » New York, New Jersey, Maryland, Pennsylvania, and Delaware make up the Mid-Atlantic region.

 **LITERAL**—Using the map on page 17, which Mid-Atlantic states share a land or water border with Canada?

- » New York and Pennsylvania border Canada.

 **LITERAL**—Where is the Statue of Liberty located?

- » New York

INFERRENTIAL—Why is New York City considered a city of immigrants?

- » Beginning in the 1800s, millions of people from other countries came to New York City looking for a better way of life. Many descendants of immigrants have remained in the city.

“Things to Do in New York City,” Pages 19–20

Scaffold understanding as follows:

Invite student volunteers to read aloud the first three paragraphs of the section “Things to Do in New York City” on pages 19–20.

Have students read independently the remainder of the section on page 20.

SUPPORT—Call attention to the image of the New York Public Library on page 20, and call on a volunteer to read aloud the caption.

After students finish reading the text, ask the following questions:

LITERAL—What are some of the cultural attractions of New York City?

- » New York City has many museums, concert halls, and theaters; the Metropolitan Museum of Art, the American Museum of Natural History, and the New York Public Library are just a few.

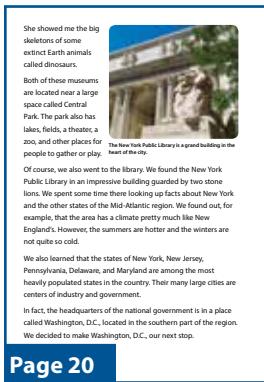
EVALUATIVE—How does the climate of the Mid-Atlantic region compare to the climate of New England?

- » The climate of the Mid-Atlantic region is much like that of New England, though the summers are hotter and the winters are not as cold.



Page 19

19



Page 20

"Exploring the Capital," Pages 21–23

Exploring the Capital

Washington, D.C., is the only American city that is not in a state. It is the capital of the entire country. That means it controls parts of any one city in its own district, or area the District of Columbia. That is why Washington is referred to as Washington, D.C. Using D.C. also stops people from confusing Washington state with the city of Washington.

On the way to Washington, D.C., we flew over some of the other interesting cities in the area. In Pennsylvania, we flew over Philadelphia. In Maryland, we flew over Baltimore.

We also flew over a body of water called Chesapeake Bay, which was covered with hundreds of small fishing boats. We had read that wonderful seafood comes from this bay. Chesapeake Bay is especially famous for its crabs, which are supposed to be sort of like lobsters, but smaller and rounder.

We also flew over the city where we noticed the city has wide, straight streets called avenues. There are a lot of grand buildings where the people run the government work. Maybe the grandest building is the U.S. Capitol with its large white dome. This is where Congress makes America's laws. Congress is made up of elected lawmakers from every state.

Page 21



Scaffold understanding as follows:

Ask students to turn back to the map on page 3, and point to Washington, D.C. What states are the closest to Washington, D.C.? (Maryland and Virginia; students may also name West Virginia, Delaware and Pennsylvania). Invite a student to read aloud the first paragraph of the section "Exploring the Capital" on page 21.



SUPPORT—Explain to students that Washington, D.C., is an important city in the United States. It is the capital of the country. Many important government buildings are in the nation's capital. It is also home to the White House, where the president lives.

CORE VOCABULARY—Have students read independently the remainder of the section on pages 21–23. Before students begin reading, call attention to the Core Vocabulary terms *bay*, *Congress*, and *The National Mall*. Encourage students to review the definitions to better understand the meaning of the text.

Note: Students in Core Knowledge schools may recall the term *Congress* from the Grade 4 unit, *The United States Constitution*.

SUPPORT—Call attention to the image of the Lincoln Memorial on page 22 and of the National Mall on page 23. Call on volunteers to read aloud the captions of each image. Explain that the Lincoln Memorial is located on the National Mall. Visitors come from around the world to see the statue of Abraham Lincoln. Point out the U.S. Capitol in the picture of the National Mall, and explain that Congress meets in the Capitol building.

After students finish reading the text, ask the following questions:



LITERAL—Why is Washington, D.C., the only city that isn't in a state?

- » Because Washington, D.C., is the capital of the entire country, it was kept separate in its own district. If it had been included in a single state, that one state would have had too much power and importance because Washington is the capital of the entire country.



LITERAL—What is Congress and what does it do?

- » Congress is made up of elected representatives of every state. This group of people makes America's laws.



LITERAL—Who was America's first president?

- » George Washington

Activity Pages



AP 2.1

AP 2.2

CHALLENGE—Ask students to look back at the map of the Mid-Atlantic region on page 17, paying particular attention to the small pictures included in the map frame. Ask students to describe why these particular images have been included in the frame.

- » The images look like the buildings found in New York City and Washington, D.C.

Have students locate their copies of Regions of the United States Chart (AP 2.1) and Map (AP 2.2) and complete the section for the Mid-Atlantic region. Students may refer to the Student Reader as needed. Allow students to complete the pages for homework, if additional time is needed.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “What are the main features of New York City and Washington, D.C.?”
 - » Key points students should include: New York City is a city of skyscrapers. It has many cultural attractions, including the Metropolitan Museum of Art, the American Museum of Natural History, and the New York Public Library. The Statue of Liberty can also be seen from New York City. Because so many immigrants came to the city beginning in the 1800s, the population of the city is very diverse. Washington, D.C., the nation’s capital, is the home to Congress and many important government buildings, monuments, and The National Mall.
- Choose one of the Core Vocabulary words (*immigrant, bay, Congress, or The National Mall*) or the phrase “densely populated,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 4

The South

The Big Question: How might physical geographical features contribute to the development of regional culture?

Primary Focus Objectives

- ✓ Explain the climate, population, history, and landforms of states in the South. (RI.5.2)
- ✓ Describe the ethnic diversity of the South. (RI.5.2)
- ✓ Identify the Gulf Stream, and explain how it affects climate. (RI.5.2)
- ✓ Locate the Caribbean Sea and the Gulf of Mexico. (RI.5.7)
- ✓ Understand the meaning of the following domain-specific vocabulary: *national park, peninsula, and Gulf Stream*, and the phrase “geographical features.” (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the South”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 2.1
AP 2.2

- Globe
- Display and individual student copies of Regions of the United States Chart (AP 2.1)
- Display and individual student copies of Regions of the United States Map (AP 2.2)

Core Vocabulary (Student Reader page numbers listed below)

“geographical features,” (phrase) the different kinds of landforms, waterways, or physical characteristics in a region (24)

Example: The regions of the United States have many unique geographical features, including mountains, lakes, and deserts.

national park, n. a piece of land that is protected by the federal government because of its natural beauty or historical importance (27)

Example: The area around the Yellowstone River became America's first national park.

Variation(s): national parks

peninsula, n. a piece of land sticking out into a body of water, so that it is almost surrounded by water (28)

Example: The state of Florida is located on a peninsula that sticks out into the Atlantic Ocean and Gulf of Mexico.

Variation(s): peninsulas

Gulf Stream, n. a warm ocean current that begins in the Gulf of Mexico and travels north along the coast from Florida all the way to Newfoundland in Canada (28)

Example: The Gulf Stream carries warm water from south to north.

THE CORE LESSON 35 MIN

Introduce “The South”

5 MIN

Activity Page



AP 2.1

Ask students to recall what they learned in Chapter 3. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the Mid-Atlantic region is made up of the states of New York, New Jersey, Pennsylvania, Maryland, and Delaware. Have students quickly brainstorm other key facts they learned about the region. Students may note that New York City has many cultural attractions, such as theaters and museums, and that it is a diverse city of immigrants. Washington, D.C., the nation’s capital, is the home to many important government buildings, monuments, and The National Mall.



Explain to students that in this chapter they will read about another region, the South. Have students find the South on the map on page 3. Call attention to the Big Question, and encourage students to look for ways that physical geographical features contributed to the development of regional culture in the South.

Guided Reading Supports for “The South”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Exploring the South," Pages 24–28

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first paragraph of the section

"Exploring the South" on page 24. Call attention to the Core Vocabulary phrase "geographical features," and explain its meaning.

SUPPORT—Call attention to the map of the South on page 25, and call on a student to read aloud the caption. Have students point to the Atlantic Ocean and Gulf of Mexico. Then, have students name and locate each of the states in the South, with its respective state capital.

CHALLENGE—Have students identify the two rivers that form the region's northern border (*Ohio River and Potomac River*). Ask students to determine the coordinates of the city of New Orleans ($30^{\circ}\text{N } 90^{\circ}\text{W}$).

Invite volunteers to read aloud the next four paragraphs of the section on pages 24–26.

SUPPORT—Call attention to the image of enslaved workers on page 26, and call on a student to read aloud the caption. Explain that following the Civil War, slavery was made illegal in the United States. (Students in Core Knowledge schools will study the Civil War in much greater detail in later Grade 5 units.)

CORE VOCABULARY—Have students read independently the remainder of the section on pages 26–28. Before students begin reading, call attention to the Core Vocabulary term *national park*, and explain its meaning.

SUPPORT—Call attention to the image of the Great Smoky Mountains on page 27, and call on a student to read aloud the caption. Have students refer back to the map of the South on page 25. Have students locate the Great Smoky Mountains.

After students finish reading the text, ask the following questions:

LITERAL—How does the climate in the South differ from the climate in the New England and Mid-Atlantic regions?

- » In the summer, the weather is much hotter and more humid in the South than in the New England and Mid-Atlantic regions. The South receives less snow in the winter.

LITERAL—How have African Americans influenced Southern culture?

- » In the early history of the United States, Africans were kidnapped from Africa and enslaved. They were forced to work on plantations in the South. Their descendants influenced Southern art, literature, music, dance, and food.

Chapter 4 The South

Exploring the South When we left Washington, D.C., Admiral, we did not have to travel far to reach the next region. The South is a large region with varying cultures, landscapes, as well as striking geographical features. Across the landscape there are mountains, rivers, valleys, and sandy beaches. The United States states that make up the South are Virginia, North Carolina, South Carolina, Georgia, Florida, West Virginia, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, and Louisiana.

In the 1800s, the two most important crops for Southern farmers were cotton and tobacco. Both crops had to be picked by hand. This was

Page 24

The Big Question
How might physical and human features contribute to the regional culture of a region?



Page 25

terribly hard work that few people wanted to do. So the Southern planters had people brought over from Africa to work on the farms. But these people did not come willingly. They were victims of the slave trade that flourished at this time.

In the northern states, especially, many people despised of slavery. For this reason, there was a conflict between the North and the South. Eleven Southern states decided to form their own country and left the United States. This conflict resulted in the Civil War, which lasted from 1861 to 1865.

The Civil War ended with the defeat of the South. The Southern states came back into the Union, and slavery was abolished.

Though many African Americans moved from the South to other parts of the country in the decades after the Civil War, they still had a significant influence on Southern culture, especially Southern art, literature, music, dance, and food.

Next, we flew south and went to a mountainous area shared by the states of West Virginia, Virginia, and North Carolina.

Page 26



Vocabulary
Geographical features are the different kinds of landforms and bodies of water that make up a region.

SUPPORT—Call attention to the image of the Great Smoky Mountains on page 27, and call on a student to read aloud the caption. Have students refer back to the map of the South on page 25. Have students locate the Great Smoky Mountains.

After students finish reading the text, ask the following questions:

LITERAL—How does the climate in the South differ from the climate in the New England and Mid-Atlantic regions?

- » In the summer, the weather is much hotter and more humid in the South than in the New England and Mid-Atlantic regions. The South receives less snow in the winter.

LITERAL—How have African Americans influenced Southern culture?

- » In the early history of the United States, Africans were kidnapped from Africa and enslaved. They were forced to work on plantations in the South. Their descendants influenced Southern art, literature, music, dance, and food.

Page 27

mountains are part of the great Appalachian Mountains, which reach all the way into New England.

In the South, the Appalachians are known by different names.

In Virginia they are called the Blue Ridge Mountains, and in North Carolina and Tennessee, the Great Smoky Mountains.

We landed our ship in a place the map called Great Smoky Mountains National Park. After landing, we found a man wearing an animal hat. He explained that he was a park ranger. We asked him if there was a national park in the South. He said yes, and that a national park was a place the government had set aside so that people could come and enjoy nature. This was only one of dozens of national parks, he explained. We asked why the mountain

Vocabulary
A national park is a place controlled by the federal government that preserves natural beauty or historical importance.



Page 27

27

LITERAL—What was the Civil War?

- » The Civil War was a conflict between the North and the South in the 1860s.

CHALLENGE—What are the Appalachian Mountains called in Virginia and North Carolina?

- » In Virginia, the Appalachians are called the Blue Ridge Mountains. In North Carolina, they are called the Great Smoky Mountains.

"Enjoying the Southern Coast," Pages 28–29

Scaffold understanding as follows:

CORE VOCABULARY—Read aloud the first two paragraphs of the section “Enjoying the Southern Coast” on page 28. Call attention to the Core Vocabulary terms *peninsula* and *Gulf Stream*, and explain their meanings.

Note: Students in Core Knowledge schools may recall the term *peninsula* from Grade 3.

 **SUPPORT**—Have students refer to the map of the South on page 25 and locate the Gulf of Mexico. Explain that the Gulf Stream originates in the Gulf of Mexico.

 **CHALLENGE**—Use a globe to demonstrate the flow of the Gulf Stream as it merges with the North Atlantic Drift at 40° N latitude and 60° W longitude off the coast of Newfoundland. Explain that from there, the combined ocean current moves in an easterly direction toward Western Europe. As it reaches the British Isles, the current divides around them, part flowing north and part moving south.

Have students read independently the remainder of the section on pages 28–29.

 **SUPPORT**—Using a globe, show students the location of Cuba and the Caribbean Sea. Explain that much of the culture in Miami has been influenced by Cuban immigrants.

SUPPORT—Call attention to the image of the orange grove on page 29, and call on a student to read aloud the caption. Explain that the Gulf Stream keeps the temperatures in Florida much warmer than in other parts of the country, making it possible to grow fruits, such as oranges, that do not grow in the North. Explain to students that when the word *North* is capitalized, it is used to refer collectively to the states in the New England and Mid-Atlantic regions.

here were called “smoky.” The ranger explained that because of the hazy, blue fog on their tops, Native Americans named them the “place of the blue smoke.” We spent several peaceful hours walking through the woods that cover the hills.

Enjoying the Southern Coast

Next, we flew northward along the East Coast. The coasts of Virginia and North Carolina are covered with sandy beaches. We enjoyed walking in the fresh air and observing the behavior of the people on the beach.

Some of the most famous beaches on the East Coast are further south, in the state of Florida. We went there next. This state is a long peninsula. It juts out between two bodies of water—the Atlantic Ocean on the east and the Gulf of Mexico on the west. One of the reasons the beaches in Florida and other Southern states are so ideal is because the water is warm, making it ideal for swimming. The water is warm partly because of a stream of warm water that flows through the Gulf of Mexico and up the East Coast. It is called the *Gulf Stream*.

Florida is often warmer than the rest of the South. In fact, it stays warm all year round in some parts of the state. Because of the warm weather, people in Florida can grow fruits that cannot be grown in the North, such as oranges.

Page 28



Because of the weather, Florida has many orange groves.

After visiting an orange grove, we flew on to one of Florida's most famous cities, Miami. Many people come to Miami to visit the nearby beaches. But Miami is much more than just beaches. It is also a big modern city with a diverse population. We found out that many people from Cuba and other islands in the Caribbean Sea live in Miami. The Caribbean is the sea off Florida's southern coast. On the streets of Miami, a lot of people spoke Spanish, the language of Cuba.

After leaving Florida, we headed north again. This time we visited the states of Kentucky, Tennessee, and Arkansas. In Kentucky, we visited a farm where horses are raised to run in races. The most famous horse race in America is called the Kentucky Derby.

In Tennessee, we stopped off in Nashville and Memphis, two cities famous for music. In Nashville, we saw musicians play what is known as bluegrass. In Memphis, we heard a form of music called

Page 29

29



SUPPORT—Ask students to return to the map of the South on page 25 and retrace the route the aliens followed south from Virginia to Florida, naming each state as they pass through (*Virginia, North Carolina, South Carolina, Georgia, Florida*). Then, have students trace the aliens' route, after leaving Florida, from Kentucky to Tennessee to Arkansas.

After students read the text, ask the following questions:



LITERAL—What body of water forms the eastern border of the South?

- » the Atlantic Ocean

LITERAL—Why is Spanish commonly spoken in Miami?

- » Miami is home to many immigrants from Cuba and other islands in the Caribbean where Spanish is spoken.

EVALUATIVE—How does Florida's climate influence the way people there live?

- » Florida's warm climate allows people to make use of the state's beaches and warm water almost year-round and also to grow crops, such as oranges.

LITERAL—Which two cities in Tennessee are famous for their music?

- » Nashville and Memphis are famous for their music.

“The Deep South,” Pages 30–31

Scaffold understanding as follows:

Have students read independently the section “The Deep South” on pages 30–31.

SUPPORT—Ask students to return to the map of the South on page 25, naming and pointing to the states in the Deep South (*Georgia, Alabama, Mississippi, and Louisiana*).

SUPPORT—Call attention to the image of the jazz musician on page 30, and call on a student to read aloud the caption. Explain that New Orleans, like Memphis and Nashville, is famous for its music.

After students finish reading the text, ask the following questions:



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

- » the Mississippi River

New Orleans is famous for music, especially jazz. We really liked the sound of jazz! When you walk around, so much music is coming out of the buildings that it makes you want to dance in the streets. In fact, New Orleans is known for a once-a-year party when people do dance in the streets. It is called Mardi Gras.
New Orleans is located on the longest river in the United States, the Mississippi River. This brown river runs all the way from the state of Minnesota in the northern United States down to the Gulf of Mexico. It is the most important river in the United States for transporting goods by boat.

Page 31

Activity Pages



AP 2.1

AP 2.2

INFERRENTIAL—Based on the explanation of the importance of the Mississippi River, what industry or industries do you think are likely to be found in New Orleans?

- » Student answers will vary. Students may note that the Mississippi River is probably used to transport goods, so shipping and trade are likely important parts of New Orleans's economy.

CHALLENGE—Ask students to look back at the map of the South on page 25, paying particular attention to the small pictures included in the map frame. Ask students to describe why these particular images have been included in the frame.

- » The images are of different musical instruments. They are used because music is an important part of the cultures of Southern cities, such as Nashville, Memphis, and New Orleans.

Have students locate their copies of Regions of the United States Chart (AP 2.1) and Map (AP 2.2) and complete the section for the South. Students may refer to the Student Reader as needed. Allow students to complete the pages for homework, if additional time is needed.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How might physical geographical features contribute to the development of regional culture?”
 - » Key points students should cite include: Physical geographical features influence the development of culture in many ways. For example, because the South is good for agriculture, large plantations developed during the early years of the country. This led to the use of enslaved labor; African Americans brought to the region had a profound impact on the South’s culture.
- Choose one of the Core Vocabulary words (*national park, peninsula, or Gulf Stream*) or the phrase “geographical features,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Pack Your Traveling Bag (RI.5.2)

15 MIN

Activity Page



AP 4.1

Materials: Sufficient copies of Pack Your Traveling Bag (AP 4.1)

Distribute copies of Pack Your Traveling Bag (AP 4.1). Read aloud the directions. Encourage students to use Chapters 2–4 in the Student Reader to answer the questions. Time permitting, allow students to complete the assignment independently or with partners. Students may also complete this activity for homework.

The Midwest

The Big Question: How is life different in rural parts of the Midwest compared to busy cities?

Primary Focus Objectives

- ✓ Describe the climate, landforms, and industry of the Midwest region. (RI.5.2)
- ✓ Explain the importance of waterways like the Mississippi River and the Great Lakes. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *agriculture, dairy, and commerce.* (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Midwest”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 2.1

AP 2.2

- Internet image of the St. Louis Gateway Arch
- Display and individual student copies of Regions of the United States Chart (AP 2.1)
- Display and individual student copies of Regions of the United States Map (AP 2.2)

Use this link to download the CKHG Online Resources for this unit, where the specific link to the image of the Gateway Arch may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

agriculture, n. the growing of crops and raising of livestock for food and other purposes (34)

Example: One of the leading industries in the Midwest region is agriculture.

Variation(s): agricultural (adj.)

dairy, adj. relating to milk or milk products (34)

Example: The rancher raised dairy cows and sold their milk to the cheese factory.

commerce, n. the buying and selling of goods and services (34)

Example: The downtown area of Chicago is the center of commerce in the city.

THE CORE LESSON 35 MIN**Introduce “The Midwest”**

5 MIN

Activity Page



AP 2.1

Ask students to recall what they learned in Chapter 4. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned there are many states in the South, including Virginia, North Carolina, South Carolina, Georgia, Florida, West Virginia, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, and Louisiana. Have students quickly brainstorm other key facts they learned about the region. Students may note that the Gulf Stream keeps the climate in the South warmer than in the Mid-Atlantic and New England regions. The South is home to large cities including Atlanta, New Orleans, Memphis, and Nashville. The region is also home to Great Smoky Mountains National Park.



Explain to students that in this chapter, they will be reading about another region, called the Midwest. Have students locate the Midwest on the map on page 3. Ask students to describe the location of the Midwest compared to the South and the Mid-Atlantic regions. (*The Midwest is west of the Mid-Atlantic region and north of the South.*) Call attention to the Big Question, and encourage students to look for ways that life in rural areas differs from life in big cities in the Midwest.

Guided Reading Supports for “The Midwest”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Exploring the Midwest," Pages 32–35

Chapter 5 The Midwest

Exploring the Midwest Leaving New Orleans, we followed the Mississippi River north. Hundreds of miles later, we reached another large city. The map said it was St. Louis, in the state of Missouri. Missouri is in the area that we call the Midwest. Also in this region are the states to the north and east—Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, and Iowa. Rivers and lakes are major features of this region.

We stopped for a while in St. Louis. Then, we took a ride on the river in a large wooden boat with smokestacks. The boat was built to look just like a paddlewheel; one of the boats that used to travel up and down the Mississippi in the 1800s.

The most interesting thing we saw from the paddlewheel was a huge shiny arch of steel standing on the riverbank. The guide on the boat called this the Gateway Arch. She said that it was the tallest monument in the United States—even taller than the Washington Monument!

Page 32

The Big Question:
How is life different in rural parts of the Midwest compared to big cities?



Page 33

Reading about the Midwest in the library, we found out that the area has always been very important for agriculture. In books and cities, we saw many farms where they grow crops, such as corn and soybeans. The cornfields were an especially impressive sight, with their thousands of tall green stalks laid out in neat rows. Later, we found out that a lot of the corn grown is actually not used as food for people. More than half of it is used to feed animals that are raised for their meat, or to produce a number of products.

Midwestern farmers raise animals for other reasons, too. North of Iowa and the state of Wisconsin is called America's Dairyland. It seems as if everywhere you go in Wisconsin, you see cows. These dairy cows are raised for their milk, which is a popular drink in America. The milk is also turned into other foods, such as cheese and butter.

But do not think that the Midwest is all cornfields and dairy farms. Admiral, it also has a number of big cities that centers of commerce and industry. The states of Michigan, Wisconsin, Ohio, and Iowa are known for manufacturing all kinds of goods, including cars. Iowa is located right by a wind farm with a kind of alternative energy—wind power. In fact, Iowa gets more than 30 percent of its energy from wind.

Page 34

Vocabulary
agriculture, n. the growing of crops and raising of animals for food and other purposes
dairy, adj. relating to milk products
commerce, n. the buying and selling of goods and services

On page 34, there are huge bodies of water. Five of these lakes: Lake Superior,

Lake Michigan, Lake Huron, Lake Erie, and Lake Ontario. Rivers connect the lakes to the Atlantic Ocean. This makes it possible for Midwestern goods to be shipped all over the world. But the most amazing thing about the Midwest is Admiral. It is their size. They were so big that when they called them "Great." When we flew over them, they just went on and on—more like seas than lakes. We measured Lake Superior on the map and saw that it was more than 350 miles long. Later, we read that it is the largest freshwater lake on Earth.



Page 35

Scaffold understanding as follows:

Read aloud the first paragraph of the section "Exploring the Midwest" on page 32.

SUPPORT—Call attention to the map of the Midwest on page 33, and have students identify and locate each of the states found in the Midwest, with its respective state capital. Now, call on a student to read aloud the caption. Have students locate the Mississippi River, the Missouri River, and the Ohio River.

CHALLENGE—If applicable, ask students to think back to their study of *World Lakes*. What name is often used for the lakes shown on the map? (*The Great Lakes*)

Read aloud the remaining paragraphs on page 32.

SUPPORT—Display the image of the Gateway Arch. Have students locate the arch on the map on page 33. What city is closest to the Gateway Arch? (*St. Louis*) Explain that the buildings in the photo are in the city of St. Louis. Point out the water in front of the arch. Ask students to use the map to determine what body of water that is. (*the Mississippi River*)

CORE VOCABULARY—Preview the meaning for the Core Vocabulary terms *agriculture* and *dairy* on page 34. Explain to students that dairy products include milk, cream, yogurt, cheese, and ice cream.

Invite students to read independently the first three paragraphs on page 34.

After students finish reading the text, ask the following questions:

LITERAL—If you were traveling through Iowa and Illinois, what crop would you notice growing in rows in many fields? What is this crop used for?

- » Corn is grown throughout Iowa and Illinois. It is used as food for both people and animals.

INFERRENTIAL—Why is Wisconsin called "America's Dairyland"?

- » It is called that because so many dairy cows are raised there. Milk from these cows is used for drinking and making dairy products, such as cheese and butter.

SUPPORT—Ask students to return to the map on page 34 and point to the state of Iowa. Where is Iowa in relation to Missouri? (*Iowa is north of Missouri*.) Then, ask students to point to Illinois. Where is Illinois in relation to Missouri? (*Illinois is east of Missouri*.)

CORE VOCABULARY—Call on volunteers to read aloud the remaining paragraphs on pages 34–35. Call attention to the Core Vocabulary term *commerce* when it is encountered, and explain its meaning.

SUPPORT—Call attention to the image of a wind farm in Iowa on page 35, and call on a student to read aloud the caption.

 **SUPPORT**—Call attention to the image of the Great Lakes on page 35, and call on a volunteer to read aloud the caption. Have students refer back to the map of the Midwest on page 33 and locate each of the Great Lakes.

After students finish reading the text, ask the following questions:

LITERAL—What states are considered part of the Midwest?

- » The states of Missouri, Michigan, Ohio, Indiana, Illinois, Wisconsin, Minnesota, and Iowa are considered part of the Midwest.

LITERAL—What industries are important in the Midwest?

- » Agriculture, commerce, and energy production are all important industries in the Midwest.

LITERAL—What waterways enable goods from Michigan to be shipped all over the world?

- » The Great Lakes make it possible to ship goods from Michigan around the world.



LITERAL—Using the map on page 33, which states border Canada?

- » Ohio, Michigan, and Minnesota border Canada.

“Visiting the Windy City,” Pages 36–37

Scaffold understanding as follows:



SUPPORT—Explain to students that in this section they will be reading about a particular city in the state of Illinois—Chicago. Before students begin reading, have them refer back to the map of the Midwest on page 33 and locate Chicago.

Have students read independently the section “Visiting the Windy City” on pages 36–37.

SUPPORT—Call attention to the image of Wrigley Field on page 37, and call on a student to read aloud the caption.

Visiting the Windy City
Chicago, Illinois, is located on the southern shore of Lake Michigan. It is the largest city in the Midwest. Chicago is a center of transportation where railways from both sides of the United States come together. It is also a major port city.
Chicago is the third most populated city in the United States. Los Angeles, in California, is number two, and New York, as I said before, is number one. Chicago reminded us of New York. It is a big, crowded city full of skyscrapers. In fact, we learned that the first skyscrapers in America were built in Chicago back in the late 1800s.
We walked through the busy streets. Later we walked along the shore of Lake Michigan. Wind from the water whipped against us, making us chilly even though the sun was shining. We had heard that Chicago was called the Windy City, and now we knew why. Or so we thought. Later, while studying in the public library, we found out the real reason for the city's nickname.
Long ago, a newspaper writer from New York called Chicago the Windy City. He did so because he noticed the people there were always吹着风 (blowing wind) when they walked. You see, Admiral, when Americans think someone talks too much or brags, they say that person is a “wind bag” or full of hot air.
We did not think the people we met were full of hot air, but we did notice that Chicagoans are very proud of their sports teams. You know, America is America—the big cities compete with each other in many main sports in America: baseball,

Page 36



Wrigley Field is the home of the Chicago Cubs, one of Chicago's two professional baseball teams.

basketball, and football. In Chicago, we went to a stadium called Wrigley Field to watch a baseball game. We enjoyed eating hot dogs, drinking sodas, and yelling along with the crowd.

After we left Chicago, we flew over the northern parts of Michigan, Wisconsin, and Minnesota. The land was covered with forests. Not as many forests as we had seen in the Midwest, but we had been reading about the animals of the region. One day we saw an animal called a wolf, a kind of wild dog, which used to live in many parts of the United States. Over the years, hunters have killed so many wolves that now northern Minnesota is one of the very few places where wolves still live. Lieutenant Koala said that if we looked closely into the forests, we might also see moose and elk. But, we were still in good spirits on the Great Plains.

Page 37

37

After students finish reading the text, ask the following questions:

EVALUATIVE—Why is Chicago an important city?

- » Possible answers: It is the biggest city in the Midwest. It is a port city and a center of railway transportation. It is the third most populated city in the United States.

LITERAL—Why is Chicago called the “Windy City”?

- » Chicago is called the “Windy City” because a newspaper writer claimed that the people of Chicago bragged about their city, or were “wind bags.”

LITERAL—What geographic features are found in northern Michigan, Wisconsin, and Minnesota?

- » Northern Michigan, Wisconsin, and Minnesota are covered in forests.

CHALLENGE—Ask students to look back at the map of the Midwest on page 33, paying particular attention to the small pictures included in the map frame. Ask students to describe why these particular images have been included in the frame.

- » The images of corn, lakes, and baseball reflect life in the Midwest. Corn is an important crop grown in the region. States in the region have many lakes, and baseball is a popular sport. The aliens even visited Wrigley Field, a baseball stadium.

Activity Pages



AP 2.1

AP 2.2

Have students locate their copies of Regions of the United States Chart (AP 2.1) and Map (AP 2.2) and complete the section for the Midwest.

Students may refer to the Student Reader as needed. Allow students to complete the pages for homework, if additional time is needed.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How is life different in rural parts of the Midwest compared to busy cities?”
 - » Key points students should cite include: Life in rural parts of the Midwest differ from busy cities in many ways. Rural areas have farms that produce corn, dairy products, and wind energy. There is also more wildlife in the rural areas. Cities are much busier and more densely populated than rural areas. They also have more manufacturing than rural areas and are known for industry and commerce.

- Choose one of the Core Vocabulary words (*agriculture*, *dairy*, or *commerce*), and write a sentence using the word.
- To wrap up the lesson, ask several students to share their responses.

Additional Activities



Domain Vocabulary: Chapters 1–5 (RI.5.4, L.5.6)

25 MIN

Activity Page



AP 5.1

Materials: Sufficient copies of Domain Vocabulary: Chapters 1–5 (AP 5.1)

Distribute copies of Domain Vocabulary: Chapters 1–5 (AP 5.1). Read aloud the directions. Encourage students to use Chapters 1–5 in the Student Reader to answer the questions. Students should complete this activity for homework.

CHAPTER 6

The Great Plains

The Big Question: Why are the Great Plains less populated than other regions of the United States?

Primary Focus Objectives

- ✓ Describe the climate, landforms, and industry of the Great Plains region. (RI.5.2)
- ✓ Explain the tornado phenomenon in this region. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *hide, reservation, erosion, and barren.* (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Great Plains”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 2.1

AP 2.2

- Display and individual student copies of Regions of the United States Chart (AP 2.1)
- Display and individual student copies of Regions of the United States Map (AP 2.2)

Core Vocabulary (Student Reader page numbers listed below)

hide, n. an animal’s skin (40)

Example: Native Americans used buffalo hide to make clothing and shelter.

Variation(s): hides

reservation, n. an area of land set aside by the federal government for Native Americans (41)

Example: The Cherokee were forced to move from their land in the Southeast to a reservation in present-day Oklahoma.

Variation(s): reservations

erosion, n. the carrying away of soil and rock by water, ice, or wind (42)

Example: Wind storms can lead to erosion of the soil.

barren, adj. having little or no vegetation (42)

Example: The hills of rock in South Dakota are barren.

THE CORE LESSON 35 MIN

Introduce “The Great Plains”

5 MIN

Activity Page



AP 2.1

Ask students to recall what they learned in Chapter 5. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned the Midwest includes the following states: Missouri, Michigan, Ohio, Indiana, Illinois, Wisconsin, Minnesota, and Iowa. Have students quickly brainstorm other key facts they learned about the region. Students may note that commerce and agriculture are important parts of the region’s economies. The Great Lakes are large bodies of water that make it possible to ship goods from Michigan. Chicago, called the “Windy City,” is an important center of commerce for the region.



Next, explain to students that they will be learning about the region called the Great Plains as they read this chapter. Have students find the Great Plains on the map on page 3. Ask what they notice about the region. (*Students may note that the Great Plains are in the center of the country or that the states appear to be stacked in a column.*) Call attention to the Big Question, and encourage students to look for reasons why the Great Plains region is less populated than other regions of the United States.

Guided Reading Supports for “The Great Plains”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Exploring the Great Plains,” Pages 38–39

Scaffold understanding as follows:

Invite volunteers to read aloud the section “Exploring the Great Plains” on page 38.



SUPPORT—Call attention to the map of the Great Plains on page 39, and have a student read aloud the caption. Have students locate and name each of the states in the Great Plains, with its respective state capital. Ask students to identify the rivers that run through the region. (*Missouri River, Red River of the North, Arkansas River, and Red River*)

Chapter 6 The Great Plains

Exploring the Great Plains From north to south, we travel across the region known as the Great Plains. This region is located near the center of the United States. It includes the states of Oklahoma, Kansas, Nebraska, South Dakota, and North Dakota. As you know, Admin. A plain is a flat area without hills or mountains. Flying over it, we were amazed at just how flat most of this region is. We noticed, too, that there are not as many big cities here as there are in the East or the Midwest. Instead, the land is covered with many farms and ranches.

Flying over the central part of the Great Plains, we saw huge fields of wheat. So much wheat is grown in this area that it is often America's Breadbasket. Wheat is used to make the food called bread. In the western part of the region, we saw cattle ranches, where much of the country's beef is raised. Another important product of the region is oil. Oil is turned into gasoline that helps run the millions of cars that

The Big Question

Why are the Great

Plains less populated

than other regions of

the United States?



SUPPORT—Point out the Missouri River on the map of the Great Plains on page 39. Explain that the Missouri River is one of the two longest rivers in the United States. Challenge students to recall the other one. (*the Mississippi River*)



CHALLENGE—Have students use the map to identify the features at the following coordinates: 44°N 105°W (*the Black Hills*); 37°N 98°W (*Tornado Alley*); 47°N 104 °W (*the Badlands*).

After students read the text, ask the following questions:

LITERAL—Which states make up the Great Plains region?

- » Oklahoma, Kansas, Nebraska, South Dakota, and North Dakota make up the Great Plains region.



LITERAL—Using the map on page 39, which Great Plains state borders Canada?

- » North Dakota

LITERAL—Why is the eastern area of the Great Plains called “America’s Breadbasket”?

- » A great deal of wheat is grown in the eastern part the Great Plains, and wheat is used to make bread.

LITERAL—What other products come from the western area of the Great Plains?

- » Beef and oil come from the western area of the Great Plains.

“Early Life on the Great Plains,” Pages 40–43

Scaffold understanding as follows:

CORE VOCABULARY—Have students read independently the first two paragraphs of the section “Early Life on the Great Plains” on pages 40–41. Before students begin reading, call attention to the Core Vocabulary term *hide*, and encourage students to review the word’s meaning to better understand the text.

Note: Students in Core Knowledge schools may recall the term *hide* from the Grade 3 unit, *The Earliest Americans*.

SUPPORT—Call attention to the image of bison on page 40, and call on a student to read aloud the caption. Explain to students that great herds of bison once roamed the Great Plains. Now, there are many fewer bison in existence.



settlers also hunted the bison, and later, in an attempt to defeat Native American resistance to increased European settlement, they killed so many bison that the great herds almost vanished. The destruction of the herds seriously harmed the Native American way of life on the Great Plains.

The Native Americans were unable to stop the settlers from moving west. The U.S. Cavalry came west to support the settlers, and the Native Americans were eventually forced to move to special areas called **reservations**.

At one time, the present-day state of Oklahoma was called Indian Territory, and many Native Americans still live there today. Many of the states of the United States were named after Native Americans. Although they lost large areas of land across the United States, the Native American culture survived. Today, Native Americans live throughout the United States.

People have always had to be tough to survive on the Great Plains. The region has little water and a harsh climate, with hot summers and freezing winters.

Vocabulary
reservations: in the Great Plains, areas set aside by the federal government for Native Americans

Spring is tornado season in the Great Plains. A tornado is a type of storm that occurs when a swirling cloud shaped like a funnel passes over the land. Tornadoes bring destructive winds of more than one hundred miles per hour. Many of the tornadoes on Earth happen in a part of the Great Plains called Tornado Alley.

Page 41

CORE VOCABULARY—Read aloud the next paragraph of the section.

Call attention to the Core Vocabulary term *reservation*, and explain its meaning.

SUPPORT—It's important to note that most Native Americans did not go willingly to reservations. Instead, the U.S. government often forced Native Americans from their land onto these reservations. In many instances, reservations were located far away from the Native Americans' ancestral lands. Students will read more about these relocations during the *Westward Expansion* units.

CORE VOCABULARY—Have students read independently the remainder of the section “Early Life on the Great Plains” on pages 41–43. Before students begin reading, call attention to the Core Vocabulary terms *erosion* and *barren*, and encourage students to review the words' meanings to better understand the text.

Note: Students in Core Knowledge schools may recall the term *erosion* from the Grade 4 unit, *World Mountains*.

SUPPORT—Call attention to the image of Mount Rushmore on page 42, and call on a student to read aloud the caption. Have students identify each of the presidents in the image.



SUPPORT—Have students refer back to the map of the Great Plains on page 39. Have students locate the Badlands. Explain that Mount Rushmore is located near this area.

After students finish reading the text, ask the following questions:

LITERAL—What happened to the many herds of bison that roamed in this region in the 1800s?

- » Settlers hunted the bison and nearly caused them to become extinct.

LITERAL—How did the arrival of European American settlers affect the lives of Native Americans?

- » Native Americans were forced to give up their land. The destruction of bison by European settlers also hurt Native Americans, who depended on bison for food and hides. Native Americans fought with U.S. troops and were eventually forced to move to reservations.

LITERAL—What weather phenomenon is common in the Great Plains?

- » Tornadoes are frequent in the Great Plains. The region has a special area called “Tornado Alley” where tornadoes often hit.

In the northern part of the region, the winter weather is especially harsh. This might be one reason why the states of North and South Dakota have so few people. North Dakota is about the size of the state of New York, but New York has more than twenty times as many people.

In South Dakota, we visited an area called the Badlands. There we saw colored hills of rock carved into different shapes by erosion. People called this land bad because it was dry and barren.

Vocabulary
erosion: the carrying away of soil and rock by water, ice, or wind
barren: dry; having little or no vegetation

From left to right, Mount Rushmore features the faces of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.

Page 42

In a national park near the Badlands, four gigantic faces stare down from the side of a hill. The massive sculpture, called Mount Rushmore, features the faces of four American presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Each face is almost sixty feet tall. As we stood in the next region, the image of these men stayed with us for a long time.

Page 43

CHALLENGE—Ask students to look back at the map of the Great Plains on page 39, paying particular attention to the small pictures included in the map frame. Ask students to describe why these particular images have been included in the frame.

- » The map border shows wheat and tornadoes. Wheat is an important crop grown in the Great Plains, and part of the Great Plains is called “Tornado Alley.”

Activity Pages



AP 2.1

AP 2.2

Have students locate their copies of Regions of the United States Chart (AP 2.1) and Map (AP 2.2) and complete the section for the Great Plains. Students may refer to the Student Reader as needed. Allow students to complete the pages for homework, if additional time is needed.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “Why are the Great Plains less populated than other regions of the United States?”
 - » Key points students should cite include: The Great Plains have a harsh climate and geography compared to other regions. There is very little water; the summers are hot and the winters are freezing cold. There are also very few natural resources on the flat plains.
- Choose one of the Core Vocabulary words (*hide, reservation, erosion, or barren*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 7

The Rocky Mountain Region

The Big Question: What causes geysers to occur?

Primary Focus Objectives

- ✓ Describe the climate, landforms, and industry of the Rocky Mountain region. (RI.5.2)
- ✓ Describe the animal life and features of national parks in the Rocky Mountain region. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *mountain range, mine, geyser, magma, and glacier.* (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the Rocky Mountain Region”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 2.1

AP 2.2

- Internet images of skiers, elk, and a grizzly bear
- Display and individual student copies of Regions of the United States Chart (AP 2.1)
- Display and individual student copies of Regions of the United States Map (AP 2.2)

Use this link to download the CKHG Online Resources for this unit, where specific links to images of people skiing in the Rockies, elk, and a grizzly bear may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

mountain range, n. a line or group of mountains (44)

Example: The Andes Mountains are the highest mountain range in the Americas.

Variation(s): mountain ranges

mine, v. to dig into the earth in search of minerals or coal (47)

Example: To find coal to use as fuel, the settlers had to mine for it beneath layers of rock.

Variation(s): mines, mining, mined

geyser, n. a naturally occurring hot spring in which hot water and steam are released from the ground up into the air in a tall stream (50)

Example: The tourists waited patiently for the geyser to erupt.

Variation(s): geysers

magma, n. melted rock inside Earth's crust (50)

Example: Hot magma bubbled beneath the surface of Earth.

glacier, n. a large, slow-moving mass of compacted snow or ice (50)

Example: A glacier was responsible for creating many mountains and valleys in the Rocky Mountain region.

Variation(s): glaciers

THE CORE LESSON 35 MIN**Introduce “The Rocky Mountain Region”**

5 MIN

Activity Page



AP 2.1

Ask students to recall what they learned in Chapter 6. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that the states of Oklahoma, Kansas, Nebraska, South Dakota, and North Dakota make up the Great Plains. Have students quickly brainstorm other key facts they learned about the region. Students may note that the Great Plains region is less populated than other regions due to its harsh climate, lack of water, and frequent tornadoes. The region is called “America’s Breadbasket” and was once the home to many Native American tribes and herds of bison. Mount Rushmore, a famous national monument, is located in South Dakota.



Explain to students that in this chapter, they will be learning about another region, called the Rocky Mountain region. Have students find the Rocky Mountain region on the map on page 3. Ask students to describe the location of the region relative to the Great Plains. (*The Rocky Mountain region is west of the Great Plains.*) Call attention to the Big Question, and encourage students to look for reasons why geysers occur, as they read the text.

Guided Reading Supports for “The Rocky Mountain Region”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Exploring the Rocky Mountain Region," Pages 44–48

Chapter 7
The Rocky Mountain Region

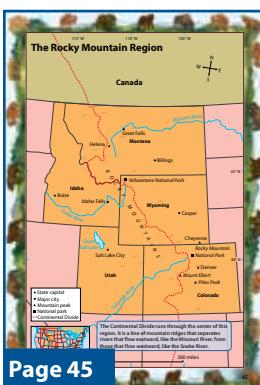
Exploring the Rocky Mountain Region

Region flowing west from the Great Plains, we were impressed by a dramatic sight—a huge wall of tall mountains, stretching from north to south. Our map told us that this was the great range called the Rocky Mountains. The states, as you are correctly told, Canada does not all of them, but the region that bears their name, these five states are Colorado, Wyoming, Montana, Idaho, and Utah. The Rocky Mountains themselves continue into New Mexico, which is part of another region.

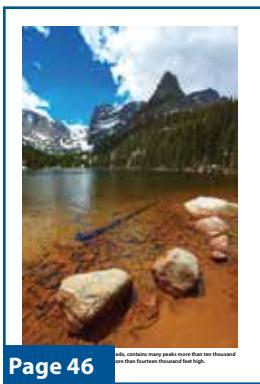
We noticed right away how different these mountains were from the ones in the Appalachians, the big mountain range in the eastern United States. Most mountains in the Appalachians have gentle slopes and rounded tops. The mountains in the Rockies are more likely to be jagged, rocky tops. Noticing that many

Vocabulary mountain range, n. a line or group of mountains

Page 44



Page 45



Page 46

of the mountains had snow on their peaks, we guessed that the Rockies were much taller than the Appalachians, too. It turns out we were right. The tallest mountain in the Appalachian range is only around six thousand feet high. The Rockies have peaks towering more than fourteen thousand feet.

After the flattens of the Great Plains, we were eager to explore this rugged region. We wanted to know if the Rockies had more and taller mountains than any other Rocky Mountain range. We headed there first. We landed our ship in a park in the city of Denver, which the map said was Colorado's capital. We found out that it was a big, modern city, the largest in the whole Rocky Mountain region. It is called the Mile-High City because of its high elevation, or height above sea level.

As usual, we went to the public library to find facts about the region. I wondered what made people settle in the Rockies during the gold rush. The land in the mountains was too steep to farm, I learned that the early settlers mostly came to mine valuable metals that were discovered in the mountains. Among the metals they mined were copper, lead, and the most valuable of all, gold and silver.

Today, people who live in the Rockies work in many kinds of businesses and industries. One of the most important industries is tourism. People come from all over the country to admire the beauty of the mountains, and to visit the region's famous national parks.

Vocabulary ski, v. to dip into the earth in search of minerals or coal

Page 47

Scaffold understanding as follows:

Read aloud the first paragraph of the section "Exploring the Rocky Mountain Region" on page 44.

SUPPORT—Call attention to the map of the Rocky Mountain region on page 45. Have students locate and name each of the states in the Rocky Mountain region, with its respective state capital.

Have students locate the Continental Divide, and then call on a student to read aloud the caption. Ask students to trace with their finger the direction the Missouri River flows (*west to east*) and the direction the Snake River flows (*east to west*). Ask students to find Rocky Mountain National Park and Salt Lake City.

CORE VOCABULARY—**Invite a volunteer to read aloud the next paragraph of the text, which continues on page 47.** Call attention to the Core Vocabulary term *mountain range*, and explain its meaning.

Note: Students in Core Knowledge schools may recall the term *mountain range* from their Grade 3 and Grade 4 geography units.

SUPPORT—Call attention to the image of Rocky Mountain National Park on page 46, and call on a student to read aloud the caption. Ask students to recall the definition of *national park*: a piece of land that is protected by the federal government because of its natural beauty or historical importance.

CORE VOCABULARY—**Have students read independently the remainder of the section.** Before students begin reading, call attention to the Core Vocabulary term *mine*, and encourage students to review its meaning to better understand the text.

SUPPORT—Review the last paragraph of the section, about skiing. Display the online images of people skiing in the Rockies. Point out the “boards on their feet” (their skis). In the image of the adults skiing, note their ski poles, which help with balance and direction. In the image of the children skiing, note that they are just learning to ski. Point out the ski lift, which brings people to the top of the ski trail.

After students finish reading the text, ask the following questions:

LITERAL—What states make up the Rocky Mountain region?

- » Colorado, Wyoming, Montana, Idaho, and Utah make up the Rocky Mountain region.



LITERAL—Using the map on page 45, which Rocky Mountain states border Canada?

- » Montana and Idaho border Canada.

EVALUATIVE—How are the Rocky Mountains different from the Appalachian Mountains?

- » The Rocky Mountains are taller, steeper, and more jagged than the Appalachians.

LITERAL—Why did settlers choose to settle in the Rockies during the 1800s?

- » Many of the settlers in the Rockies were miners in search of valuable metals in the mountains, such as lead, copper, gold, and silver.

LITERAL—What is one of the most important industries in the Rockies today?

- » Tourism is one of the most important industries in the region.

“A Day at Yellowstone,” Pages 48–51

A Day at Yellowstone

From Colorado we flew north to Wyoming. This is the least populated state in the entire United States. We flew over a lot of wild, empty country on our way to Yellowstone National Park. Yellowstone is the oldest national park in the world.

In the early morning, we spent wandering the park, we saw more amazing animals than we had in our whole time in the United States. Lieutenant Koola showed us big birds called eagles soaring in the sky. She told us, “The bald eagle is a symbol of the United States, that because the bald eagle was considered to be proud and free, it was made the national symbol of the United States.”

Then Lieutenant Koola pointed out a herd of shaggy animals with horns and curved backs. “Remember the bison we read about when we studied the Great Plains?” she asked. “That is what those killed off by hunters in the 1800s.”

Page 48

But then the government decided to protect them in parks like this. Now there are thousands of bison in the mountains.

In another field, Lieutenant Koola showed us some animals that looked like deer but were much bigger. On their heads were gigantic antlers, or horns, that branched out into many sharp points. Lieutenant Koola said that they were elk. Lieutenant Koola also told us about grizzly bears, “Grizzlies,” she said, “usually stay hidden in the woods, but if they smell food, they come looking for it. People who camp overnight in Yellowstone bring their food from high tree branches so it will not attract the bears.”

Later, Lieutenant Koola took us to a place where a sign said “Old Faithful.” We learned that Old Faithful was another kind of animal, perhaps? But there were no animals around. Lieutenant Koola

Faithful erupts as consistently as scientists can predict, so the eruptions will happen.

Page 49

Scaffold understanding as follows:

Invite volunteers to read aloud the first three paragraphs of the section “A Day at Yellowstone” on pages 48–49.



SUPPORT—Have students refer back to the map of the Rocky Mountain region on page 45. Have students locate Yellowstone and give its relative location. (*Yellowstone is in the northwest corner of Wyoming. It is located on the east side of the Continental Divide.*)

SUPPORT—Call attention to the image of the bald eagle on page 48, and call on a student to read aloud the caption. Display the images of elk and a grizzly bear. Explain that Yellowstone is home to many different kinds of animals, including this symbol of the United States, as well as elk and grizzly bears.

CORE VOCABULARY—**Have students read independently the next five paragraphs on pages 49–50.** Before students begin reading, call attention to the Core Vocabulary terms *geyser* and *magma*, and encourage students to review the meaning of each word to better understand the text. Use the photograph of Old Faithful on page 49 to illustrate the Core Vocabulary term *geyser*.

Note: Students in Core Knowledge schools may recall the term *magma* from the Grade 4 unit, *World Mountains*.

Suddenly a huge jet of steaming water came bursting out of the ground and shot at least a hundred feet into the air! Lieutenant Kooia said, "That's Old Faithful. It is the world's most famous geyser." We asked her what made the hot water boil. She explained that deep inside the earth there is a layer of hot liquid rock called magma. In a few places on Earth, like Yellowstone, the magma is especially close to the surface, and it heats the rocks just under the ground. When water from the ground seeps into the hot rocks, it boils and starts to turn into steam.

Pressure builds up, and the water and steam burst out of the ground together. She made it sound as if we were standing on top of a giant teapot!

After our breakfast, we flew north to Montana, another state with magnificent scenery and very few people. In the northwestern part of the state, we saw mountains and valleys that had been carved out of the landscape tens of thousands of years ago by *glaciers*—huge, slow-moving rivers of ice.

Then, we turned southwest and flew over the mountains of Idaho. I asked a crewmember, "Do you know what Idaho is most famous for?" He replied, "I do not know—mountains, maybe?" I said, "No, no, no! Idaho is famous for its potatoes. Did you know that Idaho grows more potatoes than any other state in the country?"

Page 50

Vocabulary

geyser, n., a naturally occurring hot spring in which steam and water are released from the ground, often with a geyser erupting into the air in a tall stream of water.

magma, n., melted rock beneath Earth's crust.

glacier, n., a large, slow-moving mass of compacted snow or ice.

We flew farther south, to the last of the Rocky Mountain states, Utah. I had read that Salt Lake City was the capital of the state. It is also where the headquarters of the Mormon Church is.

Utah is only a partly mountainous state. West of Salt Lake City where the mountains end, there is a different kind of landscape. But I think I will wait until my next message to share it with you. We are now heading to the Southwest.

Page 51

s1

Activity Pages



AP 2.1
AP 2.2

CORE VOCABULARY—Read aloud the remainder of the section, the final four paragraphs of the chapter, on pages 50–51, stopping to explain the meaning of the term *glacier* when it is encountered in the text.

SUPPORT—As you read the last four paragraphs of the chapter, stop at the end of each paragraph. Have students use the map on page 45 to locate the state being described in the paragraph.

After you finish reading the text, ask the following questions:

LITERAL—What animals can be found in national parks in the Rocky Mountain region?

- » Elk, eagles, bison, and grizzly bears are all common to the Rocky Mountain region.

LITERAL—What is Old Faithful?

- » Old Faithful is a geyser located in Yellowstone National Park that shoots steam out of the ground.

CHALLENGE—Ask students to look back at the map of the Rocky Mountain region on page 45, paying particular attention to the small pictures included in the map frame. Ask students to describe why these particular images have been included in the frame.

- » The border shows mountains, because the region is mostly mountainous. It also shows bears and bison, animals that are found in the region.

Have students locate their copies of Regions of the United States Chart (AP 2.1) and Map (AP 2.2) and complete the section for the Rocky Mountain region. Students may refer to the Student Readers as needed. Allow students to complete the pages for homework, if additional time is needed.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "What causes geysers to occur?"
 - » Key points students should cite include: Geysers occur when magma close to Earth's surface heats rocks that then heat groundwater. The water eventually boils and emits steam. As pressure builds up, the water and steam are released from the ground like steam exiting a teapot.
- Choose one of the Core Vocabulary words (*mountain range*, *mine*, *geyser*, *magma*, or *glacier*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities



Remarkable Names and Places (RI.5.2)

15 MIN

Activity Page



AP 7.1

Materials: Sufficient copies of Remarkable Names and Places (AP 7.1)

Distribute copies of Remarkable Names and Places (AP 7.1). Read aloud the instructions. Time permitting, allow students to complete the assignment independently or with partners, referring to Chapters 5–7 of their Student Readers. Students may also complete this activity for homework.

CHAPTER 8

The Southwest

The Big Question: How are the Southwest's climate and landscape connected?

Primary Focus Objectives

- ✓ Describe the climate, landforms, and industry of the states in the Southwest. (**RI.5.2**)
- ✓ Summarize the history of Spanish and Mexican influence in the region. (**RI.5.2**)
- ✓ Understand the meaning of the following domain-specific vocabulary: *oil field*, *ranch*, and *gorge*, and of the phrase "space program." (**RI.5.4**)

What Teachers Need to Know

For background information, download the CKHG Online Resource "About the Southwest":

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 2.1
AP 2.2

- Internet images of a roadrunner, jackrabbits, and a scorpion
- Display and individual student copies of Regions of the United States Chart (AP 2.1)
- Display and individual student copies of Regions of the United States Map (AP 2.2)

Use this link to download the CKHG Online Resources for this unit, where the specific links to the images of a roadrunner, jackrabbits, and a scorpion may be found:

www.coreknowledge.org/ckhg-online-resources

Core Vocabulary (Student Reader page numbers listed below)

oil field, n. an oil-rich area where equipment is set up to remove the oil from the ground (**52**)

Example: Texas is home to many valuable oil fields.

Variation(s): oil fields

ranch, n. a large farm where livestock is raised (52)

Example: The farmer raised cattle and sheep on his ranch.

Variation(s): ranches

“space program,” (phrase) the series of government-supported efforts to explore outer space (54)

Example: The space program was responsible for putting the first person on the moon.

Variation(s): space programs

gorge, n. a steep, narrow canyon (57)

Example: The boy watched from the edge as the rock bounced down the sides of the deep gorge.

Variation(s): gorges

THE CORE LESSON 35 MIN

Introduce “The Southwest”

5 MIN

Activity Page



AP 2.1

Ask students to recall what they learned in Chapter 7. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the states of Colorado, Wyoming, Montana, Idaho, and Utah make up the Rocky Mountain region. Have students quickly brainstorm other key facts they learned about the region. Students may note that the Rocky Mountain region is very mountainous; it was settled by people mining for precious metals. Today, tourism is a large part of the region’s economy. The Rocky Mountain region is also home to Yellowstone National Park and Old Faithful.



Explain to students that they will be reading about another region, called the Southwest. Have students locate the Southwest on the map on page 3. Call attention to the Big Question, and encourage students to look for ways the climate and landscape of the Southwest are connected.

Guided Reading Supports for “The Southwest”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

"Exploring the Southwest," Pages 52–57

Chapter 8
The Southwest

Exploring the Southwest Our next job was to explore the states of Texas, New Mexico, Arizona, and Nevada. These states make up the Southwest region.

Farmers had to travel a long way to Texas. This is a huge state—the map showed that it was more than seven hundred miles wide. Later we found out that Texas is the second largest state in size, after Alaska. It is also the second largest state in population, after California. We certainly saw a lot of really big things in Texas—big cities, big oil fields, and big ranches.

In fact, we found out that there is a ranch in Texas that is bigger than the whole state of Rhode Island!

Texas raises more cattle than any other state. The cowboy, a person who takes care of cattle, is a symbol of Texas. In the late 1800s, Texas cowboys drove herds of cattle hundreds of miles to the eastern states.

Page 52



Page 53



Texas is still home to cowboys today. It was hard, dangerous, adventurous work, so many people thought of cowboys as heroes. Over time, the cattle business changed so that there was less need for cowboys. Today, there are not as many cowboys in Texas. There are, however, many Texans who dress like cowboys. They wear cowboy boots and a kind of tall cowboy hat they call a "ten-gallon" because it looks as if it could hold that much water.

Another symbol of Texas is the oil well. Texas produces more oil than any other state. Oil was first discovered near the city of Houston in the early 1900s.

Today, Houston is the largest city in Texas. The American space program has one of its most important centers there. Many astronauts have told us that when they spoke on the radio back to Houston,

Vocabulary
"space program," referring to the series of government-supported efforts to explore outer space

Page 54

the moon. He explained that when an American became the first human to land on the moon in the 1960s, the first thing he did was radio back to Houston.

In our exploration of Texas and the other Southwestern states, we heard many people speaking Spanish. The same language we had heard in Mexico and Central America. When we studied the history of the Southwest, we learned the reason for this. The Southwest region was not always part of the United States. Instead, it was part of Mexico, the country just to the south of the United States. There, people speak Spanish. In the 1840s, the United States and Mexico went to war over large areas of land in the Southwest. The United States won the war and gained the land that became part of Texas, New Mexico, Arizona, Nevada, Utah, Colorado, and California.

Mexican culture still has a strong influence on this region. Many cities here have Spanish names, such as San Antonio, El Paso, and Santa Fe. Today, the region is home to millions of Mexican Americans, many of whom speak both Spanish and English. Mexican influence is especially strong in the state of New Mexico.

One of the best things about traveling in the Southwest is the wonderful Mexican food you can eat. Many Mexican dishes are made with a kind of thin pancake called a tortilla (toh-tuh-yuh). I especially liked the enchiladas (en-chee-lah-dahs)—soft tortillas filled with meat or cheese and covered with a spicy sauce.

Much of the Southwest is desert—dry, sandy land with few trees. In Texas and covers much of New Mexico, little rain falls in the desert. In the summer,

Page 55

Scaffold understanding as follows:

Read aloud the first paragraph of the section "Exploring the Southwest" on page 52.

SUPPORT—Call attention to the map on page 53, and have students locate and name each of the states in the Southwest, with its respective state capital. Ask students to name the river that forms the border between Texas and Mexico (*Rio Grande*). Finally, call on a student to read aloud the caption, and ask students to locate the Grand Canyon.

CORE VOCABULARY—Invite volunteers to read aloud the next four paragraphs in the section, on pages 52 and 54. Call attention to the Core Vocabulary terms *oil field* and *ranch*, and explain their meanings.

SUPPORT—Call attention to the image of the cowboy on page 54, and call on a student to read aloud the caption. Explain that cowboys are still an important symbol of Texas, though there are many fewer true cowboys today than in the past.

CORE VOCABULARY—Have volunteers read aloud the next five paragraphs of the section, continuing on to page 55, stopping before reading the last paragraph on page 55. Call attention to the Core Vocabulary phrase "space program" when it is encountered, and review the meaning of the phrase to better understand the text.

SUPPORT—Ask students to locate the city of Houston, Texas, on the map on page 53. Explain that the spacecraft that eventually landed on the moon was in frequent communication with the engineers of mission control, located in Houston. When the astronauts started each communication by radio with the engineers back on Earth, they would say, "Houston," first, in the same way that you might say a person's name first, if you were trying to get their attention and talk to them.

SUPPORT—Call attention to the pronunciation guides for the words *tortilla* and *enchiladas* on page 55. Encourage students to correctly pronounce each word. Explain that tortillas are a staple in Mexican cuisine and are a very popular food in the Southwest.

Read aloud the next two paragraphs of the section, stopping after the paragraph about cacti on page 56.

SUPPORT—Call attention to the images of cacti on page 56, and call on a student to read aloud the caption.



Cacti are among the few plants that grow in the deserts of the Southwest.

It gets hotter than any other part of the United States. Temperatures of 115 or 120 degrees are not unusual in southern Arizona and we've been exploring. The

We had never slept in southern Arizona and were exploring. The desert was very different from most of the other landscapes we had seen. We almost felt as if we were on another planet. Instead of trees, we saw cacti—plants covered with sharp spines. Some of the cacti were short and round. Others were very tall and had thick “arms” sticking upward from the trunk.

Suddenly we saw something strange—a little bird with long tail feathers and spiky feathers on its head, running quickly across the sand. We had never seen a bird run before. Lieutenant Koola explained that it was a roadrunner. He could tell he would rather run. “She went on like this, ‘You have a lot of power here. There is no life in the desert, but that is not true. Look—there is a jackrabbit.’ We saw a large brown rabbit hop out of a bush. Then I said, ‘Wow! I have found a little lobster.’ When we looked down, it was a tiny jackrabbit, except that it had

Page 56

a long tail that curled over its body. Lieutenant Koola yelled, “Do not touch that! It is a scorpion. It has a poisonous stinger in its tail, and if it stings you, you will get very sick.” When I heard that, I jumped back a couple of feet.

After we had explored the desert for a little while, I decided that we should get back inside our car and fly to the Grand Canyon.

Arizona is really known for the Grand Canyon. The Grand Canyon is one of the great natural wonders of the United States.

It is a gigantic gorge carved out by the Colorado River. It is a mile deep and up to eighteen miles across.

If you look at the edge, you can see the river glistening far, far down at the bottom. The walls of the canyon are all different colors—red, brown, tan, and orange.

The colors come from the layers of different kinds of rock. Like most visitors to the canyon, we just stood there for a long

time.

The Colorado River cuts through Canyons and continues to wind through the Grand Canyon.

17

Page 57

SUPPORT—Have students turn back to the map on page 53. Ask them to locate the states of Arizona, New Mexico, and Nevada and identify the capital of each state.

CORE VOCABULARY—**Have students read independently the remainder of the section.** Before students begin reading, call attention to the Core Vocabulary term *gorge*, and encourage students to review the word’s meaning to better understand the text.



SUPPORT—Call attention to the image of the Grand Canyon on page 57, and call on a student to read aloud the caption.

SUPPORT—Ask students to name the animals that Lieutenant Koola identified in the desert. (*roadrunner, jackrabbit, scorpion*) Display the images of a roadrunner, jackrabbits, and a scorpion. Have students compare the images to the descriptions in the text.

After students finish reading the text, ask the following questions:

LITERAL—What states are included in the Southwest?

- » The Southwest includes the states of Texas, New Mexico, Arizona, and Nevada.



LITERAL—Using the map on page 53, which states in the Southwest share a border with Mexico?

- » Texas, New Mexico, and Arizona all border Mexico.

LITERAL—What are some notable statistics about the state of Texas?

- » Texas is the second-largest state in size, and it ranks second largest in terms of population.

LITERAL—What are two of Texas’s main industries?

- » Texas raises more cattle and produces more oil than any other state.

LITERAL—Why is Mexican culture so common in the Southwest region?

- » Texas, New Mexico, Arizona, and Nevada were all part of Mexico at one time, and many of the cultural traditions of the area were adopted by settlers and continued by indigenous people.

LITERAL—Where is the desert in the Southwest region, and what is it like?

- » The desert begins in western Texas and covers much of New Mexico, Arizona, and Nevada. Very little rain falls in the desert. In summer, it can be warmer than any other part of the United States, with temperatures as high as 120 degrees Fahrenheit.

CHALLENGE—Ask students to look back at the map of the Southwest region on page 53, paying particular attention to the small pictures included in the map frame. Ask students to explain why these particular images have been included in the frame.

- » Cattle ranching is an important activity in parts of the Southwest. That is why the border shows images of cows and cowboy hats. The border also shows roadrunners, a bird that is found in the desert of the Southwest.

Activity Pages



AP 2.1
AP 2.2

Have students locate their copies of Regions of the United States Chart (AP 2.1) and Map (AP 2.2) and complete the section for the Southwest region. Students may refer to the Student Reader as needed. Allow students to complete the pages for homework, if additional time is needed.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How are the Southwest’s climate and landscape connected?”
 - » Key points students should cite include: The Southwest has an extremely dry climate that experiences little rainfall and extreme temperatures. As a result, much of the Southwest is a desert landscape in which little vegetation grows and animals have adapted to the unique environment.
- Choose one of the Core Vocabulary words (*oil field, ranch, or gorge*) or the phrase “space program,” and write a sentence using the word or phrase.

To wrap up the lesson, ask several students to share their responses.

CHAPTER 9

The West Coast

The Big Question: Why are the Cascade Mountains important to the climate of the Pacific Northwest?

Primary Focus Objectives

- ✓ Describe the climate, landforms, and industry of the West Coast region. **(RI.5.2)**
- ✓ Identify the specific features of Los Angeles, San Francisco, and Seattle. **(RI.5.2)**
- ✓ Understand the meaning of the following domain-specific vocabulary: *desalination* and *moisture*. **(RI.5.4)**

What Teachers Need to Know

For background information, download the CKHG Online Resource “About the West Coast”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 2.1

AP 2.2

- Display and individual student copies of Regions of the United States Chart (AP 2.1)
- Display and individual student copies of Regions of the United States Map (AP 2.2)

Core Vocabulary (Student Reader page numbers listed below)

desalination, n. the process of removing salt from water **(61)**

Example: The desalination plant processed thousands of gallons of ocean water to make it drinkable for humans.

moisture, n. small amounts of water, either in the air or on a surface **(64)**

Example: Small beads of moisture gathered on the cold window.

Variation(s): moistures

Introduce “The West Coast”

5 MIN

Activity Page



AP 2.1

Ask students to recall what they learned in Chapter 8. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the states of Texas, New Mexico, Arizona, and Nevada make up the Southwest region. Have students quickly brainstorm other key facts they learned about the region. Record student responses on the board. Students may note that the Southwest is very dry and has a harsh desert climate in some areas. Texas is the second-largest state by size and population; the state's largest industries include cattle and oil. The Grand Canyon in Arizona is a massive gorge carved by the Colorado River.



Explain to students that they will be learning about another region during today’s lesson, the West Coast. Have students find the West Coast on the map on page 59. Ask students what ocean borders this region. (*the Pacific Ocean*) Call attention to the Big Question, and encourage students to look for reasons the Cascade Mountains are important to the climate of the Pacific Northwest.

Guided Reading Supports for “The West Coast”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Exploring the West Coast,” Pages 58–62

Scaffold understanding as follows:

Read aloud the first paragraph of the section “Exploring the West Coast” on page 58.



SUPPORT—Call attention to the map of the West Coast on page 59, and have students locate and name each of the states in the West Coast region, with its respective capital. Call on a volunteer to read aloud the caption, and have students locate the Coast Ranges.

Read aloud the second paragraph of the section.



SUPPORT—Call attention to the image of freeways (highways) in Los Angeles on page 60, and call on a volunteer to read aloud the caption. Explain to students that Los Angeles, like New York City, is very densely populated. Many people rely on cars as their main form of transportation, which can cause a lot of traffic in the area. Have students refer back to the map of the West Coast and locate Los Angeles.

Chapter 9
The West Coast

Exploring the West Coast After flying over Nevada, we headed west again, toward the city of Oceanside. The part of the United States that borders the Pacific is known as the West Coast. There are three states on the West Coast—California, Oregon and Washington. California is by far the largest of the three, covering two-thirds of the coast. It also has more people than any other state in the country.

We decided to begin our exploration of the West Coast in California. We first visited the city of Los Angeles, the second largest city in the United States. Flying over the city, we were amazed by its size. It spread out as far as the eye could see in every direction. We learned that large roads called freeways tie this sprawling city together. Los Angeles is so spread out that people sometimes spend hours every day in their cars, driving from home to work and back again. Because almost everyone has a car, there are many cars on the roads, and traffic gets jammed. Americans call the times that they drive to work “the morning rush hour.”

Page 58

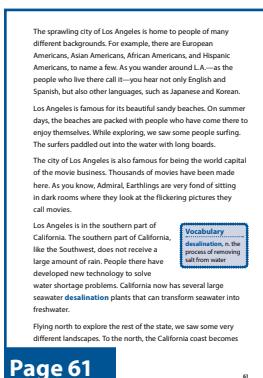
The Big Question
Why are the Cascade Mountains important to the climate of the Pacific Northwest?



Page 59



Page 60



Page 61

CORE VOCABULARY—Have students read independently the remainder of the section “Exploring the West Coast.” Before students begin reading the text, call attention to the Core Vocabulary term *desalination*, and encourage students to review its meaning to better understand the text.

SUPPORT—Call attention to the image of the desalination plant on page 62, and call on a student to read aloud the caption. Explain to students that the West Coast has historically had problems with water shortages, especially in recent years. Tell students that desalination plants like the one shown in the image have helped reduce the impact of water shortages.

After students finish reading the text, ask the following questions:

LITERAL—What states are in the West Coast region?

- » California, Oregon, and Washington make up the West Coast region.



LITERAL—Which West Coast state borders Canada?

- » Washington



LITERAL—Which West Coast state borders Mexico?

- » California

LITERAL—For what is Los Angeles famous?

- » Los Angeles is famous for its ethnic diversity, for its sandy beaches, and for being the center of the movie industry.

LITERAL—How do the northern and southern coasts of California differ?

- » The northern California coast is rocky rather than sandy and has cliffs that plunge down to the ocean.

“Mountains, Valleys, and Steep Hills,” Pages 62–65

Scaffold understanding as follows:

Invite volunteers to read aloud the first three paragraphs of the section “Mountains, Valleys, and Steep Hills” on pages 62–63.



SUPPORT—Call attention to the image of the Golden Gate Bridge on page 63, and call on a student to read aloud the caption. Have students refer back to the map of the West Coast on page 59, and locate San Francisco.



Page 62



The Golden Gate Bridge is San Francisco's most famous landmark.

Learned that this is the tallest mountain in the United States outside of Alaska.

As beautiful as the mountains were, we were eager to see California's other famous city, San Francisco. So we turned our ship back toward the coast. San Francisco is very different from Los Angeles. San Francisco is full of new skyscrapers as well as old buildings. Its parks are large and green, displaying ancient trees and flowers. We visited the city's many museums, art galleries, and restaurants. One of the most famous landmarks in the city is the Golden Gate Bridge. The bridge's two towers are seventy stories tall, and they are connected to the bridge by great

Page 63

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Much of San Francisco is built on steep hills. At the end of each day's exploration, we were tired and aching from all of the climbing up and down. We learned that more than a hundred years ago, someone felt sorry for the horses that had to haul heavy loads up the steep hills. He felt so sorry for them that he invented a new way to haul heavy loads up the hills. This kind of little train, called a cable car, that was pulled along by an iron rope set in the ground. Today, people come from all over the world to ride the cable cars up San Francisco's steep hills.

After leaving San Francisco, we flew north to explore the states of Oregon and Washington, which make up the area called the Pacific Northwest. From the air, we noticed a long mountain range that runs through both states from north to south. The map said these were the Cascade Mountains. Later, we found out that these mountains were very important to the climate of the region.

When winds blow in from the Pacific Ocean, they pick up moisture from the sea. When the air rises to cross the mountains, it cools off. Because cold air holds less moisture than warm air, the moisture falls as snow or rain—lots of rain. The western part of Oregon and Washington is one of the雨iest areas in the United States.

We were amazed by how wet the area was—it drizzled almost the whole time we were there. We were also surprised at how green it was. All that rain has helped give life to great forests full of redwood trees. These forests are some of the oldest and tallest in the region, making them living

Page 64

Vocabulary
moisture, n., small amounts of water either in the air or on a surface

by logging—cutting down trees to use for building or to make products like paper. But many of the trees are protected from loggers. Instead, they are set aside in national parks for people to enjoy.

To finish our tour of the West Coast, we flew to Seattle, Washington, which is the biggest city in the Pacific Northwest. The most famous building in Seattle is known as the Space Needle. It is a tall, thin tower with a spire on top that looks like the toy that Americans call the yo-yo. The tower is called the Space Needle because the top is supposed to look like a spaceship that aliens might use to visit Earth. Of course, it looks nothing like a real spaceship. We all had a good laugh over that. Earthlings can be so funny!



Page 65

45

CORE VOCABULARY—Have students read independently the remainder of the section “Mountains, Valleys, and Steep Hills.”

Before students begin reading, call attention to the Core Vocabulary term *moisture*, and encourage students to review its meaning to better understand the text.

SUPPORT—Have students turn back to the map on page 59. Ask them to locate the states of Oregon and Washington. Which state is farther north? (*Washington*) Have students locate the Cascade Mountains. Which river flows through the Cascade Mountains? (*Columbia River*)



SUPPORT—Call attention to the image of the Space Needle on page 65, and call on a volunteer to read aloud the caption. Have students refer back to the map of the West Coast on page 59 and locate the city of Seattle and the Cascade Mountains.

After students finish reading the text, ask the following questions:

LITERAL—What mountain range runs through Oregon and Washington?

- » The Cascade Mountain range runs through the states of Oregon and Washington.

LITERAL—What is the cause of the rainy areas in Oregon and Washington?

- » As winds blow in from the Pacific, they bring moisture from the sea. As the air rises to cross the mountains, it cools off, and the excess moisture falls down as rain.

CHALLENGE—Ask students to look back at the map of the West Coast on page 59, paying particular attention to the small pictures included in the map frame. Ask students to explain why these particular images have been included in the frame.

- » The border shows cable cars and the Hollywood sign. The cable cars represent the city of San Francisco. The Hollywood sign represents Los Angeles and the movie industry. Both San Francisco and Los Angeles are important cities in the region.

Have students locate their copies of Regions of the United States Chart (AP 2.1) and Map (AP 2.2) and complete the section for the West Coast. Students may refer to the Student Reader as needed. Allow students to complete the pages for homework, if additional time is needed.

Activity Pages



AP 2.1

AP 2.2



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, "Why are the Cascade Mountains important to the climate of the Pacific Northwest?"
 - » Key points students should cite include: The Cascade Mountains are responsible for the large amount of rainfall in the Pacific Northwest. This is caused by winds that carry moisture from the ocean across the mountains. The moist air cools across the Cascades, then falls as rain in Oregon and Washington.
- Choose one of the Core Vocabulary words (*desalination* or *moisture*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Domain Vocabulary: Chapters 6–9 (RI.5.4, L.5.6)

30 MIN

Activity Page



AP 9.1

Materials: Sufficient copies of Domain Vocabulary: Chapters 6–9 (AP 9.1)

Distribute copies of Domain Vocabulary: Chapters 6–9 (AP 9.1). Read aloud the directions. Encourage students to use Chapters 6–9 in the Student Reader to solve the crossword puzzle. Students should complete this activity for homework.

CHAPTER 10

Alaska and Hawaii

The Big Question: How does Alaska compare to Hawaii?

Primary Focus Objectives

- ✓ Describe the climate, landforms, and wildlife of Alaska. (RI.5.2)
- ✓ Describe the location, climate, and landforms of Hawaii. (RI.5.2)
- ✓ Name their own state capital and the governor of their state. (RI.5.2)
- ✓ Understand the meaning of the following domain-specific vocabulary: *volcano* and *lava*. (RI.5.4)

What Teachers Need to Know

For background information, download the CKHG Online Resource “About Alaska and Hawaii”:

www.coreknowledge.org/ckhg-online-resources

Materials Needed

Activity Pages



AP 2.1
AP 10.1

- Display and individual student copies of Regions of the United States Chart (AP 2.1)
- Internet images of beavers, an otter, a wolf, a mountain goat, and hula dancers.
- Student copies of Meet My Region (AP 10.1)

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

Core Vocabulary (Student Reader page numbers listed below)

volcano, n. a mountain that has cracks leading to openings deep in the earth from which hot, melted rock may sometimes erupt (69)

Example: The helicopter filled with tourists flew above the rim of the smoking volcano.

Variation(s): volcanoes

lava, n. magma, or melted rock, that reaches Earth’s surface (69)

Example: The lava left a path of destruction as it poured down the side of the volcano.

Introduce “Alaska and Hawaii”

5 MIN

Activity Page



AP 2.1

Ask students to recall what they learned in Chapter 9. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the West Coast region includes the states of California, Oregon, and Washington. Have students quickly brainstorm other key facts they learned about the region. Students may note that Los Angeles is a densely populated and diverse city known for its sandy beaches and movie industry. The coast of northern California differs from the state’s southern coast. Seattle is an important city in Washington, and the Cascade Mountains have a significant impact on the climate of the Pacific Northwest.

Explain to students that they will be learning about two states today that are not connected to the other forty-eight states, Alaska and Hawaii. Call attention to the Big Question, and encourage students to look for similarities and differences between Alaska and Hawaii as they read the text.

Guided Reading Supports for “Alaska and Hawaii”

30 MIN

When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

“Exploring Alaska and Hawaii,” Pages 66–67

Chapter 10
Alaska and Hawaii

Exploring Alaska and Hawaii Well, Admiral, we have described our journeys through the forty-eight continental states of the United States. "Wait!" I hear you saying. " Didn't you say there were fifty states?" You're right; there are fifty, but two of them, Alaska and Hawaii, are not connected to the rest. Alaska and Hawaii are states that are bordered by the Pacific Ocean. Alaska is also bordered by the Arctic Ocean. They were the last two states to become part of the United States.

Alaska is located five hundred miles to the north of Washington state. To get there, you have to fly or drive across the country of Canada. It is the largest state in the United States.

Hawaii is located two thousand miles west of California, in the middle of the Pacific Ocean. To get there, you have to fly or sail across the ocean. It is made up of a chain of 8 small islands and 124 even smaller islands. The most southern point of the United States is in Hawaii.

Page 66

Scaffold understanding as follows:

Read aloud the first two paragraphs of the section “Exploring Alaska and Hawaii” on page 66.

 **SUPPORT**—Call attention to the map of Alaska on the top of page 67, and call on a student to read aloud the caption.

Read aloud the last paragraph of the section on page 66.

 **SUPPORT**—Call attention to the map of Hawaii on the bottom of page 67, and call on a student to read aloud the caption. Explain to students that unlike other states in the United States, Hawaii is made up of a chain of islands.



Page 67

After you finish reading the text, ask the following questions:

LITERAL—Where is Alaska located?

- » Alaska is located five hundred miles north of Washington.



LITERAL—Using the map on page 67, which country borders Alaska in the east?

- » Canada

LITERAL—Where is Hawaii located?

- » Hawaii is located two thousand miles west of California, in the middle of the Pacific Ocean.

"The Rugged Landscape of Alaska," Pages 68–69



Page 68

Scaffold understanding as follows:

Invite volunteers to read independently the section "The Rugged Landscape of Alaska" on pages 68–69.



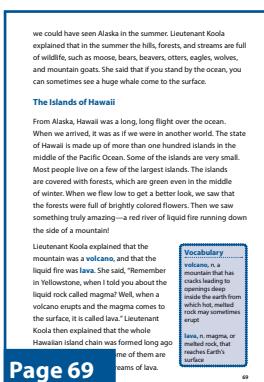
SUPPORT—Call attention to the image of Denali on page 68, and call on a student to read aloud the caption. Mention that the animal in the foreground of the image is a moose, one of the many types animals found in Alaska. Have students refer back to the map of Alaska on page 67 and locate Denali.

SUPPORT—Display the Internet images of beavers, an otter, a wolf, and a mountain goat. Discuss these animals, as well as the others mentioned in the text as living in Alaska.

After students finish reading the text, ask the following question:

LITERAL—What are some unique features of Alaska?

- » Alaska is the largest state, and it has seventeen of the twenty tallest mountains in the United States.



Page 69



After you finish reading the text, ask the following questions:

LITERAL—What are some unique features of Alaska?

- » Alaska is the largest state, and it has seventeen of the twenty tallest mountains in the United States.

"The Islands of Hawaii," Pages 69–73

Scaffold understanding as follows:



Kilauea, a volcano located on the Hawaiian Island of Kauai, is still active today.

We then flew to the island called Oahu. We landed our ship in Honolulu, the biggest city of the islands. When we got off, we were surprised to how warm the air was. People were crowding onto the white, sandy beaches around the city. We noticed surfers in the water, and someone on the beach told us that surfing was invented in Hawaii.

In the library in Honolulu, we learned that Hawaii was first settled about a thousand years ago by people who came from islands farther west in the Pacific Ocean. These first Hawaiians had their own culture, including language and religion.

Today, however, most people who live in Hawaii are Asian American or European American. Only a small minority are native to the Hawaiian language. But some still alive.

Page 70

CORE VOCABULARY—Have students read independently the section "The Islands of Hawaii" on pages 69–73. Before students begin reading, call attention to the Core Vocabulary terms *volcano* and *lava*, and encourage students to review each word's meaning to better understand the text.

Note: Students in Core Knowledge schools may recall the term *volcano* from the Grade 3 unit, *Ancient Rome*, and the term *lava* from the Grade 4 unit, *World Mountains*.

SUPPORT—Call attention to the images of the volcano on page 70 and the surfer on page 71, and call on students to read aloud the captions.

SUPPORT—Call attention to the pronunciation guides for the words *luau*, *leis*, *poi*, and *aloha*. Encourage students to correctly pronounce each word. Display the image of the hula dancers wearing leis.

 **SUPPORT**—Have students refer back to the map of Hawaii on page 67 and locate the island of Oahu and the state capital of Honolulu.

After students finish reading the text, ask the following questions:

LITERAL—What is the climate of Hawaii like?

- » Hawaii has a tropical climate with lush forests, warm air, and sunny beaches.

LITERAL—What is one of Hawaii's main crops?

- » One of Hawaii's main crops is pineapples.

CHALLENGE—Ask students to look back at the maps of Alaska and Hawaii on page 67, paying particular attention to the small pictures included in each map frame. Ask students to explain why these particular images have been included in each frame.

- » The frame around the Alaska map shows snow and dog sleds. The frame around the Hawaii map shows volcanoes and flowers. The images show the landscape and climate of each state.



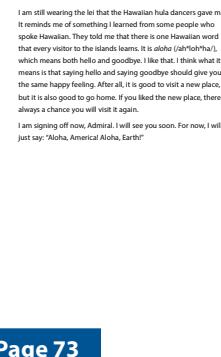
Surfers wait for a big wave to arrive. Then they stand up on the board and glide along the waves.

One night, we went to a traditional Hawaiian dinner called a luau (luoo'w). One of the things we ate there was a kind of porridge called poi (poy'). You eat poi with your fingers. We also enjoyed the main dish, which was roast pork. For dessert we had fresh pineapple. Most of America's pineapples come from Hawaii.

After dinner, we watched some Hawaiian women perform a traditional dance called the hula. Afterward, the dancers put chains of flowers around our necks. These flower chains, called leis (layz'), are given to visitors as a way of saying "welcome."

Hawaii was a friendly and beautiful place. But we knew that it was time to head home to Proteus. Right now, our ship is leaving.

Page 71



Earth is sometimes called the "blue planet" because of the way it looks from space.

As I look back at the blue planet, I think of everything we have seen and learned. The United States, we learned, is made up of big, crowded cities and vast, empty deserts. It has towering mountains and deep canyons. It has forests and farmland, beaches and swamps. It has Hawaii's rivers of fire and Alaska's rivers of ice.

The people of America are just as diverse as its landscape. They come from every corner of Earth, so that American culture is made

Page 72

I am still wearing the lei that the Hawaiian hula dancers gave me. It reminds me of something I learned from some people who speak Hawaiian. They told me that there is one Hawaiian word that every visitor to the islands learns. It is aloha (ah-loh-hah), which means both hello and goodbye. I like that. I think what it means is that saying hello and saying goodbye should give you the same happy feeling. After all, it is good to visit a new place, but it is also good to go home. If you liked the new place, there is always a chance you will visit it again.

I am signing off now, Admiral. I will see you soon. For now, I will just say: "Aloha, American Aloha, Earth!"

Page 73



Have students locate their copies of Regions of the United States Chart (AP 2.1) and complete the rows for Alaska and Hawaii. Students may refer to the Student Reader as needed. Allow students to complete the pages for homework, if additional time is needed.



CHECK FOR UNDERSTANDING 10 MIN

Ask students to:

- Write a short answer to the Big Question, “How does Alaska compare to Hawaii?”
 - » Key points students should cite include: Alaska and Hawaii are similar in that neither state is a part of the continental United States. Both states were the last states to join the United States. Both have mountains, though many of the mountains in Hawaii are volcanoes. In terms of differences, Alaska is much colder than Hawaii and has a more rugged climate. Hawaii, on the other hand, is tropical and warm.
- Choose one of the Core Vocabulary words (*volcano* or *lava*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

Additional Activities

Meet My Region (RI.5.2)

30 MIN



Materials: Sufficient copies of Meet My Region (AP 10.1)

Distribute copies of Meet My Region (AP 10.1). Read aloud the directions. Encourage students to use Chapters 2–10 in the Student Reader to answer the questions. Students may also use research resources, such as encyclopedias or the Internet, to help them complete the activity. Students should complete this activity for homework.

Teacher Resources

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Answer Key: <i>The Geography of the United States</i>— Unit Assessment and Activity Pages	103

Name _____

Date _____

Unit Assessment: *The Geography of the United States*

A. Circle the letter of the best answer.

1. In which hemisphere is the United States?
 - a) Eastern
 - b) American
 - c) Southern
 - d) Western
2. What is the approximate distance across the United States from the Atlantic Ocean to the Pacific Ocean?
 - a) three thousand miles
 - b) five hundred miles
 - c) thirty thousand miles
 - d) one thousand miles
3. Which state is not part of New England?
 - a) Massachusetts
 - b) Rhode Island
 - c) New Hampshire
 - d) Virginia
4. Which best describes the climate of New England?
 - a) constant rain
 - b) four different seasons
 - c) four similar seasons
 - d) cool spring and summer, humid winter
5. What is the biggest city in New England?
 - a) Salt Lake City
 - b) Los Angeles
 - c) Boston
 - d) Denver
6. What is the first thing that many immigrants to New York City see?
 - a) the mayor
 - b) Statue of Liberty
 - c) Golden Gate Bridge
 - d) the Capitol

- 7.** Which is the only mainland American city that isn't in a state?
- a)** Washington, D.C.
 - b)** Honolulu
 - c)** Anchorage
 - d)** Miami
- 8.** The state of Florida is bordered by the Atlantic Ocean on one side and the _____ on the other.
- a)** Pacific Ocean
 - b)** Mississippi River
 - c)** Gulf of Mexico
 - d)** Great Lakes
- 9.** Which state is located on a peninsula?
- a)** Maine
 - b)** Hawaii
 - c)** Virginia
 - d)** Florida
- 10.** Chicago is located on the shore of
- a)** Chesapeake Bay.
 - b)** the Missouri River.
 - c)** Lake Michigan.
 - d)** the Mississippi River.
- 11.** Which is not one of the Great Lakes?
- a)** Erie
 - b)** Superior
 - c)** Michigan
 - d)** Champlain
- 12.** What nickname was given to the Great Plains because so much wheat is grown there?
- a)** America's Breadbasket
 - b)** the Great Plains
 - c)** the Fiber Belt
 - d)** Wheatsville
- 13.** What is a tornado?
- a)** a funnel-shaped cloud containing high winds
 - b)** a kind of blizzard
 - c)** a rainstorm with thunder and lightning
 - d)** a hurricane that forms over land

- 14.** Which body of water is located south of Florida and the Gulf of Mexico?
- a)** the Chesapeake Bay
 - b)** the Pacific Ocean
 - c)** the Atlantic Ocean
 - d)** the Caribbean Sea
- 15.** What is the name of the sculpture with the face of four presidents carved into a cliff?
- a)** the Washington Monument
 - b)** Mount Rushmore
 - c)** Yosemite
 - d)** Denali
- 16.** What is Old Faithful?
- a)** a national park
 - b)** a mountain
 - c)** a geyser
 - d)** a volcano
- 17.** Which states were once part of Mexico?
- a)** California, New Mexico, Arizona
 - b)** Oregon, New Mexico, Arizona
 - c)** Nevada, Louisiana, Arizona
 - d)** New Mexico, Arizona, Florida
- 18.** What is the Grand Canyon?
- a)** a geyser
 - b)** an obelisk
 - c)** a gorge
 - d)** a funnel
- 19.** What area of the United States receives the most rain?
- a)** western Oregon and Washington
 - b)** northern Maine
 - c)** Hawaii
 - d)** the South
- 20.** Which American state is largest in terms of land size?
- a)** California
 - b)** Montana
 - c)** Alaska
 - d)** Texas

- 21.** What is special about Alaska's geography?
- a)** It is covered in snow all year.
 - b)** There are no rivers.
 - c)** No trees can grow because the temperature is too low.
 - d)** Seventeen of the twenty tallest mountains in the United States are there.
- 22.** How many islands make up the state of Hawaii?
- a)** one
 - b)** four
 - c)** more than one hundred
 - d)** none of the above
- 23.** How were the Hawaiian Islands formed?
- a)** They split off from the coast of California.
 - b)** They came from erupting volcanoes.
 - c)** They were the result of an earthquake.
 - d)** both b and c

B. Match the following vocabulary terms with their definitions. Write the correct letter on the line.

Terms

- _____ **24.** peninsula
- _____ **25.** landform
- _____ **26.** mine
- _____ **27.** indigenous
- _____ **28.** natural resource
- _____ **29.** gorge
- _____ **30.** bay
- _____ **31.** erosion
- _____ **32.** commerce
- _____ **33.** Gulf Stream

Definitions

- a)** a steep, narrow canyon
- b)** a warm ocean current that begins in the Gulf of Mexico and travels north along the coast of Florida all the way to Newfoundland in Canada
- c)** something from nature that is useful to humans
- d)** a natural physical feature on Earth's surface
- e)** the carrying away of soil and rock by water, ice, or wind
- f)** to dig into the earth in search of minerals or coal
- g)** native to a particular region or environment
- h)** a part of a sea or ocean that extends into land
- i)** the buying and selling of goods and services
- j)** a piece of land sticking out into a body of water, so that it is almost surrounded by water

C. BONUS—Match the following states with their capitals. Write the correct letter on the line.

- _____ **34.** California
- _____ **35.** Massachusetts
- _____ **36.** Georgia
- _____ **37.** New York
- _____ **38.** Illinois
- _____ **39.** Texas
- _____ **40.** Arizona
- _____ **41.** Hawaii
- _____ **42.** Colorado
- _____ **43.** Kansas

- a)** Atlanta
- b)** Denver
- c)** Topeka
- d)** Springfield
- e)** Sacramento
- f)** Phoenix
- g)** Boston
- h)** Albany
- i)** Honolulu
- j)** Austin

Performance Task: *The Geography of the United States*

Teacher Directions: Ask students to choose one of the regions in this unit and create a travel brochure that includes six sections about the region: states, landforms and climate, plant and animal life, industries, historical facts, and important cities and attractions in that region. The brochure should include a title, one to three key details for each section, and images and designs that reflect the region. Guide students in tri-folding an 8 ½" x 11" sheet of paper so they have six sections front and back for the brochure. Encourage students to use the Student Reader and the Cool Facts at the back of the Reader to take notes and to organize their thoughts using the table provided.

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started. Individual students are not expected to provide a comparable finished table. Their goal is to write one to three specific examples for each category of their brochure for their chosen region.

Region: Southwest	Key Ideas and Details
States	<ul style="list-style-type: none">Texas, New Mexico, Arizona, and Nevada
Landforms and Climate	<ul style="list-style-type: none">Much of the region barren, sandy desertsLittle annual rainfallHot temperatures during the day
Plant and Animal Life	<ul style="list-style-type: none">Cacti, desert scrubJackrabbits, scorpions, roadrunners
Industries	<ul style="list-style-type: none">OilCattleTourism
Historical Facts	<ul style="list-style-type: none">The region was once owned by Mexico, so Spanish is spoken in many parts of the region. Spanish culture has also influenced food in the region (tortillas and enchiladas). Cowboys are a symbol of Texas because cattle is a historically important industry.
Important Cities and Attractions	<ul style="list-style-type: none">The space program in Houston, TexasGrand Canyon in Arizona

Performance Task Scoring Rubric

Note: Students should be evaluated on the basis of their travel brochures, using the rubric.

Students should not be evaluated on the completion of the Notes Table, which is intended to be a support for students as they first think about their written responses.

Above Average	Travel brochure is accurate, detailed, and colorful. The student clearly identifies and explains key details about their chosen region, including its states, landforms and climate, plant and animal life, industries, historical facts, and important cities and attractions. The student demonstrates exceptional background knowledge of regional geography, providing three specific examples for each brochure category. The writing is clearly articulated and focused, and demonstrates strong understanding of the subjects discussed; a few minor errors may be present.
Average	Response is mostly accurate and somewhat detailed. The student demonstrates sufficient background knowledge of regional geography, providing two specific examples for each brochure category. The writing is focused and demonstrates control of conventions; some minor errors may be present.
Adequate	Response is mostly accurate but lacks detail. The student demonstrates some background knowledge of regional geography, providing one specific example for each brochure category. The writing may exhibit issues with organization, focus, and/or control of standard English grammar.
Inadequate	Response is incomplete and demonstrates a minimal understanding of the content in the unit. The student demonstrates incomplete or inaccurate background knowledge of regional geography. The writing may exhibit major issues with organization, focus, and/or control of standard English grammar.

Name _____

Date _____

Performance Task Activity: *The Geography of the United States*

Choose one of the regions in this unit that you found most interesting or would most like to visit. You will create a travel brochure that includes six sections about your region: states, landforms and climate, plant and animal life, industries, historical facts, and important cities and attractions in that region. Your brochure should include a title and one to three key details for each section. Make sure to color and decorate your travel brochure with images and designs that reflect your chosen region.

Use the table on the next page to take notes and organize your thoughts. You may refer to the chapters in *The Geography of the United States* as well as any outside resources you may wish to use.

Name _____

Date _____

The Geography of the United States Performance Task Notes Table

Use the table below to help organize your thoughts as you refer to the chapters in *The Geography of the United States*. You do not need to complete the entire table to create your travel brochure, but you should try to have one to three specific examples for each of the six sections in your brochure.

Region: _____	Key Ideas and Details
States	
Landforms and Climate	
Plant and Animal Life	
Industries	
Historical Facts	
Important Cities and Attractions	

Name _____

Date _____

Activity Page 1.1: The Fifty States and Their Capitals**Use with Chapter 1**

How many of these states and capitals do you know? Do you know the name of your state capital? Find it on the list below, and circle it with your state. Learn all the names of the states and their capitals. Use the Word Bank and page 75 of the Student Reader to fill in the missing capitals.

Austin	Dover	Olympia	Lincoln	Jackson	Honolulu
--------	-------	---------	---------	---------	----------

State	Capital	State	Capital
Alabama	Montgomery	Montana	Helena
Alaska	Juneau	Nebraska	_____
Arizona	Phoenix	Nevada	Carson City
Arkansas	Little Rock	New Hampshire	Concord
California	Sacramento	New Jersey	Trenton
Colorado	Denver	New Mexico	Santa Fe
Connecticut	Hartford	New York	Albany
Delaware	_____	North Carolina	Raleigh
Florida	Tallahassee	North Dakota	Bismarck
Georgia	Atlanta	Ohio	Columbus
Hawaii	_____	Oklahoma	Oklahoma City
Idaho	Boise	Oregon	Salem
Illinois	Springfield	Pennsylvania	Harrisburg
Indiana	Indianapolis	Rhode Island	Providence
Iowa	Des Moines	South Carolina	Columbia
Kansas	Topeka	South Dakota	Pierre
Kentucky	Frankfort	Tennessee	Nashville
Louisiana	Baton Rouge	Texas	_____
Maine	Augusta	Utah	Salt Lake City
Maryland	Annapolis	Vermont	Montpelier
Massachusetts	Boston	Virginia	Richmond
Michigan	Lansing	Washington	_____
Minnesota	St. Paul	West Virginia	Charleston
Mississippi	_____	Wisconsin	Madison
Missouri	Jefferson City	Wyoming	Cheyenne

Name _____

Date _____

Activity Page 1.2: Start the Match!

Use with Chapter 1

Match the states with their capitals. When you finish this page, go on to Activity Page 1.3 to complete the activity in the same way.

1. Alabama _____
2. North Dakota _____
3. Tennessee _____
4. Wyoming _____
5. Connecticut _____
6. Mississippi _____
7. New Jersey _____
8. New Mexico _____
9. Washington _____
10. Indiana _____
11. Dover _____
12. Baton Rouge _____
13. Montpelier _____
14. Salt Lake City _____
15. Columbus _____
16. Sacramento _____
17. Atlanta _____
18. Annapolis _____
19. Phoenix _____
20. Tallahassee _____

- Jackson
Santa Fe
Bismarck
Indianapolis
Hartford
Montgomery
Nashville
Olympia
Trenton
Cheyenne
Georgia
California
Maryland
Louisiana
Delaware
Vermont
Florida
Utah
Ohio
Arizona

Name _____

Date _____

Activity Page 1.3: Finish the Match!

Use with Chapter 1

Complete the activity you began on Activity Page 1.2.

21. Alaska _____

Harrisburg

22. Idaho _____

Topeka

23. Pennsylvania _____

Little Rock

24. South Carolina _____

Juneau

25. West Virginia _____

Raleigh

26. Kansas _____

Carson City

27. Nevada _____

Oklahoma City

28. Oklahoma _____

Boise

29. North Carolina _____

Columbia

30. Arkansas _____

Charleston

31. Michigan _____

Richmond

32. Nebraska _____

Boston

33. Virginia _____

Honolulu

34. Illinois _____

Lansing

35. Massachusetts _____

Denver

36. Kentucky _____

Austin

37. Colorado _____

Augusta

38. Texas _____

Lincoln

39. Maine _____

Springfield

40. Hawaii _____

Frankfort

Name _____

Date _____

Activity Page 1.3: Finish the Match! (*continued*)

Use with Chapter 1

Complete the activity you began on Activity Page 1.2.

41. Helena _____

Minnesota

42. Madison _____

South Dakota

43. Salem _____

Wisconsin

44. Des Moines _____

Rhode Island

45. St. Paul _____

New Hampshire

46. Pierre _____

New York

47. Concord _____

Montana

48. Albany _____

Oregon

49. Providence _____

Missouri

50. Jefferson City _____

Iowa

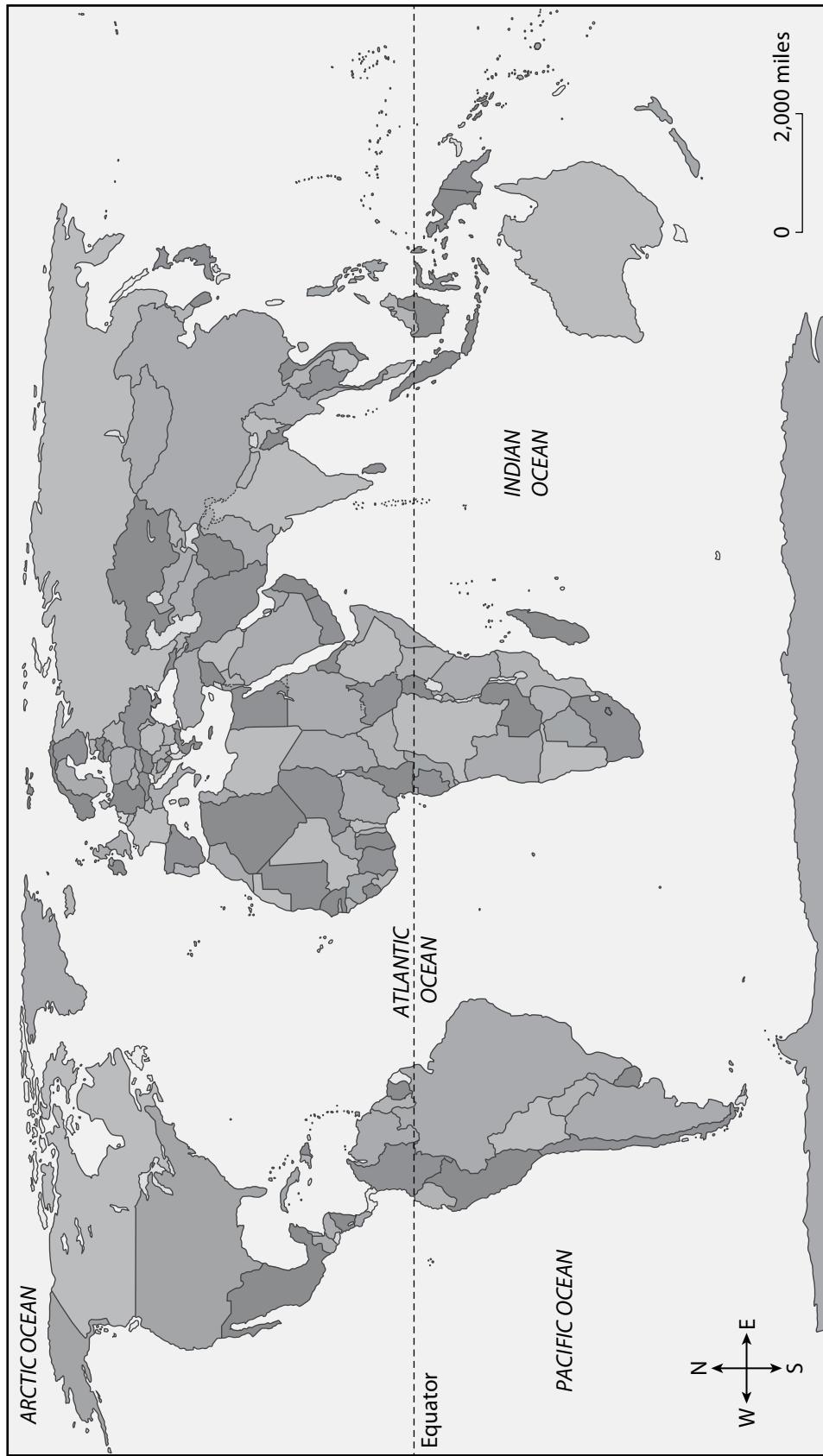
Name _____

Name _____

Date _____

Territories of the United States

Using a world atlas or an Internet search, locate the U.S. territories of Puerto Rico, the U.S. Virgin Islands, American Samoa, Guam, and the Northern Mariana Islands. Place a star and label the location of each of the territories on the map below.



Name _____ Date _____

Activity Page 1.4: Territories of the United States (*continued*) Use with Chapter 1

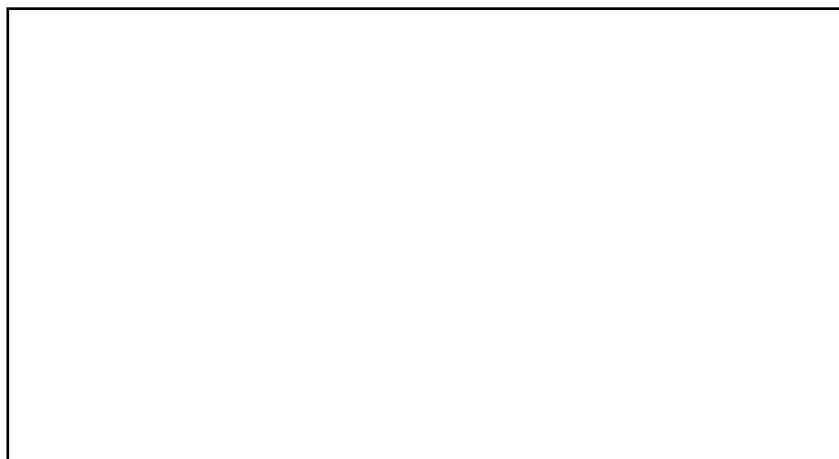
Using an encyclopedia or the Internet, research each of the five U.S. territories. Draw and color each territory's flag. Answer the questions below about each territory.

Puerto Rico



1. When did Puerto Rico become a U.S. territory? _____
2. What is the capital of Puerto Rico? _____

U.S. Virgin Islands



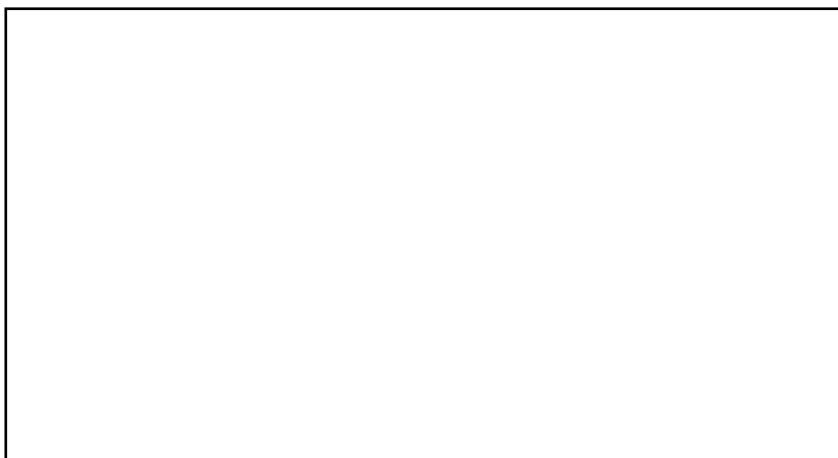
3. When did the U.S. Virgin Islands become a U.S. territory? _____
4. What is the capital of the U.S. Virgin Islands? _____
5. From which country did the United States buy the Virgin Islands? _____

Name _____ Date _____

Activity Page 1.4: Territories of the United States (*continued*) Use with Chapter 1

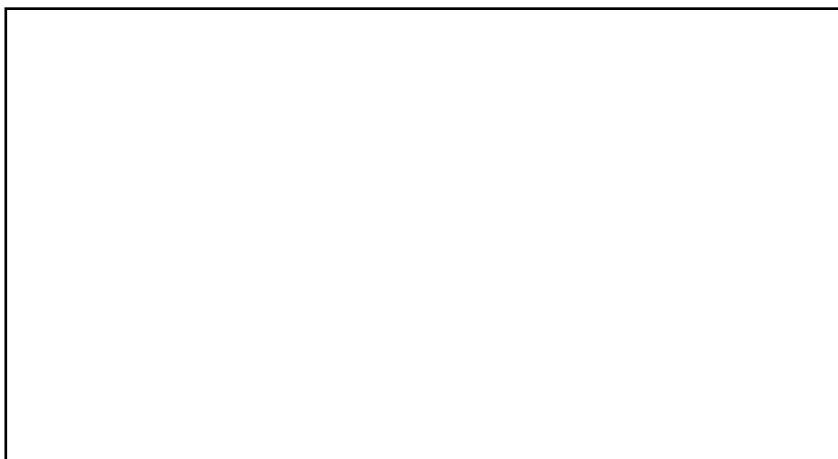
Using an encyclopedia or the Internet, research each of the five U.S. territories. Draw and color each territory's flag. Answer the questions below about each territory.

Guam



6. When did Guam become a U.S. territory? _____
7. What is the capital of Guam? _____

American Samoa



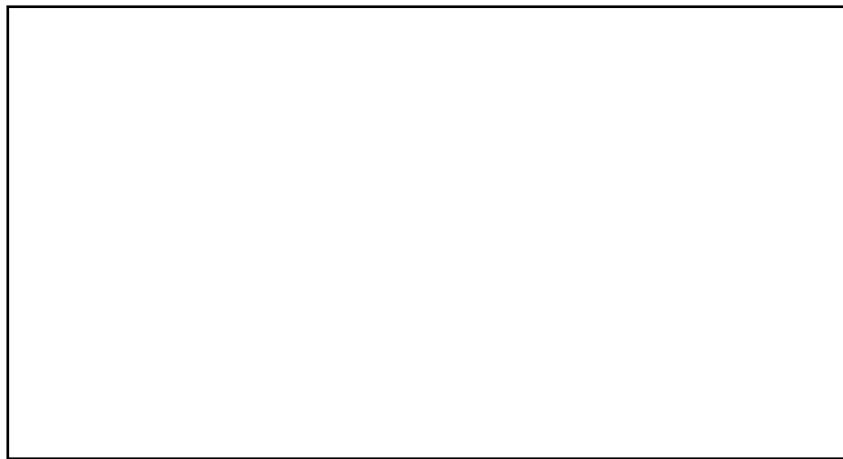
8. When did American Samoa become a U.S. territory? _____
9. What is the capital of American Samoa? _____

Name _____ Date _____

Activity Page 1.4: Territories of the United States (*continued*) Use with Chapter 1

Using an encyclopedia or the Internet, research each of the five U.S. territories. Draw and color each territory's flag. Answer the questions below about each territory.

Northern Mariana Islands



10. When did the Northern Mariana Islands become a U.S. territory? _____
11. What is the capital of the Northern Mariana Islands? _____

Name _____ Date _____

Activity Page 2.1: Regions of the United States Chart

Use with Chapters 2–10

As you study the regions of the United States, record key characteristics discussed in class, including the states in each region, its climate, industries, how people make a living, and at least three other interesting facts.

Region	Key Characteristics and Important Facts
New England	<p>States:</p> <p>Climate/Landforms:</p> <p>Industry/How People Make a Living:</p> <p>Interesting Facts:</p>
Mid-Atlantic	<p>States:</p> <p>Climate/Landforms:</p> <p>Industry/How People Make a Living:</p> <p>Interesting Facts:</p>
South	<p>States:</p> <p>Climate/Landforms:</p> <p>Industry/How People Make a Living:</p> <p>Interesting Facts:</p>

Name _____

Date _____

**Activity Page 2.1: Regions of the United States Chart
(continued)****Use with Chapters 2–10**

Region	Key Characteristics and Important Facts
Midwest	<p>States:</p> <p>Climate/Landforms:</p> <p>Industry/How People Make a Living:</p> <p>Interesting Facts:</p>
Great Plains	<p>States:</p> <p>Climate/Landforms:</p> <p>Industry/How People Make a Living:</p> <p>Interesting Facts:</p>
Rocky Mountain	<p>States:</p> <p>Climate/Landforms:</p> <p>Industry/How People Make a Living:</p> <p>Interesting Facts:</p>

Name _____ Date _____

**Activity Page 2.1: Regions of the United States Chart
(continued)**

Use with Chapters 2–10

Region	Key Characteristics and Important Facts
Southwest	<p>States:</p> <p>Climate/Landforms:</p> <p>Industry/How People Make a Living:</p> <p>Interesting Facts:</p>
West Coast	<p>States:</p> <p>Climate/Landforms:</p> <p>Industry/How People Make a Living Interesting Facts:</p> <p>Interesting Facts:</p>
Alaska	<p>Climate/Landforms:</p> <p>Industry/How People Make a Living:</p> <p>Interesting Facts:</p>
Hawaii	<p>Climate/Landforms:</p> <p>Industry/How People Make a Living:</p> <p>Interesting Facts:</p>

Name _____

Name _____

Date _____

Regions of the United States Map

Label the map with the names of the states in the region you just read about, using a reference source as needed. (For Delaware, Maryland, Rhode Island, and other small states, you can write the name outside the state and draw a line to its location or use the state abbreviations.) Then, use different colors to shade or outline each region: New England, Mid-Atlantic, Midwest, South, Great Plains, Rocky Mountain, Southwest, and West Coast. Use the same colors to complete the map key.



Name _____

Date _____

Activity Page 4.1: Pack Your Traveling Bag**Use with Chapters 2–4**

Read the destinations that you might visit in each of the following cities. Identify each city, and locate it by state and region.

	City	State	Region
1. Come here if you want to hear really good jazz while you join a parade to celebrate Mardi Gras.	_____	_____	_____
2. Famous for skyscrapers and busy streets, this is the most populated city in the United States.	_____	_____	_____
3. The oldest library in the United States is here. The first college in the United States was founded here.	_____	_____	_____
4. If you would like to attend some music festivals that feature various forms of country music, this is your destination.	_____	_____	_____
5. This city was burned down during a terrible war, but now it is the most important business center in its region.	_____	_____	_____
6. Choose a place of interest, such as a city, a landform, a famous building, or a national park, in one of the regions that you have studied so far. Write a description of this place in the space below.	<hr/>		

Name _____ Date _____

Activity Page 5.1: Domain Vocabulary: Chapters 1–5

Use with Chapters 1–5

Choose words from the box to complete the sentences. You will not use all the words.

industry	port	populated	densely populated	immigrant
bay	The National Mall	Congress	region	geography
natural resource	landform	indigenous	geographical feature	
national park	peninsula	Gulf Stream	agriculture	
dairy	commerce			

1. _____ is an important _____ in rural areas of the Midwest.
2. The _____ moved from her homeland to seek new opportunities in the United States.
3. The state of Florida is a _____.
4. Many monuments, museums, and government buildings surround the _____.
5. The _____ carries warm ocean currents along the coast of Florida all the way to Newfoundland in Canada.
6. Members of _____ voted to turn the forest into a _____ so generations of people could visit it for years to come.
7. Oak and maple trees are _____ to New England.
8. Ships brought their goods to trade at the _____.
9. Farmers in the Midwest raise cows to make _____ products.
10. Manhattan is the most _____ borough in New York City.

Name _____

Date _____

Activity Page 7.1: Remarkable Names and Places

Use with Chapters 5–7

Some cities or places have a special name. The name tells you something about that city or place.

Identify the city or place that is known by the following name. Give its region.

	City/State	Region
1. Windy City	_____	_____
2. Mile-High City	_____	_____

Match each term in the left column with its description on the right.

- | | |
|-------------------------|--|
| _____ 3. Badlands | a) largest freshwater lake on Earth |
| _____ 4. Chicago | b) has the fewest people in the United States |
| _____ 5. Old Faithful | c) oldest national park in the world |
| _____ 6. Superior | d) where first skyscrapers in America were built |
| _____ 7. Mount Rushmore | e) most famous geyser in the world |
| _____ 8. Wyoming | f) barren place in South Dakota |
| _____ 9. Yellowstone | g) memorial to four U.S. presidents |

Name _____

Date _____

Activity Page 9.1: Domain Vocabulary: Chapters 6–9

Use with Chapters 6–9

**Solve the clues to complete the crossword puzzle, using the words and phrases from the box.
When writing phrases in the puzzle, leave out the spaces between words.**

hide	reservation	erosion	barren	mountain range	mine
geyser	magma	glacier	oil field	ranch	gorge
space program	desalination		moisture		

Across

3. a line or group of mountains
10. a large farm where livestock is raised
12. the series of government-supported efforts to explore outer space
14. the carrying away of soil and rock by water, ice, or wind
15. an animal's skin

Down

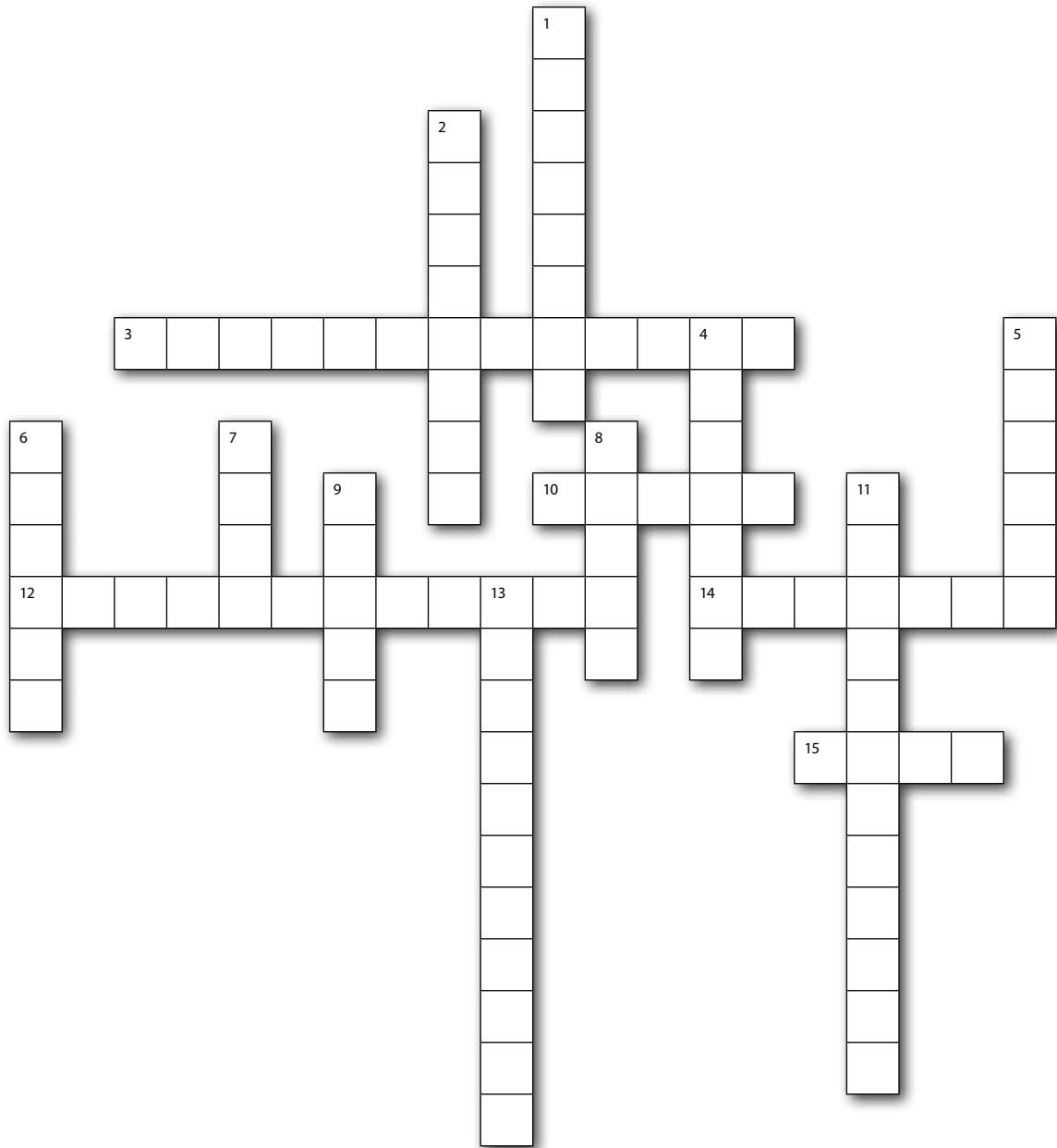
1. small amounts of water, either in the air or on a surface
2. an oil-rich area where equipment is set up to remove the oil from the ground
4. a large, slow-moving mass of compacted snow or ice
5. having little or no vegetation
6. a naturally occurring hot spring in which hot water and steam are released from the ground in a tall stream
7. to dig into the earth in search of minerals or coal
8. melted rock inside Earth's crust
9. a steep, narrow canyon
11. the process of removing salt from water
13. an area of land set aside by the federal government for Native Americans

Name _____

Date _____

**Activity Page 9.1: Domain Vocabulary:
Chapters 6–9 (continued)**

Use with Chapters 6–9



Name _____

Date _____

Activity Page 10.1: Meet My Region

Use with Chapter 10

You now know about the regions of the United States. What would you like others to know about the region in which you live? First, name your state and region.

I live in _____ . It is in the _____ region of the United States.

Next, provide the following information about your state and region.

1. State capital _____
2. State governor _____
3. Location _____
4. Climate _____
5. A landform _____
6. A body of water _____
7. A major city _____
8. Early settlers _____
9. A historic site _____
10. A place of interest _____
11. An industry _____
12. A product _____

Describe something special about your region that you would like to share with others.

Answer Key: *The Geography of the United States*

Unit Assessment

(pages 76–80)

- A. 1.d 2.a 3.d 4.b 5.c 6.b 7.a 8.c 9.d 10.c
11.d 12.a 13.a 14.d 15.b 16.c 17.a 18.c
19.a 20.c 21.d 22.c 23.b
- B. 24.j 25.d 26.f 27.g 28.c 29.a 30.h 31.e
32.i 33.b
- C. 34.e 35.g 36.a 37.h 38.d 39.j 40.f 41.i
42.b 43.c

Activity Pages

The Fifty States and Their Capitals (AP 1.1) (page 85)

Dover (Delaware)
Honolulu (Hawaii)
Jackson (Mississippi)
Lincoln (Nebraska)
Austin (Texas)
Olympia (Washington)

Start the Match! (AP 1.2) (page 86)

- | | |
|------------------|----------------|
| 1. Montgomery | 11. Delaware |
| 2. Bismarck | 12. Louisiana |
| 3. Nashville | 13. Vermont |
| 4. Cheyenne | 14. Utah |
| 5. Hartford | 15. Ohio |
| 6. Jackson | 16. California |
| 7. Trenton | 17. Georgia |
| 8. Santa Fe | 18. Maryland |
| 9. Olympia | 19. Arizona |
| 10. Indianapolis | 20. Florida |

Finish the Match! (AP 1.3) (pages 87–88)

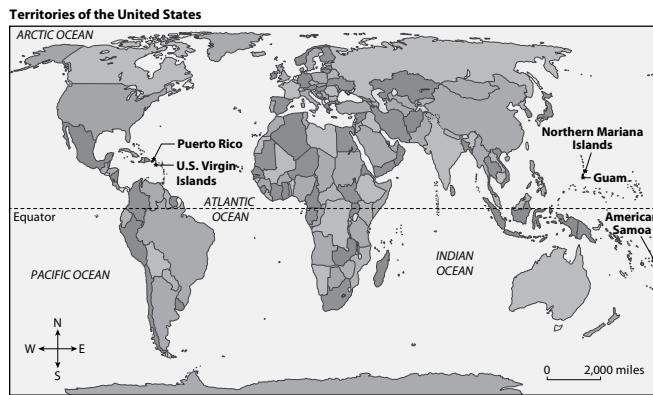
- | | |
|----------------|----------------|
| 21. Juneau | 24. Columbia |
| 22. Boise | 25. Charleston |
| 23. Harrisburg | 26. Topeka |

27. Carson City
28. Oklahoma City

29. Raleigh
30. Little Rock
31. Lansing
32. Lincoln
33. Richmond
34. Springfield
35. Boston
36. Frankfort
37. Denver
38. Austin

39. Augusta
40. Honolulu
41. Montana
42. Wisconsin
43. Oregon
44. Iowa
45. Minnesota
46. South Dakota
47. New Hampshire
48. New York
49. Rhode Island
50. Missouri

Territories of the United States (AP 1.4) (pages 89–92)



- | | |
|---------------------|--------------|
| 1. 1898 | 7. Hagåtña |
| 2. San Juan | 8. 1900 |
| 3. 1917 | 9. Pago Pago |
| 4. Charlotte Amalie | 10. 1947 |
| 5. Denmark | 11. Saipan |
| 6. 1898 | |

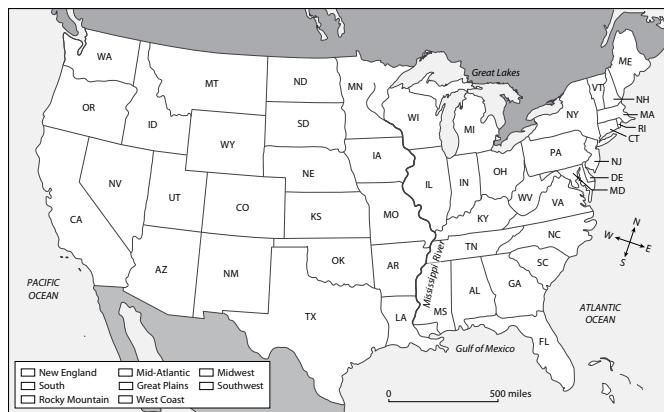
Regions of the United States Chart (AP 2.1) (pages 93–95)

Region	Key Characteristics and Important Facts
New England	<p>States: Massachusetts, New Hampshire, Maine, Vermont, Rhode Island, Connecticut</p> <p>Climate/Landforms: four different seasons, warm in the summer, cold and snowy in the winter, mountains and forests, ocean coast</p> <p>Industry/How People Make a Living: fishing, shipbuilding</p> <p>Important Facts:</p> <ul style="list-style-type: none">Called “New England” by the English settlers who moved there.Boston was one of the most important cities in the colonies and is the home to the first public library and the first college in the United States.
Mid-Atlantic	<p>States: New York, New Jersey, Pennsylvania, Maryland, Delaware, and Washington, D.C.</p> <p>Climate/Landforms: similar to New England, but summers are hotter and winters are less cold</p> <p>Industry/How People Make a Living: government, tourism, fishing, industry</p> <p>Important Facts:</p> <ul style="list-style-type: none">New York City is diverse because of the wave of immigrants who moved there starting in the 1800s.The city of Washington is in its own district.Manhattan is the most densely populated borough in New York City.Cultural attractions in New York include the Statue of Liberty, the American Museum of Natural History, and the Metropolitan Museum of Art.
South	<p>States: Tennessee, Kentucky, North Carolina, South Carolina, Georgia, Virginia, Alabama, Mississippi, Louisiana, Florida, West Virginia, and Arkansas</p> <p>Climate/Landforms: warmer year-round climate, mountains, beaches, Mississippi River</p> <p>Industry/How People Make a Living: tourism, entertainment, agriculture, industry</p> <p>Important Facts:</p> <ul style="list-style-type: none">The South tried to secede from the United States during the Civil War.Memphis, Nashville, and New Orleans are known for their music.The Gulf Stream brings warm water from the coast of Florida north to Newfoundland, Canada.

Region	Key Characteristics and Important Facts
Midwest	<p>States: Ohio, Michigan, Indiana, Illinois, Wisconsin, Minnesota, Iowa, and Missouri</p> <p>Climate/Landforms: Mississippi River, Great Lakes, heavily forested areas</p> <p>Industry/How People Make a Living: agriculture, commerce, manufacturing, energy</p> <p>Important Facts:</p> <ul style="list-style-type: none"> • Paddlewheelers steamed up and down the Mississippi River in the 1800s. • The Gateway Arch is taller than the Washington Monument. • The Great Lakes make it possible for Michigan to ship goods around the world. • Chicago is known as the “Windy City.”
Great Plains	<p>States: Oklahoma, Kansas, Nebraska, South Dakota, North Dakota</p> <p>Climate/Landforms: hot summers, freezing winters, limited access to water, large areas of flat land</p> <p>Industry/How People Make a Living: agriculture</p> <p>Important Facts:</p> <ul style="list-style-type: none"> • “Tornado Alley” is in the Great Plains. • Native Americans living on the Great Plains were forced onto reservations. • There were once large herds of bison on the Great Plains. • Mount Rushmore is located near the Badlands in South Dakota.
Rocky Mountain	<p>States: Colorado, Wyoming, Montana, Idaho, Utah</p> <p>Climate/Landforms: large mountain ranges</p> <p>Industry/How People Make a Living: mining, tourism</p> <p>Important Facts:</p> <ul style="list-style-type: none"> • Denver is called the “Mile-High City.” • Early settlers in the area were miners. • Yellowstone National Park is home to Old Faithful, a famous geyser.

Region	Key Characteristics and Important Facts
Southwest	<p>States: Texas, New Mexico, Arizona, Nevada</p> <p>Climate/Landforms: much of the region is hot, sandy desert with little rainfall, few trees, many cacti</p> <p>Industry/How People Make a Living: cattle, oil</p> <p>Important Facts:</p> <ul style="list-style-type: none"> • Houston, Texas, is the home of the space program. • The Grand Canyon was formed by the Colorado River. • There is a large Spanish influence in the region because the land was once owned by Mexico.
West Coast	<p>States: California, Oregon, Washington</p> <p>Climate/Landforms: sandy, warm beaches in Southern California, rocky beaches in Northern California, rainy climate in Washington and Oregon, Cascade Mountains</p> <p>Industry/How People Make a Living: tourism, logging, technology</p> <p>Important Facts:</p> <ul style="list-style-type: none"> • Los Angeles is the biggest city in California and is very diverse. • The Golden Gate Bridge is located in San Francisco, California. • The Space Needle is located in Seattle, Washington. • The Cascade Mountains influence the climate of the Pacific Northwest.
Alaska	<p>Climate/Landforms: cold and mountainous</p> <p>Industry/How People Make a Living: fishing</p> <p>Important Facts:</p> <ul style="list-style-type: none"> • Alaska is the largest state by size. • Alaska is one of the last two states admitted to the Union.
Hawaii	<p>Climate/Landforms: tropical and lush</p> <p>Industry/How People Make a Living: tourism and agriculture</p> <p>Important Facts:</p> <ul style="list-style-type: none"> • Hawaii is formed by more than one hundred small islands. • Hawaii is one of the last two states admitted to the Union

Regions of the United States Map (AP 2.2) (page 96)



Pack Your Traveling Bag (AP 4.1) (page 97)

1. New Orleans, Louisiana (South)
2. New York City, New York (Mid-Atlantic)
3. Boston, Massachusetts (New England)
4. Nashville, Tennessee (South)
5. Atlanta, Georgia (South)
6. Student responses will vary.

Domain Vocabulary: Chapters 1–5 (page 98)

- | | |
|--------------------------|----------------------------|
| 1. agriculture, industry | 6. Congress, national park |
| 2. immigrant | 7. indigenous |
| 3. peninsula | 8. port |
| 4. The National Mall | 9. dairy |
| 5. Gulf Stream | 10. densely populated |

Remarkable Names and Places (AP 7.1) (page 99)

1. Chicago, Illinois (Midwest)
2. Denver, Colorado (Rocky Mountain)
3. f
4. d
5. e
6. a
7. g
8. b
9. c

Domain Vocabulary: Chapters 6–9 (AP 9.1) (pages 100–101)

- | Across | Down |
|-------------------|------------------|
| 3. mountain range | 1. moisture |
| 10. ranch | 2. oil field |
| 12. space program | 4. glacier |
| 14. erosion | 5. barren |
| 15. hide | 6. geyser |
| | 7. mine |
| | 8. magma |
| | 9. gorge |
| | 11. desalination |
| | 13. reservation |



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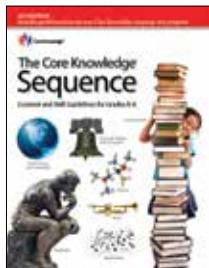
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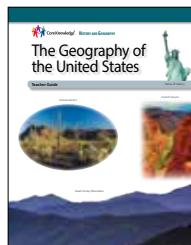
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