Unit 2: The Regions of the United States

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **20 weeks**
Status: **Published**

Brief Summary of Unit

In the third grade Social Studies course, students will study the regions of the United States. Students will learn about how social scientists study different groups of people and how they interact. Using a specific content framework, students will examine the five major regions of our country (the Northeast, the Southeast, the Midwest, the Southwest, and the West) and compare and contrast their defining economic, geographic, civic, and historical characteristics.

Throughout the course, students will be presented with opportunities to practice and refine the following Social Studies skills:

- Comparison - Compare and contrast different events, cultures, geographic areas, ideas, values, and institutions
- Interpretation - Interpret information from a wide variety of primary, secondary, and tertiary sources, including but not limited to those listed here.
- Textual Analysis - Critically read various texts and identify text-based evidence
- Argumentation - Develop a claim and support it with evidence, both in writing and orally

This unit is part of the larger aforementioned course sequence and specifically focuses on the five regions of the United States where students will understand what it's like to live in the Northeast, Southeast, Midwest, Southwest, and West region and how life in each of these regions compares to their own experiences living in Cranford. By the end of this unit, students will be able to categorize key elements of the economy, geography, government, and history of each of the five regions.

The ability to make informed and reasoned decisions as citizens of a culturally diverse, democratic society in an increasingly globalized world is essential to students' post-secondary success. The skills and content of this unit and the curriculum as a whole encourage students to think critically about important issues, engage in the processes of problem solving, and develop civic competence as part of preparation for college, career, and/or civic life.

Standards

6.1.5.CivicsPD.3: Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.

6.1.5.CivicsCM.1: Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.

6.1.5.CivicsCM.3: Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

6.1.5.CivicsHR.2: Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.

6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.

6.1.5.EconET.2: Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.

6.1.5.EconET.3: Explain how scarcity and choice influence decisions made by individuals, communities, and nations.

6.1.5.EconNM.5: Explain how the availability of private and public goods and services is influenced by the government and the global economy.

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.

6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).

6.1.5.EconEM.3: Describe how supply and demand influence price and output of products.

6.1.5.EconEM.4: Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

6.1.5.EconEM.5: Explain why individuals and societies trade, how trade functions, and the role of trade.

6.1.5.EconNM.6: Examine the qualities of entrepreneurs in a capitalistic society.

6.1.5.EconNM.7: Describe the role and relationship among households, businesses, laborers, and governments within the economic

system.

6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.

6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.

6.1.5.HistoryUP.5: Compare and contrast historians' interpretations of important historical ideas, resources and events.

6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

6.1.5.HistoryUP.7: Describe why it is important to understand the perspectives of other cultures in an interconnected world.

6.1.5.HistorySE.2: Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.

6.1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).citizens at local, state, and national levels.

6.1.5.GeoSV.2: Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.

6.1.5.GeoSV.3: Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.

6.1.5.GeoSV.4: Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).

6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.

6.1.5.GeoPP.5: Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.

6.1.5.GeoPP.1: Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.

6.1.5.EconNM.4: Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.

6.1.5.EconGE.2: Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.

6.1.5.EconGE.3: Use economic data to explain how trade leads to increasing economic interdependence among nations.

1.5.HistoryCC.4: Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.

6.1.5.CivicsCM.5: Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.

6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

6.1.5.EconGE.1: Explain how the development of communication systems has led to increased collaboration and the spread of ideas

throughout the United States and the world.

6.1.5.HistoryCC.9: Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived in New Jersey.

WRK.9.2.5.CAP.3. Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

WRK.9.2.5.CAP.4. Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

WRK.9.2.5.CAP.6. Compare the characteristics of a successful entrepreneur with the traits of successful employees.

NJSLSA.W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

NJSLSA.W4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

NJSLSA.W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

NJSLSA.W6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

NJSLSA.W7. Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.

NJSLSA.W8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research

W.3.7. Conduct short research projects that build knowledge about a topic.

W.3.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.8. Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

RI.3.9. Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

This unit also reflects the goals of the Department of Education and the Amistad Commission including the infusion of the history of Africans and African-Americans into the curriculum in order to provide an accurate, complete, and inclusive history regarding the importance of of African-Americans to the growth and development of American society in a global context.

This unit includes instructional materials that highlight the history and contributions of Asian Americans and Pacific Islanders in accordance with the New Jersey Student Learning Standards in Social Studies.

In accordance with New Jersey's Chapter 32 Diversity and Inclusion Law, this unit includes instructional materials that highlight and promote diversity, including: economic diversity, equity, inclusion, tolerance, and belonging in connection with race and ethnicity.

This unit challenges students to locate, evaluate, and use information effectively. Information literacy includes, but is not limited to digital, visual, media, textual, and technological literacy. Lessons may include the research process and how information is created and produced; critical thinking and using information resources; research methods, including the difference between primary and secondary sources; the difference between facts, points of view, and opinions, accessing peer-reviewed print and digital library resources; the

economic, legal, social, and ethical issues surrounding the use of information.

The standards in this unit reflect a developmental progression across grade levels and make interdisciplinary connections across content areas including the humanities, technology, career readiness, cultural awareness, and global citizenship.

This unit is aligned to the English Language Development (ELD) standards for kindergarten through grade 12 since multilingual learners develop content and language concurrently, with academic content in a classroom where the language of instruction is English. As a result, language learning and language as a means for learning academic content are interchangeable. The following ELD standards are relevant for this unit and course of study:

- Standard 1: Language for Social and Instructional Purposes: English language learners communicate for social and instructional purposes within the school setting.
- Standard 5: Language for Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies.

Essential Questions

- To what extent are the major regions of the United States similar and different?
- How does a region's geography and history impact its current cultrual fabric?
- How does a region’s environment impact its economic activity?
- How does everyday life in each region compare to that of Cranford, NJ?

Essential Understandings

- The culture of a region is directly influenced by its geography, civic values, economic activities, and history.
- While all of the regions have defining features that make them unique, there are characteristics that they also share, which contributes to the interconnectedness of the United States.

Students Will Know

- The major economic activities of each region
- Defining historical and cultural characteristics of each region
- Major cities and landmarks of region
- How geographic features influence the culture and economy of the regions

- The significant natural resources of each region

Students Will Be Skilled At

- Explaining how geography influences a region's culture, history, and economic activity
- Applying map skills to identify locations within a region
- Comparing and contrasting different characteristics of each region
- Sequencing events, including cause and effect relationships
- Constructing claims and supporting arguments with evidence
- Speaking and listening, including presenting projects

Evidence/ Performance Tasks

When taking a Social Studies course, students demonstrate differentiated proficiency according to their ability to answer the essential questions through formative and summative assessments. Many of the performance tasks below can be implemented as formative and/or summative assessments. As teachers strive for students to demonstrate proficiency, they will need to create additional or alternative assessments based on demonstration or absence of skill.

Formative: teacher observations during lessons, student responses during lessons, exit tickets, Social Studies notebook questions and answers, TCI Checks for Understanding

Summative: TCI Assessments: A Tour of Each Region (linked below)

TCI West Assessment

TCI Southwest Assessment

TCI Southeast Assessment

TCI Northeast Assessment

TCI Midwest Assessment

- Writing evaluation: In which region of the United States would you most like to live? Support your claim with reasons and evidence from your studies of the U.S. regions.

- Design a breakfast menu where each item is named after a region of the United States and includes ingredients from that region (example: “The Bayou” includes beignets with a side of crawfish and grits as a tribute to New Orleans in the Southeast).

Alternative:

- Complete a five-day research journal while learning each of the regions using Five Regions of the United States.

- Design a trifold brochure - After completing research for the regions of the United States, create a travel brochure including

geography, climate, natural resources, and culture. Students will use the information they collect for their brochure to complete an Expedition Backpack, where they decide what necessities they will need to pack, considering the climate, landforms, and vegetation.

- Design and/or examine a postcard and identify the geography themes (Explore the Five Themes of Geography)

- Design an app for the five themes of geography for a specific region using a template (example: I-region rubric, sample picture, ipad template, ipad apps)

Benchmark: Please consult the Assessment Guide in the K-5 Drive for a list of Benchmark Assessments

Learning Plan

The following is a general suggested learning plan and can be applied to the study of each of region which will allow for a culminating comparative analysis:

- When introducing a new region, present a map of the United States to students - identify the corresponding states and engage students in discussion of their previous knowledge (ex: have you visited these states, what is the climate like, what landmarks are there).
- For each region, engage students in an in depth study of the geography of the region - suggested activities include: comparative map study; Google Earth tour; tracking the weather of the region over a given period of time (and comparing to climate in New Jersey); virtual tour of a region's National Parks; creating a map of major cities versus suburban versus rural areas.
- Introduce vocabulary at the beginning of each section (online vocabulary cards and support available on TCI) - encourage students to notice the words in their reading and utilize them in their own writing. Possible suggestions: use the Frayer Model Strategy, create pictures illustrating the meaning of each vocabulary word, or assign students to create a skit or short speech that uses vocabulary words.

Northeast:

- Begin with Lesson Four in the TCI student journal. Preview activity of the Geography Challenge of the Northeast. Print blank map of Northeast using a copy of TCI Map. Have the students use the TCI 12 Geography Challenge Cards and create a map with information. This can be completed in pairs or as a scavenger hunt. Closing: "Stand and Share" which locations they might have actually been to and/or which they would like to visit in the future.
- Begin a tour of the Northeast using the TCI workbook pages 87 through 101. Have the students create questions either multiple choice, fill in the blank, or true or false about each stop on the tour in the book. They should fill in the answer in the chart as well. Students can then share their favorite questions or ask each other questions.
- Read for information (critical reading) page 90 - complete a Historian at Plymouth activity.
- Read for information (critical reading) page 91 - go on a "Black Heritage Tour in Boston" using TCI.
- Compare and contrast the buildings in Manhattan's heights and construction dates.
- While reading page 94, investigate how Hershey's candy is made
- Have students create a travel journal in their notebooks that illustrates all the stops of the tour (it is suggested that students complete this activity with the other regions, as well).
- Writing Across the Curriculum: create an opinion writing piece to share responding to the following prompt - Imagine a friend from another country will be visiting the Northeast. Which two stops from the "tour activity" would you recommend your friend visit? Why? (Follow up - analyze writing pieces and set goals for improvement)
- Study Our State activity - pick three cities found in NJ and take note of their population, popular jobs, and points of interest in the Social Studies notebook. Using a prewriting chart, develop a claim as to which city is most important in our state. State opinions using opinion words and phrases. Support with three reasons and facts from the chart.
- Begin Lesson Five: "Population Density" and "Life in the Northeast." Project the picture from the preview activity and have students analyze the photo. Ask the students to make judgements using evidence from the photo. Students will then

use specified pieces of paper to represent the Northeast, Southeast, Southwest, Midwest and West. Each piece of paper will have a specified number as noted in "Hands-On Activity: Population Density." Students will visually examine the puzzle on the floor and predict what each piece of paper represents. Then, with students, read for information (critical reading) pages 109-112.

- Read for information (critical reading) pages 113 to 120 and watch videos about the Northeast to supplement information in the reading. Create a comic strip to showcase how the four social sciences are evident in the Northeast.
- Create a density population map for our state using an outline map of New Jersey.

Southeast:

- Begin with Lesson Seven in the TCI student workbook, “The Effects of Geography” and “Life in the Southeast”. Create titles and captions for videos of geography in the Southeast presented on the TCI teacher platform (”Hands-On Activity: Effects of Geography on Life in the Southeast”). Then read for information (critical reading) Lesson Seven, Sections 1-6, and discuss how the geography of the Southeast affects the people who live there.
- Study Your State: Pick one of your state's natural resources that you especially care about. What are the most significant threats to this resource?
- Go to Weather Whiz Kids to learn about recent hurricanes in the area and how they have impacted the Southeast region (ex: Irma, Katrina, Andrew) - read “Social Studies Stories - Hurricane Andrew” via TCI. Discuss how climate change has led to an increase in the number and severity of hurricanes in the Southeast.
- Transition to Lesson Six (A Tour of the Southeast). Complete “Geography Challenge” as a preview activity.
- Complete “Hands-On Activity: Tour the Southeast” - Use the “social science” glasses to explore the Southeast on a self-directed tour while reading Sections 1-9.
- Read for information (critical reading) about the Everglades in the TCI student workbook. Ask students to consider why this region was designated as a national park?
- Research animals that are at risk in the Everglades and discuss why there is a desire to preserve this land.
- Read for information (critical reading) about tourist destinations in Florida (Disneyworld, JFK Space Center, Miami) in the TCI student workbook - discuss connection to the climate and how the economy depends on tourism.
- Watch a video of a rocket launch from Cape Canaveral.
- Ask students to consider the following: with tropical storms and hurricanes frequently affecting the Southeast region, why did the Space Agency select Cape Canaveral for the Space Center? Read an article about why this location was chosen. Students will then analyze how geography, history, economics, and politics played a role in selecting the site.
- Read for information about the Jamestown settlement in the TCI student workbook.
- Take a virtual tour of Jamestown to examine their living museum.
- Watch “Slavery” video on BrainPOP - complete the primary source activity under “Worksheet.”
- Read for information about coal mines in Appalachia in the TCI student workbook. Analyze the picture on page 91 as a class - ask students to consider what might be the costs/benefits of coal mining done this way?
- Watch a video about the coal miner’s experiences - discuss with students the risk involved with this job and how coal is used as a form of energy.
- Learn about the folklore of John Henry on the Raz-Plus website and discuss how his story represents the character trait of perseverance - then discuss areas of the story that are up for historical debate.
- Listen to bluegrass songs and discuss what makes them unique.
- Read for information (critical reading) about Memphis in the TCI student workbook.
- Lead students on a Google Earth tour of the Mississippi Delta and the basin.
- Listen to “Memphis Blues” - read and analyze the lyrics to make historical connections.
- Watch “The Cotton Economy and Slavery” from PBS - discuss how the cotton economy was closely tied to the institution of slavery and how the harvesting and cleaning of cotton was very labor intensive.
- Read for information about New Orleans in the TCI student workbook.
- Examine pictures of French Quarter architecture.
- Take a virtual tour of the Bayou.
- Watch a BrainPOP about Louis Armstrong - listen to his music and compare it to modern New Orleans artists, such as Trombone Shorty or Kermit Ruffins.
- Discuss the Mardi Grad tradition by watching National Geographic: Celebrating Mardi Gras in New Orleans
- Examine different Cajun recipes - conduct a “Spice Lab” where students examine different Cajun spices and describe their

qualities and speculate about how they might be used in different dishes.

- Read for information (critical reading) about An Oil Rig in the Gulf of Mexico in the TCI student journal. DIscuss how accidents on oil rigs can cause tremendous damage. What are the costs/benefits of drilling for oil in the Gulf?
- Conduct a simulation of an oil spill to discuss the environmental impact of the BP Deepwater Horizon oil rig spill.
- Watch "Where Did the Oil Go?" - discuss how oil spills impact our ecosystems and how this impacts the local economy (ex: shrimp industry).
- Read for information about A Cotton Plantation in Natchez, Mississippi in the TCI student journal.
- Develop background to the civil rights movement by examining the 13th, 14th, and 15th amendments that were passed after the Civil War. Explain to students that while these were the laws, they were often not enforced and people of color were often denied their civil rights.
- Read for information about Montgomery, Alabama: Birthplace of the Civil Rights Movement in the TCI student journal.
- Watch "Martin Luther King Jr." and "Rosa Parks" videos on BrainPop Junior - discuss how Parks and King, among other leaders, such as Ella Baker, Bayard Rustin, and John Lewis fought for civil rights.

Midwest:

- Preview Activity: Complete "Geography Challenge" in TCI to learn about the Midwest.
- Complete the "Hands-On Activity: Tour the Midwest" on TCI - Before teaching, become familiar with each of the stops on the tour by clicking the stop numbers on the map.
- Read for information (critical reading) about the Gateway Arch in St. Louis Missouri in the TCI student workbook. Invite students to think about the concept of "frontier." Ask students to consider: was this area of the country always the frontier? Why do frontiers move?
- Watch a tour of the Gateway Arch and experience the tram car ride to the top.
- Read for information (critical reading) about Iowa farming in the TCI student workbook. Study the maps of the Midwest. Identify the geographic reasons that Iowa is a farm state. Ask students to consider: what does that mean for the economy of Iowa? What kind of political issues would be important to the people of Iowa?
- Complete informative coloring sheets from iowacorn.org.
- Watch a soybean planting video in Iowa's Food and Farming Virtual Learning Series.
- After reading about Iowa's soybean production and Kansas' wheat production, make play dough using flour from wheat and vegetable oil made from soybeans.
- Dodge City - encourage students to consider how the history of Dodge City was defined by its geography?
- Read for information (critical reading) about the Mount Rushmore and Crazy Horse monument in South Dakota in the TCI student journal.
- Watch a mountain carving of Crazy Horse in progress.
- After reading about Michigan's Soo Locks, watch a video that shows a ship being lowered from Lake Superior to Lake Huron.
- Teach the acronym HOMES to memorize the names of the Great Lakes.
- Read for information (critical reading) about Ford Motors in Detroit, Michigan in the TCI student workbook and social studies stories, "Detroit During World War II". Ask students to listen to and read the lyrics about Henry Ford from the Broadway musical Ragtime.
- Watch the BrainPOP Assembly Line video.
- Simulate an assembly line (ex: making a birthday card or making paper chains)
- Write a journal entry dated 1943 from the point of view of a longtime Detroit resident or a newcomer to the city.
- Read about O'Hare National Airport and discuss the importance of a good transportation system for farmers to move their goods. Ask students to develop a claim and present evidence in respond to the following: how does Chicago's geography make it an ideal location for a transportation hub?
- Introduce pictures of and discuss Chicago's Wrigley Field: Ask students to evaluate how sports teams affect the economy of a city and/or region.
- Examine Minnesota's Mall of America - Ask students to consider: why do you think the Mall of America was built in Minnesota? Use geography, economics and history to classify evidence.
- The Midwest is called "America's Breadbasket" and "America's Heartland" - have students speculate as to how it got these nicknames.
- Read the book *Heartland* by Diane Seibert and have students draw or paint illustrations to accompany the narrative.

- Ask students to study these definitions of “heartland” and use evidence from maps to try to develop a hypothesis as to why this region is known as America’s heartland. Definitions provided by Merriam-Webster include: 1. a central area of land 2. the central area of the U.S. which is known for traditional values 3. an area that is the center of an industry or activity
- Study Our State of New Jersey - research the largest industries in NJ and write a paragraph about how one industry has affected the state.
- In anticipation of the suggested preview activity from TCI, invite students to bring in containers from some of the breakfast products they have at home. This will in all likelihood offer the students a window into where and how their food was produced. They might also note which product contained some form of corn as this will be useful later in the lesson.
- To begin Lesson 9, watch a short video that highlights some of the key changes in farming, and then analyze differences between farming in the past and present.
- Complete “Hands-On Activity: Completing a Jigsaw About Agricultural Changes" - have students focus on one reading section as they learn about how farming has changed over the years. Complete the chart (p. 212) in the TCI student journal. Facilitate a jigsaw share.
- Complete “Hands-On Activity: Trading Farming Information” using Activity Cards A-E on the TCI Platform.
- Project “What You Know” activity (pp. 213-214): The Smithsonian National Museum of American History has asked students to write an article about the aspect of farming that has changed the most since 1800 - how would you respond?
- Create a map of the agriculture in our state and answer questions about it. Ask students to consider local farms they have visited, such as Dryer Farms, when conducting their analysis.

Southwest:

- Preview Activity: Complete a fun, fast-paced “Geography Challenge” found in TCI to learn about the Southwest.
- Read for information (critical reading) about Monument Valley in the TCI student workbook. What might be some reasons why today’s farmers do not use the same dryland farming strategies as the Navajos?
- Research movies filmed in Monument Valley.
- Read about Phoenix, Arizona. Ask students to consider: what is your opinion about using inventions such as air conditioning to live in places that are not readily hospitable to people? Create a list of pros and cons for the use of these items. The ask them to further consider: if you were in charge, what limitations on green lawns and golf courses would you establish? Support your argument or claim with evidence.
- Find the Sonoran desert on a map. Connect the Sonoran Desert information to the story *Cactus Hotel* by Brenda Z. Guiberson.
- Read for information (critical reading) about the Hoover Dam and Grand Canyon in the TCI student journal. Ask students to consider: what are the pros and cons of constructing large dams? What are some things that might threaten the Grand Canyon?
- Lead students on a Google Earth tour of the Grand Canyon.
- Watch a video tour of Carlsbad Caverns National Park in New Mexico. Ask students to consider: how are caves formed? Watch "How Caves Are Formed" to test their hypotheses.
- Read about El Paso and Ciudad Juárez in the TCI student journal. Ask students to consider: why do you think maquiladoras were established along the border? What are some similarities and differences between El Paso and Ciudad Juarez? What are some of the reasons for the differences?
- Read for information (critical reading) about San Antonio, Texas in the TCI student journal.
- Read about the Battle of the Alamo in the TCI student journal, “Freedom - or Death”. Assign the following prompt to students: Suppose that you are a newspaper reporter in 1836. Write about the Battle of the Alamo that just took place in San Antonio.
- After reading “Remembering The Alamo” and “Davy Crockett, Legendary Woodsman” on the Raz-Plus website, ask students to consider: what makes a person a legend?
- After reading about Austin, Texas, compare its capitol building to that of the U.S. Capitol Building in Washington, DC.
- Watch the BrainPOP video about the “Branches of Government.”
- Read in the TCI student journal about Guthrie, Oklahoma and explain how Oklahoma came to be known as the Sooner State.
- Research how states got their nicknames.
- Research a city in the state of NJ (Newark, Jersey City, New Brunswick, Paterson, Trenton, Camden) - ask students to speculate as to why the city is where it is. Students should support their claims with evidence from the four social sciences.
- Read for information (critical reading) Lesson 11 - A Case Study in Water Use: The Colorado River in the TCI student

journal. Research NJ's most significant water problem and what is being done to eradicate it. Working in small groups, propose an alternative solution. Create posters to share this information with others.

- Play the "Lesson Game" linked on the TCI Platform.
- Compare and contrast life of the Havasupais who live in the Grand Canyon and face the challenges of flooding from Havasu Creek to that of someone who lives in Cranford, NJ along the Rahway River. How does water affect life for the Havasupai and the citizens of Cranford?
- Optional: "Hands-On Activity: Creating Dioramas for a Tour the Southwest" - Construct a shoebox diorama that will act as one of nine tour stops in the Southwest. Share your diorama and the perspectives of three inhabitants on the geography and history of the area.

West:

- Preview Activity: Complete "Geography Challenge" from TCI to learn about the West.
- Complete the "Geography Challenge" of the West in TCI
- Complete a scavenger hunt while touring the West and learn why people are drawn to each location.
- Read for information (critical reading) about Lolo Pass, Montana in the TCI student journal. Ask students to consider: how was each of the social science disciplines reflected by Lewis and Clark's expedition of this territory?
- Read more about Sacagawea at kids.nationalgeographic.com
- After reading about Yellowstone National Park, view the Old Faithful Geyser live-stream webcam. Ask students to consider: how was the discovery of the geysers related to economics? Geography?
- Read in the TCI student journal about Leadville, Colorado. Ask students to consider: how might different kinds of jobs been created by the discovery of silver in Leadville? Which groups of people would have been affected by the discovery?
- Take a virtual field trip to the Rocky Mountains
- While reading section 4 of TCI,"Sunny Southern California's Movie Industry," ask students to consider: what geographic and economic factors made southern California a good location for the movie industry? How do you think that has affected the history and government of California?
- While reading about California's Central Valley, research the many fruits and vegetables that are grown there. Students can then examine the produce section of a local grocery circular and mark which fruits and vegetables at their local grocery store potentially come from the Central Valley.
- Watch a video of a tomato-picking machine. Ask students to consider: how does machinery like this affect production? How does that then affect the prices we pay for tomatoes?
- Read for understanding through Section 8 in the TCI student journal about the forests of Tacoma, Washington and to Anchorage, Alaska, the starting point of the Iditarod.
- Read "Sled Dogs to the Rescue" in Raz-Plus. Then read the picture book *Togo* by Robert J. Blake, or watch excerpts from the Disney movie *Togo*. Hold a class debate: Who is the true hero dog of the Serum Run?
- Read in the TCI journal about Honolulu, Hawaii. Watch the Kilauea eruption from December 2020.
- Project "What You Know" (p. 296). Ask students to consider: what stops did you find most interesting on your tour of the West? If you had to settle in one of the nine places in the West that you "visited," which would it be and why? Were there any common features between all or most of the stops that have drawn people to the West?
- Continue "Study Our State" Analysis by considering "What is special about our state?" Students may research certain symbols using https://www.nj.gov/nj/about/symbols/
- For Lesson 13, guide students to solve a case of missing landmarks to learn more about western cities by reading through Sections 1-7, and collecting evidence to determine which landmark the evidence is tied to.
- Ask students to consider a major landmark that is near where they live. Without giving away the location, have them list two to three other facts (ideally using their social sciences lenses) about the landmark that could help someone figure out where the landmark is located. Have students play a guessing game as a class about their landmarks.
- Ask students to consider the best places for outdoor fun in New Jersey. Research fun activities to do in the state of NJ. Create a "Homepage" with a catchy slogan and pictures either digitally or on a poster board.

Culminating Activity - Complete a comparative analysis activity that allow students to engage with information they have cumulatively learned from the unit (see Assessments section for suggested projects)

Note: Other strategies to address the learning objectives may include, but are not limited to direct instruction, self and peer review, think-pair-share activities, creating visual representations film analysis, Socratic seminars, small group discussions, simulations, jigsaw activities, gallery walks, web quests, and/or inquiry or problem based learning projects.

Materials

The design of this course allows for the integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. Associated web content and media sources are infused into the unit as applicable and available. In addition to the materials below, the following link connects to district approved textbooks and resources utilized in this course: Core Book List

The following are approved resources that teachers can include to further unit related objectives:

TCI -

Units 2 - 6: The Regions of the United States

- Lesson Guides, Activity Cards, Student Journal

Lesson 2 The Northeast

Lesson 3 The Southeast

Lesson 4 The Midwest

Lesson 5 The Southwest

Lesson 6 The West

Any additional resources that are not included in this list will be presented to and reviewed by the principal or supervisor before being included in lesson plans. This ensures resources are reviewed and vetted for relevance and appropriateness prior to implementation.

Suggested Strategies For Modifications

This link includes content specific accommodations and modifications for all populations:

https://docs.google.com/spreadsheets/d/1Pp6EJOCsFz5o4-opzsXpQDQoa6aClW-bkRGPDRHXVrk/edit?usp=sharing

These additional strategies are helpful when learning Social Studies content and skills:

- Reading texts aloud for students for difficult concepts.
- Providing opportunities for text-to-speech for written responses.
- Using visual presentations of all materials to include graphic organizers for writing.
- Marking texts with a highlighter.