

b. October - North America

Content Area: **Social Studies**
Course(s):
Time Period: **Trimester 1**
Length: **4 weeks**
Status: **Published**

Unit Overview

Introducing North America by Exploring Land & Water

Locating Countries and Cities

Comparing Dry Regions & Rainy Regions

Settling Canada & the Great Lakes

U.S. Commercial Agriculture

U.S. Megalopolies

Major Industries of Mexico

Volcanoes of Middle America

Comparing Cultures

Essential Questions

Which World Heritage sites in this region of the world should be protected and preserved?

Which physical features, climate, and "must-see" locales would you add to a virtual tour of this region?

How can we combat different types of environmental pollution that threaten North America?

What are the advantages and disadvantages of trade between the U.S. and Mexico?

How do Mexico's main industries affect the U.S.?

What impact do volcanoes have on the people of Middle America?

Content

Describe the continent of North America.

Locate the earliest areas of settlement in Canada.

Identify groups that settled in Canada and why.

Trace a route through the Great Lakes to the Atlantic Ocean.

Locate regions where crops are produced.

Identify characteristics and locations of megalopolises in the U.S.

Describe the dangers and benefits of volcanoes.

Skills

Identify major landforms and bodies of water in North America.

Label physical features using map symbols.

Identify and use lat. & long. to locate select countries and cities of North America.

Divide North America into geographical regions.

Use maps to gather data on landforms, rainfall, growing season, land cover, land use, and population.

Identify places using deductive reasoning.

Assessments

Students will keep a notebook and folder on North America. They will be quizzed and tested on outline maps of the North America. Teacher will observe map work and group work.

Lessons/Learning Scenarios

Point out key ideas and interesting maps, graphs, and photos from the atlas.

Make a list of words and phrases that students used to describe North America.

Provide students with abbreviations for countries and cities.

Students make North America booklets.

Describe what a possession is- an(overseas) area 10-10,000 mi. from the governing country.

Teach that boundaries between geographical regions are not abrupt.

Multicultural societies can understand different points of view and people can experience different cultures easily; there may also be possible conflicts resulting from different viewpoints.

Students determine what crops, livestock, and agricultural products that they use every day are produced in the U.S. and which are produced by our trade partners.

Explain by some regions are "still developing" because they are not densely populated, or because there are pockets of non-urban areas.

Cut out Activity WS on tectonic plates, and use transparencies to demonstrate in what direction the 3 major North America & Middle America plates are moving.

Identify & locate some of the cultural features of North America.

Note the great differences between the wealthy urban areas of the northern countries and the poorer rural areas of the southern countries.

Standards

SOC.5-8.6.1.8	All students will acquire the knowledge and skills to think analytically about how past and present interactions of people, cultures, and the environment shape the American heritage. Such knowledge and skills enable students to make informed decisions that reflect fundamental rights and core democratic values as productive citizens in local, national, and global communities.
SOC.5-8.6.1.8.D.4.a	Analyze the push-pull factors that led to increases in immigration, and explain why ethnic and cultural conflicts resulted.
SOC.5-8.6.2.8.B.3.a	Determine how geography and the availability of natural resources influenced the development of the political, economic, and cultural systems of each of the classical civilizations and provided motivation for expansion.
SOC.5-8.6.2.8.C.4.a	Explain the interrelationships among improved agricultural production, population growth, urbanization, and commercialization.
SOC.5-8.6.2.8.C.4.b	Analyze how trade, technology, the availability of natural resources, and contact with other civilizations affected the development of empires in Eurasia and the Americas.
SOC.5-8.6.3.8.2	Recognize the value of cultural diversity, as well as the potential for misunderstanding.

Resources

We use Nystrom 2006 OUR WORLD TODAY Hands-on Social Studies Program, Glencoe 2003 Our World Today People, Places, and Issues T.M., "Exploring North America" 2012 Mark Twain Media/Carson-Dellosa

Publishing LLC National Geographic videos, and Safari Montage, among other elec. resources.