

## THIRD QUARTER · CYCLE 1, LOWER

TOPIC: Northeast Region

PACING: 3 Days

**STANDARDS:****SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.**OBJECTIVES:**

- Introduction to the Northeast Region of the United States.
- Learn states and capitals of the Northeast.

**VOCABULARY:** Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont**SPIRITUAL APPLICATIONS:**

Genesis 1:31 – At the end of Creation, God saw all that He had made was “very good.” Make a list of amazing things God made that you might see in the Northeast.

**McGRAW-HILL RESOURCES:**

*Our Country and Its Regions*

**Unit 3 pp. 123-127**

Unit 3 – Unit Opener Digital Plans and Presentations

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn360 video segment – *Niagara Falls* (3:31)  
Learn360 video segment – *Hershey Bars and Kisses* (2:45)  
Learn360: *Discovers and American* video series – has a video for each state  
BrainPop video – *Statue of Liberty* (4:41)

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Big Idea Project (p. 154 – to be continued): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students). *Rubric is on page 154W.* An alternate activity might be to plan a bike trip as described on p. 154.
2. Begin the “Foldables” activity on p. 123 (continue throughout the content on the Northeast).
3. Discuss the different information you are able to find from the maps on presentation slides 11 and 19 from the Unit Opener. What kinds of maps are these?
4. Create a travel brochure about the Northeast.
5. Make cards with names of states and capitals of the Northeast. Play a memory match game with the cards.

## THIRD QUARTER · CYCLE 1, LOWER

TOPIC: The Geography of the Northeast

PACING: 4 Days

## STANDARDS:

- SS.K-4.TCC.4** Name key people, events, and places associated with the history of the community, nation, and world.
- SS.K-4.PPE.6** Identify the factors influencing various community, state, and regional patterns of human settlement such as the availability of land, water, and places for people to live.

## OBJECTIVES:

- Identify significant mountains and waters of the Northeast.
- Understand the importance of the resources of the Northeast.
- Describe the climate of the Northeast.

**VOCABULARY:** glacier, bay, fuel, fall line, tourist, small-scale map, large-scale map

## SPIRITUAL APPLICATIONS:

Genesis 1:1 – All of the natural resources that people use in the Northeast are a result of God’s creation. See how many examples of wildlife and plant life native to the Northeast you can name.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 3 pp. 128-135**

Unit 3 –Lesson 1 Digital Plans and Presentations  
Leveled Reader – *Acadia National Park*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *New England Region: North American GeoQuest* (22:57)

*Note: Contains only some of the states covered in the textbook for this region; mentions the Ice Age.*

Learn360 video – *Maple Syrup* (4:18)

Learn360 video segment – *The Appalachian Mountain System* (2:14)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 154): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students).
2. Write a descriptive paragraph about the geography of the Northeast. See how many adjectives you can use.
3. Find a beautiful fall colors picture of the Northeast. Create your own fall colors masterpiece with paint, chalk, crayons, or markers. Why is the Northeast known for its fall colors?

## THIRD QUARTER · CYCLE 1, LOWER

TOPIC: The Economy of the Northeast

PACING: 4 Days

## STANDARDS:

- SS.K-4.C.5** Explain how culture may change in response to changing needs and concerns.
- SS.K-4.PDC.4** Investigate what people and communities gain and give up when they make a decision.
- SS.K-4.STS.2** Cite examples of how society often turns to science and technology to solve problems.

## OBJECTIVES:

- Understand that the Northeast's natural resources provide a living for many people.
- Describe how the manufacturing industry got its start.
- Recognize that many people in the Northeast work in service jobs.
- Discuss how the economy of the Northeast has changed.

**VOCABULARY:** industry, service, urban, suburban, megalopolis

## SPIRITUAL APPLICATIONS:

Genesis 47:27 - "Now the Israelites settled in Egypt in the region of Goshen. They acquired property there and were fruitful and increased greatly in number." Discuss how the experience of the Israelites is similar to people of the Northeast.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 3 pp. 136-143**

Unit 3 -Lesson 2 Digital Plans and Presentations

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment - *Mill Girls* (2:06)

Learn360 video - *Why People in a Community Work* (9:30)

Learn360 video - *The Pennsylvania State House: Independence Hall* (0:55)

BrainPop Jr. video - *Community Helpers* (4:14)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 154): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students).
2. Write or tell a story about a day in the Northeast where no people work in service jobs. What things would be different?
3. In small groups, discuss why the Northeast is the smallest region in the United States and yet contains 20% of the population of the United States. Make notes about your discussion.

## THIRD QUARTER · CYCLE 1, LOWER

TOPIC: The People of the Northeast

PACING: 4 Days

## STANDARDS:

- SS.K-4.TCC.3** Understand that we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.
- SS.K-4.TCC.7** Identify key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and the world.
- SS.K-4.GC.2** Explain how global connections affect the daily life of individuals and those around them.
- SS.K-4.CIP.2** Define concepts and ideas such as individual dignity, fairness, freedom, common good, rule of law, civic life, rights, and responsibilities.

## OBJECTIVES:

- Know that Native Americans were the Northeast's first people.
- Discuss immigration and the variety of cultures in the Northeast.

VOCABULARY: culture, diverse

## SPIRITUAL APPLICATIONS:

Daniel 1 – Review the Bible story of Daniel and his friends taken to Babylon. What similarities and differences did these Bible characters have with immigrants coming to the United States?

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 3 pp. 144-154**

Unit 3 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Henry Bergh and the ASPCA; Our City Gardens*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Watch the Stars Come Out: Reading Rainbow* (27:46)

BrainPop Jr. video – *Iroquois* (5:10)

BrainPop Jr. video – *Ellis Island* (4:50)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 154): Write an expository report on the geography, economy, and people of the Northeast (requirements of report adjusted as needed to meet the needs of the students). Rubric is on page 154W.
2. Create a skit about arriving at Ellis Island from a foreign country.
3. Design a poster showing the cultural diversity in the Northeast.
4. Make a bar graph showing immigration data (from TE p. 146).