

SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The Southeast

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.**OBJECTIVES:**

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

VOCABULARY: Alabama, Arkansas, Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, West Virginia**SPIRITUAL APPLICATIONS:**

1 Corinthians 2:9 – Tourists look for interesting and pleasant places to visit, but God has prepared something better than any “tourist” attraction this world can offer.

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 4 pp. 155-159

Unit 4 – Unit Opener Digital Plans and Presentations

Leveled Reader – *Preserving Unique Places*

Our National Parks

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment –
Maryland: Assateague Island (1:23)

Learn360 – *Discovers and American* video series – has a video for each state

BrainPop video – *Everglades* (4:17)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 186 – to be continued): Write a narrative essay about the geography, economy, and people of the Southeast (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 186W. An alternative activity might be to give a TV news report as described on p. 186.
2. Begin the “Foldables” activity on p. 155 (continue throughout the content on the Southeast).
3. Create a state map and poster (TE 158) or write a travelogue (TE 159) about one state in the Southeast.
4. The Mississippi River runs through the Southeast. Find where the Mississippi River begins and where it empties into the ocean.
5. Make cards with names of states and capitals of the Southeast. Play a memory match game with the cards.

SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The Geography of the Southeast

PACING: 4 Days

STANDARDS:

- SS.K-4.PPE.5** Describe the Christian's responsibility for the environment.
- SS.K-4.PPE.9** Compare physical changes in the community, state, and region, such as seasons, climate, and their effects on plants and animals.
- SS.K-4.PPE.12** Discuss the Christian's responsibility for the Earth's environment and its resources.

OBJECTIVES:

- Explore the coast, hills, mountains, wetlands, rivers, and islands of the Southeast.
- Describe the warm climate and effects of the Gulf of Mexico and the continuing threat of hurricanes.

VOCABULARY: source, mouth, wetlands, peninsula, levee

SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The Economy of the Southeast

PACING: 4 Days

STANDARDS:

SS.K-4.PPE.11 Compare and contrast benefits and problems resulting from the discovery and use of resources.

OBJECTIVES:

- Describe products produced by farms in the Southeast.
- Identify renewable and non-renewable resources found in the Southeast.
- Summarize the importance of industries and tourism to the economy of the Southeast.

VOCABULARY: renewable resource, petroleum, refinery, nonrenewable resource

SPIRITUAL APPLICATIONS:

1 Peter 4:10 and Ecclesiastes 9:9, 10 – God has given each a gift to use to serve others. Discuss ways that you can use your gifts to help others, whether it's your job or outreach/community service.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 4 pp. 168-175

Unit 4 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Energy and Our Natural Resources; Henry W. Grady and the “New South;” Growing Goods in a Growing Country*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Cotton* (11:25)

BrainPop Jr. video – *Natural Resources* (5:06)

BrainPop video – *Gas and Oil* (4:02)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 186): Write a narrative essay about the geography, economy, and people of the Southeast.
2. Make two lists. On one, list all the renewable resources you can and on the other list all the non-renewable resources you can. Which list is longer?
3. Write a script/dialogue between two friends discussing the benefits and the problems of the oil industry.
4. Create a brochure which highlights reasons the Southeast is a popular place to visit.
5. Compare service jobs to volunteer or community service.

SECOND QUARTER · CYCLE 2, LOWER

TOPIC: The People of the Southeast

PACING: 4 Days

STANDARDS:

- SS.K-4.TCC.8** Explain that people view and interpret historical events differently because of the time in which they live, their experiences, and the point of view they hold.
- 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:

- Identify Native American groups who first lived in the Southeast.
- Identify the immigrant groups that settled in the Southeast.
- Trace the progress of the civil rights movement.

VOCABULARY: dialect, segregation

SPIRITUAL APPLICATIONS:

1 Peter 2:16, 17 – Discuss and relate to the civil rights movement Peter’s message about living in freedom, showing respect and love for others, fearing God, and obeying laws.

MCGRAW-HILL RESOURCES:

The United States Communities and Neighbors

Unit 4 pp. 176-186

Unit 4 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Explorers of Florida; Florida: Yesterday and Today; The Life of James Oglethorpe; Coretta Scott King; Standing Up by Sitting Down*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Daniel Boone and the American Frontier* (17:00)

Learn360 video segment – *Florida: St. Augustine* (5:08)

Learn360 video segment – *Gullah* (1:41)

BrainPop Jr. video – *Cherokee* (5:04)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 186): Write a narrative essay about the geography, economy, and people of the Southeast. Rubric is on p. 186W.
2. Write a journal entry describing a march, a sit-in at a lunch counter, or your first day as a black student in a previously all-white school.
3. Find a vegetarian gumbo recipe online. As a group, prepare this popular dish using ingredients from different cultures found in the Southeast.
4. Compare the founding of your town with the founding of St. Augustine, Florida (i.e., dates of founding, reasons the town was founded).
5. Discuss why the African-American population on the Sea Islands were able to preserve the Gullah heritage, culture, and language.