

## SECOND QUARTER · CYCLE 3, LOWER

TOPIC: The Midwest

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 Midwest Region of the United States.
- Learn states and capitals of the Midwest.

**VOCABULARY:** Kansas, Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Nebraska, Ohio, North Dakota, South Dakota, Wisconsin**SPIRITUAL APPLICATIONS:**

Ecclesiastes 7:16-18 – Sometimes the climate of the Midwest is described as “extreme.” What does Solomon say about extremes?

**McGRAW-HILL RESOURCES:**

*Our Country and Its Regions*

**Unit 5 pp. 187-191**

*Unit 5 – Unit Opener Digital Plans and Presentations*  
*Leveled Readers – Buffalo!; A Mountain of Presidents;*  
*Laura Ingalls Wilder*

**ADDITIONAL RESOURCES / CONNECTIONS:**

Read Laura Ingalls Wilder’s book,  
*Little House in the Big Woods*.

Video 360 segment – *Tour of Lincoln’s Home* (4:13)

Learn360 – *Mount Rushmore: Landmarks* (5:00)

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

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Big Idea Project (p. 218 -- to be continued): Write an essay that answers the question, “How do natural resources affect a region’s growth?” (Requirements of essay adjusted as needed to meet the needs of the students.) Rubric is on page 218W. An alternate activity might be make a diorama as described on p. 218.
2. Begin the “Foldables” activity on p. 187 (continue throughout the content on the Midwest).
3. Trace a map of the Midwest region. Add attractions, resources, and landmarks to your map throughout this unit.
4. Make cards with names of states and capitals of the Midwest. Play a memory match game with the cards.

## SECOND QUARTER · CYCLE 3, LOWER

## TOPIC: The Geography of the Midwest

PACING: 4 Days

## STANDARDS:

- 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:

- Discuss the importance of rivers and soil fertility in the Midwest.
- Identify Midwest landforms.
- Describe the climate extremes of the Midwest.

**VOCABULARY:** fertile, prairie

## SPIRITUAL APPLICATIONS:

Numbers 13:18-20 - Why did Moses give these specific instructions? Compare what the pioneers who came to the Midwest and the Israelites going to the Promised Land were hoping to find.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 5 pp. 192-199**

Unit 5 - Lesson 1 Digital Plans and Presentations

Leveled Readers - *Savings Our Parks; Amazing Mammal Builders; Indiana Dunes National Lakeshore*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Midwest Region: North American GeoQuest* (24:11)

Learn360 video - *Great Lakes Region: North American GeoQuest* (25:59)

Wind Cave National Park website:  
[www.nps.gov/wica/index.htm](http://www.nps.gov/wica/index.htm)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 218): Write an essay that answers the question, "How do natural resources affect a region's growth?"
2. Collect three different soil samples in small pots. Place easy to grow seeds in each pot, water them, and put them in a sunny window. Log what you see every day. Are there differences in the plants? How might these differences be explained by different soil?
3. Review the graphs on p. 199. Write a sentence or two about each graph to describe the information that is presented.
4. Paint a picture showing what you have learned about the geography and climate of the Midwest.

## SECOND QUARTER · CYCLE 3, LOWER

## TOPIC: The Economy of the Midwest

PACING: 4 Days

## STANDARDS:

- SS.K-4.PDC.2** Explain uses of God's gifts of natural resources for meeting human needs.
- SS.K-4.STS.5** Discuss the ways in which scientific findings and various forms of technology influence our daily lives.
- SS.K-4.GC.1** Discuss how global connections may be various types including cultural exchange, trade, political, economic, or travel.

## OBJECTIVES:

- Identify natural resources found in the Midwest.
- Show the importance of iron to the economy of the Midwest.
- Identify important Midwestern farm products.
- Describe how the Midwestern economy has changed over time.

**VOCABULARY:** iron, ore, mining, agribusiness, mass production, assembly line

## SPIRITUAL APPLICATIONS:

Genesis 41:56, 57 – Review the story of Joseph in Egypt during the years of plenty and famine. The Midwest grows food not only for our country but for other areas of the world as well.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 5 pp. 200-207**

Unit 5 – Lesson 2 Digital Plans and Presentations

Leveled Reader – *The Farm*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Milk Makers: Reading Rainbow* (27:49)

Learn360 video segment – *Mass Automobile Production* (4:31)

Learn360 video – *Wheat* (10:32)

BrainPop video – *Assembly Line* (2:22)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 218): Write an essay that answers the question, "How do natural resources affect a region's growth?"
2. Make butter (directions on TE 204).
3. With a partner, make a list of questions about steel, steel production, or things made of steel. See how many questions you can answer after conducting research.
4. Make a model of an open-pit mine using modeling clay.
5. Write a story telling about the changes for farm families in the Midwest.

## SECOND QUARTER · CYCLE 3, LOWER

TOPIC: The People of the Midwest

PACING: 4 Days

## STANDARDS:

- SS.K-4.PPE.7** Explore cultural patterns and their interactions within and across place, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.
- SS.K-4.CIP.5** Discuss the importance of gathering information as the basis for informed civic action.

## OBJECTIVES:

- Identify Native American groups that lived in the Midwest.
- Trace the different groups who settled in the Midwest.
- Show how Midwesterners honor diverse cultural traditions.

VOCABULARY: descendants, pioneer, migration

## SPIRITUAL APPLICATIONS:

2 Peter 3:13 – The New Earth God promised us will be different from the Earth now. Have students write or draw about what they imagine the New Earth will be like.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 5 pp. 208-218**

Unit 5 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *The Amish Living a Simple Life;*  
*Children at Work: On the Frontier;*  
*The Apple Man - The Story of John Chapman*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment –  
*Sitting Bull and Westward Expansion* (12:54)

Learn360 video – *The Home* (10:45)

BrainPop Jr. video – *Johnny Appleseed* (4:06)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 218): Write an essay that answers the question, “How do natural resources affect a region’s growth?” Rubric is on p. 218W.
2. Suppose you are a pioneer in the Midwest or an African American who traveled north during the Great Migration. Write a letter to a family member back “home” describing your new life in the Midwest.
3. Read “Express Your Opinion” on p. 213. Identify and research a local issue or problem. Then propose a solution to the issue or problem.
4. Using the map on p. 212, choose a festival. Write a newspaper article describing what you might see or do at that festival.