

**SECOND QUARTER · CYCLE 4, LOWER**

**TOPIC:** The West

**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 Western Region of the United States.
- Learn states and capitals of the West.

**VOCABULARY:** California, Colorado, Idaho, Montana, Nevada, Oregon, Utah, Washington, Wyoming

**SPIRITUAL APPLICATIONS:**

Psalm 98 – Read this psalm, noticing all the references to things in nature (i.e., mountains, rivers) that give praise to God. Discuss what David means by giving them the ability to praise.

**McGRAW-HILL RESOURCES:**

*Our Country and Its Regions*

**Unit 7 pp. 251-255**

Unit 7 – Unit Opener Digital Plans and Presentations

Leveled Reader: *Volcano!*

**ADDITIONAL RESOURCES / CONNECTIONS:**

Learn360 video – *What is the Oldest National Park?* (1:03)

Learn360 video – *What is the World's Most Active Volcano?* (00:52)

Learn360 video – *Polar Bears* (3:05)

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

**ASSESSMENT/INSTRUCTIONAL IDEAS:**

1. Big Idea Project (p. 282 – to be continued): Write an expository essay about the geography, economy, and people of the West (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 282W. An alternate activity might be to create a collage showing life and work in the West as described on p. 282.
2. Begin the “Foldables” activity on p. 251 (continue throughout the content on the West).
3. Make a collage featuring pictures from The West. Discuss similarities and differences you see in these pictures.
4. Make cards with names of states and capitals of the West. Play a memory match game with the cards.

## SECOND QUARTER · CYCLE 4, LOWER

## TOPIC: The Geography of the West

PACING: 4 Days

## STANDARDS:

- 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.

## OBJECTIVES:

- Introduce the many environments and climates of the West.
- Identify major mountain ranges, lakes, and rivers of the West.

**VOCABULARY:** earthquake, magma, geyser, timberline

## SPIRITUAL APPLICATIONS:

Genesis 7:11, 12 – Review the story of The Flood. What evidences do we see of “all the springs of the great deep burst forth, and the floodgates of the heavens were opened” in the West?

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 7 pp. 256-265**

Unit 7 – Lesson 1 Digital Plans and Presentations

Leveled Readers – *Earthquake Heroes;*  
*Ancient Giants of the Forest; Changing Earth;*  
*Rivers and Mountains of the United States; Faraway Home*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *Mountain States Region: North American GeoQuest* (25:06)

Learn360 video – *Pacific Region: North American GeoQuest* (24:43)

Learn360 video – *Weather Maps* (1:27)

Learn360 video – *Climate* (14:19)

Learn360 video – *Maps Show Our World* (9:54)

BrainPop Jr. video – *Fast Land Changes* (5:17)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 282): Write an expository essay about the geography, economy, and people of the West.
2. List all the states where the Rocky Mountains are located. Define Continental Divide.
3. Choose a city or town in the West. On a line graph record the weather (temperature and precipitation) for that city for ten school days. Compare your graph with your classmates' graphs of different cities or towns in the West.
4. Using a map of one of the Western states, locate interstate highways, U.S. highways, and state highways by using the map legend. Plan a trip from one place to another in that state and tell which highways/roads you would take.

## SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The Economy of the West

PACING: 4 Days

## STANDARDS:

- 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.
- SS.K-4.STS.6** Demonstrate how science leads to new technology in areas such as communication and transportation resulting in change over time.

## OBJECTIVES:

- Describe the rich natural resources found in the West.
- Show how different landforms affect the local economies.
- Discuss different industries, including tourism and the service industry, in the West.

VOCABULARY: telecommunications, conservationist

## SPIRITUAL APPLICATIONS:

Psalm 119:72 – For centuries gold and silver have been considered valuable, but David says the laws of God are more precious than gold and silver.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 7 pp. 266-273**

Unit 7 – Lesson 2 Digital Plans and Presentations

Leveled Readers – *Computers Then and Now; Telephones Then and Now; Oil Spills; The Story of San Francisco*

## ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment – *Oil Spill!* (5:13)

Learn360 video – *Geography: Exploring Communities* (6:37)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 282): Write an expository essay about the geography, economy, and people of the West.
2. Write and act out a skit showing why federal jobs are so important in the West.
3. Using a Venn diagram, compare ranching in the West with farming in the Northeast or Southeast.
4. Create a menu for one day. See how many foods/products you plan to use come from the West.

## SECOND QUARTER · CYCLE 4, LOWER

TOPIC: The People of the West

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.PPE.7** Explore cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.
- SS.K-4.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

## OBJECTIVES:

- Describe ways of life of Native American groups in the West.
- Trace the movement of groups of people to the West.
- Discuss celebrations and tourist attractions in the West.

VOCABULARY: bison, rodeo

## SPIRITUAL APPLICATIONS:

Look up the definition of “pioneer.” See how many “pioneer” Bible characters/stories students can identify.

## MCGRAW-HILL RESOURCES:

*Our Country and Its Regions*

**Unit 7 pp. 274-282**

Unit 7 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Save Paper, Save Trees*;

*There’s Gold in Those Hills!; Towns of the Old West;*

*John Sutter California Settler; Americans on the Move;*

*John Muir Friend of Nature; Expanding the United States;*

*Rachel Carson Caring for the Earth; Gold!*

## ADDITIONAL RESOURCES / CONNECTIONS:

Book – *John Muir and Stickeen – An Icy Adventure with a No-Good Dog* by Julie Dunlap and Marybeth Lorbiecki

Learn360 video – *Pushing Westward Video Quiz* (26:20)

Learn360 video segment – *Dog Sled Racing* (4:31)

BrainPop video – *Railroad History* (4:59)

## ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 282): Write an expository essay about the geography, economy, and people of the West. Rubric is on p. 282W.
2. Write a paragraph summarizing why different groups of people headed West.
3. Make a list (by season) of recreational/tourist activities that can be enjoyed in the West.
4. Imagine you are traveling with a wagon train heading to the West. Make several journal entries describing what you might see or experience on your trip.