

FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The Southwest

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

VOCABULARY: Arizona, Oklahoma, New Mexico, Texas**SPIRITUAL APPLICATIONS:**

Daniel 2 and Matthew 2 – Review the story of Nebuchadnezzar’s dream in Daniel 2 and the gifts of the Wise Men in Matthew 2. Discuss reasons gold has been considered very valuable for centuries.

McGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 6 pp. 219-223

Unit 6 – Unit Opener Digital Plans and Presentations

Leveled Readers – *Coronado Search for the Cities of Gold; The Southwest*

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video – *The Grand Canyon (USA): World of Wonders II* (11:03)

Note: Brief mention of “millions of years.”

Learn360 video segment – *Davey Crockett and The Alamo* (7:46)

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

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Big Idea Project (p. 250 -- to be continued): Write an expository essay about the geography, economy, and people of the Southwest (requirements of essay adjusted as needed to meet the needs of the students). Rubric is on page 250W. An alternate activity might to plan a xeriscape garden as described on p. 250.
2. Begin the “Foldables” activity on p. 219 (continue throughout the content on the Southwest).
3. Use the map scale on pp. 222 and 223 to measure each states’ border in miles. Compare to your state.
4. Make cards with names of states and capitals of the Southwest. Play a memory match game with the cards.

FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The Geography of the Southwest

PACING: 4 Days

STANDARDS:

- SS.K-4.PPE.1** Explain that the theme of people, places, and environments involves the study of location, place, and the interaction of people with their surroundings.
- 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.PDC.1** Demonstrate how people and communities deal with scarcity of resources.

OBJECTIVES:

- Understand that the geography of the Southwest is varied.
- Identify the landforms and major rivers of the Southwest.
- Recognize that the scarcity of water poses a challenge in the Southwest.

VOCABULARY: mesa, butte, canyon, drought, aquifer

SPIRITUAL APPLICATIONS:

John 4 - Water has always been considered an important need. Review the story of Jesus and the Samaritan woman at the well and how Jesus is the source of "life-giving water."

McGRAW-HILL RESOURCES:

Our Country and Its Regions
Unit 6 pp. 224-233
 Unit 6 - Lesson 1 Digital Plans and Presentations
Leveled Readers - Animal Habitats; Desert Life; Life in the Desert

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video - *Southwest Region: North American GeoQuest (23:23)*
 Learn360 video segment - *Oklahoma's Dust Bowl (2:12)*
 BrainPop video - *Erosion (1:57)*
Note: Brief mention of "millions of years."
 BrainPop video - *Water Supply (5:30)*

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest.
2. Create a landscape art project using paint, chalk, or other medium showing landforms of the Southwest.
3. Research one of the major Southwestern rivers. Present a report to the class about this river's importance to the region.
4. Make a bar graph illustrating the average precipitation for several cities in the Southwest region.
5. Find population maps of the Southwest region. Write a paragraph stating why you think certain areas of the Southwest might have greater population densities than other areas.
6. Research an animal or plant native to the Southwest. Make a booklet sharing the information you learned.

FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The Economy of the Southwest

PACING: 4 Days

STANDARDS:

- SS.K-4.STS.2** Cite examples of how society often turns to science and technology to solve problems.
- SS.K-4.PDC.4** Investigate what people and communities gain and give up when they make a decision.

OBJECTIVES:

- Recognize that oil is the Southwest's most valuable resource.
- Identify crops grown in the Southwest.
- Understand that the Southwest has developed a thriving technology sector.

VOCABULARY: kerosene, irrigation, silicon, solar energy

SPIRITUAL APPLICATIONS:

Sheep are often seen grazing in the desert regions of the Southeast. Review the stories of David as a shepherd and Jesus' parables about sheep/shepherds.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 6 pp. 234-239

Unit 6 - Lesson 2 Digital Plans and Presentations

Leveled Readers - *An Eye on Energy*;
Sun Power; *Texas Cowboys*

ADDITIONAL RESOURCES / CONNECTIONS:

BrainPop video - *Solar Energy* (2:59)
BrainPop Jr. video - *Energy Sources* (5:08)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Continue Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest.
2. Create a model that shows the crops grown in the Southwest region or make a replica of the pipes and ditches used to irrigate a field.
3. Create a poster about one of the technology industries that exists in the Southwest. Research the technology industry to find as many facts as possible to include on your poster.
4. Imagine you have a farm or ranch in the Southwest. Write a letter to a far-away friend describing your farm or ranch (i.e., water, crops).

FOURTH QUARTER · CYCLE 3, LOWER

TOPIC: The People of the Southwest

PACING: 4 Days

STANDARDS:

- 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.IGI.5** Elaborate on how individuals, groups, and institutions share common elements and also have unique characteristics.

OBJECTIVES:

- Discuss the Native American heritage of the Southwest.
- Identify the Spanish influence on the Southwest.
- Understand why immigrants and older Americans have moved to the Southwest in recent years.

VOCABULARY: pueblo, adobe, powwow

SPIRITUAL APPLICATIONS:

Exodus 35:35 – Discuss how many of these skills (i.e., weaving, carving) needed for completion of the tabernacle are also exhibited by Native Americans in the Southwest.

MCGRAW-HILL RESOURCES:

Our Country and Its Regions

Unit 6 pp. 240-250

Unit 6 – Lesson 3 Digital Plans and Presentations

Leveled Readers – *Explorers of the Southwest;*
The Navajo – Tradition and Change; Hot Air Balloons

ADDITIONAL RESOURCES / CONNECTIONS:

Learn360 video segment –
Native Americans of the Southwest (2:25)
Learn360 video – *Hot Air Henry – Reading Rainbow* (27:21)
BrainPop Jr. video – *Pueblo* (4:58)
BrainPop Jr. video – *Georgia O’Keeffe* (4:29)

ASSESSMENT/INSTRUCTIONAL IDEAS:

1. Complete Big Idea Project (p. 250): Write an expository essay about the geography, economy, and people of the Southwest. Rubric is on p. 250W.
2. Make your own adobe bricks – directions at <http://heritagesquarephx.org/news/crafts-make-an-adobe-brick/>.
3. Use what you know about the Southwest to write/illustrate an advertisement that urges people to move to this region.
4. As a class, make a children’s book (few words, lots of pictures) about festivals of the Southwest.