

Domain-Based Unit Overview

Title of Domain: The Geography of the United States
Learning Time: 14 days

Big Idea

Students should be able to locate the Western Hemisphere, North America, the Caribbean Sea, and the Gulf of Mexico.

- *There are many ways to categorize the states of the United States.*
- *The regions of the United States are New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast.*
- *Alaska and Hawaii are states that are not in the mainland United States.*
- *Students should be able to match all fifty states and their capitals.*

What Students Need to Learn (CKHG, p.8)

1. Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico
2. The Gulf Stream and how it affects climate • Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast • Alaska and Hawaii: their characteristics •
3. Fifty states and capitals

MN Academic Standards

5.3.1.1.1
5.3.2.3.1
5.3.4.10.1

Pre-Assessment

- 1) Locate 12 different states on a map, their capital and their region

Domain Chapter 1	The United States (CKHG, p.23), 1 day
MN Academic Standards	5.3.1.1.1
Objectives	<ul style="list-style-type: none"> • Locate the Western Hemisphere and North America.

	<ul style="list-style-type: none"> Describe the location of the United States in the Western Hemisphere and in North America, and the water and land that surround the United States. Understand that the United States is composed of fifty states, each with its own unique and distinctive geographical features. Name their own state capital and the governor of their state. Understand the meaning of the following domain-specific vocabulary: region, geography, natural resource, landform, and indigenous.
Vocabulary	region, geography, natural resources, landform, and indigenous
Procedure	<ul style="list-style-type: none"> Show students a globe or an image of a globe, and ask them to describe the shape of Earth. Explain that Earth is shaped like a sphere. Mapmakers divide it into half spheres, or hemispheres. Remind students that a meridian is a line of longitude. Just as the equator divides Earth into Northern and Southern Hemispheres, the prime meridian divides Earth. Call attention to the Big Question, chapter vocabulary, and encourage students to look for the ways the narrator describes the location of the United States. As a class read Chapter 1: The United States <ul style="list-style-type: none"> Follow CKHG comprehension questions on pages 25-27 Exit Ticket: Write a short answer to the Big Question, “How does the narrator describe the location of the United States in relation to Earth’s hemispheres, continents, and oceans?” Key points students should cite include: the United States is located in the Western Hemisphere, on the continent of North America, between the Atlantic Ocean in the east and the Pacific Ocean in the west. Choose one of the Core Vocabulary words (region, geography, natural resource, landform, or indigenous), and write a sentence using the word. Homework: Students will complete activities 1.1- 1.3 (CKHG pg. 91-94)
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Music	<i>("Fifty Nifty United States," "America the Beautiful," and "God Bless America")</i>
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Domain Chapter 2	New England (CKHG, p.31), 1 day
MN Academic Standards	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> ● Identify the New England region on a map of the United States, and describe its climate. ● Summarize events in the early history of New England. ● Understand the meaning of the following domain-specific vocabulary: industry, port, and populated.
Vocabulary	industry, port, and populated
Procedure	<ul style="list-style-type: none"> ● Ask students to recall what they learned in Chapter 1 about the United States in relation to Earth's hemispheres, continents, and oceans. Students should note that the United States is in the Western Hemisphere, is a part of North America, and that the Atlantic Ocean borders the East Coast, with the Pacific Ocean bordering the West Coast. ● Tell students that in this lesson, they will learn more about Maine and the other states in the region known as New England. Call attention to the Big Question as students again refer to the map on page 9, and encourage them to look for ways closeness to the ocean helped New England industries to develop. ● Have a students read Chapter 2 with their 2:00 o'clock partner ● As a large group have students point to the Appalachian Mountains on page 9. Next, ask students to name each state, along with its state capital, located in New England. ● Notebook Entry: What states make up New England? ● Activity 2.1 (CKHG pg. 99-101): Students will complete the section titled "New England". ● Exit Ticket: Students will be dismissed from the room after they have answered the Big Question, "How might being close to the ocean have helped the development of certain industries in New England?" ● Homework: Activity 2.2 (CKHG pg. 102) Students will label the map with the names of the states in the New England region. Then, use a color to shade or outline the New England region and use the same color to complete the map key.

Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 3	The Mid-Atlantic Region (CKHG, p. 36), 1 days
MN Academic Standards	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> Describe the geographical features, climate, and population of the Mid-Atlantic region. Identify the cultural offerings of New York City and Washington, D.C. Understand the meaning of the following domain-specific vocabulary: immigrant, bay, Congress, and The National Mall, and of the phrase “densely populated.”
Vocabulary	“densely populated”, immigrant, bay, Congress and The National Mall
Procedure	<ul style="list-style-type: none"> Ask students to recall what they learned in Chapter 2. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the New England region is made up of the states of Maine, Massachusetts, New Hampshire, Vermont, Rhode Island, and Connecticut. Have students quickly recall other key facts they learned about the region. Explain to students that in this chapter, they will read about another region, the Mid-Atlantic region. Have students turn to the map on page 3 and locate the Mid-Atlantic region. Have them identify its location relative to New England. (It is south and west of New England.) Call attention to the Big Question “What are the main features of New York City and Washington, D.C.?”, and introduce the vocabulary for chapter 3. Read chapter 3 as a large group and ask the comprehension questions found on CKHG pages 38-41.

	<ul style="list-style-type: none"> • Have students work with their table groups to create a response to the Big Question “What are the main features of New York City and Washington, D.C.?” on a 12x12 Post-it. Have groups share their responses with the class. • Exit Ticket: Ask students to identify the city closest to 80°W longitude (Pittsburgh, Pennsylvania), as well as the latitude that forms the northernmost border of New York State (45°N). Have students identify the approximate coordinates of the city of Philadelphia (40°N 75°W). • Homework: Activity 2.1 (CKHG pg. 102) Students will label the map with the names of the states in “The Mid-Atlantic region”. Then, use a different color to shade or outline the Mid-Atlantic region and use the same color to complete the map key.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	“densely populated”
Writing	<i>If Applicable</i>

Domain Chapter 4	The South (CKHG, p.42), 1 day
MN Academic Standards	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> • Explain the importance of the first voyage of Christopher Columbus • Describe the impact of Columbus’s voyage on the Tainos • Summarize the terms of the Treaty of Tordesillas
Vocabulary	“geographical features”, national park, peninsula, and Gulf Stream
Procedure	<ul style="list-style-type: none"> • Ask students to recall what they learned in Chapter 3. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the Mid-Atlantic region is made up of the states of New York, New Jersey, Pennsylvania, Maryland, and Delaware. Have students quickly brainstorm other key facts they learned about the region. Students may note that New York City has many cultural attractions, such as theaters and museums, and that it is a diverse city of immigrants. Washington, D.C., the nation’s

	<p>capital, is the home to many important government buildings, monuments, and The National Mall.</p> <ul style="list-style-type: none"> ● Call attention to the Big Question, and introduce chapter 4 vocabulary. ● Small group read chapter 4 “The South”. Have students answer the following comprehension questions when they completed the group read. <ul style="list-style-type: none"> ○ Literal- How does the climate in the South differ from the climate in the New England and Mid-Atlantic regions? ○ Challenge- What are the Appalachian Mountains called in Virginia and North Carolina? ○ Literal- What body of water forms the eastern border of the South? ○ Inferential- Based on the explanation of the importance of the Mississippi River, what industry or industries do you think are likely to be found in New Orleans? ● As a class discuss the following. <ul style="list-style-type: none"> ○ Call attention to the image of the jazz musician on page 30, and call on a student to read aloud the caption. Explain that New Orleans, like Memphis and Nashville, is famous for its music. ○ Ask students to look back at the map of the South on page 25, paying particular attention to the small pictures included in the map frame. Ask students to describe why these particular images have been included in the frame. ● Exit Ticket: Draw a cartoon showing the Big Question, “How might physical geographical features contribute to the development of regional culture?” ● Homework: Distribute copies of Pack Your Traveling Bag (AP 4.1) and have students read the directions and complete. ● Homework: Activity 2.1 (CKHG pg. 102) Students will label the map with the names of the states in “The South region”. Then, use a different color to shade or outline the Mid-Atlantic region and use the same color to complete the map key.
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>“Geographical Features”</i>
Writing	<i>If Applicable</i>

Domain Chapter 5	The Midwest (CKHG, p.49), 1 day
MN Academic Standards	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> Describe the climate, landforms, and industry of the Midwest region. Explain the importance of waterways like the Mississippi River and the Great Lakes. Understand the meaning of the following domain-specific vocabulary: agriculture, dairy, and commerce.
Vocabulary	agriculture, dairy, and commerce
Procedure	<ul style="list-style-type: none"> Ask students to recall what they learned in Chapter 4. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned there are many states in the South, including Virginia, North Carolina, South Carolina, Georgia, Florida, West Virginia, Kentucky, Tennessee, Alabama, Mississippi, Arkansas, and Louisiana. Have students quickly brainstorm other key facts they learned about the region. Explain to students that in this chapter, they will be reading about another region, called the Midwest. Ask students to describe the location of the Midwest compared to the South and the Mid-Atlantic regions. (The Midwest is west of the Mid-Atlantic region and north of the South.) Call attention to the vocabulary and the Big Question, “How is life different in rural parts of the Midwest compared to busy cities?” Popcorn read chapter 4. Follow the teacher's guide for the comprehension questions (CKHG pages 51-53). Exit Ticket- Write a short answer to the Big Question, “How is life different in rural parts of the Midwest compared to busy cities?” Homework: Activity 2.1 (CKHG pg. 102) Students will label the map with the names of the states in “The South region”. Then, use a different color to shade or outline the Mid-Atlantic region and use the same color to complete the map key. Homework: Activity 5.1 (CKHG page 104)
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>

Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 6	The Great Plains (CKHG, p.55), 1 day
MN Academic Standards	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> Describe the climate, landforms, and industry of the Great Plains region. Explain the tornado phenomenon in this region. Understand the meaning of the following domain-specific vocabulary: hide, reservation, erosion, and barren.
Vocabulary	hide, reservation, erosion, and barren
Procedure	<ul style="list-style-type: none"> Ask students to recall what they learned in Chapter 5. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned the Midwest includes the following states: Missouri, Michigan, Ohio, Indiana, Illinois, Wisconsin, Minnesota, and Iowa. Have students quickly brainstorm other key facts they learned about the region. Next, explain to students that they will be learning about the region called the Great Plains as they read this chapter. Have students find the Great Plains on the map on page 3. Ask what they notice about the region. (Students may note that the Great Plains are in the center of the country or that the states appear to be stacked in a column.) Call attention to the vocabulary for the chapter and introduce the Big Question, “Why are the Great Plains less populated than other regions of the United States?” Read Chapter 6 as a class and complete comprehension questions from teacher guides (CKHG pages 56-59). Exit Ticket: Big Question, “Why are the Great Plains less populated than other regions of the United States?”
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>

Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 7	The Rocky Mountain Region (CKHG, p.60), 1 day
MN Academic Standards	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> Describe the climate, landforms, and industry of the Rocky Mountain region. Describe the animal life and features of national parks in the Rocky Mountain region. Understand the meaning of the following domain-specific vocabulary: mountain range, mine, geyser, magma, and glacier
Vocabulary	mountain range, mine, geyser, magma, and glacier
Procedure	<ul style="list-style-type: none"> Ask students to recall what they learned in Chapter 6. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that the states of Oklahoma, Kansas, Nebraska, South Dakota, and North Dakota make up the Great Plains. Have students quickly brainstorm other key facts they learned about the region. Explain to students that in this chapter, they will be learning about another region, called the Rocky Mountain region. Have students find the Rocky Mountain region on the map on page 3. Ask students to describe the location of the region relative to the Great Plains. (The Rocky Mountain region is west of the Great Plains.) Call attention to the chapters vocabulary and the Big Question, “What causes geysers to occur?” as they read the text. Read chapter 7 with their 6:00 clock partner. Have partners answer the following comprehension questions. As a large group review the comprehension questions. Exit Ticket: Have students answer the Big Question, “What causes geysers to occur?” as they get ready to transition for the next subject. Homework: Activity 7.1 (CKHG pg. 105)
Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>

Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 8	The Southwest (CKHG, p.66), 1 day
MN Academic Standards	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> Describe the climate, landforms, and industry of the states in the Southwest. Summarize the history of Spanish and Mexican influence in the region. Understand the meaning of the following domain-specific vocabulary: oil field, ranch, and gorge, and of the phrase “space program.”
Vocabulary	oil field, ranch, “space program”, and gorge
Procedure	<ul style="list-style-type: none"> Ask students to recall what they learned in Chapter 7. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the states of Colorado, Wyoming, Montana, Idaho, and Utah make up the Rocky Mountain region. Have students quickly brainstorm other key facts they learned about the region. Today, tourism is a large part of the region’s economy. The Rocky Mountain region is also home to Yellowstone National Park and Old Faithful. Explain to students that they will be reading about another region, called the Southwest. Have students locate the Southwest on the map on page 3. Call attention to the chapters vocabulary and the Big Question, “How are the southwest’s climate and landscape connected?” and encourage students to look for ways the climate and landscape of the Southwest are connected. Small group read chapter 8 Large group discuss chapter 8 comprehension questions (CKHG pages 68-70) Exit Ticket: Write a short answer to the Big Question, “How are the Southwest’s climate and landscape connected?”
Poetry	<i>If Applicable</i>

Fiction	<i>If Applicable</i>
Saying and Phrases	<i>“space program”</i>
Writing	<i>If Applicable</i>

Domain Chapter 9	The West Coast (CKHG, p.71), 1 day
MN Academic Standards	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> • Describe the climate, landforms, and industry of the West Coast region. • Identify the specific features of Los Angeles, San Francisco, and Seattle. • Understand the meaning of the following domain-specific vocabulary: desalination and moisture.
Vocabulary	desalination and moisture
Procedure	<ul style="list-style-type: none"> • Ask students to recall what they learned in Chapter 8. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the states of Texas, New Mexico, Arizona, and Nevada make up the Southwest region. Have students quickly brainstorm other key facts they learned about the region. Record student responses on the board. • Explain to students that they will be learning about another region during today’s lesson, the West Coast. Have students find the West Coast on the map on page 59. Ask students what ocean borders this region. (the Pacific Ocean) Call attention to the chapters vocabulary Big Question, “Why are the Cascade Mountains important to the climate of the Pacific Northwest?” and encourage students to look for reasons the Cascade Mountains are important to the climate of the Pacific Northwest. • Read chapter 9 as a large group discussing the comprehension questions found in the teacher guide (CKHG pages 72-74). • Write a short answer to the Big Question, “Why are the Cascade Mountains important to the climate of the Pacific Northwest?” • Homework: Activity 9.1 (CKHG page 106)
Poetry	<i>If Applicable</i>

Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>

Domain Chapter 10	Alaska and Hawaii (CKHG, p.76), 3 days
MN Academic Standards	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1
Objectives	<ul style="list-style-type: none"> • Describe the climate, landforms, and wildlife of Alaska. • Describe the location, climate, and landforms of Hawaii. • Name their own state capital and the governor of their state. • Understand the meaning of the following domain-specific vocabulary: volcano and lava.
Vocabulary	volcano and lava
Procedure	<p>Day 1:</p> <ul style="list-style-type: none"> • Ask students to recall what they learned in Chapter 9. Display a blank copy of Regions of the United States Chart (AP 2.1) as a prompt. Students should recall that they learned that the West Coast region includes the states of California, Oregon, and Washington. Have students quickly brainstorm other key facts they learned about the region. • Explain to students that they will be learning about two states today that are not connected to the other forty-eight states, Alaska and Hawaii. Call attention to the chapter vocabulary and the Big Question, “How does Alaska compare to Hawaii?” and encourage students to look for similarities and differences between Alaska and Hawaii as they read the text. • Read chapter 10 as a large group and discuss the comprehension questions (CKHG pages 77-79) • Exit Ticket: • Write a short answer to the Big Question, “How does Alaska compare to Hawaii?” <p>Day 2: Review for assessment Day 3: Unit assessment (CKHG pages 82-86)</p>

Poetry	<i>If Applicable</i>
Fiction	<i>If Applicable</i>
Saying and Phrases	<i>If Applicable</i>
Writing	<i>If Applicable</i>