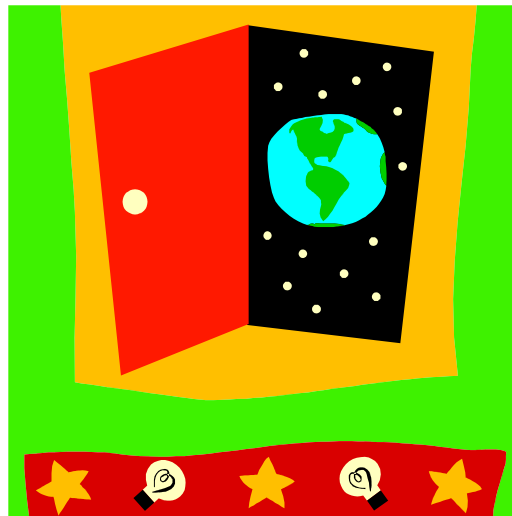


United States Geography Support Materials



Wallingford Public Schools
Fifth Grade
Social Studies

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OVERVIEW

These supplemental materials include a variety of lessons and activities in the field of geography that can be used throughout the school year to compliment your current social studies curriculum. Included are class lessons, small group activities, and resource lists for literature and technology connections.

These materials have been prepared utilizing the Connecticut State Department of Education Social Studies Frameworks and are aligned with the Wallingford Public Schools Grade 5 Social Studies scope and sequence. Using the included support materials such as games, CD-ROMS, videos, and interactive/hands-on activities teachers can plan one activity at a time, a series of geography lessons or have students work in small groups as best fits their needs.

While there are recommended activities included, teachers are encouraged to also utilize these support materials to compliment lessons they have done in the past, create new lessons and share original ideas with grade level colleagues.

MATERIALS LIST

United States Geography Support Materials – Grade 5

1	<i>The Whole Earth Geography Book</i> , Anthony D. Fredericks
3	<i>US/World Desk Maps</i> , Rand McNally
1	<i>U.S. History Little Books: Famous Places</i> , Brenda Strickland & Pat Terrell Walker, 2002
2	Timers
1	American Trivia Board Game
1	U.S. Geography Colossal Crossword (laminated)
5	<i>United States Coloring Book</i> , Winky Adam, 1998
1	<i>Trav's Travel Video</i>
3	<i>Travelrama</i> , CD-ROM
6	Spinners with 4 divisions
6	Spinners with 6 divisions
1	<i>Kids Road Atlas</i> , Rand McNally
1	<i>DK State by State Atlas</i> , Justine Ciovacco et al, 2003
2	<i>Atlas of American History</i> , Rand McNally
3	<i>Desk Atlas</i> , Nystrom
3	<i>Road Atlas</i> , Rand McNally
1	<i>See the U.S.A. the Internet Way</i> , Paula Patton & Karla Neely Hase, 2002
1	<i>EMC 350 Using Maps & Globes</i> , Evan Moor
1	<i>Puzzle Maps USA</i> , Nancy L. Clouse
3	<i>Amelia Hits the Road</i> , Marissa Moss
1	<i>A Trip Plan of the United States</i>

These support materials will be housed in each elementary school. Each school has 2-3 kits to share amongst the grade level teachers. These materials are not consumable. Lost or damaged items should be replaced through your school's building budget.

STANDARDS/GOALS

What should students understand, know, and be able to do? This section identifies the desired results, related state social studies content standards, enduring understandings, essential questions, knowledge and skills.

Enduring Understandings

Insights learned from exploring generalizations via the essential questions. What we want students leaving the study to remember.

Essential Questions

Inquiry used to explore generalizations, do not have straight forward answers that end the matter. They should uncover the subject's controversies, puzzles, and perspectives.

Students will understand that:

- Geography influences a person's needs, culture, opportunities, choices, interests and skills.
 - Geographic problems can be solved through the use of maps, globes and photographs.
 - Maps and globes change over time.
 - There are similarities and differences between U.S. states and regions.
- How do features make places unique and different?
 - What story do maps and globes tell?
 - How do maps and globes reflect historical, political and economic changes?
 - How are maps interrelated?
 - What is a region?

Knowledge and Skills

What students are expected to know and be able to do

The knowledge & skills in this section are aligned with Wallingford's Social Studies Scope & Sequence

The students will:

- K1 Make generalizations about similarities and differences among the fifty states
- K2 Trace historical development through the use of thematic maps
- K3 Examine time zones
- K4 Identify major reference points on maps and globes

The students will be able to:

- S1 Use map skills such as:
 - Latitude & longitude
 - Scale
 - Using a compass rose to determine directionals
 - Reading map keys/legends
- S2 Utilize special references such as an atlas, almanac, encyclopedia, etc.
- S3 Gather information from texts and other printed sources
- S4 Interpret graphs and charts for reference and information
- S5 Find cause and effect relationships
- S6 Use a computer to gather information about a topic
- S7 Listen for information and follow teacher directions

Connecticut State Social Studies Content Standards

Generalizations about what students should know and be able to do.

- 12.5-6.2 Make maps, globes, models, charts, and geographic databases
- 12.5-6.2 Compare and contrast differences among maps, globes, photographic models and satellite images for solving geographic problems
- 12.5-6.1 Explain the essential features and functions of maps, globes, photographs, geographic models and satellite images
- 9.5-6.1 Describe human and natural characteristics of places and how they shape or place identity
- 9.3-4.4 Locate major physical and human features in the New England region and the United States
- 9.5-6.4 Use latitude and longitude to locate places and calculate differences between places

Suggested Assessments

How will we know if students have achieved the desired results and met the content standards? How will we know that students really understand? This section identifies ways to measure acceptable evidence that students have acquired the understandings, knowledge, and skills identified.

- Teacher observations
- WebQuests
- Written assessments
- Games
- Graphic organizers
- Student participation
- Map assessments
- Projects
- Charts, graphs, tables

SUGGESTED LEARNING ACTIVITIES

This section will help teachers plan learning experiences that align with identified content standards, goals, enduring understandings, knowledge and skills. These activities will enable students to be successful in the identified assessments. What will need to be taught and coached and how should it best be taught? How will we make learning both engaging and effective, given the goals and needed evidence?

These suggested lesson activities are not sequenced in any particular order. Teachers may select which lesson activities will best fit the needs of their students and unit objectives. Each lesson activity is coded with the corresponding knowledge (k) and/or skill (s) objectives that are found in the Standards and Goals section above.

WHOLE GROUP ACTIVITIES

FIFTY STATES MAP COMPARISON

Students will choose or be assigned one state. They will create at least 4 different types of maps about that state: political, physical, precipitation, elevation, climate, products, natural resources, temperature, etc.

Suggested time: 1 lesson plus assigned project

Knowledge & Skills: K1, S1, S2, S3, S4

- *How do physical features make places unique and different?*
- *What story do maps & globes tell?*
- *How are maps interrelated?*

FIFTY STATES – STATE COMPARISON (History Alive!)

Students will use clay to create 2 or more elevation maps of different states from different geographic regions (e.g., coastal & mountain or Colorado & Florida etc.)

Suggested time: 1 week

Knowledge & Skills: K1, S1, S2, S4

- *How do physical features make places unique and different?*
- *What story do maps & globes tell?*

FIFTY STATES – MAP SKILLS

Students will create a map of the United States. Be sure to include latitude and longitude, scale, compass rose with cardinal & ordinal directions, legend or key, title, bodies of water, bordering countries, hemispheres, state names and borders.

Suggested time: 1 week

Knowledge & Skills: K1, S1, S2, S3, S4

- *How do physical features make places unique and different?*

CHANGE OVER TIME

Students will be given a group of undated maps of the United States at various time periods between 1450 and 1803. They will be told that the maps show the United States at different times

in its history. Students will have to sequence the maps and write a few paragraphs justifying their decisions. The teacher will use the same maps on overheads to discuss the historical, political and economic changes with students.

Suggested time: 2 lessons

Knowledge & Skills: K2, S5

- *How do maps and globes reflect historical, political, and economic changes?*

ON-GOING ACTIVITIES / CENTERS

THE WHOLE EARTH GEOGRAPHY BOOK

Students will choose or be assigned pre-made cards. They will research using atlases and other reference materials to answer U.S. geography and map/globe skill card questions. Answers will be recorded on pre-made answer sheets.

Materials included:

- *The Whole Earth Geography Book*
- Pre-cut cards
- Answer sheets
- Atlases

Classroom materials:

- Globe
- Additional reference materials

Suggested Time: 20-60 minutes each session

Knowledge & Skills: K1, K3, K4, S1-S7

- *What stories do maps and globes tell?*
- *How are maps interrelated?*
- *How do maps and globes reflect historical, political and economic changes?*

LATITUDE AND LONGITUDE GAME

Students will practice latitude and longitude skills while playing the game. See directions on how to play the game included in the teacher resource binder.

Materials included:

- Longitude and latitude game board (map)
- Spinners
- Recording sheets
- Directions

Suggested Time: 15-30 minutes

Knowledge & Skills: K4, S1

- *What stories do maps and globes tell?*

***Helpful Hint:** Laminate recording sheets and use Vis-à-vis markers so that no replenishing is

required. Great for indoor recess!

UNITED STATES COLORING BOOK

Students will become acquainted with the fifty states by filling in guide sheets.

Materials included:

- *U.S. Coloring Book*
- Guide sheet

Classroom materials:

- Markers or crayons

Suggested time: 15-30 minutes

Knowledge & Skills: K1, K4, S1, S2, S3

- *How do features make places unique and different?*
- *What is a region?*

*Helpful Hint: Great for ESL and below grade level students.

FAMOUS PLACES IN THE U.S.A

Students will create a variety of booklets on famous places found in the United States. After reading information sheets, students will share knowledge of the events, people, problems, and ideas that were significant in creating the history of our nation.

Materials included:

- *U.S. History Little Books*

Classroom materials:

- Construction paper
- Scissors
- Markers/crayons
- Glue
- Stapler

Suggested time: 30-60 minutes

Knowledge & Skills: K1, S3, S5, S6

- *How do features make places unique and different?*
- *What is a region?*

*Helpful Hints: Great supplemental activity for various units of study (i.e. Jamestown, Plymouth).
Great for cooperative group work.

AMERICAN TRIVIA BOARD GAME

Students will review geography skills using the trivia game. See the enclosed directions.

Materials included:

- American Trivia Board Game
- Timer (optional)
- Atlases (optional)

Suggested time: 25-45 minutes

Knowledge & Skills: K1, K3, K4, S1, S2

- *What story do maps and globes tell?*

*Helpful Hints:

- Use only geography questions (even though game board has general and history spaces—count them all as geography)
- Have atlases available for student use, especially toward the beginning of the year or when needed. If questions are too difficult, use the timer and allot 2-3 minutes per question for finding the answer using the atlases.
- Great for indoor recess.

SEE THE U.S.A THE INTERNET WAY

Students will use the websites listed in the book to locate information on the fifty states and complete various activities.

Materials included:

- *See the U.S.A. the Internet Way*

Classroom materials:

- Classroom computer

Suggested time: 10-60 minutes

Knowledge & Skills: K1, S1, S3, S4, S7

- *How do features make places unique and different?*
- *What is a region?*

*Helpful Hint: Teacher can use information to meet a variety of student needs - ESL, below grade level, STEP, etc.
Includes great websites for each individual state.

USING MAPS AND GLOBES

Students will research questions located on cards and record findings.

Materials included:

- *Using Maps and Globes* cards within box
- Atlases

Classroom materials:

- Globe
- Reference materials

Suggested time: 10-45 minutes

Knowledge & Skills: K3, K4, S1, S2, S3, S5

- *What story do maps and globes tell?*
- *How do maps and globes reflect historical, political and economic changes?*
- *How are maps interrelated?*

*Helpful Hint: Great for kids who are quick to finish work and need additional activities.

TRAVELRAMA U.S.A.

The students will use a Rand McNally road map as their guide to scour the country in search of mountains, national parks, historical locations, and points of interest, picking up picture postcards along the way in a game that has geography covered from coast to coast.

Materials included:

- *Travelrama USA*, CD-ROM

Classroom Materials:

- Classroom computer

Suggested time: 15 minutes per student

Knowledge & Skills: S7

- *How do features make places unique and different?*

JOURNAL ROADTRIP U.S.A.

Using *Amelia Hits the Road* as a read aloud, introduce students to the idea of keeping a travel notebook that they would write in and paste items into. Have students conduct research on different locations within the United States and then create a travel notebook of their own to illustrate what their trip may have been like. Students are to be the main characters in their notebooks and should write in their notebooks as if they are on the trip.

Materials included:

- *Amelia Hits the Road*, Marissa Moss (3 copies)

Other materials needed:

- Student composition books

Suggested time: 1-2 weeks (ongoing)

Knowledge & Skills: K1, K4, S2, S3, S7

- *How do features make places unique and different?*

FLAT STANLEY PROJECT FOR UNITED STATES GEOGRAPHY

Have students learn about the regions of the United States by sending Flat Stanleys to various locations. Directions, project ideas and resources available on the Flat Stanley website.

www.flatstanley.com

Suggested time: On-going long term project

Knowledge & Skills: K1, K3, K4, S1, S2, S7

- *How do features make places unique and different?*
- *What story do maps and globes tell?*

PUZZLE MAPS U.S.A.

Use this unique resource to create colorful bulletin boards out of the shapes of the various United States. In groups of 4-5, have students select and create one of the bulletin board designs. Then have groups rotate to a different group's bulletin board, identify the states that were used and these states would then become their topics for a research activity. Another way to use the bulletin boards would be to have students write researched information right into the shapes of the states on the bulletin board and then share their findings with their classmates.

Materials included:

- *Puzzle Maps USA*, Nancy L. Clouse

Other materials needed:

- Colored paper
- Scissors
- Reference materials

Suggested time: 1 week

Knowledge & Skills: K1, S3, S4, S6, S7

- *How do features make places unique and different?*

RECOMMENDED LITERATURE RESOURCES

These literature resources can be used to supplement the geography support materials.

- *Be Your Own Map Expert*, Barbara Taylor
- *The Journey of Oliver K. Woodman*, Darcy Pattison
- *Hello Out There! All About Maps*, Catherine Chambers
- *Stringbean's Trip to the Shining Sea*, Vera Williams
- *Running Out of Time*, Margaret Peterson Haddix
- *A Family Apart*, Joan Lowery Nixon
- *The Sign of the Beaver*, Elizabeth George Speare

If you have any additional literature resources that you use and recommend please forward the titles and authors to the Social Studies Curriculum Resource Teacher.

RELATED INTERNET RESOURCES

WebQuests

- <http://webquest.org/>, General WebQuest site for all grades and subject areas
- <http://webquest.sdsu.edu/matrix/3-5-Soc.htm>, WebQuest Matrix for social studies grades 3-5

Specific Geography WebQuests:

1. Breakout at the North Carolina Zoo

Pick an animal from the zoo and pretend that you've broken out and escaped to a distant part of North Carolina. Document and analyze your journey.

<http://www.geocities.com/Athens/Parthenon/5827/breakout.html>

2. Come visit New Jersey!

You are hired by the department of tourism to create a brochure as part of an ad campaign to boost NJ tourism.

<http://www.mcvts.org/ettc/mentoring/VisitNJ.htm>

3. Designing a Tour of Washington D.C.

Design a tour of Washington D.C. tourist sites for an assigned guest.

<http://infosys.pls.uni.edu/nielsen/nielsen/wdcintro.html>

4. Ellis Island WebQuest

Create a scrapbook using pictures, journal entries, letters, artifacts etc.

<http://www.klschools.org/www/klsd/site/hosting/WebActivities/Fourth/elliswq.html>

5. Set Your Sites on Texas

Convince a Northern industrialist to relocate his business to your Texas city.

<http://www.esc2.net/TIELevel2/projects/texas/>

6. States for a Change

Learn about the 50 United States by designing a new state quarter.

<http://www.nhcs.k12.nc.us/williams/quarterwebquest/index.html>

Websites

- 1. Learn the locations, capitals, abbreviations and over 500 important facts about the 50 states**

http://www.sheppardsoftware.com/web_games.htm

- 2. Be a geography genius! Check your knowledge with our most intriguing geography quizzes and crosswords**

<http://www.factmonster.com/spot/99geography1.html#quiz>

- 3. Play alone or against an online opponent. Use your mouse to click on cities in the United States or around the world and gain points for correct answers**

<http://www.geosense.net>

- 4. Download map resources of continents and countries**

<http://www.stemnet.nf.ca/CITE/maps.htm>

- 5. Mapquest has a feature on their map site which offers printable country and/or state/province maps. “Quick Facts” on population, economy, languages, currency etc. are bound to make this site a useful reference!**

<http://mapquest.com/atlas/>

- 6. Map Machine**

<http://www.nationalgeographic.com/resources/ngo/maps/>

- 7. History & Social Studies for K-12 Teachers**

<http://home.comcast.net/~dboals1/boals.html>

- 8. *Time for Kids Magazine*, to order or check out the great activities**

<http://www.timeforkids.com>

- 9. History & Social Studies Reference Site**

<http://score.rims.k12.ca.us/>

10. A great website for a variety of lesson plans

<http://www.csun.edu/~hcedu013/ndex.html>

11. National Geographic for Kids

<http://www.nationalgeographic.com/ngkids/>

12. National Geographic Explorer Magazine (articles & activities)

<http://magma.nationalgeographic.com/ngexplorer/>

13. The Perry-Castaneda Library Map Collection at the University of Texas has thousands of maps from around the world

<http://www.lib.utexas.edu/maps/index.html>

14. Following the travels of Lewis & Clark, students will explore how to determine latitude and longitude by the position of the sun

http://www.lib.virginia.edu/small/exhibits/lewis_clark/ch5.html

15. To access the homepage of any of the 50 states, just plug a state abbreviation into the web address below

[http://www.state.\(state abbreviation\).us/](http://www.state.(state abbreviation).us/)

If you have any additional WebQuests or websites that you use and recommend please forward them to the Social Studies Curriculum Resource Teacher.

The 5 Themes of Geography help students break down the study of geography to better grasp key concepts & skills.

LOCATION

“Where are we?” is the question that the theme of location answers. There are 2 types of location – absolute & relative location.

Absolute location – a latitude/longitude coordinate or a street address

Relative Location – written directions from one place to another including distance, directionals (east, west, north, south), time, and landmarks.

PLACE

Places have both physical and human characteristics. Places can be man-made or natural, and they each have their own physical description.

Physical characteristics include landforms, water bodies, animal life, and natural vegetation. (natural places)

Human characteristics include buildings, transportation, and roads. (man-made places)

The image people have of a place is based on their personal experiences.

HUMAN-ENVIRONMENT INTERACTION

How humans and the environment affect each other.

There are 3 key points to Human-Environment Interactions:

1. How humans **adapt to** the environment.
2. How humans **modify** the environment.
3. How humans **depend on** the environment.

Some examples include people depending on the Tennessee River for water & transportation. People modify our environment by heating & cooling buildings for comfort. People adapt to the environment by wearing clothing that is suitable for summer or winter; rain or shine.

MOVEMENT

The movement of people, ideas, and goods.

People – transportation by car, ship, airplane, subway, roller blades, walking etc.

Ideas – The communication of ideas via TV, telephone, e-mail, newspaper etc.

Goods – exporting, importing and transporting goods (e.g. food, clothes, electronics)

REGION

Countries or areas that are alike in some way for example language, government, location etc. Geographers divide the world into regions in order to study it more easily.

