

UNIT 1—5th Grade Social Studies Geography

Title: Where are We? Subject/Course: Social Studies Length: 3 weeks	
Topic: Geography Grade: 5 Designer: Finch/Johnston	
UNIT GOALS AND EXPECTATIONS	
IMPORTANT CONCEPTS: The United States is made up of 50 states that are divided into directional and landform regions. U. S. is located on the continent of North America. Major bodies of water in the U.S. include inlets, gulfs, lakes, and rivers Climate of a place depends on its distance from the equator, its elevation, and its distance from the ocean and other large bodies of water. Earth's orbit around the sun causes seasons.	ESSENTIAL QUESTIONS: How do the geography and the climate of the U.S. differ from region to region and state to state? What are some different bodies of water in and near the United States? What causes climates to differ?
STUDENT LEARNING EXPECTATIONS: G1.5.1 Classify locations as absolute or relative G1.5.2 Identify and describe the region of the United States in which Arkansas is located G.1.5.3 Distinguish between the major regions of the United States and evaluate their interdependence. G 1.5.4 Locate the major bodies of water that are related to the United States: Atlantic Ocean, Caribbean Sea, Great Lakes, Gulf of Mexico, Pacific Ocean G1.5.5 Identify a variety of charts and graphs used to display data on a variety of topics such as climate or population. G1.5.6 Distinguish between geography terms that describe or indicate region, place, or location (e.g., tundra, desert, rainforest, mountains) G.1.5.7 Recognize the various types of maps used by geographers (e.g., physical, political, historical, special purpose, and other types of maps)	G 1.5.8 Demonstrate an understanding of the following: latitude, longitude, parallels, meridians, degrees, grid systems, coordinates, Tropic of Cancer, Tropic of Capricorn, Equator, Prime Meridian. G.1.5.9. Compare and contrast major landforms characterized as physical features of Earth (e.g. plateaus, rivers, deltas, seas, oceans, peninsulas) G 3.5.5 Identify renewable and nonrenewable resources (e.g., fossil fuels, fertile soils, timber) G.3.5.6 Identify ways people have modified the physical environment. C5.5.7 Identify significant examples of patriotic music from various periods of United States history C5.5.9 Identify the rights and responsibilities of United States citizenship (e.g. voting, obeying laws, volunteerism) H6.5.2 Read and interpret timelines using the terms: ca(circa), Before Common Era/Common Era (BCE/CE), millennia, millennium, decade, century
SPECIFIC DECLARATIVE KNOWLEDGE The United States is a nation in North America. Landform regions are physical features such as mountains and valleys. Many cities are located on rivers. Different types of maps tell different information (e.g. climate, resources, elevation, landforms, etc.) There are 11 climate regions and 4 main vegetation regions in the U.S.	SPECIFIC PROCEDURAL KNOWLEDGE Describe the relative locations of the five regions in the United States. Use latitude and longitude to determine exact location. Collect, analyze and interpret information from maps. Locate landforms of North America on a map. Identify and locate major bodies of water in the United States. Describe the climate regions of the United States.
UNIT ASSESSMENTS	
(Include tasks related to Dimensions 3 and 4 and Bloom's Taxonomy)	
1. Use globes(regular and blow-up) and maps(different sections, continents, world, interactive/desk, wall) to locate regions, landforms, countries, and bodies of water in North America.	
2. Use time lines on wall and in text to answer questions about decade, century, and millennium and become familiar	

with events to be covered during the year.

3. Create a Trivia Game. Have students work in pairs to write and answer trivia questions about what they learned about chapter 1. Write a question about each fact on an index card. On the other side, students should write the answer. In small groups, students can play their trivia game together by taking turns asking each other their questions.

4. Introduce America through pictures on the National Geographic website and discuss places seen and locate them on a map. Sing the song, "America the Beautiful" and 'walk' through the vocabulary. Use prepared sample paragraphs and questions for each word as they see them used in text and answer questions about them. Review the words on a following day and have students give informal definitions of each. Show students a topographical map of the U.S. Identify the landforms and bodies of water. Post that map near a blank mural of the United States and ask students to find magazine pictures or draw their own of the different landforms to fill the blank mural. Remind them to make drawings large and colorful. Each drawing should be labeled and placed at the appropriate place on the mural.

Traditional Assessments:

chapter tests
unit tests

Other Evidence of Learning:

using map skills
Venn diagram

ACTIVITIES AND LEARNING EXPERIENCES	Resources
<p>1. Pretend that we are on a vessel going through space. We enter an area of many planets and stars. What are we in? (Explain solar system, Milky Way, our planets, Earth, continents, North America, United States, Arkansas, Lonoke County, Lonoke, Palm Street, Lonoke Elementary School and finally our classroom.) Have a display of maps of areas as we arrive there--from solar system to Lonoke street map.</p> <p>2. Identify the region of the U.S. that Arkansas is in. Students will identify regional characteristics indicated on the map (pages. 16-17). Then the class will create a Venn diagram to compare our region to another. (southeast v. southwest)</p> <p>3. Use latitude and longitude to determine exact locations of specific places as compared to their relative location in general terms. Apply skill after practicing on pages 20-21. (internet resources)</p> <p>4. Define and compare the different landforms of North America. Identify the regions where the landforms are located. Lesson 2: pages 22-29</p> <p>5. Link geography and economics. Point out that every example of where people settled or did not settle is a result of economics, or the use of resources to meet human needs. --How do climate, landforms, soil, bodies of water, and vegetation work together in the settlement of a community. --Identify the climate, landform, soil, bodies of water, and vegetation in this area. --Learn difference in renewable and nonrenewable resources. Lesson 3- 5: (pages 30-45) pictures, maps, charts</p> <p>6. Chapter 1 review--pages 48-49</p>	<p><u>The United States: Making a New Nation</u>, Harcourt text</p> <p>Harcourt School Online— --Chart and graph skill --map and globe skill --streaming video: Unit opener tied to unit big ideas</p> <p>Variety of maps displayed about room</p> <p>"How to Read a Map" <u>Teaching Students to Read Nonfiction</u>, Scholastic Professional Books 2002.</p> <p>Leveled Readers: <u>Extreme U.S.</u></p> <p>Intermediate Atlas</p> <p>www.harcourtschool.com/ss1</p> <p>http://readwritethink.org "America the Beautiful": Using Music and Art to Develop Vocabulary</p>

7. Read aloud and share on the document camera America by the Numbers: One Nation.

National Geographic
United States Photo Gallery

<http://www.united-states-map.com/>

America by the Numbers:
One Nation, Devin Scillian

Career Connections

Map makers, geologists, song writers, poets