

Traveling Through North America

Grade Level or Special Area: Second Grade, Geography

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Length of Unit: Six lessons completed in ten days, approximately 45 minutes each day

I. ABSTRACT

In this unit, students will become more familiar with North America; specifically, Canada and the United States. Students will be able to identify important places and landmarks in both countries. In the midst of this unit students will participate in research based activities as well as hands-on activities.

II. OVERVIEW

A. Concept Objectives

1. Students understand how to use and construct maps and geographic tools to locate and derive information about people, places, and environments. (Adapted from CMCS #1 for Geography)
2. Students develop knowledge of Earth to locate people, places, and environments. (Colorado Geography Standard #1.2)
3. Students understand how to analyze the dynamic spatial organization of people, places, and environments. (Colorado Geography Standard #1.3)
4. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (Adapted from CMCS #5 for Reading and Writing)

B. Content from the *Core Knowledge Sequence*

1. World History and Geography: Spatial Sense (Page 47)
 - a. Find directions on a map: east, west, north, south
 - b. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
 - c. The seven continents: Asia, Europe, Africa, North American, South America, Antarctica, Australia.
2. American History and Geography: Geography of the Americas: North America (Page 51)
 - a. North America: Canada, United States
 - b. The United States
 - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
 - ii. Territories
 - iii. Mississippi River
 - iv. Appalachian and Rocky Mountains
 - v. Great Lakes
 - c. Atlantic and Pacific Oceans, Gulf of Mexico

C. Skill Objectives

1. Students will be able to identify all seven continents.
2. Students will be able to identify bodies of water.
3. Students will be able to demonstrate cardinal directions (north, east, south, west).
4. Students will be able to identify the 10 provinces in Canada along with the three territories.
5. Students will be able to identify the capital of Canada, Ottawa.
6. Students will be able to identify the three oceans that border Canada.
7. Students will be able to identify the major regions of the United States.
8. Students will be able to do effective research finding such items as the state bird and the state flower.

9. Students will be able to distinguish important information from unimportant information in research.
10. Students will be able to locate and identify important landmarks in the United States.
11. Students will be able to identify Colorado and the states that border Colorado.
12. Students will locate and identify important waterways in the United States.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 1. Steele, P. *Scholastic Atlas of the World*. New York: Scholastic, 2001. 0-439-08795-3.
 2. Sonntag, L. *The Atlas of Oceans*. Brookfield, CT: Copper Beech Books, 2001. 0-7613-2452-6.
- B. For Students
 1. Students must know the geographical directions (North, East, South, West).
 2. Students should know the seven continents (Asia, Africa, North America, South America, Europe, Australia, Antarctica).

IV. RESOURCES

- A. *M is for Maple – A Canadian Alphabet*, by Mike Ulmer (Lesson Two)
- B. *Canada From A to Z*, by Bobbie Kalman (Lesson Two)
- C. *A is for America – An American Alphabet*, by Devin Scillian (Lesson Three)
- D. *Don't Know Much About the 50 States*, by Kenneth Davis (Lesson Four)
- E. *The United States of America – A State-by-State Guide*, by Millie Miller and Cyndi Nelson (Lesson Four and Lesson Six)
- F. *Mountain Ranges*, by Neil Morris (Lesson Five)
- G. *The Gulf of Mexico*, by David Petersen (Lesson Six)

V. LESSONS

Lesson One: A Preview (approximately 45 minutes)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to use and construct maps and geographic tools to locate and derive information about people, places, and environments. (Adapted from CMCS #1 for Geography)
 - b. Students develop knowledge of Earth to locate people, places, and environments. (Colorado Geography Standard #1.2)
 2. Lesson Content
 - a. Geography: Spatial Sense (Page 47)
 - i. Find directions on a map: east, west, north, south
 - ii. Identify major oceans: Pacific, Atlantic, Indian, Arctic.
 - iii. The seven continents: Asia, Europe, Africa, North American, South America, Antarctica, Australia.
 3. Skill Objective(s)
 - a. Students will be able to identify all seven continents.
 - b. Students will be able to identify bodies of water.
 - c. Students will be able to demonstrate cardinal directions (north, east, south, west).
- B. *Materials*
 1. One pencil per student
 2. White glue

3. Crayons, colored pencils, or markers
 4. Class copies of Appendices A and B
 5. Construction paper (any color) – one per student
 6. Stapler
 7. Individual world maps or a large class map of the world
- C. *Key Vocabulary*
1. Continent – a landmass making up one of the seven geographical divisions of the world
 2. Atlas – a geographical resource
- D. *Procedures/Activities*
1. Make class copies of Appendices A and B. Hand out one sheet of 11” x 17” construction paper to each student. This will be their folder to keep their papers in.
 2. Hand out Appendix A (the cover of the atlas). Have the children fill in the cover and then glue to the front of the construction paper.
 3. Hand out the world maps or gather the children around the large class map of the world. Ask a volunteer to identify the seven continents. Then do the following exercises using the geographical directions.
 4. Tell the class to point to the continent of Europe. Ask: *Which continent is directly south of Europe?* (Africa)
 5. Tell the class to point to the Atlantic Ocean. Ask: *Which two continents are west of the Atlantic Ocean?* (North America and South America)
 6. Tell the class to point to Australia. Ask: *Which ocean is west of Australia?*
 7. Tell the children that for the next couple weeks, we will be studying two of the seven continents, the oceans, the seas, and the mountain ranges in and around these two continents.
- E. *Assessment/Evaluation*
1. Appendix B. Ask the children to complete this pretest. Tell them that this WILL NOT be graded. It is a tool that I will use to help plan the unit. Tell them that if they do not know the answer to a question, circle a guess. Let them know that they will know the answers to these questions at the end of the unit.

Lesson Two: Our Canadian Neighbors (approximately 45 minutes)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand how to use and construct maps and geographic tools to locate and derive information about people, places, and environments. (Adapted from CMCS #1 for Geography)
 - b. Students develop knowledge of Earth to locate people, places, and environments. (Colorado Geography Standard #1.2)
 - c. Students understand how to analyze the dynamic spatial organization of people, places, and environments. (Colorado Geography Standard #1.3)
 2. Lesson Content
 - a. North America (Page 51)
 - i. North America: Canada, United States
 - ii. The United States
 - a) Territories
 3. Skill Objective(s)
 - a. Students will be able to identify the 10 provinces in Canada along with the three territories.
 - b. Students will be able to identify the capital of Canada, Ottawa.

- c. Students will be able to identify the three oceans that border Canada.
- B. *Materials*
 - 1. One pencil per student
 - 2. Each student's *Atlas of the America's* packet
 - 3. *M is for Maple* by Mike Ulmer
 - 4. *Canada from A to Z* by Bobbie Kalman
 - 5. Overhead of Appendix C (enlarged, if possible)
 - 6. One copy of Appendix C, page 2 for the teacher
 - 7. Large sheet of butcher paper divided into halves
- C. *Key Vocabulary*
 - 1. Capital – the city in which a country, province, or territory's government is located
 - 2. Province – a division of a country
 - 3. Territory – an area of land
- D. *Procedures/Activities*
 - 1. Hand out each student's *Atlas of the America's* packet. Make an overhead of Appendix C (enlarged, if possible).
 - 2. Read aloud page four in *Canada from A to Z*.
 - 3. Hand out the student copies of Appendix C. Help them label the 10 provinces and three territories. You should do this on the overhead while the children do this at their seats.
 - 4. Label the capital of Canada, Ottawa, in the province of Ontario.
 - 5. Have the children put aside their packets for now. Read aloud the story *M is for Maple*.
 - 6. Have the children take out Appendix C again. Choose a student to read aloud the directions at the bottom. Give the children 10-15 minutes to complete their paragraphs.
 - 7. Collect the student packets for use later.
- E. *Assessment/Evaluation*
 - 1. Appendix C. The children will write a short paragraph about what they have learned about Canada. See Appendix C, page two for the rubric to grade the paragraphs.
 - 2. Divide the sheet of butcher paper into halves. At the top of the first half, write *M is for Maple*. Tell the students that you would like to record the facts that they learned about Canada on this sheet of butcher paper. Save the butcher paper for use in lesson three.

Lesson Three: Our Home Sweet Home (approximately 45 minutes)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand how to use and construct maps and geographic tools to locate and derive information about people, places, and environments. (Adapted from CMCS #1 for Geography)
 - b. Students develop knowledge of Earth to locate people, places, and environments. (Colorado Geography Standard #1.2)
 - c. Students understand how to analyze the dynamic spatial organization of people, places, and environments. (Colorado Geography Standard #1.3)
 - 2. Lesson Content
 - a. The United States
 - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii

3. Skill Objective(s)
 - a. Students will be able to identify the major regions of the United States.
- B. *Materials*
 1. Class copies of Appendix D
 2. One pencil per student
 3. Crayons
 4. Overhead of the map on Appendix D (enlarged, if possible)
 5. State maps for the students to refer to (these must include the oceans and Gulf of Mexico)
 6. *A is for America* by Devin Scillian
- C. *Key Vocabulary*
 1. Region – a specific area in a country
- D. *Procedures/Activities*
 1. Hand out the student’s Atlas of the Americas packets along with Appendix D.
 2. Tell the children that for the next few days they will be working on learning a little more about the United States.
 3. Tell the children that the United States is divided into regions and they will be learning those regions today.
 4. Choose students to read aloud the questions on Appendix D. Guide them as necessary. For example:

Use one hand to point to the northern most part of your paper. Use the other hand to point to the eastern most part of you paper. The point in the middle of the two is northeast.
 5. The states by regions are as follows:
 - a. Western: WA, OR, CA, AZ, NV, ID, MT, WY, UT, CO, NM, OK, TX
 - b. Southern: LA, AR, MS, TN, KY, AL, GA, FL, SC, NC, VA
 - c. Midwestern: ND, SD, NE, KS, MO, IA, MN, WI, IL, MI, IN, OH
 - d. Northeastern: ME, NH, VT, MA, CT, RI, NY, PA, MD, WV, DE, NJ
 6. Give the children time, as needed, to finish each question. When all students are completed, check the papers together. Use Appendix D, page two as your key.
 7. Collect the student packets for later use.
 8. Read aloud the story *A is for America*.
- E. *Assessment/Evaluation*
 1. Oral assessment – Using the second half of the butcher paper, tell the students that you would like to record the facts that they learned about America on this sheet of butcher paper. Now that both halves are filled in with facts about America and Canada, lead a discussion comparing and contrasting the two countries using the facts that the students listed. Some questions that may be used to lead the discussion are:
 1. How are America and Canada alike?
 2. How are America and Canada different?
 3. What are the facts that you found most interesting and why?

Lesson Four: State-by-State Guide (two to three days, 45 minutes each day)

- A. *Daily Objectives*
 1. Concept Objective(s)
 - a. Students understand how to read to locate, select, and make use of relevant information from a variety of media, reference, and technological sources. (Adapted from CMCS #5 for Reading and Writing)

2. Lesson Content
 - a. The United States
 - i. Fifty states: 48 contiguous states, plus Alaska and Hawaii
 3. Skill Objective(s)
 - a. Students will be able to do effective research finding such items as the state bird and the state flower.
 - b. Students will be able to distinguish important information from unimportant information in research.
- B. *Materials*
1. One pencil per student
 2. One overhead of Appendix E
 3. Overhead of Appendix E, page 2
 4. Two copies of 9" x 12" white construction paper for each child
 5. Crayons or colored pencils
 6. Scissors
 7. Glue
 8. *Don't Know Much About the 50 States* by Kenneth Davis
 9. *The United States of America – A State-By-State Guide* by Millie Miller and Cyndi Nelson
- C. *Key Vocabulary*
1. Statehood – the year each state became a state
- D. *Procedures/Activities*
1. In this lesson the children will be researching states. I have listed a couple books that I have found helpful. I have labeled manila folders for each state. In these folders I have copied pages from these books along with facts I have found on the internet. I let the children use these folders to do their research.
 2. Hand out the construction paper and ask the children to get out all the additional supplies (crayons, scissors, glue).
 3. Put up the overhead of Appendix E. Demonstrate how to make a pop-up book by folding and cutting. Have the children do this with their construction paper.
 4. Each student will be researching two states and making a pop-up book about each state.
 5. Put up the overhead of Appendix E, page 2. Discuss with the children the six items that are needed in each pop-up book (state capital, year of statehood, state flower, state bird, state tree, two interesting facts about each state). Go over the rubric for grading each pop-up book so that the children know exactly what your grading expectations are.
 6. When the children are done writing their complete sentences, they can make a picture that goes along with something they learned about that state. Make sure their pictures are small enough to fit on the pop-up section. They can then glue their picture to the pop-up section.
 7. The pop-up books can be made into one huge book by gluing the pages back-to-back or they can be individually displayed.
 8. Depending on the number of children in your class, you may or may not have a report on all 50 states. I usually allow those children that finish early to research another state and do another pop-up book, or I ask for volunteers that would like to do an extra pop-up book.
- E. *Assessment/Evaluation*
1. Each child will take approximately 4-5 minutes to share with the class information they learned about each state they researched. (This is done on the

last day of this lesson. It usually takes about an hour to an hour and a half for all the children to share.)

Lesson Five: Mountains, Mountains, and More Mountains (1 to 1 ½ hours or split into two days)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to use and construct maps and geographic tools to locate and derive information about people, places, and environments. (Adapted from CMCS #1 for Geography)
 - b. Students develop knowledge of Earth to locate people, places, and environments. (Colorado Geography Standard #1.2)
 - c. Students understand how to analyze the dynamic spatial organization of people, places, and environments. (Colorado Geography Standard #1.3)
2. Lesson Content
 - a. The United States
 - i. Mississippi River
 - ii. Appalachian and Rocky Mountains
 - iii. Great Lakes
 - iv. Atlantic and Pacific Oceans, Gulf of Mexico
 - v. Fifty states: 48 contiguous states, plus Alaska and Hawaii
3. Skill Objective(s)
 - a. Students will be able to locate and identify important landmarks in the United States.
 - b. Students will be able to identify Colorado and the bordering states of Colorado.

B. *Materials*

1. Modeling clay – approximately one cup per student
2. Rolling pin
3. Waxed paper
4. Appendix D – enlarge just the map as big as possible on a 8 ½” x 11” sheet of paper
5. Stick pins
6. White glue
7. Toothpicks – one per student
8. *Mountain Ranges* by Neil Morris

C. *Key Vocabulary*

1. Mountain range – a group of mountains that are side by side
2. Peak – the pointed top of a mountain

D. *Procedures/Activities*

1. This is part one in a three part lesson. The children will be making clay models of the United States while showing the major mountain ranges, important lakes and rivers, along with the oceans.
2. Today the kids will simply make a model of the United States out of modeling clay. Ahead of the lesson, I roll out enough clay for each student. The clay should be rolled to about ½ inch thick and formed into approximately a 9” x 12” rectangle. The rectangles can be separated using wax paper. Keep them wrapped in something airtight if the clay won’t be used on the same day.
3. Hand out the enlarged copies of Appendix D along with the pre-formed rectangles of clay. Each child will also get one stick pin. Use masking tape to adhere the sides of the paper map to the clay to prevent the map from moving.

4. Demonstrate this part before the children do it. Tell the children they will be poking holes all along the lines of the map. When they finish, they will have an outline of the United States on the clay. Tell them not to push all the way through the clay, just far enough to make a small hole.
5. When they finish outlining the map, they can use a butter knife to cut around the outside edge of the map to form the outside borders on the clay. Keep the excess clay as they will use it to show mountain ranges.
6. I have the children label Colorado (you can make this your home state), along with the bordering states. It's easiest to have them use the point on a toothpick to label the states with their abbreviations.
7. Have the kids throw away their paper maps. Tell the children that they will now be learning about a couple different mountain ranges that they will show on their map.
8. Tell the children you have a riddle for them. Clue #1: *This is the second largest mountain range in the world.* Clue #2: *This mountain range reaches as far north as the Yukon Territory in Canada.* Clue #3: *This mountain range is found in Colorado.* If they haven't already guessed it, it is the Rocky Mountains.
9. Read aloud pages 10-11 in the book *Mountain Ranges*. Tell the children that they will now show this mountain range on their map using clay. The easiest way I've found to make a mountain range is to roll out the excess clay and have them pinch the clay to form peaks. Model this for the class. Teacher assistance may be needed.
10. They can lay the peaks through Colorado, Utah, western Wyoming, Idaho, and Montana. Use the overhead of Appendix D that was first used in Lesson Three to mark where the Rocky Mountains should be placed on their clay maps.
11. Once the mountain range has been set on their clay, they can use small dabs of white glue to glue them down.
12. Tell the children you have another clue for them about the second mountain range they will show on their maps. Clue #1: *This mountain range runs down the east coast.* Clue #2: *The highest peak is Mount Mitchell.* The answer is the Appalachian Mountains. (I usually let them use other map resources to find this mountain range, as many children are not as familiar with it as they are with the Rocky Mountains).
13. Read aloud page 29 in the book *Mountain Ranges*. The children can then begin making their mountain peaks and placing them on their map. Again, they may use white glue to adhere them to the modeling clay.
14. Keep the maps in a safe place overnight for use in Lesson Six.

E. *Assessment/Evaluation*

1. Oral assessment using the following questions:
 - a. What mountain range is found in the western United States and Canada? (Rocky Mountains)
 - b. Approximately how long are the Rocky Mountains? (3,110 miles long)
 - c. What mountain range is found in the eastern United States? (Appalachian Mountains)
 - d. What is the highest peak in the Appalachian Mountains? (Mount Mitchell)
 - e. What is the highest point in the Rocky Mountains? (Mount Elbert, 14,422 feet)

Lesson Six: Waterways of the United States (approximately 45 minutes)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand how to use and construct maps and geographic tools to locate and derive information about people, places, and environments. (Adapted from CMCS #1 for Geography)
 - b. Students develop knowledge of Earth to locate people, places, and environments. (Colorado Geography Standard #1.2)
 - c. Students understand how to analyze the dynamic spatial organization of people, places, and environments. (Colorado Geography Standard #1.3)
2. Lesson Content
 - a. The United States
 - i. Great Lakes
 - ii. Atlantic and Pacific Oceans, Gulf of Mexico
 - iii. Mississippi River
3. Skill Objective(s)
 - a. Students will locate and identify important waterways in the United States.

B. *Materials*

1. 9" x 12" sheet of blue construction paper for each child
2. Pencil for each child
3. Blue paint (tempera paint) – approximately two tablespoons per child
4. White glue
5. 1" x 1" squares of white construction paper
6. Toothpicks – four per student
7. Overhead of USA map on pages 4-5 in the book *The United States of America, A State-by-State Guide*
8. Paint brushes for each child – water color brushes work great
9. *The Gulf of Mexico* by David Petersen

C. *Key Vocabulary*

1. Lake – a large body of water surrounded by land
2. River – a large stream of water flowing throughout the year
3. Gulf – an arm of the sea extending into the land
4. Oceans – Earth's largest and deepest bodies of water

D. *Procedures/Activities*

1. Do a quick review with the children asking them what they have learned so far about Canada and the United States. Call on children who volunteer to give responses.
2. Tell the children that today they will become familiar with important bodies of water in the United States.
3. First, tell the children that they will be carefully moving their clay maps onto the sheet of construction paper. They will need to put many dots of white glue in the middle of the sheet of construction paper. Tell them to then, carefully, sit their clay map in the middle of the construction paper. Demonstrate this, and then walk around and help as needed.
4. Hand out three small squares to each child. Put the overhead up from pages four and five in *The United States, A State-by-State Guide*. Show the children where the Great Lakes are on the map. Have them label one of their small squares with "The Great Lakes". Glue the toothpick to the back of the square and set it aside.

5. Next, ask the children to locate the Mississippi River on the overhead map. Choose one child to point it out to the rest of the class. Ask the children what lakes the Mississippi River flows from? (Great Lakes)
6. Tell the children that they will carefully draw in the Mississippi River. I always ask the children to run their pencil along the Mississippi River first. I then walk around the room and give each child an okay to paint in the river using the blue paint. Tell the children that the Mississippi River is the longest river in the United States at 2,348 miles long.
7. Ask a child to point out the Missouri River on the overhead map. The children will now carefully draw in the Missouri River (first using a pencil before using the paint).
8. Next, ask a child to point out the Colorado River on the overhead map. The children will now carefully draw in the Colorado River (first using a pencil before using the paint).
9. Lastly, read aloud pages five through 16 in the book *The Gulf of Mexico*. After reading, have the children label the Gulf of Mexico on the construction paper of their clay map. Ask the children which oceans border the United States? Have them label the Pacific Ocean to the west and the Atlantic Ocean to the east on the construction paper of their clay map.

E. *Assessment/Evaluation*

1. Appendix F (Unit Assessment questions) – Review with the children the questions listed on Appendix F. These questions will be in the unit assessment that is given as part of the culminating activity.
2. The following items should be included on the clay map. Below these items is a rubric for grading the maps.
 - a. All the states are outlined.
 - b. The state of Colorado (or your home state) is labeled.
 - c. The Rocky Mountains are labeled.
 - d. The Appalachian Mountains are labeled.
 - e. The Great Lakes are labeled.
 - f. The Mississippi River is labeled.
 - g. The Missouri River is labeled.
 - h. The Colorado River is labeled.
 - i. The Gulf of Mexico is labeled.
 - j. The Pacific Ocean is labeled.
 - k. The Atlantic Ocean is labeled.

The following rubric can be used in grading the maps.

H	=	All eleven items are correctly labeled on the map
S+	=	Ten items are correctly labeled on the map
S	=	Eight or nine items are correctly labeled on the map
S-	=	Seven items are correctly labeled on the map
I	=	Six or fewer items are correctly labeled on the map

VI. CULMINATING ACTIVITY

- A. Unit assessment – Hand out Appendix G. Choose a child to read the directions and give the children time to complete each question. Use Appendix I (both pages) as a key to grade the assessments.
- B. Rotating Geography Games – When the children finish the Unit Assessment, I divide the class into two groups. The groups will be playing each game for 15 minutes and will then rotate to the next game.

1. Group 1 will be playing USA Bingo. (*USA Bingo can be found at any teacher store. One company that produces this game is Trend Enterprises in St. Paul, MN.*) One child needs to be the caller while the other children have a game card.
2. Group 2 will be playing Geography of North America and will need to be divided into two smaller groups. These two groups will be playing against each other using the questions in Appendix H. The teacher/leader will pick a card and read it to group A. I will only repeat the question once. They will get 1 minute to answer the question. If they answer the question correctly, their team will get a point. Each time a group answers a question correctly, they get a point. The group with the most points at the end wins.

VII. HANDOUTS/WORKSHEETS

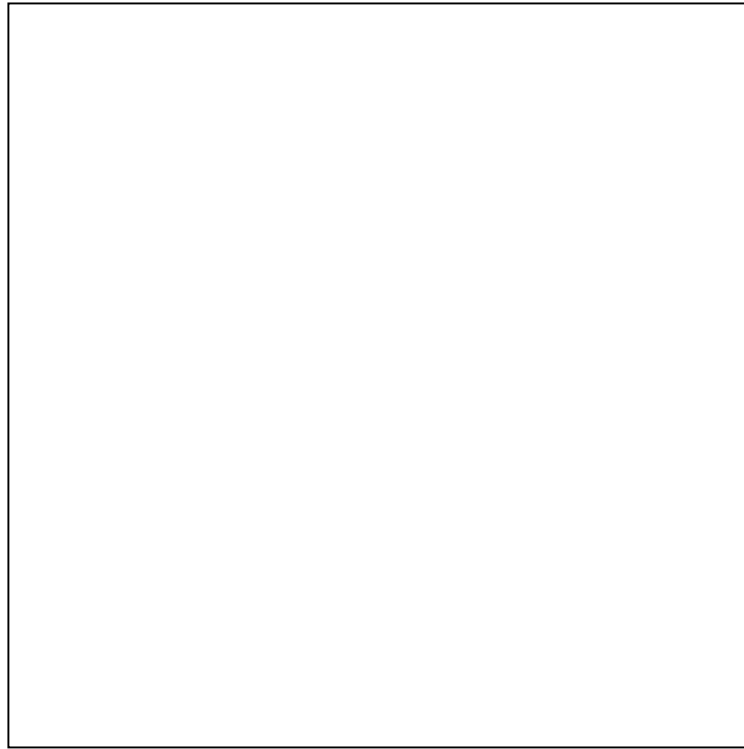
- A. Appendix A: Traveling Through North America (Lesson One)
- B. Appendix B: Pre-Test (Lesson One)
- C. Appendix C: Map of Canada (Lesson Two)
- D. Appendix D: Map of the United States (Lesson Three)
- E. Appendix E: Pop-up Books (Lesson Four)
- F. Appendix F: Unit Assessment Review (Lesson Six)
- G. Appendix G: Unit Assessment (Culminating Activity)
- H. Appendix H: Geography of the United States Game Questions (Culminating Activity)
- I. Appendix I: Unit Assessment Key (Culminating Activity)

VIII. BIBLIOGRAPHY

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Appendix A

Traveling Through North America



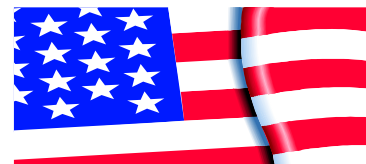
My Passport Photo

Name _____

Birthdate _____

Hair color _____

Eye color _____



Appendix B

Name _____

Date _____

PRE-TEST

What country is found north of the United States?

- a. Mexico
- b. Canada
- c. Brazil
- d. Alaska

Which ocean is found east of the United States?

- a. Atlantic Ocean
- b. Indian Ocean
- c. Pacific Ocean
- d. Arctic Ocean

What is the capital of Canada?

- a. Montreal
- b. Ottawa
- c. Alaska
- d. Oregon

What are the two main languages of Canada?

- a. Spanish and English
- b. German and English
- c. Italian and English
- d. French and English

How many states are found in the United States of America?

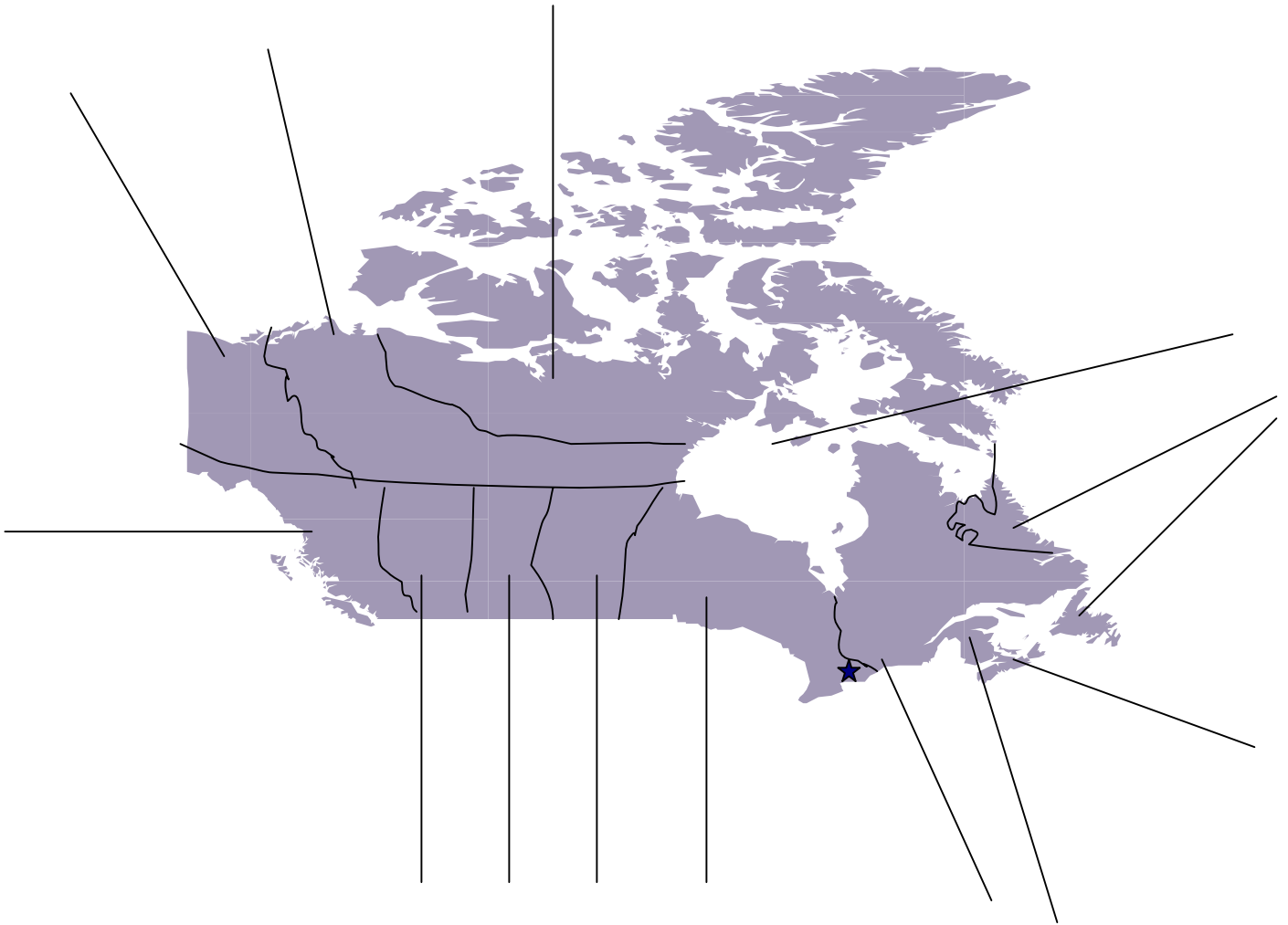
- a. 70
- b. 25
- c. 50
- d. 90

What important symbol is on the Canadian flag?

- a. a maple leaf
- b. 14 stars
- c. a buffalo
- d. a hexagon

Appendix C, page 1

Name _____



Using complete sentences, write a short paragraph telling me three things you learned about Canada.

Rubric for grading short paragraphs

- H** = All capitals and punctuation marks are where they belong
Student wrote about all three things that were learned about Canada
Student demonstrated accurate spelling
Sentences are complete and flow well
Student work is excellent in terms of handwriting quality
- S** = Most of the capitals and punctuation marks are where they belong
Student only wrote about two things that were learned about Canada
Spelling is not accurate throughout the paragraph
All of the sentences are not complete and the paragraph does not flow well
Student work is average in terms of handwriting quality
- I** = Capitals and punctuation marks are not where they belong
Student wrote about one thing that was learned about Canada
Spelling is not accurate throughout the paragraph and it may be difficult to decipher words
The sentences are not complete and do not flow well
Student work is low in terms of handwriting quality

Appendix D, page 1

NAME _____



1. Find the northeast most position on the map. List one state that you see in that area.
 _____ Color the Northeastern states orange.

2. Find the western most position on the map. List one state that you see in that area.
 _____ Color the Western states red.

3. Find the state that reaches the farthest south. What is it? _____
 Color the Southern states green.

4. How many states are not colored in at this point? _____ These states are called the Midwestern states. Color them yellow.

5. Using your color map, find the three bodies of water that touch the United States and label them on the map above. When they are labeled, color the water blue.

6. Which state is divided by a body of water? (*Hint – look in the Midwestern states*)

7. How many states begin with C? _____ A? _____ O? _____

8. What two states are not on the map, but are part of the United States?
 1. _____ 2. _____

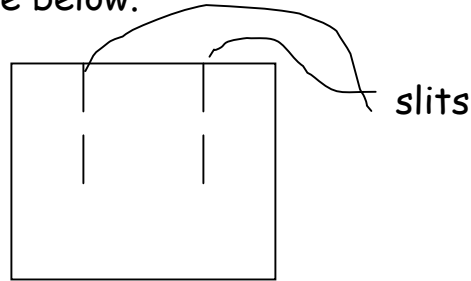
Key for Questions on Appendix D, page 1

1. The northeastern states are: **Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, New York, Pennsylvania, Maryland, West Virginia, Delaware, New Jersey**. They should be colored orange.
2. The western states are: **Washington, Oregon, California, Arizona, Nevada, Idaho, Montana, Wyoming, Utah, Colorado, New Mexico, Oklahoma, Texas**. They should be colored red.
3. The state that reaches farthest south is Florida. The states that should be colored green are: **Louisiana, Arkansas, Mississippi, Tennessee, Kentucky, Alabama, Georgia, Florida, South Carolina, North Carolina, Virginia**.
4. How many states are not colored in at this point? 12 The following states should be colored yellow: North Dakota, South Dakota, Nebraska, Kansas, Missouri, Iowa, Minnesota, Wisconsin, Illinois, Michigan, Indiana, Ohio
5. **The Pacific Ocean, Atlantic Ocean, and the Gulf of Mexico** should be labeled and colored blue.
6. Which state is divided by a body of water? **Michigan**
7. How many states begin with C? **3** A? 3 or 4 counting Alaska O? 2
8. What two states are not on the map, but are part of the United States?
 1. **Alaska**
 2. **Hawaii**

Pop-up Books

Step 1: Fold the construction paper in half (hamburger style).

Step 2: Cut slits halfway down from the fold. These slits will divide the paper into thirds. See below.



Step 3: Show the children how to push the cut area through the fold and crease it to form a pop-up section.

Step 4: The children can now write sentences above or below the pop-up section and glue an appropriate picture to the pop-up section of the page.

Step 5: *OPTIONAL* If a class book is made, the children can simply glue the pages back to back and add a cover to the front.

State Research Activity

The following are items that should be included in the state research activity (pop-up books).

- State capital
- Year the state received it's statehood
- State flower
- State bird
- State tree
- Two interesting facts that the student learned while researching the state

Rubric for Grading the Pop-Up Books

- H = * Student completed both pop-up books on time
* Student used complete sentences
* Student used accurate spelling
* All items were included in the pop-up books (state capital, statehood, state flower, state bird, state tree, and two interesting facts were listed)
- S = * Student completed both pop-up books
* Complete sentences were sporadically used in the books
* Correct spelling was not used throughout the books
* Student only included five of the six items that were required in each book (see the list above)
- I = * Student did not complete both pop-up books
* Student did not use complete sentences
* Student did not attempt to use correct spelling
* Student included less that five of the six items that were required in each book (see the list above)

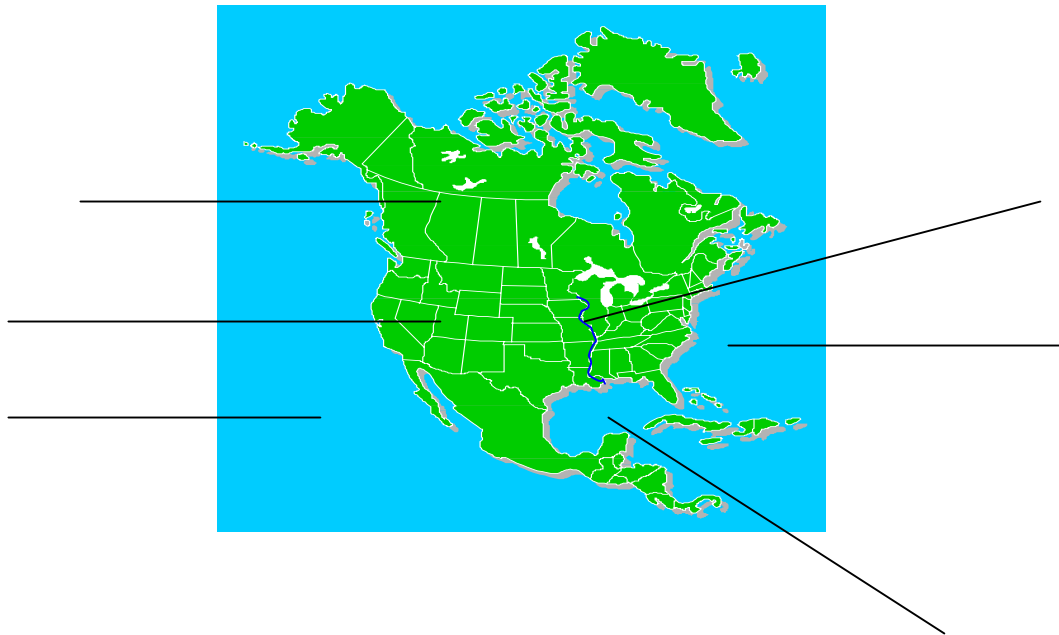
Appendix F

Unit Assessment Review

1. What countries are located in North America? (Canada, United States)
2. What are the Canadian provinces that we learned about? (British Columbia, Alberta, Saskatchewan, Manitoba, Ontario, Quebec, New Brunswick, Nova Scotia, Newfoundland, Prince Edward Island)
3. What is the capital city of Canada? (Ottawa)
4. What province is the capital city found in? (Ontario)
5. What is the symbol in the middle of the Canadian flag and why is it important? (maple leaf, a maple tree is the national tree of Canada)
6. What are the two main languages of Canada? (English and French)
7. What three oceans border Canada? (Arctic, Atlantic, Pacific)
8. What are the bodies of water called on the Canadian/United States border? (the Great Lakes)
9. What mountain range stretches from the western area of the United States into Canada? (Rocky Mountains)
10. What mountain range is found in the eastern United States? (Appalachian Mountains)
11. What river flows into the Gulf of Mexico? (Mississippi River)
12. What is the capital of the United States? (Washington, D.C.)
13. What oceans border the United States? (Pacific Ocean, and the Atlantic Ocean)
14. What states border the state of Colorado? (Wyoming, Nebraska, New Mexico, Arizona, Utah)

Name _____

UNIT ASSESSMENT



1. Label the following items on the lines above:

Gulf of Mexico

Canada

Mississippi River

Pacific Ocean

United States

Atlantic Ocean

2. Which two languages are the official languages of Canada?

- a. Spanish and English
- b. German and English
- c. Italian and English
- d. French and English

3. What is the capital of the United States? _____

4. Tell me what important symbol is on the Canadian flag and why it is important.

5. What important mountain range stretches from New Mexico through Colorado, Montana, Idaho, and Canada?

- a. Appalachian Mountains
- b. Mount Everest
- c. Andes Mountains
- e. Rocky Mountains

Appendix G, page 2

6. Approximately how long are the Rocky Mountains?

- a. 3 feet
- b. 30 feet
- c. 3,000 feet
- d. 300 feet

7. - 13. Draw a line to connect each vocabulary word to the correct definition.

River	a group of mountains that are side by side
Peak	the pointed top of a mountain
Ocean	a large stream of water flowing throughout the year
Gulf	a large body of water surrounded by land
Territory	Earth's largest and deepest bodies of water
Lake	an area of land
Mountain Range	an arm of the sea extending into the land

14. Write a sentence telling me the most interesting thing you learned about the United States.

15. Write a sentence telling me the most interesting thing you learned about Canada.

Appendix H

Geography of North America

I am in Wisconsin and I travel five states west along the Canadian border. What state am I?

(Washington)

I am in Utah and I travel one state east and one state north. The first letter is W. What state am I?

(Wyoming)

I am in Rhode Island and I travel two states north. The first letter is N. What state am I?

(New Hampshire)

I am in Kansas and I travel two states west and one state north. The first letter is I. What state am I?

(Idaho)

I am in Maryland and I travel four states south along the Atlantic Ocean. What state am I?

(Georgia)

I am in Louisiana and I travel three states west. What state am I?

(Arizona)

I am in Oklahoma and I travel one state north and one state west. What state am I?

(Colorado)

I am in Wyoming and I travel two states west. The first letter is O. What state am I?

(Oregon)

I am in California and I travel two states east and two states north. What state am I?

(Montana)

I am in Delaware and I travel three states south and one state west. What state am I?

(Tennessee)

I am in Michigan and I travel one state south. The first letter is I. What state am I?

(Indiana)

I am in Missouri and I travel three states east and one state south. The first letter is W. What state am I?

(West Virginia)

I am in Mississippi and I travel one state north and two states west. Then I travel three states north. What state am I?

(South Dakota)

I am in Kentucky and I travel one state east and two states north along the Atlantic Ocean. What state am I?

(Delaware)

I am in Nevada and I travel two states north and four states east. What state am I?

(Minnesota)

I am in Tennessee and I travel one state east. What state am I?

(North Carolina)

I am in Ohio and I travel two states west and three states south. What state am I?

(Mississippi)

I am in Indiana and I travel five states east. What state am I?

(Connecticut)

I am in Vermont and I travel two states east. What state am I?

(Maine)

I am in Texas and I travel five states north. What state am I in and what is the capital?

(North Dakota, Bismark)

I am in Minnesota and I travel one state south and one state east. What state am I in and what is the capital?

(Illinois, Springfield)

I am in New Jersey and I travel five states south. What state am I and what is the capital?

(South Carolina, Columbia)

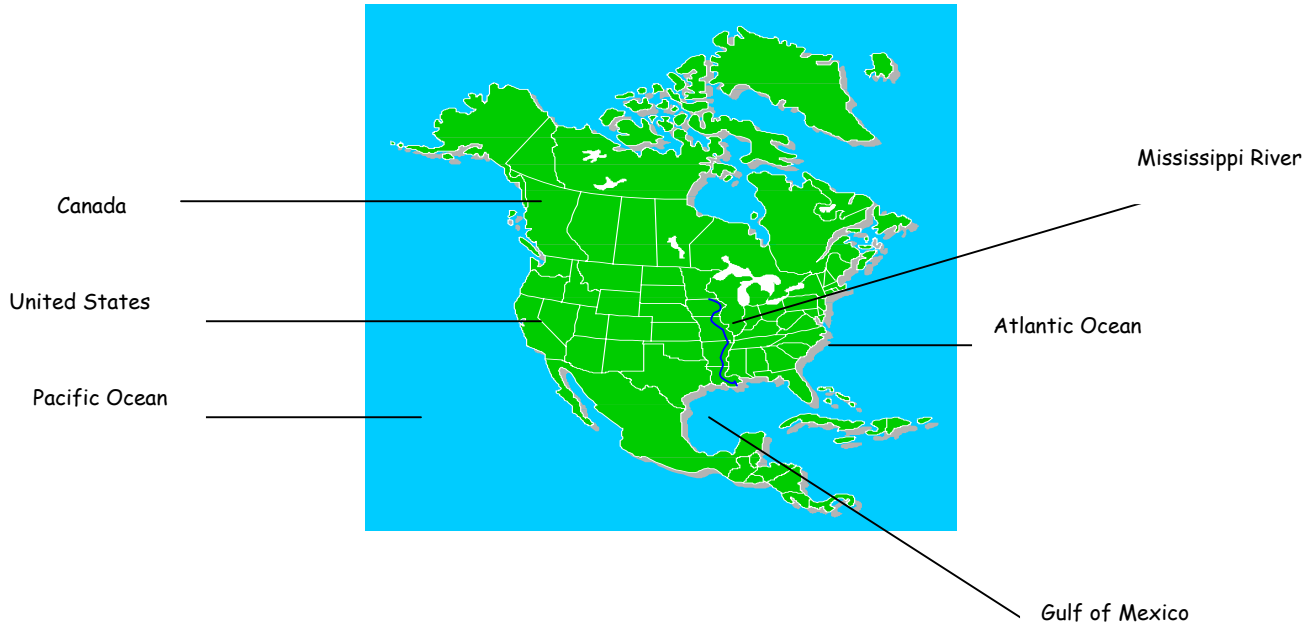
I am in North Dakota and I travel one state east and four states south. What state am I and what is the capital?

(Louisiana, Baton Rouge)

I am in New York and I travel one state south, one state west, and one state north. What state am I and what is the capital?

(Michigan, Lansing)

Appendix I, page 1
Key for Unit Assessment
UNIT ASSESSMENT



1. Label the following items on the lines above:

Gulf of Mexico

Canada

Mississippi River

Pacific Ocean

United States

Atlantic Ocean

2. Which two languages are the official languages of Canada?

- a. Spanish and English
- b. German and English
- c. Italian and English
- d. French and English

3. What is the capital of the United States? Washington D.C.

4. Tell me what important symbol is on the Canadian flag and why it is important.

A maple leaf is on the flag. It is the state tree of Canada.

5. What important mountain range stretches from New Mexico through Colorado, Montana, Idaho, and Canada?

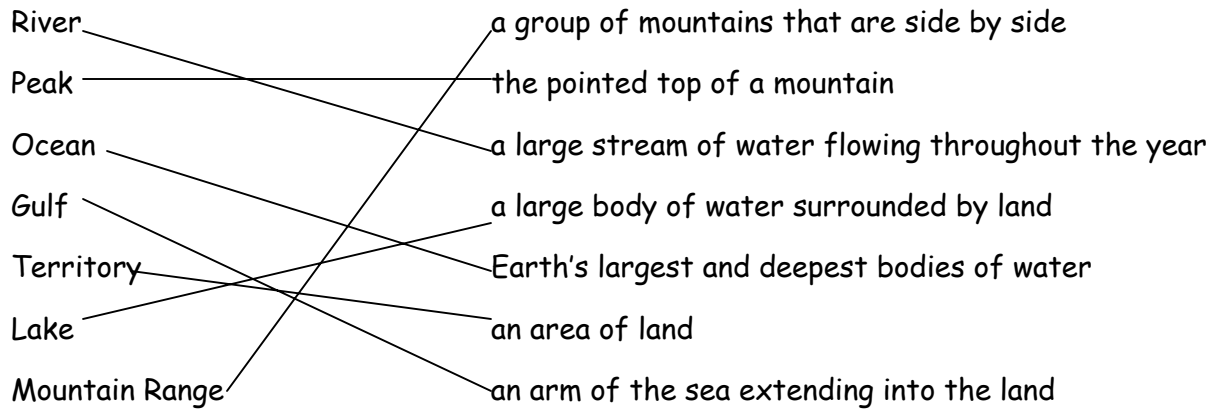
- a. Appalachian Mountains
- b. Mount Everest
- c. Andes Mountains
- d. Rocky Mountains

Appendix I, page 2

6. Approximately how long are the Rocky Mountains?

- e. 3 miles
- f. 30 miles
- g. 3,000 miles
- h. 300 miles

7. - 13. Draw a line to connect each vocabulary word to the correct definition.



14. Write a sentence telling me the most interesting thing you learned about the United States.

15. Write a sentence telling me the most interesting thing you learned about Canada.