

From Sea to Shining Sea

Grade Level or Special Area: 5th Grade

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Length of Unit: Nine lessons, approximately 3 ½ weeks (one hour each class period)

I. ABSTRACT

Stretching from the Redwood forests of California to the Chesapeake Bay, the United States of America is the forth-largest country in the world. It includes vastly different landscapes; from blue mountains to deserts, sandy beaches to rocky coasts and various cultures and people. This unit concentrates on eight different regions of the United States: the Pacific, Rocky Mountain, Southwest, Great Plains, Midwest, Southeast, Mid-Atlantic and New England. Enjoy your trip across the country!

II. OVERVIEW

A. Concept Objectives

1. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
2. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.

B. Content from the *Core Knowledge Sequence*

1. Grade 5 History and Geography: American History and Geography: U.S. Geography (p. 118)
 - a. Locate: Western Hemisphere, North America, Caribbean Sea, Gulf of Mexico
 - b. Regions and their characteristics: New England, Mid-Atlantic, South, Midwest, Great Plains, Southwest, West, Pacific Northwest
 - c. Fifty states and capitals

C. Skill Objectives

1. Students will be able to locate and list the fifty states and their capitals.
2. Students will describe and compare the physical characteristics of places, using a variety of materials and data sources. (adapted from Colorado Geography Standard 2.1)
3. Students will create graphs or tables depicting population numbers and distribution. (adapted from Colorado Geography Standard 4.1)
4. Students will use maps to compare and contrast different regions of the United States. (adapted from Colorado Geography Standard 4.4)
5. Students will compare the characters and events in various states' history in order to better comprehend a state's history. (adapted from Colorado History Standard 2)

III. BACKGROUND KNOWLEDGE

A. For Teachers

1. Gutman, Bill. *The Look-It-Up Book of the 50 States*. (Lessons One-Nine)
2. Rubel, David. *Scholastic Atlas of the United States*. (Lessons One-Nine)
3. Miller, Millie and Cyndi Nelson. *The United States of America: A State-by-State Guide*. (Lessons One-Nine)

B. For Students

1. *Core Knowledge Sequence: Grade 3: The Thirteen Colonies: Life and Times Before the Revolution* (pp. 72-73)

2. Core Knowledge Sequence: Grade 2: Geography of the Americas (p. 51)

IV. RESOURCES

- A. Bekker, Peter. *The Story of Blues* (Lesson Seven)
- B. Blood, Charles L. and Martin Link. *The Goat in the Rug* (Lesson Four)
- C. Keller, Laurie. *The Scrambled States of America* (Lesson One)
- D. Lester, Julius. *Blues Singers: Ten Who Rocked the World* (Lesson Seven)
- E. Maestro, Betsy. *Coming to America, a Story of Immigration* (Lesson Eight)
- F. Smith, William Cole. *United States: State History and Capitals* (Lesson Five)
- G. CD - *The Story of Blues* (Lesson Seven)

V. LESSONS

Lesson One: Unit Project - State Brochures (one hour)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
 - b. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.
 - 2. Lesson Content
 - a. Grade 5 History and Geography: American History and Geography: U.S. Geography
 - i. Fifty states and capitals
 - ii. Regions and their characteristics: New England, Mid-Atlantic, South, Great Plains, West, Southwest, Pacific Northwest
 - 3. Skill Objective(s)
 - a. Students will describe and compare the physical characteristics of places, using a variety of materials and data sources.
 - b. Students will be able to locate and list the fifty states and their capitals.
- B. *Materials*
 - 1. Colored construction paper (one-two per student)
 - 2. Colored markers/pencils/crayons (one pack per student)
 - 3. Glue sticks (one per student)
 - 4. Computer with internet access or access to computer lab
 - 5. Library access
 - 6. Three-hole punch
 - 7. Ribbon
 - 8. Copies of Appendix A for each student
 - 9. *The Scrambled States of America* video
- C. *Key Vocabulary*
 - 1. Brochure - a pamphlet of booklet describing or advertising a place
- D. *Procedures/Activities*
 - 1. Begin this unit by watching the video *The Scrambled States of America*. This might be a bit too young for 5th graders at first, but it's a short video that tells a silly story about the 50 states. It is a great introduction to the unit. You can also show it at the end of the unit as a wrap up.
 - 2. Next, describe what will be an ongoing project throughout the unit. Students will have some time to work on this during class, but they will also need to take their work home in order to complete it. ***Teacher Note- I'd allow one class period per week to take the class to the computer lab and/or library so that they can*

research their state. I will build these breaks into the lessons. Also, Hello U.S.A and America the Beautiful are a series that has a book for each state. If possible, check these out from your local library for the students (a few examples are in the bibliography of this unit). They have great information!

3. Explain to the students that they will receive a state (or two if you have a small class) that they will need to research. They will need to go to the library and/or the internet to gather information about their state in order to create an interesting brochure. Encourage the students to find facts that they find interesting and not just statistics on their state.
4. Explain the project in more detail by stating: Pretend that you have been hired by a state to create a new tourism brochure. See if you can create a new communication that captures people's attention, informs them of the major attractions, and connects them to other related information sources. Listed in Appendix A are the requirements for the brochure. Pass this out to students and read them out loud together. Ask if there are any questions.
5. Demonstrate how they will actually create the brochure by folding a piece of construction paper into three parts (somewhat like an accordion, but only three parts). Students can also make a book (by using a three-hole punch and ribbon to bind it together) on their state.
6. Write the 50 states on small pieces of paper and put them in a hat/box for students to randomly select a state (if your class is small, ask for volunteers to complete two states, one brochure for each state). Keep track of which students received which state in case they later forget which state they chose.

E. *Assessment/Evaluation*

1. Since this is an ongoing lesson that will not be completed until the end of the unit, there is no evaluation as this time. Check for understanding by having the class repeat the instructions. Make sure they know the date the project is due and have this posted somewhere in the classroom. Rubric for the final evaluation in Appendix S.

Lesson Two: The Pacific Region (one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
 - b. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.
2. Lesson Content
 - a. Grade 5 History and Geography: American History and Geography: U.S. Geography
 - i. Fifty states and capitals
 - ii. Regions and their characteristics: New England, Mid-Atlantic, South, Great Plains, West, Southwest, Pacific Northwest
3. Skill Objective(s)
 - a. Students will be able to locate and list the fifty states and their capitals.
 - b. Students will compare the characters and events in various states' history in order to better comprehend a state's history.

B. *Materials*

1. Copies of Appendix B for each student
2. Copies of Appendix C for each student

3. Colored markers/pencils/crayons (one pack per student)
 4. Lined paper (one-two per student)
- C. *Key Vocabulary*
1. Gold Rush - the rush to newly discovered goldfields in pursuit of riches
- D. *Procedures/Activities*
1. The teacher will first pass out the map of the United States in Appendix B. The students will keep this map through the remainder of the unit. After finishing a lesson on a particular region, the students will shade all the states in that region a particular color and label the state names and capitals. For example, the Pacific region states will include: Alaska (Juneau), California (Sacramento), Hawaii (Honolulu), Oregon (Salem), Washington (Olympia). The students will color all these states a particular color (let's say yellow) and label the states and capitals. This map will be useful for them to study for the capital quizzes.
 2. Most of the students will know something about this region (at least something about California). Begin to brainstorm about these states. Ask the prompt questions: What are some historic sites in this region? (The California Missions, Pearl Harbor) Are there any zoos, museums, forts, or national parks in the region? (San Diego Zoo, Golden Gate Park, Mount St. Helen) When you think of these states, what comes to mind? (Hollywood, beach, rainy weather) The focus of this lesson will be on the California Gold Rush, but the students will also need to study the states and capitals in this region for the written evaluation.
 3. Discuss with the class their mental picture of a gold miner from the gold rush time. Discuss age and where they might have come (young men in their early 20's). Discuss how they might have come to California (overland or by boat). Discuss with the class how life might have been hard on miners searching to strike it rich (very little gold for every miner).
 4. Read the excerpts from the original letter of a miner out loud to the class (Appendix C). While reading, hand out a copy of Appendix C (a picture of an old mining town and the mining letter) and have the students study the picture while you are reading.
 5. Next, the students will be writing their own letter to their family pretending they are part of the gold rush. Give the following writing prompt: imagine you are walking into the town- remember there are no paved streets. Imagine the different people you'd see and the different languages you'd hear. How would you be feeling if you'd found some gold? Would you keep it a secret? If you've been working hard and not discovered gold, how would you feel? If you've left your family behind, how would you feel?
 6. Have the students write a letter to their family describing their day as a miner. Be sure to include what you are doing in the gold mines, your mood, your hopes and dreams about being rich, how you feel about being away.
 7. If students finish early, they can review their states and capitals for this lesson or work on their brochure.
 8. Remind students to study the states in the Pacific region for their quiz. It is up to you if you want to count spelling, but I suggest that you let the students know that it does not have to be spelled perfectly, but the spelling should be close.
- E. *Assessment/Evaluation*
1. Use rubric in Appendix T to evaluate students' letters. Also, since the Gold Rush is part of the *Core Knowledge Sequence*, this lesson might be review or a prequel to studying the Westward Expansion Unit.
 2. Quiz over the states and capitals for the Pacific region (Appendix U). Give the quiz the next day.

Lesson Three: The Rocky Mountain Region (one hour)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.
 - b. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
2. Lesson Content
 - a. Grade 5 History and Geography: American History and Geography: U.S. Geography
 - i. Fifty states and capitals
 - ii. Regions and their characteristics: New England, Mid-Atlantic, South, Great Plains, West, Southwest, Pacific Northwest
3. Skill Objective(s)
 - a. Students will be able to locate and list the fifty states and their capitals.
 - b. Students will use maps to compare and contrast different regions of the United States.

B. *Materials*

1. Copies of Appendix B for each student
2. Copies of Appendix D for each student
3. Copies of Appendix E for each student
4. Student Atlas (one per student)-I recommend Rand McNally's Classroom Atlas
5. Colored markers/pencils/crayons (one per student)

C. *Key Vocabulary*

1. Rocky Mountains - a major mountain system of western North America extending more than 3,000 miles from northwest Alaska to the Mexican border
2. Physical Map - a map that identifies different geological features (mountains, rivers, lakes)
3. Political Map - a map that identifies different political features (cities, towns, counties, state borders)

D. *Procedures/Activities*

1. Give students the quiz over the Pacific region states (Appendix U).
2. The students will get out their United States maps (Appendix B from the last lesson) and begin shading the states and capitals in the Rocky Mountain Region. The teacher will use the classroom map to point out the states in this region: Colorado (Denver), Idaho (Boise), Montana (Helena), Utah (Salt Lake City), Nevada (Carson City) and Wyoming (Cheyenne). Give the students 5-10 minutes to add these states and capitals to their U.S. map.
3. Explain the difference between a physical map and a political map (political maps display cities, major roads, counties while physical maps display mountains, rivers, lakes). Use a classroom map or the Rand McNally Classroom Atlas to show the class the differences between these two types of maps. Do the students notice any other differences? (states are different colors, elevations are different colors)
4. Divide the class into two groups. Pass out Appendix D to each student and assign half the class to make political maps of the Rocky Mountain region and the other half to make physical maps of the Rocky Mountain region.
5. Give students the rest of the class period to complete their maps (it will be homework if not finished). If there is time, have volunteers share their maps in

front of the class, if not, collect the maps the next day and pick some to from both sides to display in the classroom.

6. If students finish early, they can review their states and capitals for this lesson or work on their brochure.
7. Remind students to study the states and capitals in this region for their quiz.

E. *Assessment/Evaluation*

1. Use Appendix E as a rubric for the maps.
2. Copy Appendix D again for each student. This will be their quiz over the states and capitals for this lesson. Students will label the states and capitals in this region for a recorded grade.

Lesson Four: The Southwest Region (two days - one hour each day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.
 - b. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
2. Lesson Content
 - a. Grade 5 History and Geography: American History and Geography: U.S. Geography
 - i. Fifty states and capitals
 - ii. Regions and their characteristics: New England, Mid-Atlantic, South, Great Plains, West, Southwest, Pacific Northwest
3. Skill Objective(s)
 - a. Students will be able to locate and list the fifty states and their capitals.
 - b. Students will compare the characters and events in various states' history in order to better comprehend a state's history.
 - c. Students will create graphs or tables depicting population numbers and distribution.

B. *Materials*

1. Graph paper (one piece per student)
2. Colored markers (one pack per student)
3. Ruler (one per student)
4. *The Goat in the Rug*, by Charles L. Blood and Martin Link
5. Copies of Appendix B for each student
6. Colored markers/pencils/crayons (one pack per student)
7. Copies of Appendix G for each student
8. Copies of Appendix D for each student
9. Copies of Appendix F for each student

C. *Key Vocabulary*

1. Native American - a member of any of the indigenous (native) peoples of the Western Hemisphere
2. Census - an official registration of the number of the people, the value of their estates, and other general statistics of a country
3. Table/graph - a diagram that evaluates certain data

D. *Procedures/Activities*

1. Begin this lesson by giving the quiz on the Rocky Mountain region states and capitals. Again, use Appendix D as the quiz. Students need to label the state and capital for each state.

2. Today you will be discussing the Southwest region of the United States. This region includes the states of: Arizona (Phoenix), New Mexico (Santa Fe), Texas (Austin) and Oklahoma (Oklahoma City). More specifically, you will be talking about the Native American population in these states. Give the students 5-10 minutes to add these states and capitals to their U.S. map (Appendix B).
 3. Read the story “*A Goat in the Rug*” to the students, making sure that all the students can see the pictures. Although this story may be a bit easy for 5th graders, I think it is a fun story that students will enjoy and that will spark their interest in the Navajo’s . . . and everyone loves to be read to!!!
 4. After the students have learned a bit about Native Americans, specifically the Navajo, pass out Appendix F. This is a table of the Native American population in certain states (all the states of the Southwest region are included). Instruct the students to make a bar graph using the information in Appendix F. A bar graph consists of two axis (the bottom would be the city, the left side would be numbers probably in 50,000 increments). You can also use the example provided in E.D. Hirsch’s *What Your 5th Grader Needs to Know* on page 315. Tell the students they need to use different colors to represent each city. They can use their own paper or the space provided on the Appendix.
 5. If students finish early, they can review their states and capitals for this lesson, work on their brochure or quietly look at “*A Goat in the Rug.*”
 6. **The following day (day two of this lesson) is a research day for their brochure. This means students need to bring materials to class that they’ve gathered from home for their brochure. The teacher can use half the time in the library and half the time in the computer lab. Remind students of all the requirements for this project (Appendix A).
 7. Remind students to study the states and capitals in this region for their quiz.
- E. *Assessment/Evaluation*
1. Give a short quiz on the states and capitals of this region. Have the students take out a piece of paper and call out either state (they write the capital) or capital (they write the state). This is a short evaluation since there are only four states in this region, but remind the students that even though some regions might not have many states, the tests all still count the same.
 2. Appendix G is a rubric for the bar graphs.

Lesson Five: The Great Plain Region (one hour)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.
 - b. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
 2. Lesson Content
 - a. Grade 5 History and Geography: American History and Geography: U.S. Geography
 - i. Fifty states and capitals
 - ii. Regions and their characteristics: New England, Mid-Atlantic, South, Great Plains, West, Southwest, Pacific Northwest
 3. Skill Objective(s)
 - a. Students will be able to locate and list the fifty states and their capitals.

- B. *Materials*
1. *United States State History and Capitals*, Northwestern United States (Volume 4)
 2. *United States State History and Capitals*, Northwestern United States (Volume 5)
 3. Wide-ruled lined paper (one per student)
 4. Copies of Appendix H for each student
 5. Copies of Appendix B for each student
 6. Copies of Appendix I for each student
 7. Colored markers/pencils/crayons (one per student)
- C. *Key Vocabulary*
1. KWL chart - chart based on what I already know, what I want to know and what I learned about a particular topic (Appendix H is an example)
- D. *Procedures/Activities*
1. Begin this lesson by giving the quiz on the Southwest region states and capitals. Again, have the students take out a piece of paper and call out either state (they write the capital) or capital (they write the state). This is a short evaluation since there are only four states in this region, but remind the students that even though some regions might not have many states, the tests all still count the same.
 2. After the quiz, introduce the new states in the Great Plains region: Kansas (Topeka), Nebraska (Lincoln), South Dakota (Pierre) and North Dakota (Bismarck). Give the students 5-10 minutes to add these states and capitals to their U.S. map (Appendix B).
 3. Next, create a KWL chart (Appendix H). You will only be able to fill in the K (what students already know) and W (what students want to know) today; the L (what students learned) will be filled in after the lesson. Students might have visited these states or they might not know much. After you have modeled how to fill in a KWL chart, give the students 10-15 minutes to fill in the rest of their own charts (Appendix H).
 4. Watch the films *United States State History and Capitals*. Kansas is on Volume 4 and Nebraska, South Dakota and North Dakota are on Volume 5. Before you turn the short film on, tell the students that they need to write two facts that they learn about these four states while they are watching the movie. They can either write these facts on a separate piece of lined paper or on the L section of their KWL charts. These facts could include the capital, state flower, state motto or anything else they learn from the video about these states. Remind the students that they will be finishing their KWL chart with the information in these videos.
 5. After the video, have some volunteers share some facts that they learned from the movie.
 6. Remind students to study the states and capitals in this region for their quiz.
- E. *Assessment/Evaluation*
1. Give a short quiz on the states and capitals of this region (Appendix I).
Answers: 1. Lincoln; 2. North Dakota; 3. Pierre; 4. Topeka
 2. Finish KWL chart. This will not be a graded project, just an activity to give the students background knowledge for this unit and this region.
 3. The teacher can collect some KWL charts and post them around the classroom.

Lesson Six: The Midwest Region (two days - one hour each day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.

- b. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
- 2. Lesson Content
 - a. Grade 5 History and Geography: American History and Geography: U.S. Geography
 - i. Fifty states and capitals
 - ii. Regions and their characteristics: New England, Mid-Atlantic, South, Great Plains, West, Southwest, Pacific Northwest
- 3. Skill Objective(s)
 - a. Students will be able to locate and list the fifty states and their capitals.
 - b. Students will describe and compare the physical characteristics of places, using a variety of materials and data sources.

B. *Materials*

- 1. Appendix B
- 2. Copies of Appendix I for each student
- 3. Copies of Appendix J for each student
- 4. Copies of Appendix K for each student
- 5. Colored markers/crayons/pencils (one pack per student)
- 6. White poster board (four- one per group)
- 7. Computer lab/library access
- 8. Magazine advertisements for agricultural products

C. *Key Vocabulary*

- 1. Till - a mixture of clay and stone
- 2. Glacier - a huge, slow-moving mass of ice and snow
- 3. Grassland - large, open areas of land covered in various types of grasses
- 4. Slogan - a brief, attention-getting phrase used in advertisements to sell a product

D. *Procedures/Activities*

- 1. Begin this lesson by giving the quiz on the Great Plains region states and capitals. Again, use Appendix I as the quiz.
- 2. After the quiz, introduce the new states in the Midwest region: Illinois (Springfield), Indiana (Indianapolis), Iowa (Des Moines), Michigan (Lansing), Minnesota (St. Paul), Missouri (Jefferson City), Ohio (Columbus) and Wisconsin (Madison). Give the students 10-15 minutes to add these states and capitals to their U.S. map (Appendix B).
- 3. Open the lesson by discussing the term "America's Breadbasket" with students. Discuss the Midwest's geography and why this region is so closely associated with farming and agriculture (during the last Ice Age, glacier movement flattened the land leaving behind a thick layer of mixed clay and stone- till). Describe different types of farms in the United States such as livestock (cow, pigs, sheep and chickens) and crops (wheat, cranberries, dairy, corn, beans, etc.) Talk about reasons why farmers plant certain kinds of crops. Talk about climates and soils in different parts of the region. Try to compare a Midwestern farm to a farm in the coastal regions. Describe the jobs that occur when working on a farm. Do you think farming is an important part of the Midwest economy?
- 4. Share magazine advertisements for agricultural products with students, and discuss how advertisers use slogans like "Got Milk?" to draw attention to their products. Ask students: How do advertising campaigns help promote and sell specific products? (They have a catchy slogan or the ad appeals to something we like) In what ways can they be used to inform people about unfamiliar or new products?

5. Divide students into groups, and have each group make a billboard advertising an agricultural product found in the Midwest. Allow groups to choose their own products, but make sure that all the major products you've discussed are covered by the class. Students' billboards should be creative but must include the following: a product slogan; photographs or drawings; uses for the product; the state or states where the product is grown or produced.
 6. Give students time in class to begin researching products and creating their billboards either in the library or computer lab. Students may use magazines, atlases and other library resources, and the internet to conduct their research.
 7. Use day two to have the students finish up their billboards. Leave 20 minutes or so at the end of class for each group to present their poster.
 8. Remind students to study the states and capitals in this region for their quiz. Also, make sure they know the new few lessons will have more states than previous lessons. They might need to study at home a bit more.
- E. *Assessment/Evaluation*
1. Give a short quiz on the states and capitals of this region (Appendix J).
Answers: 1. E; 2. D; 3. F; 4. G; 5. A; 6. C; 7. H; 8. B
 2. Use Appendix K rubric to critique the posters.

Lesson Seven: The Southeast Region (two days - one hour each day)

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.
 - b. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
 2. Lesson Content
 - a. Grade 5 History and Geography: American History and Geography: U.S. Geography
 - i. Fifty states and capitals
 - ii. Regions and their characteristics: New England, Mid-Atlantic, South, Great Plains, West, Southwest, Pacific Northwest
 3. Skill Objective(s)
 - a. Students will be able to locate and list the fifty states and their capitals.
 - b. Students will describe and compare the physical characteristics of places, using a variety of materials and data sources.
- B. *Materials*
1. Copies of Appendix B for each student
 2. Colored markers/pencils/crayons (one pack per student)
 3. *Blues Singers: Ten Who Rocked the World*
 4. Student Atlas (one per student)-I recommend Rand McNally's Classroom Atlas
 5. Copies of Appendix L for each student
 6. Copies of Appendix J for each student
 7. CD - *The Story of Blues*
- C. *Key Vocabulary*
1. Blues musical style - a style of music evolved from southern African-American secular songs
 2. Delta - an area of the south-central United States extending on either side of the Mississippi River from Memphis, Tennessee, to Vicksburg, Mississippi; an

important cotton-producing region, it is noted for its folk culture, especially as the home of the earliest blues music

D. *Procedures/Activities*

1. Begin this lesson by giving the quiz on the Midwest region states and capitals. Again, use Appendix J as the quiz.
2. After the quiz, introduce the new states in the Southeast region: Alabama (Montgomery), Arkansas (Little Rock), Florida (Tallahassee), Georgia (Atlanta), Louisiana (Baton Rouge), Mississippi (Jackson), North Carolina (Raleigh), South Carolina (Columbia) and Tennessee (Nashville). Point these states out on the classroom map, but don't have the students label yet.
3. This lesson enables teachers and students to use blues styles and performers to think about various geographical regions of the United States. By studying different blues styles from the Mississippi Delta, and the Piedmont region of the Southeastern coast, or from cities like Memphis and New Orleans, students can explore regional geography and culture. Explain that many musical styles have a strong relationship to place and often play a part in shaping these identities. For some musical styles, the place is a particular city or urban area (Nashville Memphis, Seattle); for other styles, the place is larger (Texas, New England, the West Coast). To help students comprehend the notion of regional music, you might talk about bluegrass and Appalachia, Tex-Mex and Texas, Motown and Detroit, or Dixieland jazz or Cajun music and Louisiana. If available, play examples of one or two of these musical styles for students to help them think about their meaning and geographic context (I have some examples of blues music, but you can contact your local library for the other styles).
4. Show students the book *Blues Singers: Ten Who Rocked the World*. Have any of the students heard of these musicians? What do they know about them, if anything?
5. Hand out copies of Appendix L to each student. Start the CD *The Story of Blues*. While students are listening (also give some time after playing the CD for students to finish writing) have them answer the questions. ****Extension- While playing the music, students can be drawing what they are feeling as they listen to the music.**
6. Now have the students take out Appendix B. Introduce all the states in this region again (Alabama (Montgomery), Arkansas (Little Rock), Florida (Tallahassee), Georgia (Atlanta), Louisiana (Baton Rouge), Mississippi (Jackson), North Carolina (Raleigh), South Carolina (Columbia) and Tennessee (Nashville) and give the students 10-15 minutes to add these states and capitals to their U.S. map. Play the music in the background while they are working.
7. ****The following day (day two of this lesson) is a research day for their brochure.** This means students need to bring materials to class that they've gathered from home for their brochure. The teacher can use half the time in the library and half the time in the computer lab. Remind students of all the requirements for this project (Appendix A).
8. Remind students to study the states and capitals in this region for their quiz. Also, make sure they know the new few lessons will have more states than previous lessons. They might need to study at home a bit more.

E. *Assessment/Evaluation*

1. Give a short quiz on the states and capitals of this region. Have the students take out a piece of paper and call out either state (they write the capital) or capital (they write the state).

2. Check over answers to the blues questionnaire (Appendix L). There will not be a formal assessment for this activity, but check to see that students did complete it.

Lesson Eight: The Mid-Atlantic Region (one hour)

A. Daily Objectives

1. Concept Objective(s)
 - a. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.
 - b. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
2. Lesson Content
 - a. Grade 5 History and Geography: American History and Geography: U.S. Geography
 - i. Fifty states and capitals
 - ii. Regions and their characteristics: New England, Mid-Atlantic, South, Great Plains, West, Southwest, Pacific Northwest
3. Skill Objective(s)
 - a. Students will be able to locate and list the fifty states and their capitals.
 - b. Students will compare the characters and events in various states' history in order to better comprehend a state's history.

B. Materials

1. Copies of Appendix B for each student
2. Colored markers/pencils/crayons (one pack per student)
3. *Coming to America, a Story of Immigration*, by Betsy Maestro
4. Library and/or computer lab (internet) access
5. Copies of Appendix M for each student
6. Copies of Appendix N for each student
7. Copies of Appendix O for each student

C. Key Vocabulary

1. Washington D.C. - the capital of the United States, on the Potomac River between Virginia and Maryland and coextensive with the District of Columbia
2. Immigrant - a person who leaves one country to settle permanently in another

D. Procedures/Activities

1. Begin this lesson by giving the quiz on the Southeast region states and capitals. Again, have the students take out a piece of paper and call out either state (they write the capital) or capital (they write the state).
2. After the quiz, introduce the new states in the Mid Atlantic region: Delaware (Dover), Maryland (Annapolis), New Jersey (Trenton), New York (Albany), Pennsylvania (Harrisburg), Kentucky (Frankfort), West Virginia (Charleston), Virginia (Richmond) and Washington D.C. Give the students 10-15 minutes to add these states and capitals to their U.S. map. Remind them that Washington D.C. is not a state, but the capital of the United States. Have them put a bigger star on the location of Washington D.C. (see Key Vocabulary). Give the students 10-15 minutes to add these states and capitals to their U.S. map (Appendix B). The focus of this lesson will be on the Ellis Island in New York, but the students will also need to study the states and capitals in this region for the written evaluation.
3. Read *Coming to America* to students and discuss the story events and their meanings. Invite students to talk with older relatives and friends to learn whether

they know or knew people who immigrated to the United States. Students could interview such people and share the results with the class.

4. In the computer lab (or your classroom computer) go to the following sites:
 - a. http://www.loc.gov/rr/print/list/070_immi.html - **great pictures!**
 - b. <http://www.nps.gov/stli/>; <http://www.ellisland.com/>
 - c. http://www.cmp.ucr.edu/exhibitions/immigration_id.html
 - d. <http://teacher.scholastic.com/activities/immigration/tour/index.htm> - this one is especially good as it gives students an interactive tour

There are many more websites online that discuss this topic (Appendix M also has some pictures).
5. Let students work alone or in pairs to write the emotions they think immigrants experienced as they waited on ships in view of the Statue of Liberty or within the building on Ellis Island. Discuss some scenarios with the students. Think of ways immigrant children might have occupied their time during the wait that sometimes took several days. What would the trip across the Atlantic have been like? How would you react to leaving your family behind? Is it hard adapting to a new life in a strange country? What if you don't speak the language? Students should begin outlining an essay for this topic as you are discussing these questions.
6. Students can use the internet and/or library books for more information on the immigration topic. For homework (or class work) students should write an essay answering the questions talked about in Number 5 or any other aspect of immigrant life upon which they would like to focus.
7. Remind students to study the states and capitals in this region for their quiz.

E. *Assessment/Evaluation*

1. Appendix N is the quiz for the Mid-Atlantic region.
Answers: 1. Dover; 2. Pennsylvania; 3. Albany; 4. Maryland; 5. Trenton; 6. Washington D.C.
2. Appendix O is the Rubric for the Ellis Island essay.

Lesson Nine: The New England Region (three days - one hour each day)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Understand the concept of region. This is a term used by geographers to define areas by race, religion, politics or culture.
 - b. Develop an awareness of place. There are reasons why events occur in certain places. Students must understand the characteristics of a place to understand why events occurred there.
2. Lesson Content
 - a. Grade 5 History and Geography: American History and Geography: U.S. Geography
 - i. Fifty states and capitals
 - ii. Regions and their characteristics: New England, Mid-Atlantic, South, Great Plains, West, Southwest, Pacific Northwest
3. Skill Objective(s)
 - a. Students will be able to locate and list the fifty states and their capitals.

B. *Materials*

1. Copies of Appendix B for each student
2. Colored markers/pencils/crayons (one pack per student)
3. Copies of Appendix P for each student
4. Copies of Appendix Q for each student

5. Various cookbooks
 6. Internet access
- C. *Key Vocabulary*
1. Recipe - directions to making a certain type of food or dish out of specific ingredients
- D. *Procedures/Activities*
1. Begin the lesson by giving the quiz on the Mid-Atlantic region. Again, the quiz for this lesson is Appendix N.
 2. After the quiz, introduce the new states in the New England region: Connecticut (Hartford), Maine (Augusta), Massachusetts (Boston), New Hampshire (Concord), Rhode Island (Providence), Vermont (Montpelier). Give the students 10-15 minutes to add these states and capitals to their U.S. map (Appendix B). Since many of the states are too small to write in, have the students draw lines off the side of the map to the state and capital. They can also list them on the back of the map. The students' map should now be complete.
 3. This lesson will revolve around the types of foods that the colonists had to eat when they came to America. Discuss the problems the early New England colonists faced were many. They had to struggle for survival in the midst of a land of plenty. Despite grueling hardships, within a short period of time homes were built, fields were cleared and sowed, and orchards and gardens were planted. Although their food supplies were limited at first, colonial cooks learned to make some very tasty dishes. As soon as they began to receive such imported items as baking powder, yeast, and sugar, many delicious recipes developed. Some of the finest cooking in American history has come from Colonial New England.
 4. Copy and handout Appendix P to students on the basic foods in New England. Read the different types of foods together. Appendix Q is a worksheet for students to fill out. Give them 10-20 minutes to complete. **Answers are as follows: Three earliest foods: corn, pumpkin, beans; Meats: deer, duck, turkey, rabbit, goose, pigeon; Seafood: lobster, clams, oysters, cod fish; Breads: cheate, cornbread; Vegetables: onions, artichokes, carrots, turnips, cabbage, beets; Fruits: blueberries, cranberries, blackberries, raspberries, gooseberries, apples; Nuts: walnuts, chestnuts, hickory nuts; Desserts: Indian pudding, pumpkin pie; Sweeteners: molasses, maple syrup; Common meat dish: New England boiled dinner; Common seafood dish: fish chowder**
 5. Next, have the students to collectively develop a New England cookbook. Divide classes into pairs or groups and assign specific topics to each group. Appropriate topics include: Soups, Breads, Vegetables, Seafood, Meats, and Desserts. Bring in your own cookbooks from home (or have students bring some cookbooks from home) to give some ideas on recipes.
 6. ****The following day (day two of this lesson) is a research day for their brochure. This means students need to bring materials to class that they've gathered from home for their brochure. The teacher can use half the time in the library and half the time in the computer lab. Remind students of all the requirements for this project (Appendix A). This is the last day to work on the brochures in class!!**
 7. Remind students to study the states and capitals in this region for their quiz.
- E. *Assessment/Evaluation*
1. Give a short quiz on the states and capitals of this region. Have the students take out a piece of paper and call out either state (they write the capital) or capital (they write the state).
 2. Appendix R is the rubric for the group cookbooks.

VI. CULMINATING ACTIVITY

- A. Watch *The Scrambled States of America* again. Ask the students if they notice anything different in the film that they did not at the beginning of the unit. Have they learned anything about the 50 states?
- B. Brochure activity! It's fun to invite another class to view the students' hard work (4th grade is ideal so they can see what they will be doing the following year!) Arrange the students (either in your classroom, library or cafeteria) so that they are spaced out enough. Have the invited class browse through the brochures with the students standing by their brochure to answer questions. After about 10-15 minutes, you can also have the invited class sit down and allow each student to say a few facts they learned about their state to the audience. Rubric for brochures is Appendix S.
- C. Appendix V is a final unit test that covers all fifty states.

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Brochure Requirements (Lesson One-Nine)
- B. Appendix B: United States Map (Lesson One-Nine)
- C. Appendix C: Gold Rush Writing (Lesson Two)
- D. Appendix D: Rocky Mountain Region Map (Lesson Three)
- E. Appendix E: Rocky Mountain Map Rubric (Lesson Three)
- F. Appendix F: States with Native Americans Chart (Lesson Four)
- G. Appendix G: Native American Chart Rubric (Lesson Four)
- H. Appendix H: KWL Chart (Lesson Five)
- I. Appendix I: Great Plains Region Quiz (Lesson Five)
- J. Appendix J: Midwest Region Quiz (Lesson Six)
- K. Appendix K: Midwest Advertising Poster Rubric (Lesson Six)
- L. Appendix L: Southeast Blues Questions (Lesson Seven)
- M. Appendix M: Ellis Island Pictures (Lesson Eight)
- N. Appendix N: Mid-Atlantic Quiz (Lesson Eight)
- O. Appendix O: Rubric for Ellis Island Essay (Lesson Eight)
- P. Appendix P: Basic New England foods (Lesson Nine)
- Q. Appendix Q: New England food Worksheet (Lesson Nine)
- R. Appendix R: Rubric for New England Cookbook (Lesson Nine)
- S. Appendix S: Final Brochure Rubric- (Lessons One-Nine)
- T. Appendix T: Rubric for Gold Miner letter (Lesson Two)
- U. Appendix U: Pacific Coast Region Quiz- (Lesson Two)
- V. Appendix V: Final Unit Test

VIII. BIBLIOGRAPHY

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Appendix A From Sea to Shining Sea Requirement Sheet

This brochure or booklet for EACH state you researched should be colorful and in your own handwriting (cursive and in pen).

Title

Write the state you researched across the top of your brochure.

Climate

Create a graph that illustrates the average temperatures and rainfall in your state during each month of the year. Underneath the graph, write a small paragraph describing what makes the climate in your state unique.

Economy

Research the top three sources of revenue for your state. Draw three icons that represent these sources. Write a few sentences describing each.

Population

Create a chart that illustrates the population of your state. Include total population for the entire state.

Natural Resources

Create a chart or graph that details the natural resources found in your state. It should describe each of the resources and explain how they are beneficial.

Major Geological Features

You should choose one or more interesting geological features (for example, Arizona has the Grand Canyon; Florida has the Everglades) from your state and research it. Then write a small paragraph and draw a picture (or cut one out of a magazine) of your feature.

Major Attractions

Research one or more major attraction in your state. It can be anything from a historic site to a popular tourist destination. Draw a colorful picture of the attraction or cut out a picture from another resource.

Other

Your brochure should also include:

State bird

State Capital

State Nickname

State flag

****You may also want to include fun facts about your state!!****

Helpful resources to use:

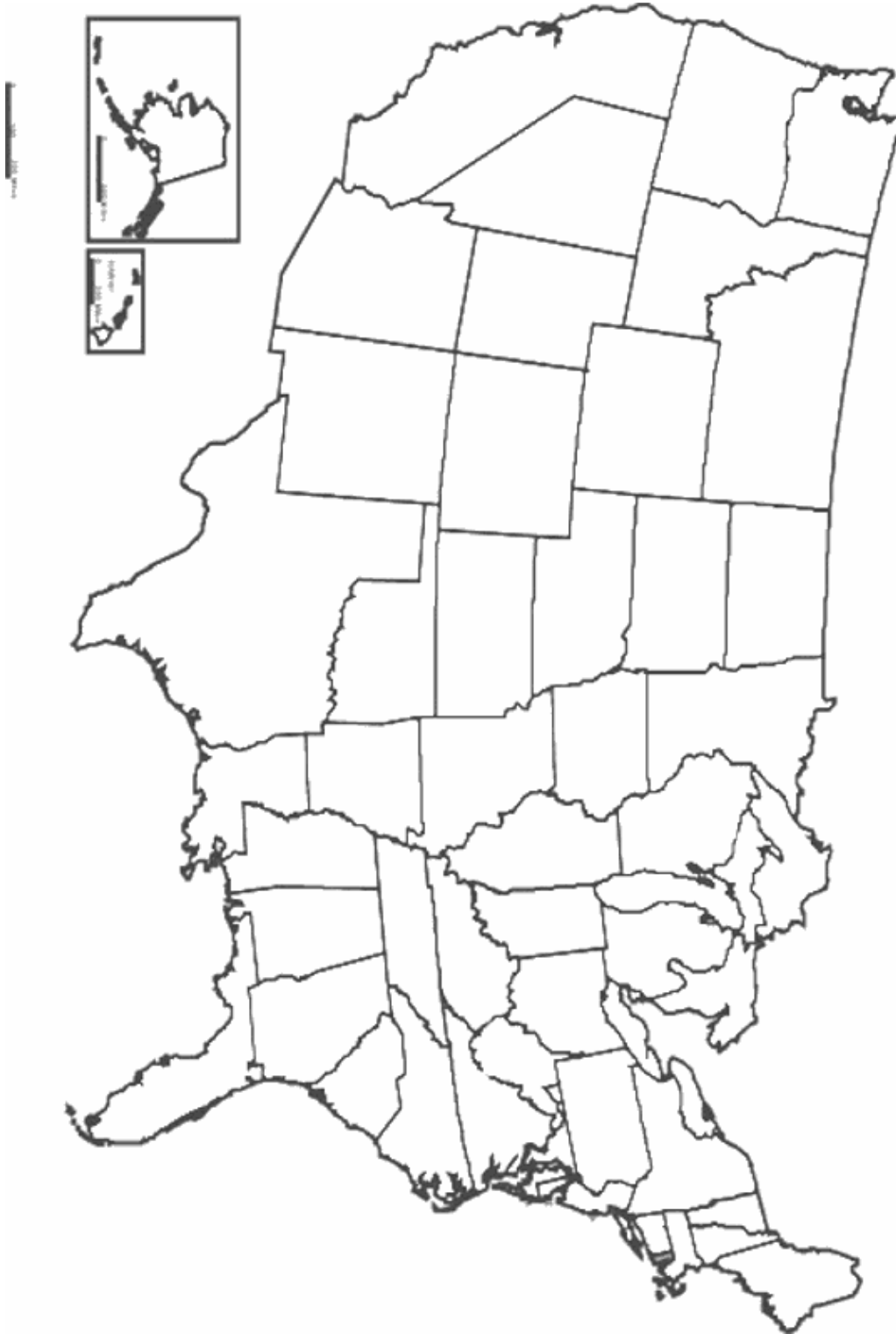
www.50states.com

Encyclopedia

Other internet sites

Your state's tourist office

Appendix B
Map of the United States



(adapted from www.abcteach.com)

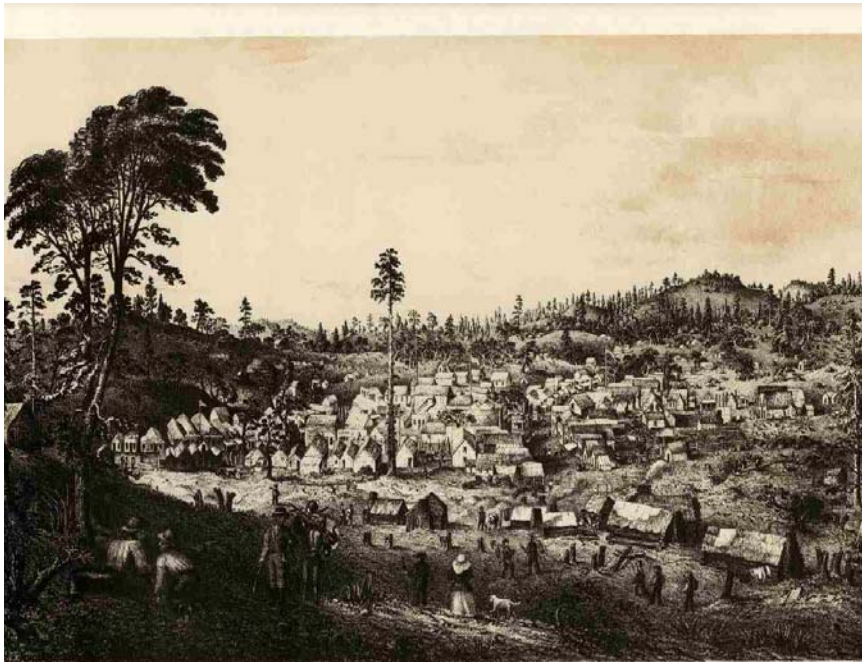
Appendix C

Letter Home from a Miner

Big Bar Middlefor Amer July 8 1851 Eldorado Co

Dear Susan, as I promised in my letter of June that I would write to you on the first of July, I will try to fulfill my promise. I am still here on Big Bar, but I think that I shall not stay here but a few days longer, for it is getting to be quite sickly here, we think on account of bad water. The water is getting very low and there is so many dams going on that the water is very muddy and warm. And weather is so very warm, not warm but boiling.

There is five of us in Company now and Mr Bliss and myself are the only ones that can do any thing. I have not done any thing for the last two weeks, but are able to work some now. There no feavers or diareah but faintness, disiness of the head and trembling, and you will see by my writing that my hand is far from being steady, although I am in pretty good health and I pray God the giver of all good blessings that these will find you and all of you the same. ... this is the Loansomist time that I have ever seen in California the Boys most sick and no where to work. ... they said when the hottest of the weather comes you will get the shakes, you get your pay for being so craving and being in so great a hurry to get home, and I don't know but they were right, for I no that I cant do half the work here that I could in Ill.... I have got a great deal to do to day to get ready to start early in the morning so as to get up the Mountain before it gets so very hot, and like enough I shat finish the whole of the Booklet. You cant scold me much, for I believe you have never intirely filled but one or two letters to me. I have a very bad place to write. I set on the ground all cramped up and writing on the head of a tin can. If you had to set so to write to me, I should not expect you to write a great deal.... I want you to write to me as soon as you get this by the first mail, for if it takes as long for this to go and another to come as some, and I have any luck, I hope by that time to be ready to start for home, for Susan Line Woods, old shanty with your dear company is dearer to me than all the gold in the mines with out.



(adapted from www.learncalifornia.org)

Appendix D

Rocky Mountain Region Map



(adapted from www.abcteach.com)

Appendix E

Making A Map: Rocky Mountain Region

Teacher Name: _____
 Student Name: _____

CATEGORY	4	3	2	1
Neatness of Color and Lines	All straight lines are ruler-drawn, all errors have been neatly corrected and all features are colored completely.	All straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Most straight lines are ruler-drawn, most errors have been neatly corrected and most features are colored completely.	Many lines, corrections of errors, and/or features are not neatly done.
Spelling/ Capitalization	95-100% of words on the map are spelled and capitalized correctly.	94-85% of the words on the map are spelled and capitalized correctly.	84-75% of the words on the map are spelled and capitalized correctly.	Less than 75% of the words on the map are spelled and/or capitalized correctly.
Labels and Features – Neatness	90-100% of the labels/features can be read easily.	89-80% of the labels/features can be read easily.	79-70% of the labels/features can be read easily.	Less than 70% of the labels/features can be read easily.
Color Choices	Student always uses color appropriate for features (e.g. blue for water; black for labels, etc.) on map.	Student usually uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student sometimes uses color appropriate for features (e.g. blue for water; black for labels, etc.).	Student does not use color appropriately.

(adapted from www.rubistar.4teachers.org)

Appendix F

STATES WITH LARGEST POPULATIONS OF NATIVE AMERICANS

<i>State</i>	<i>Estimated Population</i>	<i>State</i>	<i>Estimated Population</i>
Alaska	100,000	New Mexico	163,000
Arizona	256,000	North Carolina	98,000
California	309,000	Oklahoma	263,000
Washington	103,000	Texas	96,000

Table source: [Census Bureau Facts for Features](#): American Indian Heritage Month 1999

Create your own bar graph below or on a separate piece of paper using the information in the chart above.

(adapted from www.educationworld.com)

Appendix G

Rubric: Native American Populations

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Neatness and Attractiveness	Exceptionally well designed, neat, and attractive. Colors that go well together are used to make the graph more readable. A ruler and graph paper (or graphing computer program) are used.	Neat and relatively attractive. A ruler and graph paper (or graphing computer program) are used to make the graph more readable.	Lines are neatly drawn but the graph appears quite plain.	Appears messy and “thrown together” in a hurry. Lines are visibly crooked.
Data Table	Data in the graph is well organized, accurate, and easy to read.	Data in the graph is organized, accurate, and easy to read.	Data in the graph is accurate and easy to read.	Data in the graph is not accurate and/or cannot be read.
Labeling of X axis	The X axis has a clear, neat label that describes the units used for the independent variable (e.g, days, months, participants’ names).	The X axis has a clear label that describes the units used for the independent variable.	The X axis has a label.	The X axis is not labeled.
Labeling of Y axis	The Y axis has a clear, neat label that describes the units and the dependent variable (e.g, % of dogfood eaten; degree of satisfaction).	The Y axis has a clear label that describes the units and the dependent variable (e.g, % of dogfood eaten; degree of satisfaction).	The Y axis has a label.	The Y axis is not labeled.

(adapted from www.rubistar.4teachers.org)

Appendix H

KWL Chart on Great Plains Region

What I already <u>K</u>now about this topic	What I <u>W</u>ant to know about this topic	What I <u>L</u>earned about this topic

Appendix I

Great Plains Region Quiz

Name _____

1. What is Nebraska's capital city? _____

2. _____ has a capital city of Bismarck.

3. What is the capital of South Dakota? _____

4. Kansas has a capital city of _____.

Write one fact that you learned about any of these states.

Appendix J

Quiz on Midwest Region

Name _____

Directions: Match the correct states and capitals.

- | | |
|---|----------------|
| 1. The capital of Iowa _____ | |
| 2. The capital of Michigan _____ | A. St. Paul |
| 3. Columbus is the capital of _____ | B. Missouri |
| 4. The capital of Wisconsin _____ | C. Springfield |
| | D. Lansing |
| 5. The capital of Minnesota _____ | E. Des Moines |
| | F. Ohio |
| 6. The capital of Illinois _____ | |
| 7. Indianapolis is the capital of _____ | G. Madison |
| 8. Jefferson City is the capital of _____ | H. Indiana |

Appendix K
Rubric: Great Plains Advertisements

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Knowledge Gained	Student can accurately answer all questions related to facts in the poster and processes used to create the poster.	Student can accurately answer most questions related to facts in the poster and processes used to create the poster.	Student can accurately answer about 75% of questions related to facts in the poster and processes used to create the poster.	Student appears to have insufficient knowledge about the facts or processes used in the poster.
Graphics – Relevance	All graphics are related to the topic and make it easier to understand. All borrowed graphics have a source citation.	All graphics are related to the topic and most make it easier to understand. All borrowed graphics have a source citation.	All graphics relate to the topic. Most borrowed graphics have a source citation.	Graphics do not relate to the topic OR several borrowed graphics do not have a source citation.
Graphics – Originality	Several of the graphics used on the poster reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics used on the poster reflect student creativity in their creation and/or display.	The graphics are made by the student, but are based on the designs or ideas of others.	No graphics made by the student are included.
Mechanics	Capitalization and punctuation are correct throughout the poster.	There is one error in capitalization or punctuation.	There are two errors in capitalization or punctuation.	There are more than two errors in capitalization or punctuation.

(adapted from www.rubistar.4teachers.org)

Appendix L

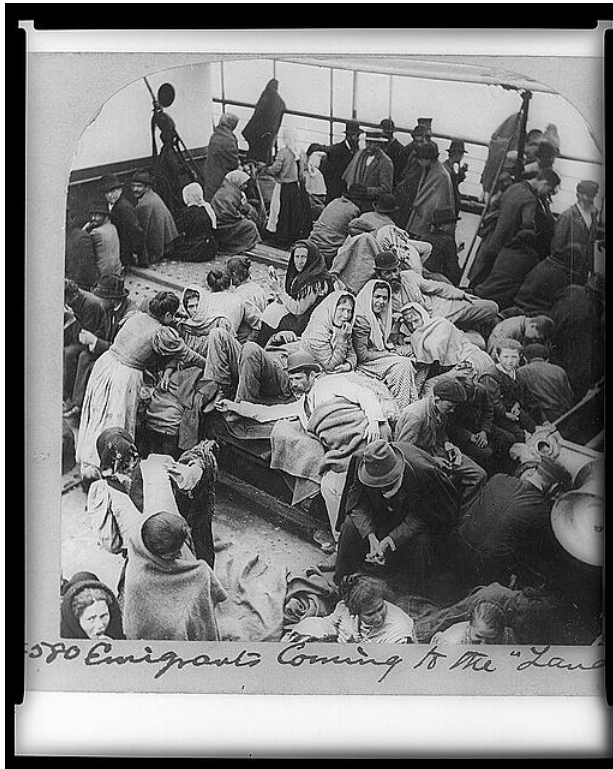
Blues Music Worksheet

What are some instruments that you hear in this music?

What does this style of music make you think of? Is it happy music? Sad?

Do you like this style of music? Why or why not?

Appendix M
Pictures from Ellis Island



(adapted from www.loc.gov/rr/print/list/070_immi.html)

Appendix N

Mid-Atlantic Region Quiz

Name _____

Directions: Use the word bank below to match the capital cities and states. ***There will be some words in the word bank left over!!!***

1. The capital of Delaware is _____.
2. Harrisburg is the capital city of _____.
3. New York has a capital city of _____.
4. Annapolis is the capital city of _____.
5. What is New Jersey's capital city? _____
6. What city is the capital of the United States? _____
7. What is the capital of Virginia? _____
8. Charleston is the capital of what state? _____
9. Frankfort is the capital of what state? _____

Word bank remember, not all words are used!!**

Trenton	Washington D.C.	Atlanta
Richmond	Pennsylvania	Michigan
Maryland	Austin	Salem
Nashville	Boise	Dover
Albany	West Virginia	Kentucky

Appendix O

Rubric- Ellis Island Essay

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Introduction (Organization)	The introduction is inviting, states the main topic and previews the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.	The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.	There is no clear introduction of the main topic or structure of the paper.
Focus on Topic (Content)	There is one clear, well-focused topic. Main idea stands out and is supported by detailed information.	Main idea is clear but the supporting information is general.	Main idea is somewhat clear but there is a need for more supporting information.	The main idea is not clear. There is a seemingly random collection of information.
Word Choice	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced.	Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone.	Writer uses words that communicate clearly, but the writing lacks variety, punch or flair.	Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning.
Support for Topic (Content)	Relevant, telling, quality details give the reader important information that goes beyond the obvious or predictable.	Supporting details and information are relevant, but one key issue or portion of the storyline is unsupported.	Supporting details and information are relevant, but several key issues or portions of the storyline are unsupported.	Supporting details and information are typically unclear or not related to the topic.

(adapted from www.rubistar.4teachers.org)

Appendix P

Basic Foods of New England

Everyone who arrived during the early 1600s had to become accustomed to three foods available in this new land. These foods included corn, pumpkins, and beans. For the early colonists, corn and pumpkins were often the difference between survival and starvation. Colonial cooks learned how to use them in very inventive ways. Meat, fish, and bread were an important part of the early settlers' diet, as well.

Meat: The early colonists were surprised by the abundance of game. In England hunting was a privilege reserved for the rich. The Native Americans taught the colonists how to hunt game and catch fish. Some of the animals eaten were deer, duck, turkey, rabbit, geese, and pigeon. A common meat dish was New England boiled dinner, a one-pot meal that simmered all day over an open fire. It consisted of vegetables cooked with meat and broth. Common vegetables included turnips, carrots, onions, and cabbage. Later, potatoes were introduced.

Seafood: In New England waters, seafood was plentiful-- especially lobster, clams, oysters, and cod fish. A popular soup made from seafood was fish chowder. New England fish chowder consists of some kind of seafood in a thick, creamy soup flavored with salt pork and diced potatoes.

Breads: The most common bread was known as cheate bread, a thick sourdough version, and cornbread, made from cornmeal, flour, and water.

Vegetables: The term "vegetable" was not used in the 16th century. Edible plants were called "sallets." The most widely used sallets included onions, artichokes, carrots, turnips, cabbages, and beets.

Fruits: The Pilgrims found a number of native fruits that included blueberries, cranberries, blackberries, raspberries, and gooseberries. As soon as they could, they planted apple orchards. In addition, the colonists also found walnuts, chestnuts, and hickory nuts.

Desserts: Puddings and pies were two basic types of desserts made by early cooks. Especially popular was Native American pudding, an authentic American treat made from cornmeal, milk, and molasses. In the fall season, pumpkin pies were a favored treat. Fruit pies, made from native fruits, and were also baked. During the early years in America, an apple pie was rare because apples were unknown in America at that time and needed to be imported from England. Sweeteners included molasses and maple syrup.

(adapted from www.teachervision.fen.com)

Appendix Q

New England Cooking Worksheet

Use the boxes below to outline some of the basics of early New England foods.

Three Earliest Foods:
Meats:
Seafood:
Breads:
Vegetables:
Fruits:
Nuts:
Desserts:
Sweeteners:
Common meat dish:
Common seafood dish:

(adapted from www.teachervision.fen.com)

Appendix R

New England Cookbooks

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the cookbook and to technical processes used to create the cookbook.	All students in the group can accurately answer most questions related to facts in the cookbook and to technical processes used to create the cookbook.	Most students in the group can accurately answer most questions related to facts in the cookbook and to technical processes used to create the cookbook.	Several students in the group appear to have little knowledge about the facts or technical processes used in the cookbook.
Spelling and Proofreading	No spelling errors remain after one person other than the typist reads and corrects the cookbook.	No more than one spelling error remains after one person other than the typist reads and corrects the cookbook.	No more than three spelling errors remain after one person other than the typist reads and corrects the cookbook.	Several spelling errors in the cookbook.
Graphics/Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the cookbook seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.
Attractiveness and Organization	The cookbook has exceptionally attractive formatting and well-organized information.	The cookbook has attractive formatting and well-organized information.	The cookbook has well-organized information.	The cookbook's formatting and organization of material are confusing to the reader.

(adapted from www.rubistar.4teachers.org)

Appendix S

Rubric- State Brochures

Teacher Name: _____
 Student Name: _____

CATEGORY	4	3	2	1
Writing - Organization	Each section in the brochure has a clear beginning, middle, and end.	Almost all sections of the brochure have a clear beginning, middle and end.	Most sections of the brochure have a clear beginning, middle and end.	Less than half of the sections of the brochure have a clear beginning, middle and end.
Spelling and Proofreading	No spelling errors remain after one person other than the typist reads and corrects the brochure.	No more than one spelling error remains after one person other than the typist reads and corrects the brochure.	No more than three spelling errors remain after one person other than the typist reads and corrects the brochure.	Several spelling errors in the brochure.
Writing - Mechanics	Capitalization and punctuation are correct throughout the brochure.	Capitalization and punctuation are correct throughout the brochure after feedback from an adult.	There are one-two capitalization and/or punctuation errors in the brochure even after feedback from an adult.	There are several capitalization or punctuation errors in the brochure even after feedback from an adult.
Attractiveness and Organization	The brochure has exceptionally attractive formatting and well-organized information.	The brochure has attractive formatting and well-organized information.	The brochure has well-organized information.	The brochure's formatting and organization of material are confusing to the reader.
Knowledge Gained	All students in the group can accurately answer all questions related to facts in the brochure and to technical processes used to create the brochure.	All students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Most students in the group can accurately answer most questions related to facts in the brochure and to technical processes used to create the brochure.	Several students in the group appear to have little knowledge about the facts or technical processes used in the brochure.
Graphics/ Pictures	Graphics go well with the text and there is a good mix of text and graphics.	Graphics go well with the text, but there are so many that they distract from the text.	Graphics go well with the text, but there are too few and the brochure seems "text-heavy".	Graphics do not go with the accompanying text or appear to be randomly chosen.

(adapted from www.rubistar.4teachers.org)

Appendix T

Rubric- Gold Rush Letter

Teacher Name: _____

Student Name: _____

CATEGORY	4	3	2	1
Sentences and Paragraphs	Sentences and paragraphs are complete, well constructed and of varied structure.	All sentences are complete and well constructed (no fragments, no run-ons). Paragraphing is generally done well.	Most sentences are complete and well constructed. Paragraphing needs some work.	Many sentence fragments or run-on sentences OR paragraphing needs lots of work.
Length	The letter is ten or more sentences.	The letter is eight-nine sentences.	The letter is five-seven sentences.	The letter is less than five sentences.
Ideas	Ideas were expressed in a clear and organized fashion. It was easy to figure out what the letter was about.	Ideas were expressed in a pretty clear manner, but the organization could have been better.	Ideas were somewhat organized, but were not very clear. It took more than one reading to figure out what the letter was about.	The letter seemed to be a collection of unrelated sentences. It was very difficult to figure out what the letter was about.
Salutation and Closing	Salutation and closing have no errors in capitalization and punctuation.	Salutation and closing have one-two errors in capitalization and punctuation.	Salutation and closing have three or more errors in capitalization and punctuation.	Salutation and/or closing are missing.

(adapted from www.rubistar.4teachers.org)

Appendix U

Pacific Coast Region Quiz

Name: _____

Directions: Circle the correct answer for each question.

1. What is the capital of Hawaii?

Hawaii

Honolulu

Juneau

Pineapple

2. Salem is the capital of which state?

Oregon

Washington

New York

California

3. What is the capital city of California?

Hollywood

Los Angeles

Sacramento

Disney World

4. What is the capital of Washington?

Washington D.C. Seattle

Olympia

Salem

5. Juneau is the capital of which state?

Oklahoma

Hawaii

Arizona

Alaska

Final Unit Test

Name _____

Directions: Fill in the letters in the blanks matching the state with its capital city.

- | | | |
|--------------------|-------|--------------------|
| 1. California | _____ | A. Helena |
| 2. Georgia | _____ | B. Columbia |
| 3. Texas | _____ | C. Salem |
| 4. Hawaii | _____ | D. Sacramento |
| 5. Louisiana | _____ | E. Tallassee |
| 6. North Dakota | _____ | F. Austin |
| 7. Oregon | _____ | G. Atlanta |
| 8. South Carolina | _____ | H. Honolulu |
| 9. Massachusetts | _____ | I. Baton Rouge |
| 10. Arizona | _____ | J. Bismarck |
| 11. Idaho | _____ | K. Oklahoma City |
| 12. Illinois | _____ | L. Phoenix |
| 13. Utah | _____ | M. Boise |
| 14. Alabama | _____ | N. Springfield |
| 15. Florida | _____ | O. Montgomery |
| 16. Colorado | _____ | P. Juneau |
| 17. North Carolina | _____ | Q. Raleigh |
| 18. Alaska | _____ | R. Denver |
| 19. Oklahoma | _____ | S. Dover |
| 20. Pennsylvania | _____ | T. Lincoln |
| 21. Rhode Island | _____ | U. Providence |
| 22. West Virginia | _____ | V. Des Moines |
| 23. Indiana | _____ | W. Harrisburg |
| 24. Michigan | _____ | X. St. Paul |
| 25. Minnesota | _____ | Y. Charleston |
| 26. Iowa | _____ | Z. Indianapolis |
| 27. Nebraska | _____ | ZZ. Lansing |
| 28. Delaware | _____ | AA. Boston |
| 29. Montana | _____ | BB. Salt Lake City |

Appendix V, page 2

Directions: Circle the correct capital city of the state.

30. New Mexico

Hartford Albany Helena Santa Fe

31. Nevada

Nashville Carson City Olympia Cheyenne

32. Mississippi

Lincoln Jackson Montpelier Pierre

33. Arkansas

Topeka Lansing Madison Little Rock

34. Virginia

Charleston Frankfort Richmond Columbus

35. Ohio

St. Paul Jefferson City Columbus Albany

36. New York

Albany Annapolis Atlanta Honolulu

37. New Jersey

Denver Trenton Austin Harrisburg

38. Washington (state)

Little Rock Olympia Richmond Indianapolis

39. Maine

Hartford Baton Rouge Augusta Sacramento

Appendix V, page 3

- | | | | | |
|-----|----------------|----------------|-------------|-------------|
| 40. | Maryland | | | |
| | Oklahoma City | Annapolis | Columbus | Lansing |
| 41. | Kansas | | | |
| | Bismarck | Tallassee | Topeka | Santa Fe |
| 42. | Wyoming | | | |
| | Cheyenne | Jackson | Dover | St. Paul |
| 43. | Missouri | | | |
| | Jefferson City | Salt Lake City | Boise | Salem |
| 44. | Tennessee | | | |
| | Denver | Austin | Nashville | Madison |
| 45. | Wisconsin | | | |
| | Helena | Madison | Lansing | Springfield |
| 46. | Kentucky | | | |
| | Raleigh | Tallahassee | Olympia | Frankfort |
| 47. | New Hampshire | | | |
| | Hartford | Montgomery | Columbia | Concord |
| 48. | Connecticut | | | |
| | Juneau | Omaha | Hartford | Phoenix |
| 49. | South Dakota | | | |
| | Jefferson City | Pierre | Carson City | St. Paul |
| 50. | Vermont | | | |
| | Montpelier | Sacramento | Charleston | Albany |

Answer Key to Final Test

1. D
2. G
3. F
4. H
5. I
6. J
7. C
8. B
9. AA
10. L
11. M
12. N
13. BB
14. O
15. E
16. R
17. Q
18. P
19. K
20. V
21. U
22. Y
23. Z
24. ZZ
25. X
26. V
27. T
28. S
29. A
30. Santa Fe
31. Carson City
32. Jackson
33. Little Rock
34. Richmond
35. Columbus
36. Albany
37. Trenton
38. Olympia
39. Augusta
40. Annapolis
41. Topeka

42. Cheyenne
43. Jefferson City
44. Nashville
45. Madison
46. Frankfort
47. Concord
48. Hartford
49. Pierre
50. Montpelier