



# Papers and Places



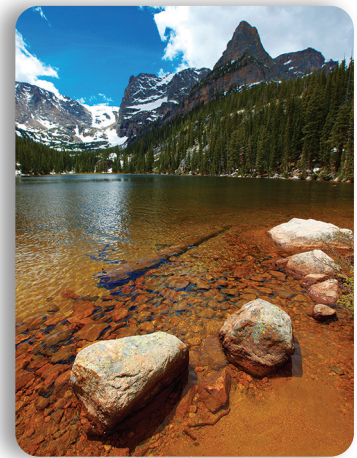
Bald eagle

## Teacher Guide

The White House



Rocky Mountain National Park



The Constitution





# Papers and Places

## Teacher Guide



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# Papers and Places

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**Papers and Places**  
**Teacher Guide**  
Bayou Bridges Louisiana Social Studies, Grade 3

## UNIT 2

# Introduction

### ABOUT THIS UNIT

#### The Big Idea

The United States government follows a framework set up by the Constitution, while the nation's fifty states are often grouped into different regions with unique geographic, economic, and cultural characteristics.

The U.S. Constitution provides a flexible framework of general principles of government. It limits federal power by dividing responsibilities between the states and the federal government. In addition, a system of checks and balances separates power among the government's executive, legislative, and judicial branches. The Constitution also outlines numerous roles and responsibilities of citizens and establishes a process for becoming a naturalized citizen.

Over time, eight distinct regions, encompassing forty-eight states, emerged in the continental United States: New England, the Mid-Atlantic, the South, the Midwest, the Great Plains, the Rocky Mountain, the Southwest, and the West Coast. Alaska and Hawaii are not physically joined to the other forty-eight states but are part of the political region of the United States. Each region's geographic and cultural characteristics contribute to the American identity.

## What Students Should Already Know

Students using Bayou Bridges should already be familiar with:

- why Great Britain limited self-government in the colonies
- what colonists meant by “taxation without representation”
- causes and effects of the Boston Tea Party
- causes and outcome of the First Continental Congress
- Battles of Lexington and Concord
- events of the Second Continental Congress
- Thomas Paine’s *Common Sense*
- writing and adoption of the Declaration of Independence
- important battles of the American Revolution
- symbols of the United States
- why the Articles of Confederation were considered weak
- events of the Constitutional Convention
- federal system of government
- debate over the Bill of Rights
- ratification of the Constitution
- purpose of the Constitution
- why George Washington was the first president
- Washington’s cabinet
- Whiskey Rebellion
- presidential precedents set by Washington
- how Americans honor Washington

## Time Period Background

This timeline provides an overview of key events related to the content of this unit. Use a classroom timeline with students to help them sequence and relate events that occurred from 1782 to 1959.

1782	The bald eagle is adopted as the U.S. national bird.
1783	The thirteen English colonies win independence, creating the United States.
1789	The U.S. Constitution takes effect.
1791	The Bill of Rights is added to the Constitution.
1912	The United States welcomes its forty-eighth state (Arizona).
1931	“The Star-Spangled Banner” becomes the U.S. national anthem.
1942	Congress adopts the pledge of allegiance.
1959	Alaska and Hawaii become the forty-ninth and fiftieth U.S. states.

## What Students Need to Learn

- role of the U.S. Constitution in creating a framework for American government
- parts of the Constitution
- three branches of government and their responsibilities
- separation of powers and checks and balances
- how a bill becomes a law



- division of power between the national government and the states through federalism
- ways that people demonstrate civic virtues
- process of becoming a U.S. citizen
- geography, culture, economies, and symbols of the United States associated with the eight geographic regions (New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, West Coast) and Alaska and Hawaii

## AT A GLANCE

The most important ideas in Unit 2 are the following:

- The U.S. Constitution establishes the framework for the United States government, including the separation of powers among three branches and the system of federalism between the national government and the states.
- Citizens, like the Constitution, play an important role in the United States government.
- The regions of the United States are New England, Mid-Atlantic, South, Midwest, Great Plains, Rocky Mountain, Southwest, and West Coast. Alaska and Hawaii are states that are not in the mainland United States.
- Each region is characterized by different geographic features, climate, economic activities, and cultures.

## WHAT TEACHERS NEED TO KNOW

Each chapter of the Teacher Guide is accompanied by a brief What Teachers Need to Know document that provides background information related to the chapter content. The background information will summarize the chapter content and provide some additional details or explanation. These documents are not meant to be complete histories but rather memory refreshers to help provide context for what students are learning. For fuller, more detailed explanations, see the list of recommended books in this Introduction.

To find the What Teachers Need to Know documents, look for the link to download the Bayou Bridges Online Resources at the beginning of each chapter.

### Student Component

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*Papers and Places* Student Reader—two chapters and an appendix

### Teacher Components

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*Papers and Places* Teacher Guide—two chapters. The guide includes lessons aligned to each chapter of the *Papers and Places* Student Reader, with a daily Check for Understanding and Additional Activities—such as vocabulary practice, primary source analysis, literature connections, and virtual field trips—designed to reinforce the chapter content. Chapter Assessments, a Performance Task Assessment, and Activity Pages are included in Teacher Resources, beginning on page 42.

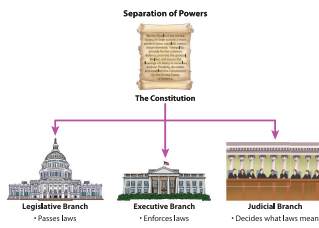
- The Chapter Assessments test knowledge of each chapter using standard testing formats.
- The Performance Task Assessment requires students to apply and share the knowledge learned during the unit through either an oral or a written presentation.
- The Activity Pages are designed to support, reinforce, and extend content taught in specific chapters throughout the unit.

*Papers and Places* Timeline Card Slide Deck—fourteen individual images depicting significant events and individuals related to the government and regions in the United States. In addition to an image, each card contains a caption, a chapter number, and the Framing Question, which outlines the focus of the chapter. The Teacher Guide will prompt you, lesson by lesson, as to which cards to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events as they occurred within this expansive time period.

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

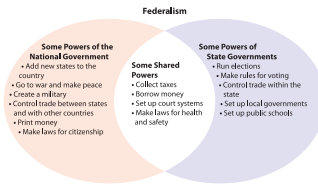
You may wish to print the Timeline Cards to create a physical timeline in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The timeline may be oriented either vertically or horizontally, even wrapping around corners and multiple walls—whatever works best in your classroom setting. Be creative—some teachers hang a clothesline so that the cards can be attached with clothespins!



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 1



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2



Chapter 2

## The Timeline in Relation to Content in the Student Reader

The Unit 2 Timeline Cards feature concepts related to government, citizenship, and the geography of different regions. As a result, dates are not assigned to the cards. Instead, they follow the content in the Student Reader in a thematic fashion.

## Understanding References to Time in the *Papers and Places* Unit

As you read the text, you will become aware that in some instances general time periods are referenced, and in other instances specific dates are cited. That is because the text discusses both trends over time and specific events. For example, Chapter 2 discusses the New England region today while also detailing the people from England who settled the area during the 1600s.

# USING THE TEACHER GUIDE

## Pacing Guide

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The *Papers and Places* unit is one of seven history and geography units in the Grade 3 Bayou Bridges Louisiana Social Studies Curriculum. A total of twenty days has been allocated to the *Papers and Places* unit. We recommend that you do not exceed this number of instructional days to ensure that you have sufficient instructional time to complete all Grade 3 units.

At the end of this Introduction, you will find a Sample Pacing Guide that provides guidance as to how you might select and use the various resources in this unit during the allotted time. However, there are many options and ways that you may choose to individualize this unit for your students, based on their interests and needs. So we have also provided you with a blank pacing guide that you may use to reflect the activity choices and pacing for your class. If you plan to create a customized pacing guide for your class, we strongly recommend that you preview this entire unit and create your pacing guide before teaching the first chapter.

## Reading Aloud

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Cognitive science suggests that even in the later elementary grades and into middle school, students' listening comprehension still surpasses their independent reading comprehension (Sticht, 1984).

For this reason, in the Bayou Bridges Curriculum Series, reading aloud continues to be used as an instructional approach in these grades to ensure that students fully grasp the content presented in each chapter. Students will typically be directed to read specific sections of each chapter quietly to themselves, while other sections will be read aloud by the teacher or student volunteers. When you or a student reads aloud, always prompt students to

follow along. By following along in this way, students become more focused on the text and may acquire a greater understanding of the content.

## Picture This

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During the reading of each section of the chapter, pause periodically to check student comprehension. One quick and easy way to do this is to have students describe what they see in their minds when reading a particular paragraph. Students who struggle to identify images may need a bit more support.

## Turn and Talk

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After reading each section of the chapter, whether silently or aloud, Guided Reading Supports will prompt you to pose specific questions about what students have just read. Rather than simply calling on a single student to respond, provide students with opportunities to discuss the questions in pairs or in groups. Discussion opportunities will allow students to more fully engage with the content and will bring to life the themes or topics being discussed. This scaffolded approach—reading manageable sections of each chapter and then discussing what has been read—is an effective and efficient way to ensure that all students understand the content before proceeding to remainder of the chapter.

For more about classroom discussions, including an evaluation rubric, download the Bayou Bridges Online Resource “About Class Discussions and Debates”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Primary Sources

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Most chapters include a Student Reader feature and Additional Activities built around the exploration of primary sources. Primary sources are an essential part of understanding history. They are a window to the past and provide a deeper understanding of the human experience. Students are encouraged to explore these sources through the structured activities provided in each chapter.

For more about primary sources, download the Bayou Bridges Online Resource “About Teaching with Primary Sources”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

To facilitate student engagement with these primary sources, a Primary Source Analysis Activity Page has been provided in the Teacher Resources for this unit. You may also wish to explore the primary source analysis worksheets from the National Archives, the UCI History Project, the Library of Congress, and the U.S. House of Representatives Archives, links to which can be found in the Online Resources for this unit.

## Framing Questions

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At the beginning of each Teacher Guide chapter, you will find a Framing Question, also found at the beginning of each Student Reader chapter. The Framing Questions are provided to help establish the bigger concepts and to provide a general overview of the chapter. The Framing Questions, by chapter, are:

Chapter	The Framing Question
---------	----------------------

- |   |  |
|---|--|
| 1 | How does the Constitution set up the U.S. government?  |
| 2 | What are the major geographic features and national symbols associated with the United States? |

## Core Vocabulary

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Domain-specific vocabulary, phrases, and idioms highlighted in each chapter of the Student Reader are listed at the beginning of each Teacher Guide chapter, in the order in which they appear in the Student Reader. Student Reader page numbers are also provided. The vocabulary, by chapter, are:

Chapter	Core Vocabulary
---------	-----------------

- |   |  |
|---|--|
| 1 | amend, legislative, executive, judicial, propose, constituent, beacon, citizen, naturalization, allegiance       |
| 2 | region, industry, urban, motto, agriculture, dairy, renewable, rural, mine, oil field, "space program," suburban |

## Activity Pages


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The following Activity Pages can be found in Teacher Resources, pages 56–66. They are to be used with the chapter specified for either Guided Reading Support, Additional Activities, or homework. Be sure to make sufficient copies for your students prior to conducting the guided reading or activities.

- Chapter 1—Letter to Family (AP 1.1)
- Chapters 1–2—Primary Source Analysis (AP 1.2)
- Performance Task—Claims and Evidence (AP 1.3)
- Chapter 1—The Three Branches of Government (AP 1.4)
- Chapter 1—Checks and Balances (AP 1.5)
- Chapter 1—How a Bill Becomes a Law: Flow Chart (AP 1.6)
- Chapter 2—World Map (AP 2.1)
- Chapter 2—Regions of the United States Map (AP 2.2)
- Chapter 2—Meet My Region (AP 2.3)
- Chapter 2—Domain Vocabulary: Chapters 1–2 (AP 2.4)

## Additional Activities and Website Links

A link to Additional Activities may be found at the end of each chapter in this Teacher Guide. While there are multiple suggested activities for this unit, you should choose activities to complete based on your available instructional time and your students' interests and needs. Many of the activities include website links, and you should check the links prior to using them in class.

Many chapters include activities marked with a . This icon indicates a preferred activity. We strongly recommend including these activities in your lesson planning.



### A SPECIAL NOTE ABOUT *THE FREEDOM FRAMEWORK*

A critical goal of the Bayou Bridges Curriculum Series, of which these materials are a part, is to ensure that students acquire the foundational knowledge needed to become literate citizens able to contribute to a democratic society.

We have therefore included an important feature in every U.S. history unit called “The Freedom Framework,” readily distinguished by an icon of the American flag. The specific knowledge, questions, and activities identified by this icon denote opportunities to engage students and deepen their understanding of the historical events, laws, and structure of the U.S. government.

## BOOKS

Ajmera, Maya, and John D. Ivanko. *Come Out and Play: A Global Journey*. Watertown, Massachusetts: Charlesbridge, 2020.

Ancona, George. *Can We Help? Kids Volunteering to Help Their Communities*. Somerville, Massachusetts: Candlewick Press, 2019.

Balkan, Gabrielle. *The 50 States—Explore the U.S.A. with 50 Fact-Filled Maps*. Illustrated by Sol Linero. London: Wide Eyed Editions, 2015.

Cheney, Lynne. *America—A Patriotic Primer*. New York: Simon & Schuster, 2002.

Eggers, Dave. *What Can a Citizen Do?* Illustrated by Shawn Harris. San Francisco: Chronicle Books, 2018.

Lewis, Aura, and Evan Sargent. *We the People: The United States Constitution Explained*. Illustrated by Aura Lewis. London: Wide Eyed Editions, 2020.

Lyon, George Ella. *Voices of Justice: Poems About People Working for a Better World*. Illustrated by Jennifer M. Potter. New York: Henry Holt and Co., 2020.

Metcalf, Lindsay H., Keila V. Dawson, and Jeanette Bradley, eds. *No Voice Too Small: Fourteen Young Americans Making History*. Illustrated by Jeanette Bradley. Watertown, Massachusetts: Charlesbridge, 2020.

Miles, David. *The Interactive Constitution: Explore the Constitution with Flaps, Wheels, Color-Changing Words, and More!* Illustrated by Albert Pinilla. Fresno, California: Bushel & Peck Books, 2019.

Murphy, Claire Rudolf, and Charles Mason. *A Child's Alaska*. Portland, Oregon: Alaska Northwest Books, 2012.

Rau, Dana Meachen. *U.S. Landforms*. New York: Children's Press, 2012.

Siber, Kate. *National Parks of the U.S.A.* Illustrated by Chris Turnham. London: Wide Eyed Editions, 2018.

Thomas, William Davis. *What Are the Parts of Government?* New York: Gareth Stevens Publishing, 2008.

Turk, Evan. *You Are Home: An Ode to the National Parks*. Illustrated by Evan Turk. New York: Simon and Schuster/Atheneum Books for Young Readers, 2019.



# PAPERS AND PLACES SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SR—Student Reader; AP—Activity Page

## Week 1

**Day 1**



**Day 2**

**Day 3**

**Day 4**

**Day 5**

### *Papers and Places*

<p>"How the United States Government Works" Core Lesson (TG &amp; SR, Chapter 1)</p>	<p>"How the United States Government Works" Core Lesson (TG &amp; SR, Chapter 1)</p>	<p>"Primary Source: Excerpt from President Reagan's Radio Address to the Nation on Voter Participation" and "Primary Source: Excerpt from President Obama's Farewell Address" (TG &amp; SR, Chapter 1, AP 1.2)</p>	<p> "The Three Branches of Government" (TG, Chapter 1 Additional Activities, AP 1.4)</p>	<p> "Checks and Balances" (TG, Chapter 1 Additional Activities, AP 1.5)</p>
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## Week 2

**Day 6**


**Day 7**

**Day 8**

**Day 9**

**Day 10**

### *Papers and Places*

<p> "How a Bill Becomes a Law" (TG, Chapter 1 Additional Activities)</p>	<p>"Branches of Power" (TG, Chapter 1 Additional Activities)</p>	<p>Chapter 1 Assessment</p>	<p>"Geography and Symbols of the United States" Core Lesson (TG &amp; SR, Chapter 2)</p>	<p>"Geography and Symbols of the United States" Core Lesson (TG &amp; SR, Chapter 2)</p>
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## Week 3

**Day 11**


**Day 12**

**Day 13**

**Day 14**

**Day 15**

### *Papers and Places*

<p>"Geography and Symbols of the United States" Core Lesson (TG &amp; SR, Chapter 2) Domain Vocabulary: Chapters 1–2 (TG, Chapter 2 Additional Activities, AP 2.4)</p>	<p>"Portrait of America in Words and Pictures" (TG &amp; SR, Chapter 2)</p>	<p>"Where in the World?" (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>"Meet My Region" (TG, Chapter 2 Additional Activities, AP 2.3)</p>	<p> "PRIMARY SOURCE ACTIVITY: Finding American Symbols" (TG, Chapter 2 Additional Activities, AP 1.2)</p>
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## Week 4

**Day 16**



**Day 17**

**Day 18**

**Day 19**

**Day 20**

### *Papers and Places*

<p> "Regions of the United States" (TG, Chapter 2 Additional Activities, AP 2.2)</p>	<p> "PRIMARY SOURCE ACTIVITY: 'The Star-Spangled Banner'" (TG, Chapter 2 Additional Activities)</p>	<p>Chapter 2 Assessment</p>	<p>Unit 2 Performance Task Assessment</p>	<p>Unit 2 Performance Task Assessment</p>
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# PAPERS AND PLACES PACING GUIDE

\_\_\_\_\_ 's Class

(A total of twenty days has been allocated to the *Papers and Places* unit in order to complete all Grade 3 history and geography units in the Bayou Bridges Curriculum Series.)

## Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

*Papers and Places*

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## Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

*Papers and Places*

--	--	--	--	--

## Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

*Papers and Places*

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## Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

*Papers and Places*

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## CHAPTER 1

# TOPIC: How the United States Government Works

**The Framing Question:** How does the Constitution set up the U.S. government?

### Primary Focus Objectives

- ✓ Describe how the U.S. Constitution and its guiding principles structure the government. (3.10.b, 3.10.c)
- ✓ Explain how a bill becomes a law. (3.10.a)
- ✓ Identify civic virtues of U.S. citizens. (3.13)
- ✓ Summarize how people become U.S. citizens. (3.14)
- ✓ Understand the meaning of the following domain-specific vocabulary: *amend, legislative, executive, judicial, propose, constituent, beacon, citizen, naturalization, and allegiance.*

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About How the United States Government Works”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### Materials Needed

#### Activity Pages



AP 1.1  
AP 1.2

- individual student copies of Letter to Family (AP 1.1)
- two copies per student of Primary Source Analysis (AP 1.2)
- image from the Internet of the U.S. Constitution

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the image may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Core Vocabulary (Student Reader page numbers listed below)

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**amend, v.** to change or add to something already established (4)

*Example:* The members of Congress voted to amend the law.

*Variations:* amends, amending, amended, amendment (n.)

**legislative, adj.** having the power to make laws (4)

*Example:* Members of the legislative branch debated the new bill.

*Variations:* legislature (n.), legislation (n.), legislator (n.), legislate (v.)

**executive, adj.** having the power to carry out laws (5)

*Example:* The various agencies of the executive branch enforce the laws of the country.

*Variations:* executive (n.), execution (n.), execute (v.)

**judicial, adj.** having the power to decide questions about laws (5)

*Example:* The judicial branch determined that the law was unconstitutional.

*Variations:* judiciary (n.)

**propose, v.** to put forward or suggest (6)

*Example:* One job that legislators have is to propose new laws for the country.

*Variations:* proposes, proposing, proposed, proposal (n.)

**constituent, n.** a person who lives and votes in an area (10)

*Example:* The representative met with the constituent to discuss ways to improve the community.

*Variations:* constituents, constituency (n.)

**beacon, n.** something that guides or provides a source of hope (11)

*Example:* The Statue of Liberty served as a beacon for immigrants who came into the United States through New York City.

*Variations:* beacons

**citizen, n.** a person who belongs to a country and has protections under that country's laws (11)

*Example:* One way a citizen can show their civic virtue is by voting in elections.

*Variations:* citizens, citizenship, citizenry

**naturalization, n.** the process of becoming a citizen of a country if born outside of that country (11)

*Example:* At the naturalization ceremony, Marco and his uncle became citizens of the United States.

*Variations:* naturalize (v.), naturalized (adj.)

**allegiance, n.** loyalty to a group (11)

*Example:* The Pledge of Allegiance is recited as a way to show loyalty to the United States.

*Variations:* allegiances, allegiant (adj.)

## Introduce *Papers and Places* Student Reader

5 MIN

Distribute copies of the *Papers and Places* Student Reader. Suggest students take a few minutes to look at the cover and flip through the Table of Contents and images in the book. Ask students to brainstorm individual words or simple phrases describing what they notice in the Table of Contents and various illustrations; record this information in a list on the board or chart paper. Students will likely mention the U.S. Constitution, branches of the government, and maps of different regions in the United States.

## Introduce “How the United States Government Works”

5 MIN

Briefly review with students what they read in Unit 1 about the creation of the U.S. Constitution, including compromises made at the Constitutional Convention and principles enshrined in the Constitution. Explain to students that the Constitution established the rules for the government we have today.

Call students’ attention to the Framing Question. Tell students to look for details about how the U.S. government is set up as they read the text.

## Guided Reading Supports for “How the United States Government Works”


25 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.

### “A Framework for Government” and “Parts of the Constitution,” pages 2–4


**Scaffold understanding as follows:**

**Read the sections on pages 2–4 aloud.**

 **SUPPORT**—Remind students that they read the Preamble to the Constitution in Unit 1. Invite volunteers to share what they recall about what it says. (3.3, 3.3.a, 3.10)

 **SUPPORT**—Tell students that the opening image of Chapter 1 is the U.S. Constitution. Show students an image of the U.S. Constitution and point out the phrase “We the People.” Remind students that “We the People” means that the U.S. government gets its power from the people of the United States. This idea is called *popular sovereignty*. Ask students why the Framers of the Constitution made this phrase larger than other text in the document. (*They wanted to emphasize that the creators of this system of government are the citizens themselves.*) (3.2, 3.3, 3.3.a, 3.11)


**CORE VOCABULARY**—Point out the vocabulary term *amend*, and explain its meaning.

 **SUPPORT**—Briefly summarize the other two articles of the Constitution that are not enumerated for students. Article VI is about debts, supremacy, and oaths. It declares the supremacy of federal laws and treaties over local or state laws and requires all federal and state officials to take an oath of allegiance to the Constitution. Article VII explains that nine states needed to ratify the document for it to become law and lists the people who signed the document.


**After reading the text, ask the following questions:**

 **LITERAL**—Why is the U.S. Constitution an important document? (3.10)

- » The U.S. Constitution is an important document because it is the overall plan for our government.

 **LITERAL**—What is the purpose of the first three articles of the Constitution? (3.10, 3.10.b)

- » Articles I–III outline the three branches of government.

 **INFERENTIAL**—Why do you think the Framers of the Constitution included Article V? (3.3, 3.3.a)


- » The Framers understood that the needs of citizens and the country would change over time. Article V makes it possible for the Constitution and the government to change to meet those needs.

### “The Branches of Government,” pages 4–7


**Scaffold understanding as follows:**

**Invite volunteers to read the first two paragraphs of the section, including the bulleted list, on pages 4–5 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *legislative*, *executive*, and *judicial*, and explain their meanings. Reinforce the definitions using the diagram on page 5.

 **SUPPORT**—Explain to students that when the judicial branch decides the meaning of laws, judges follow a three-step process: 1) they examine the wording and use of a law; 2) they consider whether the law follows what is laid out in the U.S. Constitution; and 3) they decide if the law has been applied appropriately to a specific case.


**Invite a volunteer to read the next paragraph of the section on pages 5–6 aloud.**

 **SUPPORT**—Tell students that every ten years, the U.S. government counts the country’s population in a *census*. The number of representatives for


each state is adjusted based on the population counts in each census. As of 2022, Louisiana has six representatives in the House of Representatives. This is based on the population count in the 2020 census. Like all other states, Louisiana has two senators in the U.S. Senate.

**Invite a volunteer to read the next paragraph of the section on pages 6–7 aloud.**

**CORE VOCABULARY**—Point out the vocabulary term *propose*, and explain its meaning.


 **SUPPORT**—Invite volunteers to summarize the steps for how a bill becomes a law in sequential order. Write the steps in a chart on the board or chart paper so that all students can see. (3.1, 3.10.a)

**SUPPORT**—Tell students that thousands of bills are introduced to Congress each year. However, only a small percentage of them are actually passed by both houses and signed into law. For example, the 117th Congress that lasted from January 3, 2021, to January 3, 2023, saw more than seventeen thousand bills introduced. Only several hundred were enacted into law.

 **CHALLENGE**—Have students refer to the chart just created of how a bill becomes a law. Why do they think so few bills become laws? (*Passing a law requires both houses of Congress to agree that a law is necessary. They also have to agree on bills with identical language. This makes the process of passing a bill very challenging.*) (3.2, 3.10.a)

**Invite volunteers to read the remaining paragraphs of the section on page 7 aloud.**


**After the volunteers read the text, ask the following questions:**

 **LITERAL**—What is each branch of government responsible for? (3.10.b)

- » The legislative branch is responsible for making the laws for the country. The executive branch is responsible for carrying out the laws of the country and for running the government. The judicial branch is responsible for determining whether laws passed by Congress follow the Constitution.

 **LITERAL**—What is the first step in passing a law? (3.10.a)

- » First, a legislator of either house of Congress must propose a bill.


 **EVALUATIVE**—How do Supreme Court justices differ from the president and members of Congress? (3.4.b, 3.10.b)

- » Supreme Court justices are appointed to their positions for life. This is different from the president and members of Congress, who are elected by citizens for a set number of years.


## “Checks and Balances,” pages 7–8

**Scaffold understanding as follows:**


**Have students read the section on pages 7–8 independently.**

 **SUPPORT**—Call attention to the phrase “checks and balances.” Point out that the idea of balance comes up again and again. Explain that part of the reason for having separate branches of government is not just to give each branch a different job but to give them jobs that “check,” or limit, the power of the other branches so that power is balanced. Just as the federal system balances power among levels (i.e., the country and the states), the separation of powers balances power among branches. The two ideas—separation of powers and checks and balances—work together to prevent the government from becoming so strong that it might threaten state power and citizens’ liberties.

**After students read the text, ask the following questions:**

 **LITERAL**—How does the Constitution make sure no one branch of government becomes too powerful? (3.10.b)

- » It separates the powers of government and creates a system of checks and balances.

 **LITERAL**—What is one way the president can check the power of Congress? (3.10.b)

- » The president has the power to veto laws passed by Congress.


 **LITERAL**—What are some ways Congress can check the power of the president? (3.10.b)

- » Congress can override a veto by the president. The president can make a treaty with another country, but the treaty only goes into effect if the Senate approves it. The president is commander in chief of the armed forces, but only Congress can declare war. The Senate approves presidential appointees, like federal judges.

## “Federalism,” pages 8–9

**Scaffold understanding as follows:**


**Have students read the section on pages 8–9 with a partner.**

 **SUPPORT**—Call attention to the Federalism Venn diagram on page 9. Have students study the information in the diagram, and then ask: If someone wanted to establish a new school, which level of government would they need permission from? (*state government*) Which government(s) do people pay taxes to? (*national and state governments*) A business in Louisiana




wants to buy and sell goods in Mexico. Which government makes the rules for that? (*national government*) (3.10.c)


**After students read the text, ask the following questions:**

 **LITERAL**—What is federalism? (3.10.c)


- » Federalism is the system of dividing powers between the national government and the states.

 **LITERAL**—What are some powers that only the national government has? (3.10.c)


- » The national government can admit new states, declare war, make peace, create a military, control trade between states, control trade with other countries, print and coin money, and make laws about citizenship.

 **LITERAL**—What are some powers that only the state governments have? (3.10.c)

- » State governments conduct elections, set qualifications for voting, control trade within the state, set up local governments, and set up public schools.

 **LITERAL**—What are some powers that are shared by national and state governments? (3.10.c)

- » Both national and state governments collect taxes, borrow money, set up courts, and make laws about public health and safety.

 **EVALUATIVE**—Why do the federal and the state governments share certain powers under the federal system? (3.10.c)


- » Part of the federal system is giving each level of government the jobs it can do best. Some jobs, like the collection of taxes, are important for both national and state governments to perform.

### “Civic Virtues,” pages 9–10


**Scaffold understanding as follows:**

**CORE VOCABULARY**—Point out the vocabulary term *constituent*, and explain its meaning.


**Have students read the section on pages 9–10 independently.**

 **SUPPORT**—Explain that even though students are not yet old enough to vote or run for office, they can still show civic virtue by writing to elected leaders, volunteering in the community, or helping friends and neighbors.

**After students read the text, ask the following questions:**

 **LITERAL**—Who is a constituent? (3.13)

- » A constituent is a person who lives and votes in an area.

 **INFERENTIAL**—Are Grade 3 students considered constituents? Why or why not? (3.13)

- » Answers will vary. Even though Grade 3 students are not legally allowed to vote, the decisions made by policymakers affect them.

 **EVALUATIVE**—Why are civic virtues important? (3.13)

- » Civic virtues are important because they are a way that people uphold the principles of the Constitution.

**“Becoming a Citizen,” pages 10–11**

**Scaffold understanding as follows:**

**Read the first paragraph of the section on pages 10–11 aloud.**

**SUPPORT**—Explain that people still come to the United States for these reasons today.

**Read the remainder of the section on page 11 aloud.**


**CORE VOCABULARY**—Point out the vocabulary terms *beacon*, *citizen*, *naturalization*, and *allegiance*, and explain their meanings.

**SUPPORT**—Note that students will see the Core Vocabulary term *allegiance* in the Pledge of Allegiance. Explain that the pledge is a recitation of loyalty to the United States of America. The full text of the Pledge of Allegiance can be found in the “Portrait of America in Words and Pictures” section on page 32.

**After reading the text, ask the following questions:**

**EVALUATIVE**—Why do hundreds of thousands of people try to become U.S. citizens each year? (3.14)


- » U.S. citizenship offers many benefits, including being able to vote, run for office, and more easily get citizenship for other family members. (3.14)

 **LITERAL**—What are the requirements to become an American citizen? (3.14)

- » To become an American citizen, you must have lived in the United States for a certain number of years, be at least eighteen years old, show knowledge about American history and government, and take an oath of allegiance.

## Primary Source Feature: “Excerpt from President Reagan’s Radio Address to the Nation on Voter Participation,” page 12

### Scaffold understanding as follows:

 **Background for Teachers:** Ronald Reagan was the fortieth president of the United States, serving from 1981 to 1989. Shortly before the 1986 midterm elections, he spoke to the country to urge voters to go to the polls, in part because it was their civic duty.

### Direct students to the Primary Source Feature on page 12.

**Introduce the source to students by explaining who Ronald Reagan was. Then read the italicized introductory text aloud.**

### Read the excerpt aloud while students follow along.

**SUPPORT**—Remind students that senators and members of the House of Representatives serve in Congress. Governors are the elected leaders of states.

**SUPPORT**—Point out Reagan’s use of the imagery of a lifeline. Tell students that a lifeline helps preserve life and that Reagan believed voting is a way to connect citizens to their government and make their lives better.

**SUPPORT**—Explain that Reagan references the Founding Fathers and Valley Forge because the American Revolution was fought in part to give some Americans the ability to participate in their government.

### After reading the excerpt, ask the following questions:

**LITERAL**—Who did Ronald Reagan encourage to vote on November 4, 1986? (3.3, 3.3.a, 3.3.b)

- » President Reagan said that Republicans, Democrats, and Independents should vote.

**EVALUATIVE**—Why did President Reagan say that many elections have been decided by a small number of ballots? (3.3, 3.3.a, 3.3.b)

- » He was concerned that people won’t vote if they believe their vote won’t matter.

**INFERENTIAL**—What might be the reason that President Reagan said people will go to the polls as a free people? (3.3, 3.3.a, 3.4)

- » He wanted listeners to understand that many people are not free and are not allowed to vote.

**Distribute the Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.**

Activity Page



AP 1.2

## Primary Source Feature: “Excerpt from President Obama’s Farewell Address,” page 13

### Scaffold understanding as follows:

#### Direct students to the Primary Source Feature on page 13.

**Introduce the source to students by reading the italicized introductory text aloud.** Remind students that they read part of George Washington’s farewell address in Unit 1. This farewell address is by a more recent president, Barack Obama. In this excerpt, he talks about civic virtue—the importance of people being involved in their government and communities.

#### Read the excerpt aloud while students follow along.

**SUPPORT**—Provide vocabulary support for the following terms:

- *unalienable*: unable to be taken away or denied
- *self-evident*: easily seen; obvious
- *self-executing*: happening without a cause; automatic
- *radical*: very different from what is seen as normal; extreme



**Point out that President Obama referred to two important documents in U.S. history.** Students read excerpts from both documents in Unit 1. Ask students to identify the documents. (*the Declaration of Independence and the U.S. Constitution*) (3.3, 3.3.a, 3.3.c)

- Which part(s) of the excerpt comes from the Declaration of Independence? (“*we are all created equal, endowed [given] by our Creator with certain unalienable rights, among them life, liberty, and the pursuit of happiness*”) (3.3, 3.3.a, 3.3.c)
- Which part(s) of the excerpt comes from the Constitution? (“*We, the people*” and “*form a more perfect union*”) (3.3, 3.3.a, 3.3.c)

**TURN AND TALK**—Have students discuss with a partner what they think President Obama was saying about or to the American people. Invite volunteers to share their responses with the class. (3.3., 3.3.a)

#### After students complete the Turn and Talk, ask the following questions:

**INFERENTIAL**—According to President Obama, what is the “beating heart” of the United States? Do you agree with his belief? Why or why not? (3.3, 3.3.a, 3.4)

- » President Obama said that self-government is the “beating heart” of the United States. Answers will vary. Students may note other constitutional principles or actions by citizens.

**EVALUATIVE**—According to President Obama, why is it important for people to be involved in their government and community? What evidence from the excerpt supports your response? (3.3, 3.3.a, 3.3.b)

- » President Obama said it’s important for people to be involved in their government and community to create positive change. He explained this when he said, “I learned that change only happens when ordinary people get involved . . . and they come together to demand it.” He also explained that when we “strive together,” we can “achieve a common good, a greater good.”

**EVALUATIVE**—What did President Obama mean when he said that unalienable rights are “self-evident” but not “self-executing”? (3.2, 3.3, 3.3.a)

- » President Obama meant that while all people are born with these rights, they have not always had the ability to exercise them. By participating in government and working together, more people are able to exercise and enjoy their unalienable rights.

**INFERENTIAL**—Why do you think President Obama included text from the Declaration of Independence and the Constitution in his farewell address? (3.2, 3.3.c, 3.4, 3.4.a)

- » President Obama likely used text from these documents to remind citizens why our government was created and the important role they play in it.

**EVALUATIVE**—How does President Obama’s farewell address compare to the one given by George Washington that you read in Unit 1? (3.3.c, 3.4.b)

- » George Washington gave advice to citizens about staying united, while President Obama reflected on the rights and roles of citizens during his time in office and beyond.

**EVALUATIVE**—Recall the excerpt from Ronald Reagan’s address to the nation. How is Obama’s speech similar to Reagan’s address, and how is it different? (3.3, 3.3.a, 3.3.b, 3.3.c)

- » Both Ronald Reagan and Barack Obama discussed the impact that the Founders had on democracy in the United States and that Americans have a positive impact. Reagan said that votes “make America stronger,” and Obama said the people can work to “form a more perfect union.” Unlike Reagan, Obama didn’t mention voting and instead talked in a more general way about working toward a common, greater good.

Activity Page



AP 1.2

**Distribute copies of Primary Source Analysis (AP 1.2), and have students complete the Activity Page with a partner.**

## Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity that they notice. (3.1)
- Review and discuss the Framing Question: “How does the Constitution set up the U.S. government?”



### CHECK FOR UNDERSTANDING 10 MIN

#### Ask students to:

- Write a short answer to the Framing Question: “How does the Constitution set up the U.S. government?”
  - » Key points students should include: the Constitution is broken into different parts that explain the jobs of the branches of government, the relationship between the federal government and the states, and how to change the Constitution; the federal government is divided into three branches, each with its own responsibilities and powers; the legislative branch, or Congress, is made up of the House of Representatives and the Senate; the job of Congress is to pass laws for the country; the executive branch is led by the president and is responsible for carrying out laws passed by Congress; the judicial branch determines whether laws passed by Congress follow the Constitution; the Constitution includes a system of checks and balances that keep any one branch of government from becoming too powerful; through federalism, each level of government is given responsibilities it is best suited to carry out; under the Constitution, the federal government and the states have some powers that are just their own and others that they share; citizens uphold the principles of the Constitution by exercising civic virtues, such as voting; people come to the United States in search of a better life and can become citizens through the naturalization process.
- Choose one of the Core Vocabulary words (*amend, legislative, executive, judicial, propose, constituent, beacon, citizen, naturalization, or allegiance*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

**Note:** Distribute copies of Letter to Family (AP 1.1) for students to take home.

Activity Page



AP 1.1

## Additional Activities

Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## CHAPTER 2

# TOPIC: Geography and Symbols of the United States

**The Framing Question:** What are the major geographic features and national symbols associated with the United States?

### Primary Focus Objectives

- ✓ Summarize how life has both changed and remained the same in different regions in the United States. (3.1, 3.4.b)
- ✓ Identify holidays, monuments, landmarks, and symbols of the United States. (3.6.b, 3.6.c, 3.6.d)
- ✓ Compare the culture, geography, and economic activities of different regions in the United States. (3.6.e, 3.16, 3.25, 3.26)
- ✓ Understand the meaning of the following domain-specific vocabulary: *region, industry, urban, motto, agriculture, dairy, renewable, rural, mine, oil field, “space program,”* and *suburban*.

### What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Geography and Symbols of the United States”:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

### Materials Needed

- images from the Internet of an aerial view of New York City, the 9/11 Memorial in New York City, a map of the National Mall, the Great Seal of the United States, the Gateway Arch, and an oil field
- globe or world map

Use this link to download the Bayou Bridges Online Resources for this unit, where the specific links to the images may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## Core Vocabulary (Student Reader page numbers listed below)

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**region, n.** a large area that may have certain characteristics related to its geography, form of government, or traditions that set it apart from other places (14)

*Example:* One of the main economic activities of the Great Plains region is growing crops such as wheat and corn.

*Variations:* regions, regional (adj.), regionally (adv.)

**industry, n.** a group of similar or related businesses (16)

*Example:* The fishing industry is important to the economy of New England.

*Variations:* industries, industrial (adj.), industrially (adv.), industrialization (n.)

**urban, adj.** relating to a city (17)

*Example:* The Mid-Atlantic region is home to many urban areas, including Boston, New York City, and Philadelphia.

*Variations:* urbanize (v.), urbanization (n.)

**motto, n.** a saying that represents the beliefs of a person, organization, or country (18)

*Example:* One motto of the United States is *E pluribus unum*, or “out of many, one.”

*Variations:* mottos

**agriculture, n.** the growing of crops and raising of livestock for food and other purposes (21)

*Example:* Agriculture in the Midwest region includes many farms that grow corn.

*Variations:* agricultural (adj.), agriculturally (adv.)

**dairy, adj.** relating to milk or milk products (21)

*Example:* Her favorite dairy products are ice cream and cheese.

*Variations:* dairy (n.)

**renewable, adj.** able to be replaced (21)

*Example:* Wind is a form of renewable energy because it cannot be depleted.

*Variations:* renewably (adv.), renew (v.)

**rural, adj.** relating to the countryside (22)

*Example:* The number of people who live in rural areas is much lower than the number of people who live in cities.

*Variations:* rurally (adv.)

**mine, v.** to dig into the earth in search of minerals or coal (24)

*Example:* Settlers came to Colorado to mine for gold and silver.

*Variations:* mines, mining, mined, mine (n.)

**oil field, n.** an oil-rich area where equipment is set up to remove the oil from the ground (25)



*Example:* Machinery on the oil field brings oil from deep in the ground to the surface.

*Variations:* oil fields

**“space program” (phrase)** a series of government-supported efforts to explore outer space (26)

*Example:* One mission of the space program is to learn about how our solar system began.

*Variations:* space programs

**suburban, adj.** relating to an area where people live outside of a city (27)

*Example:* People living in suburban areas often take the train into the city for work.


*Variations:* suburb (n.)

## THE CORE LESSON 35 MIN

### Introduce “Geography and Symbols of the United States”

5 MIN

Briefly review with students what they learned in Chapter 1, including the role of the U.S. Constitution in structuring the federal government, the powers of the three branches of government, checks and balances, civic virtues, and the naturalization process. Tell students that now that they are familiar with the U.S. government, they will explore its geography and symbols.

 Using a globe or world map, point out the hemispheres, equator, prime meridian, seven continents, and the five oceans. Point out the location of the United States, and explain that the United States is located in both the Western Hemisphere and the Northern Hemisphere on the continent of North America. Note that it is situated between the Atlantic Ocean and the Pacific Ocean.

Explain that even though the United States is a single country, it has many different parts, called regions. In this chapter, students will read about each of these different parts, or regions.

Call students' attention to the Framing Question. Tell students to notice the major geographic features and national symbols of the United States as they read the text.

### Guided Reading Supports for “Geography and Symbols of the United States”

30 MIN


When you or a student reads aloud, **always** prompt students to follow along. By following along, students may acquire a greater understanding of the content. Remember to provide discussion opportunities.


## “Exploring the United States,” pages 14–15

### Scaffold understanding as follows:

#### Read the section on pages 14–15 aloud.

**CORE VOCABULARY**—Point out the vocabulary term *region*, and explain its meaning.


 **SUPPORT**—Using a world map or globe, have students locate the four hemispheres, equator, prime meridian, seven continents, and the five oceans. Where is the United States relative to the prime meridian? (*west*) Where is the United States relative to Antarctica? (*north*) Which oceans border the United States? (*Atlantic Ocean and Pacific Ocean*) (3.19, 3.22, 3.23, 3.24)

 **SUPPORT**—Direct students to the map of the United States on page 15. Have students count the number of regions shown on the map. (*nine*) Have students find Louisiana on the map. Which region is Louisiana in? (*the South*) (3.19, 3.20, 3.21)

#### After reading the text, ask the following questions:

**EVALUATIVE**—Why is the United States divided into regions? (3.20)

- » The United States is a very large country. Because of its great size, it is divided into smaller areas with shared characteristics.


 **LITERAL**—What types of things do states in each region have in common? (3.20)

- » States in a region have geography, climate, natural resources, and economic activities in common.

## “New England,” page 16

### Scaffold understanding as follows:





#### Read the section on page 16 aloud.

 **SUPPORT**—Call attention to the New England Region map on page 16. Have students point to each state on the map as you read aloud the names of the states in this region. If students traveled from Vermont to Connecticut, which direction would they be going? (*south*) (3.19)

**Note:** The word *Appalachian* is pronounced differently depending on what part of the country you are in. Some pronounce the word (/ap\*uh\*latch\*un/), while others pronounce it (/ap\*eh\*lay\*chen/). Say the word aloud using both pronunciations, and have students repeat it after you.

**CORE VOCABULARY**—Point out the vocabulary term *industry*, and explain its meaning.




**After reading the text, ask the following questions:**

-  **LITERAL**—What states make up New England? (3.20)
- » Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island make up New England.
-  **LITERAL**—Using the map on page 16, which states in New England share a border with Canada? (3.19, 3.20, 3.21)
- » Maine, New Hampshire, and Vermont share a border with Canada.
-  **EVALUATIVE**—How is Vermont different from the other states in New England? (3.20)
- » Vermont is the only state in New England that does not touch the Atlantic Ocean.
-  **INFERENTIAL**—Why did the fishing industry grow in the New England region? (3.2, 3.16)
- » States in New England are close to the Atlantic Ocean, where people could easily catch fish.

**“The Mid-Atlantic Region” and “Words as Symbols,” pages 17–19**


**Scaffold understanding as follows:**

**Invite volunteers to read the section “The Mid-Atlantic Region” on pages 17–19 aloud.**

-  **SUPPORT**—Call attention to the Mid-Atlantic Region map on page 18. Have students point to each state on the map as you read the names of the states in this region aloud. Which city is farther from New York City: Washington, D.C., or Buffalo, NY? (*Buffalo, New York*) (3.19)
-  **SUPPORT**—Call attention to the image of Niagara Falls on page 17. Explain that this natural wonder formed twelve thousand years ago during the last Ice Age. In 1678, the first European wrote about Niagara Falls, but Native American people knew about it long before this. Niagara Falls became an important tourist destination starting in the 1800s. Today, visitors still come from around the world to see its power and beauty.
- CORE VOCABULARY**—Point out the vocabulary term *urban*, and explain its meaning.
-  **SUPPORT**—Show students the aerial view of New York City. Tell students that New York City is an example of an urban area. Ask students to describe what an urban area looks like using the images. (*many buildings; tall buildings*) What do they think these buildings are used for? (*homes, businesses, schools, etc.*) (3.20)

**SUPPORT**—Show students the image of the 9/11 Memorial in New York City. Explain that it is a place that people visit in New York City in remembrance of an attack on the United States in 2001 and that it is a place of reflection.

**SUPPORT**—Tell students that Philadelphia, Pennsylvania, is where the Constitutional Convention of 1787 took place. Explain that the purpose of the Constitutional Convention was to revise the Articles of Confederation, but its members (including George Washington, Alexander Hamilton, and James Madison) decided to redesign the government.

 **SUPPORT**—Explain that many important government buildings, national monuments, and museums are located along a parklike area in Washington, D.C., called the National Mall. Display the map of the National Mall. Point out the U.S. Capitol (where Congress meets), the White House (where the president lives and works), the Supreme Court, and the Washington Monument (which students learned about in Unit 1). Explain that students will learn about other monuments in later units.

**Have students read the sidebar “Words as Symbols” on page 18 with a partner.**

**CORE VOCABULARY**—Point out the vocabulary term *motto*, and explain its meaning.


**SUPPORT**—Tell students that the motto *E pluribus unum* was used by the Founders. In Latin, it means out of many, one. This motto appears on the Great Seal of the United States, the official image that represents the country. Display the Great Seal and point out the motto. Point out the eagle and the use of stars and stripes. Explain that these are also symbols of the United States.

**SUPPORT**—Explain that the phrase “In God we trust” was first used and printed on currency during the Civil War in the 1800s. Many people were very religious during the Civil War era. The phrase was adopted as an official motto of the country in 1956.


**SUPPORT**—The Pledge of Allegiance was written in 1892 by Francis Bellamy. It has changed over time, but the version that people recite today was last changed in 1954. At that time, the words “under God” were added as a renunciation of communism during the Cold War era.

**SUPPORT**—The national anthem was originally a poem. Also called “The Star-Spangled Banner,” it was written by Francis Scott Key during the War of 1812 and is sung to music from a popular British song at the time.

**After students read the text, ask the following questions:**

 **LITERAL**—Which states make up the Mid-Atlantic region? (3.20)

- » New York, New Jersey, Maryland, Pennsylvania, and Delaware make up the Mid-Atlantic region.

 **LITERAL**—Using the map on page 18, which states share a land or water border with Canada? (3.20, 3.21)

» New York and Pennsylvania share a land or water border with Canada.


 **EVALUATIVE**—How does the climate in the Mid-Atlantic region compare to the climate in New England? (3.20)


» The climate in the Mid-Atlantic region is similar to New England, except its summers are hotter and its winters are not as cold.

## “The South,” pages 19–20


**Scaffold understanding as follows:**

**Have students read the section on pages 19–20 with a partner.**


 **SUPPORT**—Call attention to the Southern Region map on page 20. Have students locate each state on the map as you read aloud the names of states in this region. Where is Louisiana in relation to Arkansas? (*Louisiana is south of Arkansas.*) (3.19)

 **SUPPORT**—Explain that the Appalachians are called the Blue Ridge Mountains in Virginia. Have students locate the Great Smoky Mountains and the Blue Ridge Mountains on the Southern Region map on page 20. Where are the Blue Ridge Mountains in relation to the Great Smoky Mountains? (*northeast*) (3.6.e, 3.19, 3.20)

**SUPPORT**—Explain to students that Mardi Gras is a festival with parades, costumes, and parties that reflects the European, Caribbean, and African ancestry of people who came to live in Louisiana. It celebrates “Fat Tuesday” (*Mardi Gras* in French), the day before the Christian holiday of Lent.

 **SUPPORT**—Tell students that the Mississippi River is the second-longest river in the United States. Direct students to the Southern Region map on page 20. Have students locate the Mississippi River and trace it with their finger. Where are the southern states located in relation to the Mississippi River? (*Most are located to the east.*) In what city and state does the Mississippi River end? (*New Orleans in Louisiana*) (3.6.e, 3.19, 3.20, 3.21)


**After students read the text, ask the following questions:**

 **EVALUATIVE**—How does the climate in the South differ from the climate in northern regions? (3.20)

» The South is much hotter than the Mid-Atlantic and New England, especially in the summer.

 **LITERAL**—What are the Appalachian Mountains called in Virginia and North Carolina? (3.6.e, 3.20)

- » In Virginia, the Appalachians are called the Blue Ridge Mountains. In North Carolina, they are called the Great Smoky Mountains.


 **INFERENTIAL**—How does Florida’s climate influence the way people there live? How is this different than the New England region? (3.26)

- » Florida’s warm climate allows people to make use of the state’s beaches and warm water almost year-round and also to grow tropical crops such as oranges. This is different from the New England region, where the summers are cooler and the winters are very cold.

## “The Midwest,” pages 21–22


**Scaffold understanding as follows:**


**Read the first paragraph of the section on page 21 aloud.**

 **SUPPORT**—Call attention to the Midwest Region map on page 21. Have students locate each state on the map as you reread the names of the states in the region aloud. Which city on this map is farthest north? (*Duluth, Minnesota*) (3.19)


**Invite volunteers to read the remainder of the section on pages 21–22 aloud.**

**CORE VOCABULARY**—Point out the vocabulary terms *agriculture*, *dairy*, and *renewable*, and explain their meanings.

 **SUPPORT**—Have students locate the Great Lakes on the Midwest Region map on page 21. Explain that they’re called “great” because of their size. Many of the lakes form part of the border between the United States and Canada.

 **SUPPORT**—Have students locate the Gateway Arch on the Midwest Region map on page 21. What city is closest to this monument? (*St. Louis*) Display the image of the Gateway Arch. Explain that during the 1800s, St. Louis, Missouri, was once known as the “Gateway to the West.” The 630-foot (192-m) tall arch was built between 1963 and 1965 to honor the city’s role in American history. (3.6.d, 3.19, 3.20, 3.21)

**After the volunteers read the text, ask the following questions:**

 **LITERAL**—If you were traveling through Iowa and Illinois, what crops would you notice growing in rows in many fields? What are these crops used for? (3.16, 3.25)


- » Corn is grown throughout Iowa and Illinois. It is used as food for both people and animals.

**INFERENTIAL**—Why is Wisconsin called America’s Dairyland? (3.16)

- » It is called America’s Dairyland because so many dairy cows are raised there. Milk from these cows is used for drinking and making dairy products, such as cheese and butter.

**LITERAL**—What industries are important in the Midwest? (3.16)

- » Agriculture, commerce, and energy production are all important industries in the Midwest.


 **EVALUATIVE**—Why are the Great Lakes important to the economy of the Midwest region? (3.16)

- » Being close to the Great Lakes makes it possible for Midwestern goods to be shipped all over the world.

**“The Great Plains,” pages 22–23**

**Scaffold understanding as follows:**

**Have students read the section on pages 22–23 with a partner.**

 **SUPPORT**—Call attention to the Great Plains Region map on page 23. Have students locate each state on the map as you read aloud the state names in the first paragraph of the section on page 22. About how many miles is Kansas City from Pierre? (*just over 400 miles or 750 km*) (3.19)

**CORE VOCABULARY**—Point out the vocabulary term *rural*, and explain its meaning.

**SUPPORT**—Ask students to recall the meaning of the vocabulary term *urban*. Have students refer to the New England Region map on page 16 and the Great Plains Region Map on page 23. What do they notice about how the cities in these areas are distributed? (*The cities in the New England region are closer together than in the Great Plains.*) How do people use land differently in rural areas of the Great Plains compared to urban areas in the Mid-Atlantic region? (*In the Great Plains, the land is used mostly for farming and agriculture, while urban areas in the Mid-Atlantic have many buildings used for housing and economic activities.*) (3.19, 3.20, 3.26)

**SUPPORT**—Tell students that European settlement changed life for Native Americans on the Great Plains in other ways. The U.S. government forced many Native Americans to move to areas called *reservations*. Often, these reservations were located far away from Native Americans’ ancestral lands.

**SUPPORT**—Call attention to the image of the tornado on page 23, and read the caption aloud. Have students locate Tornado Alley on the Great Plains Region map. Explain that the physical geography and climate in this region make tornadoes a very common occurrence in this part of the Great Plains during the spring and early summer. More tornadoes occur here than anywhere else in the United States. (3.19, 3.21)

**After students read the text, ask the following questions:**

**LITERAL**—Why is the Great Plains region called America’s Breadbasket? (3.16)

- » A great deal of wheat is grown in the eastern part the Great Plains, and wheat is used to make bread.


**LITERAL**—What weather phenomenon is common in the Great Plains? (3.20)


- » Tornadoes are frequent in the Great Plains. The region has an area called Tornado Alley where tornadoes often hit.

**“The Rocky Mountain Region,” pages 24–25**


**Scaffold understanding as follows:**


**Read the section on pages 24–25 aloud.**

 **SUPPORT**—Call attention to the Rocky Mountain Region map on page 24. Have students locate each state on the map as you read aloud the first paragraph of the section on page 24. Which states are located west of the Continental Divide? (*Idaho and Utah*) (3.19)


 **SUPPORT**—Remind students that dozens of the peaks in the Rockies are higher than fourteen thousand feet. The highest Rocky Mountain peak in the continental United States is in Colorado at 14,433 feet (4,399 m). The Rockies are very different from the Appalachian Mountains, whose tallest peak is in North Carolina at 6,684 feet (2,037 m). Explain that one reason for this difference is age. The Appalachian Mountains are more than two hundred million years old, but the Rocky Mountains are only about one million years old. Younger mountains are usually higher and more rugged than older mountains because they have not been worn down by erosion. The Rockies are technically still growing, but at a very slow pace.

**CORE VOCABULARY**—Point out the vocabulary term *mine*, and explain its meaning.

 **SUPPORT**—Note that mining often leads to changes to a region’s environment. Miners dug deep into the ground to search for precious metals. The Mollie Kathleen Gold Mine near Pike’s Peak in Colorado descends a thousand feet (305 m) beneath the earth’s surface. This is three hundred feet (91 m) more than Louisiana’s tallest skyscraper, Hancock Whitney Center in New Orleans!


 **SUPPORT**—Call attention to the image of Rocky Mountain National Park on page 25, and invite a volunteer to read aloud the caption. Tell students that a national park is a piece of land that is protected by the federal government because of its natural beauty or historical importance. Students will read more about national parks in Unit 5.



 **SUPPORT**—Have students refer back to the Rocky Mountain Region map on page 24. Have them locate Yellowstone National Park and give its relative location. (*Yellowstone is in the northwest corner of Wyoming. It is located on the east side of the Continental Divide.*) (3.6.e, 3.19)

**SUPPORT**—Point out the image of the bald eagle on page 25, and explain that the bird has become a symbol of the United States. It represents strength. Explain that the white head is unique to bald eagles and that bald eagles are only found in North America. Display the image of the Great Seal of the United States, and point out that the eagle on the seal is a bald eagle.


**After reading the text, ask the following questions:**

 **LITERAL**—Using the map on page 24, which Rocky Mountain states border Canada? (3.19)

» Montana and Idaho border Canada.

**LITERAL**—Why did settlers choose to settle in the Rockies during the 1800s? (3.16, 3.25)

» Many of the settlers in the Rockies were miners in search of valuable metals in the mountains, such as lead, copper, gold, and silver.

 **EVALUATIVE**—What about the Rocky Mountain region’s geography makes it an important place for tourism? (3.16, 3.20)

» The Rocky Mountain region has many national parks and snowy mountains for skiing.


**LITERAL**—What animals can be found in national parks in the Rocky Mountain region? (3.20)

» Elk, bald eagles, bison, and grizzly bears are all common to the Rocky Mountain region.

## “The Southwest,” pages 25–26


**Scaffold understanding as follows:**

**Invite a volunteer to read the first paragraph of the section on pages 25–26 aloud.**


 **SUPPORT**—Call attention to the Southwest Region map on page 26. Have students locate each state on the map as you reread the state names in the first paragraph of the section aloud. If you traveled from Las Vegas, Nevada, to Austin, Texas, which direction would you be going? (*southeast*) (3.19)


**SUPPORT**—Tell students that Texas is more than seven hundred miles (1,125 km) wide.

**CORE VOCABULARY**—Point out the vocabulary terms *oil field* and “*space program*,” and explain their meanings.


 **SUPPORT**—Display the image of an oil field from the Internet. Ask students what changes to the environment they see in the image. (*Oil rigs are built across a field.*) Explain that oil rigs are one way people have modified, or changed, their environment in the Southwest region. Discuss with students some of the possible effects of modifying the environment in this way. (*increased pollution, less land for homes and recreation, destruction of animal habitats*) (3.25)


**SUPPORT**—Explain that oil has other uses beyond gasoline. For example, it is used to produce plastic, household and beauty products, textiles, and electronics.

 **SUPPORT**—Ask students to locate the city of Houston, Texas, on the map on page 26. Explain that the spacecraft that eventually landed on the moon was in frequent communication with the engineers of mission control, located in Houston. When the astronauts wanted to communicate with the engineers back on Earth, they would begin by saying “Houston” in the same way that you might say a person’s name if you were trying to get their attention. (3.19)

 **SUPPORT**—Have students identify the country that borders Texas to the South. (*Mexico*) Explain that Texas, New Mexico, Arizona, and Nevada were all part of Mexico at one time, and many of the cultural traditions of the area were adopted by settlers and continued by Indigenous people. (3.5)

**Invite volunteers to read the remainder of the section on page 26 aloud.**

 **SUPPORT**—Tell students that temperatures of 115 to 120 degrees Fahrenheit (46–49 °C) are common in desert areas of the Southwest. Explain that this is much hotter than Louisiana, which averages high temperatures in the low to mid-eighties Fahrenheit (high 20s C) in the summer months.

 **SUPPORT**—Have students locate the Grand Canyon on the map on page 26. Where is it located in relation to major cities in Arizona? (*northwest*) (3.6.e)


**After the volunteers read the text, ask the following questions:**

 **LITERAL**—Using the map on page 26, which states in the Southwest share a border with Mexico? (3.19)

» Arizona, New Mexico, and Texas share a border with Mexico.

 **LITERAL**—What are two of Texas’s main industries? (3.16)

» Cattle and oil; Texas raises more cattle and produces more oil than any other state.


 **LITERAL**—Where is the desert in the Southwest region, and what is it like? (3.20)

- » The desert begins in western Texas and covers much of New Mexico, Arizona, and Nevada. Very little rain falls in the desert. In summer, it can get hotter than any other part of the United States, with temperatures reaching as high as 120 degrees Fahrenheit (49 °C).

### “The West Coast,” pages 27–29


**Scaffold understanding as follows:**


**Read the section on pages 27–29 aloud.**


 **SUPPORT**—Call attention to the West Coast Region map on page 28. Have students locate each state on the map as you read aloud the first paragraph of the section on page 27. Which city is closest to Canada? (*Seattle, Washington*) (3.19)

**CORE VOCABULARY**—Point out the vocabulary term *suburban*, and explain its meaning.

**SUPPORT**—Ask students to recall the meanings of the vocabulary terms *urban* and *rural*. Note that the word *suburban* has *urban* as its root. Suburban areas develop around urban centers. Explain that rural areas have the lowest populations, urban areas have the densest populations, and suburban areas fall somewhere in between. Note that rural areas are more likely to be used for agriculture. When suburban areas were first developed, they were primarily residential. Much like urban areas, suburbs today include residential areas, offices, and factories.

 **SUPPORT**—Explain to students that the West Coast has historically had problems with water shortages, especially in recent years. Tell students that desalination plants—factories that remove salt from ocean water—have helped reduce the impact of water shortages.


 **SUPPORT**—Call attention to the image of the Golden Gate Bridge on page 29, and read the caption aloud. Have students locate San Francisco on the map on page 28. Explain that the Golden Gate Bridge connects one side of the San Francisco Bay to the other. (3.19)

 **SUPPORT**—Explain that as winds blow in from the Pacific, they bring moisture from the sea. As the air rises to cross the mountains, it cools off, and the excess moisture becomes rain.


**After reading the text, ask the following questions:**

**LITERAL**—What is Los Angeles famous for? (3.16, 3.20)

- » Los Angeles is famous for its sandy beaches and for being the center of the movie business.

 **EVALUATIVE**—How do the northern and southern coasts of California differ? (3.20)

» The northern California coast is rocky and has cliffs that plunge down to the ocean; the southern coast has sandy beaches.


 **LITERAL**—Which mountain range runs through Oregon and Washington? (3.6.e, 3.20)

» The Cascades run through the states of Oregon and Washington.


## “Alaska and Hawaii,” pages 29–31


**Scaffold understanding as follows:**

**Invite volunteers to read the section on pages 29–31 aloud.**


 **SUPPORT**—Call attention to the Alaska and Hawaii maps on page 30. Have students locate each state on the map. Which Alaskan city is farthest south? (*Juneau*) (3.19)

**Note:** *Denali* is pronounced (/den\*all\*ee/). Say the name aloud, and have students repeat it after you.

 **SUPPORT**—Tell students that seventeen of the twenty tallest mountains in the United States are in Alaska. Ask students to recall the heights of the tallest peaks in the Rockies and in the Appalachian Mountains. Have students find Denali on the map of Alaska on page 30. Note that Denali is roughly the height of the tallest peak in the Appalachian Mountains and the tallest peak in the Rocky Mountains combined. (3.6.e)

 **SUPPORT**—Call attention to the map of Hawaii on page 30. Explain to students that unlike other states in the United States, Hawaii is made up of a chain of islands.

**After the volunteers read the text, ask the following questions:**

 **LITERAL**—Where is Alaska located? (3.20)


» Alaska is located five hundred miles north of Washington state.

 **LITERAL**—What industries are important in Alaska? (3.16)

» Oil, tourism, lumber, and fishing are important industries in Alaska.

 **LITERAL**—Who first settled Hawaii? When did they settle it? (3.20)

» Hawaii was first settled about a thousand years ago. These native Hawaiians had their own culture, language, and religion.

 **EVALUATIVE**—How does the climate of Alaska differ from Hawaii? (3.20)

- » Alaska has a cold climate, especially in the winter, when temperatures can get as low as forty degrees below zero Fahrenheit (–40 °C). This differs from Hawaii, where the climate is warm year round.

### “Portrait of America in Words and Pictures,” pages 32–35

**Scaffold understanding as follows:**

**Direct students to the gallery of song lyrics, the Pledge of Allegiance, and images on pages 32–35. Ask students to preview the text and images in the gallery, sharing any words, phrases, or symbols that they recognize.**

Tell them that all of the items in the gallery represent important ideas and traditions in American history, culture, and government.

**SUPPORT**—Tell students that “The Star-Spangled Banner” has been the national anthem, or national song, of the United States since 1931. Its lyrics are from a poem written by Francis Scott Key explaining what he witnessed during and after a nighttime battle between the United States and Great Britain at Fort McHenry in Maryland during the War of 1812. Key knew that as long as he could still see the American flag flying above the walls the next morning, the United States was still in control of the fort.

**SUPPORT**—Tell students that *allegiance* means loyalty or devotion. Also remind students that they learned in Unit 1 that a republic is a government in which people elect representatives to rule for them.

**SUPPORT**—Tell students that the fictional character of Uncle Sam has symbolized the United States—and often the U.S. government—for about two hundred years. During the War of 1812, New York businessman and army inspector Samuel Wilson had the initials “U.S.” stamped on barrels of beef his company was sending to American troops. Many who knew Wilson began to joke that the letters stood for the businessman himself, or “Uncle Sam.” Over the following decades, cartoonists developed a tall, bearded figure in a top hat to accompany the name. Uncle Sam has since represented the United States in myriad ways and forms, perhaps most notably in the military recruiting posters of both world wars that read “I Want You for U.S. Army.”


**Read the lyrics to “The Star-Spangled Banner” aloud as students follow along. Invite volunteers to paraphrase parts of the anthem in their own words. (3.6.c)**

**SUPPORT**—Explain to students that *perilous* means dangerous, *ramparts* are thick walls built around a place to protect it, and *gallantly* means honorably or bravely.

**After students have explored the gallery, ask the following questions:**

 **LITERAL**—Who works in the Capitol building? (3.6.d)

» Members of Congress work in the Capitol building on Capitol Hill.

 **EVALUATIVE**—What pledges, or promises, are included in the text of the Pledge of Allegiance? (3.3.a, 3.6.c)

» The Pledge of Allegiance includes a promise to be loyal to the American flag, the government, and the ideas of liberty and justice.

**INFERENTIAL**—Why do you think the government decided to make Veterans Day a national holiday? Explain what this holiday and monuments like the Vietnam Veterans Memorial tell you about how many Americans feel about the U.S. military. (3.4, 3.6.b)

» The government values the service and sacrifice of Americans who have dedicated themselves to protecting the country, and Veterans Day honors these Americans. This holiday and war memorials show that Americans are proud of and thankful for past and present members of the military.

## Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to note any comparisons with events previously studied or any examples of change or continuity they notice. (3.1)
- Review and discuss the Framing Question: “What are the major geographic features and national symbols associated with the United States?”



### CHECK FOR UNDERSTANDING 10 MIN

**Ask students to:**

- Write a short answer to the Framing Question: “What are the major geographic features and national symbols associated with the United States?”
  - » Key points students should include: the eight regions of the United States; the New England region is in the northeastern part of the country and experiences cool summers and cold winters and has mountains, forests, and lakes; the Mid-Atlantic region has many important cities like New York City, Philadelphia, and the nation’s capital, Washington, D.C.; the Mid-Atlantic region has a similar climate to New England but is warmer in the summer and winter; the South is

a large region with a much warmer climate than the northern states; tourism, mining, forestry, and agriculture are important in the South; the Midwest region has many lakes and rivers; agriculture and industry are important to the Midwest; the Great Plains region is mostly rural and is known as America's Breadbasket because it produces so much grain; weather on the Great Plains can be very harsh compared to other regions, including cold and snowy winters and tornadoes in the spring and summer months; the Rocky Mountain region is very mountainous with many peaks above fourteen thousand feet; people living in the Rockies have modified the environment by mining; Texas is a large state in the Southwest region and is home to cattle ranches, oil fields, and the space program; desert covers much of the Southwest, making it much hotter and dryer than other regions in the United States; the West Coast region is made up of California, Oregon, and Washington; the West Coast has diverse geography, including sandy beaches, rocky cliffs, mountains, and lush forests; the technology industry, especially in an area called Silicon Valley, is very important to California; Alaska and Hawaii are not connected to the rest of the states; Alaska is home to tall mountains and diverse wildlife; Hawaii is an island chain formed by volcanoes; tourism is an important industry in Hawaii; national symbols such as "The Star-Spangled Banner," the Pledge of Allegiance, the bald eagle, the White House, the Capitol building, the Vietnam Veterans Memorial, the Thanksgiving turkey, the flag of the United States, and the mottos "in God we trust" and *pluribus unum*.

- Choose one of the Core Vocabulary terms (*region, industry, urban, motto, agriculture, dairy, renewable, rural, mine, oil field, "space program," or suburban*), and write a sentence using the word.

To wrap up the lesson, ask several students to share their responses.

## Additional Activities

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Download the Bayou Bridges Online Resources for this unit, where the Additional Activities for this chapter may be found:

<https://www.coreknowledge.org/bayou-bridges-online-resources/>

## UNIT 2

# Teacher Resources

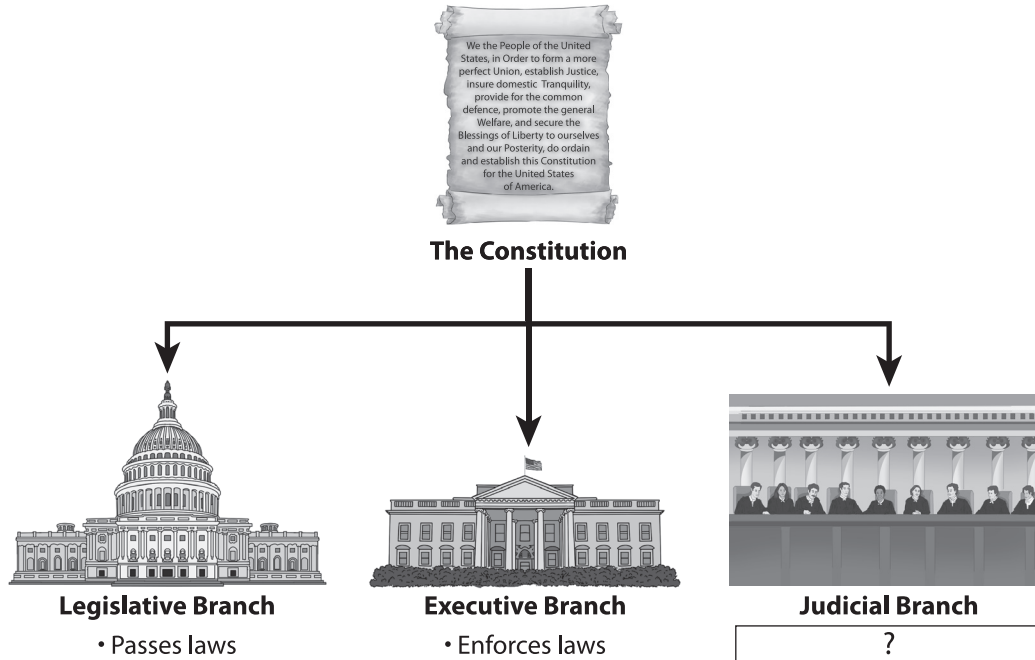
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## Assessment: Chapter 1—How the United States Government Works

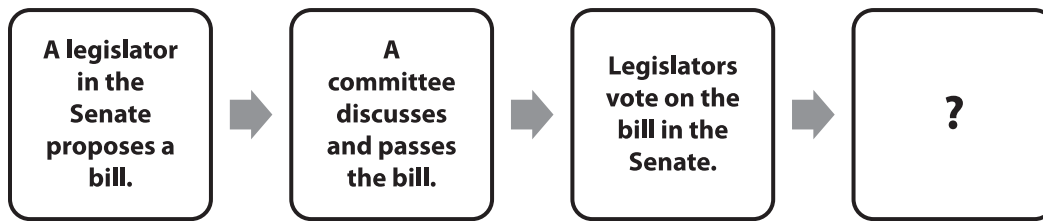
A. On your own paper, write the letter(s) that provides the best answer.

Use the diagram to answer questions 1 and 2.



1. What principle of the U.S. Constitution is shown in the diagram? (3.11)
  - a) federalism
  - b) civic virtues
  - c) checks and balances
  - d) separation of powers
2. Which phrase replaces the question mark beneath the judicial branch? (3.10.b)
  - a) decides the meaning of laws
  - b) runs the federal government
  - c) vetoes laws from the president
  - d) keeps peace between the states

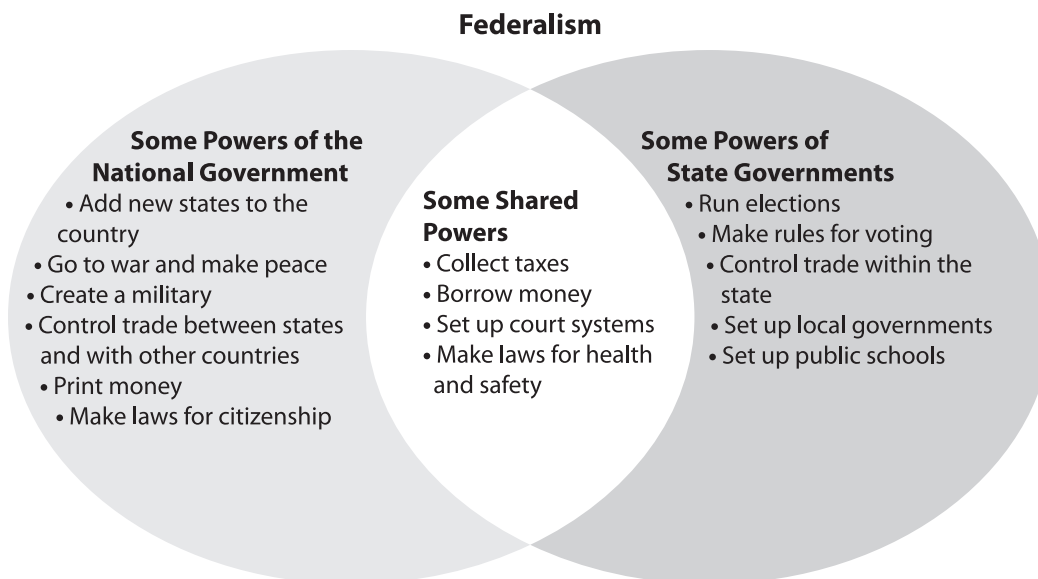
3. Use the diagram to answer the question.



Which statement describes the next step in how a bill becomes a law? (3.10.a)

- a) The bill is written.
- b) The president signs the bill into law.
- c) Both houses agree on changes in the final bill.
- d) Legislators vote on the bill in the House of Representatives.

Use the diagram to answer questions 4 and 5.



4. Based on the diagram, which power does only the national government have? (3.10.c)

- a) going to war
- b) borrowing money
- c) passing new laws
- d) making voting rules

5. Based on the diagram, which powers do only the states have? Select the **two** correct answers. (3.10.c)

- a) collecting taxes
- b) running elections
- c) creating a military
- d) setting up public schools
- e) controlling trade between states

6. Which statement best describes the relationship between state governments and the federal government under the U.S. Constitution? (3.10.c)
- a) Congress must work with states to pass laws.
  - b) The president shares judicial power with state governors.
  - c) States must follow laws passed by the U.S. Congress.
  - d) A state senator is more powerful than the president.

7. Use the excerpt from President Obama's farewell address to answer the question.

*... I learned that change only happens when ordinary people get involved and they get engaged [interested], and they come together to demand it.*

According to President Obama's speech, how do Americans make change? (3.3, 3.3.a, 3.13)

- a) by becoming citizens
  - b) by showing civic virtue
  - c) by using checks and balances
  - d) by using separation of powers
8. Use the excerpt from President Reagan's radio address to answer the question.

*Every time we vote we're grabbing a hold of a lifeline that's 3,000 miles long and more than two centuries old and, with millions of others, helping to pull America forward into the future. Yes, every time we vote we're standing up, side by side, with the Founding Fathers, with the men of Valley Forge, with patriots and pioneers throughout our history, with all those who dedicated their lives to making this a nation of the people, by the people, and for the people.*

What was President Reagan saying about voting? (3.3, 3.3.a, 3.13)

- a) It was more important in the past than it is today.
- b) It only works if millions of Americans do it.
- c) It is part of a long American tradition.
- d) It is not very important.

9. Which of these activities is the best example of good citizenship? (3.13, 3.14)
- a) paying low prices for goods in a store
  - b) serving on a jury
  - c) saving money
  - d) attending a jazz concert
10. How can Congress overturn a president's veto? (3.10.b)
- a) Congress can make the bill into a law with a two-thirds vote in both houses of Congress.
  - b) Congress can send the bill to state courts.
  - c) Congress can ask the public to vote on the bill.
  - d) Congress can have the bill made into a law with a three-fourths vote by state legislatures.
11. Which document sets the form of government for the United States? (3.11)
- a) the Constitution
  - b) the Bill of Rights
  - c) the Pledge of Allegiance
  - d) the Declaration of Independence
12. Which statement best describes the purpose of voting in elections? (3.13)
- a) to decide which laws citizens can stop following
  - b) to decide who will represent citizens in government
  - c) to decide if companies should hire more employees
  - d) to decide whether someone can start a new company
13. **On your own paper, write a well-organized paragraph in response to the following prompt:**  
The system of checks and balances allows the president of the United States to have unlimited power. Use evidence from the chapter to support or refute this claim. (3.4, 3.4.a, 3.11)

## Assessment: Chapter 2—Geography and Symbols of the United States

**A. On your own paper, write the letter(s) that provides the best answer.**

1. Which industry is important to both the Midwest and Great Plains regions? (3.16, 3.28)
  - a) technology
  - b) agriculture
  - c) industry
  - d) tourism
2. Use the image to answer the question.



Where is this physical feature located? (3.6.e, 3.20, 3.21)

- a) West Coast region
- b) Mid-Atlantic region
- c) New England region
- d) Rocky Mountain region

3. Use the image to answer the question.



Where is this type of weather common? (3.20, 3.21)

- a) Southwest region
  - b) West Coast region
  - c) Great Plains region
  - d) New England region
4. Which phrases describe the climate of the New England region? Select the **two** correct answers. (3.20)
- a) warm fall
  - b) cool spring
  - c) rainy winter
  - d) snowy winter
  - e) humid summer

5. Use the map to answer the question.



Which region is shown in the map? (3.19, 3.20, 3.21)

- a) Rocky Mountain
- b) Great Plains
- c) Midwest
- d) South

6. Which of these states are in the Southern region? Select the **two** correct answers. (3.20)

- a) Alabama
- b) Colorado
- c) Louisiana
- d) Oklahoma
- e) Pennsylvania

7. Which statement correctly compares the climates of the Mid-Atlantic and New England regions? (3.20)
- The summers are hotter in the Mid-Atlantic.
  - The winters are longer in the Mid-Atlantic.
  - The summers are hotter in New England.
  - There is more snow in the Mid-Atlantic.
8. Use the map to answer the question.



Which city is closest to the Gateway Arch? (3.19)

- Chicago
- St. Louis
- Des Moines
- Jefferson City



9. Which benefit does the Mississippi River provide? (3.16)
- a) It allows people to more easily transport goods.
  - b) It supplies water from the Pacific Ocean to farms.
  - c) It protects the Mississippi Delta from flooding.
  - d) It allows companies to transport goods from the East to the West.

10. Why are the Great Lakes important? (3.16, 3.20)
- a) They are tourist destinations for people who like to ski.
  - b) They make the soil rich for growing corn and soybeans.
  - c) They were formed by volcanoes thousands of years ago.
  - d) They are used to ship midwestern goods around the world.

**B. On your own paper, write a well-organized paragraph in response to the following prompt:**

The Southern region and the Rocky Mountain region have nothing in common.

Use evidence from the chapter to support or refute this claim. (3.4, 3.4.a, 3.20, 3.28)

## Performance Task: *Papers and Places*

**Teacher Directions:** The United States is a diverse nation with distinct cultural and geographic regions. Despite many differences in place and people, U.S. regions have much in common, including a unifying federal government and a shared belief in its constitutional principles.

Activity Page



AP 1.3

Ask students to give a short presentation in response to the following prompt. Encourage students to use information from their Student Reader and Additional Activities in their responses. Have students use the Claims and Evidence Activity Page (AP 1.3) to organize their thoughts and plan their presentations.

### Prompt:

Which is more important in shaping the identity of the United States: its government or its geography? Use evidence from the chapter reading and activities to support your claim. (3.2, 3.3.b, 3.4.a, 3.4.d)

A sample table, completed with possible notes, is provided below to serve as a reference for teachers, should some prompting or scaffolding be needed to help students get started.

<b>Sample Claim:</b>	The government of the United States is most important in shaping the identity of the United States.
<b>Reason:</b>	The U.S. Constitution includes principles that are valued and upheld by people in all regions.
<b>Evidence:</b>	<p>All Americans are given certain rights and can exercise civic virtue, regardless of who they are or where they were born.</p> <p>The federal system of government means all Americans must follow the rules of the U.S. government. At the same time, state and local governments can serve needs unique to their communities.</p> <p>The government has many national symbols that unite all Americans, like the national anthem, the Pledge of Allegiance, and mottos like <i>E pluribus unum</i>.</p> <p>People immigrate to the United States for a better life. Hundreds of thousands of people apply to be U.S. citizens each year so they can participate fully in the government.</p>
<b>Counterclaim and Answer:</b>	The geography of the United States is more important in shaping the identity of the United States. This is not true because the geography of the United States is very diverse. As a result, it has helped shaped the identity of different regions instead of the country as a whole.

## Performance Task Scoring Rubric

**Note:** Students should be evaluated on the basis of their presentation using the rubric.

Students should not be evaluated on the completion of the Claims and Evidence Activity Page (AP 1.3), which is intended to be a support for students as they think about their written responses.

<b>3</b>	<p>Response is accurate, detailed, and persuasive. It addresses all parts of the prompt. The claim is clearly stated, well developed, and fully supported with relevant information that includes both content knowledge and source details. The response demonstrates sound, cohesive reasoning and analysis, making insightful and well-explained connections between the claim, information, and evidence. The presentation is clearly articulated and focused and demonstrates strong understanding of the government and geography of the United States; a few minor errors may be present.</p> <p>Response may cite some or all of the following details:</p> <ul style="list-style-type: none"><li>• The United States has eight geographic regions with physical features, culture, and economic activities that make each area distinct.</li><li>• There are many similarities between regions, including how people make a living, where they live, and physical features. There are also many differences between regions.</li><li>• The U.S. Constitution includes principles that people uphold through civic virtue.</li><li>• Hundreds of thousands of people apply to be U.S. citizens each year.</li><li>• All citizens must follow the laws of the federal government.</li><li>• Citizens participate in federal elections.</li></ul>
<b>2</b>	<p>Response is mostly accurate, is somewhat detailed, and addresses the prompt. The claim is clearly stated and sufficiently supported and developed with some relevant information that includes both content knowledge and source details. The response demonstrates a general understanding of the government and geography of the United States, with analysis and reasoning that is somewhat cohesive and sound but may be uneven. Connections between the claim, information, and evidence are made, but some explanations may be missing or unclear. The presentation is organized, but some minor errors may be present.</p>
<b>1</b>	<p>Response shows effort but is incomplete or limited and only partially addresses the prompt. The claim may be inaccurate or vague, but it is supported by at least one piece of relevant information or evidence. The response shows some understanding of the government and geography of the United States, but analysis and reasoning, while accurate, are vague, incomplete, or lacking connections. The presentation may also exhibit issues with organization and focus.</p>

0

Response is too brief or unclear to evaluate. It lacks an identifiable claim, accurate or relevant supporting information, and accurate analysis or reasoning. The response demonstrates minimal or no understanding of the government and geography of the United States. The presentation may exhibit major issues with organization and focus.



Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 1.1

## Use with Chapter 1

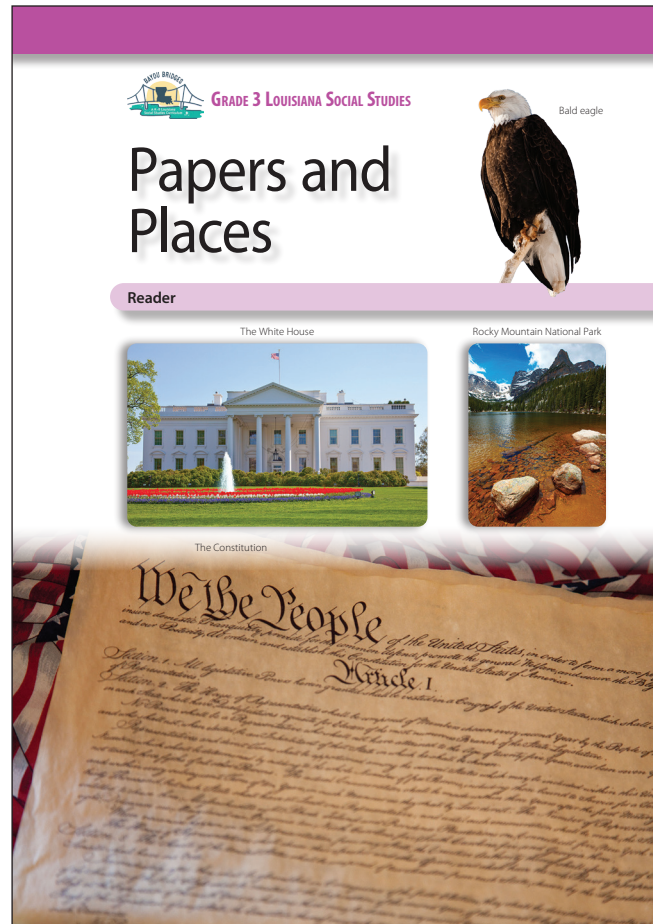
### Letter to Family

During the next few weeks, as part of our study of the Bayou Bridges Louisiana Social Studies program, your child will be learning about the government, regions, and symbols of the United States. They will learn about the structure of the U.S. Constitution, the separation of powers, the checks and balances between the three branches of government, the division of power between the federal government and the states through federalism, how a bill becomes a law, the importance of civic virtues, and how people become citizens of the United States. Students will also study the eight regions of the United States, including their unique geography, monuments and landforms, economic activities, histories, and cultural characteristics.

In this unit, students will analyze primary and secondary sources, identify geographic features using maps, and engage in interactive learning modules.

Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your family and the adults at home.

Please let us know if you have any questions.



Name \_\_\_\_\_ Date \_\_\_\_\_

**Primary Source Analysis**

<p><b>Describe the source.</b></p>	<p><b>Connect the source to what you know.</b></p>
<p><b>Understand the source. Identify its message, purpose, and/or audience.</b></p>	<p><b>Draw a conclusion from or about the source.</b></p>

**SOURCE:**

Name \_\_\_\_\_

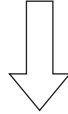
Date \_\_\_\_\_

**Activity Page 1.3**

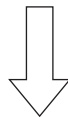
**Use with Performance Task**

**Claims and Evidence**

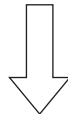
**STATE THE CLAIM** *What opinion or position are you defending?*



**STATE THE REASON** *Why should someone agree with this claim?*



**IDENTIFY THE EVIDENCE** *What details from the text and sources support the reason?*



**RECOGNIZE A COUNTERCLAIM** *What different opinion or position might someone have?  
What argument might be used against you?*

**ANSWER THE COUNTERCLAIM** *How will you disprove the counterclaim?*



Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 1.4

Use with Chapter 1

The Three Branches of Government

Use the words and phrases in the box to complete the chart. Not all of the terms will be used.

president      interpret laws      Supreme Court      population      Senate  
senators      judges      Representatives      enforces laws      makes laws  
checks and balances

Separation of Powers Outlined by the Constitution		
Legislative Branch	Executive Branch	Judicial Branch
<p>This branch comprises Congress, which is divided into two houses:</p> <p>1. _____</p> <p>2. House of _____</p> <p>3. The legislative branch _____</p> <p>4. Each state has two _____</p> <p>5. Representation in the House is based on _____</p>	<p>6. This branch is headed by the _____</p> <p>7. The executive branch _____</p>	<p>8. This branch is headed by the _____</p> <p>9. The judicial branch _____</p>
<p>10. The powers of each branch are limited by a system of _____</p> <p>_____</p>		

Name \_\_\_\_\_

Date \_\_\_\_\_

### Activity Page 1.5

### Use with Chapter 1

## Checks and Balances

Use the chart of checks and balances in the U.S. government to answer the questions that follow.

<b>Congress, Legislative Branch</b>	<b>President, Executive Branch</b>	<b>Supreme Court, Judicial Branch</b>
<ul style="list-style-type: none"><li>• makes laws</li><li>• approves or rejects the president's appointments of Supreme Court justices and federal judges</li><li>• approves treaties</li><li>• has the power to remove the president from office for serious wrongdoing</li><li>• has the power to declare war</li></ul>	<ul style="list-style-type: none"><li>• has the power to veto, or reject, a law</li><li>• appoints Supreme Court justices and federal judges</li><li>• has the power to pardon, or forgive, people of certain crimes</li><li>• commands the armed forces</li><li>• negotiates treaties</li></ul>	<ul style="list-style-type: none"><li>• interprets the meaning of laws</li><li>• has the power to declare executive actions and laws made by Congress unconstitutional and therefore null, or not in effect</li><li>• has justices appointed to serve for life, so they cannot be removed for making decisions that the president does not like</li></ul>

1. How can the Supreme Court use the Constitution to check the power of both the president and Congress?

---

---

2. How can Congress check two foreign powers of the president?

---

---

3. How do lifetime appointments to the Supreme Court check the power of the president?

---

---

Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.5 (continued)**

**Use with Chapter 1**

**4.** How does the Senate check executive influence on the Supreme Court?

---

---

**5.** How can the president check the power of Congress to make laws?

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Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 1.6**

**Use with Chapter 1**

**How a Bill Becomes a Law: Flowchart**



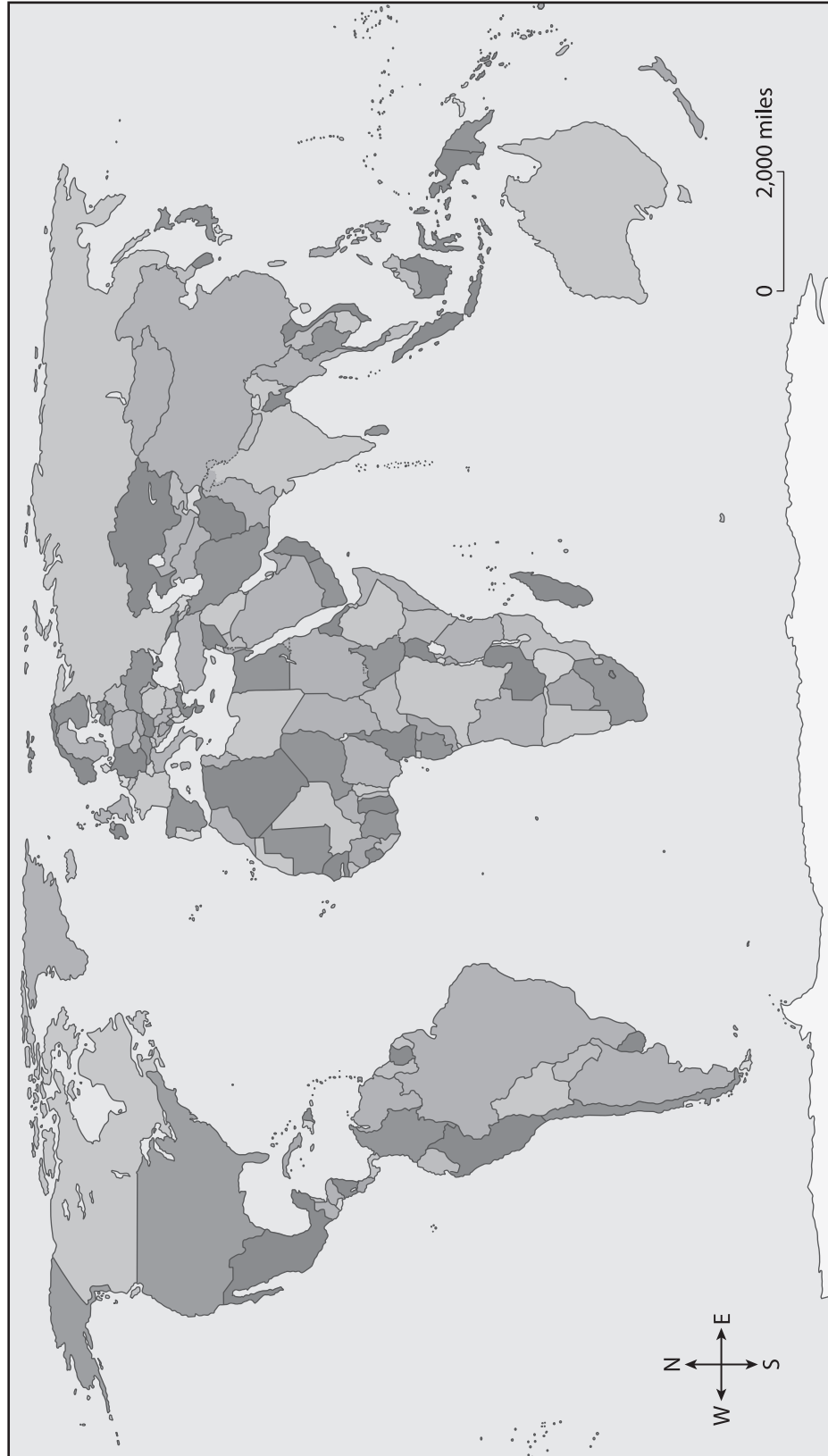
Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.1

Use with Chapter 2

World Map



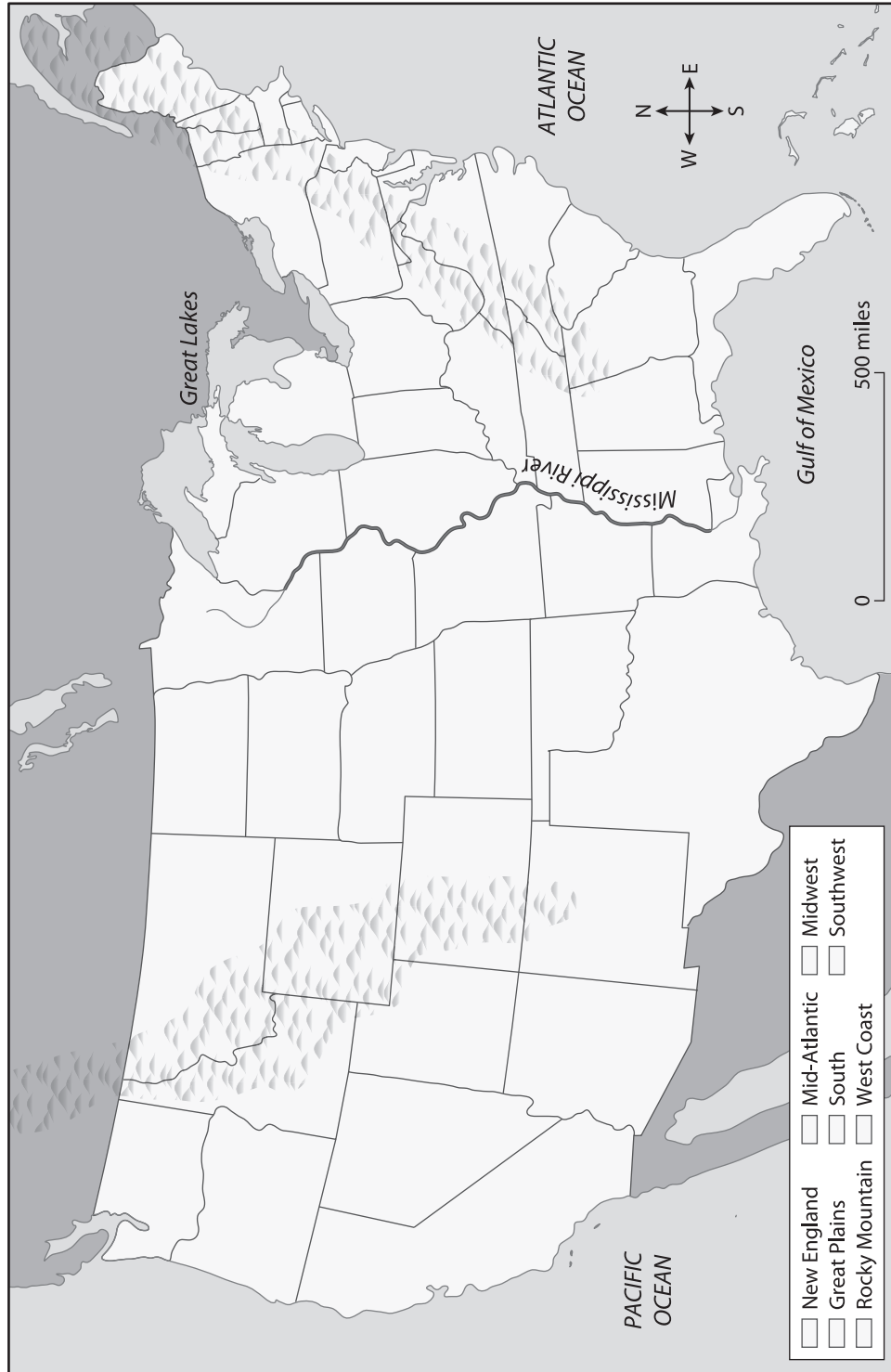
Name \_\_\_\_\_

Date \_\_\_\_\_

Activity Page 2.2

Use with Chapter 2

Regions of the United States Map



Name \_\_\_\_\_

Date \_\_\_\_\_

**Activity Page 2.3**

**Use with Chapter 2**

**Meet My Region**

**You now know about the regions of the United States. What would you like others to know about the region in which you live? First, name your state and region.**

I live in \_\_\_\_\_. It is in the \_\_\_\_\_ of the United States.

**Next, provide the following information about your state and region.**

1. Louisiana capital \_\_\_\_\_
2. Louisiana governor \_\_\_\_\_
3. Parish \_\_\_\_\_
4. Climate \_\_\_\_\_
5. A landform \_\_\_\_\_
6. A body of water \_\_\_\_\_
7. A major city \_\_\_\_\_
8. Native American groups \_\_\_\_\_
9. Early settlers \_\_\_\_\_
10. A historic site \_\_\_\_\_
11. A place of interest \_\_\_\_\_
12. An industry \_\_\_\_\_
13. A product \_\_\_\_\_

**Describe something special about your region that you would like to share with others.**

---

---

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---

Name \_\_\_\_\_

Date \_\_\_\_\_

## Activity Page 2.4

## Use with Chapter 2

### Domain Vocabulary: Chapters 1–2

For each word, write the letter of the definition.

- |       |                     |  |
|-------|---------------------|--|
| _____ | 1. legislative      | <b>a)</b> loyalty to a group   |
| _____ | 2. executive        | <b>b)</b> a saying that represents the beliefs of a person, organization, or country   |
| _____ | 3. judicial         | <b>c)</b> relating to milk or milk products  |
| _____ | 4. propose          | <b>d)</b> a person who lives and votes in an area  |
| _____ | 5. constituent      | <b>e)</b> relating to an area where people live outside of a city  |
| _____ | 6. citizen          | <b>f)</b> relating to the countryside  |
| _____ | 7. beacon           | <b>g)</b> having the power to make laws  |
| _____ | 8. naturalization   | <b>h)</b> something that guides or provides a source of hope   |
| _____ | 9. region           | <b>i)</b> a series of government-supported efforts to explore outer space  |
| _____ | 10. industry        | <b>j)</b> to put forward or suggest  |
| _____ | 11. urban           | <b>k)</b> a group of similar or related businesses   |
| _____ | 12. motto           | <b>l)</b> the growing of crops and raising of livestock for food and other purposes  |
| _____ | 13. agriculture     | <b>m)</b> the process of becoming a citizen of a country if born outside of that country   |
| _____ | 14. dairy           | <b>n)</b> able to be replaced  |
| _____ | 15. renewable       | <b>o)</b> having the power to decide questions about laws  |
| _____ | 16. rural           | <b>p)</b> relating to a city   |
| _____ | 17. mine            | <b>q)</b> to dig into the earth in search of minerals or coal  |
| _____ | 18. oil field       | <b>r)</b> a person who belongs to a country and has protections under that country's laws  |
| _____ | 19. "space program" | <b>s)</b> an oil-rich area where equipment is set up to remove the oil from the ground   |
| _____ | 20. suburban        | <b>t)</b> a large area that may have certain characteristics related to its geography, form of government, or traditions that set it apart from other places |
| _____ | 21. amend           | <b>u)</b> to change or add to something already established  |
| _____ | 22. allegiance      | <b>v)</b> having the power to carry out laws   |



# 2022 LOUISIANA STUDENT STANDARDS FOR SOCIAL STUDIES:

## GRADE 3

- 3.1** Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
- 3.2** Explain connections between ideas, events, and developments in U.S. history.
- 3.3** Use a variety of primary and secondary sources to:
- Analyze social studies content.
  - Explain claims and evidence.
  - Compare and contrast multiple sources.
- 3.4** Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:
- Demonstrate an understanding of social studies content.
  - Compare and contrast content and viewpoints.
  - Explain causes and effects.
  - Describe counterclaims.
- 3.5** Compare life in the United States in the past and present.
- 3.6** Identify and describe national historical figures, celebrations, and symbols.
- Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, the Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison.
  - Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day.
  - Describe the history of American symbols, including the Liberty Bell, U.S. flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust."
  - Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C., Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House.
  - Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.

- 3.7** Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race.
- 3.8** Describe how voluntary and involuntary migration have affected the United States.
- 3.9** Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.
- 3.10** Recognize functions of the Declaration of Independence and the Constitution of the United States.
- Describe the process by which a bill becomes law.
  - Describe the responsibilities of the three branches of government.
  - Explain the relationship between the federal government and state government.
  - Compare and contrast representative democracy (republic) and monarchy.
  - Explain how our founding documents protect individuals' rights to life, liberty, and the pursuit of happiness.
- 3.11** Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States.
- 3.12** Explain the significance of the Emancipation Proclamation and the Thirteenth Amendment.
- 3.13** Describe civic virtues: voting, running for office, serving on committees, and volunteering.
- 3.14** Describe how and why people become citizens of the United States.
- 3.15** Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.
- Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
  - Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs.
  - Explain how supply and demand can affect the prices of goods and services.
  - Differentiate between imports and exports.
  - Explain why and how people specialize in the production of goods and services.
- 3.16** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.
- 3.17** Describe the relationship between scarcity and opportunity cost in economic decision-making.
- 3.18** Describe the importance of personal financial decision-making such as budgeting and saving.
- 3.19** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 3.20** Describe the geographic features of places in the United States.

- 3.21** Interpret geographic features of the United States using a variety of tools such as different types of maps and photos.
- 3.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 3.23** Locate and describe the seven continents and five oceans.
- 3.24** Describe the relative location of the United States.
- 3.25** Describe why and how people in the United States have modified their environment.
- 3.26** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 3.27** Describe the importance of conservation and preservation.
- 3.28** Describe how the regions of the United States vary culturally and economically.

# Answer Key: Papers and Places

## Chapter Assessments

### Chapter 1

- A. 1. d 2. a 3. d 4. a 5. b, d 6. c 7. b 8. c 9. b  
10. a 11. a 12. b
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as checks and balances prevent each branch from becoming too powerful; the president checks the power of Congress by vetoing laws; Congress checks the power of the president by overriding vetoes; the president oversees the military, but Congress balances this power by having the power to declare war. Answers should include explanations of how the evidence supports the claim.

### Chapter 2

- A. 1. b 2. b 3. c 4. b, d 5. a 6. a, c 7. a 8. b  
9. a 10. d
- B. Students should clearly state an accurate claim and support it with relevant evidence, such as both regions have mountain ranges, the importance of tourism, and mining as an economic activity. Answers should include explanations of how the evidence supports the claim.

## Activity Pages

### Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature (Reagan)

**Describe the source:** The source is an address given by former president Ronald Reagan shortly before the elections of 1986. The source describes why he believed it was so important for people to vote.

**Connect the source to what you know:** Presidents often use examples from American history to encourage people to get involved in government and politics. A common way for people to get involved is to vote for candidates running for office.

**Understand the source:** The purpose of Reagan's address was to convince people they should vote. He wanted them to understand that the right to vote is something that previous generations of Americans fought for, dating back to the Founders of the country. He encouraged everybody from all political parties to vote.

**Draw a conclusion from or about the source:** President Reagan had a lot of appreciation for what Americans in the past had done to give people the right to vote.

### Primary Source Analysis (AP 1.2): Chapter 1 Primary Source Feature (Obama)

**Describe the source:** The source is a speech given by former president Barack Obama at the end of his time in office. The source describes his views of government and the importance of citizens.

**Connect the source to what you know:** Presidents give farewell addresses to reflect on their time in office and to give advice to the next president and to citizens. Citizens show their civic virtue by participating in government and by upholding the principles of the Constitution.

**Understand the source:** The purpose of President Obama's farewell address was to remind citizens that they play an important role in the government. He wanted people to remember that by working together and working hard for a cause, they can improve their communities and the country for all citizens.

**Draw a conclusion from or about the source:** President Obama had a positive view of American citizens and believed in their ability to create positive change.

### The Three Branches of Government (AP 1.4)

- |                    |                         |
|--------------------|-------------------------|
| 1. Senate          | 6. president            |
| 2. Representatives | 7. enforces laws        |
| 3. makes laws      | 8. Supreme Court        |
| 4. senators        | 9. interprets laws      |
| 5. population      | 10. checks and balances |

### Checks and Balances (AP 1.5)

1. The Supreme Court can declare laws passed by Congress and presidential acts unconstitutional.
2. Congress must approve treaties signed by the president; Congress has the power to declare war.
3. The president cannot simply remove a justice from office for making a decision that goes against the president's will.
4. Congress must approve presidential appointments to the Supreme Court.
5. The president can veto laws.

**How a Bill Becomes a Law: Flowchart (AP 1.6)**

1. Congress members discuss the bill in committee.
2. The House of Representatives vote on the bill.
3. The Senate discuss and then vote on the bill.
4. The bill is sent to the White House for the president to sign and make it a law.

**Regions of the United States Map (AP 2.2)**

See map in Student Reader, p. 15.

**Domain Vocabulary: Chapters 1–2 (AP 2.4)**

- |      |      |
|------|------|
| 1. g | 4. j |
| 2. v | 5. d |
| 3. o | 6. r |

- |       |       |
|-------|-------|
| 7. h  | 15. n |
| 8. m  | 16. f |
| 9. t  | 17. q |
| 10. k | 18. s |
| 11. p | 19. i |
| 12. b | 20. e |
| 13. l | 21. u |
| 14. c | 22. a |





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