



North America: Geography and Environment



Teacher Guide

Mexico City, Mexico



Gateway Arch, U.S.A.



Dog sleds, Canada



North America: Geography and Environment

Teacher Guide



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ISBN: 979-8-88970-116-3

North America: Geography and Environment

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**North America: Geography and Environment
Teacher Guide**

Bayou Bridges Louisiana Social Studies, Grade 2

Introduction

ABOUT THIS UNIT

The Big Idea

Maps and globes show locations and some of the natural and human-made features of places. North America is a place with diverse physical and human geography.

When people travel to different places, they often rely on maps for information about location, distance, attractions, and much more. Map features—such as the compass rose, symbols and map keys, and map scales—help people understand the information about physical and human geography shown on the map. Using and interpreting information on maps is an essential skill that helps people navigate places near and far.

North America is a large continent with diverse geography, weather, peoples, plants, and animals. It includes the United States, Canada, and Mexico. North America has varied physical features, including mountains, plains, deserts, coasts, peninsulas, islands, rivers, and lakes. The continent also has varied climates and weather patterns, including extreme weather such as blizzards, hurricanes, and floods. Geography influences how and where people live in North America, resulting in a wide variety of economic activities and land use.

What Students Should Already Know

Students in Bayou Bridges should already be familiar with:

Grade K

- what maps and globes represent and how they are used
- rivers, lakes, and mountains: what they are and how they are represented on maps and globes
- meanings of basic terms of spatial awareness necessary for working with maps
- how to use relative location to describe different places
- how people in the United States interact with their environment, including using natural resources and modifying their environment
- how weather impacts daily life and choices, using examples of people in different weather conditions in the United States
- why people may move from place to place within the United States

Grade 1

- how to use a map
- features of a map: key (or legend), symbols, scale, compass rose
- directions on a map: north, south, east, west
- seven continents and five oceans
- location of the United States of America on the continent of North America
- location of the state of Louisiana in the United States of America
- differences between a town, parish, region, state, and country
- physical characteristics of Louisiana, including the state's natural resources
- ways that people in Louisiana change and adapt to their environment

What Students Need to Learn

Spatial Sense

- what maps and globes represent and how they are used
- features of a map: key (or legends), symbols, scale, compass rose
- cardinal directions (north, south, east, west) and relative location

- location of the four hemispheres
- locations of the equator and prime meridian

Geography of North America

- human-made monuments and landmarks in the United States
- natural landmarks in the United States
- geographic features and characteristics of the United States, Canada, and Mexico
- economic activities and ways people use land in urban, suburban, and rural environments
- natural disasters common in North America and their effects

AT A GLANCE

The most important ideas in Unit 1 are the following:

- The compass rose, symbols, map key, and map scale help us understand and read a map.
- The equator divides Earth into the Northern and Southern Hemispheres; the prime meridian divides Earth into the Eastern and Western Hemispheres.
- The United States is home to many human-made and natural monuments and landmarks.
- North America is home to diverse geographic features, including mountains, hills, plains, deserts, coasts, peninsulas, islands, lakes, and rivers. This diversity shapes the way people live in different parts of the United States, Canada, and Mexico.
- People living in rural, suburban, and urban areas use the land and earn their living in different ways.
- Natural disasters such as hurricanes, tornadoes, and earthquakes affect the way people live in North America.

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.

Teacher Components

North America: Geography and Environment Teacher Guide—This Teacher Guide includes a general unit introduction, followed by specific instructional guidance. Primary Focus Objectives, Core Vocabulary, a lesson introduction, and the Student Book text to be read aloud—in the form of actual replicated Student Book pages—are included for each chapter. The Read Aloud sections of the Student Book are divided into segments so that the teacher can pause and discuss each part of the Read Aloud with students. It is important to discuss the images that accompany the text with the students too.

The instructional guidance for each chapter also includes Support notes, a Check for Understanding, and, when appropriate, Additional Activities—such as virtual field trips, short film clips, literature activities, and art activities—that may be used to reinforce students’ understanding of the content. These Additional Activities are intended to provide choices for teachers and should be used selectively.

A Culminating Activity, Chapter Assessments, a Performance Task Assessment, and Student Activity Pages are included at the end of this Teacher Guide in Teacher Resources, beginning on page 72. The Activity Pages are numbered to correspond with the chapter for recommended use and also indicate the recommended order for use. For example, AP 1.1 is a letter to family designed to be used at the start of the unit.

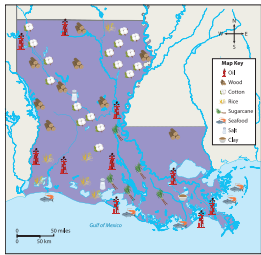
- » The Chapter Assessments test knowledge of each chapter, using a standard testing format. The teacher reads multiple-choice questions or fill-in-the-blank statements aloud, and students are then asked to answer these questions by circling a picture representing the correct response on the Chapter Assessment Student Answer Sheet.
- » The Culminating Activity provides students an opportunity to review unit content knowledge prior to the Performance Task Assessment.
- » The Performance Task Assessment allows students to apply and demonstrate the knowledge learned during the unit by drawing and talking about images representing key content.
- » The Activity Pages are designed to reinforce and extend content taught in specific chapters. The Teacher Guide lessons provide clear direction as to when to use specific Activity Pages. Teachers will need to make sufficient copies of the Activity Pages they choose to use for all students in their class.

North America: Geography and Environment Timeline Card Slide Deck—fifteen individual images related to map use and the geography of North America. 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, chapter by chapter, as to which card(s) to display. The Timeline Cards will be a powerful learning tool, enabling you and your students to track important themes and events from the unit.

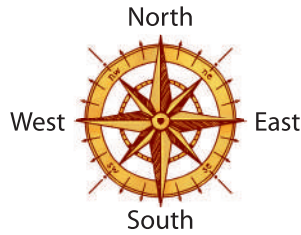
Use this link to download the Bayou Bridges Online Resources for this unit, where the specific link to the Timeline Card Slide Deck may be found:

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

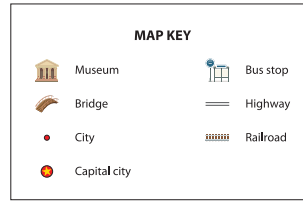
You may wish to print the Timeline Cards to create a physical gallery in your classroom. To do so, you will need to identify available wall space in your classroom on which you can post the Timeline Cards over the course of the unit. The gallery may be oriented either vertically or horizontally, even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



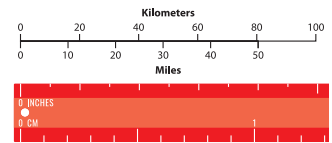
Chapter 1



Chapter 1



Chapter 1



Chapter 1



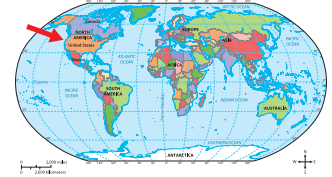
Chapter 1



Chapter 1



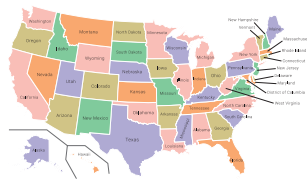
Chapter 1



Chapter 2



Chapter 2



Chapter 2



Chapter 3



Chapter 3



Chapter 4



Chapter 4



Chapter 4

Student Component

The *North America: Geography and Environment* Student Book includes four chapters, intended to be read aloud by the teacher as the students look at images on each page.

As you will note when you examine the Student Book, minimal text is included on each page. Instead, colorful photos and engaging illustrations dominate the Student Book pages. The design of the Student Book in this way is intentional because students in Kindergarten–Grade 2 are just learning to read. At these grade levels, students are learning how to decode written words, so the complexity and amount of text that these young students can actually read is quite limited.

While some advanced students may be able to read words on a given page of the Student Book, as a general rule, students should not be expected or asked to read the text on the Student Book pages aloud. The text in the Student Book is there so that teachers and parents can read it when sharing the Student Book with students.

The intent of the Grades K–2 Bayou Bridges units is to build students’ understanding and knowledge of social studies. It is for this very reason that in Bayou Bridges Grades K–2, the content knowledge of each lesson is delivered to students using a teacher Read Aloud, accompanied by detailed images. Cognitive science research has clearly documented the fact that students’ listening comprehension far surpasses their reading comprehension well into the late elementary and early middle school grades. Said another way, students are able to understand and grasp far more complex ideas and texts by hearing them read aloud than they would ever be able to comprehend by reading to themselves.

USING THE TEACHER GUIDE

Pacing

The *North America: Geography and Environment* unit is one of four social studies units in the Grade 2 Bayou Bridges Curriculum Series that we encourage teachers to use over the course of the school year. A total of forty-five days has been allocated to the *North America: Geography and Environment* 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 2 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

Within each Read Aloud, Core Vocabulary words appear in boldface color (**like this**). You may sometimes wish to preview one or two of these vocabulary words before a segment of the Read Aloud.

In most instances, however, it may be more effective to pause and explain the meanings of the words as they are encountered when reading aloud.

It is important to note that students at this grade level are not expected to give definitions of the Core Vocabulary words. Rather, the intent is for the teacher to model the use of Core Vocabulary in the Read Aloud and in discussions about the Read Aloud to expose students to challenging, domain-specific vocabulary. If students hear these words used in context by the teacher over the entire unit, they will gain an increasingly nuanced understanding of the words. With support and encouragement from the teacher, students may even begin to use these same words in their own oral discussions of the unit.

Interspersed throughout the lessons, you will note instances in which instructional guidance is included. This guidance may call the teacher's attention to Core Vocabulary and idiomatic or figurative language that may be confusing and therefore require explanation. In other instances, Supports may direct the teacher to call attention to specific aspects of an image—as shown on a page in the Student Book. And, in some instances, a Challenge, usually a more demanding task or question, may be included for teachers' optional use.

You will also notice within the Read Aloud segments that the Teacher Guide directs you to pause occasionally to ask questions about what students have just heard. By using this carefully scaffolded approach to reading aloud and discussing a portion of the content a bit at a time, you will be able to observe and ensure that all students understand what they have heard before you proceed to the next section of the Read Aloud.

Picture This

During the reading of each 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 as you read a particular paragraph. Students who struggle to identify images may need a bit more support.

Turn and Talk

You will also notice specific instances in the Read Aloud portion of the lesson designated as Turn and Talk opportunities. During these times, teachers should direct students to turn and talk to a partner to discuss specific things. These types of discussion opportunities will allow students to more fully engage with the content and will bring to life the topics and events being discussed.

Framing Questions and Core Vocabulary

At the beginning of each Read Aloud segment in the Teacher Guide, you will find a Framing Question. The answer to each Framing Question is included as part of the Read Aloud in each chapter of the Student Book. At the end of each Read Aloud segment, you will be prompted to formally re-ask the Framing Question for students to discuss during the Check for Understanding. Key vocabulary, phrases, and idioms are also identified in each lesson of the Teacher Guide.

Read Aloud Chapters	Framing Questions	Core Vocabulary
Chapter 1: Using Maps	How and why do people use maps?	maps, natural resources, compass rose, map key, capital city, physical geography, rivers, lakes, deserts, forests, map scale, globes, equator, hemisphere, prime meridian
Chapter 2: North America: The United States	What are some important geographical features of the United States?	continent, government, laws, landscapes, industry, urban, peninsula, hurricanes, rural, tornadoes, mine, tourism, canyons, natural wonder, suburban, bay, rainforests, islands, volcanoes, tropical forests
Chapter 3: North America: Canada	What are some important geographical features of Canada?	border, mainland, flooding
Chapter 4: North America: Mexico	What are some important geographical features of Mexico?	population, central, soil, ash, irrigation, ruins, factories, producer, natural disasters, earthquakes

Activity Pages

Activity Pages



The following Activity Pages can be found in Teacher Resources, pages 92–102. They are to be used with the lesson specified to support the Read Aloud, as part of an Additional Activity, or as a way to make parents aware of what children are studying. Be sure to make sufficient copies for your students before conducting the activities.

AP 1.1

AP 1.2

AP 1.3

AP 1.4

AP 2.1

AP 2.2

AP 3.1

AP 4.1

AP 4.2

AP CA.1

- Chapter 1—Letter to Family (AP 1.1)
- Chapter 1—Treasure Hunt (AP 1.2)
- Chapters 1 and 4—World Map (AP 1.3)
- Chapter 1—Around the World (AP 1.4)
- Chapter 2—Map of the United States (AP 2.1)
- Chapter 2—Show and Tell Map of the United States (AP 2.2)
- Chapter 3—Map of Canada (AP 3.1)
- Chapter 4—Map of Mexico (AP 4.1)
- Chapter 4—North American Countries (AP 4.2)
- Culminating Activity—Travel Poster (AP CA.1)

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, which you should check prior to using them in class.

Books

- Baby Professor. *Munching on Churros in Mexico*. Geography Literacy for Kids: Children's Mexico Books. Newark, DE: Speedy Publishing, 2017.
- Bowers, Vivien. *Wow Canada! Exploring This Land from Coast to Coast to Coast*. Toronto: Owl Communications, 2000.
- Bowles, David. *My Two Border Towns*. Illustrated by Erika Meza. New York: Kokila, 2022.
- Chin, Jason. *Grand Canyon*. New York: Roaring Brook Press, 2018.
- Czekaj, Jeff. *Austin, Lost in America: A Geography Adventure*. New York: Balzer & Bray, 2015.
- Gonzales, Doreen. *Up North and Down South: Using Map Directions*. North Mankato, MN: Capstone Press, 2016.
- Greenwood, Barbara. *The Kids Book of Canada*. Illustrated by Jock MacRae. Toronto: Kids Can Press, 2007.
- Hirsch, Rebecca E. *North America*. Rookie Read-About Geography: Continents. New York: Scholastic, 2012.
- Koponen, Libby. *North America*. New True Books: Geography. New York: Children's Press, 2009.
- McDonnell, Ginger. *Next Stop: Mexico*. TIME FOR KIDS® Nonfiction Readers. Huntington Beach, CA: Teacher Created Materials, 2011.
- McLeod, Elizabeth. *Canada Year by Year*. Illustrated by Sydney Smith. Toronto: Kids Can Press, 2016.
- Mullen, Diana C. *One Little Lot: The 1-2-3s of an Urban Garden*. Illustrated by Oriol Vidal. Watertown, MA: Charlesbridge, 2021.
- Murphy, Claire Rudolf, and Charles Mason. *A Child's Alaska*. Portland, OR: Alaska Northwest Books, 2012.
- Perkins, Chloe. *Living in Mexico*. New York: Simon Spotlight, 2016.
- Rau, Dana Meachen. *U.S. Landforms*. New York: Children's Press, 2012.
- Sherman, Jill. *Continents: What You Need to Know*. North Mankato, MN: Capstone Press, 2018.
- Spelman, Cornelia Maude. *Everybody's Somewhere*. Illustrated by Alea Marley. London, U.K.: Seagrass Press, 2018.
- Tonatiuh, Duncan. *Danza!: Amalia Hernández and El Ballet Folklórico de México*. New York: Abrams Books for Young Readers, 2018.
- Turk, Evan. *You Are Home: An Ode to the National Parks*. New York: Atheneum Books for Young Readers, 2020.

NORTH AMERICA: GEOGRAPHY AND ENVIRONMENT SAMPLE PACING GUIDE

For schools using the Bayou Bridges Social Studies Curriculum

TG—Teacher Guide; SB—Student Book; AP—Activity Page

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

North America: Geography and Environment

<p>"Using Maps" Core Lesson (TG & SB, Chapter 1, pages 2–5)</p>	<p>"Practicing Directions" (TG, Chapter 1 Additional Activities, AP 1.2, AP 1.3)</p>	<p>"Practicing Directions" (TG, Chapter 1 Additional Activities, AP 1.2, AP 1.3)</p>	<p>"Practicing Directions" (TG, Chapter 1 Additional Activities, AP 1.2, AP 1.3)</p>	<p>"Places in the Park" (TG, Chapter 1 Additional Activities)</p>
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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

North America: Geography and Environment

<p>"Places in the Park" (TG, Chapter 1 Additional Activities)</p>	<p>"Using Maps" Core Lesson (TG & SB, Chapter 1, pages 6–7)</p>	<p>"Around the World" (TG, Chapter 1 Additional Activities, AP 1.3, AP 1.4)</p>	<p>Chapter 1 Assessment</p>	<p>"North America: The United States" Core Lesson (TG & SB, Chapter 2, pages 8–10)</p>
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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

North America: Geography and Environment

<p>"Where Do I Live?" (TG, Chapter 2 Additional Activities, AP 2.1)</p>	<p>"North America: The United States" Core Lesson (TG & SB, Chapter 2, pages 11–13)</p>	<p>"North America: The United States" Core Lesson (TG & SB, Chapter 2, pages 14–19)</p>	<p>"North America: The United States" Core Lesson (TG & SB, Chapter 2, pages 20–23)</p>	<p>"Reading a Resource Map" (TG, Chapter 2 Additional Activities)</p>
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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

North America: Geography and Environment

"Show and Tell Geography" (TG, Chapter 2 Additional Activities, AP 2.2)	"America the Beautiful" (TG, Chapter 2 Additional Activities)	"My Map of the United States" (TG, Chapter 2 Additional Activities, AP 2.1)	"Musical Geography" (TG, Chapter 2 Additional Activities)	Chapter 2 Assessment
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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

North America: Geography and Environment

"North America: Canada" Core Lesson (TG & SB, Chapter 3, pages 24–26)	"Learning to Look: Inuit Art" (TG, Chapter 3 Additional Activities)	"Learning to Look: Inuit Art" (TG, Chapter 3 Additional Activities)	"North America: Canada" Core Lesson (TG & SB, Chapter 3, pages 27–29)	"North America: Canada" Core Lesson (TG & SB, Chapter 3, pages 30–32)
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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

North America: Geography and Environment

"Country Flag: Canada" (TG, Chapter 3 Additional Activities)	"Compare and Contrast" (TG, Chapter 3 Additional Activities)	"Map of Canada" (TG, Chapter 3 Additional Activities, AP 3.1)	"Visiting Canada" (TG, Chapter 3 Additional Activities)	Chapter 3 Assessment
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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

North America: Geography and Environment

"North America: Mexico" Core Lesson (TG & SB, Chapter 4, pages 33–35)	"North America: Mexico" Core Lesson (TG & SB, Chapter 4, pages 36–38)	"Make a Model of a Maya Pyramid" (TG, Chapter 4 Additional Activities)	"Country Flag: Mexico" (TG, Chapter 4 Additional Activities)	"Chocolate from Mexico" (TG, Chapter 4 Additional Activities)
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Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

North America: Geography and Environment

"North America: Mexico" Core Lesson (TG & SB, Chapter 4, pages 39–40)	"Geography and Landmarks in Mexico" (TG, Chapter 4 Additional Activities, AP 1.3, AP 4.1)	"Visiting Mexico" (TG, Chapter 4 Additional Activities, AP 4.1)	Chapter 4 Assessment	Then and Now (TG & SB, Chapter 4, page 41)
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Week 9

Day 41

Day 42

Day 43

Day 44

Day 45

North America: Geography and Environment

"North America Map Puzzle" (TG, Chapter 4 Additional Activities)	"Which Country Is It?" (TG, Chapter 4 Additional Activities, AP 4.2)	Culminating Activity	Unit 1 Performance Task	Unit 1 Performance Task
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NORTH AMERICA: GEOGRAPHY AND ENVIRONMENT PACING GUIDE

_____’s class

(A total of forty-five days has been allocated to the *North America: Geography and Environment* unit in order to complete all Grade 2 history and geography units in the Bayou Bridges Curriculum Series.)

Week 1

Day 1

Day 2

Day 3

Day 4

Day 5

North America: Geography and Environment

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Week 2

Day 6

Day 7

Day 8

Day 9

Day 10

North America: Geography and Environment

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Week 3

Day 11

Day 12

Day 13

Day 14

Day 15

North America: Geography and Environment

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Week 4

Day 16

Day 17

Day 18

Day 19

Day 20

North America: Geography and Environment

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Week 5

Day 21

Day 22

Day 23

Day 24

Day 25

North America: Geography and Environment

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Week 6

Day 26

Day 27

Day 28

Day 29

Day 30

North America: Geography and Environment

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Week 7

Day 31

Day 32

Day 33

Day 34

Day 35

North America: Geography and Environment

--	--	--	--	--

Week 8

Day 36

Day 37

Day 38

Day 39

Day 40

North America: Geography and Environment

--	--	--	--	--

Week 9

Day 41

Day 42

Day 43

Day 44

Day 45

North America: Geography and Environment

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CHAPTER 1

TOPIC: Using Maps

Primary Focus Objectives

- ✓ Identify and use the features of a map, including compass rose, symbols, map key, and map scale. (2.20)
- ✓ Describe the physical geography of the United States. (2.21)
- ✓ Locate the four hemispheres, the equator, and the prime meridian. (2.22)
- ✓ Understand the meaning of the following domain-specific vocabulary: *maps, natural resources, compass rose, map key, capital city, physical geography, rivers, lakes, deserts, forests, map scale, globes, equator, hemisphere, and prime meridian.*

Materials Needed

Activity Page



AP 1.1

- individual student copies of *North America: Geography and Environment* Student Book
- individual student copies of Letter to Family (AP 1.1)

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About Using Maps”:

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

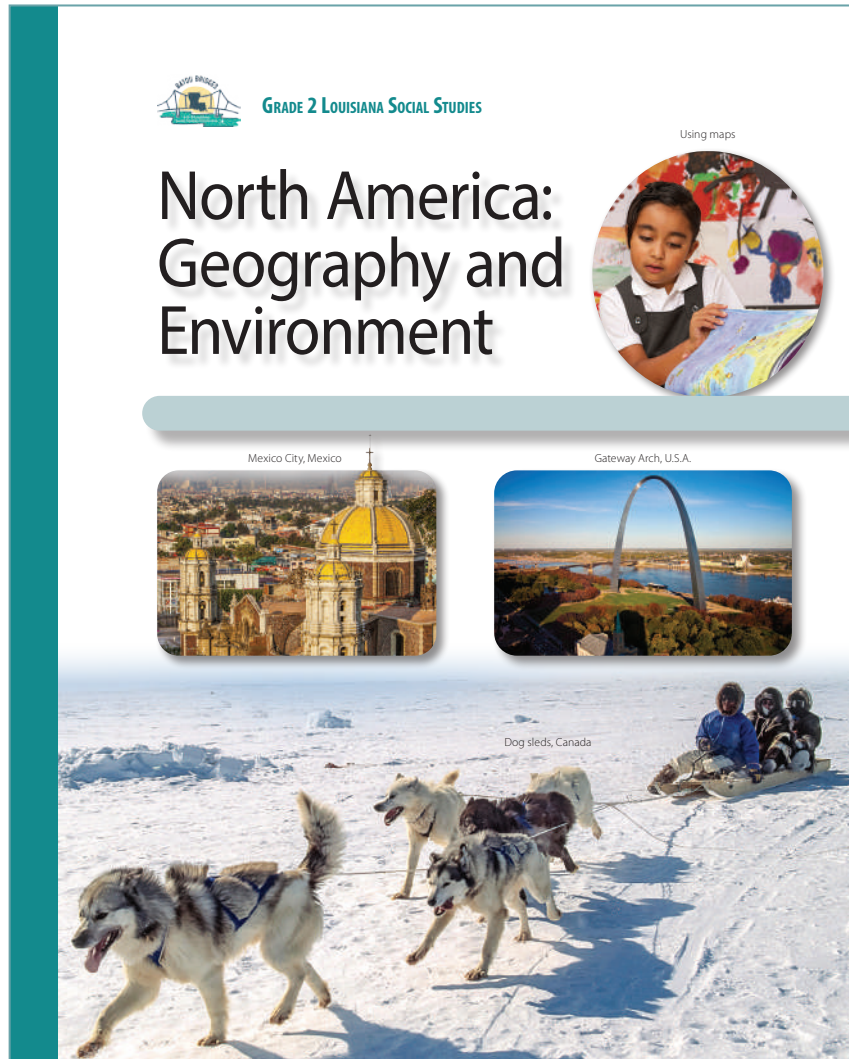
THE CORE LESSON

Introduce *North America: Geography and Environment* and Chapter 1: “Using Maps”

Tell students that this unit is about geography, or the study of places. Invite volunteers to share what they learned about geography in earlier grades. Record their responses on the board or chart paper. Students may reference maps and globes, continents, oceans, various landforms, or places in Louisiana.

Remind students that they live in the city or town of [name your city or town] in the state of Louisiana in the country of the United States on the continent of North America. In this unit, students will explore countries of North America.

Distribute copies of the Student Book to the class. Ask students to look at the cover and describe what they see.



Tell students that before they “visit” North America, they are going to learn about maps. Maps help us find our way around. Invite volunteers to share what they already know about maps.

Framing Question

How and why do people use maps?

Core Vocabulary

maps natural resources compass rose map key capital city
physical geography rivers lakes deserts forests
map scale globes equator hemisphere prime meridian

Chapter 1: “Using Maps”

Ask students to turn to page 2 of the Student Book and look at the images as you read aloud. Tell them that the title of this chapter is “Using Maps.”

CHAPTER 1

Using Maps

Maps are important sources of information. They come in all sizes and colors, and they are found in many different places. One place you can find maps is in an atlas. An atlas is a big book filled with different maps.



Some maps are on pieces of paper that can be folded to fit in your pocket. Today, people can also get maps on their phones. Some cities even have maps on big screens to help you find your way around.



Maps show many different things. Some maps might show someone how to find their way around a park. Do you see the path on this map? Look at the map to see where the path leads.



Park Map

Map Key	
	Tree
	Bench
	Slide
	Sandbox
	Swings
	Pond
	Path

CORE VOCABULARY—Explain that **maps** are pictures or drawings that show information about a place.

SUPPORT—Share with students a time when you used a map. It can be any type of map, such as a map on a phone app or a map at a shopping mall, amusement park, or zoo. Then ask students to share experiences they have had with maps. Encourage students to talk about the type of map they used, what features were on it, and if the map was helpful.

SUPPORT—If an atlas is available in the school or classroom library, share it with students.

SUPPORT—Direct students’ attention to the park map. Have students identify the path and what they see along the path. (*trees, benches, slide, swings, pond, sandbox*) Point out the map key. Explain that the symbols in the key can be used to find things on the map. Have students point to each symbol in the key as you read the labels aloud. Then have them point to the item(s) on the map. (2.20)

Ask students the following question:

LITERAL—Where can people find maps? (2.20)

- » People can find maps in an atlas. Some maps are on pieces of paper small enough to fit in a pocket. People can get maps on their phones, and some cities have maps on big screens.

Now ask students to look at the images on page 3 as you read aloud.

Some maps show land features, such as mountains and valleys. Some maps show information about natural resources and crops that people grow, like rice or sugarcane. And others might show a town, a state, a country, or even the whole world!

Natural Resources and Crops of Louisiana

No matter what kind of map you are looking at, you need to know where north, south, east, and west are. These are the four main directions. Maps have something called a compass rose on them. A compass rose points you to where north, south, east, and west are on the map. Can you see a compass rose on the map of natural resources and crops above?

CORE VOCABULARY—Explain that **natural resources** are things found in nature that are useful to people. For example, water is a natural resource that is found in rivers and lakes and underground and that people use for drinking, washing, and swimming.

SUPPORT—Direct students to the Louisiana natural resources map. Explain that this map shows where different natural resources are found in Louisiana. Have students study the symbols on the map and map key. Ask: What do you think these symbols represent? (*The symbols represent natural resources found in Louisiana, like wood and seafood.*) Explain the meaning of each symbol on the map, showing students how to use the map key to do so. **(2.20)**

CORE VOCABULARY—Explain that a **compass rose** is a diagram that indicates directions on a map.

SUPPORT—Have students point to the compass rose on the map. Ask: What four directions does the compass rose show? (*north, south, east, west*) Demonstrate for students how to use the compass rose to identify the northern, southern, eastern, and western portions of Louisiana. Ask: Using the map key and compass rose, tell me where you can find seafood in Louisiana. (*in the south*) **(2.20)**

SUPPORT—Have students look at the compass rose on page 3. Point to the lines on the compass rose that appear between the cardinal directions: north, south, east, and west. Explain that these lines show intermediate directions. When we give directions or describe the relative location of an object or place, we often use more than one of the cardinal directions. Point to the seafood symbols in the lower right corner of the map and to the oil symbol in the upper left corner of the map. Explain that the oil fields are both north and west of the seafood industry. We say this as *northwest*. Explain that when we give intermediate directions, we say *north* and *south* first. Then, point to each of the intermediate directions on the map, and invite volunteers to say what they think each is called. (*clockwise starting from north: northeast, southeast, southwest, northwest*) **(2.20)**

Ask students the following questions:

LITERAL—What does the map on this page show? **(2.3, 2.4, 2.20)**

- » The map shows natural resources in Louisiana.

LITERAL—What is a compass rose for? **(2.20)**








- » A compass rose tells which direction north, south, east, and west are on a map.


EVALUATIVE—Look at the map. Find the symbol for clay. In what part of Louisiana can we find clay? **(2.20)**

- » We can find clay in the southeast part of Louisiana.

Now ask students to look at the images on page 4 as you read aloud.

Maps also have symbols that stand for special places and things. The map key tells us what these symbols mean. For example, dots often show where cities are on a map. A star usually stands for a capital city. Tiny pictures may show things such as highways, railroads, museums, and bus stops. The symbols can also tell us about the natural resources of a place. Map keys can be very helpful when you are trying to find a certain location in a big place!

MAP KEY			
	Museum		Bus stop
	Bridge		Highway
	City		Railroad
	Capital city		



4

CORE VOCABULARY—Explain that a **map key** is the part of a map that explains what the symbols and colors on the map mean.

SUPPORT—Remind students that symbols are things that represent something else. For example, a heart is a symbol of love. Maps often use small pictures or different kinds of lines as symbols for places or geographic features.

CORE VOCABULARY—Explain that a **capital city** is the place where a state or country’s government meets to make decisions and laws.

SUPPORT—Direct students to look at the map key on page 4. First, invite students to guess what each symbol represents. Then read the list aloud, having students point to each symbol as you read its label.

Ask students the following questions:

LITERAL—What is a map key for? (2.20)

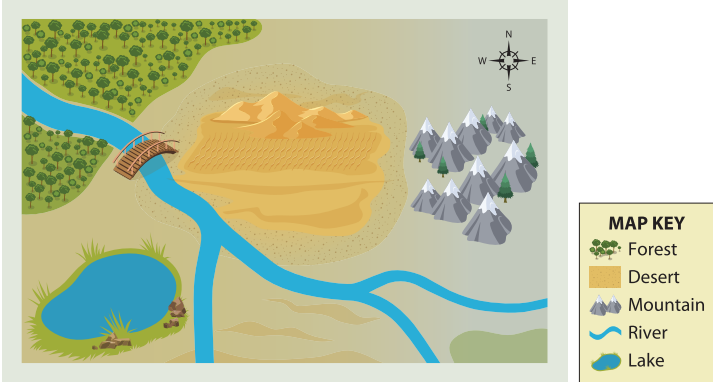
» A map key tells what the symbols on a map mean.

LITERAL—What symbol is often used to show a city on a map? (2.20)


» A dot is often used to show a city. A star often shows a capital city.

Now ask students to look at the images on page 5 as you read aloud.

A map key can tell us about the physical geography of a place. Triangles often mean mountains, and wavy lines mean rivers. Groups of little dots often stand for deserts, and pictures of trees stand for forests.



The colors on maps also tell us about physical geography. Bodies of water like rivers, lakes, and oceans are blue. Dry areas like deserts are tan or brown. Areas with forests are green.



River Desert Forest

5

CORE VOCABULARY—Explain that **physical geography** is the different landforms and waterways in a place.

CORE VOCABULARY—Explain that **rivers** are large streams of flowing, fresh (not salt) water.

CORE VOCABULARY—Explain that **lakes** are bodies of water surrounded by land.

CORE VOCABULARY—Explain that **deserts** are dry places where very few plants grow. Most deserts are sandy.

CORE VOCABULARY—Explain that **forests** are places with many trees and bushes.

SUPPORT—Have students point to each of the following on the map: compass rose, map key, river, lake, forest, desert, and mountains. Ask: If you were on the bridge, in which direction would you go to get to the lake? (*south*) In which part of the map are the mountains—north, south, east, or west? (*east*) If you were to travel from the mountains to the lake, what direction would you be traveling? (*southwest*) (2.20, 2.21)

Ask students the following questions:

LITERAL—What symbol is often used to show mountains on a map? (2.20)

- » Triangles often show mountains on a map.


LITERAL—What do colors on a map tell us about the physical geography of a place? (2.20)

- » Colors are used to show water and different parts of the land. Blue shows bodies of water. Tan or brown show dry areas like deserts. Green shows areas with forests.

Now ask students to look at the images on page 6 as you read aloud.

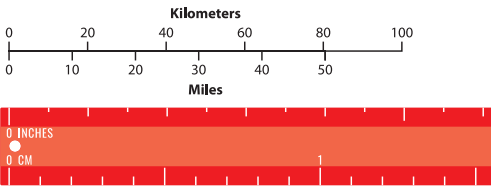
How do we know the distance between places on a map? Another feature of maps can help us answer this! The map scale tells us how distance in the real world is represented on the map.

Map of the Southeastern United States



The map shows the southeastern United States with state capitals marked: Nashville (Tennessee), Raleigh (North Carolina), Columbia (South Carolina), Atlanta (Georgia), Montgomery (Alabama), Tallahassee (Florida), Jackson (Mississippi), Little Rock (Arkansas), and Baton Rouge (Louisiana). It includes a scale of 1 inch = 150 miles and 1 cm = 59 km, a compass rose, and labels for the Gulf of Mexico and Atlantic Ocean.

On a map of just your town, one inch (2.5 cm) could be equal to one mile (1.6 km). On a map of the United States, one inch (2.5 cm) could be equal to five hundred miles (805 km). What is the scale equal to on the map of the southeastern United States above?



The scale bars show: Kilometers (0 to 100), Miles (0 to 50), 0 INCHES, and 0 CM.

6

CORE VOCABULARY—Explain that a **map scale** is a tool that helps us understand how far apart places are.

SUPPORT—Have students point to the map scale on the map. Repeat the question on the bottom of page 6: What is the scale on the map of the southeastern United States equal to? Help students answer the question. (*One inch equals 150 miles; one cm equals 59 km.*) Demonstrate how to use a ruler to measure a distance on the map and convert the inch measurement to miles. (2.20)

CHALLENGE: Help students determine the distance between Baton Rouge and other state capitals in the Southeast. You can do this by providing rulers to students and having them count the number of inches from one place to another. Remind students that one inch equals 150 miles. Capitals two inches apart on the map are 300 miles apart. Capitals three inches apart on the map are 450 miles apart. **(2.20)**

Ask students the following questions:

LITERAL—What does a map scale tell us? **(2.20)**

- » The map scale tells us how far a distance on a map is in the real world.

EVALUATIVE—Does this map on page 6 show information from the past or the present? How do you know? **(2.2, 2.2.a, 2.2.b, 2.3)**

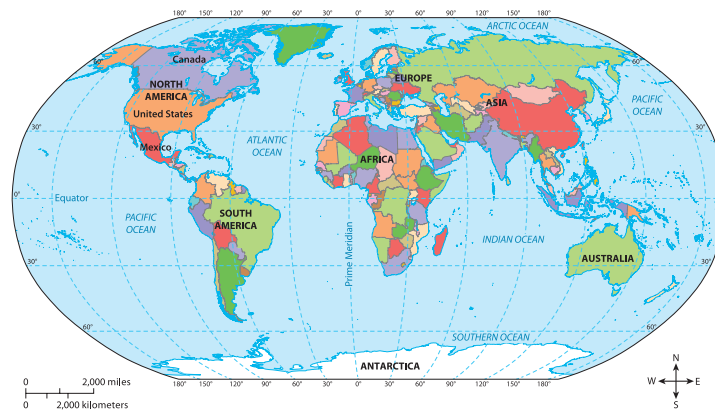
- » This map shows information from the present. It shows states and state capitals that exist today.

Now ask students to look at the images on page 7 as you read aloud.



Like maps, globes show the geography of Earth. They are round to show Earth's shape.

The equator is an imaginary line that runs from east to west around the middle of Earth. It is halfway between the North Pole and the South Pole. The area north of the equator is called the Northern Hemisphere. The area south of the equator is called the Southern Hemisphere.



The prime meridian is an imaginary line that runs from north to south. The area to the west of the prime meridian is called the Western Hemisphere. The area to the east of the prime meridian is called the Eastern Hemisphere.

CORE VOCABULARY—Explain that **globes** are round models of Earth.

SUPPORT—If you have a globe in the classroom, point it out to students. Explain that a globe is a sphere and round, just like Earth.

CORE VOCABULARY—Explain that the **equator** is the imaginary east-west line on a globe or map that is an equal distance from the North Pole and the South Pole.

SUPPORT—Explain that the North Pole is the northernmost point on Earth. The South Pole is the southernmost point on Earth. Demonstrate by pointing to the North Pole on the map and referring to the compass rose. If you have a globe available, point out the North Pole and the South Pole on the globe.

SUPPORT—Point out the equator (the horizontal line labeled 0°) on the map. Then point out the Northern Hemisphere (above the line) and the Southern Hemisphere (below the line). Demonstrate that every point on the equator is equidistant from the two poles. If you have a globe available, repeat this demonstration using the globe.

CORE VOCABULARY—Explain that the **prime meridian** is the imaginary north-south line on a globe or map that runs between the north and south poles through Greenwich, England.

SUPPORT—Point out the prime meridian (the vertical line labeled 0°) on the map. Then point out the Western Hemisphere (to the left of the line) and the Eastern Hemisphere (to the right of the line). Refer to the compass rose to explain that the Western Hemisphere is west of the prime meridian. If you have a globe available, repeat this demonstration using the globe.

Ask students the following questions:

LITERAL—Which hemisphere is to the right of the prime meridian? (2.22)

» The Eastern Hemisphere is to the right of the prime meridian.

LITERAL—In which direction—north, south, east, or west—is the United States from the equator? (2.23)

» The United States is north of the equator.

Timeline Card Slide Deck

- Show students the Chapter 1 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “How and why do people use maps?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—How and why do people use maps?

- » People use maps for directions and to learn information about different places. For example, some maps show information about the natural resources of a place. People can use different parts of the map to understand the information the map shows. The compass rose shows north, south, east, and west. Symbols stand for special places and things. The map key tells what the symbols mean. The map scale helps us know the actual distance between places shown on a map.

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



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/>

TOPIC: North America: The United States

Primary Focus Objectives

- ✓ Identify human-made and natural monuments and landmarks in the United States. (2.7.e, 2.7.f)
- ✓ Describe the physical geography of the United States. (2.21)
- ✓ Compare and contrast economic activities and how people use land in different parts of the United States. (2.24)
- ✓ Identify natural disasters in the United States. (2.25)
- ✓ Understand the meaning of the following domain-specific vocabulary: *continent, government, laws, landscapes, industry, urban, peninsula, hurricanes, rural, tornadoes, mine, tourism, canyons, natural wonder, suburban, bay, rainforests, islands, volcanoes, and tropical forests.*

Materials Needed

- individual student copies of *North America: Geography and Environment Student Book*
- maps from the Internet of the world, the fifty states, the physical geography of the United States, the Mississippi River system, and the Great Plains
- images from the Internet of a tugboat pulling a barge, bison, a bear, an elk, a moose, an eagle, wolves, and a surfer

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

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

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About North America: The United States”:

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

Introduce “North America: The United States”

Introduce the chapter by reviewing what students heard about maps in Chapter 1. (*Maps show information about a place such as cities, natural resources, and physical geography. Map features like the compass rose, map key, and map scale help us understand the information on maps. Maps come in many shapes and sizes.*) Display the world map from the Internet. Remind students that there are five oceans. Point to and name each of the five oceans. Remind students that there are seven continents. Point to and name each of the seven continents. Point to North America, and remind students that this is the continent where they live. Explain that for the rest of the unit, they are going to visit the countries of North America, starting with their own: the United States.

Framing Question

What are some important geographical features of the United States?

Core Vocabulary

continent government laws landscapes industry
urban peninsula hurricanes rural tornadoes
mine tourism canyons natural wonder suburban
bay rainforests islands volcanoes tropical forests

Chapter 2: “North America: The United States”

Distribute copies of the Student Book. Ask students to turn to page 8 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “North America: The United States.”



CORE VOCABULARY—Explain that a **continent** is a very large area of land and is often home to several countries.

SUPPORT—Have students point to the compass rose, map key, map scale, and United States on the map. Ask: What pictures do you see on the map? What do you think those pictures mean? (Possible answer: The map shows animals including a whale, otter, mountain lion, alligator, and lobster. This means that these animals are found in different parts of the United States. The map tells where mountains, deserts, rivers, and lakes are too, using symbols like a blue line for rivers, a cactus for deserts, and a brown pattern for mountains.) (2.20, 2.21)

Ask students the following questions:

LITERAL—What continent is the United States on? (2.23)


» The United States is on the continent of North America.

EVALUATIVE—From Canada, which direction is most of the United States? (2.23)

» Most of the United States is south of Canada.

Now ask students to look at the images on page 9 as you read aloud.

The United States is a country with its own government and laws. The government for the United States is in the capital city, Washington, D.C. Members of the government meet in the U.S. Capitol. The president lives in the White House, which is also in Washington, D.C. Every president has lived here except for George Washington.



9

CORE VOCABULARY—Explain that the **government** is the group of people who make decisions for a city, state, or country.

CORE VOCABULARY—Explain that **laws** are the rules that a group of people living together in a community must follow.

SUPPORT—Remind students that a capital city is the place where a state or country’s government meets to make decisions and laws. Explain that Washington, D.C., is the capital of the United States. Help students find Washington, D.C., on the map on page 8. Ask: In which direction is Washington, D.C., from Louisiana? (*northeast*) (2.20)

SUPPORT—On page 9, point out the image of the Capitol Building (top image), and explain that this is where our country’s government meets. Point out the image of the White House (bottom image), and explain that this is where the president lives and works.

SUPPORT—Explain that the reason George Washington did not live in the White House is that he was president before the White House was built.

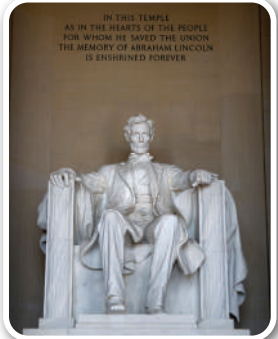
Ask students the following question:

LITERAL—What is the capital of the United States? (2.7.e)



» Washington, D.C., is the capital of the United States.

Now ask students to look at the images on page 10 as you read aloud.

Washington, D.C., is also home to many monuments. A monument is a special building or statue that is made to honor an important person or event. The Lincoln Memorial honors President Abraham Lincoln. Sitting, Lincoln's statue is nineteen feet (5.8 m) tall. Standing, he would be twenty-eight feet (8.5 m) tall!



The Martin Luther King Jr. Memorial honors the work of Dr. King. It is near where he gave one of his most famous speeches.



The Tomb of the Unknown Soldier honors people who have died fighting in wars. It is located just outside of Washington, D.C., at Arlington National Cemetery in Virginia.

10

SUPPORT—Point out the image of the Lincoln Memorial (upper right). Explain that Abraham Lincoln was president during a difficult time in our country's history. We recognize President Lincoln as a symbol of freedom and justice for all Americans.

SUPPORT—Point out the image of the Martin Luther King Jr. Memorial (lower left). Explain that Dr. Martin Luther King Jr. was an important figure during a time when African Americans did not have many rights. We recognize Dr. King as a symbol of equality in the United States. Dr. King is also a symbol of standing up for what you believe in.

SUPPORT—Draw students' attention again to the image of the Martin Luther King Jr. Memorial (lower left). Ask students what they notice about the monument. (*It looks like it's not finished.*) Explain that the King monument looks unfinished because the sculptor believed that Dr. King's work to make sure all Americans were treated equally was also unfinished. (2.7.e)

Note: Students in the Bayou Bridges program may recall learning about Abraham Lincoln and Dr. Martin Luther King Jr. in Grades K and 1. Invite volunteers to share what they remember.

SUPPORT—Explain that a tomb is a place where someone is buried. The “Unknown Soldier” symbolizes all those soldiers who died fighting for their country but whose bodies were never found or identified. Tell students that Arlington National Cemetery is located very near Washington, D.C.

Ask students the following questions:

LITERAL—Where are the Lincoln Memorial, the Martin Luther King Jr. Memorial, and the Tomb of the Unknown Soldier? **(2.7.e)**

- » The Lincoln Memorial and the Martin Luther King Jr. Memorial are in Washington, D.C. The Tomb of the Unknown Soldier is in Arlington National Cemetery in Virginia.

INFERENTIAL—Why do you think these memorials are in or near Washington, D.C.? **(2.4)**

- » Possible answer: The memorials are important to our country’s history and all Americans. For this reason, they were built in or near our country’s capital city.

Now ask students to look at the images on page 11 as you read aloud.

There are fifty U.S. states. If you traveled to all of them, you would see many different kinds of landscapes! For example, most New England states have beautiful coastlines on the Atlantic Ocean. Some New England states have mountains and lakes. In the past, fishing was an important industry there. People in New England still fish today, including for lobster.



CORE VOCABULARY—Explain that **landscapes** are the features that can be seen on the land.

SUPPORT—Direct students to look at the two images on the page. Ask: What features of the landscape do you see? (*Students may point out features made by people, like the bridge or lighthouse, or natural features, like the cliffs or mountain.*)

CORE VOCABULARY—Explain that an **industry** is a group of similar or related businesses.

SUPPORT—Display the map of the fifty states from the Internet. Give students a few moments to study the map. Explain that it shows all fifty states in our country, explaining how Alaska and Hawaii are not located near the other forty-eight states but are northwest (Alaska) in North America and islands to the southwest of North America in the Pacific Ocean (Hawaii), respectively. Point out the red lines on the map, and explain that they show different regions, or areas, of the country. Have students find Louisiana on the map. Ask: What region is Louisiana in? (*the South*) **(2.20)**

SUPPORT—Using the map of the fifty states from the Internet, point out the states of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, and Rhode Island. Explain that these states make up the area of New England. Point out the Atlantic Ocean on the map.

Ask students the following questions:

LITERAL—What kinds of landforms and bodies of water can you find in New England? **(2.21)**

- » You can find coastlines, mountains, lakes, and the Atlantic Ocean in New England.

LITERAL—What industry was important to New England in the past and still is today? **(2.24)**

- » Fishing was an important industry to New England in the past. People in New England still fish today.

Now ask students to look at the images on page 12 as you read aloud.

The United States of America has big urban areas. One of them is New York City. Millions of people live and work there. People in this part of the United States have jobs in many different fields, like technology, health care, and banking. The Statue of Liberty is a symbol of New York City and the United States. New York City is also home to many other places that people visit, like the September 11th Memorial and Museum.



12

CORE VOCABULARY—Explain that **urban** means relating to a city.

SUPPORT—Have students compare the images on page 11 with the images of New York City on page 12. Ask: How is an urban area different from other areas? (*Possible answer: An urban area has lots of tall buildings close together, and other areas don't.*)

SUPPORT—Display the map of the fifty states from the Internet. Point out New York State and the location of New York City near northeast New Jersey.

SUPPORT—Point out the image of the Statue of Liberty. Explain that the Statue of Liberty is a symbol of hope and freedom.

SUPPORT—Explain that the September 11th Memorial and Museum help us remember an attack on the United States that happened on September 11, 2001.

Ask students the following questions:

EVALUATIVE—What makes New York City an urban area? (2.24)

- » New York City is an urban area because it is a large city. Millions of people live and work there.

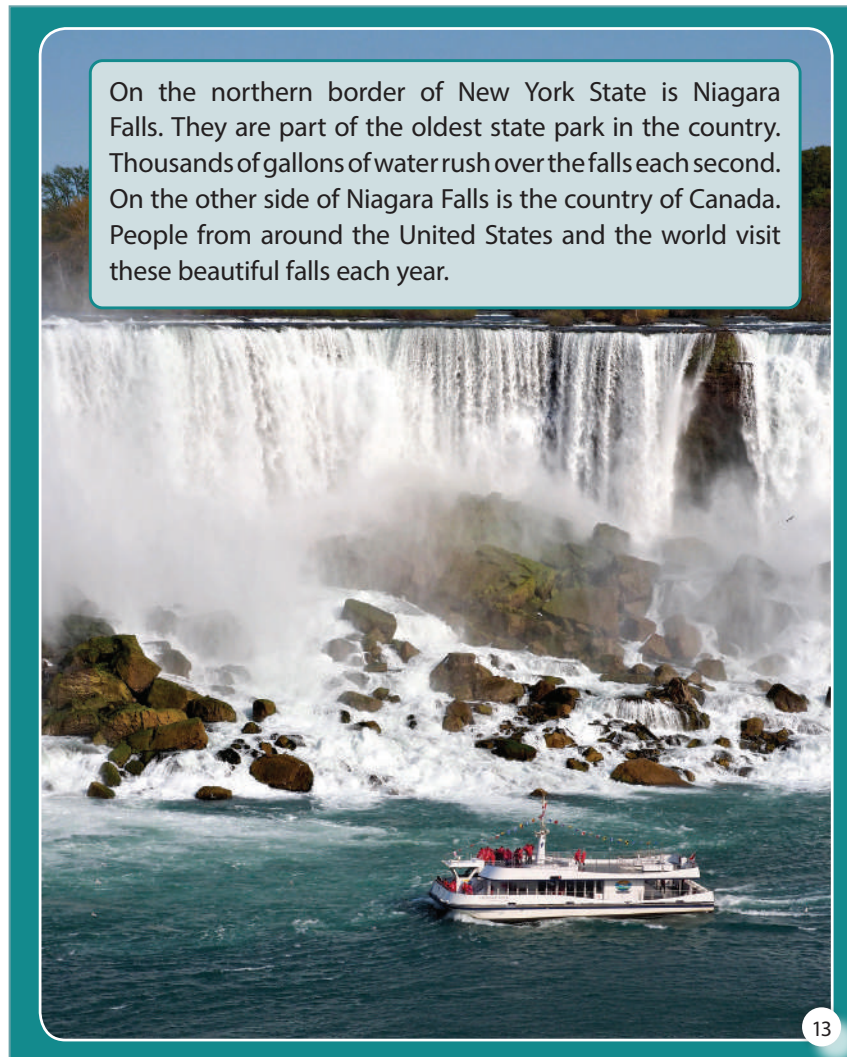
LITERAL—What are some jobs that people in New York City have? (2.24)

- » People in New York City have jobs in fields like technology, health care, and banking.

LITERAL—What important landmarks are in New York City? (2.7.e)

- » The Statue of Liberty and the September 11th Memorial and Museum are in New York City.

Now ask students to look at the image on page 13 as you read aloud.



On the northern border of New York State is Niagara Falls. They are part of the oldest state park in the country. Thousands of gallons of water rush over the falls each second. On the other side of Niagara Falls is the country of Canada. People from around the United States and the world visit these beautiful falls each year.

SUPPORT—Display the map of the fifty states from the Internet. Point out the location of Niagara Falls on the border of Canada and the United States in western New York.

Ask students the following question:

LITERAL—What makes Niagara Falls special? (2.7.f)

- » Thousands of gallons of water rush over the falls each second. The falls are beautiful.

Now ask students to look at the image on page 14 as you read aloud.

The Appalachian Mountains are in the eastern part of the United States. They stretch from New England into states in the South. The Smoky Mountains in Tennessee and North Carolina are a part of the Appalachian Mountains. One way people can experience these beautiful mountains is by hiking on the Appalachian Trail. The trail is over two thousand miles (3,200 km) long!



SUPPORT—Have students refer back to the map on page 8. Point out the eastern part of the United States, the Appalachian Mountains, and the Smoky Mountains on the map. Then display the map of the fifty states from the Internet. Point out New England and states in the South, including Tennessee and North Carolina.

Ask students the following question:

LITERAL—What landform stretches from New England to the South? **(2.7.f)**

- » The Appalachian Mountains stretch from New England to the South.

Now ask students to look at the images on page 15 as you read aloud.



The southern part of the United States is hotter than the northern part. The South has beautiful beaches. People like to vacation in Florida, a state that is a long peninsula.

Hurricanes during the summer and fall are common in the South, including Louisiana. High winds and heavy rain from hurricanes can cause flooding and damage buildings.



The mighty Mississippi River is the second-longest river in the United States. Tugboats on the Mississippi push large barges that carry goods from around the United States.

The barges stop at places like the Ports of New Orleans and Greater Baton Rouge in Louisiana. The goods on these ships are then transported from the ports to other parts of the United States. They also go to places all around the world!



15

CORE VOCABULARY—Explain that a **peninsula** is an area of land that is surrounded by water on three sides.

SUPPORT—Display the map of the fifty states from the Internet. Point out the South, including Florida and Louisiana as they are mentioned in the text. Use the map to illustrate what a peninsula is.

CORE VOCABULARY—Explain that **hurricanes** are storms with dangerously high winds and heavy rain.

Note: Please be mindful of students' own experiences of hurricanes when discussing these storms.

SUPPORT—Display the map of the Mississippi River system from the Internet. Trace the route of the Mississippi River from its start in Minnesota to its mouth at New Orleans. Explain that all the other rivers on the map feed, or flow, into the Mississippi.

SUPPORT—Display the image of a tugboat pulling a barge from the Internet. Point out the tugboat and the barges shown on page 15. Explain that tugboats are boats that pull or push large boats to help them navigate in tight spaces. Barges are long, flat-bottomed boats used to carry heavy cargo, or goods that are being moved from one place to another. Tell students that a typical barge carries 1,500 tons (1,361 metric tons) of cargo, which is fifteen times more than a railcar can carry and sixty times more than one semitrailer truck can carry. There are almost thirty thousand barges and more than a thousand tugboats on the Mississippi River each day.

Ask students the following questions:

LITERAL—What is a hurricane? What can hurricanes cause? (2.25)

- » A hurricane is a strong, windy storm that brings lots of rain. Hurricanes can cause flooding and damage buildings.

EVALUATIVE—Why is the Mississippi River important? (2.7.f)

- » The Mississippi River is important because it is used to carry goods from around the United States to ports.

Now ask students to look at the images on page 16 as you read aloud.

Many states in the Midwest, such as Iowa, have rural areas. Farmers there use the land to grow crops and run dairy farms.



The Midwest is also home to the five Great Lakes: Lakes Superior, Huron, Ontario, Erie, and Michigan. Lake Superior is one of the biggest lakes in the entire world!



St. Louis, Missouri, is a city in the Midwest. It is home to the tallest monument in the United States, the Gateway Arch.



16

CORE VOCABULARY—Explain that **rural** means relating to the countryside.

SUPPORT—Display the map of the fifty states from the Internet. Point out the region of the Midwest, including Iowa, the Great Lakes, and Missouri.

SUPPORT—Tell students that the Great Lakes are called “great” because of their size. They are so big that when you stand on one side of a lake, you cannot see the other side because it is so far away.

SUPPORT—Explain that trams, or vehicles, inside each leg of the Gateway Arch bring visitors to an observation area at the top, where they can observe places as far as thirty miles (40 km) away.

Ask students the following questions:

LITERAL—How many Great Lakes are there? (2.7.f, 2.24)

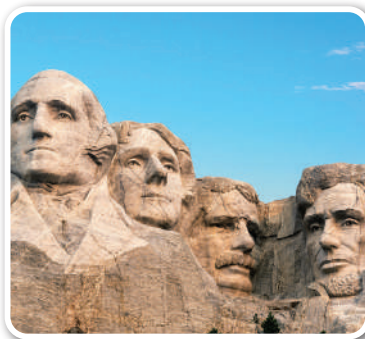
» There are five Great Lakes.

EVALUATIVE—What kind of area can you find in many parts of the Midwest? How is this kind of area different from New York City? (2.24)

» You can find rural areas in the Midwest. This area has more land for farming and fewer people compared to New York City, which is an urban area with more buildings and people.

Now ask students to look at the images on page 17 as you read aloud.

The Great Plains are miles and miles of flat land where wheat is grown. Weather on the Great Plains is not always nice. Tornadoes are common during the spring. Dangerous snowstorms called blizzards can happen during the winter months.



South Dakota is a state in the Great Plains. It is home to Mount Rushmore. This monument shows the faces of four presidents: George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln. Their faces are carved into the side of the hill. Each face is almost sixty feet (18 m) tall!

17

CORE VOCABULARY—Explain that **tornadoes** are a type of storm that have swirling winds of more than a hundred miles per hour (161 kph).

SUPPORT—Display the physical map of the United States from the Internet. Point out the Great Plains. Ask students: To get from Louisiana to the Great Plains, in what direction would you go? (*northwest*) (2.20)

SUPPORT—Display the map of the fifty states from the Internet. Point out South Dakota.

Ask students the following questions:

LITERAL—What are you likely to see if you visit the Great Plains? **(2.21)**

- » If you visit the Great Plains, you are likely to see many miles of flat land where wheat is grown.

LITERAL—What are some kinds of weather events that happen on the Great Plains? **(2.25)**

- » Tornadoes and blizzards happen on the Great Plains.

LITERAL—What is Mount Rushmore? **(2.7.e)**

- » Mount Rushmore is a monument that shows the faces of Presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.

Now ask students to look at the image on page 18 as you read aloud.

The Rocky Mountain region has tall mountains that stretch across the western part of North America. Some of these mountains have snow on them all year round! In the past, people came here to mine metals like silver and copper. Today, people come to the Rockies to hike and ski. Many people who live here work in industries like tourism.



18

CORE VOCABULARY—Explain that to **mine** is to dig underground for valuable resources such as coal.

CORE VOCABULARY—Explain that **tourism** is the business of providing services—such as places to stay, eat, and play—for people who are traveling. For example, people who work in hotels work in tourism.

SUPPORT—Have students refer to the map of the United States on page 8. Point out the location of the Rocky Mountains.

SUPPORT—Have students compare the image of the Rocky Mountains with the image of the Appalachian Mountains on page 14. What similarities and differences do they notice? Explain that the Rocky Mountains are taller and sharper than the Appalachian Mountains because they are younger than the Appalachians. Because the Appalachians are older, they have worn down over time. (2.3, 2.7.f)

Ask students the following questions:

EVALUATIVE—Why did people come to the Rocky Mountains in the past? (2.7.f, 2.24)

» People in the past came to the Rocky Mountains to mine metals like silver and copper.

EVALUATIVE—Why do people visit the Rocky Mountains today? (2.7.f, 2.24)

» Today, people come to the Rockies to hike and ski.

Now ask students to look at the image on page 19 as you read aloud.

Yellowstone National Park is in the state of Wyoming. It is the world's first national park. People visit Yellowstone National Park to see the animals that live there, like bison, bears, and elk. They also come to see the beautiful land and Yellowstone's many geysers.



19

SUPPORT—Display the map of the fifty states from the Internet. Point out the state of Wyoming.

SUPPORT—Display the images of the bison, bear, and elk from the Internet. Explain that Yellowstone is home to these and many other kinds of animals.

SUPPORT—Point out the geyser on page 19. Explain that a geyser is a hot spring that releases a tall stream of hot water and steam. The geyser in this photograph is called Old Faithful. It is the most famous geyser in the world.


Ask students the following question:

EVALUATIVE—Why do many people visit Yellowstone National Park? (2.7.f)


- » People visit Yellowstone to see the animals that live there, the beautiful land, and geysers.

Now ask students to look at the images on page 20 as you read aloud.

The Southwest region of the United States has canyons and deserts. Monument Valley is a red-sand desert area on the Arizona–Utah border. It has giant towers of stone that stand tall on the dusty, desert landscape.



The Grand Canyon is a natural wonder in the state of Arizona. The deep canyon was cut out of the plateaus in the region by the Colorado River. It took millions of years for the Grand Canyon to form. If you look over the edge, you will see many different colors. These colors are made by different layers of rock.



20

CORE VOCABULARY—Explain that **canyons** are deep valleys with steep sides.

CORE VOCABULARY—Explain that a **natural wonder** is a landform or other geographic feature that is especially beautiful or unusual.

SUPPORT—Display the map of the fifty states from the Internet. Point out Arizona and Utah.

SUPPORT—Explain that a monument is something created or dedicated by people to commemorate or memorialize something important, like the Gateway Arch and the Statue of Liberty. The government has declared some natural wonders to be national monuments. Like national parks, national monuments are given special protection.

Ask students the following questions:

LITERAL—What is Monument Valley? (2.7.f)

» Monument Valley is a red-sand desert area in Arizona and Utah with giant towers of stone.

LITERAL—What is the Grand Canyon? (2.7.f)

» The Grand Canyon is a very large canyon in Arizona on the Colorado River.

Now ask students to look at the images on page 21 as you read aloud.

California, Oregon, and Washington have coastlines on the Pacific Ocean. There are many large cities in this part of the country, like Los Angeles and San Francisco. Los Angeles has many suburban areas where people live.



The Golden Gate Bridge is in San Francisco. It stretches across a beautiful bay. There is often a lot of fog in San Francisco. One reason the Golden Gate Bridge is a bright color is to help people see it through the fog.

Oregon and Washington are called the Pacific Northwest. This area is home to beaches, mountains, and rainforests. It is also one of the rainiest parts of the United States.



21

CORE VOCABULARY—Explain that **suburban** refers to an area where people live outside of a city. This kind of area is called a suburb.

CORE VOCABULARY—Explain that a **bay** is a body of water surrounded on three sides by land. Oceans, seas, and lakes can all have bays.

CORE VOCABULARY—Explain that a **rainforest** is a forest found in warmer places that gets a lot of rain. Rainforests typically have very tall, leafy trees that form a canopy, or roof, overhead.

SUPPORT—Display the map of the fifty states from the Internet. Point out California, Oregon, and Washington as well as the Pacific Ocean. Note that students have now crossed the continent. They started in New England on the East Coast, and now they are on the West Coast.

Ask students the following questions:

INFERENTIAL—How are suburban areas in Los Angeles different from urban areas like New York City and rural areas like those in the Midwest? **(2.24)**

- » Suburban areas in Los Angeles have fewer people than New York but more buildings and people than rural areas.

LITERAL—Where is the Golden Gate Bridge? **(2.7.e)**

- » The Golden Gate Bridge is in San Francisco, California.

LITERAL—What kinds of physical features can you find in the Pacific Northwest? **(2.21)**

- » In the Pacific Northwest, you can find beaches, mountains, and rainforests.

Now ask students to look at the images on page 22 as you read aloud.

To get to the state of Alaska, you would have to drive or fly across Canada or perhaps travel by boat. Alaska has more land than any other state. But not many people live there. Alaska has tall mountains and many rivers, lakes, and forests. Denali, the tallest mountain in North America, is found in Alaska. The state is also home to many types of animals, like bears, moose, eagles, and wolves. The weather in Alaska is really cold in the winter!



SUPPORT—Have students return to the map on page 8 and guide them to find Alaska. Note that Alaska is also on the continent of North America, but it is separated from the main part of the United States. Have students identify the direction of Alaska from the main part of the United States. (*northwest*) (2.20, 2.23)

SUPPORT—Display the images of a moose, eagle, and wolf from the Internet. Explain that moose are very large—some are as large as or larger than a car. Tell students that almost half of the world’s bald eagles live in Alaska. The bald eagle is also a symbol of the United States.

Ask students the following questions:

LITERAL—Which landforms and bodies of water can you find in Alaska? (2.21)

» You can find mountains, rivers, lakes, and forests in Alaska.

LITERAL—What is Denali? (2.7.f, 2.21)

» Denali is the tallest mountain in North America. It is located in Alaska.

Now ask students to look at the images on page 23 as you read aloud.

The state of Hawaii is made up of islands in the Pacific Ocean. Some of the islands are very small. Other islands, like Oahu, are larger. Hawaii is two thousand miles (3,200 km) away from California—far away from the rest of the United States! How might you get to Hawaii?

Hawaii is home to volcanoes, tropical forests, and beaches. The first people to live in Hawaii invented surfing. Today, people come from all over the world to surf there. It is also home to the Pearl Harbor National Memorial.



CORE VOCABULARY—Explain that **islands** are land completely surrounded by water.

CORE VOCABULARY—Explain that **volcanoes** are mountains with a crater or opening from which lava, gases, and rocks escape through Earth’s crust.

CORE VOCABULARY—Explain that **tropical forests** are forests that grow in areas near the equator. Have students turn back to the world map on page 7 and find the equator. Explain that Hawaii is located between mainland United States and the equator. (You may wish to point out Hawaii on the world map. It is the small blue islands just below the 30° line of latitude to the west of Mexico.)

SUPPORT—Have students find Hawaii on the map on page 8. Note that Hawaii is a group of islands located in the Pacific Ocean. It is not connected to the main part of the United States or to Alaska. Encourage students to answer the question on page 23: How might you get to Hawaii? (*Possible answers: fly on an airplane, sail on a ship*) (2.20)

SUPPORT—Display the image from the Internet of a person surfing. Explain that surfing is a sport by which people ride ocean waves (surf) using a board. This sport was invented long ago in Hawaii.

SUPPORT—Tell students that the Pearl Harbor National Memorial, shown in the smaller image on the page, was built to educate people about an attack on the U.S. naval base in Pearl Harbor, Hawaii, in 1941.

Ask students the following questions:

LITERAL—What landform makes up Hawaii? (2.21)

- » Hawaii is made up of islands.

LITERAL—What memorial can you visit in Hawaii? (2.7.e)

- » You can visit the Pearl Harbor National Memorial in Hawaii.

Timeline Card Slide Deck

- Show students the Chapter 2 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “What are some important geographical features of the United States?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What are some important geographical features of the United States?

- » Possible answer: New England has long coastlines on the Atlantic Ocean as well as many mountains and lakes. The Rocky Mountains and the Appalachian Mountains are large mountain ranges in the United States. The Mississippi River system is used to carry goods from around the country. In the Midwest and Great Plains are lots of land for raising food. The Great Lakes include one of the biggest lakes in the entire world. The Grand Canyon and Niagara

Falls are natural wonders. The Pacific Northwest has beaches, mountains, and rainforests. San Francisco is located along a beautiful bay. Alaska is northwest of the rest of the United States and is home to the tallest mountain in North America. Hawaii is made up of many islands.

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 3

TOPIC: North America: Canada

Primary Focus Objectives

- ✓ Use maps to locate important features in Canada. (2.20)
- ✓ Describe the physical geography of Canada. (2.21)
- ✓ Compare and contrast economic activities and how people use land in different parts of Canada. (2.24)
- ✓ Identify natural disasters in Canada. (2.25)
- ✓ Understand the meaning of the following domain-specific vocabulary: *border*, *mainland*, and *flooding*.

Materials Needed

- individual student copies of *North America: Geography and Environment* Student Book
- map of Canada from the Internet
- image of an antelope from the Internet

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

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

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About North America: Canada”:

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

THE CORE LESSON

Introduce “North America: Canada”

Review what students heard about the United States in Chapter 2. (The United States has many different geographic features, like mountains, rivers, lakes, islands, and deserts. It is home to human-made monuments like the Lincoln Memorial, Mount Rushmore, and the Gateway Arch. It is also home to natural landmarks like the Grand Canyon, the Great Lakes, and the Rocky Mountains. People in the United States live in urban, suburban, and rural areas.) Explain that now they will visit the country north of the United States: Canada.

Framing Question

What are some important geographical features of Canada?

Core Vocabulary

border mainland flooding

Chapter 3: “North America: Canada”


Distribute copies of the Student Book. Ask students to turn to page 24 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “North America: Canada.”

CHAPTER 3

North America: Canada

Canada is located north of the United States. It is the second-largest country in the world. Only Russia is bigger. Ottawa is the capital of Canada. Let’s explore this big, northern country!

Canada is divided into areas called provinces and territories. There are ten provinces, each with its own capital, and three territories.



Map Key
— Rivers
— Mountains
● National capital

Canada has the longest coastline in the world. It also has more lakes than any other country.

24

SUPPORT—Have students find Canada on the map on page 24. Ask: What pictures do you see on the map? (*igloo, bear, moose, maple leaf, building, ice skates*) What do you think these pictures mean? (*Possible answer: These pictures might be symbols of things you can find and do in Canada.*)

SUPPORT—Display the map of Canada from the Internet. Count the provinces (ten) and the territories (three). Explain that provinces in Canada are like states in the United States. Territories are similar to provinces, but they are governed a little differently.

SUPPORT—Remind students that a capital city is the city where a state’s or country’s government meets to make decisions and laws (the city where the government of an area is located). Help students find and point to Ottawa, Canada’s capital city, on the map on page 24. **(2.20)**

Ask students the following questions:

LITERAL—The United States is made up of fifty states. What is Canada made up of? **(2.21)**

- » Canada is made up of ten provinces and three territories.

LITERAL—What geographic feature does Canada have more of than any other country? **(2.21)**

- » Canada has more lakes than any other country. It also has more coastline than anywhere else in the world.

Now ask students to look at the images on page 25 as you read aloud.

Fewer people live in Canada than in the United States. That’s because the northern parts of Canada are very cold in the winter. These parts of Canada are not too cold for polar bears though!



Heavy snow and blizzards are common in many parts of the country.



25

Ask students the following question:

LITERAL—What kind of weather is common in many parts of Canada? **(2.25)**

- » Snow and blizzards are common in many parts of Canada.

Now ask students to look at the images on page 26 as you read aloud.

Most Canadians live in the south of the country, near the border with the United States. But some Native Canadians, called the Inuit, do live in the far north in the territory of Nunavut, in the Canadian Arctic. Native Canadians know how to hunt and fish in this cold region. They travel across the snow on snowmobiles or sleds that are pulled by dogs.



26

CORE VOCABULARY—Explain that a **border** is a line that marks the edge of a place, such as a country or a state.

SUPPORT—Have students turn to page 24 of the Student Book and find the border between Canada and the United States. Explain that the U.S.-Canada border goes over land and over water.

SUPPORT—Explain that the Canadian Arctic is the land that falls within the Arctic Circle (meaning it's near the Arctic Ocean). It is the northernmost part of Canada. Display the map of Canada from the Internet. Point out the territory of Nunavut and the Arctic Circle.

Ask students the following questions:

EVALUATIVE—Do more Canadians live in the northern part of the country or the southern part? (2.24)


» More people live in the southern part of Canada.

LITERAL—What are some activities that people in Nunavut do? (2.24)

» The Inuit people of Nunavut hunt and fish in the cold. They also travel across the snow on snowmobiles or sleds pulled by dogs.


Now ask students to look at the images on page 27 as you read aloud.

Like the United States, Canada stretches all the way from the Atlantic Ocean to the Pacific Ocean. On the western coast of Canada is the province of British Columbia.



The Rocky Mountains run through the eastern part of the province. These are the same Rockies that run through the western United States.

Canada has open grasslands, or prairies, in parts of the south. There, herds of roaming bison and antelope can be found.



27

SUPPORT—Display the map of Canada from the Internet. Point out British Columbia.

SUPPORT—Invite volunteers to share what they remember about the Rocky Mountains from Chapter 2. (*The Rocky Mountains have tall peaks, some of which are covered in snow all year. People today visit the Rockies to hike and ski.*) (2.21)

SUPPORT—Ask students what animal is shown on the page. (*bison*) Display the image of an antelope from the Internet.

Ask students the following questions:

LITERAL—What tall mountain range is found in western Canada and in the western United States? (2.21)

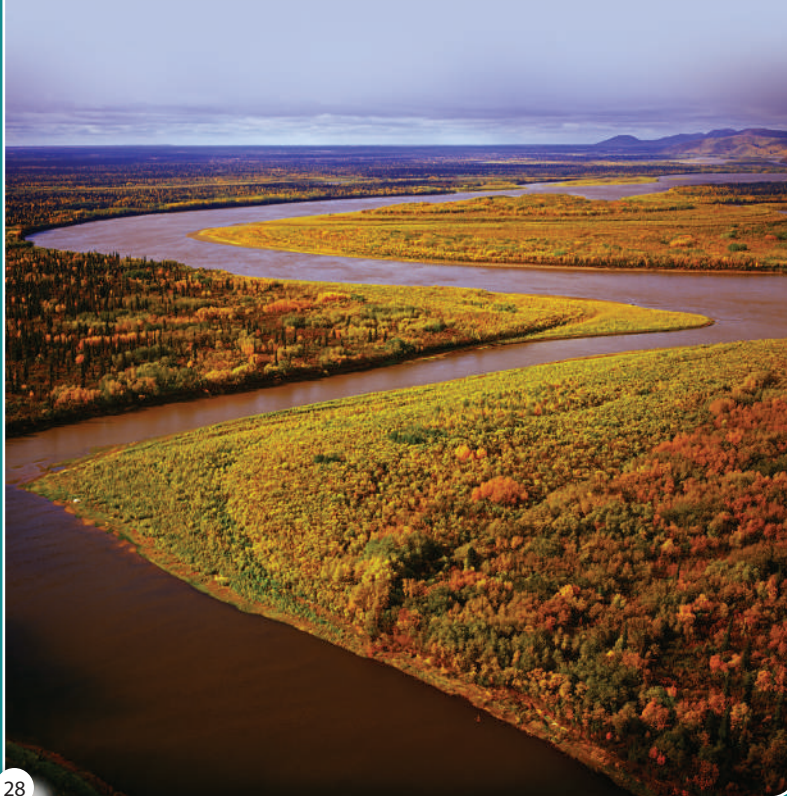
- » The Rocky Mountains are found in western Canada and the western United States.

LITERAL—What land features can you find in Canada? (2.21)

- » Canada has mountains and prairies, or grasslands.

Now ask students to look at the image on page 28 as you read aloud.

The northwestern part of Canada is divided into three territories. These are the Yukon Territory, the Northwest Territories, and Nunavut. The Yukon Territory is named for the Yukon River, which flows through Canada and Alaska. The Yukon River is the third-longest river in North America.



28

SUPPORT—Display the map of Canada from the Internet. Point out the Yukon Territory, the Northwest Territories, and Nunavut, and trace the route of the Yukon River. Highlight that all of Canada’s three territories are located in the western half of the country. Ask: Why do you think the Northwest Territories are called that? (*They are located in the northwest of the country.*) (2.20)

Ask students the following questions:

LITERAL—In which part of the country are Canada’s three territories located? (2.21)

» Canada’s territories are located in the northwestern part of the country.

LITERAL—Where does the Yukon River flow? (2.21)

» The Yukon River flows through Canada and Alaska.

Now ask students to look at the image on page 29 as you read aloud.



The Great Lakes that you read about earlier make up part of the border between Canada and the United States. Lake Ontario, one of the five lakes, is the start of the St. Lawrence River. This river is over seven hundred miles (1,100 km) long. It flows through the provinces of Ontario and Quebec to the Atlantic Ocean. The St. Lawrence River is very important for shipping goods to and from North America!

SUPPORT—Display the map of Canada from the Internet. Point out the Great Lakes, identifying Lake Ontario, and point out the provinces of Ontario and Quebec and the St. Lawrence River.

Ask students the following questions:

LITERAL—What water feature makes up part of the border between the United States and Canada? (2.21)

- » The Great Lakes make up part of the border between the United States and Canada.

LITERAL—How long is the St. Lawrence River? (2.21)

- » The St. Lawrence River is more than seven hundred miles (1,100 km) long.

Now ask students to look at the images on page 30 as you read aloud.

Ontario is a province on the eastern side of Canada. Ontario has a famous waterfall called Horseshoe Falls. This waterfall is on the Canadian side of Niagara Falls. The American falls are nearby in the U.S. state of New York. If you stand close to the waterfalls, you will hear the very loud sound of rushing water. You may even get splashed!



The northern part of Ontario has lots of rural areas. Many people who live there earn a living by farming.



30

SUPPORT—Ask: Which U.S. state is Niagara Falls in? (*New York*) Which Canadian province is Niagara Falls also in? (*Ontario*) Check that students understand that parts of Niagara Falls are in the United States and parts are in Canada. (2.7.f, 2.21)

SUPPORT—Remind students that the word *rural* means relating to the countryside. Have students look at the bottom image on the page. Ask: How do you know this is a rural area? (*Possible answer: The land has no buildings on it; it looks like it is used for farming.*) (2.3, 2.4, 2.24)

Ask students the following questions:

EVALUATIVE—What word describes many of the areas in northern Ontario? (2.24)

» The word *rural* describes many of the areas in northern Ontario.

LITERAL—How do many people in northern areas of Ontario earn a living? (2.24)

» Many people in the region earn a living by farming.

Now ask students to look at the images on page 31 as you read aloud.



Canada's capital city of Ottawa is in southern Ontario. The city gets its name from the Native Americans who lived there in the past. This part of Ontario has urban and suburban areas.

People who live in Toronto, Ontario's capital, have different kinds of jobs. Some people work in tourism and banking. Others have jobs working in factories or making new kinds of technology.



31

SUPPORT—Remind students that they have already learned about the capital city of the United States: Washington, D.C. Ask: What does it mean that Ottawa is the capital of Canada? (*It's where the government of Canada meets.*)

SUPPORT—Remind students that *suburban* means an area where people live outside of a city. Have students look at the picture of Toronto on page 31. Ask: Is this an urban, suburban, or rural area? How do you know? (*Toronto is an urban area. It has many tall buildings that are close together.*) (2.3, 2.4, 2.24)

Ask students the following questions:

LITERAL—What kind of areas are found in southern Ontario? (2.24)

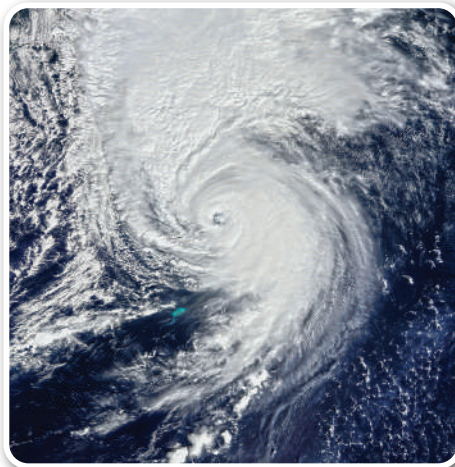
» Urban and suburban areas are found in southern Ontario.

LITERAL—What are some kinds of jobs people in Toronto have? (2.24)

» People in Toronto work in banking and tourism and in factories making new kinds of technology.

Now ask students to look at the images on page 32 as you read aloud.

The province of Newfoundland and Labrador has the longest coastline in Canada! Labrador is part of the mainland, but Newfoundland is an island. It is surrounded by the Atlantic Ocean. The Burin Peninsula is an important place for fishing. Newfoundland has cool summers and cold winters.



This area can also get hurricanes in the summer and fall. Hurricanes bring lots of rain and cause the level of the ocean to rise. As a result, flooding during hurricanes in Newfoundland and Labrador is common.

32

CORE VOCABULARY—Explain that the **mainland** is the main land area of a country or continent, in contrast to outlying islands.

SUPPORT—Display the map of Canada from the Internet. Point out Newfoundland and Labrador, and explain that it is a single province with a two-part name and two main parts. Show that Labrador shares a border with Quebec and is part of the mainland. Newfoundland is an island; it has water on all sides.

CORE VOCABULARY—Explain that **flooding** happens when a body of water overflows onto land that is usually dry.

Ask students the following questions:

LITERAL—What land feature does the province of Newfoundland and Labrador have more of than any other? (2.21)

» The province of Newfoundland and Labrador has more coastline than any other.

LITERAL—What is a common cause of flooding in Newfoundland and Labrador? (2.25)

- » Hurricanes cause flooding in Newfoundland and Labrador.

Timeline Card Slide Deck

- Show students the Chapter 3 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “What are some important geographical features of Canada?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What are some important geographical features of Canada?

- » Canada has the Rocky Mountains and the Great Lakes, prairies, coastlines, peninsulas, large rivers like the Yukon and St. Lawrence, waterfalls, and islands.

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/>

TOPIC: North America: Mexico

Primary Focus Objectives

- ✓ Use maps to locate important features in Mexico. (2.20)
- ✓ Describe the physical geography of Mexico. (2.21)
- ✓ Compare and contrast economic activities and how people use land in different parts of Mexico. (2.24)
- ✓ Identify natural disasters in Mexico. (2.25)
- ✓ Understand the meaning of the following domain-specific vocabulary: *population, central, soil, ash, irrigation, ruins, factories, producer, natural disasters, and earthquakes.*

Materials Needed

- individual student copies of *North America: Geography and Environment* Student Book
- map of Mexico from the Internet
- globe

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

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

What Teachers Need to Know

For background information, download the Bayou Bridges Online Resource “About North America: Mexico”:

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

THE CORE LESSON

Introduce “North America: Mexico”

Review what students heard about Canada in Chapter 3. (Canada shares a border with the United States. Its capital city is Ottawa. It is home to land features like the Rocky Mountains, the Yukon and St. Lawrence Rivers, the Great Lakes, prairies, and coastlines. People in Canada live in urban, suburban, and rural areas.) Remind students that North America has three countries. They have visited two of them: the United States and Canada. Now they are going to visit the third: Mexico.

Framing Question

What are some important geographical features of Mexico?

Core Vocabulary

population central soil ash irrigation
ruins factories producer natural disasters earthquakes

Chapter 4: “North America: Mexico”

Distribute copies of the Student Book. Ask students to turn to page 33 of the Student Book and look at the images as you read aloud. Tell students that the title of this chapter is “North America: Mexico.”

CHAPTER 4

North America: Mexico

Mexico is located south of the United States. It has the world’s largest population of Spanish speakers. There are thirty-one states in Mexico. Like the United States and Canada, Mexico has two coasts. Mexico’s western border is the Pacific Ocean. The Gulf of Mexico and the Caribbean Sea make up Mexico’s eastern border.



Let’s visit Mexico! The first stop is the coastal areas of Mexico, where tourism and fishing are important. Each year, hundreds of thousands of tourists travel to the beautiful Mexican beaches and coastline.

33

CORE VOCABULARY—Explain that **population** is the total number of people who live in an area. The area can be a town, a state, a country, or a continent.

SUPPORT—Have students find the United States and Mexico on the map on page 33. Have students (try to) identify the pictures on the map and speculate about what they mean. (*The map*

shows a whale, a sombrero [hat], palm trees, cacti, a piñata, and a pyramid. These are all probably important parts of Mexico's geography and culture.) (2.20)

SUPPORT—Ask: When you look at Mexico, in what direction is the United States located? (to the north) (2.20)

SUPPORT—Display the map of Mexico from the Internet. Explain that Mexico has thirty-one states. This organization is similar to the fifty states of the United States and the thirteen provinces and territories of Canada.

Ask students the following questions:

LITERAL—What bodies of water make up Mexico's western and eastern borders? (2.21)

- » The Pacific Ocean makes up Mexico's western border. The Gulf of Mexico and the Caribbean Sea make up Mexico's eastern border.

INFERENTIAL—What do people living on Mexico's coasts often do for work? (2.24)

- » Many people on Mexico's coasts work in fishing or tourism.

Now ask students to look at the images on page 34 as you read aloud.

However, most people in Mexico do not live on the coast. They live in the central part of the country, where the land is good for farming. This soil is mixed with the ash that comes from Mexico's ancient volcanoes. Mexican farmers grow crops such as corn, sugarcane, wheat, avocados, tropical fruits, and coffee.



CORE VOCABULARY—Explain that **central** means located in or near the middle or center of something.

SUPPORT—After explaining the meaning of *central*, have students use the map on page 33 to find the landform that occupies the central part of the country and describe its location. (*Central Plateau, between the two mountain ranges*)

CORE VOCABULARY—Explain that **soil** is dirt that has the things that plants need to grow.

CORE VOCABULARY—Explain that **ash** is the powder that remains after something is burned. Burning wood produces ash.

SUPPORT—Have students point to the volcano in the image at the bottom of the page. Remind students that volcanoes are mountains with a crater or opening from which lava, gases, and rocks escape through Earth’s crust. Volcanoes produce ash when they erupt, or explode. **(2.21)**

SUPPORT—Explain that volcanic ash helps crops grow by fertilizing, or adding nutrients to, the soil and helping the soil hold water. Areas with lots of volcanoes are usually very fertile, or able to grow large amounts of crops. Point out to students that even though the text refers to Mexico’s ancient volcanoes, there are still active volcanoes in present-day Mexico.

SUPPORT—Remind students of what they have already learned about the urban, suburban, and rural areas in the United States and Canada. Ask: Is the area shown around this Mexican volcano urban, suburban, or rural? How do you know? (*The area is rural; there are no buildings, and it looks like nobody lives there.*) **(2.3, 2.4, 2.24)**

Ask students the following questions:

LITERAL—In what part of Mexico do most people live? **(2.21)**

- » Most people in Mexico live in the central part of the country.

LITERAL—What is the land in the central part of Mexico like? **(2.21)**

- » The land in the central part of Mexico is good for farming. The soil is mixed with ash from volcanoes.

Now ask students to look at the image on page 35 as you read aloud.



Note: *Sierra Madre* is pronounced (/syeh*rrah/mah*dreh/). Say the words aloud, and have students repeat after you.

Note: *Tierra fría* is pronounced (/tyeh*rrah/free*ah). Say the words aloud, and have students repeat after you.

Note: *Tierra caliente* is pronounced (/tyeh*rrah/kahl*yehn*teh/). Say the words aloud, and have students repeat after you.

Ask students the following question:

LITERAL—What is the Sierra Madre? (2.21)

- » The Sierra Madre is made up of three great mountain ranges in Central Mexico.

Now ask students to look at the images on page 36 as you read aloud.

The northern part of Mexico is home to the Chihuahuan Desert. It is drier here than in the south. Farmers use irrigation to bring water from rivers or from deep in the ground to their crops and animals. Irrigation helps farmers here grow different fruits, nuts, vegetables, and other plants.



Lots of cacti and yuccas grow in the northern parts of Mexico.



36

CORE VOCABULARY—Explain that **irrigation** is any way in which people bring water to land to help crops grow, such as by using canals or pipes.

SUPPORT—Display the map of Mexico from the Internet. Point out the state of Chihuahua and the location of the Chihuahuan Desert. Ask: What part of Mexico is the Chihuahuan Desert in? (*the north*) Students may be familiar with the chihuahua dog. Explain that the dog gets its name from this Mexican state. (2.20)

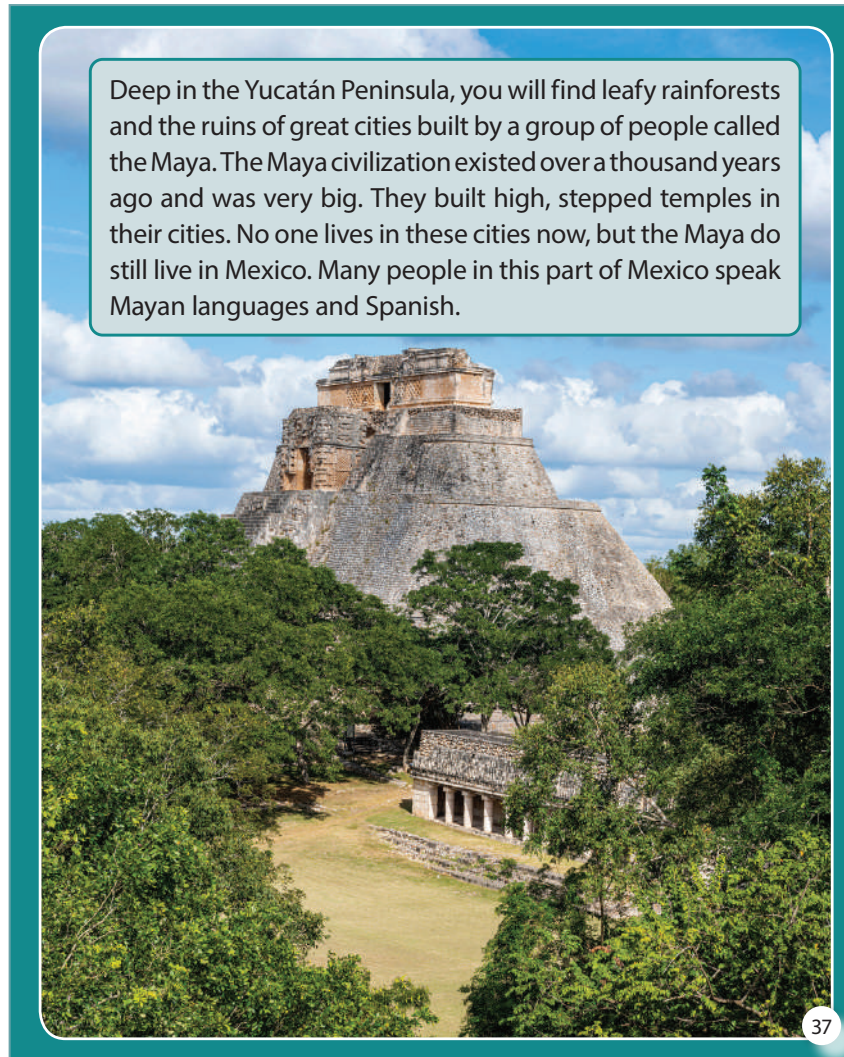
SUPPORT—Point out the cacti (the short, round plants) and the yucca (the tall plants with the sharp leaves). Explain that *cacti* is the plural of *cactus* and that cacti are plants that have sharp spines instead of leaves. Cacti grow in warm, dry areas. Explain that yuccas are plants that have long, pointed, sword-shaped leaves. They produce large, white flowers. In most varieties, these flowers, along with the plant's fruit and seeds, can be eaten.

Ask students the following question:

LITERAL—What is northern Mexico like? (2.21)

- » Northern Mexico is dry. Lots of cacti and yuccas grow there. Irrigation is used to water crops.

Now ask students to look at the image on page 37 as you read aloud.



CORE VOCABULARY—Explain that *ruin* means to destroy something and make it unusable and that **ruins** are what is left of something, like an abandoned building or a city, after a long, long time of no one using it or taking care of it.

SUPPORT—Display the map of Mexico from the Internet. Point out the Yucatán Peninsula (the land that separates the Caribbean Sea from the Gulf of Mexico and includes the state of Yucatán). Have students then point to the Yucatán Peninsula on the map on page 33. **(2.20)**

SUPPORT—Have students point to the temple in the image. Ask students to describe the shape of the building. (*Possible answers: It looks like rectangles stacked on top of each other. It looks almost like a triangle.*) Explain that a building of this shape is called a pyramid.

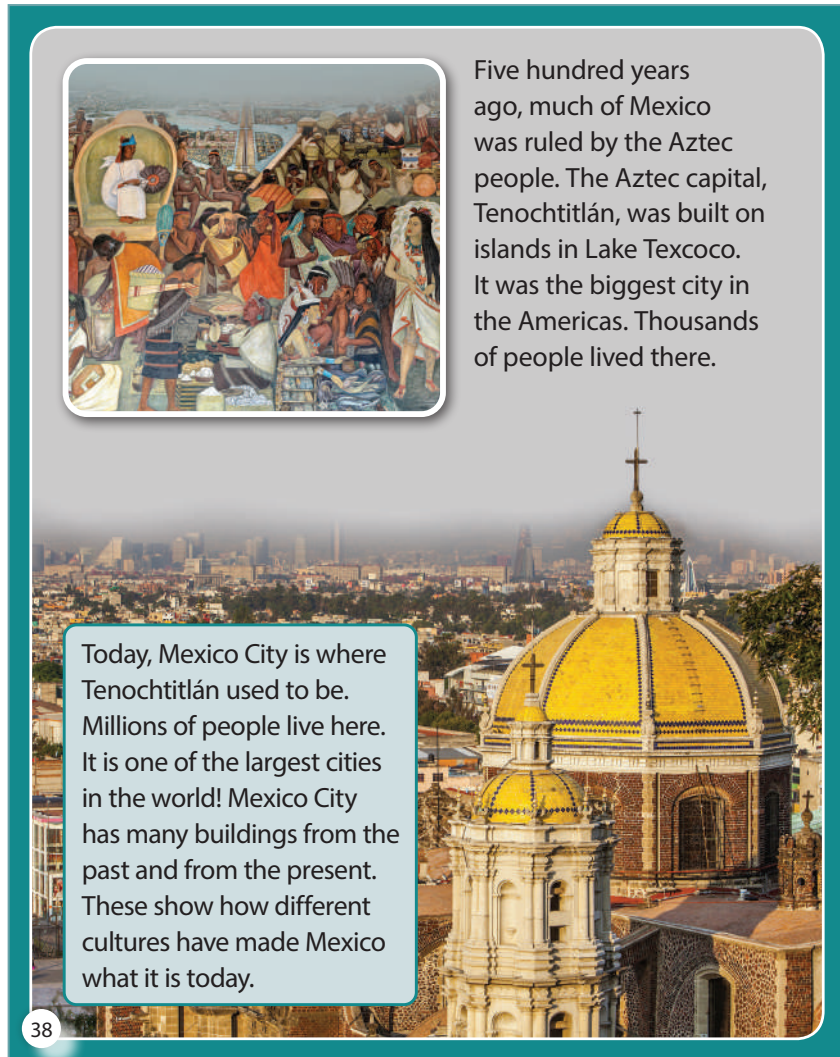
Note: Students in the Bayou Bridges program will learn about pyramids and the Maya in Grade 4.

Ask students the following question:

LITERAL—What features will you find in the Yucatán Peninsula? **(2.21)**

- » The Yucatán Peninsula has leafy rainforests and ruins of great cities built by people from the past called the Maya.

Now ask students to look at the images on page 38 as you read aloud.



Five hundred years ago, much of Mexico was ruled by the Aztec people. The Aztec capital, Tenochtitlán, was built on islands in Lake Texcoco. It was the biggest city in the Americas. Thousands of people lived there.

Today, Mexico City is where Tenochtitlán used to be. Millions of people live here. It is one of the largest cities in the world! Mexico City has many buildings from the past and from the present. These show how different cultures have made Mexico what it is today.

38

Note: *Tenochtitlán* is pronounced (/tay*nawch*teet*lahn/). Say the word aloud, and have students repeat after you.

Note: *Texcoco* is pronounced (/tesh*ko*ko/). Say the word aloud, and have students repeat after you.

SUPPORT—Display the map of Mexico from the Internet. Point out the location of Mexico City. Explain that Mexico City is the capital of the country. Ask students what that means. (*It means the government of Mexico meets and works there.*)

SUPPORT—Have students study the two images on the page. Ask: What does the image at the top of the page tell you about the Aztec? (*what they ate, what products they made, how they dressed, how people interacted*) What does the second image on the page tell you about Mexico City? (*The city is made up of a mix of older and newer buildings. Many people must live and work in the city since there are many buildings.*) (2.2.a, 2.2.b, 2.3, 2.4)

Note: Students in the Bayou Bridges program will learn about the Aztec in Grade 5.

Ask students the following questions:

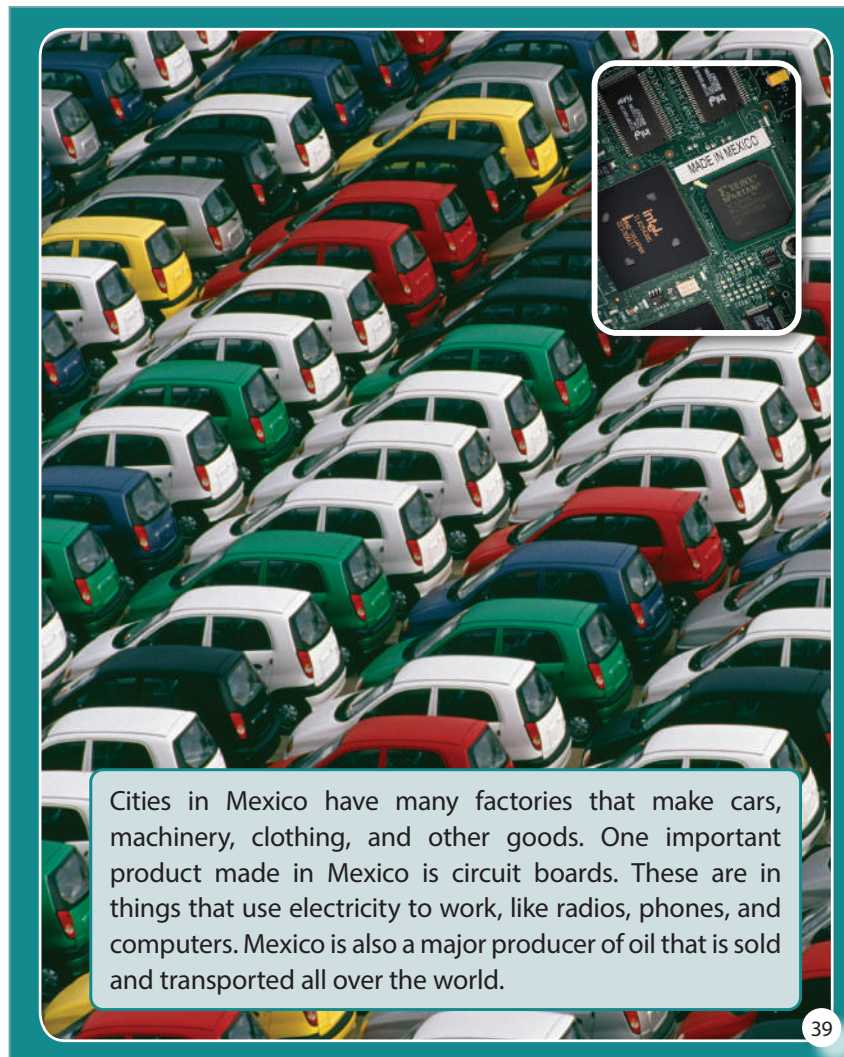
LITERAL—What land feature was Tenochtitlán built on? (2.21)

» Tenochtitlán was built on islands on Lake Texcoco.

LITERAL—What is located where Tenochtitlán used to be? (2.21)

» Mexico City is located where Tenochtitlán used to be.

Now ask students to look at the images on page 39 as you read aloud.



Cities in Mexico have many factories that make cars, machinery, clothing, and other goods. One important product made in Mexico is circuit boards. These are in things that use electricity to work, like radios, phones, and computers. Mexico is also a major producer of oil that is sold and transported all over the world.

39

CORE VOCABULARY—Explain that **factories** are places where people use machines to make goods.

SUPPORT—Point out the small image of the circuit board on the page, including the label that says “Made in Mexico.” Explain that circuit boards are used in many electronic devices, such as computers, cell phones, and cars, and that many of these boards are produced in Mexico.

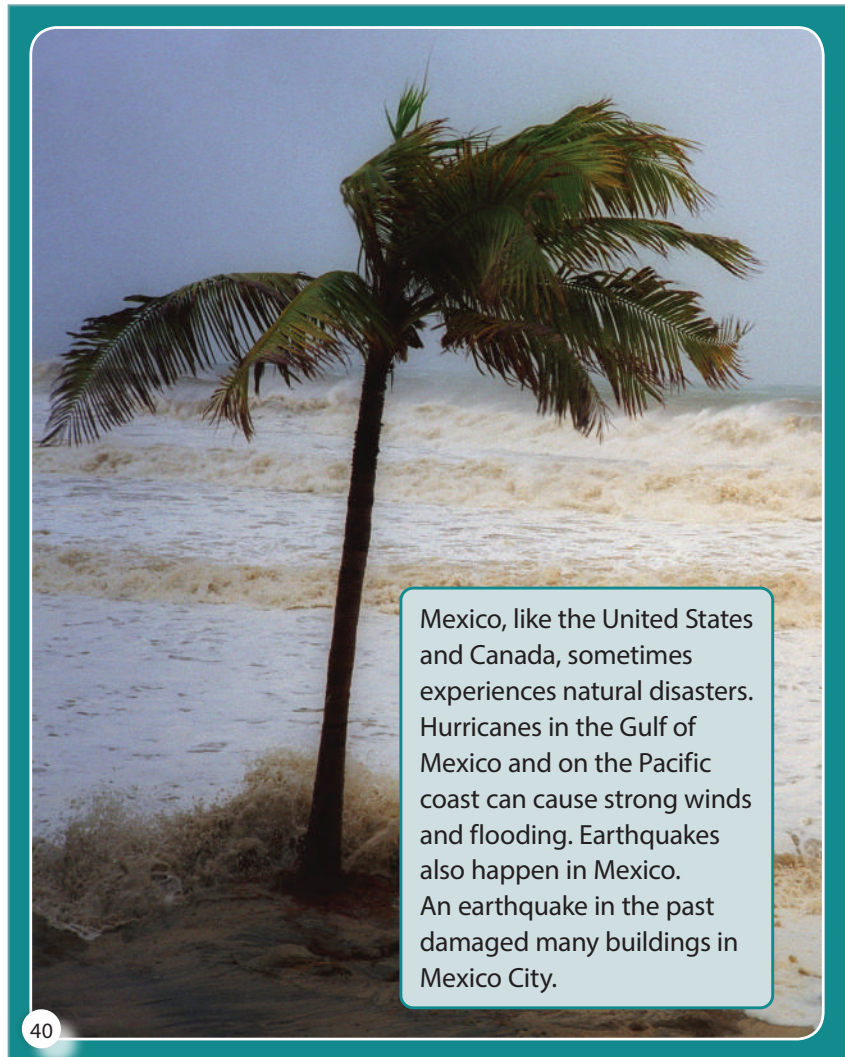
CORE VOCABULARY—Explain that a **producer** is a person, group, or company who makes a good to sell to other people or countries. Students will learn more about producers in Unit 4, *Choices and Costs*.

Ask students the following question:

LITERAL—What goods are made or produced in Mexico? (2.24)

- » Factories in Mexico make cars, machinery, clothing, and circuit boards. Mexico also produces oil.

Now ask students to look at the image on page 40 as you read aloud.



CORE VOCABULARY—Explain that **natural disasters** are events in nature that cause harm, like hurricanes and floods.

CORE VOCABULARY—Explain that **earthquakes** happen when the ground shakes suddenly as a result of movements beneath the surface of the Earth.

Ask students the following questions:

LITERAL—What kinds of natural disasters sometimes take place in both the Gulf of Mexico and on the Pacific coast? (2.25)

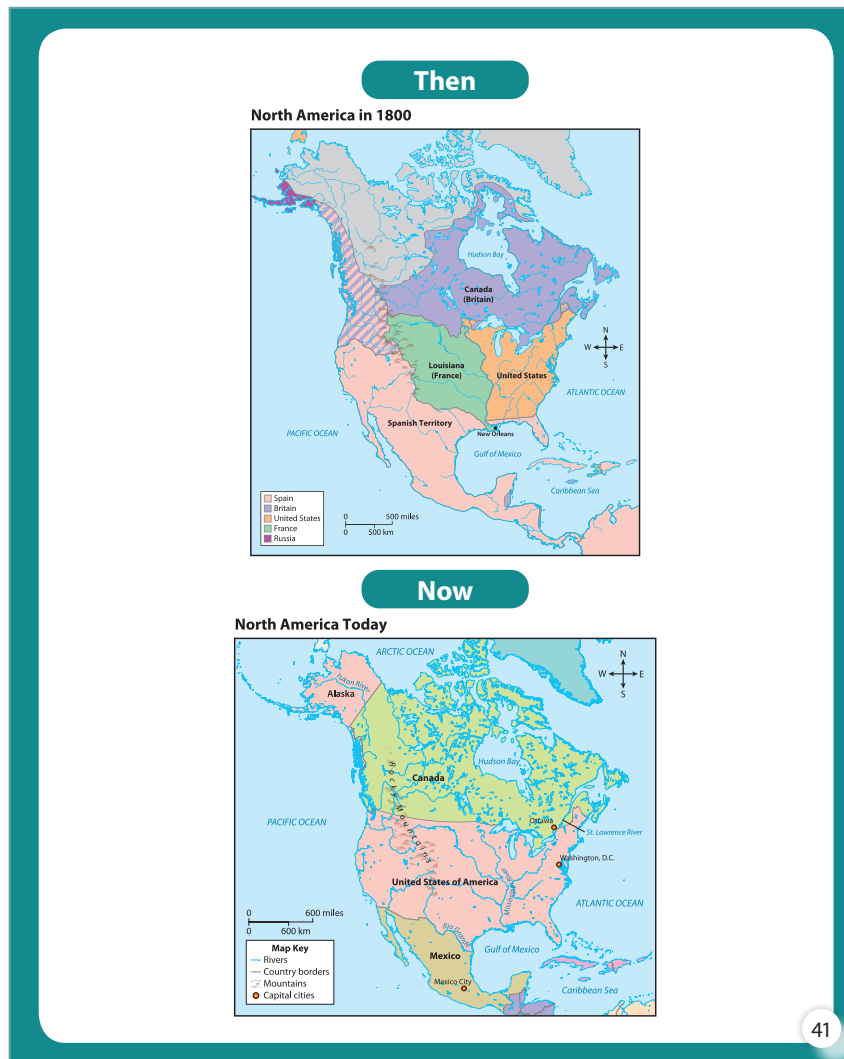
- » Hurricanes can take place in the Gulf of Mexico and on the Pacific coast. Earthquakes can also occur on the Pacific coast.

LITERAL—What kind of natural disaster damaged buildings in Mexico City? (2.25)

» An earthquake damaged buildings in Mexico City.

Then and Now, page 41

Ask students to look at the images on page 41.



Tell students that these images show maps of North America in the past and the present.

Guide students to the Then image. Explain that this shows North America a long time ago.

Guide students to the Now image. Explain that this shows North America today.

Guide students to find the compass rose, map scale, and map key on each map.

Explain the color coding on the Then map. It shows which countries once controlled parts of North America. Areas colored pink were controlled by Spain. Areas colored purple were controlled by Great Britain. Areas colored orange made up the United States. Areas colored green were controlled by France. Areas colored dark purple were controlled by Russia. You may wish to use a globe to show the locations of Russia, Spain, France, and Great Britain (the United Kingdom) in Europe.

On the Now map, have students point to Canada, Mexico, and the United States. Make sure students understand that the colors used on this map are not related to the colors used on the Then map. The colors here mean something completely different. Each color represents a different North American country.

Have students compare the two images.

Ask students the following questions:

EVALUATIVE—What is similar or alike in the images? (2.2, 2.2.a, 2.2.b, 2.3, 2.4, 2.20, 2.21)

- » Both maps show North America. The United States and Canada are on both maps. The maps also show land features like rivers, oceans, and bays.

EVALUATIVE—What is different in the images? (2.2, 2.2.a, 2.2.b, 2.3, 2.4, 2.20)

- » The United States and Canada are much smaller on the Then map than on the Now map. They do not stretch from the East Coast to the West Coast. Mexico is not a country on the Then map. The Then map shows that North America was divided into more parts and controlled by more countries than today.

INFERENTIAL—Why do you think the Now map shows capital cities but the Then map does not? (2.3, 2.4)

- » Possible answer: The capital cities in Mexico and Canada did not exist during the time of the Then map.

EVALUATIVE—Using the compass rose, describe how the United States and Canada changed from the past to today. (2.3, 2.4, 2.20)

- » From Then to Now, the United States spread south and west. From Then to Now, Canada spread north and west.

INFERENTIAL—What do you think the gray areas on the Then map mean? How do you know? (2.3, 2.4, 2.20)

- » Possible answer: The gray areas on the Then map show places that were not controlled by other countries. I know this because this area is not included in the map key.

Timeline Card Slide Deck

- Show students the Chapter 4 Timeline Cards. Read and discuss the captions.
- Invite students to share what they remember about the ideas on the cards.
- Review and discuss the Framing Question: “What are some important geographical features of Mexico?”



CHECK FOR UNDERSTANDING: FRAMING QUESTION

TURN AND TALK—What are some important geographical features of Mexico?

- » Some important geographical features of Mexico are coastlines and beaches, the Sierra Madre, volcanoes and areas with good soil for farming, dry areas and deserts, and rainforests.

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/>

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Answer Key: *North America: Geography and Environment*— Chapter Assessments and Activity Pages 106

Chapter 1 Assessment: *Using Maps*

Make sufficient copies of the Student Answer Sheet for each student; see pages 74–76 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Symbols on a map are explained in the _____. (2.20)
 - a) map key
 - b) compass rose
 - c) map scale
2. What helps you find direction on a map? (2.20)
 - a) map key
 - b) compass rose
 - c) map scale
3. The _____ tells how far a distance on a map is in the real world. (2.20)
 - a) map key
 - b) compass rose
 - c) map scale
4. The _____ is halfway between the North Pole and the South Pole. (2.22)
 - a) equator
 - b) prime meridian
 - c) capital city
5. The United States is in the _____. (2.22, 2.23)
 - a) Southern Hemisphere
 - b) Eastern Hemisphere
 - c) Northern Hemisphere
6. The area to the left of the prime meridian is called the _____. (2.22)
 - a) Southern Hemisphere
 - b) Western Hemisphere
 - c) Eastern Hemisphere
7. Which map shows the physical geography of a place? (2.20, 2.21)
 - a) Map A
 - b) Map B
 - c) Map C








Name _____

Date _____

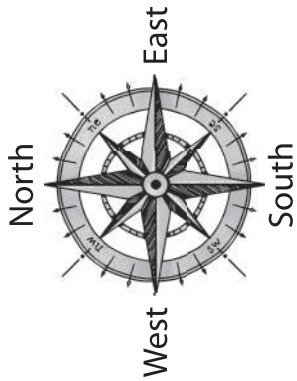
Chapter 1 Assessment Student Answer Sheet: Using Maps

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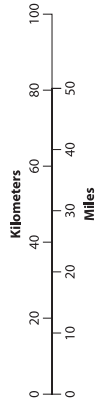
a.

MAP KEY	
	Museum
	Bridge
	City
	Capital city
	Bus stop
	Highway
	Railroad

b.










c.

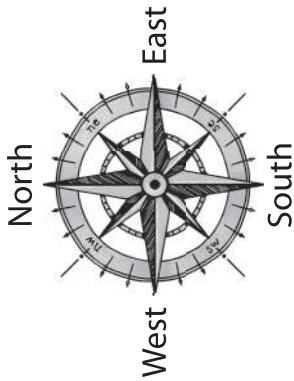


2.

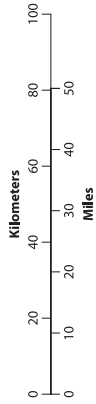
a.

MAP KEY	
	Museum
	Bridge
	City
	Capital city
	Bus stop
	Highway
	Railroad

b.










c.

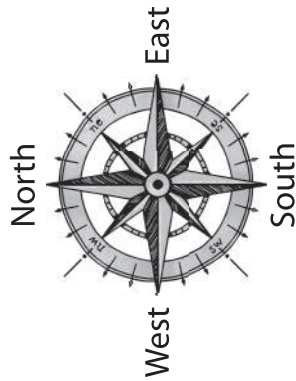


3.

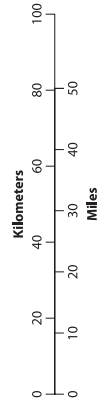
a.

MAP KEY	
	Museum
	Bridge
	City
	Capital city
	Bus stop
	Highway
	Railroad

b.



c.



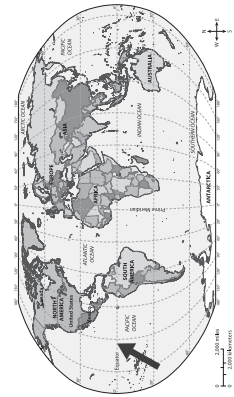
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Date _____

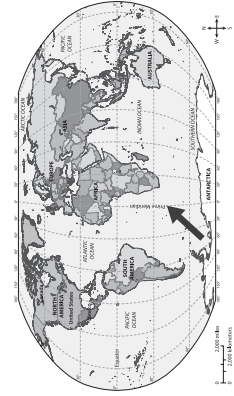
Chapter 1 Assessment Student Answer Sheet: Using Maps

4.

a.



b.

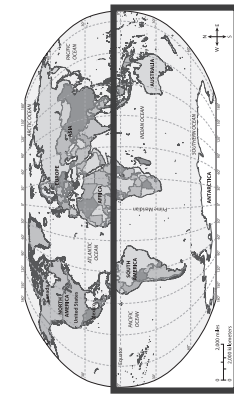


c.

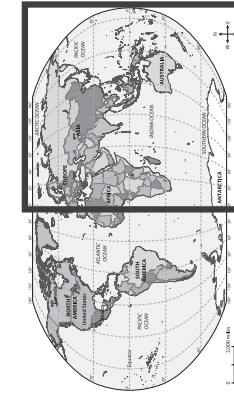


5.

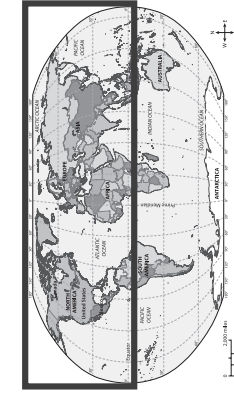
a.



b.

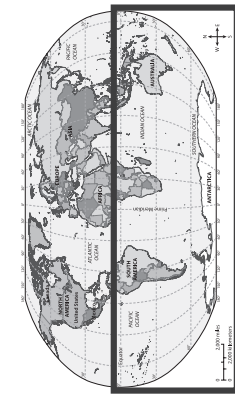


c.

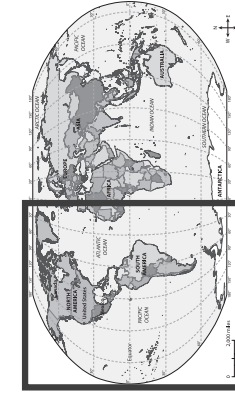


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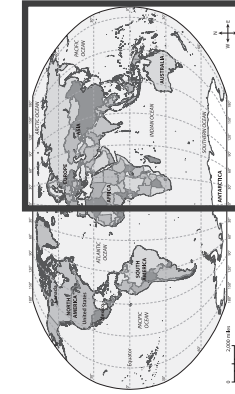
a.



b.



c.

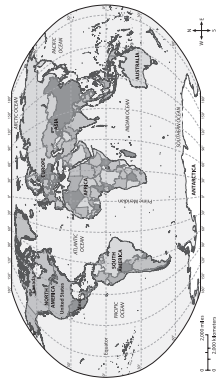


Chapter 1 Assessment Student Answer Sheet: Using Maps

7. a.



b.



c.



Chapter 2 Assessment: North America: The United States

Make sufficient copies of the Student Answer Sheet for each student; see pages 78–80 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. The Mississippi is the second-longest _____ in North America. (2.7.f, 2.21)
 - a) mountain
 - b) river
 - c) desert
2. The _____ is where members of our country's government meet. (2.7.e)
 - a) U.S. Capitol
 - b) White House
 - c) Lincoln Memorial
3. The United States is _____ of Canada. (2.20, 2.23)
 - a) north
 - b) south
 - c) east
4. Which land feature stretches from New England to the South? (2.7.f, 2.21)
 - a) Niagara Falls
 - b) Grand Canyon
 - c) Appalachian Mountains
5. Farmers grow food in _____ areas in the Midwest. (2.24)
 - a) urban
 - b) suburban
 - c) rural
6. Which kind of weather is common on the Great Plains during the spring? (2.25)
 - a) tornado
 - b) hurricane
 - c) blizzard
7. Which landform is common in the Southwest region? (2.21)
 - a) coast
 - b) desert
 - c) island

Chapter 2 Assessment Student Answer Sheet: North America: The United States

1. a.



b.



c.



2. a.



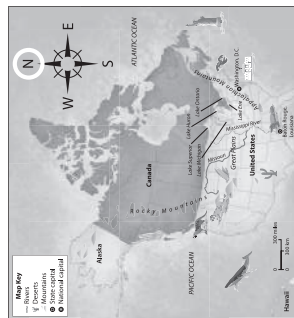
b.



c.



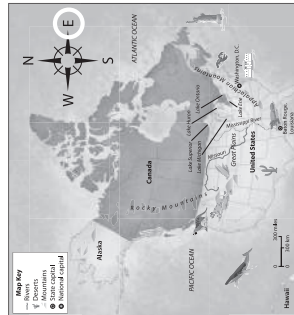
3. a.



b.



c.



Name _____

Date _____

Chapter 2 Assessment Student Answer Sheet: North America: The United States

4.

a.



b.



c.



5.

a.



b.



c.



6.

a.



b.



c.



Name _____

Date _____

Chapter 2 Assessment Student Answer Sheet: North America: The United States**7.****a.****b.****c.**

Chapter 3 Assessment: North America: Canada

Make sufficient copies of the Student Answer Sheet for each student; see pages 82–84 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

1. Canada is _____ of the United States. **(2.20)**
 - a) north
 - b) south
 - c) east
2. Which natural feature is found on the border between the United States and Canada? **(2.21)**
 - a) Rocky Mountains
 - b) Mississippi River
 - c) Great Lakes
3. _____ sometimes cause flooding in Newfoundland and Labrador. **(2.25)**
 - a) Blizzards
 - b) Hurricanes
 - c) Tornadoes
4. Canada has more _____ than any other country. **(2.21)**
 - a) rivers
 - b) plains
 - c) lakes
5. Which land feature stretches through the United States and Canada? **(2.21)**
 - a) Rocky Mountains
 - b) Mississippi River
 - c) Horseshoe Falls
6. Toronto is the capital of Ontario. It is a(n) _____ area. **(2.24)**
 - a) urban
 - b) suburban
 - c) rural
7. Fishing is an important industry in Canada along the _____.
 - a) mountains
 - b) coast
 - c) prairie

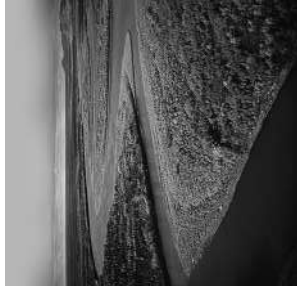
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Date _____

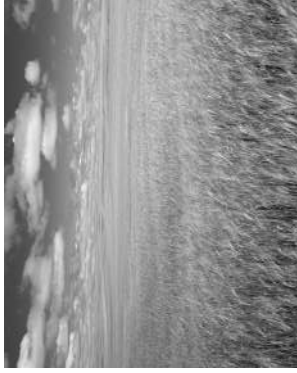
Chapter 3 Assessment Student Answer Sheet: North America: Canada

4.

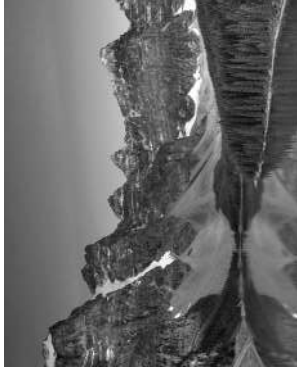
a.



b.



c.



5.

a.



b.



c.



6.

a.



b.

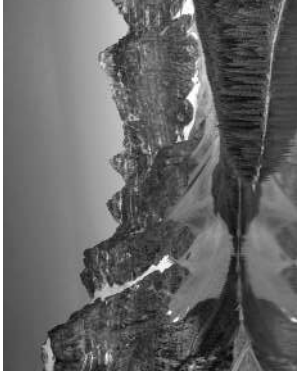


c.



Name _____

Date _____

Chapter 3 Assessment Student Answer Sheet: North America: Canada**7. a.****b.****c.**

Chapter 4 Assessment: North America: Mexico

Make sufficient copies of the Student Answer Sheet for each student; see pages 86–88 of this Teacher Guide. Read each sentence or question aloud with the answer choices. Instruct students to point to each picture on the answer sheet as you read the choice aloud. Read the question or sentence and answer choices aloud a second time, and tell students to circle the picture that shows the correct answer.

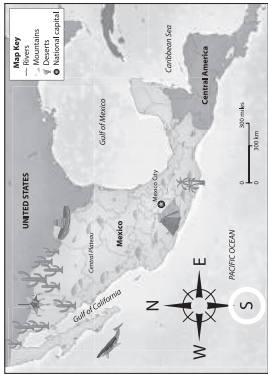
1. Mexico is _____ of the United States. **(2.20)**
 - a) north
 - b) south
 - c) east
2. The _____ makes up Mexico's western border. **(2.20, 2.21)**
 - a) Caribbean Sea
 - b) Gulf of Mexico
 - c) Pacific Ocean
3. Ash from _____ helps make the soil in central Mexico good for farming. **(2.21, 2.24)**
 - a) deserts
 - b) volcanoes
 - c) rainforests
4. Central Mexico is surrounded by three mountain ranges called the _____. **(2.21)**
 - a) Sierra Madre
 - b) Rocky Mountains
 - c) Appalachian Mountains
5. Where in Mexico can you find rainforests and ruins of cities? **(2.21)**
 - a) Sierra Madre
 - b) Yucatán Peninsula
 - c) Chihuahuan Desert
6. What kind of area is Mexico City? **(2.24)**
 - a) urban
 - b) suburban
 - c) rural
7. What natural disaster causes strong winds and flooding in Mexico? **(2.25)**
 - a) blizzard
 - b) tornado
 - c) hurricane

Chapter 4 Assessment Student Answer Sheet: North America: Mexico

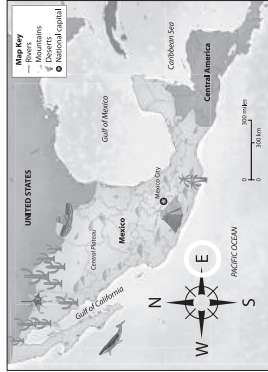
1. a.



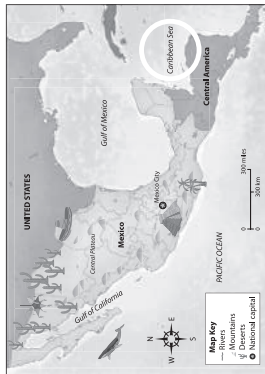
b.



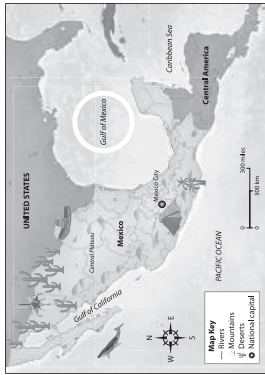
c.



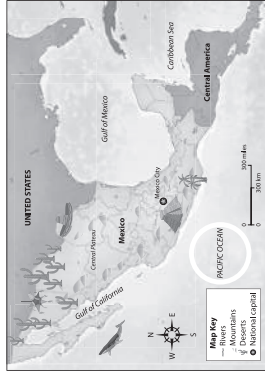
2. a.



b.



c.



3. a.



b.



c.



Name _____

Date _____

Chapter 4 Assessment Student Answer Sheet: North America: Mexico

4.

a.



b.



c.



5.

a.



b.



c.



6.

a.



b.

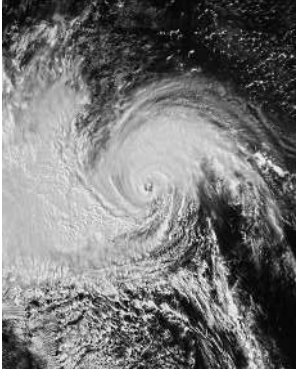


c.



Name _____

Date _____

Chapter 4 Assessment Student Answer Sheet: North America: Mexico**7.****a.****b.****c.**

Culminating Activity: North America: Geography and Environment

North America Travel Poster

Activity Page



AP CA.1

Materials Needed: sufficient copies of Travel Poster (AP CA.1); board or chart paper; paper; colored pencils, crayons, or markers

Have students think about what they have learned about the geography of North America, including regions, cities, and landscapes. Ask students how they might represent these things in pictures. List students' ideas on the board or chart paper.

Explain that a travel poster is a colorful poster that makes people want to visit a place. In this activity, students will create a travel poster for one of the places they learned about in North America. They can use ideas from the list on the board or chart paper. You may wish to assign each student a place from the unit or have students draw place names from a hat to ensure that places in the United States, Canada, and Mexico described in the Student Book are represented.

Have students first sketch their ideas on scratch paper.

Then hand out copies of the Travel Poster Activity Page (AP CA.1) for students to draw their travel poster on. Remind students to make their drawings as neat as possible and to color them brightly. Use the finished drawings to create a classroom poster gallery that students can visit.

Performance Task: North America: Geography and Environment

Materials Needed: four blank 5" × 8" index cards per student; pencils; assorted thin-tipped colored markers; individual student copies of the *North America: Geography and Environment* Student Book

Teacher Directions: In this unit, students learned about using maps and about the geography and environment of North America. They learned that maps share information about places and how to use parts of a map, including the compass rose, map key, and map scale. They learned that North America is made up of three countries: the United States, Canada, and Mexico. They also learned that these places have many different landscapes and natural and human-made features.

Have students reflect on what they learned during this unit by flipping through the pages of the Student Book. Tell students to imagine they are traveling across North America—from Mexico through the United States to Canada—by train. They will share the sights, sounds, and smells of North America with their friends and family back home by creating four different postcards on 5" × 8" index cards. Explain to students how postcards are like condensed versions of large travel posters. Their postcards should show the most important or most interesting details about the geography and environment of North America. Students should identify in their postcards the most important aspects of North America's geography and environment that make it an exciting place to visit and think about.

Have students draw an image related to the geography or environment of North America on one side of each card and dictate a brief message about its meaning for the other side.

Note to Teacher: We suggest that you allocate two instructional periods for the completion of this performance-based assessment. Students will work at different paces. Circulate throughout the room, and be available to discuss each card and take dictation as individual students finish each postcard.

Prompt each student to talk about their drawing by saying, "Tell me about what you drew and what it tells about the geography and environment of North America." It is not necessary to write verbatim what the student says, but rather to capture bullet points that can later be used with the Performance Task Scoring Rubric that follows.

Performance Task Scoring Rubric

Note to Teacher: Students should be evaluated on the basis of their postcard drawings, along with what they say that they have drawn and why, using the rubric.

Above Average	<p>Response is accurate and detailed. Student demonstrates strong understanding of the geography and environment of North America, identifying at least four of the following details in drawing and/or dictation:</p> <ul style="list-style-type: none">• Human-made landmarks in the United States such as the Gateway Arch, Martin Luther King Jr. Memorial, Mount Rushmore, Statue of Liberty, U.S. Capitol, and White House• Natural landmarks in the United States such as the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park• Natural landmarks in Canada such as the Rocky Mountains, Yukon and St. Lawrence Rivers, and Great Lakes• Natural landmarks in Mexico such as the Chihuahuan Desert and Sierra Madre• Geographic features in North America such as rivers, lakes, coasts, deserts, prairies, rainforests, peninsulas, mountains, oceans, and islands• Urban areas (New York City, Toronto, Mexico City), suburban areas (outside of Los Angeles and Toronto), and rural areas (American Midwest, northern Ontario, and central Mexico), and economic activities in these areas of North America• Natural disasters in North America such as hurricanes in the southeastern United States, Mexico, and Newfoundland and Labrador; tornadoes and blizzards on the Great Plains in the United States and/or Canada; and earthquakes in Mexico
Average	<p>Response is mostly accurate and somewhat detailed. Student demonstrates solid understanding of the geography and environment of North America, noting three of the details listed above.</p>
Adequate	<p>Response is mostly accurate but lacks detail. Student demonstrates a very basic understanding of the geography and environment of North America, noting two of the details listed above.</p>
Inadequate	<p>Response is incomplete and demonstrates a minimal understanding of the geography and environment of North America, noting only one of the details listed above.</p>

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 maps and the geography of North America. They will learn about the uses and features of maps. They will also learn about the geography of the United States, Canada, and Mexico.

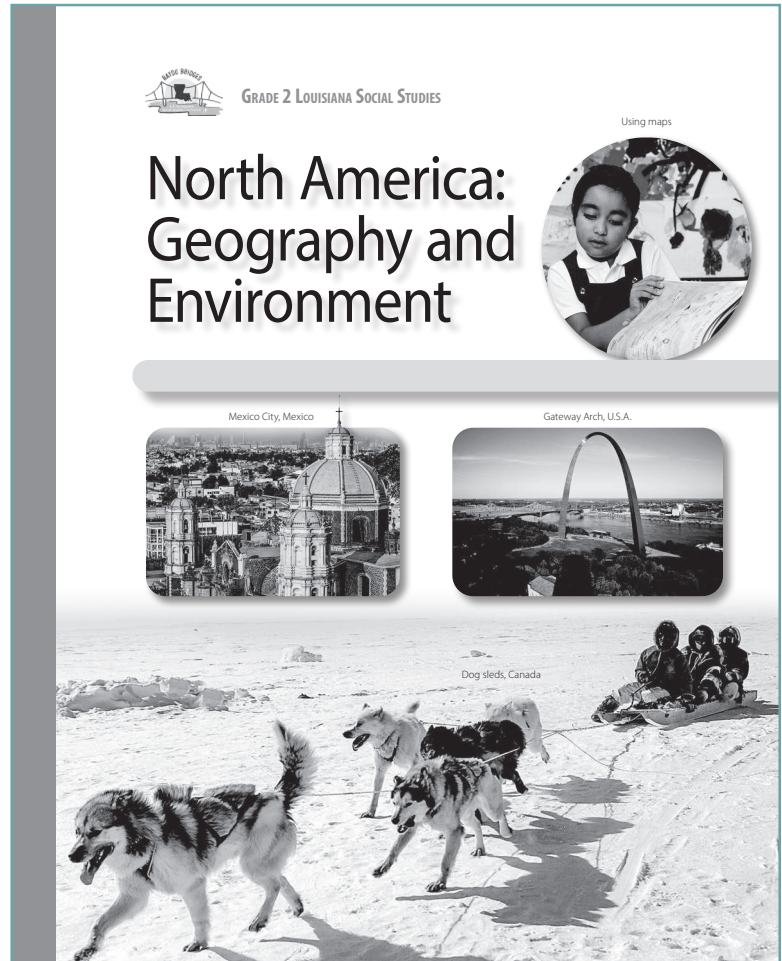
In this unit, students will explore how and why people use maps; learn to use maps to determine relative location; identify human-made and natural monuments and landmarks in the United States; describe the geography of North America; and explain the different economic activities and land use of people in rural, suburban, and urban areas.

As part of their exploration, students will also learn a little bit about Native peoples of North America. This information is presented in a factual, age-appropriate way rather than in a manner that suggests the value or correctness of any particular culture or group. The goal is to foster understanding of and respect for people and communities that may be different from those with which students are familiar.

Additionally, students will learn about different types of natural disasters that can occur in North America. This information is presented not to frighten students but to acquaint them with common aspects of life in different parts of North America.

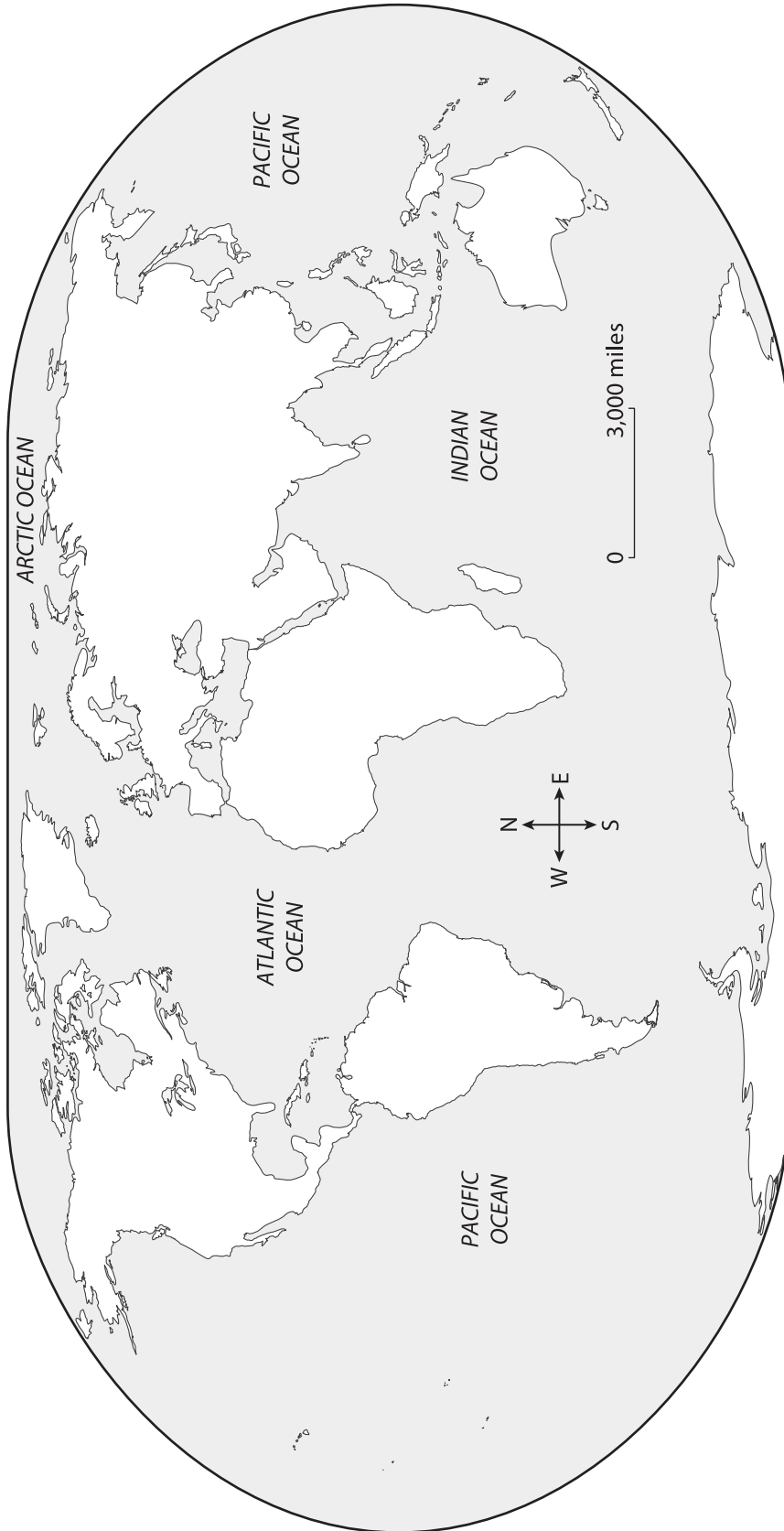
Sometimes students have questions regarding how the information they are learning relates to themselves and their own experiences. In such instances, we will encourage each student to discuss such topics with you. We recognize that the best place to find answers to those types of questions is with your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

Please let us know if you have any questions.



Name _____
Date _____

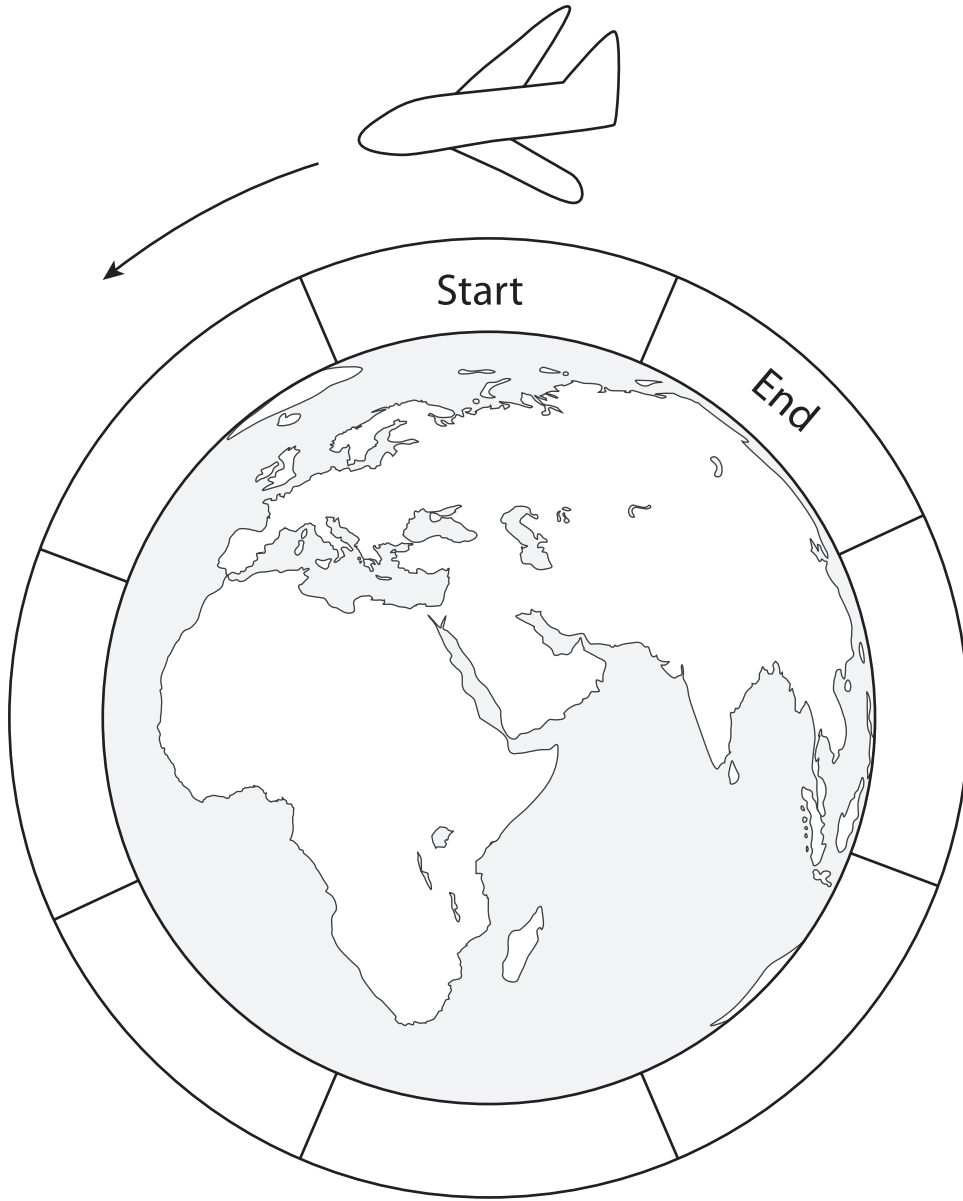
World Map



Date _____

Name _____

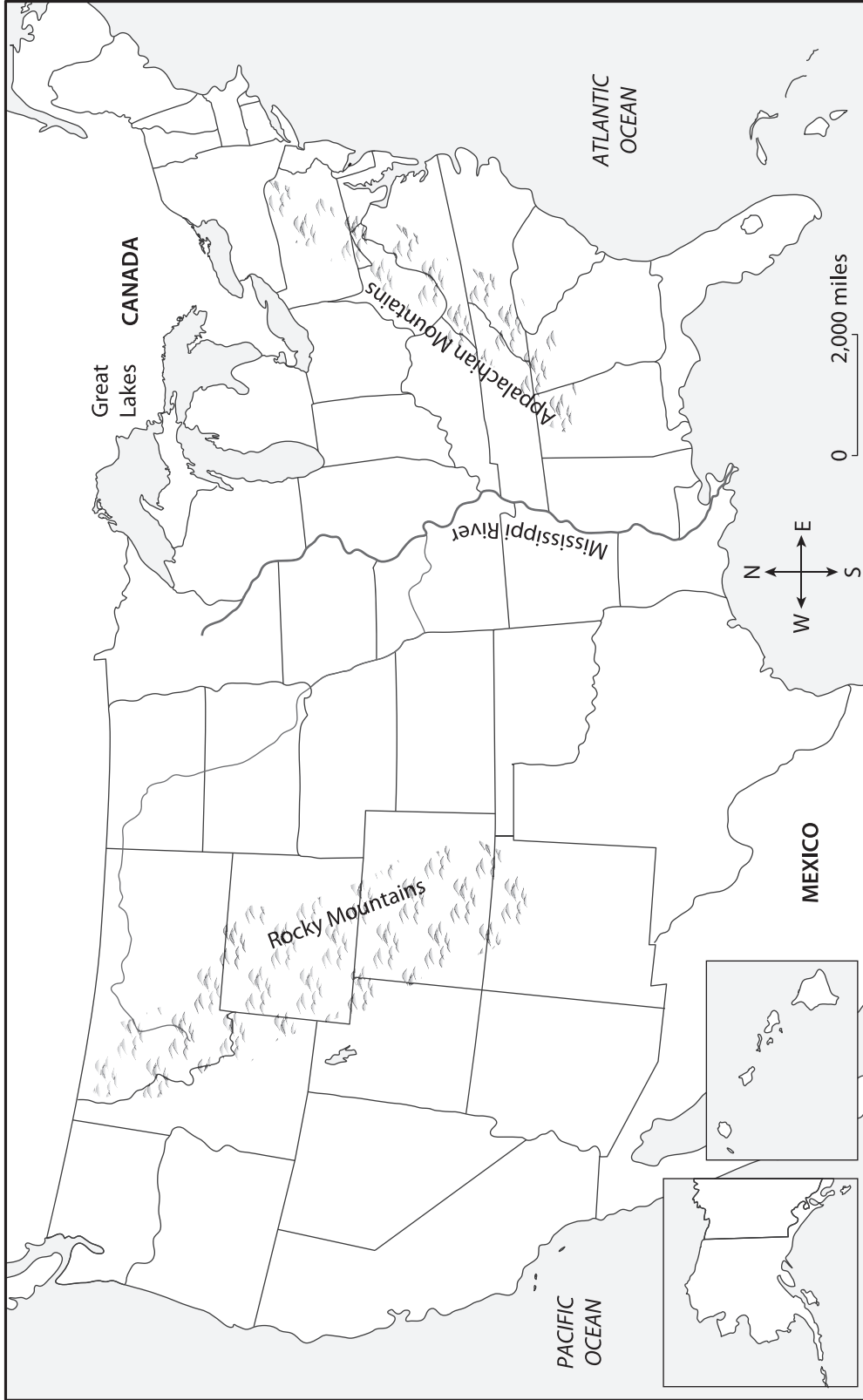
Around the World



Name _____

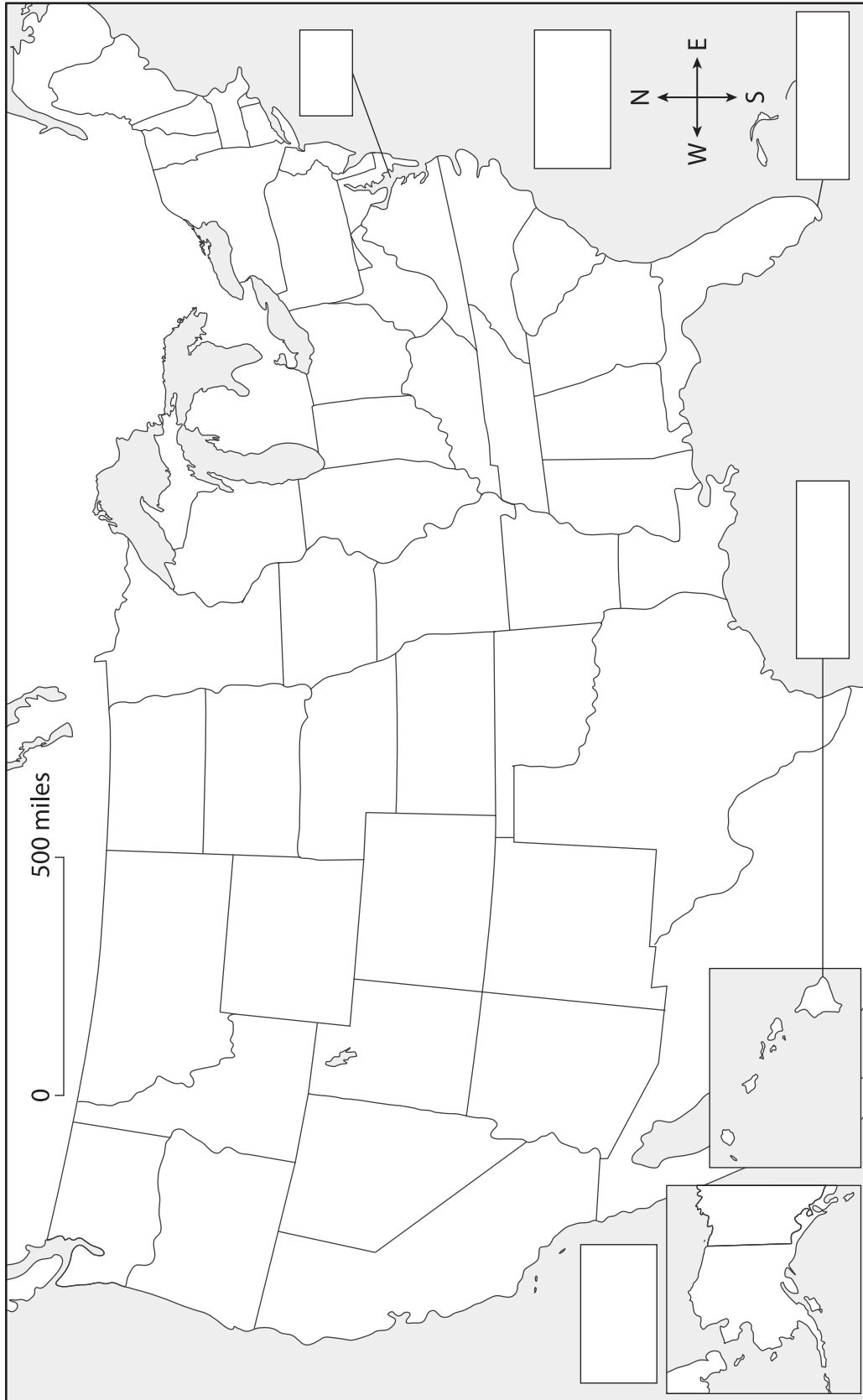
Date _____

Map of the United States



Name _____ Date _____

Show and Tell Map of the United States



Pacific Ocean

Atlantic Ocean

peninsula

island

bay

Activity Page 3.1

Use with Chapter 3

Map of Canada

Directions: Study the map below, and then answer the questions that follow.

Canada Today



1. How many mountain ranges are shown on the map?

2. In which province is Ottawa, the capital, located?

3. In which province is Vancouver located?

4. Which U.S. state does the Yukon River flow through?

Name _____

Date _____

Activity Page 3.1 (continued)

Use with Chapter 3

5. Which body of water does the Yukon River empty into?

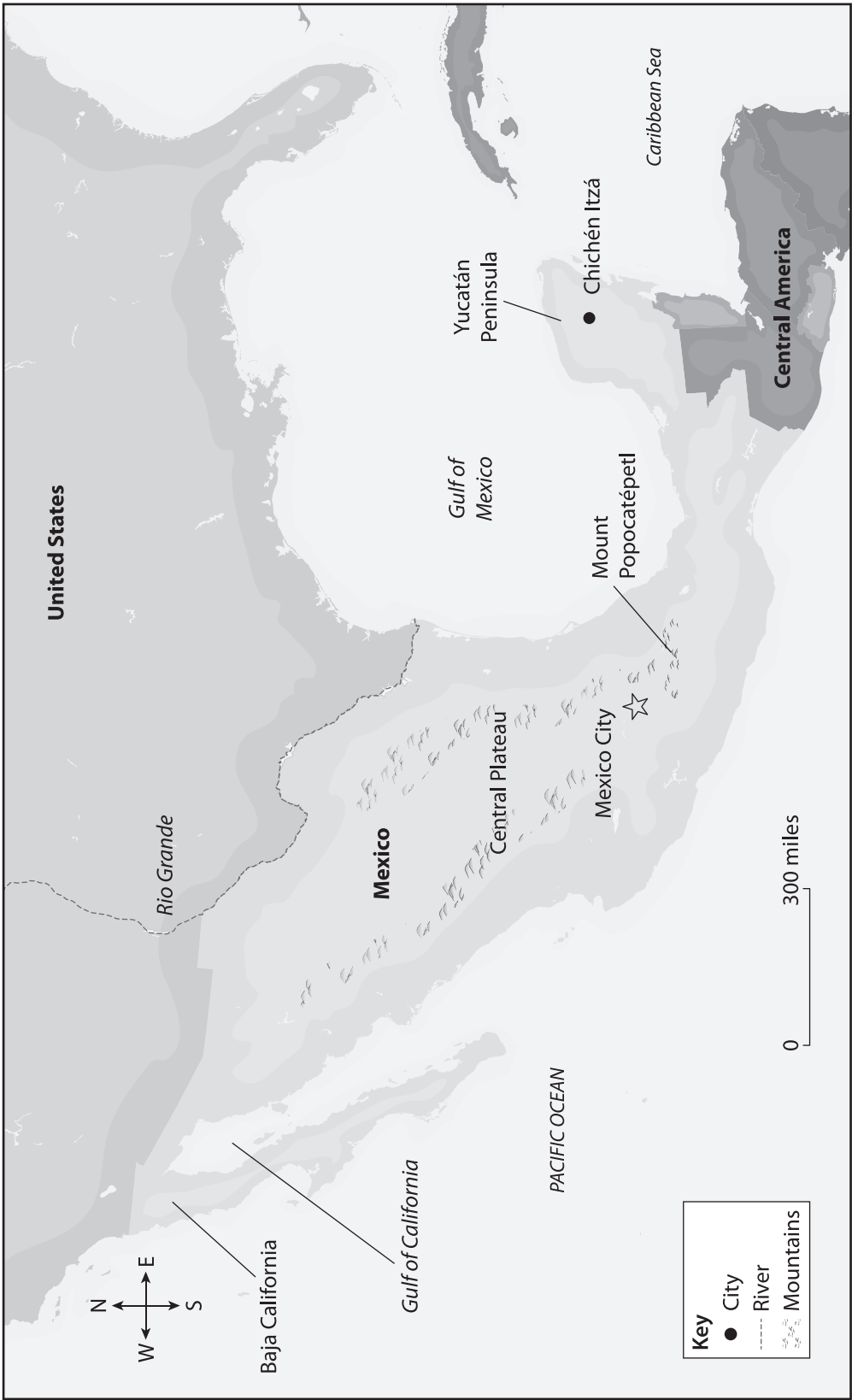
6. In which direction is Canada located in relation to the United States?

7. In which province is Quebec City, an important French-speaking city, located?

Name _____

Date _____

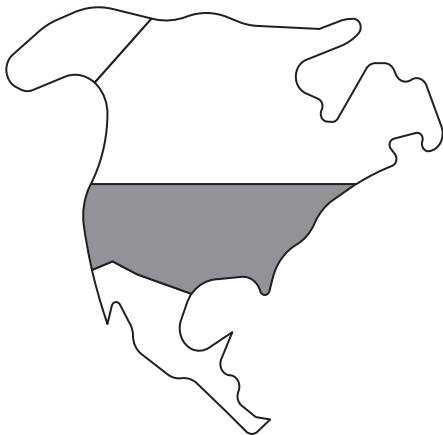
Map of Mexico



North American Countries



Canada



United States



Mexico

Name _____

Date _____

Activity Page CA.1

Use with Culminating Activity

Travel Poster

VISIT

HISTORY

- 2.1** Create and use a chronological sequence of events using appropriate vocabulary.
- 2.2** Differentiate between primary and secondary sources. For example:
- a)** Primary sources: letters, diaries, autobiographies, speeches, interviews
 - b)** Secondary sources: magazine articles, textbooks, encyclopedia entries, biographies
- 2.3** Select and use appropriate evidence from primary and secondary sources to support claims.
- 2.4** Construct and express claims that are supported with relevant evidence from primary and secondary sources with clear reasoning.
- 2.5** Compare life in the United States in the past to life today.
- 2.6** Describe the significance of the American Revolution and the founding of the United States.
- 2.7** Identify and describe national historical figures, celebrations, symbols, and places.
- a)** Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison.
 - b)** Identify and describe historical female figures, including Abigail Adams, Anne Hutchinson, Dolley Madison, Betsy Ross, and Phillis Wheatley.
 - c)** 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, and Christmas Day.
 - d)** Describe the history of American symbols, including the Liberty Bell, United States 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.”
 - e)** 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.
 - f)** Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park.
- 2.8** Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes.

CIVICS

- 2.9** Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial).
- 2.10** Identify and describe principles of American democracy and relate them to the founding of the nation. a. Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life. b. Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all.
- 2.11** Explain the purpose of rules and laws in the United States.
- 2.12** Define governmental systems, including democracy and monarchy.
- 2.13** Describe civic virtues including voting, running for office, serving on committees, and volunteering.
- 2.14** Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career.
- 2.15** Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives.

ECONOMICS

- 2.16** Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports.
 - a)** Describe how people are both producers and consumers.
 - b)** Explain why free enterprise and private property are important concepts and how they are beneficial to individuals and to the United States.
 - c)** Identify examples of an economic cost or benefit of a decision or event.
- 2.17** Explain why and how people specialize in the production of goods and services.
- 2.18** Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs.
- 2.19** Identify how people use natural (renewable and non-renewable), human, and capital resources to provide goods and services.

GEOGRAPHY

- 2.20** Create and use maps and models with a key, scale, and compass with intermediate directions.
- 2.21** Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers.

- 2.22** Identify and locate the four hemispheres, equator, and prime meridian.
- 2.23** Describe the relative location of the United States.
- 2.24** Compare and contrast basic land use and economic activities in urban, suburban, and rural environments.
- 2.25** Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment.
- 2.26** Explain how and why people, goods, and ideas move from place to place.
- 2.27** Describe how and why people from various cultures immigrate to the United States.

Answer Key: North America: Geography and Environment

Chapter Assessments

Chapter 1

1. a 2. b 3. c 4. a 5. c 6. b 7. c

Chapter 2

1. b 2. a 3. b 4. c 5. c 6. a 7. b

Chapter 3

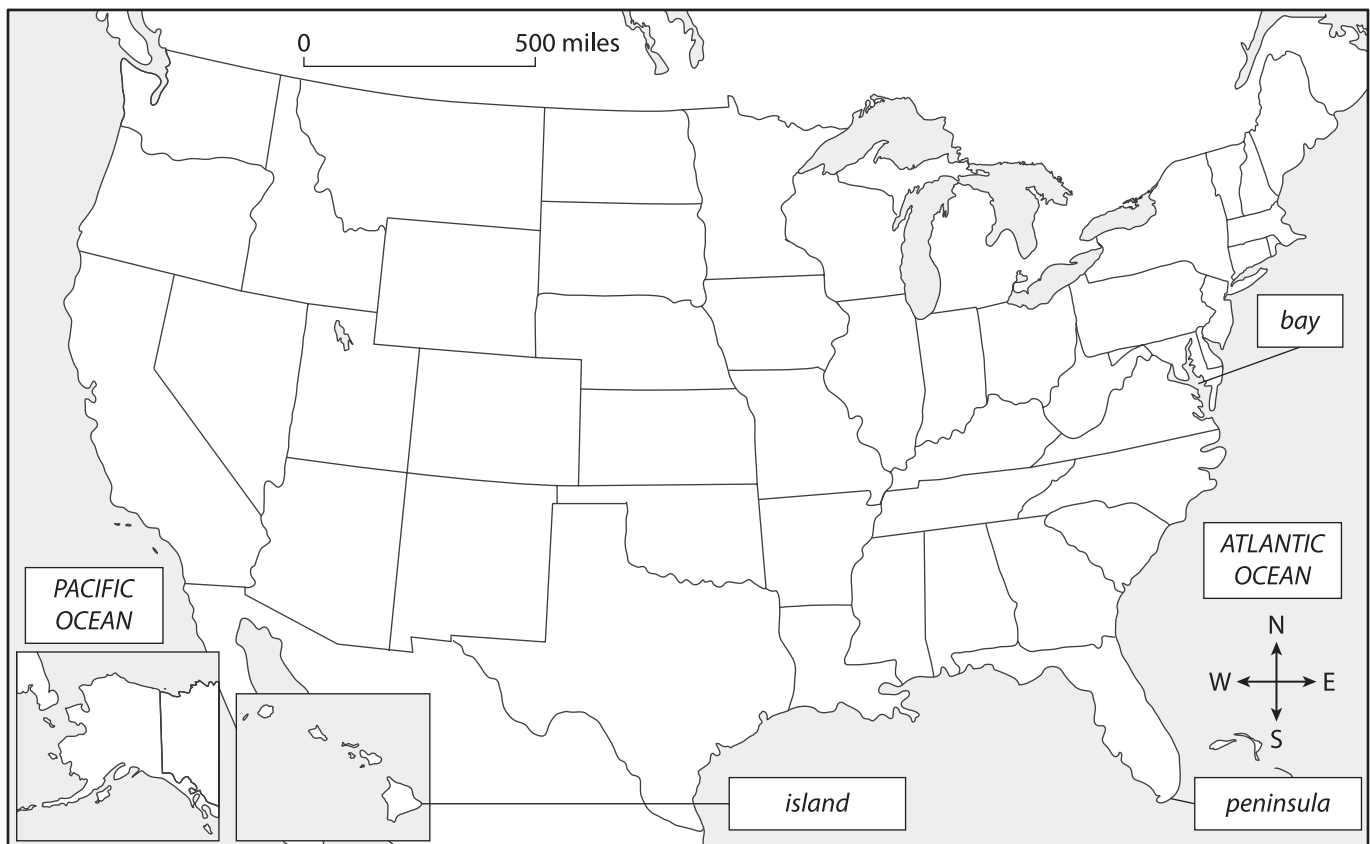
1. a 2. c 3. b 4. c 5. a 6. a 7. b

Chapter 4

1. b 2. c 3. b 4. a 5. b 6. a 7. c

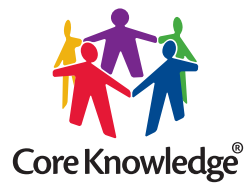
Activity Pages

Show and Tell Map of the United States (AP 2.2)



Map of Canada (AP 3.1)

1. two
2. Ontario
3. British Columbia
4. Alaska
5. the Bering Sea or Pacific Ocean
6. north
7. Quebec



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