
Project CONN-CEPT Science Units

Astronomy: Sun, Moon, and Stars (K-2)

Properties and States of Matter (1)

May the Force Be with You: Forces, Motion, and Simple Machines (2-3)

Changes, Stages, and Cycles of Living Things (2-3)

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Ecosystems and Adaptations (6)

Weather: The Never Ending Story (6)

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Project CONN-CEPT Social Studies Units

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Local Government (3)

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Earth's Oceans (7)

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A Shared Story

The exhibit hall was huge, and publishers' banners, suspended from the ceiling, waved back and forth in the air conditioned room. Hundreds of conference participants filled the aisles. Vendors of curriculum materials, eager to share their colorful and glossy wares with passing teachers and administrators, stood at the edge of their displays offering warm smiles, prizes, and publishers' catalogues.

Charlene and Andrew had carefully planned their tour through the aisles and divided up so that they could see all the materials. They looked forward to their time in the vendor area because they needed curriculum materials in social studies and science for their upper elementary and middle school students. They hoped they would find something good. They wanted coherent, comprehensive units that addressed their state and national standards, had good assessments, required students to think their way through content, provided teachers with teaching strategies, and some guidance regarding how to differentiate the curriculum for students with varied learning needs.

They looked at many cleverly designed curriculum packages and kits. Most materials were collections of episodic learning activities. Some contained coherent learning activities for students, but did not teach to the critical concepts and principles embedded in state and national standards. Other materials, claiming to be comprehensive, did not contain aligned pre- and post assessments, user-friendly teacher information, suggestions for teaching, or techniques for differentiating. Several kits attended to concepts and principles, but none was comprehensive enough to address all the standards for a particular grade level. At least two kits would be required to cover the prerequisite standards. Worse, the cost for the two kits would not include the price for the consumables that would have to be purchased each year to keep the kits adequately stocked. They could hardly pay for the cost of one kit!

Charlene and Andrew met at the back of the hall and compared notes. They were disappointed because they realized that the high-quality, standards-based curriculum materials they wanted were not in the racks. Now what? Were there other vendors? If so, who were they and how could they be contacted? If there were no vendors with the materials they needed, could they write the needed curriculum themselves? Who could help them? Did the district have money to pay stipends for curriculum development? How could they possibly write all the curricula that was required to address the state assessments?

We dedicate this curriculum unit, as well as others written under this Javits grant, to all the practitioners who have experienced scenarios like Jinan and Andrew. We hope the unit presented here will meet the needs of educators who: live in real classrooms, contend with real time constraints, prepare students adequately for high-stakes assessments, and strive to meet the varied learning needs of all their students.

Deborah E. Burns
Jeanne H. Purcell

PREFACE

In 2002, the Connecticut State Department of Education was awarded a Javits grant from the U.S. Department of Education called Project CONN-CEPT. The major focus of grant activities was the creation of standards-based curriculum units, K-8, in science and social studies. These rigorous curriculum units have been created for all students because every child must have access to the highest quality curriculum. At the same time, the units also have a particular focus on the needs of advanced learners—those who know more, learn more rapidly, think more deeply, or who are more innovative in a particular area of study. It was our goal to embed learning opportunities for advanced learners that were tightly aligned with the concepts and principles that guided the unit.

The Parallel Curriculum Model

This standards-based curriculum unit has been designed using the *Parallel Curriculum Model* (PCM) (Tomlinson, Kaplan, Renzulli, Purcell, Leppien, & Burns, 2002). The *Parallel Curriculum Model* is a set of four interrelated designs that can be used singly, or in combination, to create or revise existing curriculum units, lessons, or tasks. Each of the four parallels offers a unique approach for organizing content, teaching, and learning that is closely aligned to the special purpose of each parallel. The four parallels include: the Core Curriculum Parallel, the Curriculum of Practice, the Curriculum of Connections, and the Curriculum of Identity.

The *Core Curriculum* addresses the core concepts, principles, and skills of a discipline. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. The *Curriculum of Connections* builds upon the *Core Curriculum*. It is a plan that includes a set of guidelines and procedures to help curriculum developers connect overarching concepts, principles, and skills within and across disciplines, time periods, cultures, places, and/or events. This parallel is designed to help students understand overarching concepts, such as change, conflict, cause and effect, and patterns, as they relate to new content and content areas. The *Curriculum of Practice* is a plan that includes a set of guidelines and procedures to help students understand, use, generalize, and transfer essential knowledge, understandings, and skills in a field to authentic questions, practices, and problems. This parallel is designed to help students function with increasing skill and competency as a researcher, creator, producer, problem solver, or practitioner in a field. The *Curriculum of Identity* is a plan that includes a set of guidelines and procedures to assist students in reflecting upon the relationship between the skills and ideas in a discipline and their own lives, personal growth, and development. This parallel is designed to help students explore and participate in a discipline or field as it relates to their own interests, goals, and strengths, both now and in the future.

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The *Parallel Curriculum Model* also contains a new concept called Ascending Intellectual Demand (AID). Ascending Intellectual Demand offers practitioners a way to think about a discipline and each student's steady, progressive movement from novice to expert within that discipline. As students are ready, teachers ask students for increasing levels of cognition, affect, and application. As such, AID is a framework teachers use to increase the challenge level for students by asking them to behave and act in expert-like ways. (Tomlinson, Kaplan, Purcell, Leppien, Burns, & Strickland, 2006).

This unit has been designed using the Core Curriculum Parallel. Core Curriculum addresses the essential concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities. Although the majority of lessons in this unit have been designed using the Core Curriculum Parallel, it also contains several lessons that provide students with opportunities to explore other parallels that are closely connected to the subject matter.

Our Invitation...

We invite you to peruse and implement this curriculum unit. We believe the use of this unit will be enhanced to the extent that you:

- **Study PCM.** Read the original book, as well as other companion volumes, including *The Parallel Curriculum in the Classroom: Units for Application Across the Content Areas, K-12* and *The Parallel Curriculum in the Classroom: Essays for Application Across the Content Areas, K-12*. By studying the model in depth, teachers and administrators will have a clear sense of its goals and purposes.
- **Join us on our continuing journey to refine these curriculum units.** We know better than to suggest that these units are scripts for total success in the classroom. They are, at best, our most thoughtful thinking to date. They are solid evidence that we need to persevere. In small collaborative and reflective teams of practitioners, we invite you to field test these units and make your own refinements.
- **Raise questions about curriculum materials.** Provocative, compelling and pioneering questions about the quality of curriculum material—and their incumbent learning opportunities—are absolutely essential. Persistent and thoughtful questioning will lead us to the development of strenuous learning opportunities that will contribute to our students' life-long success in the 21st century.
- **Compare the units with material developed using other curriculum models.** Through such comparisons, we are better able to make decisions about the use of the model and its related curriculum materials for addressing the unique needs of diverse learners.
- **Examine PCM as one bridge between general and gifted education.** We believe that the rigorousness of PCM has much to offer *all* students, not just those who may already know, do, or understand at very different levels of sophistication.

ACKNOWLEDGEMENTS

We would like to thank our mentors, Carol Tomlinson and Carolyn Callahan. They have been our constant supporters and guides as we moved into uncharted territory related to curriculum development and differentiation.

Over the years we have been guided by the wise counsel of our curriculum writers: Cheryll Adams, Renee Alister, Karen Berk, Fie Budzinsky, Meagan Bulger, Yvette Cain, Lori Cipollini, Leslie Chislett, Megan Coffey, Edie Doherty, Claire Farley, Kurt Haste, Carla Hill, MaryAnn Iadarolla, Caitlin Johnson, Megan Lamontagne, Donna Leake, Lisa Malina, Kay Rasmussen, Martha Rouleau, Cindy Strickland, Mary Grace Stewart, Kim Turret, Ann Marie Wintenberg, and Karen Zaleski. They have worked tirelessly on their curriculum units and provided us with many insights into the curriculum writing process. Although we had a road map at the outset of the writing process, our writers helped us to craft new roads when the old ones no longer worked. We thank them for their integrity, care, innovativeness, and encouragement.

We thank all of the people who featured into the field testing process. These people include teachers in Cheshire, Hartford and Portland Public Schools. We especially want to thank the following building administrators who supported our work: Tory Niles and John Laverty from Hartford; Linda Cahill and Deborah Granier from Portland; and Steve Proffitt, Diane DiPietro, Sharon Weirsmann, Russ Hinkley, Beverly Scully, and Mary Karas from Cheshire. The insights from teachers and administrators helped to make our curriculum units stronger and more practical.

Kim Allen, from Project LEARN, provided us with assistance and support in all of our endeavors and made sure that we stayed the course in solid financial standing. Nancy Wight and Gail Heigel, from Cheshire Public Schools, spent untold hours formatting, typing, duplicating, collating, and distributing the experimental units and ordering the numerous student materials and teacher resources that supplement these lessons. They are the masters of due diligence and attention to detail. We also wish to thank Eileen Williams and Patricia Johnson, from the State Department of Education, for formatting, typing, and preparing the pre-assessments and post assessments for the units. They worked tirelessly for many hours after work and on weekends to meet our deadlines and never lost their smiles.

We thank Cheshire Public Schools and the Connecticut State Department of Education for allowing us to take on this tremendous task and allowing us the hours within day (and night) to accomplish all that was required.

Our families and friends deserve special recognition because they offered unwavering support and encouragement. We recognize they made personal sacrifices, and we hope that we have grown as a result.

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Most of all, we would like to thank Judy Walsh on whose shoulders these units truly stand. With the greatest of care and unparalleled thoughtfulness and consideration, Judy has edited each manuscript, worked collaboratively with each author to refine each lesson, written lessons when it was necessary, and provided a sense of humor and her wisdom as a teacher. She is selfless and seeks only to advance each author and the project. In every way, she has been our “North Star” on the project.

Format for the Project CONN-CEPT Curriculum Units

Each Project CONN-CEPT curriculum unit is formatted in the same way and contains four components: an overview, the lessons, a content map, and a comprehensive list of resources required in the unit. The *overview* is a chart that includes the lesson principles, concepts and skills, the time allocation, the standards that are explicitly addressed within each lesson, and a brief description of each lesson. The overview provides potential users with a “snap-shot” of the unit, related standards, and classroom activities.

The *lessons* follow the overview and vary in number depending upon the content area and grade level of the unit. Each lesson is comprehensive and addresses 10 curriculum components: content, assessments, introductory and debriefing activities, teaching strategies, learning activities, grouping strategies, products, resources, extensions, and differentiation activities. For the most part, each lesson provides specific information about each of these components. An aligned pre- and post-assessment is included for the entire unit, and aligned formative assessments are provided at critical junctures in the unit. Additionally, each lesson contains all the required black-line masters and materials.

Many lessons contain two features that are unique to Project CONN-CEPT materials: opportunities for Ascending Intellectual Demands (AID) and talent-spotting activities. Ascending Intellectual Demand is a term used to describe learning opportunities that require students to work at increasing levels of discipline-specific expertise (Tomlinson et al). They are appropriate for any student who demonstrates advanced ability or expertise in a discipline. The AID opportunities are labeled using the acronym AID. Additionally, many lessons contain searchlight opportunities. Searchlight opportunities are rich moments during a lesson for teachers to observe students and note those who appear to have heightened interest in the topic under investigation. To support these students’ emerging interests, extension ideas are provided.

A *content map* comes after the lessons. Like the overview, the content chart is a snap-shot of the important knowledge in a unit: the major and minor principles, concepts, skills, themes and guiding questions. Teachers who want in-depth information about the knowledge contained in the unit will find this chart useful.

A comprehensive list of *resource materials* concludes each unit. Although the required materials are also listed at the beginning of each lesson, the comprehensive listing provides teachers with a one-page summary of all the materials and it facilitates planning.

THE NORTHEAST REGION OF THE UNITED STATES

Introduction to Regions - Grade 4

The Core Curriculum parallel guides the development of this regions unit for grade four students. Core Curriculum addresses the essential concepts, principles, generalizations, and skills of a subject area. It is designed to help students understand essential, discipline-based content through the use of representative topics, inductive teaching, and analytic learning activities.

The unit contains nine sessions that are outlined in the chart below and require approximately 20-25 hours to complete. The first column contains the lesson number, the name of the parallel(s) that the lesson addresses, and the approximate amount of time it will take to complete. The second column contains a series of numbers. The numbers reflect the national standards—culled from *National Standards for Geography*, 1994 and *Voluntary National Content Standards*, 1997—listed and numbered below. For brevity’s sake, only one or two standards are listed in each row of the chart and represent the major focus of the individual sessions. However, the lessons have been designed to build upon each other, and each session builds iteratively upon many of the standards. Connecticut’s standards are also referenced here and are cited in the same column.

Column three contains the principles that guide the lesson. The principles, which state relationships among essential concepts, reflect what we want students to know and be able to do upon completing the lessons. They are derived from the standards, reflect both declarative and procedural knowledge, and illustrate the careful attention that has been given to “teasing apart” the complexity of ideas contained within standard statements.

Column four includes a brief description of the lesson. It provides an overview of some of the teaching and learning activities that are designed to occur within the classroom.

National Geography Standards

Understands the characteristics and uses of maps, globes, and other geographic tools and technologies

1. Knows the basic elements of maps and globes (e.g., title, legend, cardinal and intermediate directions, scale, grid, principle parallels, meridians, projection) (Grades 3-5)

Knows the location, places, geographic features, and patterns of the environment

2. Knows the approximate location of major continents, mountain ranges, and bodies of water on earth (Grades 3-5)

Understands the concept of regions

3. Knows the characteristics of a variety of regions (landform, climate, vegetation, shopping, housing, manufacturing, religion, language) (Grades 3-5)
4. Understands how regions change over time and the consequences of these changes (e.g., changes in population size or ethnic composition; construction of a new shopping center, a regional hospital, or a new manufacturing plant; changes in transportation; changes in environmental conditions) (Grades 3-5)
5. Knows how regions are similar and different in form and function (e.g., local neighborhoods verses Central Business District) (Grades 3-5)
6. Understands criteria that give a region identity (e.g., its central focus, such as Amsterdam as a transportation center; relationships between physical and cultural characteristics, such as the Sunbelt's warm climate and popularity with retired people) (Grades 6-8)
7. Knows factors that contribute to changing regional characteristics (e.g., economic development, accessibility, migration, media image) (Grades 6-8)

Understands the characteristics of ecosystems on earth's surfaces

8. Knows ways in which humans can change ecosystems (e.g., clearing forests, widening channels of waterways, draining wetlands, wetting or suppressing fires) (Grades 3-5)

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National Economics Standards

Understands that scarcity of productive resources requires choices and generates opportunity costs

9. Knows that goods are objects that satisfy people's wants and services are activities that can satisfy people's wants (Grades K-2)
10. Knows that natural resources are "gifts of nature" because they are present without human intervention (Grades K-2)

Connecticut Related Content Standards - Grades K – 4

Content Standard 9: Places and Regions

Students will use spatial perspective to identify and analyze the significance of physical and cultural characteristics of places and world regions.

Educational experiences in Grades K-4 will assure that students:

1. Define and identify natural and human characteristics of places.
2. Explain how human and natural processes shape places.
3. Provide reasons why and describe how places and regions change and are connected.
4. Observe and describe how places and regions are identified, defined and bounded.
5. Locate places within their own and nearby communities in Connecticut.
6. Locate major physical and human features in the New England region and the United States.

Content Standard 10: Physical Systems

Students will use spatial perspective to explain the physical processes that shape the earth's surface and its ecosystems.

Educational experiences in Grades K-4 will assure that students:

1. Define local environmental features.
2. Locate earth's major physical and human features (including cities, countries, bodies of water, etc.).

Content Standard 12: Human and Environment Interaction

Students will use geographic tools and technology to explain the interactions of humans and the larger environment and the evolving consequences of those interactions.

Educational experiences in Grades K-4 will assure that students:

1. Explain the characteristics and purposes of maps, globes and other geographical tools and technologies.
2. Create information from maps, globes and geographic models in graphs, diagrams and charts.

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3. Use maps, globes, graphs, models, computer programs and texts, as appropriate.
4. Explain ways in which humans use and interact with environments.
5. Identify locations of various economic activities and understand how physical and human factors influence them.
6. Describe how and how physical and human systems function and interact and the consequences of these interactions.

Connecticut Standard 13: Limited Resources

Students will demonstrate that because human, natural and capital resources are limited, individuals, households, businesses and governments must make choices.

Educational experiences in Grades K-4 will assure that students:

1. Identify goods and services and give an example of each.
2. Identify and give examples of resources: human, natural and capital, and explain how they are used.

Lesson	Standards	Lesson principles	Lesson description
<p>1 (CORE) 1 hour, 15 minutes</p>	<p>1, 2 CT Standards: 10</p>	<ul style="list-style-type: none"> • The world is a very large place made up of water and landmasses. • The world is divided into continents and countries. 	<p>This lesson begins with an informal pre-assessment about the world. Students then share their ideas with the class. As a group, students next share their knowledge of different continents until all continents are named. In small groups students discuss the following questions: How is the world divided? In what ways are the continents the same? In what ways are the continents different? What do you notice about the number of countries on each continent? Students understand that the world is a very large place made up of water and landmasses. As part of the lesson students have an opportunity to identify and label the continents on a flat map.</p>
<p>2 (CORE) 1 hour, 15 minutes</p>	<p>3 CT Standards: 9</p>	<ul style="list-style-type: none"> • In order to make our understanding of the world easier, we divide the world into areas called regions. • Each region has common features that set it apart from other regions. 	<p>Students explore the concept of regions in this lesson. The ideas of 4th grade being unique from other grades is used as an analogy for the concept. Students learn that the world has been divided into areas called regions in order to make it easier to understand. In groups students brainstorm ideas about the special features of regions, bringing them to the understanding that each region has common features that distinguish it from other regions.</p>
<p>3 (CORE) 1 hour, 30 minutes</p>	<p>1, 3 CT Standards: 9, 10</p>	<ul style="list-style-type: none"> • There can be more than one region in a country. • The United States is divided into five geographic regions. • The Northeast is one of the five regions. 	<p>Students assume the role of a geographer in this lesson and use what they know about the common features of a region to divide the United States into regions. Afterwards they discover the locations of the five geographic regions in the United States by assembling puzzle pieces made up of the regions. The lesson concludes with students answering the following question: What features do you think geographers used to determine the five geographic regions? Students list at least three ideas and then share these responses with the class.</p>

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Lesson	Standards	Lesson principles	Lesson description
<p>4 (CORE/AID) 2 hours</p>	<p>5</p> <p>CT Standards: 9</p>	<ul style="list-style-type: none"> • Regions can vary in size and population. • The Northeast region includes two groups of states: the New England States and the Mid-Atlantic states. • The Northeast region is the smallest of the five United States regions, yet has the third largest population. 	<p>In this lesson students are introduced to the states that are part of the Northeast region. Working in groups students use Internet and text resources to determine the names of the states in the Northeast region, their capitals, and their large cities. As a result of their research, they come to understand the relationship between the number of large cities in the Northeast and the population of the Northeast region. In addition, they are introduced to the concept of a megalopolis and the cities along the eastern coast known as Boswash. An AID opportunity invites advanced students to create a bar graph with the population of the six largest cities in the Northeast. The session ends with a post assessment which asks students to explain how the Northeast region can be the smallest region in area, yet have the third largest population.</p>
<p>5 (CORE/AID) 1 hour, 40 minutes</p>	<p>3, 8</p> <p>CT Standards: 9, 10, 12</p>	<ul style="list-style-type: none"> • Each region has its own special environment. • The environment can affect people. • People can affect the environment. 	<p>Students begin this lesson by contrasting the natural environment with the industrialized features (roads, buildings) of the environment that have been made by people. Working in small cooperative groups, students investigate the natural environmental features of the Northeast region. They use library print resources and Internet sites to discover the landforms, waterways, natural resources, and climate of the Northeast region. Groups then share their ideas with the entire class. To further their understanding of the two aspects of the environment, the class cites examples of how the environment can affect people and conversely how people can affect the environment. In small groups students use resource materials to find evidence for both of these ideas. The groups then share their ideas with one another, and a class chart is created. An AID opportunity invites interested students or students with prior knowledge to hold a debate on whether or not people should make changes to the environment. Participants need to cite reasons and examples for their positions.</p>

Lesson	Standards	Lesson principles	Lesson description
<p>6 (CORE/ CONNECTIONS/ AID) 3 hours</p>	<p>3, 9, 10 CT Standards: 9, 12, 13</p>	<ul style="list-style-type: none"> • A region's economy is important to the people who live there. • The use of a region's natural resources assisted in the growth and development of the Northeast region's economy. • The growth and development of the Northeast region's economy affected the movement of people. 	<p>This session focuses on the economics of a region. Specifically, students are introduced to the definition of an economic system and to the relationship between a region's resources and its economic development. Students work alternately between whole group discussion and small group tasks in order to construct their own understanding of this critical relationship. An AID opportunity is provided for students who display advanced-level understanding on a pre-assessment that begins this lesson.</p>
<p>7 (CORE/AID) 3 hours</p>	<p>3, 4, 7 CT Standards: 9</p>	<ul style="list-style-type: none"> • Each region has its own unique history. • Much of our country's early history took place in the Northeast region. 	<p>Students investigate clues that lead them to understand the history of the Northeast region in this lesson. Working in cooperative groups they uncover clues that tell a story of one of the following time periods: 1600's, 1700's, 1800's, 1900's, and 2000's. Using library resources students create a history diary of the time period they are assigned. To complete the assignment, each member of the group must research some of the questions, create a portion of the diary, and present a portion of the diary to the class. All students take notes on other groups' presentations. At the conclusion of the presentations, groups contribute important events to a class timeline on the bulletin board. A post assessment asks students to list important events that occurred in the Northeast region from the 1600's to present day. An AID activity provides the opportunity for advanced or interested students to research an important person from one of the time periods.</p>
<p>8 (CORE/AID) 2 hours, 30 minutes</p>	<p>3, 7 CT Standards: 9</p>	<ul style="list-style-type: none"> • The people of a region help to define that region. • Immigrants made the Northeast an exciting region of different ethnic groups. 	<p>During this lesson students will work in small groups in a simulation. They will take on the role of detectives in a case called, "The Immigrant Experience." Their work, and subsequent whole-class discussions, will help them to uncover the idea that immigrants and migrations give a region an identity. AID opportunities and extension activities are provided.</p>

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Lesson	Standards	Lesson principles	Lesson description
<p>9 (CORE/ CONNECTIONS/AID) 2 hours, 30 minutes</p>	<p>6, 7 CT Standards: 9</p>	<ul style="list-style-type: none"> • A region's features create an image that people associate with it. • Tourists visit the Northeast because of the region's environment, its history, and the diversity of its people. 	<p>In this last lesson for the unit, students are invited: (1) into a "hunt" for all the reasons tourists visit the Northeast, and (2) to create a tourist booklet that advertises the Northeast region. The information they gather will help them to understand that the Northeast has a unique identity and image that are shaped by its environment, its history, and the diversity of its people. An AID opportunity is provided for students who demonstrate advanced-level understanding about the image of the Northeast region.</p>

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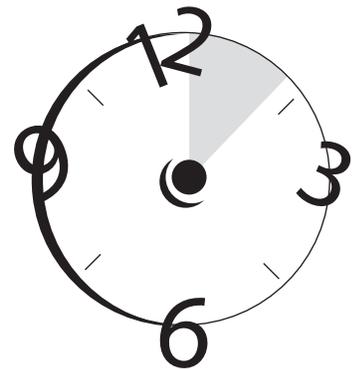
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Our Vast World

CORE

Time Allocation: 1 hour, 15 minutes

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Lesson Overview

In this lesson, students will understand that the world is a very large place made up of water and landmasses. Additionally, they will learn that the landmasses are continents and that some continents are divided into one or more countries. Through active participation, students will work in groups to brainstorm what they think they know about the world. They will have an opportunity to identify and label the continents on a flat map.

Guiding Questions

- How is the world divided?
- In what ways are the continents the same?
- In what ways are the continents different from one another?

BIG IDEA

The Regions of the World

THE NORTHEAST REGION OF THE UNITED STATES



Content Goals

Universal Theme

- Location

Principles and Generalizations

- The world is a very large place made up of water and landmasses.
- The world is divided into continents and countries.

Concepts

- Geography
- World
- Landmass
- Continent
- Country

Teacher Information

- Geography is the study of the location and distribution of living things and the earth features among which we live.
- The world is made up of land and water.
- The largest landmasses are called continents.
- There are seven continents: Africa, Antarctica, Asia, Australia, Europe, North America and South America.
- Continents have plants and animals that are indigenous to the area.
- Continents have their own climate(s).
- Some continents have more water than other continents.
- Some continents are made up of one or more countries.
- A country is a political state or nation; the land of a person's birth, residence or citizenship; a region.

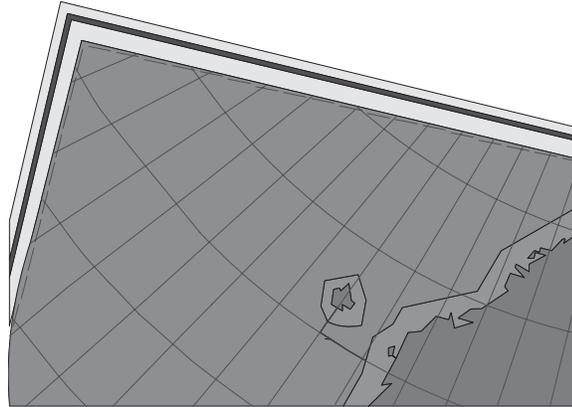
Skills

- Brainstorm ideas
- Use mapping skills: locating and labeling places on a map
- Compare/contrast

Our Vast World

Materials and Resources

1. Composition paper
2. Pencils
3. World map
4. Chart paper
5. Marker
6. Overhead projector
7. Large class size world map



Preparation Activities

1. Collect composition paper for each student.
2. Print a world map from the following website:
<http://www.nationalgeographic.com/xpeditions/atlas/index.html>
3. Keep the ocean names but eliminate the continent names and copy the world map for each student.
4. Gather chart paper and a marker ready for recording responses.
5. Prepare folders for each student so that each can place the products and assignments for the unit of study.

Introductory Activities (15 minutes)

- Begin class as a whole by presenting the principle that the world is a very large place made up of water and landmasses.
- Explain that for five minutes students are to take on the role of a geographer and to write on paper everything they know about the world.
- Pass out composition paper or have them use journals.
- Check to see if there are any questions about the assignment.
- Ask students to begin writing.
- After five minutes have passed, ask student to finish their last thought and to stop writing.
- For the next ten minutes, have students share their thoughts about the world with the class. Record their thoughts on chart paper.
- Explain that after our next activity, they refer to the chart to see if they need to add ideas to the chart, adjust them, or take any ideas off the chart.

Pre-assessment

N/A

THE NORTHEAST REGION OF THE UNITED STATES



Teaching and Learning Activities (45 minutes)

1. With the class as a whole, display a large map of the world and ask students what they know about geography.
2. After a brief discussion, summarize the meaning of geography.
3. Present the minor principle that the world is divided into continents and countries.
4. On the large world map, point to a continent that has countries on it and discuss the difference between a continent and a country.
5. Distribute a world map to each student.
6. Ask what is represented on their world map.
7. Responses should indicate that they understand that this is a flat map of the world and that the oceans and landmasses are represented.
8. On the large world map ask volunteers to name and locate a continent they know. **SEARCHLIGHT:** This is an opportunity for the teacher to look for students who have knowledge about the continents and geography.
9. Record the name of the continent on the chalkboard or on chart paper and have students locate that continent on the world map and record the continent's name.
10. Give students five minutes to try to identify the remaining six continents independently.
11. Again ask volunteers to name and locate on the large world map any continents they know. Record the name of the continent on the board or on chart paper as before and have students record the continent name in the appropriate place on their world map.
12. Continue in this way until all the continents are located and identified. Assist where needed.

Our Vast World



13. Explain to students that the world is divided into seven continents.

14. With students in groups of two-three, pose the following questions:
 - How is the world divided?
 - In what ways are the continents the same?
 - In what ways are the continents different?
 - What do you notice about the number of countries on each continent?Have students refer to their world map and to the large class map as they discuss answers to the questions.

15. As a whole class, discuss student responses.

Products and Assignments

- Written responses to question, “What do you know about the world”?
- Chart with student responses
- World map labeled

Extension Activities

N/A

Post Assessment

N/A

THE NORTHEAST REGION OF THE UNITED STATES



Debriefing and Reflection Opportunities (15 minutes)

1. Following the teaching and learning activities, bring the attention of the class as a whole group to the chart where their ideas about the world were recorded. Review the information on the chart.
2. Then ask students to work with their partners to decide the following:
 - a. Are there any ideas that we learned that need to be added to the chart?
 - b. Are there any ideas that we need to change on the chart?
 - c. Are there any ideas that we need to remove from the chart?
3. Elicit responses to the questions.
4. Discuss student suggestions for additions, adjustments or changes to the information on the chart. Record any agreed upon changes.
5. Have students place their written responses to the question “What do you know about the world?” and their world map into their Region folders.

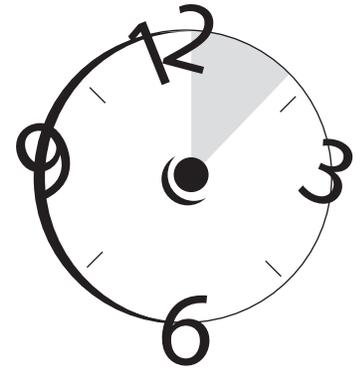


The World Divided

Core

Time Allocation: 1 hour, 15 minutes

Required Materials and Resources on page 85



Lesson Overview

In this lesson, students will explore the concept of regions. They will understand that in order to more easily learn about our world, geographers have divided it into areas called regions. Additionally, students will learn that each region has features that distinguish it from other regions. Through active participation, students will work in groups to construct features that all regions share.

Guiding Questions

- What is a region?
- What are the common features that set one region apart from another?
- How can the common features of a region help us understand our world?

BIG IDEA

Regions and Their Features

THE NORTHEAST REGION OF THE UNITED STATES



Content Goals

Universal Theme(s)

- Place
- Regions

Principles and Generalizations

- In order to make our understanding of the world easier, we divide the world into areas called regions.
- Each region has common features that set it apart from other regions.
- Geography
- Geographer
- Region
- Features
- Environment
- History
- Culture
- Customs

Teacher Information

- A region is an area with common features that set it apart from other areas.
- Each region has a history, a story of the past.
- The people who have lived there shape each region.
- The people of a region help form its culture.
- Each region has its own environment.
- Some of the natural features of a region can include climate, landforms, types of soil, plants, animals, cultural features derived from a region's history such as languages, place names, foods and celebrations.
- Geography is the study of the location and distribution of living things and the earth features among which we live.
- Geographers study where people, animals and plants live and their relationship with rivers, deserts and other earth features. Geographers also examine where earth features are located, how they came to be there and why their location is important.

The World Divided



Skills

- Brainstorm ideas
- Read maps
- Make inferences
- Draw conclusions

Materials and Resources

1. Composition paper
2. Pencils
3. Chart paper
4. Marker
5. Map of the World
6. Region Folders

Preparation Activities

1. Gather composition paper for each student.
2. Print a world map from the following website:
<http://www.nationalgeographic.com/xpeditions/atlas/index.html>
4. Keep the ocean names and the major continent or region names and copy this map for each student.
5. Collect chart paper and a marker for recording student responses to “Common Features of Regions.”
6. Be prepared to ask questions that lead students to organize responses around key ideas that point to common features of a region.

Introductory Activities (10 minutes)

- Convene the whole class.
- Explain that students will have five minutes to write a one-sentence description of the world.
- Pass out composition paper or have them use journals.
- Check to see if there are any questions about the assignment.
- Have students begin writing.
- After five minutes have passed, have students finish their last thought and stop writing.
- For the next five minutes, have students share their sentences orally with the class. Encourage and validate responses.

THE NORTHEAST REGION OF THE UNITED STATES



- As students share responses, ask questions that would point out missing ideas such as: What about the languages people speak? Is the weather the same throughout the world? Is the history the same for all people? Do those animals/plants live all over the world?
- Elicit responses as to why it was difficult to describe our world in just one sentence.
- Stress that our world diversity, or the differences in our world, makes a short answer difficult.

Pre-assessment

N/A

Teaching and Learning Activities (45 minutes)

1. With the class as a whole, distribute the world maps to each student.
2. Explain that this map represents one way geographers divide the world into regions. Be certain that students understand the role of a geographer. Use student input as much as possible for the concept of a geographer.
3. Tell students that a region is a place that has common features that set it apart or make it different from other places.
4. Give the following example to help students understand common features. If our school is the world and the grades are the regions, how is grade 4 different than the other grades? (curriculum, student age, interests, etc.) These features are the same for most fourth graders and can be called common features that set most fourth graders apart from students in the other grades.
5. Look at the world map with students.
6. Discuss the meaning of equator and discuss how warm the temperature would be near the equator.

The World Divided



7. Ask questions that will lead students to think about the following:
 - What kinds of plants might grow in a region and why?
 - What kinds of animals might live in a region and why?
 - What would the weather be like in a region and why?
 - Do you think the people in a region have similar customs? Ask students to give examples. **SEARCHLIGHT:** This is an opportunity for the teacher to look for students who have knowledge about the regional features.
8. These questions should assist students with the next activity, which asks them to draw conclusions about the common features of regions.
9. With students in groups of two to three students each, have each group brainstorm and record ideas about the following question:
 - “What common features do you think geographers used to divide the world into the regions shown on the world map in front of you.?”
10. After ten minutes, elicit responses from students.
11. Be prepared to ask questions that lead students to organizing their responses around key ideas such as environment, climate, history, and culture as focus points for the common features of regions.
12. Record student responses on chart paper labeled “Common Features of Regions” in columns that reflect the focus points in #9.
13. Summarize by pointing out the key ideas that represent the common features of regions.

THE NORTHEAST REGION OF THE UNITED STATES



Products and Assignments

- One sentence description of the world
- Written responses to question, “What common features do you think geographers used to divide the world into the regions shown on the student world maps?”
- Written response to questions:
 - What is a region?
 - What are the common features that set one region apart from another?
 - How can the common features of a region help us understand our world?
- Chart with student responses about the common features of regions

Extension Activities

Students identified by the Searchlight as having knowledge about regional features might wish to explore further with one of the following: books about mappers, biographies of famous geographers, and a center with maps.

Post Assessment

N/A

Debriefing and Reflection Opportunities (20 minutes)

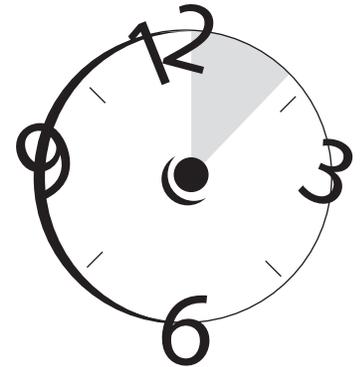
1. Following the teaching and learning activities, focus the attention of the class as a whole group to the chart where student ideas about the common features of regions were recorded. Review the information on the chart and ask students to independently respond to the following questions on paper: (10 minutes)
 - What is a region?
 - What are the common features that set one region apart from another?
 - How can the common features of a region help us understand our world?
2. In groups of three to four each, have students share and discuss their recorded responses. Move from group to group and ask for clarification where necessary (10 minutes).
3. Ask students to place their world maps and their written responses to questions in their Region folders.

Regions of The United States

Core

Time Allocation: 1 hour, 30 minutes

Required Materials and Resources on page 85



Lesson Overview

In this lesson, students will learn that a country can be divided into one or more regions and that the United States is divided into five geographic regions. Students will take on the role of a geographer and use what they know about common features of a region to divide the United States into regions. Afterwards, students will discover the locations of the five geographic regions in the United States by assembling puzzle pieces made up of the regions. They will color code and label each region.

Guiding Questions

- What are the five regions of the United States?
- What common features of regions do you think geographers used when dividing the United States into regions?

BIG IDEA

Regions of the United States

THE NORTHEAST REGION OF THE UNITED STATES



Content Goals

Universal Themes

- Location
- Regions

Principles and Generalizations

- There can be more than one region in a country.
- The United States is divided into five geographic regions.
- The Northeast is one of the five regions.

Concepts

- Geography
- Geographer
- Geographic region
- Northeast region
- Southeast region
- Middle West region
- West region
- New England States
- Mid-Atlantic States

Teacher Information

- Geography is the study of the location and distribution of living things and the earth features among which they live.
- Geographers study where people, animals and plants live and their relationship with rivers, deserts and other earth features. Geographers also examine where earth features are located, how they came to be there and why their location is important.
- A region is an area with common features that set it apart from other areas.
- The United States is divided into five (5) geographical regions: Northeast, Southeast, West, Southwest, and Middle West.

Regions of The United States



- Different groups for different reasons may divide the regions of the United States differently. For example, the United States Postal Service divides the United States into ten regions to make delivery of mail more efficient. Also, the New England states alone are sometimes defined as the Northeast region.

Skills

- Use map skills
- Infer
- Compare/contrast

Materials and Resources

1. Chart with “Common Features of a Region” created in Lesson #2
2. United States map
3. Maps of the different regions of the United States but do not include the names of the regions
4. Overhead projector
5. Overhead transparencies and a set of markers of five different colors for each group of students
6. Crayons or colored pencils of five different colors for each student
7. Scissors for each student
8. 9 x 12 construction paper for each student
9. Glue sticks, glue or paste for groups of students
10. Region folders

THE NORTHEAST REGION OF THE UNITED STATES



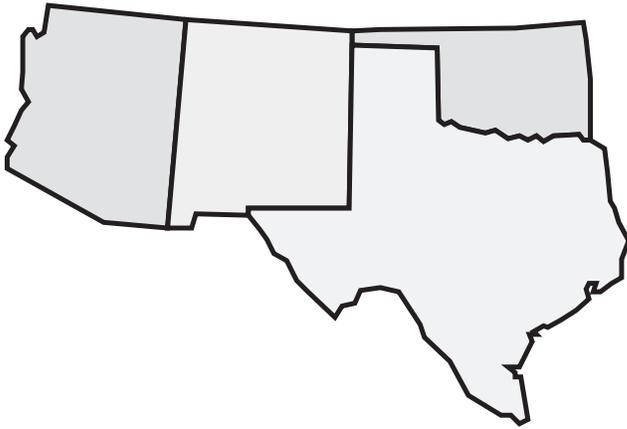
Preparation Activities

1. Print a map of the United States from the following website: <http://nationalatlas.gov/natlas/Natlasstart.asp> Include the stars for the state capitals, but do not include the state or capital names.
2. Make an overhead transparency of this map for each group of students.
3. Using the same website, print maps each of the regions of the United States. The website allows you to zoom in on a particular area of the United States. You should have 5 regions: The Northeast, the Southeast, the Southwest, the Midwest, and the West. A guideline follows:
 - The Northeast consists of Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island, Pennsylvania, New Jersey, Maryland, and Delaware.
 - The Southeast region includes West Virginia, Virginia, Kentucky, Tennessee, North Carolina, South Carolina, Georgia, Mississippi, Alabama, Florida, Louisiana, and Arkansas.
 - The Southwest region includes Texas, Oklahoma, New Mexico, and Arizona.
 - The Midwest consists of Ohio, Indiana, Illinois, Missouri, Iowa, Michigan, Minnesota, North Dakota, South Dakota, Nebraska, and Kansas.
 - The West consists of California, Nevada, Utah, Colorado, Oregon, Washington, Idaho, Montana, Wyoming, Alaska and Hawaii.
4. Copy the groups of regions (but do not name them!). Arrange them like big jigsaw pieces on two pages. Make sufficient copies for each student.
5. Gather scissors, crayons, glue and 9 X 12 construction paper for each student.
6. Collect a set of five different color transparency markers for each group of students.

Introductory Activities (5 minutes)

In a whole class setting, use the chart “Common Features of a Region” created in Lesson #2 to review the definition of a region and the common features that set one region apart from another.

Regions of The United States



Pre-assessment

Ask students to list on paper the names of the regions in the United States.

Teaching and Learning Activities (60 minutes)

1. Explain to the whole class that just as the world is divided into regions to make it easier to comprehend, a country like the United States can be divided into regions to make it easier for us to understand it.
2. With the class divided into groups of two to three students each, explain that for the next fifteen minutes students will become geographers and work within their groups to determine the best way to divide the United States into regions, keeping in mind the common features that set one region apart from another region. Explain to students that they should also be prepared to answer the following questions:
 - How many regions do you have?
 - What features did you use to determine your regions?
3. Pass out a transparency of the map of the United States and five different color transparency markers to each group of students.
4. Explain that after they come to agreement within their group about where the regions are, they should outline the states that designate each region with a different color transparency marker.
5. Be sure everyone understands the task.
6. Circulate to visit with each group. Be prepared to ask questions if group members need to be redirected.

THE NORTHEAST REGION OF THE UNITED STATES

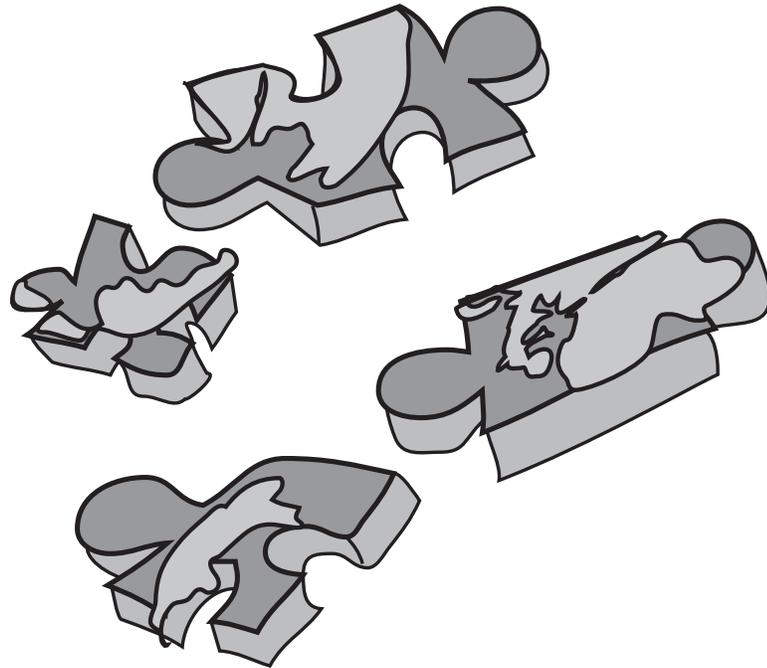


7. Refocus the class after fifteen minutes. Have each group take a turn to place their transparency of the United States regions on the overhead projector for the class to see. Have each group share their responses to the following questions:
 - How many regions do you have?
 - What features did you use to determine your regions?
8. Explain that in the next activity students will discover the actual regions the United States has been divided into by geographers.
9. With the class divided into groups of four students each, explain that students will find out the number of geographic regions in the United States and their location.
10. They will discover this division of regions by assembling pieces to a puzzle.
11. Pass out the handouts with the images of the different regions of the United States to each student.
12. Tell students that first they will cut out the puzzle pieces on the handouts they have just received.

Regions of The United States

13. Explain that after cutting out the puzzle pieces, they are to arrange them appropriately on the construction paper so that they form the United States. (Do not pass out glue at this time.)
14. Ask them to verify their work with the other students in their group.
15. Visit groups as they work to assist if needed.
16. When students have completed their arrangement of the puzzle pieces, ask, “If each puzzle piece represents a geographic region in the United States, then how many regions are there?”
17. Ask students to lightly color each region a different color using crayons or colored pencils.
18. Pass out glue sticks or paste and have students paste the puzzle on the construction paper to form the United States.
19. Write the names of each region on the chalkboard and discuss which region puzzle piece goes with which region name.
20. Have students label each region and the Atlantic and Pacific Oceans.
21. Have students compare the regions they created to the regions that actual geographers created.
22. Ask students whether they agree or disagree with the way geographers divided the United States into regions and why or why not. Again, focus students on the “Common Features of Regions” chart.
23. Conclude by explaining that groups of people divide the regions of the United States differently. For example, the United States Postal Service divides the United States into ten regions to make delivery of mail more efficient.
24. Explain that for this study, we will use the five geographic regions presented.

THE NORTHEAST REGION OF THE UNITED STATES



Products and Assignments

- Map of the United States divided into regions
- Regional map of the United States constructed from the handouts of the puzzle pieces, the different regions.
- Reflection responses

Extension Activities

N/A

Post Assessment

Ask students to list on paper the names of the regions in the United States.

Debriefing and Reflection Opportunities (15 minutes)

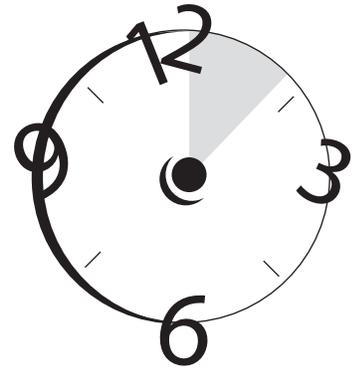
1. Following the teaching and learning activities, the teacher will ask students to record on paper their responses to the following question:
 - What features do you think geographers used to determine the five geographic regions?
2. They should list at least three ideas.
3. Have students share their responses with the class.
4. Discuss their responses.
5. Have students place the maps they worked on and their written reflection responses in their Region folder.

Small Yet Large

Core/AID

Time Allocation: 2 hours

Required Materials and Resources on page 85



Lesson Overview

During this lesson, students will be introduced to the states that are a part of the Northeast region. By looking at a map of the five regions in the United States, students will determine that the Northeast region is the smallest in size of the five regions. They will also use the Internet and other resources to find information that will assist them in determining why the Northeast region, being the smallest region, has the third largest population of the regions in the United States.

Guiding Questions

- Which states make up the Northeast region?
- How can the Northeast region be the smallest region in the United States, yet have the third largest population?

BIG IDEA

The Northeast Region

THE NORTHEAST REGION OF THE UNITED STATES



Content Goals

Universal Theme(s)

- Location
- Place

Principles and Generalizations

- Regions can vary in size and population.
- The Northeast region includes two groups of states: The New England States and The Mid-Atlantic States.
- The Northeast region is the smallest of the five United States regions, yet has the third largest population.

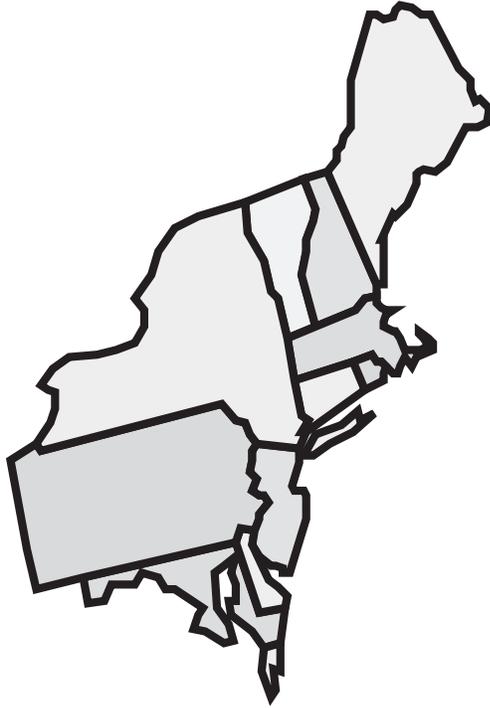
Concepts

- New England States
- Mid-Atlantic States
- Size/area
- Large cities
- Population
- Megalopolis
- Megacity
- Atlantic Coast
- Urban
- Suburban
- Rural

Teacher Information

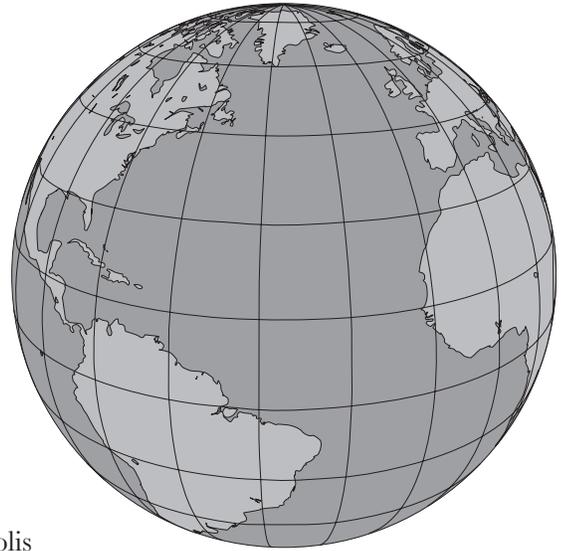
- The Northeast region has the smallest area of the five regions in the United States, yet has the third largest population.
- The Northeast region includes two groups of states, the New England States and the Mid-Atlantic States, and Washington, D.C., our nation's capital.
- The New England States include Maine, New Hampshire, Vermont, Massachusetts, Rhode Island and Connecticut.
- The Mid-Atlantic States include New York, Pennsylvania, New Jersey, Maryland and Delaware.

Regions of The United States



- A state is an area forming part of a federal country such as the United States. It is a politically unified population occupying a specific area of land.
- The capital of a state is the city that is the seat of government of that state.
- A city can be described as an extensive built-up area where large numbers of people live and work.
- The population of a city is used to determine whether a city is large or small.
- Population can be defined as the number of people who live in a place.
- Most Northeasterners live in urban areas.
- Urban means “of the city.”
- Northeasterners also live in suburban and rural areas.
- A suburb is a community outside of but near a larger city.
- A rural area is an area of the countryside with farms, fields, forests, and small towns or villages. Residents in rural areas may live hours from a city.
- A megalopolis is a group of cities so close together that they can be thought of as one huge community.
- A megacity is a used when people can go from city to city quickly and easily.
- Boswash is the name of the megacity on the Atlantic coast from Boston to Washington, DC.
- The large cities of today were just small towns and villages in the 1600’s.
- The Atlantic Coast refers to the land next to the ocean.

THE NORTHEAST REGION OF THE UNITED STATES



Skills

- Use map skills
- Infer
- Use research skills
- Use technology skills

Materials and Resources

1. Map of the Northeast Region
2. Map of the Northeast Megalopolis
3. Overhead Projector
4. Library resources on states in the Northeast region for research
5. Computers/Internet
6. Region folders
7. Large class map (optional)

Preparation Activities

1. Enlarge the map you created for the Northeast region from Lesson 3. Put in the names of Lake Ontario, Lake Erie, and the Atlantic Ocean. Copy one for each student.
2. Make an overhead transparency of the Northeast region map and label it with state names, state capitals and the number of large cities in each state.
3. Again using the map you created for the Northeast region in Lesson 3, create a map of the Northeast megalopolis. First, put in the names of Lake Ontario, Lake Erie, and the Atlantic Ocean. Then add the major cities. It is easiest to locate them to the right of the states and then draw an arrow to their approximate locations. Use the following cities: Boston, Providence, Hartford, New Haven, New York City, Newark, Trenton, Philadelphia, Wilmington, Baltimore, and Annapolis. Using a black pen, draw a circle around the cities extending from Boston to Annapolis.
4. Make an overhead transparency of the Northeast megalopolis.
5. Arrange to have an overhead projector available.
6. Gather reference resource materials for student research on the states in the Northeast region from the library.
7. Have computers available for student research on the Internet.
8. Write the pre-assessment question on the chalkboard.

Regions of The United States

Introductory Activities (10 minutes)

- With the class as a whole, introduce the principle that regions can vary in size and population.
- Ask students to take out the Regions Map they created in Lesson 3 and try to determine which region is the smallest in size/area.
- Explain that while the Northeast region is the smallest of the five United States regions, it has the third largest population.

Pre-assessment (10 minutes)

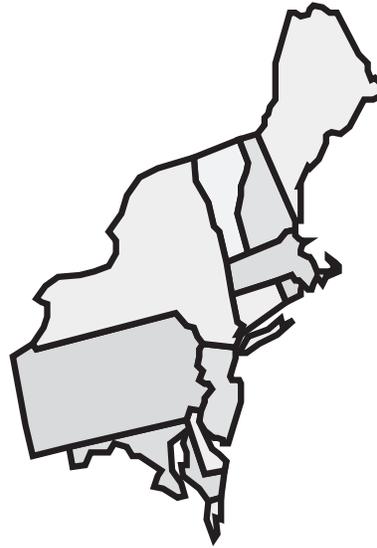
Ask students to record responses on paper to the following question:

- How can the Northeast region be the smallest region in the United States, yet have the third largest population?

Teaching and Learning Activities (75 minutes)

1. With the class as a whole, explain that the Northeast region includes two groups of states: the New England States and the Mid-Atlantic States.
2. Pass out the map of the Northeast region to each student.
3. Explain to students that they are going to work in groups of 3-4 students each and use resources to find the following information:
 - the name of each state in the Northeast region
 - the capital of each state in the Northeast region
 - the number of large cities each state has
4. Explain that each state has one or more large cities.
5. Elicit responses as to what determines whether a city is large or small.
6. Reinforce the definition of population as the number of people who live in a place and that many people live in large cities.

THE NORTHEAST REGION OF THE UNITED STATES

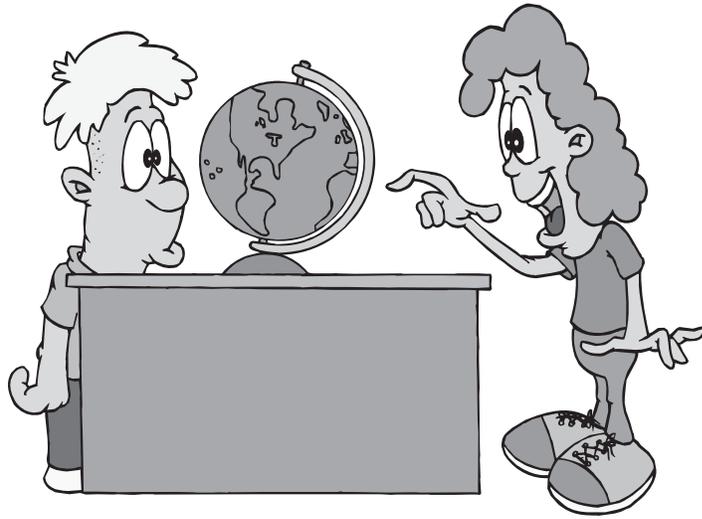


7. Group members should decide how to share the research so that each student in the group has a set of states to research. They then can share their findings with other members of the group.
8. Students should record the name of the each state, its capital and the number of large cities in each state in the appropriate place on the map of the Northeast Region.
9. Explain that resources include the following: library resources on the states, encyclopedias, geography texts, and any of the following Internet sites:
 - <http://www.50states.com>
 - <http://www.theus50.com>
 - <http://www.ipl.org/div/kidspace/stateknow/>
 - <http://www.netstate.com>
10. When the assignment is completed, display an overhead transparency of the map of the Northeast region labeled with state names, state capitals and the number of large cities in each state for the class to see.
11. Students can use the transparency to check their map work on state names, capitals and number of cities in the Northeast region.
12. Ask students what they noticed about the number of large cities in these states.
13. Discuss whether there is a relationship between the number of large cities and the population of the Northeast region.

Regions of The United States

14. Guide students to understand that the reason the Northeast region has the third largest population of the five regions is because of the number of large cities in this region and the large number of people living in those cities.
15. Point out which states are the New England States and which are the Mid-Atlantic States.
16. Ask if anyone can name any large cities in the Northeast region. (Choices may include Boston, New York City, Philadelphia.)
17. Display the transparency for the Northeast megalopolis on an overhead for the class to view.
18. Point to the cities on the Atlantic coast and explain that as these cities grew in population they formed a megalopolis.
19. Define the meaning of *megalopolis*.
20. Explain that these cities along the coast are known as Boswash.
21. Have students look carefully at the map and ask if anyone thinks they know why it's called Boswash. Explain if necessary.
22. Pose the question: Do you think the cities of the Northeast region were always this large? Why or why not? Discuss the reasonableness of their answers.
23. Explain that as we continue our study of the Northeast region, we will find information that will help us understand why the population in the Northeast region grew over time from the 1600's to today.

THE NORTHEAST REGION OF THE UNITED STATES



Products and Assignments

- Map of the Northeast Region
- (AID) Bar graph with the population of the six largest cities in the Northeast.

Extension Activities

- (AID) Have students research the populations of the largest cities in the Northeast region.
- After they gather their data, have them create a bar graph to compare the populations of the six largest cities.

Post Assessment (10 minutes)

Ask students to respond in writing to the following question:

- How can the Northeast region be the smallest region in the United States, yet have the third largest population?

Debriefing and Reflection Opportunities (15 minutes)

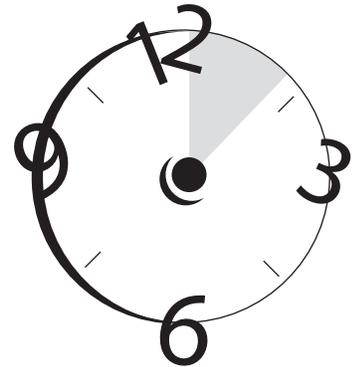
1. Following the teaching and learning activities, ask students to discuss the following questions with a partner:
 - Do you think everyone in the Northeast region lives in cities?
 - Why or why not?
2. Ask students to share their thoughts with the class as a whole.
3. Guide students to the understanding that while most Northeasterners live in cities or urban areas, some also live near or outside of the city in suburban areas and some live far from the city in rural areas.
4. Ask students whether they live in an urban, suburban or rural area and why they think that.
5. Have students place their map of the Northeast region in their Region folders.

The Environment

Core/AID

Time Allocation: 1 hour, 40 minutes

Required Materials and Resources on page 85



Lesson Overview

During this lesson, students will learn the meaning of environment. They will work in cooperative groups as they research the natural environmental features of the Northeast region. Students will determine the impact the environment has on people as well as the impact that people have on the environment.

Guiding Questions

- What are the natural environmental features of the Northeast region?
- How can the environment affect people?
- How can people affect the environment?

BIG IDEA

Environment of Northeast
Region

THE NORTHEAST REGION OF THE UNITED STATES



Content Goals

Universal Theme(s)

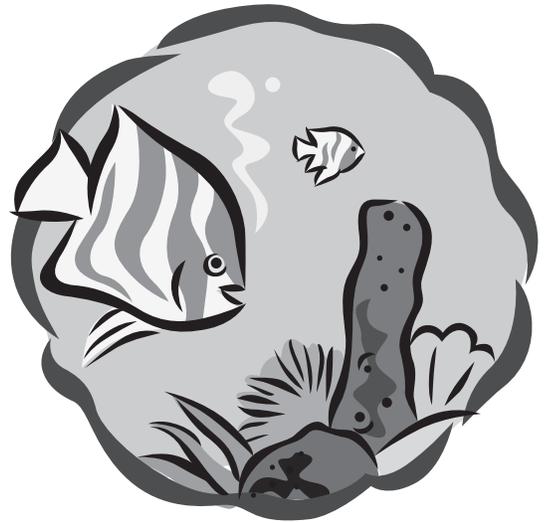
- Place
- Human-environment interactions

Principles and Generalizations

- Each region has its own special environment.
- The environment can affect people.
- People can affect the environment.

Concepts

- Environment
- Natural resources
- Landforms
- Mountains
- Waterways
- Waterfalls
- Rivers
- Oceans
- Bays
- Harbors
- Climate
- Seasons



Teacher Information

- Environment is the surroundings in which people, plants and animals live.
- Environment includes natural features such as the landforms, natural resources and climate; and human features, such as buildings, roads and other things people have made.
- Landforms are the shapes that make up the earth's surface.
 - A plain is a large area of nearly flat land.
 - A plateau is a high, flat area that rises steeply above the surrounding land.
 - A basin is a low bowl-shaped landform surrounded by a higher land.
 - The coast is the land along an ocean
 - A coastal plain is a narrow strip along the Atlantic Ocean.
 - A mountain is a natural raised part of the earth, larger than a hill.

- A bay is a part of an ocean or lake that cuts deeply into the land.
- A harbor is a sheltered place along a coast where boats can be docked.
- Natural resources are found in the environment and are used by people.
- Some natural resources, like forests, soil and water, are renewable meaning they can be replaced.
- Some natural resources, like minerals and fuels, are not renewable.
- Climate is the pattern of weather of a certain place over many years.
- Climate affects our lives with respect to the foods we eat, what clothing we wear, where we live, what work we do, what leisure activities we enjoy.
- Temperature and precipitation are two important factors of climate.
- Seasons are any of the four divisions of the year: spring, summer, fall or winter.

Skills

- Infer
- Understand cause/effect
- Work in a cooperative group work
- Use research skills
- Use technology skills

Materials and Resources

1. Black line Masters: BLM5i: Natural Environmental Features of the Northeast Region, and BLM5iii: The Environment and The People
2. Map of the Northeast region – You can use the same one from Lesson 4. Have state outlines marked but do not name states or include names of cities.
3. Chart paper
4. Markers
5. Library resources on states in the Northeast region for research
6. Library resources on the environment of the Northeast region for research
7. Computers/Internet
8. Overhead Projector

Preparation Activities

1. Copy BLM5i: Natural Environmental Features of the Northeast Region for each student.
2. Copy BLM5ii: Map of the Northeast Region for each student.

THE NORTHEAST REGION OF THE UNITED STATES



3. Make a transparency of the map of the Northeast region and label it with state names, environmental features of the Northeast Region and a symbol for each feature.
4. Copy BLM5iii: The Environment and The People for each student.
5. Label chart paper to correspond with BLM5i: Natural Environmental Features of the Northeast Region and BLM5iii: The Environment and The People.
6. Gather reference resource materials for student research on the states and the environment in the Northeast region from the library.
7. Arrange to have computers available for student research on the Internet.
8. Arrange to have an overhead projector available.

Introductory Activities (5 minutes)

- Write the word *environment* on chart paper and display it for the class to see.
- In a whole class setting, define *environment* as the surroundings in which people, plants and animals live. Explain that environmental surroundings include natural features, such as land, climate and vegetation; and human features, such as buildings, roads and other things people have made.
- Explain that we are going to start our study by identifying the natural features of the Northeast environment.

Pre-assessment (10 minutes)

Ask students to list the natural environmental features that are found in the Northeast region.

Teaching and Learning Activities (2 hours)

1. On the chart paper, under the word “Environment,” make columns with the following words as headers for each column: Landforms, Natural Resources and Climate.
2. Ask students to name different landforms (mountains, hills, plains, plateaus, basins, etc.).
3. Record responses on the chart under “Landforms” and add any that are missing to the list.
4. Define each landform for students.
5. Continue in this way with “Natural Resources,” making certain that students understand that waterways, vegetation, animals, soil, etc. are a part of this category.
6. Continue in this way with “Climate,” assisting students with the understanding that temperature and precipitation are important factors in this category.
7. Arrange the class in groups of three to four students each.
8. Explain that they will use the information from the chart on Environment as a guide to investigate the natural environmental features of the Northeast region.
9. Pass out copies of BLM5i: Natural Environmental Features of the Northeast Region and the map of the Northeast region to each student.
10. Tell students that their task will be to investigate which natural environmental features are found in the Northeast region. Let students know that they can use texts, library resources and the following Internet site for their research:
<http://www.netstate.com>

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11. Explain that they will work in their groups to research what landforms and waterways are in the region; what the climate is like in the region throughout the year; and what natural resources are in the region.
12. Students should record the names of the features on BLM5i: Natural Environmental Features of the Northeast Region.
13. Then they should label BLM5ii: Map of the Northeast Region with state names and the names of the environmental features they find through their research as well as a symbol for each feature. Be sure they understand what is meant by a symbol for each environmental feature.
14. Elicit suggestions from students as to how they might work cooperatively to get the work done.
15. Guide them to understand that they can each take a category and use appropriate resources to research it. For example, one student can take landforms; another can take natural resources, etc. When each student completes his/her part, then he/she needs to share that information with other group members and be certain that they understand the information and have recorded it correctly.
16. Discuss any questions they may have about the directions.
17. Check to see that everyone understands the assignment and where to go for their resources.
18. Visit each group as they work.
19. When the assignment is completed, bring the groups together to share their data.
20. Record student responses on chart paper that corresponds with BLM5i: Natural Environmental Features of the Northeast Region.
21. Summarize by asking students to reform their groups and to write a short description of the environment of the Northeast region.



22. Have each group share their description with the class.
23. In a whole group setting, ask students to explain the meaning of and to cite a few examples for each of the following statements:
 - The environment can affect people.
 - People can affect the environment.
24. Assist students with clues if necessary.
25. Have students form groups of three to four students each.
26. Pass out BLM5iii: The Environment and The People to students and have them read it.
27. Allow time for each group to first brainstorm ideas on how the environment affects people and how people affect the environment and then to look through resource materials that focus on the environment to find evidence for their ideas.
28. Students should record their conclusions on BLM5iii: The Environment and The People.
29. Remind students to review the chart on environmental features as they work in their groups.
30. Bring the groups together after ten to fifteen minutes to share their information and thoughts.
31. Discuss the reasonableness of their responses and record on chart paper labeled to correspond with BLM5iii: The Environment and The People.
32. Reaffirm that people have made changes to the environment.

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33. Discuss the following with the class:

- Which changes have caused problems? Why?
- Which changes to the environment have been beneficial? Why?

34. Summarize by explaining to students that different people often view the changes people make to the environment in different ways.

Products and Assignments

- BLM5i: Natural Environmental Features of the Northeast Region
- Map of the Northeast region
- BLM5iii: The Environment and the People
- Debate on making changes to the environment (AID)

Extension Activities

(AID) Explain to the group that they will be asked to hold a debate on whether or not people should make changes to the environment. Assign half of the group as for change and half as against change. Explain that as they debate their positions they will need to cite examples and give reasons for their positions. Allow time for students to research and prepare their positions. Hold the debate with the teacher as a moderator and the remaining members of the class as the audience.

Post Assessment (10 minutes)

Ask students to list the natural environmental features that are found in the Northeast region.

Debriefing and Reflection Opportunities (15 minutes)

1. Following the teaching and learning activities, the teacher will ask students to think-pair-share with the following questions in mind:
 - In what ways would you change the environment?
 - How might that change to the environment affect the future?
2. Ask volunteers to share their thoughts with the class.
3. Discuss their responses.
4. Have students place BLM5i: Natural Environmental Features of the Northeast Region, the map of the Northeast region and BLM5iii: The Environment and the People in their Region folders.

BLM5j: Natural Environmental Features of the Northeast Region

Landforms	Natural Resources	Climate

BLM5jiii: The Environment and The People

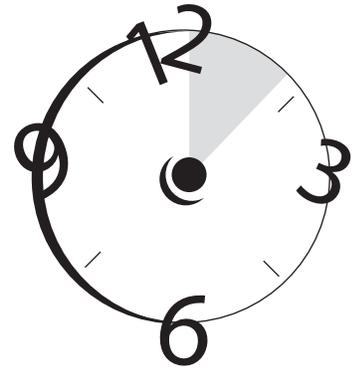
How the Environment Affects People	How People Affect the Environment

The Economy

Core/Connections/AID

Time Allocation: 3 hours

Required Materials and Resources on page 85



Lesson Overview

During this module, students will be introduced to the meaning of economy. They will learn that the goods and services they buy are a part of the economy. They will also learn that the economy is important to people because people work in the jobs that are created to produce goods and services and, in turn, earn money to purchase the goods and services that are produced. In cooperative groups, students will use library resources and the Internet to research the economy of the Northeast region. They will be asked to make a connection between the goods and services that are produced in the region and the natural resources of the region. Students will also be involved in a role-playing situation that will correlate the growth of the economy of the Northeast region with the movement of people.

Guiding Questions

- What is the economy of the Northeast region?
- How do people of the Northeast region use the region's natural resources to help the economy grow and develop?
- How did the growing economy of the Northeast region affect the movement of people?
- Why is the economy of the Northeast region important to the people who live there?

BIG IDEA

Economy of Northeast
Region

THE NORTHEAST REGION OF THE UNITED STATES



Content Goals

Universal Theme

- Human-environment interaction

Principles and Generalizations

- A region's economy is important to the people who live there.
- The use of the region's natural resources assisted in the growth and development of the Northeast region's economy.
- The growth and development of the Northeast region's economy affected the movement of people.

Concepts

- Economy
- Needs
- Wants
- Natural resources
- Goods
- Services
- Products
- Manufacturing
- Industry
- Jobs
- Transportation
- Movement of people
- Industrial Revolution
- Pollution



Teacher Information

- Economy is the way a country uses or produces natural resources, goods and services to meet people's needs and wants.
- The needs of people are what they require in order to live (food, shelter, clothing, air).
- The wants of people are what is desired after their basic needs are met.
- Natural resources are found in the environment and used by people.



The Economy

- People assess and learn to use their natural environment in different ways with changing economic, political or social conditions or with the advance of technology.
- Goods are articles for sale or use, often those produced for later consumption.
- Services are the jobs people do to help others.
- A job is work done for pay, employment.
- Jobs are created to produce goods and services. People can purchase goods and services with the money they earn from their jobs.
- Manufacturing means making large amounts of a product in a factory.
- A product is something that is made or created by a person, machine or natural process especially something that is offered for sale, the goods or services produced by a company.
- Industry is any large-scale business activity, an organized economic activity connected with the production, manufacture or construction of a particular product or range of products.
- A business is a company or other organization that buys and sells goods, makes products or provides services.
- Transportation is the means to move goods or people from one place to another.
- Transportation contributes to a region's economy because there has to be transportation available to carry resources and goods to the places they are needed.
- As the economy of the Northeast region developed, more jobs became available in the factories, which were located in cities. People living on farms moved to the cities to take those jobs.
- The Industrial Revolution represented a major change, starting in the 1800's, in which power-driven machines replaced hand tools, and goods could be produced much faster.
- Pollution is the act of causing harm to an area of the natural environment, for example, the air, soil or water, usually by introducing damaging substances such as chemicals or waste products.

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Skills

- Work in a cooperative group
- Infer
- Summarize
- Draw conclusions
- Use research skills
- Use technology skills

Materials and Resources

1. Black line Masters: BLM6i: A Map of the Economy; BLM6ii: Goods and Services of the Northeast Region; and BLM6iii: Effects of the Industrial Revolution on the Economy of the Northeast Region (AID)
2. Library resources on states in the Northeast region for research
3. Library resources on the economy of the Northeast region for research
4. Library resources on the Industrial Revolution for research
5. Computers/Internet
6. Overhead Projector

Preparation Activities

1. Make a transparency of BLM6i: A Map of the Economy.
2. Copy BLM6ii: Goods and Services of the Northeast Region for each student.
3. Copy BLM6iii: Effects of the Industrial Revolution on the Economy of the Northeast Region (AID) for each student.
4. Gather reference resource materials for student research on the states, the economy of the Northeast region and the Industrial Revolution from the library.
5. Provide an overhead projector.
6. Arrange to have computers available.

Introductory Activities (10 minutes)

- Write the words “NEEDS” and “WANTS” on chart paper.
- Ask students what do they need in order to survive?
- List examples of needs under the appropriate column on the chart paper.
- Next ask students: “If you have everything you need in order to survive,

The Economy

what would you want that is not necessary for survival but might be desirable or enjoyable to have?”

- List examples of wants under the appropriate column on the chart paper.
- Explain that the items we need and want are called goods and services.
- Point out that some of these items come from natural resources like food; some come from natural resources but are made into objects by people and are called goods, such as pencils or clothing; and some are jobs that people do to help you. These are called services, like a doctor who provides a service for you by giving you a check-up.
- Explain that the economy of a region includes natural resources, goods and services.

Pre-assessment (10 minutes)

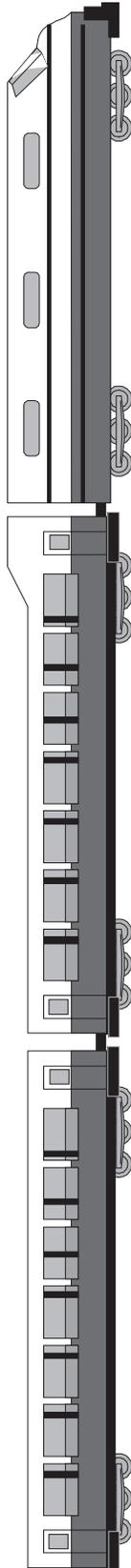
Ask students to write an answer to the following question: Why is the economy of the Northeast region important to the people who live there? Students who demonstrate advanced level knowledge will be provided with an alternative task (see #21 in Teaching and Learning Activities.)

Teaching and Learning Activities (2 hours)

1. In a whole class setting, display a transparency of BLM6i: A Map of the Economy.
2. Explain that the economy of a country or a region is the way that country or region uses or produces the natural resources, goods and services to meet the needs and wants of its people.
3. Discuss the map on the transparency and review the meanings of natural resources, goods and services.
4. Have students give examples of natural resources, goods and services.
5. Record a few appropriate examples under each category on the map.
6. Assist with examples if necessary.
7. Be certain that students understand the meaning of natural resources, goods and services.

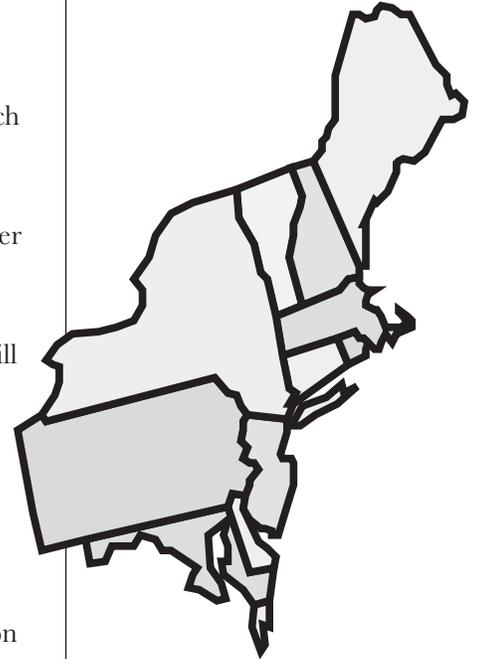


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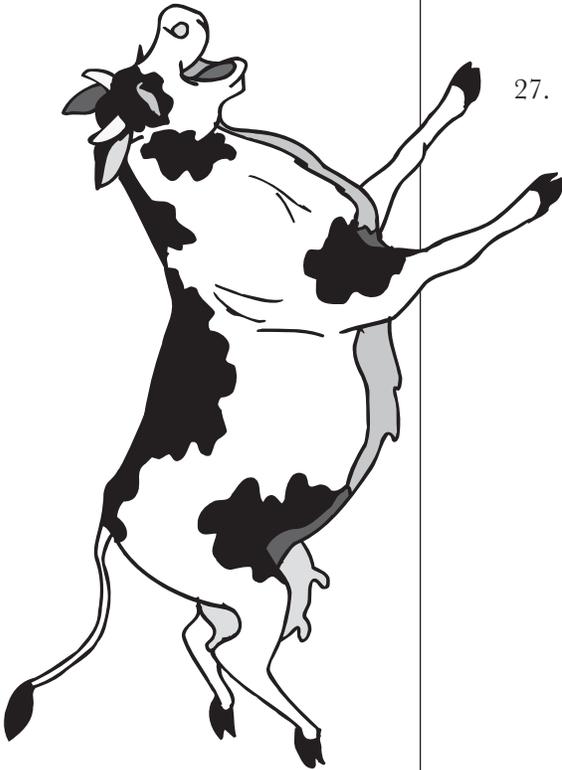


8. Invite discussion about why they think the arrows for natural resources, goods and services point toward jobs.
9. In a similar way, invite discussion about why they think the arrow from jobs points back to natural resources, goods and services.
10. Ensure that students understand that a region's natural and human resources support its economy.
11. Point out that in an economy people not only have jobs where they produce goods and services, but people also have jobs so they can earn money to buy the goods and services that they and others produce.
12. Explain to students that transportation is a service that moves people and goods from one place to another.
13. Point out that transportation is important to a region's economy.
14. Write the following questions on the board, and ask students to discuss them with a partner:
 - Why is transportation important to our region's economy?
 - What would happen to our economy without transportation?
15. After ten minutes, refocus the class and engage students in a whole class conversation that discusses the two questions on transportation and the economy.
16. Explain to students that in the next activity they will use library resources, texts, other books and the following Internet sites to find out what goods are made in the Northeast region and what services are provided.
 - <http://www.50states.com>
 - <http://www.theus50.com>
 - <http://www.ipl.org/div/kidspace/stateknow/>
 - <http://www.netstate.com>

17. Have students form groups of three to four students each.
18. Pass out BLM6ii: Goods and Services of the Northeast Region to each student.
19. Tell students that they will record the goods and services of each state under the state name.
20. Remind students that as they work in cooperative groups each group will have the following responsibilities:
 - The group will decide which members will research which states.
 - Each student will complete the assignment for the assigned states.
 - Each student will share the information gathered with other group members.
21. Ask students to also research how the economy of the Northeast region was affected by the Industrial Revolution. Pass out BLM6iii: Effects of the Industrial Revolution on the Northeast Region (AID) to those students with a rich background in geography. Explain that they can use the questions on this sheet and library resources as a guide for their research. Suggest that they can work together as a group to gather the data. Explain that they will be expected to present the data in words and pictures, if appropriate, to the class. It will be up to them to decide on the structure of their presentation, but they should check with the teacher when they decide on a format (AID).
22. Allow time for the task to be completed.
23. Gather the groups and ask students to look over their lists and circle any good or service that is listed in more than one state.
24. Elicit responses as to what goods and services are listed in several states and record them on the chalkboard.



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25. Ask students to brainstorm in their groups why these goods and services show up in more than one state.
26. After five minutes, gather the groups and discuss their thoughts. Guide students to see that fishing, for example, may occur in more than one state because many states in the Northeast region are on the Atlantic Ocean coastline.
27. Share the following information concerning the economy of the Northeast with the class. Define vocabulary as you go along.
 - New Jersey leads the country in manufacturing chemicals. Your shampoo more than likely came from one of its factories.
 - Ferrying is a busy industry.
 - Pennsylvania produces over a billion gallons of milk a year.
 - Vermont and New York are famous for their cheddar cheese.
 - Massachusetts is the cranberry capital of America. That state produces two billion barrels of cranberries a year.
 - Half of the country's lobsters come from the Atlantic waters off Maine.
 - Maine is 90% forest. That is the highest percentage in any state. Maine produces much of the country's newsprint.
 - Connecticut is the home of fifty insurance companies.
 - Aquaculture is the business of raising fish indoors in giant tanks or ponds called fish farms. One of four fish that we eat comes from a fish farm. Salmon, oysters, scallops, catfish and trout are examples of food raised on fish farms.
28. Ask students if they can name any natural resources that we have in our region that can be used to provide us with some of the goods and services we produce in the Northeast.
29. Record responses on the board and give clues if necessary to help students see the relationship between natural resources and what goods and services are produced in the Northeast region.
30. Guide students to see that the forests and the waterways of the Northeast region are two major contributors to the production of goods and services.

The Economy

31. At this time, ask students to present their research on how the economy of the Northeast region was affected by the Industrial Revolution (AID).
32. Allow time for students in the audience to ask questions of the presenters.
33. Be sure the class understands the meaning of the Industrial Revolution.
34. Reinforce with students that the movement of people was one result of the Industrial Revolution.
35. Set up the following role-playing situation to further reinforce this idea:
 - Designate an area of the room to be a small village near a waterway.
 - Have four students go to the village to live and do various jobs such as selling goods in a small store, etc.
 - Send two students there to build a mill and to use the water as power to run the mill.
 - Have the rest of the class form families of three students each and spread out in the classroom to farm with their families.
 - Be sure that everyone notices that the population of the village is small and that most people live away from the village on farms.
 - When the mill is built, have the mill owners announce that there are many jobs for people.
 - Have one or two members from each farm family leave their farms and go to the mills to work.
 - When the playacting is done, have students look at the population of the village again.
 - Point out that people moved from the farms to the village to work, and the village grew into a small city.
 - Explain that that is what movement of people means. As mills or factories were built, the economy of the Northeast region grew, and as the economy grew, more jobs were available and people moved to where the jobs were.

THE NORTHEAST REGION OF THE UNITED STATES



Products and Assignments

- BLM6ii: Goods and Services of the Northeast Region
- BLM6iii: Effects of the Industrial Revolution on the Northeast Region (AID)
- Presentation of the research on how the economy of the Northeast region was affected by the Industrial Revolution (AID).

Extension Activities

N/A

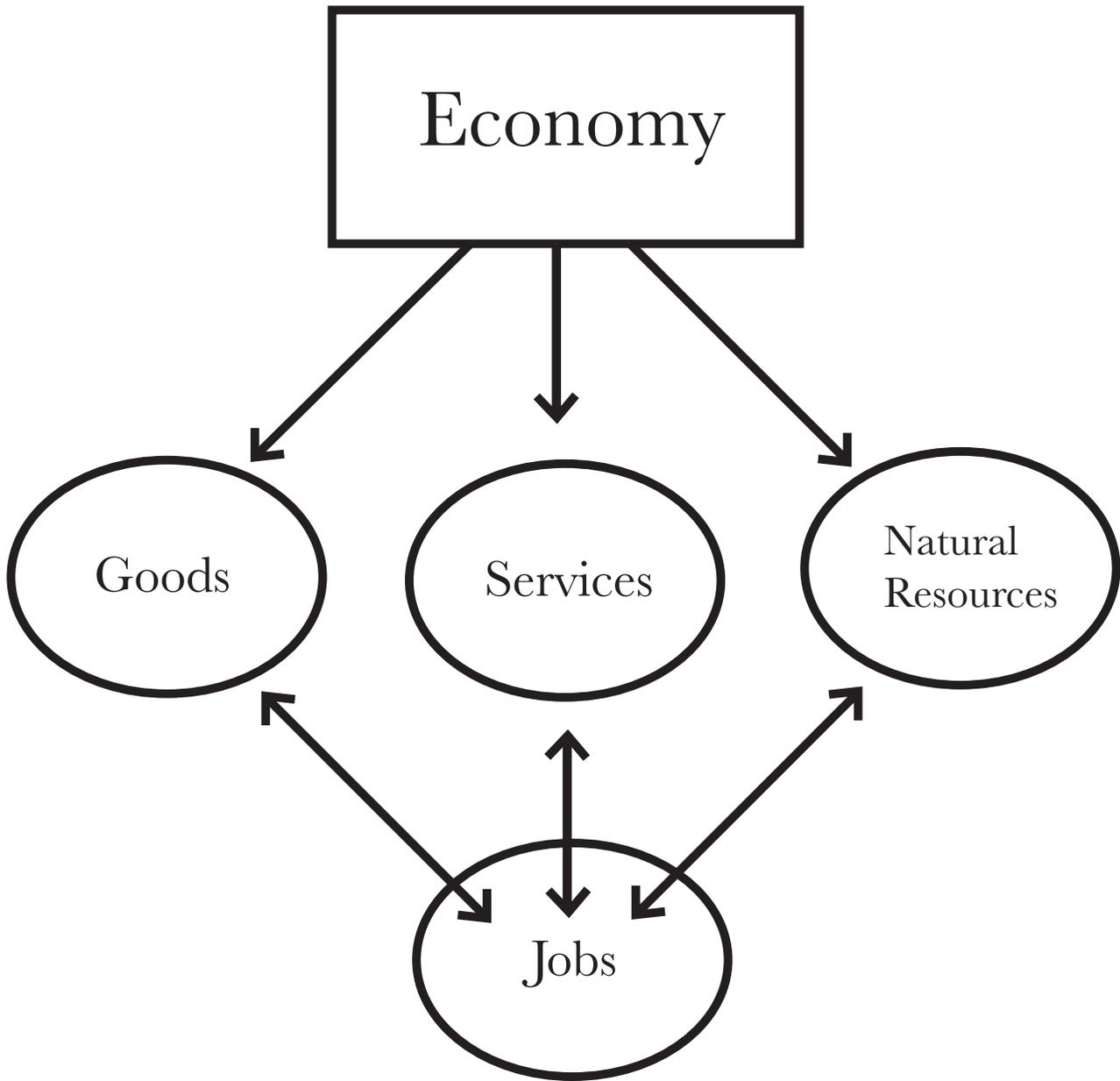
Post Assessment (10 minutes)

Ask students to write an answer to the following question: Why is the economy of the Northeast region important to the people who live there?

Debriefing and Reflection Opportunities (10 minutes)

1. Following the teaching and learning activities, ask students to give reasons why the Northeast region of the United States can be referred to as a fishing region.
2. Point out that, often times, people express concern about whether our waterways have become polluted.
3. Discuss the definition of *pollution*.
4. Next ask: “What would happen to the economy of the Northeast region if our waterways became polluted and we could not eat the fish from those waters?”
5. Ask volunteers to share their thoughts with the class.
6. Discuss their responses.
7. Have students place BLM6ii: Goods and Services of the Northeast Region and BLM6iii: Effects of the Industrial Revolution on the Northeast Region (AID) in their Region folders.

BLM6i: A Map of the Economy



BLM6ii: Goods and Services of the Northeast Region

Maine	New Hampshire	Vermont
Massachusetts	Rhode Island	Connecticut
New York	New Jersey	Delaware
Pennsylvania	Maryland	

BLM6iii: Effects of the Industrial Revolution on the Economy of the Northeast Region (AID)

Use the following questions as a guide for your research.

1. What was the Industrial Revolution?

2. How did the Industrial Revolution affect the production of goods and services?

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3. How did the Industrial Revolution affect the growth of cities?

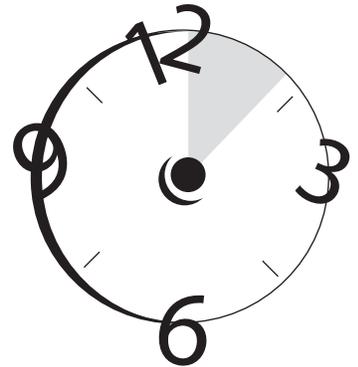
4. What else did you discover about the Industrial Revolution?

Be a History Detective

Core/AID

Time Allocation: 3 hours

Required Materials and Resources on page 85



Lesson Overview

During this lesson, students will investigate clues that lead them to understand the history of the Northeast region. They will work in cooperative groups to uncover clues that tell a story of five time periods: the 1600's, the 1700's, the 1800's, the 1900's and today. As a part of their group work, they will create a diary that contains words and pictures of the time period they are studying. Finally, each group will share their diary with the class through a class presentation.

Guiding Questions

- Who were the people who lived in the Northeast region?
- How did they use the natural resources of the Northeast region?
- What major events happened in the Northeast region from the 1600's to the present time?
- Were there people who were a part of those events that we remember today?
- What happened to the cities of the Northeast region over time?

BIG IDEA

History of the Northeast
Region

THE NORTHEAST REGION OF THE UNITED STATES



Content Goals

Universal Theme(s)

- Comparative history of major developments

Principles and Generalizations

- Each region has its own unique history.
- Much of our country's early history took place in the Northeast region.

Concepts

- History
- Native Americans
- Revolutionary War
- Industrial Revolution
- Inventions
- Technological Age



Teacher Information

- History is the story of what happened in the past.
- Native Americans lived in the Northeast region for thousands of years prior to the arrival of Europeans.
- The Iroquois were one of the Native American groups that made the Northeast region their home.
- They formed the Iroquois Confederacy, which brought six different Native American groups into a union for strength and peace.
- Colonists settled in the Northeast region during the 1600's and 1700's. They farmed the land and used the natural resources of the region.
- Nine of the original thirteen colonies were in the Northeast region.
- During the 1700's people began to build mills using the power of water to run machines.
- Villages started to grow into small cities.
- Cities offered jobs that produced goods. Goods began to be traded.
- The Northeast became an important trade center.
- The Revolutionary War was born during the 1700's in the Northeast region.
- Famous people like George Washington, Benjamin Franklin and others lived in the Northeast and are remembered today.

Be a History Detective

- Larger mills were built during the 1800's. They required more people to work in them. Many people left farms to work in these mills.
- These water-driven mills, or factories as they became known, helped to bring the Industrial Revolution to the Northeast.
- A revolution is a sudden, major change.
- Power-driven tools replaced hand tools, resulting in more goods being made at a faster rate.
- Transportation improved during the 1800's. This improvement allowed the faster movement of people and goods to other areas.
- Whaling was another industry that grew during the 1800's.
- The late 1800's and early 1900's saw a great influx of immigrants settling in the Northeast region.
- Today, the Northeast region is an interesting section of many different ethnic groups.
- There have been many new technological advances that have changed the way people live.
- The challenges we face today are, in some ways, the same as in the past but in many ways, very different.

Skills

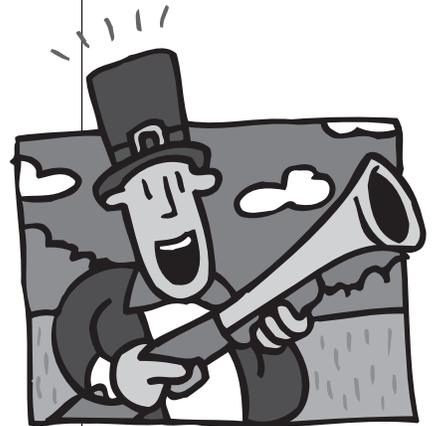
- Use research skills
- Use technology skills
- Work in a cooperative group
- Summarize
- Use note taking skills

Materials and Resources

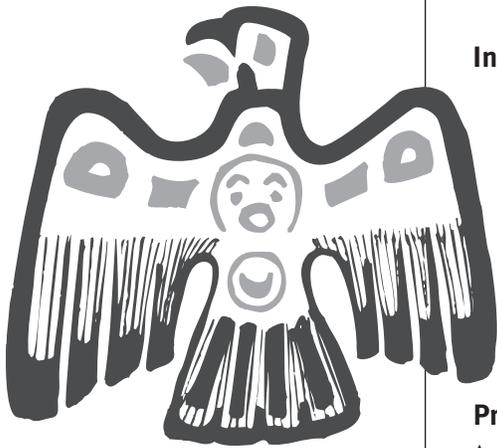
1. Black line Masters: BLM7i: Finding Clues to the Past: Part 1 and Part 2; BLM7ii: Notes on the History of the Northeast Region
2. Paper, markers, crayons for diaries
3. Computers for diary creation and presentation (optional)
4. Library resources on states in the Northeast region for research
5. Library resources on the history of the Northeast region for research

Preparation Activities

1. Teacher should copy BLM7i: Finding Clues to the Past: Part 1 and Part 2 for each student.



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2. Teacher should make several copies BLM7ii: Notes on the History of the Northeast Region for each student.
3. Teacher should gather reference resource materials for student research on the states and the history in the Northeast region from the library.
4. Teacher may need to have computers and a presentation station available for presentations by students.

Introductory Activities (10 minutes)

- Display an object from home that you think tells an interesting story such as an old fashioned tool or a quill.
- Ask students what they think the object was used for; who would use it; and when it was used.
- Discuss responses.
- Explain that an object such as this one is a clue to the past and can tell a story about the past.

Pre-assessment (10 minutes)

Ask students to list six important events that occurred in the Northeast region from the 1600's to the present day.

Teaching and Learning Activities (2 hours 15 minutes)

1. In a whole class setting, introduce the principle that each region has a unique history.
2. Define history as a story of what happened in the past.
3. Explain to students that they are going to become history detectives and uncover clues that tell the story of the history of the Northeast region.
4. Point out that the clues they will uncover are words and pictures that can be found in books.
5. Explain that they will keep a history diary that relates to one of the following time periods: 1600's, 1700's, 1800's, 1900's, and 2000's.
6. Arrange the class into five groups of students.

Be a History Detective

7. Assign a time period to each group.
8. Explain to students that they will use encyclopedias, texts, library resources, and other books for their detective work.
9. Remind them again that as history detectives they should use written information and pictures as clues to the story of the past.
10. Pass out and read with the class BLM7i: Finding Clues to the Past: Part 1 and Part 2.
11. Explain that each group will create a diary of words and pictures that can be presented to the class.
12. Tell students that the diary can be produced by hand or on the computer using a multi-media program such as Microsoft PowerPoint.
13. Explain to students that each member of the group has three responsibilities:
 - Each must research some of the questions.
 - Each must create a portion of the diary.
 - Each must present a portion of the diary in a class presentation.
14. Explain that it is up to the group to share out the responsibilities and to work cooperatively with one another as they create their group diary group presentation of their diary.
15. When the assignment is completed, set up a schedule for each presentation.
16. Prior to each presentation, pass out several copies of BLM7ii: Notes on the History of the Northeast Region to each student.
17. Explain to students that they are to take notes on each presentation.



THE NORTHEAST REGION OF THE UNITED STATES



18. At the conclusion of the presentations, set up a bulletin board with a timeline of each time period.
19. Pass out small strips of paper that will fit under each time period on the time line and markers to each group of students.
20. Ask each group to write out three to five important events for their time period.
21. Post the strips under each time period.

Products and Assignments

- BLM7i: Finding Clues to the Past: Part 1 and Part 2
- BLM7ii: Notes on the History of the Northeast Region
- Group Diary
- Group presentation of Diary to the class
- Strips of paper with important events for the timeline
- Presentation of research on biographies of famous people to the class (AID).

Extension Activities

Have students research an important person from one of the time periods and write a brief biography about that person. The biography should include the time the person lived, the events that led to the person's importance, why the person is considered important, and other interesting information about the person. Students can decide on an interesting way to present their research to the class (AID).

Post Assessment (10 minutes)

Ask students to list six important events that occurred in the Northeast region from the 1600's to the present day.

Debriefing and Reflection Opportunities (15 minutes)

1. Following the teaching and learning activities, the teacher will ask students to discuss the following with a partner:
 - Why it is said that much of the early history of our country took place in the Northeast region?

Be a History Detective

2. Refocus the group after five minutes and discuss their thoughts on the question.
3. Have students place BLM7i: Finding Clues to the Past: Part 1 and Part 2 and BLM7ii: Notes on the History of the Northeast Region in their Region folders.
4. Collect and display each group's diary.



4. What jobs did they have?

5. Where did they get their food?

6. Who made their clothes?

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BLM7i: Finding Clues to the Past: Part 2

7. What big events happened during this time period?

8. How did those events affect the way people lived?

9. What famous people lived during your time period?

10. Why were they famous?

11. Were there cities during your time period?

12. Did the population of your cities grow during your time period? If so, why?

13. Add any other information you uncover.

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BLM7ii: Notes on the History of the Northeast Region

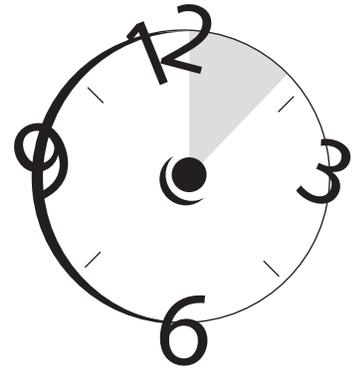
Time Period: _____
Important Information:

The Immigrant Experience

Core/AID

Time Allocation: 2 hour, 30 minutes

Required Materials and Resources on page 85



Lesson Overview

During this lesson, students will learn about immigration to the Northeast region during the late 1800's and early 1900's. They will work in groups as detectives on the case of "The Immigrant Experience" uncovering the answers to questions that will lead to an understanding of what immigrants experienced when they settled in the Northeast region and how they helped to make the region the way it is today.

Guiding Questions

- Why did immigrants come to the United States in the late 1800's and early 1900's?
- What effect did immigration have on the Northeast region's cities?
- What evidence lets you know that people of different ethnic groups live in the Northeast region?
- What contributions have immigrants made to the Northeast that makes it an exciting region?

BIG IDEA

**Immigrant Impact on
Northeast Region**

THE NORTHEAST REGION OF THE UNITED STATES



Content Goals

Universal Theme(s)

- Movement
- Place

Principles and Generalizations

- The people of a region help to define that region.
- Immigrants made the Northeast an exciting region of different ethnic groups.

Concepts

- Immigration
- Immigrants
- Heritage
- Ethnic groups
- Customs
- Culture
- Melting pot
- Diversity

Teacher Information

- For thousands of years, prior to the arrival of the first Europeans, Native Americans were the only people in the Northeast region.
- Immigration is the act of people entering into a new country to settle permanently.
- An immigrant is a person who comes to a new country to live.
- Heritage is the history and traditions a group of people shares.
- An ethnic group is a group of people whose ancestors are from the same country or area.
- Beginning with your parents and grandparents, ancestors are those people in your family who were born before you.
- Many people have ancestors who came to the Northeast region from many different countries.
- Customs are the special way a group of people does something.
- Ethnic groups keep customs that started in other countries alive in the new place they live.



The Immigrant Experience

- The culture of a region reflects the beliefs, customs, practices and social behavior of a particular nation or people.
- Melting pot refers to a place where people of different ethnic groups are brought together and can assimilate, especially a country that takes immigrants from many different ethnic backgrounds.
- Diversity refers to ethnic variety in the Northeast region.

Skills

- Use research skills
- Use cooperative group skills
- Infer
- Draw conclusions
- Summarize
- Use note taking skills

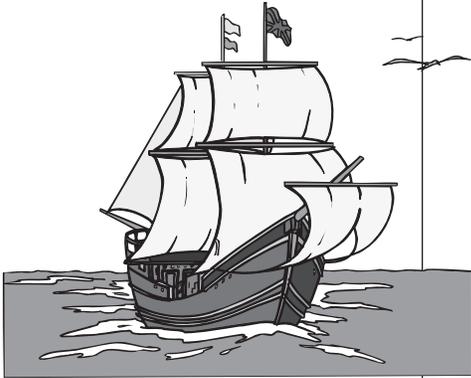
Materials and Resources

1. Black line Master BLM8ii: Case Questions
2. Picture of the Statue of Liberty (Go to www.google.com and then click images and put in Statue of Liberty)
3. Library resources on states in the Northeast region for research
4. Library resources on the history of immigration in the Northeast region for research
5. Materials such as paper, markers, crayons, glue for group presentations
6. Computers (optional)

Preparation Activities

1. Make a transparency of the picture of the Statue of Liberty.
2. Copy BLM8ii: Case Questions for each student.
3. Gather reference resource materials for student research on the states and the history of immigration in the Northeast region from the library.
4. Collect materials such as paper, markers, crayons, and glue.
5. Arrange to have computers and a presentation station available for presentations by students. (optional)

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Introductory Activities (10 minutes)

- Display a transparency of the Statue of Liberty on an overhead projector.
- Ask students to identify the statue in the photo (Statue of Liberty).
- Ask if they know where the Statue of Liberty is located (New York Harbor).
- Explain that for many years, immigrants traveled on ships from many countries to come to the United States.
- Define immigrants as people who come to a new country to live.
- Explain that one of the large harbors where the ships with immigrants docked was New York Harbor.
- For many immigrants who came to the Northeast region, the Statue of Liberty was the first sight they had of their new homeland.

Pre-assessment (10 minutes)

Ask students to explain why immigrants made the Northeast an exciting region?

Teaching and Learning Activities (1 hour, 45 minutes)

1. In a whole class setting, ask students to recall who the first people were that lived in the Northeast region.
2. Remind students that when they researched the history of the Northeast region, they learned that colonists came to this region in the 1600's. Those colonists were immigrants.
3. Point out that while immigrants continued to come to this region, it wasn't until the late 1800's and the early 1900's that millions of immigrants came to the United States. Many of those immigrants settled in the Northeast region.
4. After sharing this background information on immigration, present the following to the class:
 - This class has just opened a Detective Agency.
 - You have been asked to solve your first case: The case of "The Immigrant Experience."
 - There are many questions to this case that need to be answered.
 - You will be assigned to a group of three to four students each.
 - Each group will be assigned a case question that needs to be answered.



The Immigrant Experience

- Groups will present the answers to their case questions to the class.
 - Each group's presentation should be about ten minutes long and can take place in a variety of ways, such as:
 - Acting it out
 - Presenting charts and pictures with captions
 - Teaching it as a lesson
 - Creating a multi-media presentation
5. Explain that students will use library resources to uncover answers for the questions.
 6. Pass out BLM8ii: Case Questions.
 7. Assign a case question to each group of students.
 8. Allow time for the groups to uncover answers to the questions and to plan the presentation.
 9. Circulate among the groups.
 10. Set up a time schedule for the group presentations.
 11. Group presentations should be presented in numerical order according to the number on the case question.
 12. Encourage students to ask questions or to make comments after each presentation.
 13. After all the presentations are made, reinforce the important information presented. Ensure a focus and elaboration on the lesson's principle: that people of a region help define that region.
 14. Next have students discuss the following question with a partner:
 - Knowing what you now know about the Immigrant Experience, what ways do immigrants help define a region?

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15. After five minutes, elicit responses to the question.

16. Guide students to see that immigrants brought their culture, traditions, customs, language, celebrations, and a style of life to the Northeast region. This diversity added to the richness of the Northeast region.

Products and Assignments

- BLM8ii: Case Questions
- Group presentations on the case questions for “The Immigrant Experience”
- Summary paragraph on whether the Industrial Revolution made life better or worse for immigrants in the Northeast region? (AID)

Extension Activities (30 minutes)

1. Ask students to research information to answer the following question:
 - Did the Industrial Revolution make life better or worse for immigrants in the Northeast region?
2. Have students write a paragraph summarizing the information they gather to answer this question.
3. Tell students to include evidence to support their conclusions (AID).

Post Assessment (10 minutes)

Ask students to answer the following question: What do you think the Northeast region would be like if immigrants never settled there?

Debriefing and Reflection Opportunities (15 minutes)

1. In a whole class setting share with students:
 - In the past, people often called the United States (and the Northeast region) a “melting pot.”
 - People thought it was important for the culture of people to melt or blend together so that the culture would be similar for everyone.
 - Today, many people call the United States a “salad bowl.”
 - Ask students: Why do you think that is so?
2. Guide students to understand that just as a variety of ingredients in a salad make it good, the variety of people with their cultures, traditions, customs, languages, celebrations, and styles of life is good because it enriches each one of us, the Northeast region and our country.



BLM8ii: Case Questions

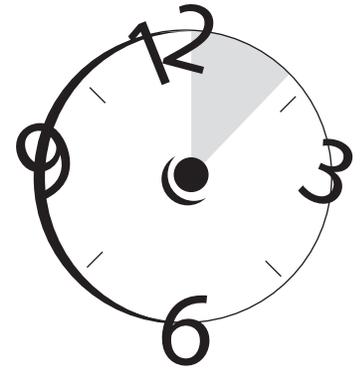
1. Why did immigrants come to the United States in the late 1800's and early 1900's?
2. What happened to immigrants at Ellis Island?
3. What types of jobs did immigrants have to support themselves?
4. What was it like for immigrants as they worked in factories in the early 1900's?

Touring the Northeast

Core/Connections/AID

Time Allocation: 2 hour, 30 minutes

Required Materials and Resources on page 85



Lesson Overview

In this module, students will be reminded that the environment, the history and the people of the Northeast are three features that people associate with the region. They will learn, as they go on a hunting trip for tourist sites, that these features are the reasons why many tourists visit the Northeast region. Students, working in small groups, will be assigned two to three states in the region in which to hunt for the sites that tourists visit. Students will find clues for the hunt in library resources and on the Internet. After gathering their data, each group will compile a booklet that includes an illustration of each site and a written caption for each site. The caption will include the name of the site, where it is found, and why tourists visit it.

Guiding Questions

- What are the features that people associate with a region?
- Why do tourists visit the Northeast region?
- What sites do tourists visit in the Northeast region?

BIG IDEA

**Tourist Guide to the
Northeast Region**

THE NORTHEAST REGION OF THE UNITED STATES



Content Goals

Universal Theme(s)

- Place
- Regions

Principles and Generalizations

- A region's features create an image that people associate with it.
- Tourists visit the Northeast because of the region's environment, its history and the diversity of its people.

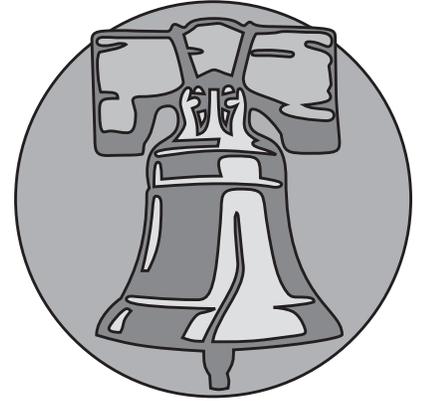
Concepts

- Features
- Environment
- History
- Diversity of people
- Tourism
- Tourist
- Tourist site

Teacher Information

- Tourism is the visiting of places away from home for pleasure.
- Tourism is also the business of organizing travel and services for people traveling for pleasure.
- Tourism is important to the economy of the Northeast region.
- A tourist is somebody who visits places away from home for pleasure.
- Tourist sites are the places tourists visit.
- A feature is a part of something that distinguishes it.
- Features of the Northeast region include its history, environment and the people who live there.
- Environment is the surroundings in which people, plants and animals live.
- History is the story of what happened in the past.
- Diversity of people refers to the ethnic variety found in the Northeast region.
- Tourists enjoy the environment of the Northeast as they hike through the Appalachian Mountains; view the leaves during the autumn season; swim in the Atlantic Ocean; or ski the mountain slopes.

Touring the Northeast



- Tourists visit places in the Northeast region that tell the story of its past, such as the Boston Freedom Trail.
- Tourists learn about the diversity of the people who live in the Northeast region, such as the Amish people in Pennsylvania.

Skills

- Draw conclusions
- Use research skills
- Use technology skills
- Write captions for illustrations

Materials and Resources

1. Black line Master: BLM9i: Directions for Your Hunting Trip
2. Chart paper
3. Markers
4. Construction paper for student booklets
5. Markers, crayons and scissors for student booklets
6. Library resources on the states and tourism in the Northeast region
7. Computers for research

Preparation Activities

1. Copy BLM9i: Directions for Your Hunting Trip for each student.
2. Label chart paper with the heading of “Tourism in the Northeast Region.”
3. Gather ample construction paper for student booklets.
4. Collect markers, crayons and scissors for students to use as they construct their booklets.
5. Arrange library resources on the states and tourism in the Northeast region in an accessible spot for students.
6. Arrange to have computers available for research on the Internet.

Introductory Activities (10 minutes)

- In a whole class setting, write “Tourism” and “Tourist” on the chalkboard.
- Ask students if they can define either word.
- Discuss their responses.
- Summarize by saying that tourism is the visiting of places away from home for pleasure, and a tourist is somebody who visits places away from home for pleasure.

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- Ask students if any of them has ever been a tourist.
- Have volunteers share where they went as a tourist, what they saw, and why they chose that place to visit.

Pre-assessment (10 minutes)

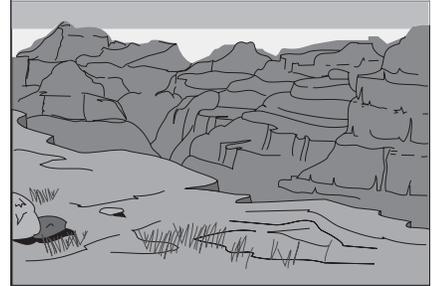
Ask students to explain why people would come from other places to visit the Northeast region?

Teaching and Learning Activities (1 hour 40 minutes)

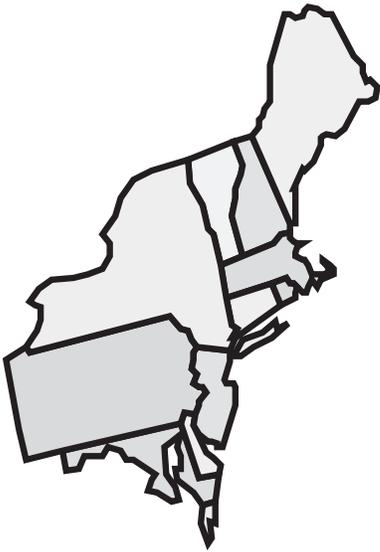
1. With the class as a whole, display a piece of chart paper labeled “Tourism in the Northeast Region.”
2. Make the statement that tourism is an important industry in the Northeast region.
3. Explain to students that there are three major reasons why tourists visit the Northeast region.
4. Elicit responses as to what they are.
5. Guide students to see that the three major reasons for tourism in the Northeast are the region’s environment, its history and the diversity of its people.
6. Record those three features on the chart paper as headings for three columns.
7. Ask students to offer one or two examples for each category and record appropriate responses. Examples might be skiing in Vermont or New Hampshire, the Freedom Trail in Boston, or the Amish people in Pennsylvania.
8. Invite students to go on a hunting trip throughout the Northeast region.
9. Explain that the purpose of the hunt is to track down places in the Northeast region that tourists visit.

Touring the Northeast

10. Remind students that the places tourists visit are usually characterized by the region's environment, its history, and/or the diversity of its people.
11. Tell them that they will be able to use library resources, other books and the Internet as well as any information they have in their Region folder.
12. Place students into groups of two to three students each.
13. Explain that each group will be assigned two to three states for their hunting trip.
14. Pass out BLM9i: Directions for Your Hunting Trip to each student.
15. Read and discuss the following directions from BLM9i: Directions for Your Hunting Trip.
 - You will be assigned to a group.
 - Your group will be assigned two to three states in which to hunt for the places tourists visit.
 - As you go on your hunt you should do the following:
 - Find the name of tourist places or sites in your states.
 - Illustrate each tourist site as best you can.
 - Write a caption for each site that includes the following:
 - The name of the tourist site.
 - The name of the state in which the site is found.
 - A description of the site that explains why tourists visit that site.
 - Code each site as to whether it is an environmental site, a history site or a multicultural site.
 - Organize your papers to form a booklet.
 - Illustrate a cover for the booklet and include the names of your states and your names on the cover.
 - The Internet sites you may use for the hunt are:
 - <http://www.50states.com>
 - <http://www.theus50.com>
 - <http://www.ipl.org/div/kidspace/stateknow/>
 - <http://www.netstate.com>



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16. Explain to students that these booklets will be shared with the class and displayed for class viewing.
17. Be sure students know where their research materials and their booklet materials are located.
18. Allow time for the task to be completed.
19. Circulate to give assistance where needed.
20. Upon completion have each group share the information in their booklets with the class.
21. Allow students to ask questions or make comments after each presentation.
22. Display the booklets for class viewing.

Products and Assignments

- State booklets on tourist sites in the Northeast region
- Visual report presented to the class on by an AID group of students that focuses on two aspects of leaf color change in the fall: the explanation of the cessation of green leaf pigment in autumn and winter, and the prediction of what would happen to the tourist industry in the Northeast region if the autumn and winter weather became significantly warmer

Extension Activities (30 minutes)

- (AID) Have students research and then present two aspects of the leaf color change in the Northeast in autumn.
 - Use library resources to find out why leaves stop making green pigment during autumn.
 - Predict what they think might happen to the tourist industry in the Northeast region if the temperature became significantly warmer during the autumn and winter seasons.
 - Compile and present, as a group, a visual report of pictures, diagrams and captions demonstrating their findings.

Touring the Northeast

Post Assessment (15 minutes)

- Ask students to explain why tourists visit the Northeast region.
- The explanation should include an example of what a tourist would do or see for each of the three features of the Northeast region.

Debriefing and Reflection Opportunities (15 minutes)

1. Following the teaching and learning activities, the teacher will ask students to name the four seasons of the Northeast region.
2. Ask them to share with a partner their image or picture of the Northeast region during each of the four seasons.
3. Refocus the class and ask volunteers to share their seasonal images of the Northeast region.
4. Collect and display booklets on tourist sites.
5. Emphasize that the Northeast region's seasons are only one aspect of the Northeast's region's image and identity. Its identity is shaped by its history and people, as well.
6. Display the visual report (AID).

BLM9i: Directions for Your Hunting Trip

1. You will be assigned to a group.
2. Your group will be assigned two to three states in which to hunt for places tourists visit.
3. As you go on your hunt you should do the following:
 - Find the name of the tourist places or sites in your states.
 - Illustrate each tourist site as best you can.
 - Write a caption for each site that includes the following:
 - The name of the tourist site.
 - The name of the state in which the site is found.
 - A description of the site that explains why tourists visit that site.
 - Code each site as to whether it is an environmental site, a history site or a multicultural site.
 - Organize your papers to form a booklet.
 - Illustrate a cover for the booklet and include the names of your states and your names on the cover.
 - The Internet sites you can use are:
 - <http://www.50states.com>
 - <http://www.theus50.com>
 - <http://www.ipl.org/div/kidspace/stateknow>
 - <http://www.netstate.com>

“Curriculum Map”

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
1. The world is a very large place made up of water and landmasses.	CORE 1 hour, 15 minutes	The world is divided into continents and countries.	<ul style="list-style-type: none"> • Geography • World • Landmass • Continent • Country 	<ul style="list-style-type: none"> • Brainstorm ideas • Use mapping skills • Compare/contrast 	Location	<ul style="list-style-type: none"> • How is the world divided? • In what ways are the continents the same as one another? • In what ways are the continents different from one another?
2. In order to make our understanding of the world easier, we divide the world into areas called regions.	CORE 1 hour, 15 minutes	Each region has common features that set it apart from other regions.	<ul style="list-style-type: none"> • Geography • Geographer • Region • Features • Environment • History • Culture • Customs 	<ul style="list-style-type: none"> • Brainstorm ideas • Read a map • Make Inferences • Draw conclusions 	<ul style="list-style-type: none"> • Place • Regions 	<ul style="list-style-type: none"> • What is a region? • What are the common features that set one region apart from another? • How do these features help us understand our world?
3. There can be more than one region in a country.	CORE 1 hour, 30 minutes	<ul style="list-style-type: none"> • The United States is divided into five geographic regions. • The Northeast is one of the five regions. 	<ul style="list-style-type: none"> • Geography • Geographer • Geographic region • Northeast region • Southeast region • Middle-west region • West region • New England States • Mid-Atlantic States 	<ul style="list-style-type: none"> • Use map skills • Infer • Compare/contrast 	<ul style="list-style-type: none"> • Location • Regions 	<ul style="list-style-type: none"> • What are the five regions of the United States? • What common features of regions do you think geographers used when dividing the United States into regions?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
4. Regions can vary in size and population.	CORE/AID 2 hours	<ul style="list-style-type: none"> The Northeast region includes two groups of states: the New England states and the Mid-Atlantic states. The Northeast region is the smallest of the five United States regions, yet has the largest population. 	<ul style="list-style-type: none"> New England states Mid-Atlantic states Size/area Large cities Population Megalopolis Megacity Atlantic coast Urban Suburban Rural 	<ul style="list-style-type: none"> Use map skills Infer Use research skills Use technology skills 	<ul style="list-style-type: none"> Location Place 	<ul style="list-style-type: none"> Which states make up the Northeast region? How can the Northeast region be the smallest region in the United States, yet have the third largest population?
5. Each region has its own special environment.	CORE/AID 1 hour, 40 minutes	<ul style="list-style-type: none"> The environment can affect people. People can affect the environment. 	<ul style="list-style-type: none"> Environment Natural resources Landforms Mountains Waterways Waterfalls Rivers Oceans Bays Harbors Climate Seasons 	<ul style="list-style-type: none"> Infer Understand cause/effect Work in a cooperative group Use research skills Use technology skills 	<ul style="list-style-type: none"> Place Human-Environment interactions 	<ul style="list-style-type: none"> What are the natural environmental features of the Northeast region? How can the environment affect people? How can people affect the environment?
6. A region's economy is important to the people who live there.	CORE/ CONNECTIONS/ AID 3 hours	<ul style="list-style-type: none"> The use of the region's natural resources assisted in the growth and development of the Northeast region's economy. The growth and development of the Northeast region's economy affected the movement of people. 	<ul style="list-style-type: none"> Economy Needs Wants Natural resources Goods Services Products Manufacturing Industry Jobs Transportation Movement of people Industrial Revolution Pollution 	<ul style="list-style-type: none"> Work in a cooperative group Infer Summarize Draw conclusions Use research skills Use technology skills 	<ul style="list-style-type: none"> Human-environment interaction 	<ul style="list-style-type: none"> What is the economy of the Northeast region? How did the people of the Northeast region use the region's natural resources to help the economy grow and develop? How did the growing economy of the Northeast region affect the movement of people? Why is the economy of the Northeast region important to the people who live there?

Major Principles and Generalizations	Time Allocation and Parallel	Minor Principles and Generalizations	Concepts	Skills	Themes	Guiding Questions
7. Each region has its own unique history.	CORE/AID 3 hours	<ul style="list-style-type: none"> • Much of our country's early history took place in the Northeast region. 	<ul style="list-style-type: none"> • History • Native Americans • Revolutionary War • Industrial Revolution • Inventions • Technological Age 	<ul style="list-style-type: none"> • Use research skills • Use technology skills • Work in a cooperative group • Summarize • Use note taking skills 	<ul style="list-style-type: none"> • Comparative history of major developments 	<ul style="list-style-type: none"> • Who were the people who lived in the Northeast region? • How did they use the natural resources of the Northeast region? • What major events happened in the Northeast region from the 1600's to the present time? • Were there people who were a part of those events that we remember today? • What happened to the cities of the Northeast region over time?
8. The people of a region help to define that region.	CORE/AID 2 hours, 30 minutes	<ul style="list-style-type: none"> • Immigrants made the Northeast an exciting region of different ethnic groups. 	<ul style="list-style-type: none"> • Immigration • Immigrants • Heritage • Ethnic groups • Customs • Culture • Melting Pot • Diversity 	<ul style="list-style-type: none"> • Use research skills • Use cooperative group skills • Infer • Draw conclusions • Summarize • Use note taking skills 	<ul style="list-style-type: none"> • Movement • Place 	<ul style="list-style-type: none"> • Why did immigrants come to the United States in the late 1800's and early 1900's? • What effect did immigration have on the Northeast region's cities? • What evidence lets you know that people of different ethnic groups live in the Northeast region? • Why have immigrants made the Northeast an exciting region?
9. A region's features create an image that people associate with it.	CORE/ CONNECTIONS /AID 2 hours, 30 minutes	<ul style="list-style-type: none"> • Tourists visit the Northeast because of the region's environment, its history and the diversity of its people. 	<ul style="list-style-type: none"> • Features • Environment • History • Diversity of people • Tourism • Tourist • Tourist site 	<ul style="list-style-type: none"> • Draw conclusions • Use research skills • Use technology skills • Write captions for illustrations 	<ul style="list-style-type: none"> • Place • Regions 	<ul style="list-style-type: none"> • What are the features that people associate with a region? • Why do tourists visit the Northeast region? • What sites do tourists visit in the Northeast region?

“Materials and Resources List”

Lesson	Primary Materials	Additional Materials (Supplied Provided by Teacher)
1	world map, composition paper (1 pack) chart paper (1 tablet) , markers (10 sets), pencils (1 for each student)	
2	world map, composition paper (1 pack), chart paper, markers, student folders (30), pencils	
3	overhead transparencies (1 box), markers, crayons (30 boxes), scissors (30) , student folders, construction paper	
4	student folders, world map	library resources on states in the Northeast region, access to computers (optional)
5	chart paper, markers	library resources on Northeast states and the environment of the Northeast region, access to computers (optional)
6	transparencies, chart paper	library resources on states in the Northeast region, the economy of the Northeast region, and the Industrial Revolution, access to computers (optional)
7	construction paper, lined composition paper, crayons, markers	library resources on states in the Northeast, history of the Northeast region, computer access (optional)
8	composition paper, construction paper, crayons, markers, glue sticks (12)	library resources on states in the Northeast region, history of immigration in Northeast region, access to computers (optional)
9	chart paper, markers, construction paper, crayons, scissors	library resources on the Northeast states and tourism in the Northeast region, access to computers (optional)