Geography of the United States

Grade Level or Special Area: Seventh Grade
Written by: Rachelle Crawford, George Washington Academy
Length of Unit: Thirteen lessons that each last 30-45 minutes.

I. Abstract
   A. Geography can be so much fun when you get to create your own atlas. In this unit, students will create twelve maps and one graph. They will also add definitions to a glossary and mark page numbers in an index. At the conclusion of the unit, the students will have a much better understanding of our country’s geography and their own atlas as proof of their hard work.

II. Overview
   A. Concept Objectives
      A. Students will understand the characteristics, distribution, and migration of populations.
      B. Students will understand the location and characteristics of places and regions in the United States.
   B. Content from the Core Knowledge Sequence
      Physical features
      a. General forms: Gulf/Atlantic coastal plain, Appalachian highlands and Piedmont, Midwest lowlands, Great Plains, Rocky Mountains, Intermountain Basin and Range, Pacific Coast Ranges, Arctic Coastal Plains.
      b. Mountains: Rockies, Appalachians, Sierra Nevada, Cascades, Adirondacks, Ozarks
      c. Peaks: McKinley, Rainier, Whitney
      d. Main water features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Puget Sound, Great Salt Lake, Great Lakes (freshwater)-Erie, Huron, Michigan, Ontario, Superior
      e. Rivers: Mississippi, Missouri, Ohio, Colorado, Hudson, Columbia, Potomac, Rio Grande, Tennessee
      f. Niagara Falls, Grand Canyon, Mojave Desert, Death Valley
      Political, economic, and social features
      a. The fifty states and their capitals (review), Washington, D.C., Commonwealth of Puerto Rico, Virgin Islands, Guam
      Cities
      a. Atlanta, Baltimore, Birmingham, Boston, Charlotte, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Houston, Kansas City, Los Angeles, Memphs, Miami, Milwaukuee, Minneapolis, New Orleans, Norfolk, Philadelphia, Phoenix, Pittsburgh, Portland, St. Louis, San Antonio, San Diego, San Francisco, Seattle, Tampa
      Population
      a. Expansion of Settlement
      b. Population density
      Regions
      a. New England
      b. Mid-Atlantic
      c. South: “Dixie”, Mason-Dixon Line, Bible Belt
      d. Middle West: Rust Belt, Corn Belt
e. Southwest: Sun Belt
f. Mountain States
g. West Coast: San Andreas fault, California aqueduct (water supply) system
h. Coal, oil, and natural gas deposits
i. Agricultural crop regions

New York City
   a. Bronx, Brooklyn, Manhattan, Queens, Staten Island, Broadway, Fifth Avenue, Madison Avenue, Park Avenue, Times Square, Wall Street, Central Park, Harlem, Greenwich Village

C. Skill Objective(s)
   1. Interpret and construct a map of the fifty states.
   2. Students will understand the definition of a commonwealth, and construct a map of their locations.
   3. Interpret and construct a map of the regions of the USA.
   4. Interpret and construct a map of the regional landforms and be able to give a definition of each area.
   5. Interpret and construct maps of the capitals and major cities.
   6. Interpret and construct a map of the water features.
   7. Interpret and construct a map of the mountains, basins, and mountain peaks.
   8. Interpret and construct a map of the coal, oil, and natural gas deposits.
   9. Interpret and construct a map of the agricultural crop regions.
  10. Construct a map of New York City and be able to explain the importance of various areas in the city.
  11. Create a graph of the population of the USA, using the census records.
  12. Understand the difference between population and population density and construct a map comparing the two.

III. Background Knowledge
   A. For Teachers
      1. Cultural Literacy by E.D. Hirsch
      2. http://en.wikipedia.org has excellent information for:
         A. California Aqueduct
         B. San Andreas Fault
         C. Rust Belt
         D. Bible Belt
         E. Sun Belt
         F. Corn Belt
         G. Arctic Coastal Plain (found under Arctic National Wildlife Refuge)
         H. Population Density
         I. Sites in NYC

IV. Resources
   A. Appendix A – Blank map of the United States of America (transparency for teacher)
   B. Appendix B- Masters for each student to make an individual student atlas of the USA
   C. Appendix C- Overlay transparencies
      1. Overlay transparency for the fifty states
      2. Overlay transparency for the commonwealths of the USA
      3. Overlay transparency for the regional areas
      4. Overlay transparency for the regional landforms
      5. Overlay transparency for the fifty capitals
6. Overlay transparency for US cities
7. Overlay transparency for Main Water Features, and Rivers
8. Overlay transparency for Mountains and Peaks
9. Overlay transparency for Coal, Oil, & Natural Gas Deposits
10. Overlay transparency for Agricultural Crop Regions
11. Overlay transparency for New York City
12. Overlay transparency for Graph of the USA

D. Appendix D-pretests and posttest for states and capitals

V. Lessons
Lesson One: Political, Economic, Social Features, and Regions

A. Daily Objectives
1. Concept Objectives
   A. Students will understand the characteristics, distribution, and migration of populations.
   B. Students will understand the location and characteristics of places and regions of the United States.

2. Lesson Content from the Core Knowledge Sequence
   A. Political, economic, and social features
   B. The fifty states and their capitals, Washington, D.C., Commonwealth of Puerto Rico, Virgin Islands, Guam

3. Skill Objectives
   a. Label a map with the fifty states and learn each state’s two letter postal abbreviations.
   b. Understand what a commonwealth is. Label a map with the Commonwealths of Puerto Rico, Virgin Islands, and Guam

B. Materials
1. An overhead transparency of the USA
2. Overlay transparency for the fifty states (Appendix C)
3. Overlay transparency for the commonwealths (Appendix C)
4. Personal Student Atlas, one for each student, each atlas includes maps and list of places the students must identify (Appendix B)
5. Pretests for states and capitals (Appendix D)

C. Key Vocabulary
1. Commonwealth- citizens are American citizens but do not vote in federal elections and do not pay federal taxes on their earnings.
2. State- There are 50 states in the USA. Each state has a constitution, a Governor, a legislative branch, and a judicial branch. All states send representation to Washington D.C.

D. Lessons/Activities
1. Pass out the blank student atlas of The United States of America (The masters to make the individual student atlas are all located in Appendix B). I bind these with a binding machine. I make sure the students know that this will be a big part of their grade and they will need to have them each day in class.
2. Inform the students that they will be learning about the geography of the United States of America, today they will begin by reviewing the states. Pull down a world map and help students recognize where the USA is located in relationship to the rest of the world. Have the students open their atlas to page one. On the
bottom of this atlas page I have them write the two letter abbreviations for each state. Make sure you explain that both letters are capitalized and there is no punctuation. Since space is limited on the map they can either write the name of the state or the abbreviation.

3. Have the students fill in as many of the states as they remember. I then put up my overhead and see how much we can do as a class. If there are any remaining states I tell them how to label them.

4. Then the students need to turn to the glossary and write the definition of a state. The index also needs a page number.

5. Have students turn to the next page in their atlas. Explain that a commonwealth is. Then mark Puerto Rico, Virgin Islands and Guam on the map. Then the students need to define commonwealth on page 2 and in the glossary. Then they need to turn to the index and give it a page number.

6. I use the last ten minutes of class to give the students pretests for the states and capitals test. I have broken the USA into nine regions. I let the students pick which region they would like to take a pretest on. When they pass the pretest they color in that part of the USA on their pretest tracker. When the pretest tracker is completely colored in, then I will give them the final states and capitals test. (This system helps your special education students and makes it less overwhelming for all your students.)

E. Assessment/ Evaluation

1. Completed maps of the states and the commonwealths in their individual student atlas.

2. Pretest on states and capitals

Lesson Two: Regions and Regional Landforms

A. Daily Objectives

1. Concept Objectives
   
   A. Students will understand the characteristics, distribution, and migration of populations.
   
   B. Students will understand the location and characteristics of places and regions of the United States.

2. Lesson Content from the Core Knowledge Sequence

   a. Regions
      
      i. New England
      
      ii. Mid-Atlantic
      
      iii. South: “Dixie”, Mason-Dixon Line, Bible Belt
      
      iv. Middle West: Rust Belt, Corn Belt
      
      v. Southwest: Sun Belt
      
      vi. Mountain States
      
      vii. West Coast: San Andreas fault, California aqueduct (water supply) system

   b. Regions Landforms
      
      i. Mid-Atlantic: Gulf coastal plains, Atlantic coastal plains
      
      ii. South: Dixie, Mason-Dixon Line, Bible Belt
      
      iii. Middle West: Rust Belt, Corn Belt, Midwest lowlands, Great Plains
      
      iv. Southwest: Sun Belt, Grand Canyon
      
      v. West Coast: San Andreas fault, California aqueduct (water supply), Mojave desert, Death Valley, Arctic coastal plains

3. Skill Objectives
a. Label and color in the regions of the USA
b. Label and understand the different physical landforms and what region they are located in.

B. Materials
1. An overhead transparency of the USA
2. Overlay transparency for the regions (Appendix C)
3. Overlay transparency for the regional landforms (Appendix C)
4. Personal Student Atlas

C. Key Vocabulary for the glossary
1. New England Region- This area includes the states of ME, VT, NH, MA, RI, CT
2. Mid-Atlantic Region- This area includes the states of NY, PA, NJ, DE, MD
3. Southern Region- This area includes the states of WV, VA, NC, SC, GA, FL, KY, TN, AL, MS, LA, AR
4. Middle West Region- This area includes the states of OH, IN, IL, WI, MI, IA, MD, KS, NE, SD, ND
5. Southwest Region- This area includes the states of OK, TX, NM, AZ
6. Mountain Region- This area includes the states of MT, WY, ID, UT, UT, CO, NV
7. West Coast Region- This region includes the states of WA, OR, CA, HI, AK
8. Gulf Coastal Plains- Plains located along the Gulf coastline.
9. Atlantic Coastal Plains- Plains located along the Atlantic coastline.
10. Mason-Dixon Line- This line was originally created at the end of the Revolutionary War to establish a boundary between Maryland and Pennsylvania, but then it became the unofficial dividing line between free and slave states.
12. Rust Belt- Formerly known as the manufacturing belt, it no longer has as many factories there. It is now called the rust belt.
13. Corn Belt- An area in the Midwest, where corn is the main crop.
14. Midwest lowlands- An area in the Midwest where the land is low compared to the surrounding areas.
15. Great Plains- A grassland prairie, located in the Midwest.
16. Sun Belt- An area located across the South and Southwest known for its sunny climate. It has seen a lot of demographic and economic grown in recent decades.
17. Grand Canyon- One of the seven natural wonders of the world, located in Northern Arizona.
18. San Andreas Fault- A geological fault that is about 800 miles long, it is the boundary between the Pacific Plate and the North American Plate. It is located in California.
19. California aqueduct system- A concrete lined channel that runs through California delivering water to many areas.
21. Death Valley- A desert area in California that typically has the hottest temperature anywhere in the USA. Many pioneers and their animals died here because of the extreme temperatures and lack of water.
22. Arctic coastal plains- Plains located in northern Alaska, along the Arctic Circle.

D. Lessons/Activities
1. Have the students get out their personal atlas. Then using the overhead transparency have the students mark the different regions in the U.S. The students need to pick a color for each region, mark it on the key to their map and then color the appropriate states to match. Have a class discussion as to why those states
might be grouped together. I prefer to call the West Coast states the Pacific Coast
states and then the students better understand why they are grouped together.
2. I have taken the physical landforms of the USA and placed them in the specific
regions where they are located. When you have the students mark them explain
what they are. The key vocabulary above explains what each area is. I used
wikipedia a free encyclopedia on the internet to mark my maps. Wikipedia also
gave me a lot of good information for teaching. Lots of facts and trivia that made it
more interesting to the students.
3. Put the all of the definitions in the glossary. Then mark the page numbers in the
index.
4. Use the last ten minutes of the class period to let the students take the pretests for
the states and capitals tests.

E. Assessment/ Evaluation
1. Completed maps of the states and the commonwealths in their individual student
   atlas.
2. Pretests on states and capitals.

Lesson Three: Capitals and Cities
A. Daily Objectives
1. Concept Objectives
   A. Students will understand the characteristics, distribution, and migration of
      populations.
   B. Students will understand the location and characteristics of places and regions
      of the United States.
2. Lesson Content from the Core Knowledge Sequence
   a. Cities of the United States
   b. Capitals (of the fifty states) and Washington D.C.
   c. Atlanta, Baltimore, Birmingham, Boston, Charlotte, Chicago, Cincinnati,
      Cleveland, Dallas, Denver, Detroit, Houston, Kansas City, Los Angeles,
      Memphis, Miami, Milwaukee, Minneapolis, New Orleans, Norfolk, Philadelphia,
      Phoenix, Pittsburgh, Portland, St. Louis, San Antonio, San Diego, San Francisco,
      Seattle, Tampa
3. Lesson Two Skill Objectives
   A. Label a map with the capitals and Washington, D.C
   B. Label a map with the cities of the United States

B. Materials
1. Overhead transparency of USA (Appendix A)
2. Overlay transparency of state capitals and Washington D.C. (Appendix C)
3. Overlay transparency of USA cities (Appendix C)
4. Individual Student Atlas

C. Key Vocabulary for the glossary
1. Capital-Each state has a capital where the Governor and the Legislature work.
2. National capital- Our national capital is Washington D.C. This is where the
   President, the legislative branch, and the judicial branch of our country are located.
3. City- A city is an area where many people live.

D. Procedure/Activities
1. Review what a capital is and where the capital is in your state. Then explain that
   the key to marking a capital is to make a small star. The location of the mark
   should be as close to geographical location as possible. Then each state should
have their capital marked. The students need to also mark Washington D.C. on this map; it should be marked with a star that has a circle drawn around it.

2. Next let the students know that many of these cities have already been marked on their capitals map. Using the US cities map overlay help them mark the cities on their map. Explain that cities have a dot proceeding their name and the dot should be located in the state as close to where it is geographically located. Have a discussion as to why we are marking these cities. Most of these cities are large and well known cities. Students will hear about them on news reports and will see them mentioned in books. They will be more knowledgeable in life by knowing where these cities are located.

3. Put the definitions for capital, national capital, and city in the glossary. Then mark the page numbers in the index.

4. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

E. **Assessment/ Evaluation**
   1. Completed maps of the capitals and cities in the student’s individual student atlas.
   2. Pretests for states and capitals (Appendix D).

Lesson Four Water Features

A. **Daily Objectives**
   1. Concept Objectives
      A. Students will understand the characteristics, distribution, and migration of populations.
      B. Students will understand the location and characteristics of places and regions of the United States.
   2. Lesson Content from the *Core Knowledge Sequence*
      A. Physical Features
         a. Main water features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Puget Sound, Great Salt Lake, Great Lakes (freshwater)-Erie, Huron, Michigan, Ontario, Superior
         b. Rivers: Mississippi, Missouri, Ohio, Colorado, Hudson, Columbia, Potomac, Rio Grande, Tennessee
         c. Niagara Falls
   3. Lesson Three Skill Objectives
      A. Label a map with main water features
      B. Label a map with the rivers
      C. Label a map with Niagara Falls

B. **Materials**
   1. Overhead transparency of USA (Appendix A)
   2. Overlay transparency for water features. (Appendix C)
   3. Individual Student Atlas

C. **Key Vocabulary for the glossary**
   1. Gulf of Mexico- A large area of ocean that reaches the southern states
   2. Chesapeake Bay- A wide inlet of water located by Maryland.
   5. Great Salt Lake- A shallow salt water lake located in Utah.
   6. Niagara Falls- A large waterfall flowing from Lake Erie into Lake Ontario
   7. Great Lakes- A chain of five freshwater lakes.
8. Mississippi River- A river that flow the length of the USA, starting in N. Minnesota and empting into the Gulf of Mexico
9. Missouri River- A river flowing through Missouri and emptying into the Mississippi R.
10. Ohio River- A river starting in PA, making the southern border of Ohio and eventually empting into the Mississippi river.
11. Colorado River- A river going through CO, UT, and AZ. It carved the Grand Canyon and powers Hoover Dam
13. Colombia River- This river snakes through Washington state.
14. Potomac River- A river in the east that empties into the Chesapeake Bay.
15. Rio Grande River- A river going through CO, NM, and making the southern border of Texas.

D. **Procedure/Activities**
   1. Have the students label all of the water features in their atlas, going over where each one is located.
   2. Put the definitions for each of the water features in the glossary. Then mark the page numbers in the index.
   3. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

E. **Assessment/Evaluation**
   1. Completed maps of the water features in the student’s individual student atlas.
   2. Pretests for states and capitals (Appendix D).

Lesson Five: Mountains, Mountain Peaks, and Basins

A. **Daily Objectives**
   1. Concept Objectives
      A. Students will understand the characteristics, distribution, and migration of populations.
      B. Students will understand the location and characteristics of places and regions of the United States.
   2. Lesson Content from the *Core Knowledge Sequence*
      A. Physical features
      B. General forms: Appalachian highlands and Piedmont, Midwest lowlands, Rocky Mountains, Intermountain Basin and Range, Pacific Coast Ranges,
      C. Mountains: Rockies, Appalachians, Sierra Nevada, Cascades, Adirondacks, Ozarks
      D. Peaks: McKinley, Rainier, Whitney
   3. Lesson Three Skill Objectives
      A. Label a map with The General forms
      B. Label a map with the Mountains
      C. Label a map with Mountain Peaks

B. **Materials**
   1. Overhead transparency of USA (Appendix A)
   2. Overlay transparency for mountains. (Appendix C)
   3. Individual Student Atlas

C. **Key Vocabulary for the glossary**
   1. Rocky Mountains- Mountains in the western USA that extend from Alaska to Northern Mexico.
2. Appalachians Mountains- Mountains in the eastern USA that extend from Canada to Alabama.
   a. Highlands- The high lands of the Appalachian Mountains
   b. Piedmont- The foothill region of the Appalachian Mountains
3. Sierra Nevada- A mountain range on the border of Nevada and California.
5. Ozarks- Mountain in Missouri and Arkansas.
6. Pacific Coast Range- Mountain range along the Pacific coast.
7. Intermountain Range and Basin- Intermountain means between the mountains. The Rocky Mountains, Cascades, Pacific Coast Range and Sierra Nevadas form an outside edge to the Great basin.
8. Mt. McKinley- A mountain peak located in Alaska, its elevation is 20,320 feet. It is the highest mountain in the USA.
9. Mt. Ranier- A mountain peak located in Washington, its elevation is 14,410 feet. It is part of the Cascade mountains.
10. Mt. Whitney- A mountain peak located in California, its elevation is 14,405 feet. It is highest mountain in the contiguous US. It is part of the Sierra Nevada mountains.

B. Procedure/Activities
1. Have the students label all of the mountains, peaks, and basins in their atlas, going over where each one is located. I would have them write the mountains where they go and then color in the area where the mountains covered. For the peaks I had the students make a small mountain symbol and write the name of the peak next to it.
2. When teaching the intermountain range and basin, explain that the Rockies and the Sierra Nevadas are like the edge of a bowl and the basin is the bottom of the bowl. Most of Nevada makes up the bottom of the bowl.
3. Put the definitions for each of the mountains peaks, and basins in the glossary. Then mark the page numbers in the index.
4. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

C. Assessment/ Evaluation
1. Completed maps of the mountains, peaks, and basins in the student’s individual student atlas.
2. Pretests for states and capitals (Appendix D).

Lesson Six: Coal, Oil, Natural Gas Deposits, Agricultural crop regions

A. Daily Objectives
1. Concept Objectives
   A. Students will understand the characteristics, distribution, and migration of populations.
   B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the Core Knowledge Sequence
   A. Regions
   B. Coal, oil, and natural gas deposits
   C. Agricultural crop regions
3. Lesson Three Skill Objectives
   A. Label a map to show where coal is found.
   B. Label a map to show where oil is found.
   C. Label a map to show where natural gas is found.
D. Label a map with the following agricultural regions.
   i. Forest
   ii. Grazing
   iii. Corn and wheat
   iv. Cotton
   v. Tropics
   vi. Industrial
   vii. Dairy

B. Materials
   1. Overhead transparency of USA (Appendix A)
   2. Overlay transparency for coal, oil, and natural gas (Appendix C)
   3. Overhead transparency for Agricultural crop regions (Appendix C)
   4. Individual Student Atlas

C. Key Vocabulary for the glossary
   1. Coal- A black combustible material used as fuel. It is mined out of the earth.
   2. Oil- A combustible, liquid matter that is pumped out of the earth.
   3. Natural Gas- A combustible substance that is used for heating and cooling.
   4. Forest- A heavily wooded area.
   5. Grazing- An area where lots of animals are raised, ie. cattle, sheep
   6. Corn and Wheat- Crops that are grown to feed people and animals.
   7. Cotton- Crops grown in the South.
   8. Tropics- Citrus fruits grow well in tropical regions.
   9. Industrial- An area with many factories.
   10. Dairy- An area where cows are used for dairy products, like milk and cheese.

D. Procedure/Activities
   1. Have the students turn to page 9 in their atlas. Have them mark the coal, oil, and
      natural gas deposits.
   2. Then have the students turn to page 10 in their atlas. Explain that the areas we are
      about to mark are what the biggest export of the area is.
      A. In the forest region it is heavily wooded area. Have the students come up
         with a list of all of the things we make from trees. Some examples would be
         lumber, paper, Christmas trees, etc.
      B. In the grazing region there are a lot of cattle (and sheep) ranches. This is
         where the meat we eat comes from.
      C. Corn and wheat are used to make many of the products we eat. There are
         other crops grown in this area, but this is the biggest exports.
      D. Cotton grows well in the South and can be used to make clothing. This would
         be a good time to discuss the use of slaves in the early days of cotton, but
         because of the Civil War, we no longer use slave labor.
      E. In a tropical climate citrus fruits grow well. The main exports would be
         oranges, lemons, tangerines, etc. In Hawaii you could add pineapple and
         coconut.
      F. In the industrial regions they are not growing things, but they can be
         important to us for the packaging of products and turning crops into things we
         use. For instance cattle into packaged beef or cotton into a t-shirt to wear.
      G. In the dairy region we use the cows for milk and cheese. Wisconsin even has
         a mascot called “The Cheese head”.
      H. Alaska predominately exports fish. This is not currently on the map you
         could add the symbol if you want.
3. Put the definitions for coal, oil, natural gas, and the agricultural crop regions in the glossary. Then mark the page numbers in the index.
4. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

E. Assessment/Evaluation
1. Completed maps of the coal, oil, natural gas, and the agricultural crop regions in the student’s individual student atlas.
2. Pretests for states and capitals (Appendix D).

Lesson Seven: New York City
A. Daily Objectives
1. Concept Objectives
   A. Students will understand the characteristics, distribution, and migration of populations.
   B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the Core Knowledge Sequence
   A. New York City
   B. Bronx, Brooklyn, Manhattan, Queens, Staten Island
   C. Broadway, Fifth Avenue, Madison Avenue, Park Avenue, Times Square, Wall Street
   D. Central Park, Harlem, Greenwich Village
3. Lesson Three Skill Objectives
   A. Label a map to show the five neighborhoods (boroughs) of NYC.
   B. Label a map to show the following areas in Manhattan: Broadway, Fifth Avenue, Madison Avenue, Park Avenue, Times Square, Wall Street, Central Park, Harlem, and Greenwich Village.

B. Materials
1. Overhead transparency of USA (Appendix A)
2. Overlay transparency for New York City (Appendix C)
3. Individual Student Atlas

C. Key Vocabulary for the glossary
1. Bronx- One of five neighborhoods (boroughs) of NYC.
2. Brooklyn- One of five neighborhoods (boroughs) of NYC.
3. Queens- One of five neighborhoods (boroughs) of NYC.
4. Staten Island- One of five neighborhoods (boroughs) of NYC.
5. Manhattan- One of five neighborhoods (boroughs) of NYC.
6. Broadway- A street that has many theaters, where Broadway musicals are performed.
7. Central Park- is a large public, urban park (843 acres or 3.41 km²) in the borough of Manhattan.
8. Greenwich Village- is a largely residential area on the west side of downtown (southern) Manhattan in New York City.
9. Harlem- is a neighborhood of Manhattan in New York City, long known as a major black cultural and business center. After being associated for much of the twentieth century with black culture, but also crime and poverty, it is now undergoing some changes.
10. Times Square is an open space where pedestrians can congregate. It is located near Broadway and has a ticket office where you can buy tickets to Broadway.
11. Fifth Avenue- A street where many expensive stores are located.
12. Madison Avenue- A street where many expensive stores are located.
13. Wall Street- This is the financial street in Manhattan, where the stock exchange is located.

D. Procedure/Activities
1. Have the students open their atlas to page 11, where there is a map of New York City. Explain that New York City is divided up into five neighborhoods, often called boroughs. Have the students label the areas on their maps.
2. Explain that when we hear about NYC most of what we picture is in Manhattan. Then have the students label the areas in Manhattan on their map, use the definitions from above to help you teach the lesson.
3. My map includes Ellis Island, which is an important place to mark for when you are teaching about immigration.
4. The map also includes Liberty Island where the Statue of Liberty is located.
5. Put the definitions for New York City in the glossary. Then mark the page numbers in the index.
6. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

E. Assessment/Evaluation
1. Completed map of New York City in the student’s individual student atlas.
2. Pretests for states and capitals (Appendix D).

Lesson Eight: Population of the USA

F. Daily Objectives
1. Concept Objectives
   A. Students will understand the characteristics, distribution, and migration of populations.
   B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the Core Knowledge Sequence
   A. Population
      a. Expansion of Settlement
      b. Population density
3. Lesson Three Skill Objectives
   A. Make a graph showing the population changes in the USA from 1790 to 2000.
   B. Color in two maps showing the difference between population and population density.

G. Materials
   1. Overhead transparency for the graph showing population density (Appendix C)
   2. Overlay transparency for population and population density (Appendix C)
   3. Individual Student Atlas

H. Key Vocabulary for the glossary
   2. Population density- How many people there are in a specific area (per square mile).

I. Procedure/Activities
   1. Using the record from the USA census bureau have the students mark the graph.
      A. In 1770 there were 2,148,100 people
      B. In 1780 there were 2,780,400 people
      C. In 1790 there were 3,929,214 people
      D. In 1810 there were 7,239,881 people
      E. In 1820 there were 9,638,453 people
F. In 1830 there were 12,866,020 people
G. In 1840 there were 17,069,453 people
H. In 1850 there were 23,191,876 people
I. In 1860 there were 31,443,321 people
J. In 1870 there were 38,558,371 people
K. In 1890 there were 62,979,766 people
L. In 1900 there were 76,212,168 people
M. In 1910 there were 92,228,496 people
N. In 1920 there were 106,021,537 people
O. In 1930 there were 123,202,624 people
P. In 1940 there were 132,164,569 people
Q. In 1950 there were 151,325,798 people
R. In 1960 there were 179,323,175 people
S. In 1970 there were 203,211,926 people
T. In 1980 there were 226,545,805 people
U. In 1990 there were 248,709,873 people
V. In 2000 there were 281,421,906 people

2. Explain that population is how many people live in a place. Population density is how many people live in a specific area. I explain it using a mansion compared to an apartment building. If they both take up the same amount of space, but the mansion has 5 people living there and the apartment building has 50 people living there, then the apartment has a higher population density. Texas has a large population, but a small population density because the people are spread out. New York has a large population and a high population density, because most people live in apartment buildings.

3. Have students turn to page thirteen in their atlas. In order to mark the population portion of the map you will need to go to the US census bureau and download the population for each state.

4. Have students turn to page thirteen in their atlas. In order to mark the population density portion of the map you will need to go to:
   and download the numbers for population density.

5. Put the definitions for New York City in the glossary. Then mark the page numbers in the index.

6. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

J. Assessment/Evaluation
   1. Completed map of New York City in the student’s individual student atlas.
   2. Pretests for states and capitals (Appendix D).

VI. HANDOUTS/WORKSHEETS
   A. Appendix A – Blank map of the United States of America (transparency for teacher)
   B. Appendix B- Masters for each student to make an individual student atlas of the USA
      1. Student front cover
      2. Student table for contents
      3. Student map for Fifty States
      4. Student map for commonwealths
      5. Student map for regions
      6. Student map for regional landforms
      7. Student map for state capitals
8. Student map for USA cities
9. Student map for water features
10. Student map for mountains
11. Student map for coal, oil, and natural gas
12. Student map for agricultural crop regions
13. Student map for New York City
14. Student graph for population of the USA
15. Student maps for population and population density
16. Student pages for glossary
17. Student page for index

C. Appendix C- Overlay transparencies
   1. Overlay transparency for the fifty states
   2. Overlay transparency for the commonwealths of the USA
   3. Overlay transparency for the regional areas
   4. Overlay transparency for the regional landforms
   5. Overlay transparency for the fifty capitals
   6. Overlay transparency for US cities
   7. Overlay transparency for Main Water Features, and Rivers
   8. Overlay transparency for Mountains and Peaks
   9. Overlay transparency for Coal, Oil, & Natural Gas Deposits
  10. Overlay transparency for Agricultural Crop Regions
  11. Overlay transparency for New York City
  12. Overlay transparency for Graph of the USA

D. Appendix D-pretests and posttest for states and capitals
E. Appendix E- final exam for the geography of the USA

VII. BIBLIOGRAPHY
B. http://en.wikipedia.org/wiki/Main_Page
Geography of the United States
Appendix A: Blank Map of the USA
(Use as Transparency)
Student Atlas for the United States of America

Name______________________________
Teacher_____________ Grade_____
School_____________________________
# Table of Contents

<table>
<thead>
<tr>
<th>Geography of the United States Appendix B: Table of Contents</th>
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<table>
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<td>Index</td>
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Appendix B: Label the Fifty States

Label the Fifty States

Alabama  Idaho  Minnesota  North Dakota  Vermont
Alaska  Illinois  Mississippi  Ohio  Virginia
Arizona  Indiana  Missouri  Oklahoma  Washington
Arkansas  Iowa  Montana  Oregon  West Virginia
California  Kansas  Nebraska  Pennsylvania  Wisconsin
Colorado  Kentucky  Nevada  Rhode Island  Wyoming
Connecticut  Louisiana  New Hampshire  South Carolina
Delaware  Maine  New Jersey  South Dakota
Florida  Maryland  New Mexico  Tennessee
Georgia  Massachusetts  New York  Texas
Hawaii  Michigan  North Carolina  Utah
Label these commonwealths of the USA
Puerto Rico
Virgin Islands
Guam

Explain what a commonwealth is ________________________________

______________________________

______________________________

______________________________

2
Geography of the United States
Appendix B: Regions

<table>
<thead>
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<th>Regions</th>
<th>Mark these areas</th>
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<td>Southwest</td>
<td>Sun Belt, Grand Canyon,</td>
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<td>West Coast</td>
<td>San Andreas Fault, California aqueduct system,</td>
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<td>Mojave Desert, Death Valley,</td>
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Label the fifty state capitals and our national capital:

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<th>Montpelier</th>
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<td>Raleigh</td>
<td>Salt Lake City</td>
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Geography of the United States
Appendix B: Label U.S. Cities

Label these US cities

Atlanta  Denver  New Orleans  San Francisco
Baltimore  Detroit  Norfolk  Seattle
Birmingham  Houston  Philadelphia  Tampa
Boston  Kansas City  Phoenix
Charlotte  Los Angeles  Pittsburgh
Chicago  Memphis  Portland
Cincinnati  Miami  St. Louis
Cleveland  Milwaukee  San Antonio
Dallas  Minneapolis  San Diego
Geography of the United States
Appendix B: Label Water Features

Label these Water Features
- Gulf of Mexico
- Chesapeake Bay
- San Francisco Bay
- Puget Sound
- Great Salt Lake
- Niagara Falls

Great Lakes
- Lake Erie
- Lake Huron
- Lake Michigan
- Lake Ontario
- Lake Superior

Rivers
- Mississippi River
- Missouri River
- Ohio River
- Colorado River
- Hudson River
- Colombia River
- Potomac River
- Rio Grande River
- Tennessee River
Geography of the United States
Appendix B: Label Mountains

Label these Mountains
Rocky Mountains
Appalachians Mountains
(Highlands and Piedmont)
Sierra Nevada
Cascades
Adirondack
Ozarks
Pacific Coast Ranges
Intermountain Range and Basin

Label these Mountain Peaks
Mt. McKinley
Mt. Ranier
Mt. Whitney
Label the following

Coal
Oil
Natural Gas Deposits

Symbol

9
Appendix B-Student Atlas

Label the following symbol
Forest
Grazing
Corn and Wheat
Cotton
Tropics
Industrial
Dairy

10
Label the following areas of New York City:
- Bronx
- Queens
- Brooklyn
- Staten Island
- Manhattan

Label the following places in Manhattan:
- Harlem
- Broadway
- Central Park
- Times Square
- Greenwich Village

Describe the following streets in Manhattan:
- Fifth Avenue
- Madison Avenue
- Park Avenue
- Wall Street
### Geography of the United States

**Appendix B: Population**

**Population of the USA**

**From 1790-2000**

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Geography of the United States
Appendix B: Population Density

Appendix B - Student Atlas

Population
20,000,000-36,132,147
10,000,000-19,999,999
5,000,000-9,999,999
1,500,000-4,999,999
500,000-1,499,999

Average population per square mile
over 1,000
700-999
500-699
300-499
100-299
under 100
Appendix B: Glossary

Adirondack Mountains
Appalachian Mountains
Arctic Coastal Plains
Atlantic Coastal Plains
Bible Belt
Broadway
Brooklyn
Bronx
California Aqueduct System
Capitals
Cascade Mountains
Central Park
Cities
Chesapeake Bay
Coal
Colombia River
Colorado River
Commonwealths
Corn
Corn Belt
Cotton
Dairy
Death Valley
Fifth Avenue
Forest
Grand Canyon
Grazing
Great Plains
Great Salt Lake
Greenwich Village
Glossary

Gulf of Mexico
Gulf Coastal Plains
Harlem
Hudson River
Industrial
Intermountain Basin
Intermountain Range
Lake Erie
Lake Huron
Lake Michigan
Lake Ontario
Lake Superior
Madison Avenue
Manhattan
Mason-Dixon Line
Mid-Atlantic Region
Midwest Lowlands
Middle West Region
Mississippi River
Missouri River
Mojave Desert
Mountain States Region
Mt. McKinley
Mt. Ranier
Mt. Whitney
Natural Gas Deposits
Niagara Falls
New England Region
Glossary

Oil
Ohio River
Ozarks
Pacific Coast Ranges
Park Avenue
Population
Population Density
Potomac River
Puerto Rico
Puget Sound
Queens
Rio Grande River
Rocky Mountains
Rust Belt
San Andreas Fault
San Francisco Bay
Sierra Nevada Mountains
Southern Region
Southwest Region
Staten Island
States
Sun Belt
Tennessee River
Times Square
Tropics
Virgin Islands
Wall Street
West Coast Region
Wheat
### Geography of the United States

#### Appendix B: Index

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Geography of the United States
Appendix C: Transparency Overlay 2

Appendix C- Overlay Transparencies
Geography of the United States
Appendix C: Transparency Overlay 3

Appendix C- Overlay Transparencies
Appendix C- Overlay Transparencies
Geography of the United States
Appendix C: Transparency Overlay 5

[Map of the United States with major cities labeled]
Geography of the United States
Appendix C: Transparency Overlay 6
Geography of the United States
Appendix C: Transparency Overlay 8
Geography of the United States
Appendix C: Transparency Overlay 11
Appendix C- Overlay Transparencies

Population of the USA From 1790-2000
Geography of the United States
Appendix D: Student Tracker
 Appendix D- Student pretest for States and Capitals

Mountain States
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Mountain States
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Mountain States
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Appendix D- Student pretest for States and Capitals

Southwest States
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Southwest States
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Southwest States
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Appendix D- Student pretest for States and Capitals

Plains States
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Plains States
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Plains States
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Appendix D- Student pretest for States and Capitals

Great Lake States
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Great Lake States
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Great Lake States
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Appendix D- Student pretest for States and Capitals

Southeast States
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Southeast States
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Southeast States
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Appendix D- Student pretest for States and Capitals

Middle Atlantic States
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Appendix D: Student Pre-test

Appendix D- Student pretest for States and Capitals

New England States
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New England States
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New England States
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Appendix D- Student pretest for States and Capitals

Southern States
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48.
Appendix D: Student study guide to pretest for States and Capitals
Appendix D- Answer key to pretest for States and Capitals

Pacific States
1. Washington- Olympia
2. Oregon- Salem
3. California- Sacramento
49. Hawaii- Honolulu
50. Alaska- Juneau

Pacific States
1. Washington- Olympia
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49. Hawaii- Honolulu
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Pacific States
1. Washington- Olympia
2. Oregon- Salem
3. California- Sacramento
49. Hawaii- Honolulu
50. Alaska- Juneau
Appendix D- Answer key to pretest for States and Capitals

Mountain States
4. Montana-Helena
5. Idaho- Boise
6. Wyoming- Cheyenne
7. Nevada- Carson City
8. Utah- Salt Lake City
9 Colorado- Denver

Mountain States
4. Montana-Helena
5. Idaho- Boise
6. Wyoming- Cheyenne
7. Nevada- Carson City
8. Utah- Salt Lake City
9 Colorado- Denver

Mountain States
4. Montana-Helena
5. Idaho- Boise
6. Wyoming- Cheyenne
7. Nevada- Carson City
8. Utah- Salt Lake City
9 Colorado- Denver
Geography of the United States
Appendix D: Student Answer Key

Appendix D- Answer key to pretest for States and Capitals

Southwest States
10. Arizona- Phoenix
11. New Mexico- Santa Fe
12. Texas- Austin
13. Oklahoma- Oklahoma City

Southwest States
10. Arizona- Phoenix
11. New Mexico- Santa Fe
12. Texas- Austin
13. Oklahoma- Oklahoma City

Southwest States
10. Arizona- Phoenix
11. New Mexico- Santa Fe
12. Texas- Austin
13. Oklahoma- Oklahoma City
Appendix D: Answer key to pretest for States and Capitals

Plains States
14. North Dakota- Bismarck
15. South Dakota- Pierre
16. Nebraska- Lincoln
17. Iowa- Des Moines
18. Kansas- Topeka
19. Missouri- Jefferson City
Appendix D- Answer key to pretest for States and Capitals

Great Lake States
20. Minnesota- St. Paul
21. Wisconsin- Madison
22. Michigan- Lansing
23. Illinois- Springfield
24. Indiana-Indianapolis
25. Ohio-Columbus

Great Lake States
20. Minnesota- St. Paul
21. Wisconsin- Madison
22. Michigan- Lansing
23. Illinois- Springfield
24. Indiana-Indianapolis
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Great Lake States
20. Minnesota- St. Paul
21. Wisconsin- Madison
22. Michigan- Lansing
23. Illinois- Springfield
24. Indiana-Indianapolis
25. Ohio-Columbus
Appendix D- Answer key to pretest for States and Capitals

Southeast States
26. West Virginia- Charleston
27. Kentucky- Frankfort
28. Virginia Richmond
29. Tennessee- Nashville
30. North Carolina- Raleigh

Southeast States
26. West Virginia- Charleston
27. Kentucky- Frankfort
28. Virginia Richmond
29. Tennessee- Nashville
30. North Carolina- Raleigh

Southeast States
26. West Virginia- Charleston
27. Kentucky- Frankfort
28. Virginia Richmond
29. Tennessee- Nashville
30. North Carolina- Raleigh
Geography of the United States
Appendix D: Student Answer Key

Appendix D- Answer key to pretest for States and Capitals

Middle Atlantic States
31. New York- Albany
32. Pennsylvania- Harrisburg
33. New Jersey- Trenton
34. Maryland- Annapolis
35. Delaware- Dover

Middle Atlantic States
31. New York- Albany
32. Pennsylvania- Harrisburg
33. New Jersey- Trenton
34. Maryland- Annapolis
35. Delaware- Dover

Middle Atlantic States
31. New York- Albany
32. Pennsylvania- Harrisburg
33. New Jersey- Trenton
34. Maryland- Annapolis
35. Delaware- Dover
Geography of the United States
Appendix D: Student Answer Key

Appendix D- Answer key to pretest for States and Capitals

New England States
36. Vermont- Montpelier
37. New Hampshire- Concord
38. Maine- Augusta
39. Massachusetts- Boston
40. Connecticut- Hartford
41. Rhode Island- Providence
Appendix D- Answer key to pretest for States and Capitals

Southern States
42. Arkansas-Little Rock
43. Louisiana- Baton Rouge
44. Mississippi- Jackson
45. Alabama- Montgomery
46. Georgia- Atlanta
47. South Carolina- Columbia
48. Florida- Tallahassee
Geography of the United States
Appendix D: Final Test

### Appendix D - Final test for States and Capitals

Please write the capital next to each state listed.

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Appendix D: Final Test

Geography of the United States

Write the name or the abbreviation of each state, inside the state.