

Chapter 3 The Northeast

Approximate Length of Time: 6 weeks

Essential Question

How does the Northeast unite our country and the world?

Chapter Objectives

Overview

Students will read about the people and the varied geography of the Northeast. Native Americans populated the area before Europeans arrived and distinct cultures took root in this region of the United States. Students will discover how new ideas formed the beginnings of our country. Today, the Northeast offers global links from diverse people moving here over time.

Civics and Government

Students will learn how the U.S Constitution fulfills the need for government and establishes its purpose, structure, function, powers, and limits. Students will be able to describe how the U.S. Government gains its power from the people. Students will recognize individuals, documents, and events that represent the United States. Students will be able to explain the history and meaning behind patriotic holidays and observances.

Geography

Students will be able to describe the physical features and climate and vegetation of the Northeast and Canada. Students will be able to describe the natural resources of the Northeast, Canada and Mexico. They will identify natural landmarks in the Northeast and Canada. This chapter will explain how the environment influences settlement patterns in the United States, Canada, and Mexico. They will identify contributions from Native Americans to the Northeast. Students will be able to explain how the environment influences European settlement. Students will identify contributions from Europeans and Native Americans. Students will be able to describe the Northeast's natural resources and physical features. Students will investigate how people perceive places differently by studying legends and myths popular in the Northeast. Students will explain the history and meaning behind Thanksgiving. Students will identify the cultures that have settled the Northeast. Students will describe how the environment influenced settlement patterns in the Northeast. Students will be able to identify natural and man-made landmarks in the United States and Canada. Students will be able to describe the climate and natural resources in the Northeast.

Economics

Students will recognize that buyers and sellers interact to exchange goods through trade. Students will be able to distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean.

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| Focus Standards | SS.3.CG.1.1 | Explain how the U.S. Constitution establishes the purpose and fulfills the need for government. |
| | SS.3.CG.1.2 | Describe how the U.S. government gets its power from the people. |
| | SS.3.CG.2.1 | Describe how citizens demonstrate civility, cooperation, volunteerism and other civic virtues. |
| | SS.3.CG.2.2 | Describe the importance of voting in elections. |
| | SS.3.CG.2.3 | Explain the history and meaning behind patriotic holidays and observances. Remarks/Examples: Examples are that students will identify patriotic holidays and observances to include, but not limited to, American Founders Month, Celebrate Freedom Week, Constitution Day, Independence Day, Martin Luther King Jr. Day, Medal of Honor Day, Memorial Day, Patriot Day, Veterans Day. |
| | SS.3.CG.2.4 | Recognize symbols, individuals, documents and events that represent the United States. Remarks/Examples: Examples are that students will recognize Mount Rushmore, Uncle Sam and the Washington Monument as symbols that represent the United States. Students will recognize James Madison, Alexander Hamilton, Booker T. Washington and Susan B. Anthony as individuals who represent the United States. Students will recognize the U.S. Constitution as a document that represents the United States. Students will recognize the Constitutional Convention (May 1787 – September 1787) and the signing of the U.S. Constitution (September 17, 1787) as events that represent the United States |
| | SS.3.CG.3.1 | Explain how the U.S. and Florida Constitutions establish the structure, function, powers and limits of government. |
| | SS.3.CG.3.2 | Recognize that government has local, state and national levels. |
| | SS.3.G.2.2 | Identify the five regions of the United States. |
| | SS.3.G.2.4 | Describe the physical features of the United States, Canada, Mexico, and the Caribbean. |
| | SS.3.G.2.5 | Identify natural and man-made landmarks in the United States, Canada, Mexico and the Caribbean. |
| | SS.3.G.3.1 | Describe the climate and vegetation in the United States, Canada, Mexico, and the Caribbean. |
| | SS.3.G.3.2 | Describe the natural resources in the United States, Canada, Mexico, and the Caribbean. |
| | SS.3.G.4.1 | Explain how the environment influences settlement patterns in the United States, Canada, Mexico, and the Caribbean. |
| | SS.3.G.4.2 | Identify the cultures that have settled the United States, Canada, Mexico, and the Caribbean. |
| | SS.3.G.4.4 | Identify contributions from various ethnic groups to the United States. |
| | SS.3.E.1.2 | List the characteristics of money. |
| | SS.3.E.1.3 | Recognize that buyers and sellers interact to exchange goods and services through the use of trade or money. |
| | SS.3.E.1.4 | Distinguish between currencies used in the United States, Canada, Mexico, and the Caribbean. |
| Supporting Standards | SS.3.A.1.1 | Analyze primary and secondary sources. |
| | SS.3.A.1.2 | Utilize technology resources to gather information from primary and secondary sources. |
| | SS.3.A.1.3 | Define terms related to the social sciences. |
| | SS.3.G.2.6 | Investigate how people perceive places and regions differently by conducting interviews, mental mapping, and studying news, poems, legends, and songs about a region or area. |
| | SS.3.G.4.3 | Compare the cultural characteristics of diverse populations in one of the five regions of the United States with Canada, Mexico, or the Caribbean. |

Communicate Your Findings (Summative Task)

1. Online Chapter Test
2. Performance-Based Assessment (T256-T257 or student book p.236-237).

Students will create a travel brochure to show what they know about natural and man-made landmarks in your community as well as ethnic neighborhoods people might like to visit. Brochures should include information about how the community connects to other parts of the country and to the world. Allow students to use additional resources to gather additional information as well as images they can use in their brochures.

Remind students of the following:

- Their response must relate directly to the chapter essential question.
- They must cite specific evidence from sources they investigated for their travel brochures.

Use the rubric on pg. T177 to evaluate student work.

Formative Assessment Options

Lesson 1:

1. Online Lesson Test
2. Show It: Create a list of environmental features of the Northeast that may have influenced Native Americans to choose to live there. Include geographic features, climate characteristics, and natural resources. (T196 , Sp.178)

Lesson 2:

1. Online Lesson Test
2. Show It: What positive contributions did European colonists make to the Northeast? How did it negatively affect the region? (T210, Sp.192)

Lesson 3:

1. Online Lesson Test
2. Show It: Think about the most important ideas of the U.S Constitution and government. Then write an email to someone in another country explaining the purpose of the Constitution of the United States. (T226, Sp. 206)

Lesson 4:

1. Online Lesson Test
2. Show It: Imagine you live in the Northeast. Write a letter to a relative or friend and persuade them to visit you there. Describe the cultural experiences you can share with them. Tell them about the different peoples that have settled the Northeast and the contributions they have made in art, literature, music, food, and other areas. Include specific details about these contributions in your letter. (T240, Sp. 220)

Lesson 5:

1. Online Lesson Test
2. Show It: Think about the ways people in the Northeast have demonstrated civic virtues. Then, think about how people in your community can demonstrate civic virtues, such as through volunteering, cooperation and other ways of being a responsible member of your community. (T254, Sp. 234)

Resources to Support Instruction

(You *must* be logged in to your BPS Launchpad to access certain resources.)

***School principals are responsible for approving supplemental instructional materials including suggested resources found in the tabs below. This includes anything other than adopted curriculum and DBQ materials.**

| Curriculum Connections | Text Resources | Active/Digital Learning |
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| <p>Engage: Chapter 1 (T178-183) (S160-165)</p> <p>Lesson 1: The Northeast Long Ago (T184-197) (S166-179)</p> <p>Lesson 2: Europeans Explore the Northeast (T198-211) (S180-193)</p> <p>Lesson 3: Beginnings of a New Nation (T212-227) (S194-207)</p> <p>Lesson 4: Stories of the Northeast (T228-241) (S208-221)</p> <p>Lesson 5: The Northeast Today (T242-255) (S222-235)</p> <p>Chapter 3 Exit Tickets</p> | <p>Achieve the Core</p> <p><i>(If text is not attached, books may be found in your school or local library)</i></p> <p>Cocoa Ice , The Go-Around Dollar</p> <p>ReadWorks Passage</p> <p>What is Trade?</p> <p>The Three Branches of State Government</p> <p>Three Branches of Government</p> <p>XanEdu</p> <p>Exploring Civics and Government Grade 3</p> <p>“Constitution in Florida” P18</p> <p>“Floridians Assemble” P20</p> <p>“Florida State Government” P 38</p> <p>“Who Works in Government” P41</p> <p>“Our Local Government” P 43</p> <p>Chapter 5: Symbols That Represent the United States and Florida (P92-111)</p> | <p>Learning Games</p> <p>Kahoot!- (Lesson 1) Adapting to the Environment</p> <p>Kahoot!- (Lesson 3) Federal, State, and Local Government: Who does what?</p> <p>C3 Teachers: Inquiry Design Model</p> <p>Leadership and Government</p> <p>LDC Civics Modules</p> <p>By the People, For the People: Government and the Constitution</p> <p>Comparing Three Levels of Government</p> <p>CPALMS</p> <p>Patriotic Holidays C-Palms lesson</p> |
| Literature Connections | Videos | Primary and Secondary Sources |
| <p>Florida’s BEST standards- Civics Literacy Reading List</p> <p><i>Hiawatha and the Peacemaker</i> by Robbie Roberston</p> <p><i>Fry Bread: A Native American Family Story</i> by Kevin Noble Maillard</p> <p><i>We The Kids</i> by David Catrow</p> <p>Celebrating Patriotic Holidays. Honoring America</p> | <p>*Please preview all videos before sharing with students.*</p> <p>Youtube Video Clips</p> <p>"We the People" C-SPAN Classroom</p> <p>The History of Veterans Day by Reading Through History</p> <p>School House Rocks Preamble</p> <p>Northeast Region- Kyle Brooten</p> | <p>The Constitution Primary Sources</p> <p>United States Regions Map (student edition pages R28-R31)</p> <p>Haudenosaunee Primary Sources</p> <p>Mayflower Compact Lesson</p> |

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