

Mansfield Public Schools
Grade 5- Social Studies Curriculum
This Land is Your Land: America, A Continually Changing Mosaic

Introduction

The Mansfield Public Schools grade five social studies curriculum includes a regional study of North America based upon various historical themes. In order to create a unit structure that provides a stable platform for students to discover, interpret, and internalize information, each unit of study will consist of three sections- *history*, *geography*, and *life today*, taught in sequence.

Each unit will begin with a history focus based on an identified theme. By beginning each unit with a history focus, students are given a context through which to study the geography of a region. These units will be taught in chronological order, which will help students make connections between regions and between previous units of study.

The second section of each unit is the study of the geography of an identified region of North America. This regional geographic study will directly correlate to the historic theme covered in the first section of the unit. During the geography section of each unit, students will apply what they learned from the historical study, thus providing both purpose and meaning to the study of each region's geography.

The third section of each unit is the study of "life today" in the identified region. This study will be integrated into each section of the unit as students use technology, newspapers, and other resources on an ongoing basis to analyze current events in the region being studied. This section of the unit will also include a study of a specific place within the region. Within this study of "places to visit", students will critically analyze historic, cultural, and geographic trends that may have influenced life in each specific area. This section of the unit will serve, in effect, as a culminating series of activities where students tie together previous learning.

The yearlong regional study is concluded with a multicultural fair during which students, guided by the essential questions for the curriculum, will create and organize a presentation or exhibit of life related to one of the regions studied.

General Student Performance Goals and Expectations

Students will demonstrate through written work, oral expression, portfolios, peer teaching, drawings, diagrams, creative projects, or collaborative work, their ability to:

1. Use critical thinking and problem solving skills.
2. Define historical and geographic concepts and connect them to life.
3. Take risks in thinking and creative work.
4. Express opinions and defend their views on issues.
5. Speculate, explore ideas, and pose hypotheses.
6. Use evidence to support conclusions.
7. Revise, reshape, and deepen earlier understandings of concepts.

8. Challenge a thought or opinion, demonstrating agreement or disagreement.
9. Retell specific details.
10. Elaborate or expand an idea.
11. Make connections between learnings from text or formal experience and their own prior beliefs.
12. Think metacognitively about own learning.
13. Critically analyze historic and cultural trends.
14. View themselves as active and positive participants within society.
15. Make connections and transfer knowledge between units of study, between concepts, and between different subject areas.

Essential Questions to Guide Each Unit

Each essential question is followed by a notation of its relationship to the State of Connecticut Social Studies Curriculum Framework (1998)

History:

- How do migrations impact geography and how does geography influence migration? (1, 3, 9, 11, 12, 13)
- What are the consequences, both intended and unintended, of migration to: culture, economy, government, way of life, and the physical environment? (1, 2, 3, 4, 5, 9, 11, 12, 14)
- How have migration and immigration contributed to the diversity of the American people and the idea of America as a continually changing mosaic? (1, 2, 3, 4, 5, 7, 9, 11)

Geography:

- What are the physical features of a region, and how do they influence the daily life of the people? (1, 2, 9, 11, 12)
- What are the political boundaries of a region? (7, 10, 11)
- What are the ways people depend on, adapt to, and alter the physical environment? (1, 2, 9, 10, 11, 12)
- Name the major physical features (mountains and bodies of water) in each region and locate them on a map. (9, 10)
- Name the states and major cities in the region and locate them on a map. (9, 10)

Connections to Life Today

- How have each region's geography and history influenced the everyday life of the people of the region? (1, 2, 3, 9, 10, 11, 12, 14)
- What are the major ethnic groups in each region and how do they contribute to the region's cultural diversity? (1, 2, 3, 8, 9, 11)
- What do people in the region do for work? (1, 2, 9, 11, 13)
- Are there any foods, customs, religions, holidays, celebrations, or other cultural elements, which are significant to the region? (1, 2, 3, 4)

****Connecticut Standard Number 4 (Applying History)-** will be integrated into each area of the curriculum. Students will constantly be encouraged to strive to recognize the importance of historical thinking and historical knowledge in their own lives and in the world in which they live.

Unit	Learning Objectives	Activities	Assessment Strategies	Resources
<p><u>1. Coming To America</u></p> <p><i>History</i> Establishing Colonies & Jamestown</p> <p><i>Geography</i> The South</p> <p><i>Life Today</i> Places to Visit: Virginia New Orleans</p>	<p>a. Identify the push/pull forces that caused people to emigrate.</p> <p>b. Describe why England established a colony.</p> <p>c. Describe the daily life of Jamestown colonists.</p> <p>d. Analyze the relationship between the Jamestown colonists and the local Native Americans.</p> <p>a. <i>Refer to Geography Essential Questions</i></p> <p>a. Compare & contrast life in Virginia today, with life in Virginia during the 1600s.</p> <p>b. <i>Refer to Life Today Essential Questions.</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> Engage in inquiry-based, problem-solving activities based upon the question, “Why did the European countries colonize the Americas?” Cooperative Learning Jigsaw Activity: groups of students will research and report on different roles w/in Jamestown’s society. Students may also participate in Tableau or role playing activities. Collaboratively generate a peace plan or compromise for the feuding colonists and Native Americans. Act as cartographers for John Smith, exploring and mapping out all of the major landforms of the South. Write a journal entry from the point of view of a passenger on the journey from England to the new land. <p>**Challenge Activity:</p> <ol style="list-style-type: none"> Perspective Presentation (Student Choice) - Captain, Indentured Servant, Woman, Tradesman. 	<ul style="list-style-type: none"> Rubrics for each student/teacher-generated project Student journals Teacher observations (individual & group participation) Unit Quizzes/Tests Students’ self evaluation of learning 	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 7 ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 8 & 9 ◆ <i>Jackdaws</i>- Primary Source Documents: Immigration in Colonial Times ◆ <i>Cobblestones</i>- Early Jamestown ◆ <i>Videos</i>- Educational Videos, Jamestown ◆ <i>WWW Resources</i>- ➤ http://www.apva.org/ ➤ http://www.directoryusa.com/states/va/jamestown/jamestown.html ◆ The Hartford Courant

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<p>2. <u>The Founding of Our Nation</u></p> <p><i>History</i> Creating our Constitution</p> <p><i>Geography</i> New England</p> <p><i>Life Today</i> Place to Visit: Washington D.C. Philadelphia</p>	<p>a. Identify problems the early states faced which created the need for a strong central government.</p> <p>b. Analyze Americans' attitudes about the concept of national government.</p> <p>c. Compare the Virginia Plan to the New Jersey Plan & the point of view of each side.</p> <p>d. Describe the three branches of government under the Constitution.</p> <p>e. Build knowledge about the Bill of Rights and why it was added to the Constitution.</p> <p>a. <i>Refer to Geography Essential Questions</i></p> <p>a. <i>Refer to Life Today Essential Questions.</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> List on a chart the major problems the new country faced. Predict and develop creative solutions that could address these problems. Later explain how each of these problems was actually solved under the Constitution. Hold a Constitution Convention and conduct a debate- groups of students will assume the roles of, "The Virginia Plan", "The New Jersey Plan", and "The Connecticut Compromise." Create a timeline of the Constitution. Pro/con activity on whether or not to include the original Bill of Rights in the Constitution- conduct a vote. <p>**Challenge Activity</p> <ol style="list-style-type: none"> Write amendments to the original Constitution to address problems they believe exist today. 	<ul style="list-style-type: none"> **Students will create <i>Classroom Constitutions</i> which explain each student's rights and privileges and also the separation of powers within the classroom Student journals Teacher observations (individual & group participation) Unit Quizzes/Tests Students' self evaluation of learning Evaluation of student time-lines 	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 13 ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 5 ◆ <i>Jackdaws</i>- Primary Source Documents: "Story of the Constitution", "The Making of the Constitution" ◆ <i>Cobblestones</i>- The Constitution, Bill of Rights ◆ Fritz, Jean. <u>SHh! We're Writing the Constitution</u> ◆ Levy, Elizabeth. <u>If You Were There When They Signed the Constitution</u> ◆ Maestro, Betsy & Julio. <u>The Story of Our Constitution</u> ◆ <u>Dream Chasers</u>: The Liberty Bell, The White House, Designing Washington ◆ <i>Videos</i>- Video Visits Washington, DC ◆ <i>WWW Resources</i>: ➤ http://thomas.loc.gov/ ◆ The Hartford Courant

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<p>3. <u>Life in the New England Colonies</u></p> <p><i>History</i> Colonial New England Life</p> <p><i>Geography</i> New England</p> <p><i>Life Today</i> Places to Visit: Mansfield, CT. Boston Mystic Seaport, CT.</p>	<p>a. Describe Colonial New England farming & fishing villages.</p> <p>b. Explain how early New England villages were governed. Name some laws of the period.</p> <p>c. Draw and describe the features of a typical home of the period.</p> <p>d. Describe occupations in Colonial New England.</p> <p>e. Demonstrate comprehension of the belief systems held by many New Englanders of the period and the roles w/in this society.</p> <p>a. <i>Refer to Geography Essential Questions</i></p> <p>a. Compare & contrast the daily life of a person living in Colonial New England to today.</p> <p>b. <i>Refer to Life Today Essential Questions</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> Attend a field trip to Mystic Seaport, CT. Read primary sources. Explore and speculate about Puritan adults' belief systems, values, & attitudes. Illustrate a typical New England village during the colonial era. Work in small collaborative groups, assuming various roles w/in a New England village. Research their group's role & participate in a whole-class activity, role-playing a typical New England town meeting. <p>**Challenge Activity</p> <ol style="list-style-type: none"> Research the kinds of whales that could have been seen in the Atlantic Ocean during the colonial period. Choose one of these whales, research its migratory patterns, and create a map that shows these patterns. 	<ul style="list-style-type: none"> Rubrics for each student/teacher-generated project Student journals Teacher observations (individual & group participation) Unit Quizzes/Tests Students' self evaluation of learning Evaluation of student questionnaire from Mystic Seaport field trip 	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 8 & 9 ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 6 & 7 ◆ <i>Jackdaws</i>- Primary Source Documents: Mayflower & The Pilgrim Fathers ◆ Mystic Seaport ◆ <i>WWW Resources</i>: ➤ http://www.mysticseaport.org/ ➤ http://www.visitnewengland.com/colonial.htm ◆ The Hartford Courant ◆ <i>Videos</i>- Puritan Family of Early New England, Colonial Life in New England, Old Sturbridge Village, Video Visits: USA

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<p>4. <u>Movement to the Great Plains</u></p> <p><i>History</i> Homesteaders & Sodbusters On the Great Plains</p> <p><i>Geography</i> The Mid West</p> <p><i>Life Today</i> Places to Visit: Chicago</p>	<p>a. Identify where from the sodbusters migrated and explain why they migrated.</p> <p>b. Analyze the Homestead Act and its effects on migration and the economy.</p> <p>c. Identify problems that homesteaders encountered farming the Great Plains.</p> <p>d. Draw a typical home from the period and describe the features of the home.</p> <p>a. <i>Refer to Geography Essential Questions</i></p> <p>a. <i>Refer to Life Today Essential Questions</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> 1. Summarize the Homestead act & predict the effects it had on migration and the economy. 2. Research the migrant peoples who made up the sodbusters and why they moved west. 3. Work in groups to identify & list the problems that Homesteaders encountered. Present their ideas to their classmates. 4. Write a letter to a friend back home describing the landscape of the Great Plains and their family's "soddie". <p>**Challenge Activity</p>	<ul style="list-style-type: none"> • Rubrics for each student-generated project • Student journals • Teacher observations (individual & group participation) • Unit Quizzes/Tests • Students' self evaluation of learning 	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 18 ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 10 & 11 ◆ <i>Jackdaws</i>- Primary Source Documents: Chicago's Black Metropolis ◆ <i>Cobblestones</i>- Great Lakes ◆ <i>WWW Resources</i>: ➤ http://www.greatplains.org/ ◆ The Hartford Courant ◆ <i>Videos</i>- PBS Home Video: Great Drives, Chicago

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<p>5. <u>Western Trails</u></p> <p><i>History</i> Western Migration: The Oregon Trail The Mormon Trail</p> <p><i>Geography</i> The Rocky Mountains & The Northwest</p> <p><i>Life Today</i> Places to Visit: Denver Seattle</p>	<p>a. Analyze the many reasons why people left home to migrate West.</p> <p>b. Describe the route of the Oregon Trail.</p> <p>c. Understand how the migrants prepared for the voyages.</p> <p>d. Describe life on the trail-food, tasks, dangers, and problems.</p> <p>e. Build knowledge about the Mormons and why they migrated west.</p> <p>f. Describe the Mormon Trail.</p> <p>a. <i>Refer to Geography Essential Questions</i></p> <p>a. <i>Refer to Life Today Essential Questions</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> 1. Construct a Graphic Organizer comparing & contrasting why people moved to Oregon territory, to the Great Plains & why we move today. 2. Create a family using the computer activity “The Oregon Trail”. Keep a journal of their family’s experiences. 3. Explore the skills and character traits needed to survive on the Oregon Trail. 4. Create maps of trails used by migrating people and analyze how the environment influenced travel. <p>**Challenge Activity</p> <ol style="list-style-type: none"> 1. Predict, then research, what the effect of the arrival of 300,000 people in the Oregon territory had on the Native Americans living there. 	<ul style="list-style-type: none"> • Rubrics for each student/teacher-generated project • Student journals • Teacher observations (individual & group participation) • Unit Quizzes/Tests • Students’ self evaluation of learning 	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 15 ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 13 ◆ <i>Jackdaws</i>- Primary Source Documents: Louis & Clark Expedition ◆ <i>Cobblestones</i>- ◆ <i>WWW Resources</i>: <ul style="list-style-type: none"> ➤ http://www.teleport.com/~eotic/index.htm/ ➤ http://www.overland.com/trope.html ◆ The Hartford Courant ◆ <i>Videos</i>-

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<p>6. <u>The Conflict in the West</u></p> <p><i>History</i> The Mexican War & Lands Gained by the United States</p> <p><i>Geography</i> The West</p> <p><i>Life Today</i> Places to Visit: San Francisco National Parks The Rio Grande</p>	<p>a. Examine the reasons that the United States went to war with Mexico.</p> <p>b. Justify and/or denounce the United States' actions in declaring war with Mexico.</p> <p>c. Identify lands gained by the United States as a result of the war with Mexico.</p> <p>d. Analyze the effects of the war between the United States and Mexico on the U.S. economy, government, and territory.</p> <p>a. <i>Refer to Geography Essential Questions</i></p> <p>a. <i>Refer to the Life Today Essential Questions</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> 1. Read lesson 4 of the text. List causes of the war with Mexico & discuss them with a classmate. 2. Construct a timeline recording events leading to and during the war with Mexico. 3. Debate the United States' actions in declaring war with Mexico. 4. Interpret the concept of "manifest destiny" & the results of the Mexican war on the U.S. economy, government, and territory. <p>**Challenge Activity</p> <ol style="list-style-type: none"> 1. Write a journal entry for a Mexican citizen living in California at the end of the Mexican War. Include the Mexican's thoughts about whether he or she would become an American citizen. 	<ul style="list-style-type: none"> • Rubrics for each student/teacher-generated project • Student journals • Teacher observations (individual & group participation) • Unit Quizzes/Tests • Students' self evaluation of learning • Evaluation of student timelines 	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 15 ◆ <i>Jackdaws</i>- Primary Source Documents: ◆ <i>Cobblestones</i>- The Grand Canyon ◆ <i>WWW Resources</i>: ➤ http://philaprintshop.com/mexwar.html/ ◆ The Hartford Courant

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<p>7. <u>Mexico:</u> <u>Mingling of Cultures</u></p> <p><i>History</i> Mexican Heritages & Mexican Economy</p> <p><i>Geography</i> Mexico</p> <p><i>Life Today</i> Mexico City Guadalajara Acapulco</p>	<p>a. Locate Mexico and describe its geography.</p> <p>b. Identify the three main heritages of Mexico's people.</p> <p>c. Examine how the Mexican culture combines elements of Indian & Spanish cultures.</p> <p>d. Evaluate the Mexican economy.</p> <p>a. Explain how geography has affected the economy of Mexico.</p> <p>b. <i>Refer to the Geography Essential Questions</i></p> <p>a. Analyze the relationship between Mexico and The United States today.</p> <p>b. <i>Refer to Life Today Essential Questions</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> 1. Draw a map clearly indicating Mexico's borders. 2. Create travel brochures designed to attract tourists to Mexico. 3. Discuss ways in which different cultures have affected their own community. 4. Work collaboratively to identify how the Spanish & Indian cultures are alive within Mexico today. 5. * Act as a NAFTA representative & create an action plan that will establish closer economic ties between Mexico and the United States. <p>**Challenge Activity</p> <ol style="list-style-type: none"> 1. Explore ways in which Mexican traditions are alive within their communities. i.e. Interview, research, invite a guest speaker or photographs. 	<ul style="list-style-type: none"> • Rubrics for each student/teacher-generated project • Student journals • Teacher observations (individual & group participation) • Unit Quizzes/Tests • Students' self evaluation of learning • Evaluation of student maps <p>* Possible culminating activity</p>	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Special Section p. 656-660 ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 15 ◆ <i>Jackdaws</i>- Primary Source Documents: ◆ <i>Cobblestones</i>- US & Mexico ◆ <i>WWW Resources</i>: ➤ http://www.mpsnet.com.mx/mexico/df.html ◆ <i>Videos</i>- Teacher's Video Company: Mexico, Ballet Folklorico de Mexico ◆ The Hartford Courant

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<p>8. <u>Hawaii:</u> <u>The United States</u> <u>Expands</u></p> <p><i>History</i> Diversity: land and people</p> <p><i>Geography</i> The Hawaiian Islands</p> <p><i>Life Today</i> Places to Visit: Honolulu Pearl Harbor The Island of Hawaii</p>	<p>a. Locate the Hawaiian Islands and describe their geographical features.</p> <p>b. Describe how & when the Polynesians settled the islands of Hawaii.</p> <p>c. Identify the many different cultures that comprise the population of the Hawaiian Islands.</p> <p>d. Explain how the United States acquired Hawaii.</p> <p>a. Evaluate how the geographic features of the Hawaiian Islands have influenced civilization and the settlement of peoples.</p> <p>b. <i>Refer to the Geography Essential Questions</i></p> <p>a. <i>Refer to Life Today Essential Questions</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> Utilize a Venn Diagram to compare & contrast facts of Hawaii & Mexico. Act as the Polynesian tribal leaders who settled the Hawaiian Islands. Explore how geographic features have influenced the settlement of people. Compose a newspaper article explaining how the United States acquired Hawaii. Research one of the many cultures of Hawaii & present findings to classmates. Listen to Hawaiian music. Express how it makes them feel & compare this culture's music to other kinds of music. <p>**Challenge Activity</p> <ol style="list-style-type: none"> Create a 3D model of Hawaii or one of its geographical features. 	<ul style="list-style-type: none"> Rubrics for each student/teacher-generated project Student journals Teacher observations (individual & group participation) Unit Quizzes/Tests Students' self evaluation of learning 	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 18, Lesson 3 ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 12 & 13 ◆ <i>Jackdaws</i>- Primary Source Documents: ◆ <i>Cobblestones</i>- Hawaii ◆ <i>Videos</i>- ◆ <i>WWW Resources</i> ◆ The Hartford Courant

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<p>9. <u>Alaska:</u> <u>The Gold Rush</u></p> <p><i>History</i> The Alaskan Gold Rush & Native Peoples of Alaska</p> <p><i>Geography</i> Alaska</p> <p><i>Life Today</i> Places to Visit: Yukon Territory Nome</p>	<p>a. Locate Alaska & describe some of the geographical features of the region.</p> <p>b. Evaluate the technology, art & social ceremonies of the Tlingit & other Native Peoples of Alaska.</p> <p>c. Identify when the Alaskan Gold Rush occurred.</p> <p>d. Examine life in an Alaskan town during the Gold Rush.</p> <p>e. Analyze the effects of the gold rush on the native peoples & environment of Alaska.</p> <p>a. Examine how the Tlingit & Native Peoples of Alaska make use of the natural resources in their environment.</p> <p>b. <i>Refer to Geography Essential Questions</i></p> <p>a. <i>Refer to Life Today Essential Questions</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> Compare how the Native peoples of Alaska and Hawaii used their environments. Create a Web Page for Alaska, which includes facts about geography, history, economy, people & landforms. Assume the role of a gold prospector during the Alaskan Gold Rush. Write a journal entry describing a typical workday. Create a display that depicts how Native Peoples of Alaska use their natural resources. <p>**Challenge Activity</p> <ol style="list-style-type: none"> Research the significance of different animal symbols on Tlingit artifacts. 	<ul style="list-style-type: none"> Rubrics for each student/teacher-generated project Student journals Teacher observations (individual & group participation) Unit Quizzes/Tests Students' self evaluation of learning 	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 4, Lesson 1 ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 12 & 13 ◆ <i>Jackdaws</i>- Primary Source Documents: Gold Fever ◆ <i>Cobblestones</i>- Eskimos of America ◆ <i>Videos</i>- Gold Fever ◆ <i>WWW Resources</i> ◆ The Hartford Courant

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<p>10. <u>Canada: Neighbors to the North</u></p> <p><i>History</i> Provinces & Peoples of Canada</p> <p><i>Geography</i> Canada</p> <p><i>Life Today</i> Places to Visit: Nunavut Montreal</p>	<p>a. Identify the different regions of Canada & the people who live in them.</p> <p>b. Explain the concept of provinces in Canada.</p> <p>c. Explore the effects of colonization on the peoples & environment of Canada.</p> <p>a. Identify & evaluate some of the advantages & disadvantages of Canada's geography.</p> <p>b. <i>Refer to Geography Essential Questions</i></p> <p>a. <i>Refer to Life Today Essential Questions</i></p>	<p><i>Students Will:</i></p> <ol style="list-style-type: none"> 1. Compare the concept of states to the concept of provinces. 2. Collaboratively research & report on a province or territory in Canada. 3. Create a graphic organizer categorizing the natural resources within each province. 4. Use Internet & various Quebec links in order to search for evidence of the French culture in Quebec today. 5. Plan a week-long road trip across Canada. <p>**Challenge Activity</p> <ol style="list-style-type: none"> 1. Act as a member of the Inuit. Write a persuasive essay to the Canadian government in an effort to set aside land for their people. 	<ul style="list-style-type: none"> • Rubrics for each student/teacher-generated project • Student journals • Teacher observations (individual & group participation) • Unit Quizzes/Tests • Students' self evaluation of learning 	<ul style="list-style-type: none"> ◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter Special Section p. 652-656 ◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 15 ◆ <i>Jackdaws</i>- Primary Source Documents: ◆ <i>Cobblestones</i>- US & Canada ◆ <i>WWW Resources</i> ◆ <i>Videos</i>- The Great Canadian Train Ride ◆ The Hartford Courant