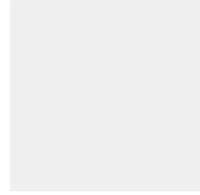
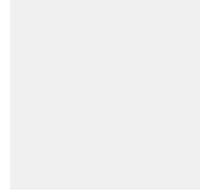


## Unit



The United States

## Local Objective



The student will:

Explain why the U.S. has the world's leading economy.

Identify how people in the United States earn their livings.

Describe the challenges facing the United States.

Describe how the United States changed throughout its history.

Explain what form of government the United States has.

Identify what groups make up the American people.

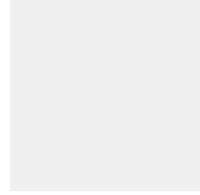
Discuss what has influenced American culture.

## Objective used to evaluate students

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Yes

## Assessment Activity



Define: free enterprise system, service industry, navigable, fossil fuel, acid rain, landfill, recycling, free trade

Economics: Why is the Midwest called "America's breadbasket"?

History: The discovery of which resources first brought settlers to the Interior West?

Economics: What was the goal of NAFTA?

Analyzing Information: Describe two characteristics of the United States that have made it a world economic leader.

Understanding Cause and Effect: What reasons can you give for the economic changes taking place in the South?

Organizing Information: Draw a diagram like this one (example provided). Name one economic region of the United States in the center oval. In the outer ovals write examples for each subtopic.

Analyzing Maps: Study the economic activity map and the physical map. (maps provided) What type of resources are found in or near the Rocky Mountains?

#### Quiz 1

Define: colony, representative democracy, federal republic, secede, immigrant, rural, urban, suburb.

History: What route do experts think the first Americans took to reach North America?

Government: What document explains the form of government used in the United States?

Culture: What theme do the works of Langston Hughes and Toni Morrison share?

Analyzing Information: After World War II, what tensions existed at home?

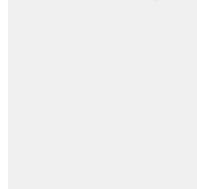
Drawing Conclusions: How do climate and culture influence the popularity of sports in your area?

Organizing Information: Draw a diagram like this one. (example given) At the top of the three arrow, list three reasons that Americans today are moving more frequently than ever.

Analyzing Maps: Study the population and density map. (map provided) What are the two largest cities in the Pacific Northwest?

#### Quiz 2

### Level of Expectation



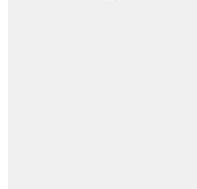
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### List of concepts and Evaluation Types

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Concept	Evaluation Type
Human -Environment Interactions	MC

### Learning Activity

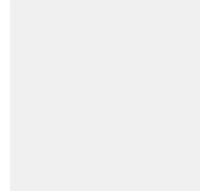


The student will:

1. Give examples of American industries. Choose one and describe what jobs the industry might include.
2. Copy the definitions to the following vocabulary terms as they appear in the text. (free enterprise system, service industry, navigable, fossil fuel, acid rain, landfill, recycling, free trade)
3. Find one job that interests you. Do research and create a fact sheet outlining what the job involves, what education or experience is needed, and how much it pays.
4. What is the largest part of the U.S. economy?

5. Study a map of the U.S. to identify the economic region in which they live. Make a list of the economic activities in and around your community.
6. What goods are manufactured in the Pacific states?
7. Work in pairs or small groups to identify recent changes in technology and how they have affected jobs. Use photos and other media to present their findings.
8. Explain why you think the United States has such a variety of foods.
9. Copy the definitions to the following vocabulary terms as they appear in the text. (colony, representative democracy, federal republic, secede, immigrant, rural, urban, suburb).
10. Use the political map provided. Write in the dates that each state entered the Union. Color the states grouping them by 1700's, 1800-1850, 1851-1900, and 1901 to today. Identify which period saw the most states enter the United States.
11. Use several sheets of paper to construct a time line running along one or more walls.
12. Research your time period and select 10 important events from that period and enter on the time line.
13. How did a strong economy help spread American culture?
14. What ethnic group is the fastest growing?
15. Write a paragraph titled "What It Means to Be an American."

### **Instructional Method**



The teacher will:

1. Explain why the U.S. has the world's leading economy.
2. Identify how people in the United States earn their livings.
3. Describe the challenges facing the United States.
4. Have students give examples of American industries.
5. Discuss and define the definitions to the following vocabulary terms as they appear in the text. (free enterprise system, service industry, navigable, fossil fuel, acid rain, landfill, recycling, free trade)
6. To reinforce the point that Americans are free to enter any career, bring in the want ads.
7. Describe how the United States changed throughout its history.
8. Explain what form of government the United States has.
9. Identify what groups make up the American people.
10. Discuss what has influenced American culture.
11. Have the students suggest the names of different ethnic restaurants.
12. Discuss and define the definitions to the following vocabulary terms as they appear in the text. ( colony, representative democracy, federal republic, secede, immigrant, rural, urban, suburb).
13. Give students political maps of the United States.
14. Organize students into groups. Assign each group a time period in American history.

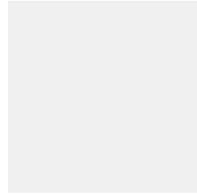
## Content Standards

SS 4, SS 5, SS 1

## Process Standards

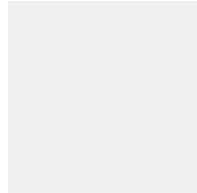
3.8, 1.6, 1.3, 4.2, 1.8, 1.10, 1.5

## Resources



K.F.

## Enrichment Exercise



## GLEs v1.0

GLE Code	Discipline	Strand	Big Idea	Concept	Grade Level/Course	GLE
SS/6/4/C/06/a	Social Studies	Economic Concepts and Principles	Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	Interpreting the past, explaining the present and predicting the future of economic decisions	Grade 6	Interpret the past, explain the present and predict future consequences of economic decisions
SS/1/1/A/06/a	Social Studies	Principles of Constitutional Democracy	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	Principles expressed in documents shaping constitutional democracy in the United States	Grade 6	Identify responsibilities that governments and citizens need to accept to become effective in a constitutional democracy
SS/7/5/F/06/a	Social Studies	Elements of Geographical Study and Analysis	Knowledge of major elements of geographical study and analysis (such as location, place, movement and regions) and their relationship to changes in society and the environment	Human-environment interactions	Grade 6	Identify world-wide patterns of resource distribution Identify how technology and culture influence resource use Identify environmental consequences of how people use resources Identify the effect of natural forces upon human activities

SS/1/1/A/06/b	Social Studies	Principles of Constitutional Democracy	Knowledge of the principles expressed in documents shaping constitutional democracy in the United States	Principles expressed in documents shaping constitutional democracy in the United States	Grade 6	Define the following: ·limited government ·rule of law ·majority rule ·minority rights
SS/6/4/D/06/a	Social Studies	Economic Concepts and Principles	Knowledge of economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)	Understanding the consequences of personal and public economic decisions	Grade 6	Identify the consequences of personal and public economic decisions

**Objective Notes/ Essential Questions**

Date	Note/Question
6/19/2007 1:09:38 PM	Chapter 4