

**Mansfield Public Schools**  
***Grade 5 - Social Studies Curriculum***  
*The United States: A Regional Focus*

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**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- *geography*, *history*, and *life today*, taught in sequence.

The units will begin with a study of the geography of an identified region of North America. This regional geographic study will directly correlate to the corresponding states of the region. During the geography section of each unit, students will demonstrate an understanding of state locations, capitals, and abbreviations. Students will examine various types of landforms and climates typical of the region.

The following section of each unit is a history focus based on identified themes for the region. By beginning each unit with a geography focus, students are given a context through which to study historical events that shaped the region. Throughout the history section, students will be exposed to primary source documents, field trips, and the process of conducting research.

The concluding section of each unit is the study of “life today” in the identified region. The focus of this section is to have students compare and contrast the past with the present. 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.

**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 learning’s 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)*

### *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)

### *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? (1, 2, 3, 4, 5, 7, 9, 11)

### *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><b>1. Introduction to Geography</b></p>	<ul style="list-style-type: none"> <li>- Define geography</li> <li>- Explain what a geographer does</li> <li>- Define and demonstrate an understanding of selected geographical terms               <ul style="list-style-type: none"> <li>bay</li> <li>cape</li> <li>climate</li> <li>desert</li> <li>harbor</li> <li>isthmus</li> <li>natural resources</li> <li>peninsula</li> <li>plain</li> <li>plateau</li> <li>river mouth</li> <li>river source</li> <li>strait</li> <li>tributary</li> <li>valley</li> </ul> </li> <li>- Identify difference between physical and political maps</li> <li>- Rank territorial units in order of size and importance</li> <li>- Locate and use parts of maps:               <ul style="list-style-type: none"> <li>scale</li> <li>compass rose</li> <li>boundary lines</li> <li>key/legend</li> <li>symbol</li> </ul> </li> <li>- Locate lines of latitude and longitude on the globe</li> <li>- Locate and label the seven continents and four oceans</li> </ul>	<ul style="list-style-type: none"> <li>- Explain geography and what a geographer does</li> <li>- Create a dictionary with definitions and illustrations</li> <li>- Draw an imaginary place showing specific landforms</li> <li>- Geography pre-assessment test to determine basic knowledge of geography</li> <li>- Daily Warm-ups (define and identify key vocabulary and concepts)</li> <li>- Locate places on a map and/or globe by using lines of latitude and longitude</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics for each student/teacher-generated project</li> <li>- Student journals</li> <li>- Teacher observations (individual &amp; group participation)</li> <li>- Unit Quizzes/Tests</li> <li>- Students' self evaluation of learning</li> </ul>	<ul style="list-style-type: none"> <li>◆ <a href="#"><u>Nystrom Atlas: Our Country</u></a></li> <li>◆ <a href="#"><u>Nystrom Desk Atlas</u></a></li> <li>◆ <a href="#"><u>Explore Our Land: Chapters 1 and 2</u></a></li> <li>◆ <a href="#"><u>McMillan/McGraw-Hill, U.S. Adventures in Time and Place: Reviewing Geography Skills G4-G11</u></a></li> <li>◆ <a href="#"><u>McMillan/McGraw-Hill, U.S. Adventures in Time and Place: Geography Skills</u></a> pgs. 40, 154, 214, 336, 392, and 522.</li> </ul>

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<p><b>2. The Northeast</b></p> <p><i>Geography</i> Northeastern states</p> <p><i>History</i> Colonization</p> <p><i>Life Today</i> Compare life in the 1600's to life today</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>- Identify and label the nine Northeastern states, in addition to capitals, and abbreviations on a map</li> <li>- Label the Atlantic Ocean, Appalachian Mountains, Lake Erie and Ontario, Hudson and Connecticut Rivers</li> <li>- Describe the climate</li> <li>- Identify natural resources and related industries</li> <li>- Name and locate major cities in the region</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>- Identify the push/pull forces that caused people to emigrate</li> <li>- Summarize major reasons why England established a colony</li> <li>- Explain the daily life of early Northeast settlers</li> <li>- Analyze the life of mill workers, farmers, and seafaring people</li> </ul> <p><u>Life Today</u></p> <ul style="list-style-type: none"> <li>- Relate life as a farmer, mill worker, fisherman and whaler in the 1600's to jobs today</li> </ul>	<p><i>Students Can:</i></p> <ul style="list-style-type: none"> <li>- Use atlases to locate and identify the Northeastern region states</li> <li>- Self evaluate knowledge of Northeastern states, capitals, and abbreviations (see teacher web pages)</li> <li>- Select an industry in the region and explain the resources needed for operation</li> <li>- Summarize cause and effect relationships between landforms and people</li> <li>- Inquiry: trace the development of a skill or tool from colonial times to today</li> <li>- Attend a field trip to Mystic Seaport, CT</li> <li>- Jigsaw Activity: collaboratively research and report on different roles w/in farming, milling, and seafaring communities</li> </ul> <p><b>**Challenge Activity:</b></p> <ul style="list-style-type: none"> <li>- Create a brochure convincing someone in England to come live in one colony</li> <li>- Small collaborative groups assume various roles w/in Northeast communities</li> <li>Research group's roles &amp; participate in a whole-class activity, role-playing a typical town meeting</li> </ul>	<ul style="list-style-type: none"> <li>- Student journals</li> <li>- Teacher observations (individual &amp; group participation)</li> <li>- Unit Quizzes/Tests</li> <li>- Students' self evaluation of learning</li> <li>- Evaluation of student questionnaire from Mystic Seaport field trip</li> </ul>	<ul style="list-style-type: none"> <li>◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 7 &amp; 8</li> <li>◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 6 &amp; 7</li> <li>◆ <i>Jackdaws</i>- Primary Source Documents: Immigration in Colonial Times</li> <li>◆ Mystic Seaport</li> <li>◆ <i>Cobblestones</i></li> <li>◆ <i>Videos</i></li> <li>◆ <i>WWW Resources</i>: <a href="http://www.mysticseaport.org/">http://www.mysticseaport.org/</a></li> <li>◆ Gail White <a href="mailto:thru18eyes@aol.com">thru18eyes@aol.com</a></li> </ul>

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<p><b>3. The South</b></p> <p><i>Geography</i> Southern states</p> <p><i>History</i> Native Americans</p> <p><i>Life Today</i> Music of the South, Wetlands &amp; Technology</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>- Identify and label the sixteen Southern states, in addition to capitals, and abbreviations on a map</li> <li>- Label the Appalachian Mountains, Mississippi River, Atlantic Ocean, Gulf of Mexico, and Rio Grande</li> <li>- Locate natural resources in the region and connect them to industries</li> <li>- Focus on farming, shipping, coal mining, oil, and wetlands</li> <li>- Describe the climate and differences between various parts of the region</li> <li>- Name and locate major cities in the region</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>- Identify the contributions of Native Americans, Europeans, and Africans to the settling of the South</li> <li>- Explain major ways in which the South utilizes its natural resources</li> </ul> <p><u>Life Today</u></p> <ul style="list-style-type: none"> <li>- Analyze the many different kinds of popular music that have their roots in the South</li> <li>- Explain the interdependence of the people and wetlands</li> </ul>	<p><i>Students Can:</i></p> <ul style="list-style-type: none"> <li>- Complete a variety of mapping activities including desktop maps, drawing their own map, and labeling</li> <li>- Self evaluate knowledge of Southern states, capitals, and abbreviations (see teacher web pages)</li> <li>- Summarize cause and effect relationships between landforms and people</li> <li>- Problem solve using the <u>Explore Our Land</u> text; discuss different factors that benefit/harm Southern industries</li> <li>- Fill in a graphic organizer to identify the contributions of various ethnic groups of the South</li> <li>- Determine the factors that influence why different areas of the region produce certain natural resources</li> <li>- Summarize how many kinds of music originated in the South</li> <li>- “Saving our Wetlands” Okefenokee Swamp activity</li> </ul> <p><b>**Challenge Activity:</b></p> <ul style="list-style-type: none"> <li>- Write a letter to the Chamber of Commerce expressing their views, either pro or con, of preserving and/or restoring wetlands</li> </ul>	<ul style="list-style-type: none"> <li>- Student journals</li> <li>- Teacher observations (individual &amp; group participation)</li> <li>- Unit Quizzes/Tests</li> <li>- Students’ self evaluation of learning</li> <li>- Evaluation of student time-lines</li> </ul>	<ul style="list-style-type: none"> <li>◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 8 &amp; 13</li> <li>◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 8 &amp; 9</li> <li>◆ <i>Jackdaws</i>- Primary Source Documents:</li> <li>◆ <i>Cobblestones</i></li> <li>◆ <i>Videos</i></li> <li>◆ <i>WWW Resources</i></li> </ul>

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<p><b>4. Government</b></p>	<ul style="list-style-type: none"> <li>- Identify problems the early states faced which created the need for a strong central government</li> <li>- Analyze Americans' attitudes about the concept of national government</li> <li>- Compare the Virginia Plan to the New Jersey Plan &amp; the point of view of each side</li> <li>- Describe the three branches of government under the Constitution</li> <li>- Build knowledge about the Bill of Rights and why it was added to the Constitution</li> </ul>	<p style="text-align: center;"><i>Students Can:</i></p> <ul style="list-style-type: none"> <li>- 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</li> <li>- Hold a Constitution Convention and conduct a debate- groups of students will assume the roles of <i>The Virginia Plan, The New Jersey Plan, and The Connecticut Compromise</i></li> <li>- Create a timeline of the Constitution</li> <li>- Pro/con activity: whether or not to include the original Bill of Rights in the Constitution- conduct a vote</li> </ul> <p><b>**Challenge Activity</b></p> <ul style="list-style-type: none"> <li>- Write amendments to the original Constitution to address problems they believe exist today</li> <li>- Create <b>Classroom Constitutions</b> which explain each student's rights and privileges and also the separation of powers within the classroom</li> </ul>	<ul style="list-style-type: none"> <li>- Student journals</li> <li>- Teacher observations (individual &amp; group participation)</li> <li>- Unit Quizzes/Tests</li> <li>- Students' self evaluation of learning</li> <li>- Evaluation of student time-lines</li> </ul>	<ul style="list-style-type: none"> <li>◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 11, 12 &amp; 13</li> <li>◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 5</li> <li>◆ <i>Jackdaws</i>- Primary Source Documents: "Story of the Constitution", "The Making of the Constitution"</li> <li>◆ <i>Cobblestones</i>- The Constitution, Bill of Rights</li> <li>◆ Fritz, Jean. <u>Shh! We're Writing the Constitution</u></li> <li>◆ Levy, Elizabeth. <u>If You Were There When They Signed the Constitution</u></li> <li>◆ Maestro, Betsy &amp; Julio. <u>The Story of Our Constitution</u></li> <li>◆ <u>Dream Chasers</u>: The Liberty Bell, The White House, Designing Washington</li> <li>◆ <i>Videos</i> <ul style="list-style-type: none"> <li>- Video Visits Washington, D.C.</li> <li>- Schoolhouse Rock <i>America Rock</i></li> </ul> </li> <li>◆ WWW Resources: <a href="http://thomas.loc.gov/">http://thomas.loc.gov/</a></li> </ul>

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<p><b>5. The Midwest</b></p> <p><i>Geography</i> Midwestern states</p> <p><i>History</i> Homesteaders &amp; Sodbusters On the Great Plains</p> <p><i>Life Today</i> Industries</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>- Identify and label the twelve Midwestern states, in addition to capitals, and abbreviations on a map</li> <li>- Label the Great Lakes, Great Plains, Mississippi &amp; Ohio Rivers</li> <li>- Describe characteristics of Plains vs. Great Lake States</li> <li>- Explain the land and weather patterns of the Midwest</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>- Identify where sodbusters migrated from and explain their motivation</li> <li>- Analyze the Homestead Act and its effects on migration and the economy</li> <li>- Identify problems that homesteaders encountered farming the Great Plains</li> </ul> <p><u>Life Today</u></p> <ul style="list-style-type: none"> <li>- Describe the development of industries and their effects on the economy</li> </ul>	<p><i>Students Can:</i></p> <ul style="list-style-type: none"> <li>- Use atlases to locate and identify the Midwestern region states</li> <li>- Self evaluate knowledge of Midwestern states, capitals, and abbreviations (see teacher web pages)</li> <li>- Identify the cause and effect relationship between landforms and weather patterns</li> <li>- Analyze primary source documents relating to Daniel Freeman (the first homesteader)</li> <li>- Summarize the Homestead Act &amp; predict its effect on migration and economy</li> <li>- Work in groups to identify &amp; list the problems encountered by Homesteaders. Present their ideas to their classmates</li> <li>- Explain the significance of technological advancements to the industries of the Midwest</li> </ul> <p><b>**Challenge Activity</b></p> <ul style="list-style-type: none"> <li>- Students can choose one building material used today and describe how it is manufactured</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics for each student-generated project</li> <li>- Student journals</li> <li>- Teacher observations (individual &amp; group participation)</li> <li>- Unit Quizzes/Tests</li> <li>- Students' self evaluation of learning</li> </ul>	<ul style="list-style-type: none"> <li>◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 18</li> <li>◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 10 &amp; 11</li> <li>◆ <i>Jackdaws</i>- Primary Source Documents: Chicago's Black Metropolis</li> <li>◆ <i>Cobblestones</i> - Great Lakes</li> <li>◆ <i>WWW Resources</i>: <a href="http://www.greatplains.org/">http://www.greatplains.org/</a></li> <li>◆ The Hartford Courant</li> <li>◆ <i>Videos</i>- PBS Home Video: Great Drives, Chicago</li> </ul>

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<p><b>6. The West</b></p> <p><i>Geography</i> Western states</p> <p><i>History</i> Western Migration: Trails West</p> <p><i>Life Today</i> Immigration</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>- Identify and label the thirteen Western states, in addition to capitals, and abbreviations on a map</li> <li>- Label the Colorado River, Hawaiian Islands, Rocky Mountains, Sierra Nevada, and Cascade Ranges</li> <li>- Describe characteristics of the West including extreme variations in climate and elevation</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>- Analyze the many reasons people left home to migrate west</li> <li>- Describe the routes of the Western trails</li> <li>- Recognize how migrants prepared for their journey</li> <li>- Build knowledge about life on the Western trails</li> </ul> <p><u>Life Today</u></p> <ul style="list-style-type: none"> <li>- Identify places from which people have come to the West</li> <li>- Describe how some immigrants have started to make a living in the West</li> </ul>	<p><i>Students Can:</i></p> <ul style="list-style-type: none"> <li>- Complete a variety of mapping activities including desktop maps, drawing their own map, and labeling</li> <li>- Self evaluate knowledge of Western states, capitals, and abbreviations (see teacher web pages)</li> <li>- Summarize cause and effect relationships between landforms and people</li> <li>- Create a family using the computer activity <i>The Oregon Trail</i>. Keep a journal of their family's experiences</li> <li>- Create and describe the significance of artifacts typically used on journeys west</li> <li>- Create maps of trails used by migrating people and analyze how the environment influenced travel</li> <li>- Comparing &amp; contrast why people moved in the past to why we move today</li> <li>- Use a graphic organizer to express opportunities available for employment in the West</li> <li>**Challenge Activity</li> <li>- Predict and research the effects of millions of people who traveled on the trails on the Native Americans</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics for each student/teacher-generated project</li> <li>- Student journals</li> <li>- Teacher observations (individual &amp; group participation)</li> <li>- Unit Quizzes/Tests</li> <li>- Students' self evaluation of learning</li> </ul>	<ul style="list-style-type: none"> <li>◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter 15</li> <li>◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 13</li> <li>◆ <i>Jackdaws</i>- Primary Source Documents: Louis &amp; Clark Expedition</li> <li>◆ <i>Cobblestones</i>-</li> <li>◆ <i>WWW Resources</i>:</li> <li>◆ <a href="http://www.teleport.com/~eotic/index.htm/">http://www.teleport.com/~eotic/index.htm/</a></li> <li>◆ <a href="http://www.over-land.com/trope.html">http://www.over-land.com/trope.html</a></li> <li>◆ The Hartford Courant</li> <li>◆ <i>Videos</i>-</li> </ul>

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

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<p><b>8. Canada</b></p> <p><i>Geography</i> Canada</p> <p><i>History</i> Provinces &amp; Peoples of Canada</p> <p><i>Life Today</i> Country Divided</p>	<p><u>Geography</u></p> <ul style="list-style-type: none"> <li>- Identify the different regions of Canada &amp; the people who live in them</li> <li>- Explain the concept of provinces in Canada</li> </ul> <p><u>History</u></p> <ul style="list-style-type: none"> <li>- Explore the effects of colonization on the peoples &amp; environment of Canada</li> </ul> <p><u>Life Today</u></p> <ul style="list-style-type: none"> <li>- Identify &amp; evaluate some of the advantages &amp; disadvantages of Canada's geography</li> <li>- Explore the reasons why the issue of French vs. English is a continuing debate</li> </ul>	<p><i>Students Can:</i></p> <ul style="list-style-type: none"> <li>- Compare the concept of states to the concept of provinces</li> <li>- Collaboratively research &amp; report on a province or territory in Canada</li> <li>- Create a graphic organizer categorizing the natural resources within each province</li> <li>- Use Internet &amp; various Quebec links in order to search for evidence of the French culture in Quebec today</li> <li>- Plan a week-long road trip across Canada</li> <li>- Create a Web Page for Canada, which includes facts about geography, history, economy, people &amp; landforms</li> </ul> <p><b>**Challenge Activity</b></p> <ul style="list-style-type: none"> <li>- 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.</li> </ul>	<ul style="list-style-type: none"> <li>- Rubrics for each student/teacher-generated project</li> <li>- Student journals</li> <li>- Teacher observations (individual &amp; group participation)</li> <li>- Unit Quizzes/Tests</li> <li>- Students' self evaluation of learning</li> </ul>	<ul style="list-style-type: none"> <li>◆ McMillan/McGraw-Hill, <u>U.S. Adventures in Time and Place</u>: Chapter Special Section p. 652-656</li> <li>◆ Houghton Mifflin, <u>Explore Our Land</u>: Chapter 15</li> <li>◆ <i>Jackdaws</i>- Primary Source Documents:</li> <li>◆ <i>Cobblestones</i>- US &amp; Canada</li> <li>◆ <i>WWW Resources</i></li> <li>◆ <i>Videos</i>- The Great Canadian Train Ride</li> <li>◆ The Hartford Courant</li> </ul>