

Do American History!

by Amy Headley
and Victoria Smith



LESSONS *at a* GLANCE

NORTHEAST REGION NEW ENGLAND STATES

1. Before reading the introduction to the Northeast region, students will:
 - complete Vocabulary Cards for ***borders, capital, Church of England, colonies, colonists, continent, England, English, government, granite, Great Britain, island, manufacturing, Pilgrims, Puritan.*** (pg. 1 T.R.)

After reading the introduction to the Northeast Region (pps. 1-2 T.E.), students will:

- follow written directions to plot New England's points of interest on a map. (pps. 2-5 T.R.) ★

2. Before reading Connecticut, students will:
 - complete Vocabulary Cards for ***abolished, accused, adopted, agriculture, allies, American Revolution, ammunition, antislavery, appointed, Bermuda, charter, citizens, Confederate States of America, conflict, constitution, Continental Army, debt, economy, elections, Europeans, exotic, governor, Great Lakes, historians, imported, independent, industries, inhabited, loyal, mammals, mother country, motto, Netherlands, New World, North America, overthrown, plantations, profitable, seceded, surrendered, sustains, territories, textile, transplanted, trolley, treaty, Union, united, vowed, wampum.*** (pg. 1 T.R.)

After reading Connecticut (pps. 3-9 T.E.), students will:

- label Connecticut and capital city on Northeast region map (pg. 6 T.R.) ★
- answer Comprehension Questions. (pps. 7-8 T.R.) ★
- take a Vocabulary Quiz for New England states Part I. (pps. 9-10 T.R.)

3. Before reading Maine, students will:
 - complete Vocabulary Cards for ***compromise, confederacy, conquered, debate, defeated, explorations, fertilized, maize, merchants, muskets, New France, Parliament, populated, species, timber, victorious, voyages, West Indies.*** (pg. 1 T.R.)

After reading Maine (pps. 10-13 T.E.), students will:

- answer Comprehension Questions. (pps. 11-12 T.R.) ★
- label Maine and capital city on Northeast region map. ★

4. Before reading Massachusetts, students will:
 - complete Vocabulary Cards for ***boycotting, branded, canal, Continental Congress, delegates, devoted, disguised, elected, evacuated, hostility, intolerable, liberty, massacre, militia, minutemen, monuments, peninsula, preserved, protest, raid, reenactment, repealed, representatives, resort, seaport, survival.*** (pg. 1 T.R.)

After reading Massachusetts (pps. 14-19 T.E.), students will:

- answer Comprehension Questions. (pps. 13-14 T.R.) ★
- label Massachusetts and capital city on Northeast region map. ★

★Aligned with National Social Studies Standards (See Chart pg. xx)

★ LESSONS *at a* GLANCE ★

- 5.** Before reading New Hampshire, students will:
- complete Vocabulary Cards for boundaries, captive, commerce, Confederacy, council, destructive, expedition, formations, founded, glacial, illegal, interior, livestock, privateers, production, prospering, province, recovered, scalps, seacoast. (pg. 1 T.R.)
- After reading New Hampshire (pps. 20-25 T.E.), students will:
- answer Comprehension Questions. (pps. 15-16 T.R.) ★
 - label New Hampshire and capital city on Northeast region map. ★
- 6.** Before reading the Articles of Confederation, students will:
- complete Vocabulary Cards for Congress, enforce, foreign, interfere, unanimous. (pg. 1 T.R.)
- After reading the Articles of Confederation (pg. 26 T.E.), students will:
- answer Comprehension Questions. (pg. 17 T.R.) ★
- 7.** Before reading Rhode Island, students will:
- complete Vocabulary Cards for annual, federal, mansions, nationalities, official, Quaker, ratify, revolt, synagogue, yacht. (pg. 1 T.R.)
- After reading Rhode Island (pps. 27-31 T.E.), students will:
- answer Comprehension Questions. (pps. 18-19 T.R.) ★
 - label Rhode Island and capital city on Northeast region map. ★
 - research and write about a famous colonist from the New England states (pg. 20 T.R.) ★
- 8.** Before reading Vermont, students will:
- complete Vocabulary Cards for artillery, climate, convinced, disputes, expanded, forbid, Mormon, outlaws, potash, tavern, tourism, vicious. (pg. 1 T.R.)
- After reading Vermont (pps. 32-35 T.E.), students will:
- read about the Revolutionary War and answer causes and effect questions. (pps. 21-22 T.R.) ★
 - label Vermont and capital city on Northeast region map.
 - take a Vocabulary Quiz for New England states Part II. (pps. 23-24 T.R.)
 - use descriptions of New England states to solve riddles. (pps. 25-26 T.R.) ★

★ Aligned with National Social Studies Standards (See Chart pg. xx)

LESSONS *at a* GLANCE

NORTHEAST REGION MIDDLE ATLANTIC STATES

1. Before reading Delaware, students will:

- complete Vocabulary Cards for *employment, majority, pioneers, pirate, pledged, seized*. (pg. 1 T.R.)

After reading Delaware (pps. 36-39 T.E.), students will:

- answer Comprehension Questions. (pps. 27-28 T.R.) ★
- label Delaware and capital city on Northeast region map. ★
- follow written directions to construct a Swedish log cabin. (pps. 29-31 T.R.) ★

2. Before reading Maryland, students will:

- complete Vocabulary Cards for *admired, anthem, blockade, capitol, Catholics, Christians, continental, donated, landmark, Protestants, quarreled, recreational, retreated, statute*. (pg. 1 T.R.)

After reading Maryland (pps. 40-44 T.E.), students will:

- answer Comprehension Questions. (pps. 32-33 T.R.) ★
- label Maryland and capital city on Northeast region map. ★
- use lines of longitude and latitude to plot Middle Atlantic points of interest on a map. (pps. 34-37 T.R.) ★

3. Before reading New Jersey, students will:

- complete Vocabulary Cards for *boardwalk, casinos, Constitutional Convention, estates, extinct, immigrants, impact, indentured servants, industrial, insisted, mammoths, port, prehistoric, projector*. (pg. 1 T.R.)

After reading New Jersey (pps. 45-48 T.E.), students will:

- answer Comprehension Questions. (pg. 38 T.R.) ★
- take on the role of a Patriot and respond to Loyalist statements. (pg. 39 T.R.) ★
- label New Jersey and capital city on Northeast region map. ★

4. Before reading the Constitution, students will:

- complete Vocabulary Cards for *abused, federal government, Supreme Court, veto*. (pg. 1 T.R.)

After reading the Constitution (pps. 49-51 T.E.), students will:

- answer Comprehension Questions. (pps. 40-41 T.R.) ★

5. Before reading New York, students will:

- complete Vocabulary Cards for *cultural, discrimination, empire, Greenland, Industrial Revolution, juries, North Pole, reservations, tremendous*. (pg. 1 T.R.)

After reading New York (pps. 51-59 T.E.), students will:

- read a letter and answer Comprehension Questions about the Industrial Revolution. (pps. 42-43 T.R.) ★
- label New York and capital city on Northeast region map. ★

★ Aligned with National Social Studies Standards (See Chart pg. xxi)

LESSONS *at a* GLANCE

6. Before reading the Bill of Rights, students will:
- complete Vocabulary Cards for *amendments, bail, defend, innocent, press, sued, testify, warrant.* (pg. 1 T.R.)

After reading the Bill of Rights (pps. 60-61 T.E.), students will:

- answer Comprehension Questions. (pps. 44-45 T.R.) ★

7. Before reading Pennsylvania, students will:
- complete Vocabulary Cards for *abide, ambushed, commandment, contribution, fertile, fugitive, gorge, hostile, invaded, minister, outlawed, outnumbered, processed, promoted, reinforcements, riots, savages, scalped, virtue.* (pg. 1 T.R.)

After reading Pennsylvania (pps. 62-69 T.E.), students will:

- answer Comprehension Questions. (pps. 46-47 T.R.) ★
- label Pennsylvania and capital city on Northeast region map. ★
- research and write about a Revolutionary leader from the Middle Atlantic. (pg. 48 T.R.) ★
- create a timeline Time Machine for the Middle Atlantic. (pps. 49-53 T.R.) ★
- take a Vocabulary Quiz for the Middle Atlantic. (pps. 54-55 T.R.)
- take a States and Capitals Quiz for the Northeast region. (pg. 56 T.R.) ★

MIDDLE WEST REGION

GREAT LAKES STATES

1. Before reading the introduction to the Middle West region, students will:
- complete a Vocabulary Card for *minerals.* (pg. 1 T.R.)

After reading the introduction to the Middle West Region (pg. 70 T.E.), students will:

- follow written directions to plot historic sites and create a road atlas for the Great Lakes states. (pps. 57-59 T.R.) ★

2. Before reading Illinois, students will:
- complete Vocabulary Cards for *ceremonial, contemporary, descendants, missionary, sovereignty, tilling, transport.* (pg. 1 T.R.)

After reading Illinois (pps. 71-74 T.E.), students will:

- label Illinois and capital city on Middle West region map (pg. 60 T.R.) ★
- answer Comprehension Questions. (pps. 61-62 T.R.) ★

★Aligned with National Social Studies Standards (See Chart pgs. xxi-xxii)

★ LESSONS *at a* GLANCE ★

3. Before reading Indiana, students will:

- complete Vocabulary Cards for *archaeologists, invasion, opposed, policies, prohibited, stalactites, stalagmites*. (pg. 1 T.R.)

After reading Indiana (pps. 75-78 T.E.), students will:

- answer Comprehension Questions. (pps. 63-64 T.R.) ★
- label Indiana and capital city on Middle West region map. ★

4. Before reading Michigan, students will:

- complete Vocabulary Cards for *constructed, denied, former, habitats, inland, migrating, ore, reckless, suspension bridge, tourists, wolverines*. (pg. 1 T.R.)

After reading Michigan (pps. 79-84 T.E.), students will:

- read about Sojourner Truth and answer Comprehension Questions. (pps. 65-66 T.R.) ★
- **writing extension:** Journal entry. (pg. 67 T.R.) ★
- label Michigan and capital city on Middle West region map. ★
- follow written directions to draw a beaver. (pps. 68-69 T.R.) ★

5. After reading Minnesota (pps. 85-88 T.E.), students will:

- answer Comprehension Questions. (pps. 70-71 T.R.) ★
- label Minnesota and capital city on Middle West region map. ★

6. Before reading Ohio, students will:

- complete Vocabulary Cards for *archaeological, competition, neutral, replica, residents, resource, withdrew*. (pg. 1 T.R.)

After reading Ohio (pps. 89-95 T.E.), students will:

- answer Comprehension Questions. (pps. 72-73 T.R.) ★
- label Ohio and capital city on Middle West region map. ★
- research and write about a famous Native American leader. (pg. 74 T.R.) ★
- **writing extension:** create a K•W•L•H chart for famous Native American leaders. (pg. 75 T.R.) ★

7. Before reading Wisconsin, students will:

- complete Vocabulary Cards for *caribou, culture, draft, income, mastodon, pelts, pinnacles*. (pg. 1 T.R.)

After reading Wisconsin (pps. 96-99 T.E.), students will:

- answer Comprehension Questions. (pps. 76-77 T.R.) ★
- label Wisconsin and capital city on Middle West region map. ★
- take a Vocabulary Quiz for Great Lakes states. (pps. 78-79 T.R.)
- use descriptions of Great Lakes states to solve riddles. (pps. 80-82 T.R.) ★

★Aligned with National Social Studies Standards (See Chart pg. xxii)



LESSONS *at a* GLANCE

MIDDLE WEST REGION GREAT PLAINS STATES

1. Before reading Iowa, students will:
 - complete Vocabulary Cards for *basin, confident, century, exported, nomads, outraged, sacred, surplus, unique*. (pg. 1 T.R.)

After reading Iowa (pps. 100-105 T.E.), students will:

- answer Comprehension Questions. (pps. 83-84 T.R.) ★
- label Iowa and capital city on Middle West region map. ★
- begin Oregon Trail Journal. Follow written direction to put journal together and complete the first of six journal entries. (pps. 85-90 T.R.) ★

Note: you will need to make six copies of page 87 for each student.

2. Before reading Kansas, students will:
 - complete Vocabulary Cards for *erupted, hoax, junction, proslavery, tepees*. (pg. 1 T.R.)

After reading Kansas (pps. 106-109 T.E.), students will:

- answer Comprehension Questions. (pps. 91-92 T.R.) ★
- label Kansas and capital city on Middle West region map. ★
- complete second of six journal entries in Oregon Trail Journal. ★

3. Before reading Missouri, students will:
 - complete Vocabulary Cards for *expansion, interpreter, keelboat, native, segment, welfare, wetlands*. (pg. 1 T.R.)

After reading Missouri (pps. 110-115 T.E.), students will:

- answer Comprehension Questions. (pps. 93-94 T.R.) ★
- label Missouri and capital city on Middle West region map. ★
- complete third of six journal entries in Oregon Trail Journal. ★
- follow written directions to create a grid map of the largest state parks in the Great Plains states. (pps. 95-97 T.R.) ★

4. Before reading Nebraska, students will:
 - complete Vocabulary Cards for *census, completion, constellations, equality, rejected*. (pg. 1 T.R.)

After reading Nebraska (pps. 116-119 T.E.), students will:

- answer Comprehension Questions. (pps. 98-99 T.R.) ★
- label Nebraska and capital city on Middle West region map. ★
- complete fourth of six journal entries in Oregon Trail Journal. ★

★ Aligned with National Social Studies Standards (See Chart pg. xxiii)

LESSONS *at a* GLANCE

5. Before reading North Dakota, students will:
- complete Vocabulary Cards for *burrows, dedicated, devastation, eroded, inseparable, milling, smallpox, specimens*. (pg. 1 T.R.)

After reading North Dakota (pps. 120-123 T.E.), students will:

- answer Comprehension Questions. (pps. 100-101 T.R.) ★
- label North Dakota and capital city on Middle West region map. ★
- complete fifth of six journal entries in Oregon Trail Journal. ★
- follow written directions to draw a buffalo. (pps. 102-103 T.R.) ★

6. Before reading South Dakota, students will:

- complete Vocabulary Cards for *A.D., artifacts, drought, epidemic, evidence, frontier, ice age, locusts, pasqueflower, saloon, transcontinental*. (pg. 1 T.R.)

After reading South Dakota (pps. 124-127 T.E.), students will:

- answer Comprehension Questions. (pps. 104-105 T.R.) ★
- label South Dakota and capital city on Middle West region map. ★
- complete sixth of six journal entries in Oregon Trail Journal. ★
- **Note: There is a grading chart on pg. 253 T.R. for grading the Oregon Trail Journal.**
- use Morse Code to solve riddles about Great Plains states. (pps. 106-107 T.R.) ★
- research and write about Sitting Bull or George Custer. (pg. 108 T.R.) ★
- take a Vocabulary Quiz for Great Plains states. (pps. 109-110 T.R.)
- take a States and Capitals Quiz for the Middle West region. (pg. 111 T.R.) ★

SOUTHEAST REGION

1. After reading the introduction to the Southeast Region (pg. 128 T.E.), students will:

- use reference points and a compass rose to plot the region's points of interest on a map. (pps. 112-115 T.R.) ★

2. Before reading Alabama, students will:

- complete Vocabulary Cards for *assassinated, azalea, B.C., camellia, indigo, Mardi Gras, ransom, Reconstruction, triangular*. (pg. 1 T.R.)

After reading Alabama (pps. 129-136 T.E.), students will:

- label Alabama and capital city on Southeast region map (pg. 116 T.R.) ★
- answer Comprehension Questions. (pps. 117-118 T.R.) ★
- **writing extension:** Journal entry. (pg. 119 T.R.) ★

★Aligned with National Social Studies Standards (See Chart pgs. xxiii-xxiv)

LESSONS *at a* GLANCE

3. Before reading Arkansas, students will:
- complete Vocabulary Cards for *abundant, bowie knives, desegregation, discrimination, Great Depression, Hispaniola, inhabitants, overseas, poultry, poverty, restored, temporarily, threatened, unsanitary.* (pg. 1 T.R.)

After reading Arkansas (*pps. 137-142 T.E.*), students will:

- answer Comprehension Questions. (*pps. 120-121 T.R.*) ★
- label Arkansas and capital city on Southeast region map. ★
- take Vocabulary Quiz Part I for the Southeast region. (*pg. 122 T.R.*)

4. Before reading Florida, students will:
- complete Vocabulary Cards for *abolitionist, Caribbean, coastline, dungeon, estimated, Everglades, exhibits, legend, marine, navigator, palmetto, Portugal, refuge, subtropical, turpentine.* (pg. 1 T.R.)

After reading Florida (*pps. 143-148 T.E.*), students will:

- answer Comprehension Questions. (*pps. 123-124 T.R.*) ★
- label Florida and capital city on Southeast region map. ★
- use a grid system to complete a puzzle of Florida (*pps. 125-127 T.R.*) ★

5. Before reading Georgia, students will:
- complete Vocabulary Cards for *civilian, legislature, malaria, moderation, proposed, racial, retained, seamstress, voluntarily.* (pg. 1 T.R.)

After reading Georgia (*pps. 149-154 T.E.*), students will:

- answer Comprehension Questions. (*pps. 128-129 T.R.*) ★
- label Georgia and capital city on Southeast region map. ★

6. Before reading Kentucky, students will:
- complete Vocabulary Cards for *distribution and petitioned.* (pg. 1 T.R.)

After reading Kentucky (*pps. 155-159 T.E.*), students will:

- answer Comprehension Questions. (*pps. 130-131 T.R.*) ★
- label Kentucky and capital city on Southeast region map. ★
- **writing extension:** Journal entry. (*pg. 132 T.R.*) ★

7. Before reading Louisiana, students will:
- complete Vocabulary Cards for *ancient, cannibalism, foundations, massive, octagon, partial, planetariums, ridges.* (pg. 1 T.R.)

After reading Louisiana (*pps. 160-164 T.E.*), students will:

- answer Comprehension Questions. (*pps. 133-134 T.R.*) ★
- label Louisiana and capital city on Southeast region map. ★
- take Vocabulary Quiz Part II for the Southeast region. (*pps. 135-136 T.R.*)

★ Aligned with National Social Studies Standards (See Chart pg. xxiv)

★ LESSONS *at a* GLANCE ★

8. Before reading Mississippi, students will:
- complete Vocabulary Cards for *candidate, deprive, extended, politics, resigned, treason, valor, veteran*. (pg. 1 T.R.)

After reading Mississippi (pps. 165-169 T.E.), students will:

- answer Comprehension Questions. (pps. 137-138 T.R.) ★
- label Mississippi and capital city on Southeast region map. ★

9. Before reading North Carolina, students will:

- complete Vocabulary Cards for *insane, investor, institutions, proprietors, restricted*. (pg. 1 T.R.)

After reading North Carolina (pps. 170-174 T.E.), students will:

- answer Comprehension Questions. (pps. 139-140 T.R.) ★
- label North Carolina and capital city on Southeast region map. ★
- **writing extension:** create a K•W•L•H chart for the Wright Brothers. (pg. 141 T.R.) ★

10. Before reading South Carolina, students will:

- complete Vocabulary Cards for *commemorates, emblem, harvesting, immoral, rebel, symbol*. (pg. 1 T.R.)

After reading South Carolina (pps. 175-180 T.E.), students will:

- answer Comprehension Questions. (pps. 142-143 T.R.) ★
 - label South Carolina and capital city on Southeast region map. ★
 - become an explorer and complete Discovering New Lands activity. (pps. 144-147 T.R.) ★
- Note: There is a grading chart on pg. 258 T.R. for grading Discovering New Lands.**

11. Before reading Tennessee, students will:

- complete Vocabulary Cards for *abandoned, leased, rebellion, reserved*. (pg. 1 T.R.)

After reading Tennessee (pps. 181-187 T.E.), students will:

- answer Comprehension Questions. (pps. 148-149 T.R.) ★
- label Tennessee and capital city on Southeast region map. ★
- become an explorer and complete Discovering New Lands II activity. (pps. 150-152 T.R.) ★

12. Before reading Virginia, students will:

- complete Vocabulary Cards for *advisor, assault, cultivate, decline, fungus, negotiate, superintendent, tyrants*. (pg. 1 T.R.)

After reading Virginia (pps. 188-196 T.E.), students will:

- answer Comprehension Questions. (pps. 153-154 T.R.) ★
- label Virginia and capital city on Southeast region map. ★
- research and write about a famous Confederate leader. (pg. 155 T.R.) ★
- **writing extension:** Journal entry. (pg. 156 T.R.) ★

★Aligned with National Social Studies Standards (See Chart pg. xxiv)

LESSONS *at a* GLANCE

13. Before reading West Virginia, students will:

- complete Vocabulary Cards for *brutal, elevation, fled, friction, rugged, terrain*. (pg. 1 T.R.)

After reading West Virginia (pps. 197-200 T.E.), students will:

- compare the lives of three children living in the 1800s. (pps. 157-158 T.R.) ★
- label West Virginia and capital city on Southeast region map. ★
- use information about Southeast region to solve a crossword puzzle. (pps. 159-160 T.R.)
- take Vocabulary Quiz Part III for the Southeast region. (pps. 161-162 T.R.)
- take a States and Capitals Quiz for the Southeast region. (pg. 163 T.R.) ★

SOUTHWEST REGION

1. Before reading the introduction to the Southwest region, students will:

- complete Vocabulary Cards for *arid and sagebrush*. (pg. 1 T.R.)

After reading the introduction to the Southwest Region (pg. 201 T.E.), students will:

- use lines of longitude and latitude to plot Southwest region points of interest on a map. (pps. 164-167 T.R.) ★

2. Before reading Arizona, students will:

- complete Vocabulary Cards for *adobe, customs, desolate, enriches, presidio*. (pg. 1 T.R.)

After reading Arizona (pps. 202-208 T.E.), students will:

- label Arizona and capital city on Southwest region map (pg. 168 T.R.) ★
- answer Comprehension Questions. (pps. 169-170 T.R.) ★

3. Before reading New Mexico, students will:

- complete Vocabulary Cards for *attaining, ceded, deserted, flint, irrigate, kivas, myth, yucca*. (pg. 1 T.R.)

After reading New Mexico (pps. 209-214 T.E.), students will:

- answer Comprehension Questions. (pps. 171-172 T.R.) ★
- label New Mexico and capital city on Southwest region map. ★
- write a letter as a participant in the Mexican War. (pps. 173-175 T.R.) ★

Note: There is a grading chart on pg. 264 T.R. for grading the Mexican War Letter.

★Aligned with National Social Studies Standards (See Chart pgs. xxiv-xxv)

★ LESSONS *at a* GLANCE ★

- 4.** Before reading Oklahoma, students will:
- complete Vocabulary Cards for *assured, harshly, petroleum, pictographs, powwow, radius, reluctantly, theme*. (pg. 1 T.R.)
- After reading Oklahoma (pps. 215-220 T.E.), students will:
- answer Comprehension Questions. (pps. 176-177 T.R.) ★
 - **writing extension:** Journal entry. (pg. 178 T.R.) ★
 - label Oklahoma and capital city on Southwest region map. ★
- 5.** Before reading Texas, students will:
- complete Vocabulary Cards for *convention, execution, financial, primitive, republic, rodeos*. (pg. 1 T.R.)
- After reading Texas (pps. 221-228 T.E.), students will:
- answer Comprehension Questions. (pps. 179-180 T.R.) ★
 - label Texas and capital city on Southwest region map. ★
 - answer questions about the Southwest region to solve a puzzle. (pps. 181-182 T.R.)
 - take a Vocabulary Quiz for the Southwest region. (pps. 183-184 T.R.)
 - take a States and Capitals Quiz for the Southwest region. (pg. 185 T.R.) ★

THE WEST MOUNTAIN STATES

- 1.** After reading the introduction to the West Region (pg. 229 T.E.), students will:
- use reference points and a compass rose to plot the Mountain states' points of interest on a map. (pps. 186-189 T.R.) ★
- 2.** Before reading Colorado, students will:
- complete Vocabulary Cards for *cavalry, centennial, depleted, fossilized, Providence, quarries, sea level, summit*. (pg. 1 T.R.)
- After reading Colorado (pps. 230-234 T.E.), students will:
- label Colorado and capital city on West region map (pg. 190 T.R.) ★
 - answer Comprehension Questions. (pps. 191-192 T.R.) ★

★Aligned with National Social Studies Standards (See Chart pgs. xxv-xxvi)

LESSONS *at a* GLANCE

3. Before reading Idaho, students will:

- complete Vocabulary Cards for *barley, blacksmith, fossils, gristmill, lava, publish, syringa*. (pg. 1 T.R.)

After reading Idaho (pps. 235-239 T.E.), students will:

- answer Comprehension Questions. (pps. 193-194 T.R.) ★
- label Idaho and capital city on West region map. ★
- take Vocabulary Quiz Part I for the Mountain states. (pg. 195 T.R.)

4. Before reading Montana, students will:

- complete Vocabulary Cards for *addicted, criminals, geysers, glaciers, reptiles, rumors, theory, trespassers, ventured, violated*. (pg. 1 T.R.)

After reading Montana (pps. 240-244 T.E.), students will:

- answer Comprehension Questions. (pps. 196-197 T.R.) ★
- label Montana and capital city on West region map. ★

5. Before reading Nevada, students will:

- complete Vocabulary Cards for *alpine, domesticated, mountainous, prospectors, pyramid, revenge*. (pg. 1 T.R.)

After reading Nevada (pps. 245-250 T.E.), students will:

- answer Comprehension Questions. (pps. 198-199 T.R.) ★
- label Nevada and capital city on West region map. ★

6. Before reading Utah, students will:

- complete Vocabulary Cards for *persecuted and tanneries*. (pg. 1 T.R.)

After reading Utah (pps. 251-256 T.E.), students will:

- answer Comprehension Questions. (pps. 200-201 T.R.) ★
- label Utah and capital city on West region map. ★
- use a scale ruler to measure the route traveled by the railroad in the Mountain states. (pps. 202-204 T.R.) ★
- create a map and use a scale ruler to measure a route on the map. (pps. 205-207 T.R.) ★
- research and write about a famous religious leader from the Mountain states. (pg. 208 T.R.) ★

Note: for additional practice, have the students exchange their finished maps and scale rulers with other students to practice measuring the scale distance on other maps. The student who created the map could then check the answers for accuracy.

Note: There is a grading chart on pg. 271 T.R. for grading student made maps.

★ Aligned with National Social Studies Standards (See Chart pg. xxvi)

★ LESSONS *at a* GLANCE ★

7. Before reading Wyoming, students will:
- complete Vocabulary Cards for *participants and pastures*. (pg. 1 T.R.)

After reading Wyoming (*pps. 257-261 T.E.*), students will:

- read about Susan B. Anthony and answer Comprehension Questions. (*pps. 209-210 T.R.*) ★
- label Wyoming and capital city on West region map. ★
- take Vocabulary Quiz Part II for the Mountain states. (pg. 211-212 T.R.)

THE WEST PACIFIC STATES

1. Before reading Alaska, students will:
- complete Vocabulary Cards for *Allied Powers, carnivorous, harpoons, mushing, Ptarmigan, remote, snares, wharves*. (pg. 1 T.R.)

After reading Alaska (*pps. 262-268 T.E.*), students will:

- use coordinates to plot Pacific states national parks, national monuments, and state capitals on a map. (*pps. 213-215 T.R.*) ★
- label Alaska and capital city on West region map. ★
- answer Comprehension Questions. (*pps. 216-217 T.R.*) ★
- follow written directions to draw a Sea Otter. (*pps. 218-219 T.R.*) ★

2. Before reading California, students will:
- complete Vocabulary Cards for *ample, gruel, Guatemala, physical, sequoias, tallow*. (pg. 1 T.R.)

After reading California (*pps. 269-273 T.E.*), students will:

- answer Comprehension Questions. (*pps. 220-221 T.R.*) ★
- label California and capital city on West region map. ★
- take Vocabulary Quiz Part I for the Pacific states. (pg. 222 T.R.)

★ Aligned with National Social Studies Standards (See Chart pgs. xxvi-xxvii)

★ LESSONS *at a* GLANCE ★

- 3.** Before reading Hawaii, students will:
- complete Vocabulary Cards for *ancestors, annexed, circumference, crater, infectious, leprosy, observatories, perpetuated, resented, righteousness, strategy, tuberculosis, vessels, volcanic.* (pg. 1 T.R.)

After reading Hawaii (pps. 274-280 T.E.), students will:

- answer Comprehension Questions. (pps. 223-224 T.R.) ★
- label Hawaii and capital city on West region map. ★
- Use a grid system to complete a puzzle of Hawaii. (pps. 225-227 T.R.) ★

- 4.** Before reading Oregon, students will:

- complete Vocabulary Cards for *appealed, diminished, distributes, dormant.* (pg. 1 T.R.)

After reading Oregon (pps. 281-285 T.E.), students will:

- answer Comprehension Questions. (pps. 228-229 T.R.) ★
- label Oregon and capital city on West region map. ★
- research and write about a famous Pacific states' explorer. (pg. 230 T.R.) ★

- 5.** Before reading Washington, students will:

- complete Vocabulary Cards for *competitor, Continental Divide, criticized, inlet.* (pg. 1 T.R.)

After reading Washington (pps. 286-289 T.E.), students will:

- answer Comprehension Questions. (pps. 231-232 T.R.) ★
- label Washington and capital city on West region map. ★
- use addition and subtraction to construct an historical timeline for each of the Pacific states. (pps. 233-234 T.R.) ★
- use information from the timeline to solve a Pacific states puzzle. (pg. 235 T.R.) ★
- take Vocabulary Quiz Part II for the Pacific states. (pps. 236-237 T.R.)
- take a States and Capitals Quiz for the West region. (pg. 238 T.R.) ★

★ Aligned with National Social Studies Standards (See Chart pg.)