

SOCIAL STUDIES
United States Regions

Chapter 1
SAMPLER

myWorld
ACTIVITY GUIDE

4

Geography of the United States

Objectives

- Identify geographical features such as mountains, plains, and bodies of water on a map.
- Recognize that bodies of water often form boundaries between states or countries.
- Create a map and label geographical features, bodies of water, natural resources, and climate details.
- Understand and use an inset map.
- Explain the water cycle.
- Identify and describe the five geographical regions of the United States.

Quest Project-Based Learning: Become a Cartographer

	Description	Duration	Materials	Participants
STEP 1 Set the Stage	Read a blackline master and an introduction to the project.	15 minutes	Blackline Master: Quest Kick Off	Whole Class
STEP 2 Launch the Activities	Discuss upcoming activities and background information.	5 minutes		Whole Class
Activity 1 ELL Tracking Lewis and Clark	Trace Lewis and Clark's route from St. Louis to the Pacific Ocean.	30 minutes	Primary Source: Tracking Lewis and Clark, Student Activity Mat 1A United States, atlas or other maps	Whole Class, Small Groups, Individual
Activity 2 History Detectives	Use clues in a journal entry to determine where William Clark was when he wrote it.	30 minutes	Primary Source: History Detectives, print atlases of the Oregon/Washington area, online maps	Whole Class, Individual
Activity 3 Water Boundaries	Examine a map to determine the location of bodies of water.	30 minutes	Blackline Master: Water Boundaries, other maps	Partners
Activity 4 Gather Map Sources	Study physical maps to understand how they represent geographical features.	30 minutes	Student Activity Mat 1A United States, online maps, print maps from the Library Media Center	Individual, Small Groups
Activity 5 Around the Nation	Play a game to demonstrate map reading skills.	30 minutes	Blackline Master: Around the Nation	Whole Class
STEP 3 Complete the Quest Make a Map	Create a map of a newly discovered island.	60 minutes	Blackline Master: Make a Map, poster board or art paper, drawing and coloring supplies	Individual
Answer the Compelling Question	Discuss the compelling question.	15 minutes		Whole Class

Quick Activities

	Description	Duration	Materials	Participants
Landforms Matching	Match landforms to their definitions in a class game.	20 minutes	Index cards, dictionaries, online geography resources	Partners, Whole Class
Water Cycle Collage	Assemble a water cycle collage.	30 minutes	Blackline Master: Water Cycle Collage, glue, scissors, construction paper	Individual
Climatologist in Training	Make educated guesses about the climate of an area.	15 minutes	Leveled Readers: <i>Our Weather; Weather; How Weather Works</i> , paper, pencil, online resources	Individual
Resources Word Search	Find resources in a puzzle and categorize them by type of resource.	10 minutes	Blackline Master: Resources Word Search, crayons, highlighters, or colored pencils	Individual, Whole Class
Update a Song 	Rewrite the lyrics to “This Land Is Your Land.”	20 minutes	Primary Source: Update a Song, online geography resources, encyclopedias from the Library Media Center	Individual
Readers Theater: Big Moves	Read a conversation between friends who are comparing moves from one area to another.	20 minutes	Readers Theater: Big Moves	Small Groups

Project-Based Learning: Become a Cartographer

Compelling Question

How do the geographical features of a place make it unique?

Welcome to Quest 1, Become a Cartographer. In this Quest, students will study features of maps. They will use what they learn to construct their own original map of an imaginary place, which will prepare them to discuss the compelling question at the end of this inquiry.

Objectives

- Identify geographical features such as mountains, plains, and bodies of water on a map.
- Recognize that bodies of water often form boundaries between states or countries.
- Create a map and label geographical features, bodies of water, natural resources, and climate details.
- Understand and use an inset map.

STEP 1 Set the Stage 15 minutes

Begin the Quest by distributing the blackline master **Quest Kick Off**. It will bring the world of the Quest to life, introducing a story to interest students and a mission to motivate them.

Story

Tell students that once in a great while, new landmasses are created. Explain that a recent example of this is Shelly Island off the coast of Cape Hatteras, North Carolina, which suddenly appeared in early 2017 as a small strip of sand and has grown into a new beach since. Ask students to pretend something similar has happened in the middle of the Pacific Ocean. Because the landmass lies almost equidistant between the United States, Russia, and Japan, an international team of scientists from the three nations has been exploring the new island together. They have agreed to split the new island into three equal pieces, but they need an accurate map to do so.

.....

Mission

Students must read a journal entry provided by the explorers to create a map (to scale) of the area, and also identify its position on the globe in an inset map. They must represent not only the geographical area but also physical features, climate, natural resources, and political boundaries.

STEP 2 Launch the Activities

The following five activities will help students prepare for their map project by helping them learn more about standard features of maps. Note that all five activities can be done independently of the larger Quest.

Activity 1 Tracking Lewis and Clark minutes

Materials: Primary Source: Tracking Lewis and Clark, Student Activity Mat 1A United States, atlas or other maps

Distribute the **Primary Source: Tracking Lewis and Clark**, which includes a journal entry from William Clark describing his proposed route from St. Louis to the Pacific Ocean. Also distribute Student Activity Mat 1A United States.

Before reading the journal entry as a class, explain to students that the journal entry is a primary source. This means it has been copied exactly as it was written, including spelling, capitalization, and punctuation. Then read the journal entry aloud to students as they follow along. This should help minimize the decrease in comprehension which the primary source might cause.

Ask students to look at their Student Activity Mat 1A United States as you read part of the first sentence. Have volunteers point out details in the sentence excerpt which seem important to mapping the Lewis and Clark trail. Then ask students to mark their maps based on the information in that sentence excerpt. Pause while they do so, before reading the next part of the sentence and repeating the process.

For your reference, Lewis and Clark refer to the present-day Clearwater River as “Kooskooske” in the passage.

When you reach the end of the first sentence, have students form groups of four and compare maps. Working together, have them reach a consensus on the trail location and correct their individual maps accordingly.

Next, talk through the second sentence with students to help them locate and mark a possible site for a trading post.

The location Clark describes is likely near the present-day cities of Vancouver, Washington, and Portland, Oregon, where the Columbia River and the Willamette River (known to them as the Multnomah River) converge. Use an atlas or other maps to locate this area if needed.

For an extra connection to Language Arts, consider having students work in groups to identify and correct the spelling, grammar, and punctuation of the journal entry.

ELL Support for English Language Learners

Reading Provide each student with the Primary Source: Tracking Lewis and Clark.

Entering: Highlight key words for students on their copy of the journal entry (St. Louis, Missouri [River], Rocky Mountains, Columbia [River], and Pacific). Help them mark these locations on their maps and connect them with a line.

Emerging: Highlight key words for students on their copy of the journal entry (St. Louis, Missouri [River], Rocky Mountains, Columbia [River], and Pacific). Tell them to mark these locations on their maps and connect them with a line.

Developing: Ask students to read the first sentence and highlight the most important words they should use when tracing Lewis and Clark's path. Check their answers, correcting and adding as needed. Tell them to mark these locations on their maps and connect them with a line.

Expanding: Ask students to read the first sentence to themselves and then retell it in their own words. Check for accuracy and completeness before asking them to mark their maps.

Bridging: Ask students to read the passage to themselves and trace the Lewis and Clark trail on their maps independently. After, ask them what parts of the journal entry were unclear and have them suggest ways the writer could have made his message clearer to readers.

Activity 2 History Detectives minutes

Materials: Primary Source: History Detectives, print atlases of the Oregon/Washington area, online maps

Distribute the **Primary Source: History Detectives**, which includes a new journal entry from William Clark. Remind students that Lewis and Clark were on a mission to travel to the Pacific Ocean. Ask them to read the journal entry on the blackline master to pinpoint the place Clark might have been describing in the journal entry.

Remind students that the journal entry is a primary source. This means it has been copied exactly as it was written, including spelling, capitalization, and punctuation. Then read the journal entry aloud to students as they follow along. This should help minimize the decrease in comprehension which the primary source might cause.

If students have trouble determining how to find the location, ask them to scan the paragraph for the most precise or detailed information (Cape Disappointment). Then ask them to identify any directions that are provided with the information about Cape Disappointment, helping them to recognize that knowing the cape is a big clue. Help students work backward from that clue to the "N. and N. E. the coast as as far as my sight Could be extended" clue that helps place Clark likely near present-day Fort Stevens Park.

Activity 3 Water Boundaries minutes

Materials: Blackline Master: Water Boundaries, other maps

Assign students a partner, or have them choose their own.

Distribute the blackline master **Water Boundaries**, which shows the present-day state and national boundary lines.

Tell students to make observations about how the boundaries of various states are alike (many have straight lines and square corners) and different (some have strange jagged borders). Ask students to discuss how the boundaries might have been established in each case.

As pairs come to the realization that jagged boundaries between two areas often follow some kind of natural feature, ask them to brainstorm which features might be represented by these boundaries (rivers, lakes, and oceans). Have students highlight these on their blackline master, and use other maps to identify some of the major bodies of water they highlighted.

Activity 4 Gather Map Sources minutes

Materials: Student Activity Mat 1A United States, online maps, print maps from the Library Media Center (enough for each student to use more than one)

Ask students to review several physical maps from those you provide, as well as those they can find online and Student Activity Mat 1A United States. Ask them to make a list of the different ways that landforms are represented on these maps, and to identify the landforms.

Have students bring one or two of the maps they studied to a small group discussion and show the way their maps represented landforms. Ask a representative from each group to summarize the similarities the group noticed. Point out to students that they will need to use some of these same markings on the maps they will soon create.

Activity 5 Around the Nation 30 minutes

Materials: Blackline Master: Around the Nation

Distribute the blackline master **Around the Nation**, which shows climate data for the entire United States. Tell students they will play an “Around the World” style game called “Around the Nation,” using clues you share and the information in the blackline master to answer questions more quickly than their opponent.

“Around the World” games begin with one student “traveling” to another student’s desk, where both receive a question. The first player to answer the question correctly “travels” to the next opponent’s desk while the student who did not win the face-off sits in the first seat. The first student to travel “around the world” and back to their own desk wins.

Ask students questions that require them to analyze the climate data and the geography of the United States, such as “What is the average temperature in northern Florida?” and “Which state whose northern border is partially a river has an average March temperature in the 30s?”

STEP 3 Complete the *Quest*

Part 1 Make a Map 60 minutes

Materials: Blackline Master: Make a Map, poster board or art paper, drawing and coloring supplies

Distribute the blackline master **Make a Map**. Read the instructions with students and ensure they understand all the items their map must contain. When students have created their map, display them all together and allow students time to examine each other’s maps. They will enjoy seeing the similarities between the maps as well as the ways certain pieces of information were interpreted very differently.

Part 2 Answer the Compelling Question 15 minutes

After students create their maps, encourage them to reflect on what they learned. As a class, discuss the compelling question for this Quest: “How do the geographical features of a place make it unique?”

Describe what students have learned and what they should think about. Remind students that they have learned how mapmakers tell us about an area by describing it in terms of landmasses, important bodies of water, its boundaries with other areas, and its climate. They should use what they learned to answer the compelling question.



Become a **CARTOGRAPHER**

A new piece of land has been discovered by a team of international explorers! It is being divided into three pieces, each belonging to one of the nations who sent explorers. You have been asked to be a cartographer, or mapmaker, and create the first official maps of the new land based on the journal entries of the explorers.

Your Mission:

Study different kinds of maps to learn what kinds of information maps can provide. Then create a map showing the borders, geography, and climate of the new land.

To create your map:

Activity 1 Tracking Lewis and Clark: Use clues from Lewis and Clark's journals to trace the route they took to the Pacific Ocean.

Activity 2 History Detectives: Try to decode the exact location where Lewis and Clark saw the Pacific Ocean.

Activity 3 Water Boundaries: Explore how bodies of water are shown on maps.

Activity 4 Gather Map Sources: Collect several maps and compare them with your group.

Activity 5 Around the Nation: Play a fun classroom game to test your knowledge of maps!

Complete Your Quest

Use information in the explorers' journal entries to create a map of the new land.





Tracking Lewis and Clark

Read the selection from an undated journal entry written by William Clark. Then use the details in the journal entry to mark Lewis and Clark's proposed route on Student Activity Mat 1A United States.

Use different colors or different kinds of lines (solid and dashed/dotted) to show which parts of the route would be by water and which parts would be by land.

Use the map scale to help you estimate where the proposed trading post might have been, too.

The rout which I should propose to carry on this trade across the Continant is from St. Louis by the Missouri to the Falls of that river 2575 Miles then by land on horses to the Forks of Kooskooske West of the Great rocky mountains 340 Miles thence Down Lewis River & the Columbia 640 Miles to the Pacific Ocian. The best Situation for a Tradeing Establishment on that River is 125 miles above it's ⟨mouth⟩ Enterance at the ⟨Enterance⟩ **confluence** of Multnomah River from the South

—William Clark, *undated journal entry*

Vocabulary

rout = route

Continant = continent

Ocian = Ocean

Tradeing = trading

confluence, *n.*, the joining of two rivers

Fun Fact

On their journey, Lewis and Clark described about 180 plants and 120 animals that were unknown to scientists at the time.



History Detectives

Read this journal entry from explorer William Clark, looking for clues that will reveal where Lewis and Clark were when they saw the Pacific Ocean for the first time. You will probably need the help of a print atlas or an online map. When your group thinks you know the location, work together to draw an outline map of the area, marking landmasses and water for reference. With your teacher's help, observe the similarities and differences between your group's map and those of other groups.

January 8, 1806

... from this point I beheld the grandest and most pleasing prospects which my eyes ever surveyed, in my frount a boundless Ocean; to the N. and N. E. the coast as as far as my sight Could be extended, the Seas rageing with emence wave and brakeing with great force from the rocks of Cape Disapointment as far as I could See to the N. W.

—William Clark, *journal entry, January 8, 1806*

Vocabulary

frount = front

rageing = raging

emence = immense

brakeing = breaking

Fun Fact

It took Lewis and Clark one year, six months, and one day to reach the Pacific Ocean.

Activity 3

Name _____ Date _____

Water Boundaries

Study the boundaries on the United States map. Notice that not all boundaries look alike. Work with a partner to discuss how the boundaries are different, and share your ideas about why the boundaries might have been placed where they are.

Use a blue crayon or colored pencil to color the places on the map that you and your partner think might represent water.

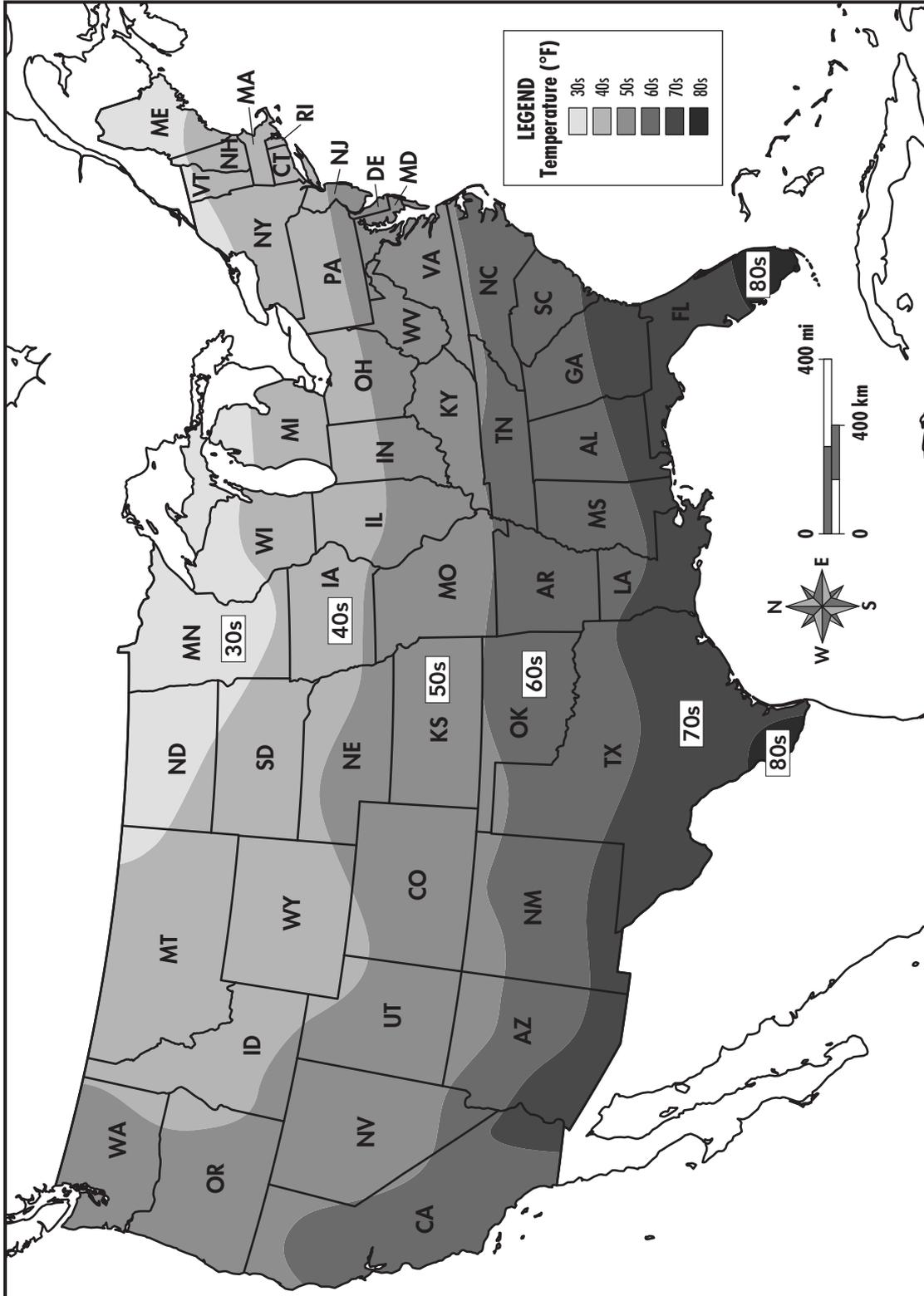


Activity 5

Name _____ Date _____

Around the Nation

Use the information in the map to answer questions your teacher asks as you play a class game.



Make a Map

Use the journal entry from a team of international explorers to create the first map of a newly discovered land.



Let's make the map!
Use this checklist
to help you.

Your map should contain all of the following items. Check each one off as you complete it.

- international borders
- geographic features such as mountains, rivers, and plains
- climate information
- natural resources
- an inset map showing the land's location on the globe
- legend, compass rose, and scale
- color

July 25

We completed our survey of the new land yesterday. Although my fellow explorers and I had no trouble dividing the territory into equal sections for each of our three nations, we are unable to agree upon a name for the landmass as a whole, and we hope the cartographer will be able to assign one.

The land is a great island located about halfway between Japan and the United States in the northern Pacific Ocean. It is shaped a bit like a thick boomerang, or a wide upside-down V. It is approximately 600 miles wide from west to east. At its thickest point, in almost the exact center of the landmass, the island stretches about 200 miles from north to south. It tapers to less than 50 miles across from north to south at its southwestern and southeastern tips.

Japan will lay claim to the western third of the land, since that portion is closest to Japan, and the United States will occupy the eastern third, since that section is closest to the United States. Russia's claim is the middle third and northernmost part of the island.

The climate of this land is much the same whether you are in the southwestern section belonging to Japan or the north central section belonging to Russia, with a couple of exceptions. Most of the island enjoys wet, mild winters and hot, dry summers. However, the high mountain peaks along the northern coast of New Russia have a colder, wetter winter and cooler summers.

The flat plains and temperate climate of New Japan, along with the Placid River running through the territory, make it an ideal spot for agriculture. We have found several citrus and nut crops native to the island. Granite is New Russia's most important natural resource, though some quartz may also be a resource. The forested Jade Hills of New United States make wood its most significant natural resource, and we have found some gold in the Piney River that runs north and south through New United States. The Pacific Ocean is naturally a great source of seafood for all regions.

Quick Activities

Landforms Matching

Partners, Whole Class  20 minutes

Materials: Index cards, dictionaries, online geography resources

Have students work in pairs to find the definition for a landform you assign (mountain, hill, mesa, plain, plateau, canyon—multiple pairs will be assigned the same landform). Give each pair two index cards, asking them to write the landform name on one card and make a drawing next to it. Then write the definition on the other card. Have paired students representing each landform share the definition they found.

Collect all the index cards, shuffle, and distribute randomly so each student has a card. Tell students to find someone holding the card that matches the one they are holding and sit down together. So, a student holding “mesa” needs to find one of the cards that has a definition close to “like a hill, except the top is flat and not rounded.”

When all students are seated again, designate six areas of the classroom and ask all students with the same landform to assemble in their assigned area. Have them compare definitions to ensure everyone found the right match.

If time allows, repeat so students can learn a different landform.

Water Cycle Collage

Individual  30 minutes

Materials: Blackline Master: Water Cycle Collage, glue, scissors, construction paper

Visit https://www3.epa.gov/safewater/kids/flash/flash_watercycle.html and <https://water.usgs.gov/edu/watercycle-kids.html> so students can explore the water cycle in more detail on their own.

Afterward, distribute the blackline master **Water Cycle Collage** and ask students to cut the components apart and reassemble them on construction paper into an accurate water cycle.

Ask students to discuss what kinds of precipitation are common in their area and how this might be similar to and different from other areas.

Climatologist in Training

Individual  15 minutes

Materials: Leveled Readers, paper, pencil, online resources

Leveled Readers for this chapter (*Our Weather, Weather, How Weather Works*) will be useful tools for students as they are introduced to this activity.

Based on what they know about weather, climate, and geography, have students record their educated guesses about the climate where you live. Ask them to guess what the average temperature in certain months is, how much annual rain or snow the area gets, what the average humidity is at certain times, and more.

Consult local records or online sources like <https://gis.ncdc.noaa.gov/> to see if anyone's guesses were close.

Ask students how the climate of their area might be unique compared to other areas.

Resources Word Search

Individual, Whole Class  10 minutes

Materials: Blackline Master: Resources Word Search, crayons, highlighters, or colored pencils

Distribute the blackline master **Resources Word Search**. Instruct students to find the resources hidden in the word search, but tell them they must circle them using either blue, red, or green, depending on what kind of resource it is.

When students have finished, make a list as a class showing which words fit in each category:

Natural Resources (blue):

coal
gold
lumber
soil

Human Resources (red):

doctor
farmer
teacher

Capital Resources (green):

camera
computer
shovel

Update a Song

Individual 20 minutes

Materials: Primary Source: Update a Song, online geography resources, encyclopedias from the Library Media Center

Have students rewrite the lyrics to the first verse (or two) of “This Land Is Your Land” by Woody Guthrie to highlight the five geographic regions and a feature of each one.

Begin by playing a recording of the song for students. Discuss the phrases in the song that reference a particular area (California, New York island, redwood forest, Gulf Stream waters). Tell students that these locations are found in a specific geographic region (Northeast: New York island; Southeast: Gulf Stream waters; West: California, redwood forest). Point out that Woody Guthrie did not list any features of the Midwest or the Southwest regions in the song.

Then instruct students to modify the lyrics so that the places referenced are Northeast, Southeast, Midwest, Southwest, and West and all are included. They should also mention a feature of that area, so for example, “From the Midwest wheat fields to the Southwest deserts.”

If students need help identifying the regions, have them go online to research which states are in each region. For features of each region, an encyclopedia from the Library Media Center may be a more efficient source than searching online.

Have volunteers give a live or video performance.

Students aware of other patriotic songs or poems they would prefer to update should have the freedom to adapt the activity accordingly.

ELL Support for English Language Learners

Writing To the extent possible, encourage students to imagine new lyrics to the song independently, providing scaffolded support when they are ready to write their ideas down.

Entering: After discussing what lyrics they would like to write, write students’ dictated lyrics at the bottom of the page, leaving one blank in place of a key word per line for them to fill in with your assistance.

Emerging: After discussing what lyrics they would like to write, write the first half of each line of students’ dictated lyrics at the bottom of the page, leaving the second half of each line for them to fill in with your assistance.

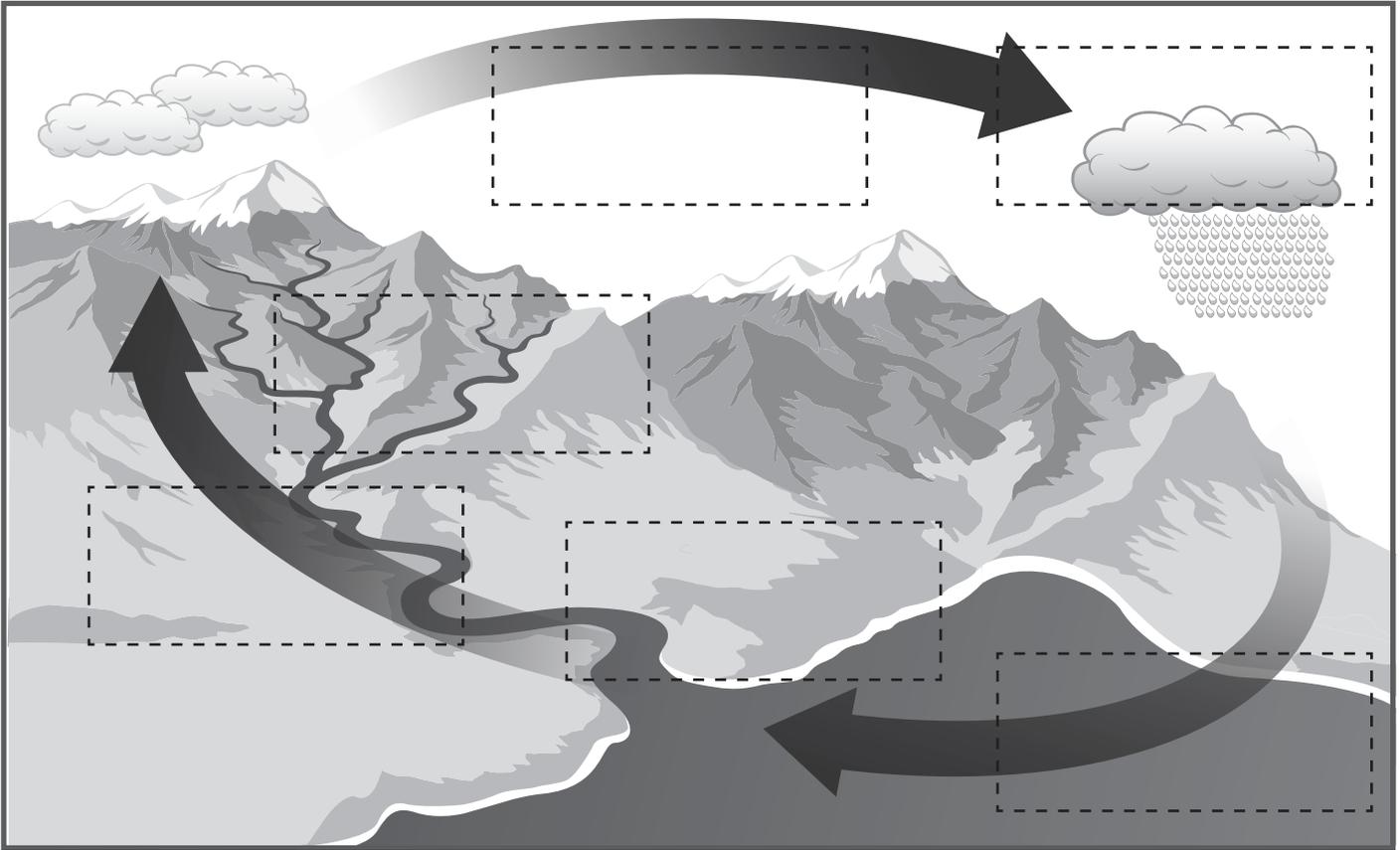
Developing: After discussing what lyrics they would like to write, provide individual line-by-line support as needed while students write the first stanza. Have them write the second stanza providing students with assistance as needed.

Expanding: After students write their lyrics unassisted, have them trade papers with another student to check for accuracy of grammar and spelling.

Bridging: Challenge students to write rhyming lyrics or to add a third new stanza.

Water Cycle Collage

Cut out the pieces along the dotted lines. Use what you have learned about the water cycle to glue the labels onto the illustration to complete the water cycle.



<p>Condensation Water vapor cools and forms drops.</p>	<p>Lake</p>	<p>Evaporation Water changes to water vapor.</p>
<p>Clouds</p>	<p>Stream</p>	<p>Precipitation Rain or snow falls.</p>

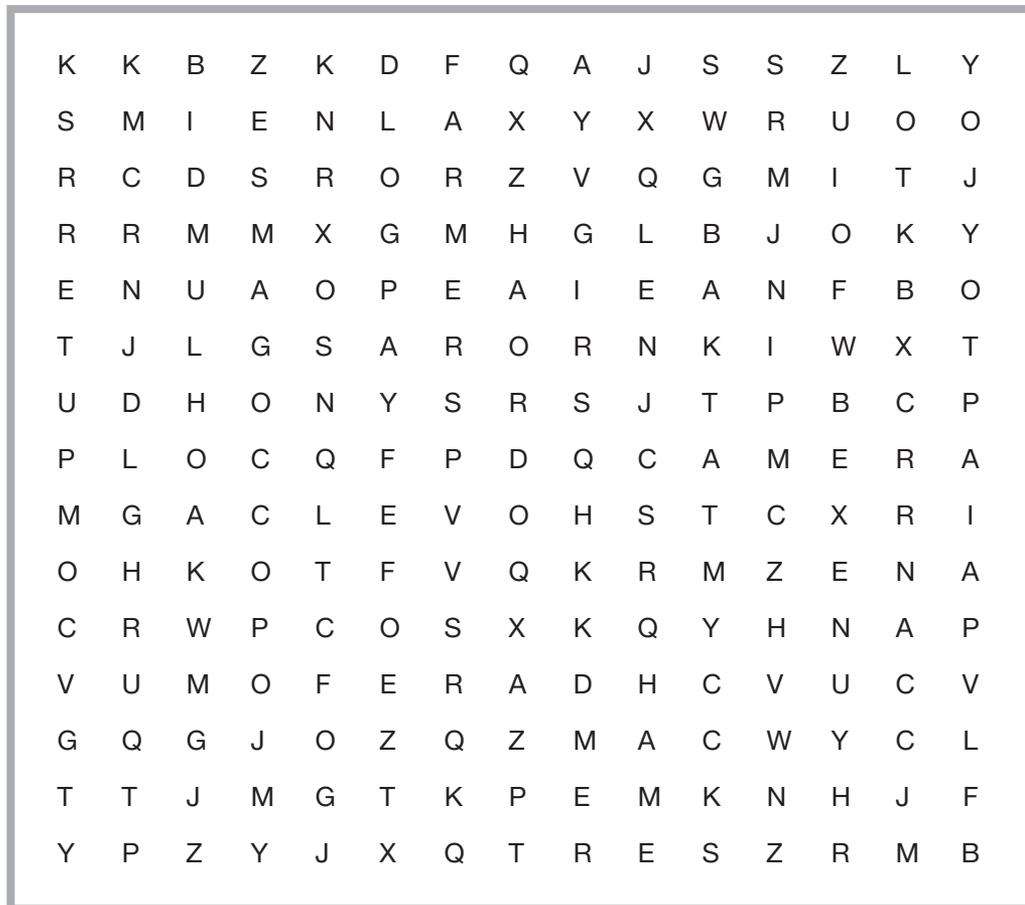
Resources Word Search

Circle the resource words in the grid as you find them, using the colors indicated based on whether they are a natural resource, a human resource, or a capital resource.

Natural resource—blue

Human resource—red

Capital resource—green



CAMERA	COAL	COMPUTER	DOCTOR	FARMER
GOLD	LUMBER	SHOVEL	SOIL	TEACHER

Update a Song

Read these lyrics to the famous song "This Land Is Your Land."

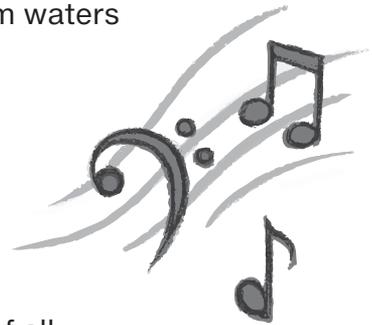


"This Land Is Your Land"

By Woody Guthrie

This land is your land This land is my land
From California to the New York island;
From the redwood forest to the Gulf Stream waters
This land was made for you and me.

As I was walking that ribbon of highway,
I saw above me that endless skyway:
I saw below me that golden valley:
This land was made for you and me.



Now, update the lyrics to this song so it mentions a feature of all five geographic regions of the United States: Northeast, Southeast, Midwest, Southwest, and West.





Carlos, Jesse, Marcus, Sam, and Sofia have been friends since second grade. Tomorrow, Sofia is moving from Newport, Rhode Island, to Boston, Massachusetts, to live with her grandmother.

The Parts

5 players:

- **Carlos**
- **Jesse**
- **Marcus**
- **Sam**
- **Sofia**



Director's Notes:

Five friends are gathered in the school cafeteria, eating their last lunch together before Sofia moves away.

Sam: I'm so sad you're moving tomorrow, Sofia. Newport Elementary won't be the same without you!

Sofia: Thanks. I'm going to miss you guys, too.
a little sad

Marcus: Are you scared, or excited?

Sofia: Both, but mostly scared. I hope I make new friends easily in Boston. So many kids! My grandma says my new school is over twice the size of this one, and I have to ride the subway, or the T as it is also called, to get there! I've never been on a subway!

Jesse: Yeah, not knowing your way around a big urban area can be scary, but at least you won't have to worry about finding new friends.

Carlos: It was a lot harder for me when I had to move from a big city like Philadelphia to rural Pennsylvania when my dad got his first teaching job. Our nearest neighbor lived three miles away, and I had to ride the bus 15 miles to school!

Sofia: Hmm. I guess that's true. I should at least have plenty of neighbors and friends in Boston. But everything is going to be so different!

Marcus: Different? You haven't moved somewhere different until you've moved from Florida to Colorado—in the winter!

Carlos: Wow! You win! That's a more extreme change than moving between urban and rural areas!
with awe in his voice

Marcus: Definitely. It took me months to get used to things when the military transferred my mom to Colorado Springs. I went from wearing shorts on a crowded beach to hiking through the snow within a week!

Sam: Well, if it's a contest, I think moving to an entirely different country makes my sister the winner.
smugly

Carlos: Not so fast, Sam. It was London, England, wasn't it?

Sam: Yep. Different time zone. Different country. Everything different.

Carlos: I don't think moving from a suburban area in one temperate climate to an urban area in a temperate climate sounds all that much different.
doubtfully

Sam: London gets a LOT more rain than we get, though!
Carlos and Sofia laugh.

Jesse: If it's a contest, Sam, I think my dad is the winner. Try moving from Nova Scotia to remote parts of Ecuador!

Sofia:
embarrassed

I'm not sure I know where either of those places is . . .

Marcus:

I'm pretty sure Ecuador is somewhere on the equator, from the sound of its name.

Jesse:

Right! In South America. A tropical climate. My father went there as part of the Doctors Without Borders program. He lives in Halifax, Nova Scotia, a pretty big city in Canada. It's very close to Maine.

Sofia:

Yeah, I wouldn't exactly call Maine a tropical climate, so that's a pretty dramatic change!

Sam:

Fine, Jesse. You win. [*She pauses a moment.*] But it DOES rain a lot in London!

The children erupt into laughter.



SOCIAL STUDIES

United States Regions

The *myWorld Activity Guide* will engage your students through a variety of dynamic hands-on activities and short-term and long-term projects. Supporting an inquiry approach, this guide can be used in a variety of ways to supplement your instruction. Lesson plans and blackline masters will help you integrate the activities into your instruction seamlessly.

Foster classroom engagement with these activities:

- Long-term Inquiry Projects
- Games
- Civic Discussions
- Art Projects
- Preparing and Acting Out a Skit
- Read Alouds
- Map Activities
- Readers Theater
- and more

myWorld

ACTIVITY GUIDE

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