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ABSTRACT

GRADES OR AGES: Grade 5. SUBJECT MATTER: Social studies; physical geography of the United States and Canada.

ORGANIZATION AND PHYSICAL APPEARANCE: The major portion of the guide, which develops the unit, is laid out in three columns, one each for topics, activities, and materials. Other sections are in list form. The guide is mimeographed and staple-bound with a paper cover.

OBJECTIVES AND ACTIVITIES: General objectives for the unit are listed on the first page. Each group of activities in the second column is related to a topic in the first column. INSTRUCTIONAL MATERIALS: Each group of materials listed in the third column is related to one or more activities. STUDENT ASSESSMENT: A one-page section entitled "Evaluation" lists ideas students should understand and skills they should possess at the end of the unit. OPTIONS: The guide is prescriptive as to course content and timing. Activities and materials listed are optional. (RT)

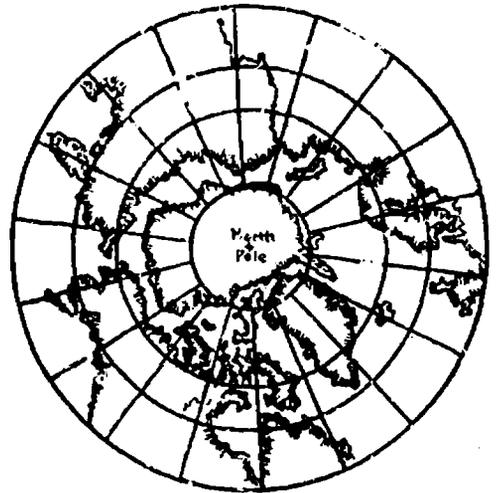
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**PROVIDENCE
SOCIAL
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CURRICULUM
PROJECT**

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**PHYSICAL CHARACTERISTICS
RESOURCE UNIT II
GRADE 5**



**RHODE ISLAND COLLEGE
PROVIDENCE PUBLIC SCHOOLS**

RU, II - Gr. 5

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PHYSICAL CHARACTERISTICS OF THE UNITED STATES AND CANADA

SUGGESTED TIME 7-8 WEEKS

I. MAJOR UNDERSTANDINGS

1. The children should understand that topography, climate patterns, and natural resources are related to living conditions, distribution of population, and occupations.
2. The children should realize that people have made changes in their environment to meet their needs.

II. AIMS

To develop an understanding of the following:

1. The United States and Canada cover a vast land area with a great diversity of natural regions.
2. Many of these natural regions are shared by Canada and the United States.
3. The United States and Canada have a great variety of natural resources.
4. Most of these two countries lie within the middle latitudes.
5. The climatic patterns of the United States and Canada are generally favorable to economic and social development.
6. Much of northern Canada is uninhabited due to poor climatic and soil conditions.
7. There are several large river systems which have aided in the development of Canada and the United States.
8. The Great Lakes-St. Lawrence Seaway has been developed through cooperative effort by the United States and Canada.
9. The opening of the St. Lawrence Seaway has created one of the longest inland waterways in the world and increased trade.
10. Population distribution in Canada and the United States has been influenced by climate, topography, and natural resources.
11. The north-south extension of the great mountain systems created tremendous problems in the development of transcontinental transportation and communication systems.
12. The interrelationships between people and environment have resulted in changes.

VOCABULARY

altitude	lock
Appalachian Mountains	mouth of river
Canadian Shield	obstacles
coastal plain	parallels
communication	plateau
continent	rapids
cross-section	relief
dam	river basin
delta	Saint Lawrence Seaway
isotherm	source of a river
Japanese Current	transcontinental
Labrador Current	tributary
latitude	tundra
	vertical climate

DEVELOPMENT OF UNIT

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What are the important physical characteristics of the United States and Canada?</p>	<p>Have the children locate and identify the major mountains, plateaus, lowlands, plains, rivers, lakes, large bays, harbors, and surrounding oceans on a wall map of North America.</p> <p>On individual outline maps have the children place the features suggested above.</p> <p>A study of this unit might be instigated by use of films or filmstrips suggested under materials.</p> <p>Investigate the size of the United States and Canada.</p> <p>How large is each country?</p> <p>How do they compare in size with other countries of the world?</p> <p>Have the class locate and investigate these land areas and their physical characteristics.</p> <p style="padding-left: 20px;">The Atlantic Coastal Plain Piedmont Plateau Appalachian Highlands Central Lowlands Great Plains Western Mountains Canadian Shield Arctic Tundra Gulf Coastal Plains</p> <p>The filmstrips and film at the right might be shown.</p> <p>Have the children make individual maps to show these land divisions.</p>	<p>Wall map of North America</p> <p>Individual outline maps of North America</p> <p><u>Filmstrips</u> SS-C-17 Coast to Coast Geography from the Air SS-C-33-b Geographic Background Title II SS-C-65-a Introduction to Canada's Geography Title II SS-N-16-a Sea Coasts SS-N-16-b Mountains SS-N-16-c Bodies of Water SS-N-16-d Forest, Grasslands, Desert</p> <p>Wall map</p> <p><u>Teacher Texts</u> Van Nostrand: <u>World Geography and You Chapters 12&19</u> Heath: <u>In these United States and Canada pp. 7-11</u> Burdett: <u>United States and Canada See Land</u> Macmillan: <u>Living in the Americas pp. 18-19</u> Holt, Rinehart, & Winston: <u>In the United States and Canada-See Index</u> Scott Foresman: <u>In the Americas pp. 240-241</u></p>

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
	<p>Place emphasis upon the fact that most of the land forms in Canada are extensions of those in the United States.</p> <p>Review the color key on a physical relief map so that they will understand its function in determining the height of the land.</p> <p>Study a cross-section of the continent from the east coast to the west coast.</p> <p>Have them notice the variations in altitude and relief of the land.</p> <p>Have a group construct a three dimensional model of a map of the United States and Canada.</p> <p>Have another group construct a three dimensional cross-section model of this area.</p>	<p><u>Filmstrips</u> Title II (Canada) SS-C-65-b <u>Atlantic Region</u> SS-C-65-c <u>Canadian Shield</u> SS-C-65-d <u>Interior Plains</u> SS-C-65-e <u>St. Lawrence Lowlands</u> SS-C-65-f <u>Western Mountain Regions</u> SS-C-58 <u>Canada's North</u> SS-C-58-c <u>Yukon</u> SS-A-20-a <u>Alaska</u> SS-A-20-d <u>Hawaii-Geographic Background</u> SS-C-5-a <u>Introduction to Lowlands</u></p> <p><u>Film</u> Canadian Rockies Heath: <u>In the United States and Canada</u> pp.7-11; 436-439 Holt, Rinehart & Winston: <u>In the United States and Canada</u> pp. 20-24 Scott, Foresman: <u>In the Americas</u> pp. 12-14 Macmillan: <u>Living in the Americas</u> pp.13-19 Silver Burdett: <u>United States and Canada</u> pp. 2-10</p> <p>Art Materials</p>

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the importance of the large river systems of the United States and Canada?</p>	<p>On a large map locate the great river systems.</p> <p>Have class use the Rand McNally Classroom Atlas pp. 26-27.</p> <p>Trace each of these rivers from its source to its mouth.</p> <p>Mississippi Columbia Colorado St. Lawrence Yukon Mackenzie</p> <p>Be sure class understands these terms:</p> <p>source mouth delta basin tributary</p> <p>Have groups do research on these rivers:</p> <p>Direction of flow Drainage Important tributaries <u>Use</u> Transportation Dams Power Stations</p> <p>Report their findings orally to the class.</p> <p>Prepare individual outline maps showing these river systems and their tributaries.</p> <p>Show filmstrips listed to the right.</p>	<p>Wall Map.</p> <p>Heath: <u>In the United States and Canada</u> pp. 307-308; 402 - 403; 436-437;490-491 Macmillan: <u>Living in the Americas</u> pp.20; 298-201 Holt, Rinehart & Winston: <u>In the United States and Canada</u> pp. 116 Silver Burdett: <u>United States and Canada</u> pp. 100-101 Scott, Foresman: <u>In the Americas</u> -See Rivers</p> <p>Encyclopedias</p> <p>Outline Maps</p> <p><u>Filmstrips</u> SS-C-58-e Mackenzie River SS-M-15 Mighty Mississippi</p> <p><u>Film</u> R-301 Mississippi</p>

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS									
<p>Why has the development of the St. Lawrence Seaway been possible?</p> <p>What has been the effect of this development?</p>	<p>Locate the St. Lawrence River and the Great Lakes on the wall map.</p> <p>On individual maps place the names of the lakes and the St. Lawrence River.</p> <p>Trace the route a ship would take from the Atlantic Ocean through the lakes to Duluth, Minnesota, or to Chicago, Illinois</p> <p>Have a group construct a chart.</p> <table border="1" data-bbox="400 1081 805 1190"> <thead> <tr> <th colspan="3">GREAT LAKES</th> </tr> <tr> <th>Name of Lake</th> <th>Area</th> <th>Depth</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Have the children read their texts to find the problems that had to be overcome in the development of a seaway.</p> <p>Because the Great Lakes are at varying elevations, a series of waterfalls and rapids had to be by-passed. Canals and locks had to be built. To make it feasible for ocean going ships to travel through these canals, they had to be widened and the river channel deepened.</p> <p>This was done through cooperative effort of the United States and Canada. As a result, one of the longest inland waterways in the world was opened up.</p>	GREAT LAKES			Name of Lake	Area	Depth				<p><u>Teacher Texts</u> <u>Van Nostrand:</u> <u>World Geography and You</u>, pp.112-114</p> <p><u>Macmillan: Living in the Americas</u> pp. 104-105; 281</p> <p><u>Burdett: United States and Canada</u> pp. 163; 265</p> <p><u>Scott, Foresman: In the Americas</u> pp. 375-376</p> <p><u>Heath: In These United States and Canada</u> pp. 370-371</p> <p><u>Holt, Rinehart & Winston: In the United States and Canada</u> See St. Lawrence Seaway</p>
GREAT LAKES											
Name of Lake	Area	Depth									

Development of Unit (contd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What factors influence climate and weather in the United States and Canada?</p>	<p>It connects ports of the Great Lakes with the sea, thereby reducing the cost of shipping by eliminating the need to transfer cargos to other modes of transportation on their way inland.</p> <p>Have a group investigate locks and how they operate. Make a diagram of a lock.</p> <p>Have this group display the diagram and explain locks.</p> <p>Diagrams of the Great Lakes and locks may be found in texts</p> <p>After reading the texts, have the class discuss the effect of the seaway upon trade.</p> <p>Use the filmstrips listed to the right as a culmination.</p> <p>Develop a cross-section scale model to show various elevations of lakes and the connecting locks.</p> <p>Have class draw a diagram of the seaway for their own notebooks.</p> <p>Use a colored crayon to show the route of a ship through the seaway to Duluth, Minnesota or to Chicago, Illinois.</p> <p>Discuss with class their understanding of climate. Begin by identifying the climate regions.</p> <p>Use Rand McNally Classroom Atlas p. 14. Elicit idea that Canada</p>	<p><u>Filmstrips</u> SS-S-24-a Historical Background of St. Lawrence Seaway SS-S-24-b Seaway Travel</p> <p>Large Wall Map</p> <p>See p. 370 Heath: <u>In the United States and Canada</u></p> <p>Teacher-Van Nostrand <u>World Geography and You</u>, Chapters 3,4,5 6,13 & 20.</p>

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>A. What is the effect of latitude upon climate?</p>	<p>great variety of climates.</p> <p>Make a study of latitude with the class.</p> <p>What does the term "parallel" mean?</p> <p>Why do we use parallels of latitude?</p> <p>What is the system of numbering?</p> <p>Have them trace parallels of latitude on the globe; then trace them on the flat map. (At this point you might compare globes with flat maps and explain why flat maps have variations)</p> <p>Have them draw a diagram to represent a globe and starting with the equator, mark off parallels every ten degrees north and south of the equator to the poles.</p> <p>Follow this with a study of the earth-sun relationship to show its effect upon temperature.</p> <p>This can be a part of a science lesson. In a darkened room, shine a flashlight directly upon a flat surface. The circle of the light will be small, but very bright. Now tilt the flashlight so light falls upon the same place. Its beam will strike the table at a slant. The spot will be longer, but not as bright.</p> <p>At the equator the sun's rays strike the earth more directly than they do north and south of the equator.</p>	<p>Heath: <u>In this United States and Canada.</u> pp. 14-21 Scott Foresman: In the Americas pp. 240-241; 13 Macmillan: <u>Living in the Americas</u> pp. 21-25 Burdett: <u>United States and Canada</u> pp. 15-16; 258; 261 Holt, Rinehart & Winston: <u>In the United States and Canada</u> See climate Rand McNally: <u>Grade's Atlas</u> p. 8</p>

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>B. What is the effect of altitude upon temperature?</p>	<p>This causes the land near the equator to be warmer.</p> <p>At this point stress the meaning of the terms: 'low latitudes' 'middle latitudes' 'high latitudes'</p> <p>On the diagram they drew to show latitudes, let them designate the belt of low latitudes, middle latitudes, and high latitudes using different colors for each.</p> <p>Refer to map in Classroom Atlas p. 10-11. Find the latitudes of the United States and Canada.</p> <p>How far north and south does the U.S. and Canada extend? What does this indicate about the temperature of this area for habitability agricultural production, transportation, etc.</p>	<p>Macmillan: <u>Living in the Americas</u> pp. 22-23</p>
	<p>What is meant by vertical climate?</p> <p>As you go higher above sea level, the temperature decreases. The highlands on the equator are cool. This is called vertical climatic variation.</p>	<p>Heath: <u>In United States and Canada</u> p. 20</p>
<p>C. What effect has nearness to large bodies of water upon climate?</p>	<p>Stress the concept "vertical climate" in subsequent study.</p> <p>Have a group do research to answer this question and share the information with the class.</p> <p>Water heats and cools more slowly than land. In the winter, winds from the ocean are warmer and cause coastal lands to be warmer than in-</p>	<p>Heath: <u>In These United States and Canada</u> p. 20</p> <p>Encyclopedias Science Books</p>

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>D. What effect have ocean currents upon temperature?</p>	<p>Let small groups or individuals investigate the Labrador Current, the Gulf Stream, and the Japanese Current.</p> <p>Report to the class the effect these currents have upon the nearby land areas.</p> <p>Have them locate these currents on the large wall map.</p> <p>Have the class add these currents to their individual maps.</p> <p>Have the class examine the Rand McNally <u>Classroom</u> Atlas p. 28.</p> <p>In their dictionaries have the class find the definition for <u>isotherm</u>.</p> <p>Let them trace the isotherms in the atlas crossing the United States and Canada.</p> <p>What do they tell us about the temperatures of the U.S. and Canada?</p> <p>Have the class bring in daily weather maps from the newspaper and study the isotherm lines.</p> <p>These weather maps might be studied periodically throughout the year to show variation of the temperature in the same area with changes of season.</p> <p>(Note particularly those for Providence)</p> <p>On individual outline maps have the class place the isotherms for average temperatures for the U. S. and Canada.</p>	<p>Heath: <u>In these United States and Canada</u> pp. 20-21</p> <p>Encyclopedias</p> <p>Weather maps.</p> <p>Individual outline maps</p>

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What are the rainfall patterns for Canada and the United States? Why?</p>	<p>Study the rainfall map on p. 28 of Rand McNally <u>Classroom Atlas</u>.</p> <p>Explain that rainfall is measured in inches.</p> <p>An individual might do research on the rain gauge and how it operates. He could report his findings to the class.</p> <p>Read the texts to discover the reasons for different patterns of rainfall in the United States and Canada.</p> <p>Prepare a chart to show rainfall patterns for dominate terrains in United States and Canada.</p> <p>Ex. Desert Grassland Forested areas</p>	<p>Encyclopedias Science Books</p> <p>Silver Burdett: <u>United States and Canada</u>. See <u>Rainfall</u> Macmillan: <u>Living in the Americas</u> See <u>Rainfall</u> Heath: <u>In these United States and Canada</u> pp. 14-15; 42; 411; 435-436. Scott Foresman: <u>In the Americas</u> See <u>Climate</u> Holt, Rinehart & Winston: <u>In the United States and Canada</u>. See <u>Climate</u> Macmillan: <u>In the Americas</u>, p. 32</p> <p>Outline maps</p>
<p>What effect has the north-south direction of mountain ranges upon the climate of the United States and Canada?</p>	<p>The United States and Canada are in the belt of westerly winds.</p> <p>Moisture is dropped on the western slopes of the mountains.</p> <p>Arid conditions prevail to the east of these mountains.</p> <p>Develop idea of a <u>giant climate funnel</u> in land between Rockies and Appalachians. If winds come from the north they bring extreme cold; if from the gulf in the south; extreme heat. In this area great range of temperatures.</p>	

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What effect do physical characteristics have upon transportation and communication in the United States and Canada?</p>	<p>See <u>Classroom Atlas</u> p. 28. Locate the arid area east of the Rockies.</p> <p>Have the class construct individual rainfall maps of the U.S. and Canada.</p> <p>Have the children examine the physical feature map in the <u>Rand McNally Classroom Atlas</u> p. 27.</p> <p>Have them notice the direction in which the mountain ranges extend.</p> <p>Tell them that the earliest settlements were near the Atlantic. Eventually people had a desire to seek new land, which instigated movement to the interior.</p> <p>Most movement up to this time was along the coast or inland short distances by boat, which was the easiest means of transportation.</p> <p>When people desired to move, their direction was westward in a land where mountains extended in a north-south direction.</p> <p>What problems were presented?</p> <p>How effective were the people in overcoming these obstacles?</p> <p>Eventually gaps in the Appalachians were discovered.</p> <p>Some moved westward by using waterways where possible; the Hudson, the Mohawk, the Ohio, the Great Lakes.</p>	<p><u>Silver Burdett: United States and Canada</u> pp. 73; 192; 197-198</p> <p><u>Scott Foresman: In the Americas</u></p> <p>See <u>Transportation</u> Holt, Rinehart & Winston: <u>In the United States and Canada</u>. pp. 178; 194-195; 371.</p> <p>Macmillan: <u>Living in the Americas</u></p> <p>See <u>Transportation</u></p> <p><u>Filmstrips</u> SS-A-24 <u>American Transportation</u> <u>Horseback to Jet</u> SS-L-7-d <u>Communication in United States</u> SS-L-7-e <u>Transportation in United States</u></p>

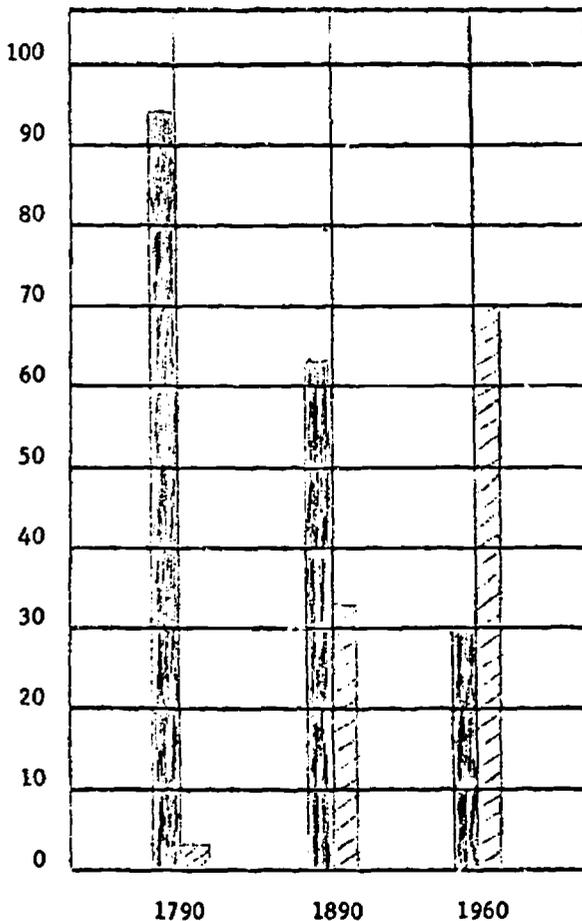
Development of Unit (cont'd.)

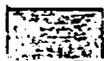
QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>What is the distribution of population in the U.S. and Canada?</p> <p>Why?</p>	<p>As pioneers moved farther westward they faced further difficulties:</p> <ul style="list-style-type: none"> . how to cross great open plains . how to cross arid deserts . how to cross the Western mountains <p>Read to discover the trails they laid and what obstacles were overcome.</p> <p>Show filmstrips.</p> <p>Study map on p. 29 in the <u>Classroom Atlas</u>, Rand McNally</p> <p>Where are the areas of greatest population concentration? Why?</p> <p>Re-examine the temperature map.</p> <p>Recall the previous study of nearness to ocean, ocean currents, latitude and altitude.</p> <p>Where do most Canadians live? (usually within belt of 200 miles of United States border) Why?</p> <p>Population shifts have occurred constantly in the United States. From 1790 on there has been a movement from rural to urban areas.</p> <p>Have the class speculate the reasons why this has occurred?</p>	<p>Scott Foresman: <u>In the Americas</u> See maps pp. 122-</p> <p>Scott Foresman: <u>In the Americas</u> pp. 240-241</p> <p>Burdett: <u>United States and Canada</u> pp. 18-19; 20-21; 258; 271</p> <p>Heath: <u>In these United States and Canada</u> p. 526</p> <p>Holt, Rinehart & Winston: <u>In the United States and Canada</u> pp. 64 65</p> <p>Macmillan: <u>Living in the Americas</u> pp. 12-15; 100</p> <p>Outline maps Classroom Atlas</p>

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS												
	<p data-bbox="540 573 850 624">Make a graph from these figures:</p> <table data-bbox="540 654 863 763"> <thead> <tr> <th data-bbox="540 654 600 681"><u>Date</u></th> <th data-bbox="672 654 758 681"><u>Urban</u></th> <th data-bbox="797 654 863 681"><u>Rural</u></th> </tr> </thead> <tbody> <tr> <td data-bbox="540 681 600 708">1790</td> <td data-bbox="672 681 758 708">5%</td> <td data-bbox="797 681 863 708">95%</td> </tr> <tr> <td data-bbox="540 708 600 734">1890</td> <td data-bbox="672 708 758 734">35%</td> <td data-bbox="797 708 863 734">65%</td> </tr> <tr> <td data-bbox="540 734 600 761">1960</td> <td data-bbox="672 734 758 761">70%</td> <td data-bbox="797 734 863 761">30%</td> </tr> </tbody> </table> <p data-bbox="540 792 836 868">Construct a population map of Canada and the United States.</p>	<u>Date</u>	<u>Urban</u>	<u>Rural</u>	1790	5%	95%	1890	35%	65%	1960	70%	30%	
<u>Date</u>	<u>Urban</u>	<u>Rural</u>												
1790	5%	95%												
1890	35%	65%												
1960	70%	30%												

POPULATION SHIFT 1790-1960



 rural

 urban

Where did most people in the United States live in 1790?
Where do most live today?
Why do you think so many have shifted to cities?
How can we find out?

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>How has population distribution been influenced by climate, topography, and natural resources?</p>	<p>Where are people concentrated?</p> <p>Use Classroom Atlas pp. 28-29</p> <p>Locate the places of greatest density of population. Find these same areas on the physical relief map. What do you notice about the land forms? Now find these same areas on the rainfall and temperature maps.</p> <p>Now study the natural vegetation map of these same areas.</p> <p>See if the class can distinguish the relationships between population concentration and land forms, climate, and natural vegetation.</p> <p>Elicit the ideas that people in the United States and Canada live in areas of:</p> <ol style="list-style-type: none"> 1. fairly level land 2. moderate climate 3. sufficient rainfall for crops 4. good natural resources 5. near harbors, lakes, rivers coasts 	<p>Macmillan: <u>In the Americas</u> pp. 12-15; 90; 100</p>
<p>How were excellent transportation and communication facilities developed in spite of tremendous physical obstacles in Canada and the United States?</p>	<p>Have the class read their texts to discover how trans-continental railroads and roads were developed.</p> <p>Have groups investigate and report on the development of:</p> <p>Waterways Canals Erie Canal Chicago Boat Cana' St. Lawrence Seaway Tennessee Valley waterway network</p>	<p>Holt, Rinehart & Winston: <u>In the United States and Canada</u> pp. 61-62; 210; 212; 242-247</p>

Development of Unit (cont'd.)

QUESTIONS	SUGGESTED ACTIVITIES	MATERIALS
<p>How has the interrelationship of the people with the physical characteristics resulted in the development of large cities and metropolitan areas in Canada and the United States?</p>	<p>Transcontinental railroads in the United States Transcontinental railroads in Canada Roads in the United States Roads in Canada</p> <p>Construct maps showing principal railroads, roads, and air routes of the United States and Canada</p> <p>Locate some of the largest cities in the U.S. and Canada?</p> <p>Show some of the filmstrips listed.</p> <p>Follow each showing by a discussion.</p> <p>Why did these cities develop where they did?</p> <p>Review the idea of a metropolitan area. What is it? What causes it?</p> <p>(This was developed in Grade 4.)</p> <p>Construct an individual map to show the location of the largest and most important cities and metropolitan areas.</p> <p>Each child may select a city for a report.</p>	<p>Wall map of North America</p> <p><u>Filmstrips</u> SS-C-4-e <u>Vancouver</u> SS-C-33-h <u>Cities in Canada</u> SS-M-1-a <u>Cities of Western United States</u> SS-M-1-b <u>Cities of Middle West</u> SS-M-1-c <u>Cities of South</u> SS-M-1-d <u>Cities of Eastern United States</u> SS-M-1-e <u>City of Washington</u></p> <p>Outline maps.</p>

OTHER SUGGESTED ACTIVITIES

1. Keep a dictionary of geography terms.
2. Keep individual atlases and scrapbooks of materials pertinent to the study.

EVALUATION

1. Can the children locate and identify the outstanding physical and topographical features of the United States and Canada?
2. Are they familiar with the different types of land forms found in Canada and the United States?
3. Is there an understanding of the factors that influence climate and weather in the United States and Canada?
4. Is there an awareness of the extent to which people in Canada and the United States have developed their living in the different environments of both countries?
5. Are they familiar with the pattern of population distribution?
6. Do they understand the factors that influence population distribution?
7. Do they understand the way people mold the landscape?
8. Are the children aware of the fact that interrelatedness between people and physical environment exists?
9. Do they have an appreciation of the great obstacles that had to be overcome in building a great transcontinental transportation and communication system?
10. Do they realize what factors influenced the location and development of the largest cities and metropolitan regions of Canada and the United States?
11. Do they understand why Providence has developed where it is?

VII. APPENDIX

CROSS SECTION OF GREAT LAKES

