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UNIT NARRATIVE

In this unit, students explore the geography, history, and culture of the United States and Canada. Students begin with physical and human geography, analyzing features such as climate, landforms, and natural resources and how they shape economic activity and population distribution. They then examine significant events in U.S. and Canadian history, including exploration, colonization, and independence movements. The unit concludes by studying civic participation and representative government systems in both nations. Through the use of graphic organizers, vocabulary tasks, and close reading, students develop historical thinking skills and the ability to use geographic tools and data to make inferences and draw conclusions.

Learners will engage with **Chapter 3: North America, Geography & History** and **Chapter 4: North America, Today** in the National Geographic: World Cultures and Geography textbook. Materials from Cengage (NatGeo online platform) will be utilized throughout the daily lessons.

CHAPTER 3

NORTH AMERICA GEOGRAPHY & HISTORY

PREVIEW THE CHAPTER

Essential Question: What are the significant physical features of North America?

SECTION 1 • GEOGRAPHY

1.1 Physical Geography 76
 1.2 The Great Plains 80
 1.3 Western Mountains and Basins 82
 1.4 Mexican Mountains and Plateaus 84
 1.5 Exploring the Tropics 86

Essential Question: How did the United States and Canada develop its states?

SECTION 2 • U.S. & CANADIAN HISTORY

2.1 Exploration and Colonization 94
 2.2 Settling Quebec 96
 2.3 Revolution and Independence 98
 2.4 U.S. Constitution 100
 2.5 Expansion and Industrialization 102
 2.6 Civil War and Reconstruction 104
 2.7 World Conflict 106

Essential Question: How have various cultures influenced Mexico's history?

SECTION 3 • HISTORY OF MEXICO

3.1 The Maya and the Aztecs 108
 3.2 The conquistadors 110
 3.3 Mexican Independence 112
 3.4 The U.S.-Mexico War 114
 3.5 Mexican Revolution 116

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INTRODUCE THE CHAPTER

INTRODUCE THE MAP

Use the North America Political map to familiarize students with the countries in the region: the United States, Canada, and Mexico. Remind students that regions share physical and cultural characteristics.

Have students study the map. **ASK:** What are three physical features that at least two of these countries share? (*The United States and Canada share the Rocky Mountains, Great Lakes, Atlantic and Pacific oceans, and Beaufort Sea; the United States and Mexico share the Rio Grande and Gulf of Mexico.*)

SHARE BACKGROUND

Ask students which North American country they believe has the most people per square mile. Show the North America by the Numbers chart. Explain that the number of people per square mile can be calculated by dividing the population by the land area of each country. Have students work in pairs to do this calculation. **ASK:** Which country has the most people per square mile? (*Mexico: 748.28*) What is the ratio for the other two countries? (*Canada: 8.75; United States: 86.64*) Have students point to the areas of each country they believe might have denser populations, and explain why they think so.

BY THE NUMBERS

COUNTRY	LAND AREA (SQ. MI.)	POPULATION
Canada	3,855,103	33,759,742
Mexico	758,450	112,468,855
United States	3,537,454	307,212,123

Source: CIA World Factbook

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Chapter 3: North America – Geography and History

Chapter 4: North America Today

CHAPTER 4

NORTH AMERICA TODAY

PREVIEW THE CHAPTER

Essential Question: What issues do the United States and Canada face today?

SECTION 1 • FOCUS ON THE UNITED STATES & CANADA

1.1 North America's Cultural Diversity 118
 1.2 Immigration and Cultural Change 120
 1.3 The Economy 122
 1.4 Immigration and the Family Structure 124
 1.5 Rights and Responsibilities 124

Essential Question: How has globalization affected Mexico?

SECTION 2 • FOCUS ON MEXICO

2.1 Daily Life in Mexico 126
 2.2 The Impact of Globalization 128
 2.3 Looking toward Tomorrow 130

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INTRODUCE THE CHAPTER

INTRODUCE THE PHOTOGRAPH

Use the photograph in the chapter introduction to introduce key features of North America today. Ask students what words or phrases they would use to describe the scene in the photo. (*Possible responses: urban, modern, crowded*)

ASK: Would you want to live in a setting such as this one? Why or why not? (*Responses will vary. Students might point to the excitement and variety of city life as positives or may cite noise and crowding as negatives.*)

COMPARE ACROSS REGIONS

The United States' population is 82 percent urbanized. Canada's population is 81 percent urbanized. Mexico's population is 78 percent urbanized. The urbanization rate of all three countries is increasing. Explain that *urbanized* refers to people who live in cities or suburbs. By contrast, only 30 percent of India's population is urbanized; however, India's urbanization rate is higher than that of any North American country. **ASK:** What might India's higher urbanization rate suggest about the population there? (*People there are moving to cities in greater numbers than in North American countries.*) What does an increasing urbanization rate in North America suggest about the economy of the region? (*Urban areas may offer better job opportunities, so people are settling there rather than in rural areas.*)

CONNECT

The island of Manhattan includes several well-known ethnic neighborhoods such as Spanish Harlem, Chinatown, and Little Italy. These neighborhoods arose when immigrants of the same ethnicity settled into concentrated areas of the city.

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CONTENT STANDARDS

The United States and Canada		Connected Knowledge and Skills 6.1, 6.3, 6.7, 6.8, 6.10, 6.11, 6.12, 6.13, 6.17, 6.18
6.9 Government. The student understands the concepts of limited and unlimited governments.		
Readiness Standards	Supporting Standards	
<p>6.1(A)* trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade</p> <p>6.3(B)* explain ways in which human migration influences the character of places and regions</p> <p>6.3(C) identify and locate major physical and human geographic features such as landforms, water bodies, and urban centers of various places and regions</p> <p>6.3(D)* identify the location of major world countries for each of the world regions</p> <p>6.7(A)* compare ways in which various societies organize the production and distribution of goods and services</p> <p>6.9(A) describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited)</p> <p>6.10(A) identify and give examples of governments with rule by one, few, or many</p> <p>6.11(A) describe and compare roles and responsibilities of citizens in various contemporary societies, including the United States</p> <p>6.12(A)* identify and explain the duty of civic participation in societies with representative governments</p> <p>6.13(A)* identify and describe common traits that define cultures and culture regions</p> <p>6.18(A)* identify examples of scientific discoveries, technological innovations, and scientists and inventors that have shaped the world</p>	<p>6.1(B) analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions</p> <p>6.7(B)* compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system</p> <p>6.7(C)* understand the importance of ethics in maintaining a functional free enterprise system</p> <p>6.8(A)* define and give examples of agricultural, retail, manufacturing (goods), and service industries</p> <p>6.9(B) identify reasons for limiting the power of government</p> <p>6.10(C) identify historical origins of democratic forms of government such as Ancient Greece</p> <p>6.11(B) explain how opportunities for citizens to participate in and influence the political process vary among various contemporary societies</p> <p>6.12(B)* explain relationships among rights, responsibilities, and duties in societies with representative governments</p> <p>6.13(B)* define a multicultural society</p> <p>6.13(C)* analyze the experiences and contributions of diverse groups to multicultural societies</p> <p>6.17(B) explain the significance of religious holidays and observances such as Christmas, Easter, Ramadan, the annual hajj, Yom Kippur, Rosh Hashanah, Diwali, and Vaisakhi in various contemporary societies</p> <p>6.18(B)* explain how resources, economic factors, and political decisions affect the use of technology</p> <p>6.18(C)* make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations</p>	

PROCESSING STANDARDS

Process Standards (Social Studies Skills and Processes)	
6.19 Social Studies skills. The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including technology.	
6.21 Social Studies skills. The student communicates in written, oral, and visual forms.	
Tools to Know	
<p>6.19(A)* differentiate between, locate, and use valid primary and secondary sources such as oral, print, and visual material and artifacts to acquire information about various world cultures</p> <p>6.19(C)* organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps</p> <p>6.19(D)* identify different points of view about an issue or current topic</p> <p>6.19(F) evaluate a variety of historical and contemporary sources for validity, credibility, bias, and accuracy</p> <p>6.21(A)* use social studies terminology correctly</p>	
<p>6.21(F) apply foundational language skills to engage in civil discourse about social studies topics, including those with multiple perspectives</p> <p>6.22(A) describe governmental and democratic processes such as voting, due process, and caucuses using simulations and models</p>	

UNDERSTANDINGS AND QUESTIONS

Important big ideas and processes for the unit.

Key Understandings

- Geographic factors such as landforms, climate, and natural resources influence population distribution, settlement patterns, and economic development.
- Historical and cultural characteristics shape the development of nations and their political institutions.
- Citizens participate in government through various forms of civic engagement and expression.
- Exploration and colonization have lasting effects on cultural development and international relations.

Key Questions

- How do physical and human geography influence how and where people live?
- In what ways have history and colonization shaped the development of the United States and Canada?
- What responsibilities do citizens have in a representative government?
- How do people influence the political and cultural landscape of a country?

Unit 3 Daily Lessons		<p style="text-align: center;">Daily Lesson Pacing Guidance</p> <p>Below you will find the suggested use of instructional minutes. This guide is designed for 45-minute blocks.</p> <p>Please make your best judgement during Unit internalization to adjust timing as needed.</p> <p>Do Now (5 min) Vocabulary Practice</p> <p>Lesson Presentation & Guided Reading (15 min) Note-Taking Document</p> <p>Independent Practice (20 min) GeoActivity</p> <p>Exit Ticket (5 min)</p>
Lesson 01	1.1 Physical Geography 6.3A – Identify and explain the geographic factors responsible for patterns of population in places and regions. 6.5B – Identify and analyze ways people have adapted to the physical environment in various places and regions.	
Lesson 02	2.1 Exploration & Colonization 6.1A – Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. 6.1B – Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions.	
Lesson 03	2.2 Settling Quebec 6.1A – Trace characteristics of various contemporary societies in regions that resulted from historical events or factors such as colonization, immigration, and trade. 6.2B – Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.	
Lesson 04	2.3 Revolution & Independence 6.1B – Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. 6.2B – Evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present.	
Lesson 05	2.4 U.S. Constitution 6.9A – Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited). 6.13C – Analyze the experiences and contributions of diverse groups to multicultural societies.	
Lesson 06	2.5 Expansion & Industrialization 6.1B – Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. 6.3A – Identify and explain the geographic factors responsible for patterns of population in places and regions. 6.7A – Compare ways in which various societies organize the production and distribution of goods and services.	
Lesson 07	2.6 Civil War & Reconstruction 6.1B – Analyze the historical background of various contemporary societies to evaluate relationships between past conflicts and current conditions. 6.13C – Analyze the experiences and contributions of diverse groups to multicultural societies.	
Lesson 08	1.1 North America's Cultural Diversity 6.15D – Identify the impact of cultural diffusion on individuals and world societies. 6.13C – Analyze the experiences and contributions of diverse groups to multicultural societies.	
Lesson 09	1.3 The Changing Economy 6.7A – Compare ways in which various societies organize the production and distribution of goods and services. 6.7B – Compare and contrast free enterprise, socialist, and communist economies in various contemporary societies, including the benefits of the U.S. free enterprise system. 6.6B – Identify problems that may arise when one or more of the factors of production is in relatively short supply.	
Lesson 10	1.4 Finding New Energy Sources 6.6B – Identify problems that may arise when one or more of the factors of production is in relatively short supply. 6.5C – Identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure.	
Lesson 11	1.5 Citizens' Rights & Responsibilities 6.13C – Analyze the experiences and contributions of diverse groups to multicultural societies. 6.9A – Describe and compare examples of limited and unlimited governments such as constitutional (limited) and totalitarian (unlimited).	