

# Geography of the United States

**Grade Level or Special Area:** Seventh Grade

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**Length of Unit:** Thirteen lessons that each last 30-45 minutes.

## I. Abstract

- A. Geography can be so much fun when you get to create your own atlas. In this unit, students will create twelve maps and one graph. They will also add definitions to a glossary and mark page numbers in an index. At the conclusion of the unit, the students will have a much better understanding of our country's geography and their own atlas as proof of their hard work.

## II. Overview

### A. Concept Objectives

- A. Students will understand the characteristics, distribution, and migration of populations.
- B. Students will understand the location and characteristics of places and regions in the United States.

### B. Content from the *Core Knowledge Sequence*

#### **Physical features**

- a. General forms: Gulf/Atlantic coastal plain, Appalachian highlands and Piedmont, Midwest lowlands, Great Plains, Rocky Mountains, Intermountain Basin and Range, Pacific Coast Ranges, Arctic Coastal Plains.
- b. Mountains: Rockies, Appalachians, Sierra Nevada, Cascades, Adirondacks, Ozarks
- c. Peaks: McKinley, Rainier, Whitney
- d. Main water features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Puget Sound, Great Salt Lake, Great Lakes (freshwater)-Erie, Huron, Michigan, Ontario, Superior
- e. Rivers: Mississippi, Missouri, Ohio, Colorado, Hudson, Columbia, Potomac, Rio Grande, Tennessee
- f. Niagara Falls, Grand Canyon, Mojave Desert, Death Valley

#### **Political, economic, and social features**

- a. The fifty states and their capitals (review), Washington, D.C., Commonwealth of Puerto Rico, Virgin Islands, Guam

#### **Cities**

- a. Atlanta, Baltimore, Birmingham, Boston, Charlotte, Chicago, Cincinnati, Cleveland, Dallas, Denver, Detroit, Houston, Kansas City, Los Angeles, Memphis, Miami, Milwaukee, Minneapolis, New Orleans, Norfolk, Philadelphia, Phoenix, Pittsburgh, Portland, St. Louis, San Antonio, San Diego, San Francisco, Seattle, Tampa

#### **Population**

- a. Expansion of Settlement
- b. Population density

#### **Regions**

- a. New England
- b. Mid-Atlantic
- c. South: "Dixie", Mason-Dixon Line, Bible Belt
- d. Middle West: Rust Belt, Corn Belt

- e. Southwest: Sun Belt
- f. Mountain States
- g. West Coast: San Andreas fault, California aqueduct (water supply) system
- h. Coal, oil, and natural gas deposits
- i. Agricultural crop regions

**New York City**

- a. Bronx, Brooklyn, Manhattan, Queens, Staten Island , Broadway, Fifth Avenue, Madison Avenue, Park Avenue, Times Square, Wall Street, Central Park, Harlem, Greenwich Village

**C. Skill Objective(s)**

1. Interpret and construct a map of the fifty states.
2. Students will understand the definition of a commonwealth, and construct a map of their locations.
3. Interpret and construct a map of the regions of the USA.
4. Interpret and construct a map of the regional landforms and be able to give a definition of each area.
5. Interpret and construct maps of the capitals and major cities.
6. Interpret and construct a map of the water features.
7. Interpret and construct a map of the mountains, basins, and mountain peaks.
8. Interpret and construct a map of the coal, oil, and natural gas deposits.
9. Interpret and construct a map of the agricultural crop regions.
10. Construct a map of New York City and be able to explain the importance of various areas in the city.
11. Create a graph of the population of the USA, using the census records.
12. Understand the difference between population and population density and construct a map comparing the two.

**III. Background Knowledge**

**A. For Teachers**

1. Cultural Literacy by E.D. Hirsch
2. <http://en.wikipedia.org> has excellent information for:
  - A. California Aqueduct
  - B. San Andreas Fault
  - C. Rust Belt
  - D. Bible Belt
  - E. Sun Belt
  - F. Corn Belt
  - G. Arctic Coastal Plain (found under Arctic National Wildlife Refuge)
  - H. Population Density
  - I. Sites in NYC

**IV. Resources**

- A. Appendix A – Blank map of the United States of America (transparency for teacher)
- B. Appendix B- Masters for each student to make an individual student atlas of the USA
- C. Appendix C- Overlay transparencies
  1. Overlay transparency for the fifty states
  2. Overlay transparency for the commonwealths of the USA
  3. Overlay transparency for the regional areas
  4. Overlay transparency for the regional landforms
  5. Overlay transparency for the fifty capitals

6. Overlay transparency for US cities
  7. Overlay transparency for Main Water Features, and Rivers
  8. Overlay transparency for Mountains and Peaks
  9. Overlay transparency for Coal, Oil, & Natural Gas Deposits
  10. Overlay transparency for Agricultural Crop Regions
  11. Overlay transparency for New York City
  12. Overlay transparency for Graph of the USA
- D. Appendix D-pretests and posttest for states and capitals

## V. Lessons

Lesson One: Political, Economic, Social Features, and Regions

### A. *Daily Objectives*

1. Concept Objectives
  - A. Students will understand the characteristics, distribution, and migration of populations.
  - B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the *Core Knowledge Sequence*
  - A. Political, economic, and social features
  - B. The fifty states and their capitals, Washington, D.C., Commonwealth of Puerto Rico, Virgin Islands, Guam
3. Skill Objectives
  - a. Label a map with the fifty states and learn each state's two letter postal abbreviations.
  - b. Understand what a commonwealth is. Label a map with the Commonwealths of Puerto Rico, Virgin Islands, and Guam

### B. *Materials*

1. An overhead transparency of the USA
2. Overlay transparency for the fifty states (Appendix C)
3. Overlay transparency for the commonwealths (Appendix C)
4. Personal Student Atlas, one for each student, each atlas includes maps and list of places the students must identify (Appendix B)
5. Pretests for states and capitals (Appendix D)

### C. *Key Vocabulary*

1. Commonwealth- citizens are American citizens but do not vote in federal elections and do not pay federal taxes on their earnings.
2. State- There are 50 states in the USA. Each state has a constitution, a Governor, a legislative branch, and a judicial branch. All states send representation to Washington D.C.

### D. Lessons/Activities

1. Pass out the blank student atlas of The United States of America (The masters to make the individual student atlas are all located in Appendix B). I bind these with a binding machine. I make sure the students know that this will be a big part of their grade and they will need to have them each day in class.
2. Inform the students that they will be learning about the geography of the United States of America, today they will begin by reviewing the states. Pull down a world map and help students recognize where the USA is located in relationship to the rest of the world. Have the students open their atlas to page one. On the

bottom of this atlas page I have them write the two letter abbreviations for each state. Make sure you explain that both letters are capitalized and there is no punctuation. Since space is limited on the map they can either write the name of the state or the abbreviation.

3. Have the students fill in as many of the states as they remember. I then put up my overhead and see how much we can do as a class. If there are any remaining states I tell them how to label them.
4. Then the students need to turn to the glossary and write the definition of a state. The index also needs a page number.
5. Have students turn to the next page in their atlas. Explain that a commonwealth is. Then mark Puerto Rico, Virgin Islands and Guam on the map. Then the students need to define commonwealth on page 2 and in the glossary. Then they need to turn to the index and give it a page number.
6. I use the last ten minutes of class to give the students pretests for the states and capitals test. I have broken the USA into nine regions. I let the students pick which region they would like to take a pretest on. When they pass the pretest they color in that part of the USA on their pretest tracker. When the pretest tracker is completely colored in, then I will give them the final states and capitals test. (This system helps your special education students and makes it less overwhelming for all your students.)

E. Assessment/ Evaluation

1. Completed maps of the states and the commonwealths in their individual student atlas.
2. Pretest on states and capitals

Lesson Two: Regions and Regional Landforms

A. *Daily Objectives*

1. Concept Objectives
  - A. Students will understand the characteristics, distribution, and migration of populations.
  - B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the *Core Knowledge Sequence*
  - a. Regions
    - i. New England
    - ii. Mid-Atlantic
    - iii. South: “Dixie”, Mason-Dixon Line, Bible Belt
    - iv. Middle West: Rust Belt, Corn Belt
    - v. Southwest: Sun Belt
    - vi. Mountain States
    - vii. West Coast: San Andreas fault, California aqueduct (water supply) system
  - b. Regions Landforms
    - i. Mid-Atlantic: Gulf coastal plains, Atlantic coastal plains
    - ii. South: Dixie, Mason-Dixon Line, Bible Belt
    - iii. Middle West: Rust Belt, Corn Belt, Midwest lowlands, Great Plains
    - iv. Southwest: Sun Belt, Grand Canyon
    - v. West Coast: San Andreas fault, California aqueduct (water supply), Mojave desert, Death Valley, Arctic coastal plains
3. Skill Objectives

- a. Label and color in the regions of the USA
  - b. Label and understand the different physical landforms and what region they are located in.
- B. *Materials*
1. An overhead transparency of the USA
  2. Overlay transparency for the regions (Appendix C)
  3. Overlay transparency for the regional landforms(Appendix C)
  4. Personal Student Atlas
- C. *Key Vocabulary for the glossary*
1. New England Region- This area includes the states of ME, VT, NH, MA, RI, CT
  2. Mid-Atlantic Region- This area includes the states of NY, PA, NJ, DE, MD
  3. Southern Region- This area includes the states of WV, VA, NC, SC, GA, FL, KY, TN, AL, MS, LA, AR
  4. Middle West Region- This area includes the states of OH, IN, IL, WI, MI, IA, MD, KS, NE, SD, ND
  5. Southwest Region- This area includes the states of OK, TX, NM, AZ
  6. Mountain Region- This area includes the states of MT, WY, ID, UT, CO, NV
  7. West Coast Region- This region includes the states of WA, OR, CA, HI, AK
  8. Gulf Coastal Plains- Plains located along the Gulf coastline.
  9. Atlantic Coastal Plains- Plains located along the Atlantic coastline.
  10. Mason-Dixon Line- This line was originally created at the end of the Revolutionary War to establish a boundary between Maryland and Pennsylvania, but then it became the unofficial dividing line between free and slave states.
  11. Bible Belt- An area in the south known for its conservative Christian Evangelical Protestantism culture.
  12. Rust Belt- Formerly known as the manufacturing belt, it no longer has as many factories there. It is now called the rust belt.
  13. Corn Belt-An area in the Midwest, where corn is the main crop.
  14. Midwest lowlands- An area in the Midwest where the land is low compared to the surrounding areas.
  15. Great Plains- A grassland prairie, located in the Midwest
  16. Sun Belt- An area located across the South and Southwest known for its sunny climate. It has seen a lot of demographic and economic growth in recent decades.
  17. Grand Canyon- One of the seven natural wonders of the world, located in Northern Arizona.
  18. San Andreas Fault- A geological fault that is about 800 miles long, it is the boundary between the Pacific Plate and the North American Plate. It is located in California.
  19. California aqueduct system- A concrete lined channel that runs through California delivering water to many areas.
  20. Mojave Desert- A desert located in Southern California.
  21. Death Valley- A desert area in California that typically has the hottest temperature anywhere in the USA. Many pioneers and their animals died here because of the extreme temperatures and lack of water.
  22. Arctic coastal plains- Plains located in northern Alaska, along the Arctic Circle.
- D. *Lessons/Activities*
1. Have the students get out their personal atlas. Then using the overhead transparency have the students mark the different regions in the U.S. The students need to pick a color for each region, mark it on the key to their map and then color the appropriate states to match. Have a class discussion as to why those states

might be grouped together. I prefer to call the West Coast states the Pacific Coast states and then the students better understand why they are grouped together.

2. I have taken the physical landforms of the USA and placed them in the specific regions where they are located. When you have the students mark them explain what they are. The key vocabulary above explains what each area is. I used wikipedia a free encyclopedia on the internet to mark my maps. Wikipedia also gave me a lot of good information for teaching. Lots of facts and trivia that made it more interesting to the students.
3. Put the all of the definitions in the glossary. Then mark the page numbers in the index.
4. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

E. Assessment/ Evaluation

1. Completed maps of the states and the commonwealths in their individual student atlas.
2. Pretests on states and capitals.

Lesson Three: Capitals and Cities

A. *Daily Objectives*

1. Concept Objectives
  - A. Students will understand the characteristics, distribution, and migration of populations.
  - B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the *Core Knowledge Sequence*
  - a. Cities of the United States
  - b. Capitals (of the fifty states) and Washington D.C.
  - c. Atlanta, Baltimore, Birmingham, Boston, Charlotte, Chicago, Cincinnati, Cleveland, Dallas , Denver, Detroit, Houston, Kansas City, Los Angeles, Memphis, Miami, Milwaukee, Minneapolis, New Orleans, Norfolk, Philadelphia, Phoenix, Pittsburgh, Portland, St. Louis, San Antonio, San Diego, San Francisco, Seattle, Tampa
3. Lesson Two Skill Objectives
  - A. Label a map with the capitals and Washington, D.C
  - B. Label a map with the cities of the United States

B. *Materials*

1. Overhead transparency of USA (Appendix A)
2. Overlay transparency of state capitals and Washington D.C. (Appendix C)
3. Overlay transparency of USA cities (Appendix C)
4. Individual Student Atlas

C. *Key Vocabulary for the glossary*

1. Capital-Each state has a capital where the Governor and the Legislature work.
2. National capital- Our national capital is Washington D.C. This is where the President, the legislative branch, and the judicial branch of our country are located.
3. City- A city is an area where many people live.

D. *Procedure/Activities*

1. Review what a capital is and where the capital is in your state. Then explain that the key to marking a capital is to make a small star. The location of the mark should be as close to geographical location as possible. Then each state should

have their capital marked. The students need to also mark Washington D.C. on this map; it should be marked with a star that has a circle drawn around it.

2. Next let the students know that many of these cities have already been marked on their capitals map. Using the US cities map overlay help them mark the cities on their map. Explain that cities have a dot preceding their name and the dot should be located in the state as close to where it is geographically located. Have a discussion as to why we are marking these cities. Most of these cities are large and well known cities. Students will hear about them on news reports and will see them mentioned in books. They will be more knowledgeable in life by knowing where these cities are located.
3. Put the definitions for capital, national capital, and city in the glossary. Then mark the page numbers in the index.
4. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

E. Assessment/ Evaluation

1. Completed maps of the capitals and cities in the student's individual student atlas.
2. Pretests for states and capitals (Appendix D).

Lesson Four Water Features

A. *Daily Objectives*

1. Concept Objectives
  - A. Students will understand the characteristics, distribution, and migration of populations.
  - B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the *Core Knowledge Sequence*
  - A. Physical Features
    - a. Main water features: Gulf of Mexico, Chesapeake Bay, San Francisco Bay, Puget Sound, Great Salt Lake, Great Lakes (freshwater)-Erie, Huron, Michigan, Ontario, Superior
    - b. Rivers: Mississippi, Missouri, Ohio, Colorado, Hudson, Columbia, Potomac, Rio Grande, Tennessee
    - c. Niagara Falls
3. Lesson Three Skill Objectives
  - A. Label a map with main water features
  - B. Label a map with the rivers
  - C. Label a map with Niagara Falls

B. *Materials*

1. Overhead transparency of USA (Appendix A)
2. Overlay transparency for water features. (Appendix C)
3. Individual Student Atlas

C. *Key Vocabulary for the glossary*

1. Gulf of Mexico- A large area of ocean that reaches the southern states
2. Chesapeake Bay- A wide inlet of water located by Maryland.
3. San Francisco Bay- A wide inlet of water located in San Francisco, California.
4. Puget Sound- A long arm of the sea located in Washington State.
5. Great Salt Lake- A shallow salt water lake located in Utah.
6. Niagara Falls- A large waterfall flowing from Lake Erie into Lake Ontario
7. Great Lakes- A chain of five freshwater lakes.

8. Mississippi River- A river that flow the length of the USA, starting in N. Minnesota and emptying into the Gulf of Mexico
9. Missouri River- A river flowing through Missouri and emptying into the Mississippi R.
10. Ohio River- A river starting in PA, making the southern border of Ohio and eventually emptying into the Mississippi river.
11. Colorado River- A river going through CO, UT, and AZ. It carved the Grand Canyon and powers Hoover Dam
12. Hudson River- The river flow through New York.
13. Colombia River- This river snakes through Washington state.
14. Potomac River- A river in the east that empties into the Chesapeake Bay.
15. Rio Grande River- A river going through CO, NM, and making the southern border of Texas.
16. Tennessee River- A river located in Tennessee.

D. *Procedure/Activities*

1. Have the students label all of the water features in their atlas, going over where each one is located.
2. Put the definitions for each of the water features in the glossary. Then mark the page numbers in the index.
3. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

E. *Assessment/ Evaluation*

1. Completed maps of the water features in the student's individual student atlas.
2. Pretests for states and capitals (Appendix D).

Lesson Five: Mountains, Mountain Peaks, and Basins

A. *Daily Objectives*

1. Concept Objectives
  - A. Students will understand the characteristics, distribution, and migration of populations.
  - B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the *Core Knowledge Sequence*
  - A. Physical features
  - B. General forms: Appalachian highlands and Piedmont, Midwest lowlands, Rocky Mountains, Intermountain Basin and Range, Pacific Coast Ranges,
  - C. Mountains: Rockies, Appalachians, Sierra Nevada, Cascades, Adirondacks, Ozarks
  - D. Peaks: McKinley, Rainier, Whitney
3. Lesson Three Skill Objectives
  - A. Label a map with The General forms
  - B. Label a map with the Mountains
  - C. Label a map with Mountain Peaks

B. *Materials*

1. Overhead transparency of USA (Appendix A)
2. Overlay transparency for mountains. (Appendix C)
3. Individual Student Atlas

C. *Key Vocabulary for the glossary*

1. Rocky Mountains- Mountains in the western USA that extend from Alaska to Northern Mexico.



2. Appalachians Mountains- Mountains in the eastern USA that extend from Canada to Alabama.
  - a. Highlands- The high lands of the Appalachian Mountains
  - b. Piedmont- The foothill region of the Appalachian Mountains
3. Sierra Nevada- A mountain range on the border of Nevada and California.
4. Cascade- Mountain in Washington and Oregon.
5. Ozarks- Mountain in Missouri and Arkansas.
6. Pacific Coast Range- Mountain range along the Pacific coast.
7. Intermountain Range and Basin- Intermountain means between the mountains. The Rocky Mountains, Cascades, Pacific Coast Range and Sierra Nevadas form an outside edge to the Great basin.
8. Mt. McKinley- A mountain peak located in Alaska, its elevation is 20,320 feet. It is the highest mountain in the USA.
9. Mt. Ranier- A mountain peak located in Washington, its elevation is 14,410 feet. It is part of the Cascade mountains.
10. Mt. Whitney- A mountain peak located in California, its elevation is 14,405 feet. It is highest mountain in the contiguous US. It is part of the Sierra Nevada mountains.

B. *Procedure/Activities*

1. Have the students label all of the mountains, peaks, and basins in their atlas, going over where each one is located. I would have them write the mountains where they go and then color in the area where the mountains covered. For the peaks I had the students make a small mountain symbol and write the name of the peak next to it
2. When teaching the intermountain range and basin, explain that the Rockies and the Sierra Nevadas are like the edge of a bowl and the basin is the bottom of the bowl. Most of Nevada makes up the bottom of the bowl.
3. Put the definitions for each of the mountains peaks, and basins in the glossary. Then mark the page numbers in the index.
4. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

C. *Assessment/ Evaluation*

1. Completed maps of the mountains, peaks, and basins in the student's individual student atlas.
2. Pretests for states and capitals (Appendix D).

Lesson Six: Coal, Oil, Natural Gas Deposits, Agricultural crop regions

A. *Daily Objectives*

1. Concept Objectives
  - A. Students will understand the characteristics, distribution, and migration of populations.
  - B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the *Core Knowledge Sequence*
  - A. Regions
  - B. Coal, oil, and natural gas deposits
  - C. Agricultural crop regions
3. Lesson Three Skill Objectives
  - A. Label a map to show where coal is found.
  - B. Label a map to show where oil is found.
  - C. Label a map to show where natural gas is found.

D. Label a map with the following agricultural regions.

- i. Forest
- ii. Grazing
- iii. Corn and wheat
- iv. Cotton
- v. Tropics
- vi. Industrial
- vii. Dairy

B. *Materials*

1. Overhead transparency of USA (Appendix A)
2. Overlay transparency for coal, oil, and natural gas (Appendix C)
3. Overhead transparency for Agricultural crop regions (Appendix C)
4. Individual Student Atlas

C. *Key Vocabulary for the glossary*

1. Coal- A black combustible material used as fuel. It is mined out of the earth.
2. Oil- A combustible, liquid matter that is pumped out of the earth.
3. Natural Gas- A combustible substance that is used for heating and cooling.
4. Forest- A heavily wooded area.
5. Grazing- An area where lots of animals are raised, ie. cattle, sheep
6. Corn and Wheat- Crops that are grown to feed people and animals.
7. Cotton- Crops grown in the South.
8. Tropics- Citrus fruits grow well in tropical regions.
9. Industrial- An area with many factories.
10. Dairy- An area where cows are used for dairy products, like milk and cheese.

D. *Procedure/Activities*

1. Have the students turn to page 9 in their atlas. Have them mark the coal, oil, and natural gas deposits.
2. Then have the students turn to page 10 in their atlas. Explain that the areas we are about to mark are what the biggest export of the area is.
  - A. In the forest region it is heavily wooded area. Have the students come up with a list of all of the things we make from trees. Some examples would be lumber, paper, Christmas trees, etc.
  - B. In the grazing region there are a lot of cattle (and sheep) ranches. This is where the meat we eat comes from.
  - C. Corn and wheat are used to make many of the products we eat. There are other crops grown in this area, but this is the biggest exports.
  - D. Cotton grows well in the South and can be used to make clothing. This would be a good time to discuss the use of slaves in the early days of cotton, but because of the Civil War, we no longer use slave labor.
  - E. In a tropical climate citrus fruits grow well. The main exports would be oranges, lemons, tangerines, etc. In Hawaii you could add pineapple and coconut.
  - F. In the industrial regions they are not growing things, but they can be important to us for the packaging of products and turning crops into things we use. For instance cattle into packaged beef or cotton into a t-shirt to wear.
  - G. In the dairy region we use the cows for milk and cheese. Wisconsin even has a mascot called "The Cheese head".
  - H. Alaska predominately exports fish. This is not currently on the map you could add the symbol if you want.

3. Put the definitions for coal, oil, natural gas, and the agricultural crop regions in the glossary. Then mark the page numbers in the index.
  4. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.
- E. *Assessment/ Evaluation*
1. Completed maps of the coal, oil, natural gas, and the agricultural crop regions in the student's individual student atlas.
  2. Pretests for states and capitals (Appendix D).

### Lesson Seven: New York City

A. *Daily Objectives*

1. Concept Objectives
  - A. Students will understand the characteristics, distribution, and migration of populations.
  - B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the *Core Knowledge Sequence*
  - A. New York City
  - B. Bronx, Brooklyn, Manhattan, Queens, Staten Island
  - C. Broadway, Fifth Avenue, Madison Avenue, Park Avenue, Times Square, Wall Street
  - D. Central Park, Harlem, Greenwich Village
3. Lesson Three Skill Objectives
  - A. Label a map to show the five neighborhoods (boroughs) of NYC.
  - B. Label a map to show the following areas in Manhattan: Broadway, Fifth Avenue, Madison Avenue, Park Avenue, Times Square, Wall Street, Central Park, Harlem, and Greenwich Village.

B. *Materials*

1. Overhead transparency of USA (Appendix A)
2. Overlay transparency for New York City (Appendix C)
3. Individual Student Atlas

C. *Key Vocabulary for the glossary*

1. Bronx- One of five neighborhoods (boroughs) of NYC.
2. Brooklyn- One of five neighborhoods (boroughs) of NYC.
3. Queens- One of five neighborhoods (boroughs) of NYC.
4. Staten Island- One of five neighborhoods (boroughs) of NYC.
5. Manhattan- One of five neighborhoods (boroughs) of NYC.
6. Broadway- A street that has many theaters, where Broadway musicals are performed.
7. Central Park- is a large public, urban park (843 acres or 3.41 km<sup>2</sup>) in the borough of Manhattan.
8. Greenwich Village- is a largely residential area on the west side of downtown (southern) Manhattan in New York City.
9. Harlem- is a neighborhood of Manhattan in New York City, long known as a major black cultural and business center. After being associated for much of the twentieth century with black culture, but also crime and poverty, it is now undergoing some changes.
10. Times Square is an open space where pedestrians can congregate. It is located near Broadway and has a ticket office where you can buy tickets to Broadway.
11. Fifth Avenue- A street where many expensive stores are located.

12. Madison Avenue- A street where many expensive stores are located.
13. Wall Street- This is the financial street in Manhattan, where the stock exchange is located.

D. *Procedure/Activities*

1. Have the students open their atlas to page 11, where there is a map of New York City. Explain that New York City is divided up into five neighborhoods, often called boroughs. Have the students label the areas on their maps.
2. Explain that when we hear about NYC most of what we picture is in Manhattan. Then have the students label the areas in Manhattan on their map, use the definitions from above to help you teach the lesson
3. My map includes Ellis Island, which is an important place to mark for when you are teaching about immigration.
4. The map also includes Liberty Island where the Statue of Liberty is located.
5. Put the definitions for New York City in the glossary. Then mark the page numbers in the index.
6. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

E. *Assessment/ Evaluation*

1. Completed map of New York City in the student's individual student atlas.
2. Pretests for states and capitals (Appendix D).

Lesson Eight: Population of the USA

F. *Daily Objectives*

1. Concept Objectives
  - A. Students will understand the characteristics, distribution, and migration of populations.
  - B. Students will understand the location and characteristics of places and regions of the United States.
2. Lesson Content from the *Core Knowledge Sequence*
  - A. Population
    - a. Expansion of Settlement
    - b. Population density
3. Lesson Three Skill Objectives
  - A. Make a graph showing the population changes in the USA from 1790 to 2000.
  - B. Color in two maps showing the difference between population and population density.

G. *Materials*

1. Overhead transparency for the graph showing population density (Appendix C)
2. Overlay transparency for population and population density (Appendix C)
3. Individual Student Atlas

H. *Key Vocabulary for the glossary*

1. Population- How many people live in an area.
2. Population density- How many people there are in a specific area (per square mile).

I. *Procedure/Activities*

1. Using the record from the USA census bureau have the students mark the graph.
  - A. In 1770 there were 2,148,100 people
  - B. In 1780 there were 2,780,400 people
  - C. In 1790 there were 3,929,214 people
  - D. In 1810 there were 7,239,881 people
  - E. In 1820 there were 9,638,453 people

- F. In 1830 there were 12,866,020 people
  - G. In 1840 there were 17,069,453 people
  - H. In 1850 there were 23,191,876 people
  - I. In 1860 there were 31,443,321 people
  - J. In 1870 there were 38,558,371 people
  - K. In 1890 there were 62,979,766 people
  - L. In 1900 there were 76,212,168 people
  - M. In 1910 there were 92,228,496 people
  - N. In 1920 there were 106,021,537 people
  - O. In 1930 there were 123,202,624 people
  - P. In 1940 there were 132,164,569 people
  - Q. In 1950 there were 151,325,798 people
  - R. In 1960 there were 179,323,175 people
  - S. In 1970 there were 203,211,926 people
  - T. In 1980 there were 226,545,805 people
  - U. In 1990 there were 248,709,873 people
  - V. In 2000 there were 281,421, 906 people
2. Explain that population is how many people live in a place. Population density is how many people live in a specific area. I explain it using a mansion compared to an apartment building. If they both take up the same amount of space, but the mansion has 5 people living there and the apartment building has 50 people living there, then the apartment has a higher population density. Texas has a large population, but a small population density because the people are spread out. New York has a large population and a high population density, because most people live in apartment buildings.
  3. Have students turn to page thirteen in their atlas. In order to mark the population portion of the map you will need to go to the US census bureau and download the population for each state.
  4. Have students turn to page thirteen in their atlas. In order to mark the population density portion of the map you will need to go to:  
[http://en.wikipedia.org/wiki/List\\_of\\_U.S.\\_states\\_by\\_population\\_density](http://en.wikipedia.org/wiki/List_of_U.S._states_by_population_density) and download the numbers for population density.
  5. Put the definitions for New York City in the glossary. Then mark the page numbers in the index.
  6. Use the last ten minutes of the class period to let the students take the pretests for the states and capitals tests.

J. *Assessment/ Evaluation*

1. Completed map of New York City in the student's individual student atlas.
2. Pretests for states and capitals (Appendix D).

**VI. HANDOUTS/WORKSHEETS**

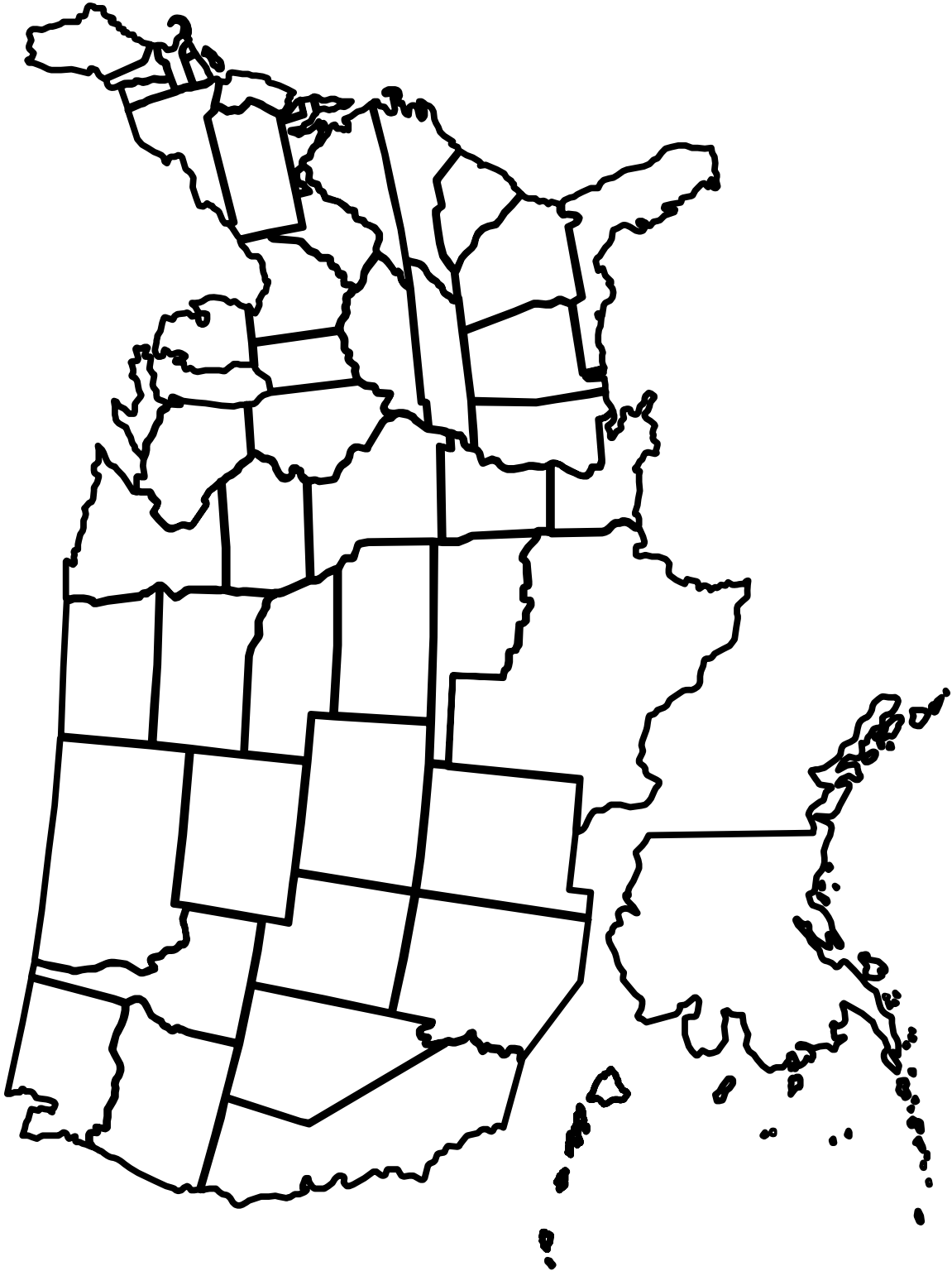
- A. Appendix A – Blank map of the United States of America (transparency for teacher)
- B. Appendix B- Masters for each student to make an individual student atlas of the USA
  1. Student front cover
  2. Student table for contents
  3. Student map for Fifty States
  4. Student map for commonwealths
  5. Student map for regions
  6. Student map for regional landforms
  7. Student map for state capitals

8. Student map for USA cities
  9. Student map for water features
  10. Student map for mountains
  11. Student map for coal, oil, and natural gas
  12. Student map for agricultural crop regions
  13. Student map for New York City
  14. Student graph for population of the USA
  15. Student maps for population and population density
  16. Student pages for glossary
  17. Student page for index
- C. Appendix C- Overlay transparencies
1. Overlay transparency for the fifty states
  2. Overlay transparency for the commonwealths of the USA
  3. Overlay transparency for the regional areas
  4. Overlay transparency for the regional landforms
  5. Overlay transparency for the fifty capitals
  6. Overlay transparency for US cities
  7. Overlay transparency for Main Water Features, and Rivers
  8. Overlay transparency for Mountains and Peaks
  9. Overlay transparency for Coal, Oil, & Natural Gas Deposits
  10. Overlay transparency for Agricultural Crop Regions
  11. Overlay transparency for New York City
  12. Overlay transparency for Graph of the USA
- D. Appendix D- pretests and posttest for states and capitals
- E. Appendix E- final exam for the geography of the USA

## VII. **BIBLIOGRAPHY**

- A. Hirsch, Jr. E.D., Kent, J., Trefil, J. The Dictionary of Cultural Literacy. Boston: Houghton Mifflin company, 1993. ISBN 0395655978
- B. [http://en.wikipedia.org/wiki/Main\\_Page](http://en.wikipedia.org/wiki/Main_Page)

Geography of the United States  
Appendix A: Blank Map of the USA  
(Use as Transparency)



# Student Atlas for the United States of America



Name \_\_\_\_\_

Teacher \_\_\_\_\_ Grade \_\_\_\_\_

School \_\_\_\_\_



Geography of the United States  
Appendix B: Table of Contents

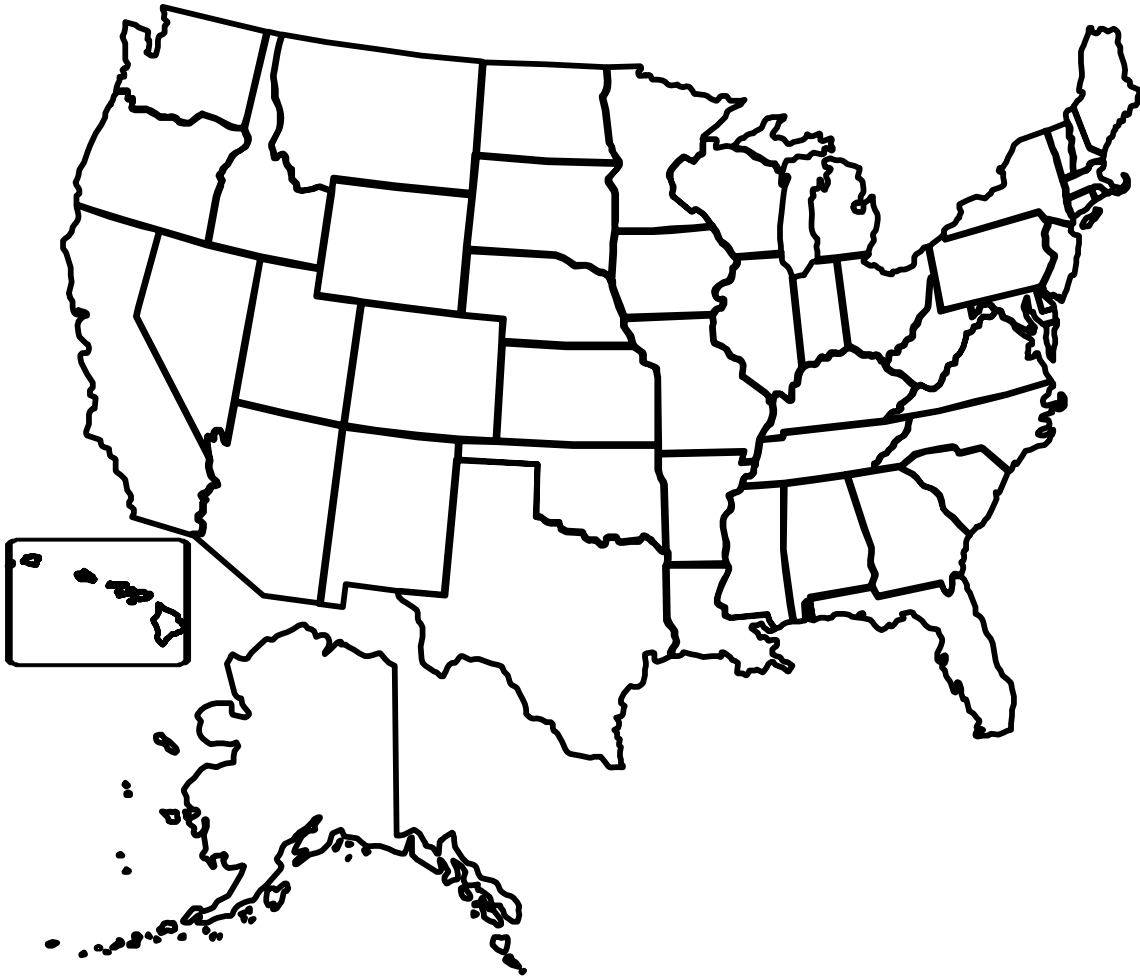
## Table of Contents

---

	Page
Fifty States	1
Commonwealths of the USA	2
Regions of the USA	3
Regional Landforms	4
State Capitals	5
USA Cities	6
Water Features	7
Mountains	8
Coal, Oil, & Natural Gas Deposits	9
Agricultural Crop Regions	10
New York City	11
Population of the USA (1790-2000)	12
Population and Population Density	13
Glossary	14
Index	17

# Geography of the United States

## Appendix B: Label the Fifty States



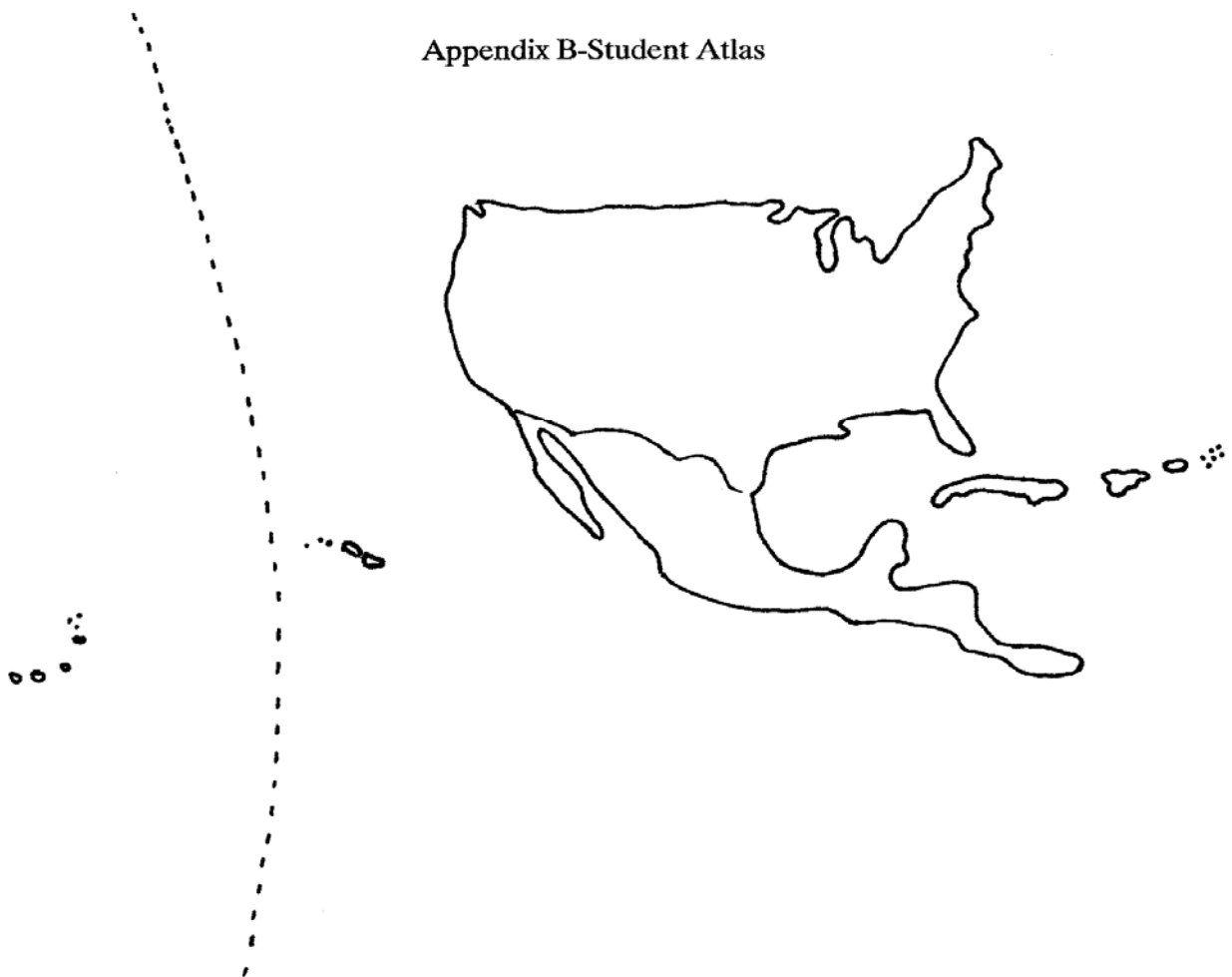
### Label the Fifty States

Alabama	Idaho	Minnesota	North Dakota	Vermont
Alaska	Illinois	Mississippi	Ohio	Virginia
Arizona	Indiana	Missouri	Oklahoma	Washington
Arkansas	Iowa	Montana	Oregon	West Virginia
California	Kansas	Nebraska	Pennsylvania	Wisconsin
Colorado	Kentucky	Nevada	Rhode Island	Wyoming
Connecticut	Louisiana	New Hampshire	South Carolina	
Delaware	Maine	New Jersey	South Dakota	
Florida	Maryland	New Mexico	Tennessee	
Georgia	Massachusetts	New York	Texas	
Hawaii	Michigan	North Carolina	Utah	



Geography of the United States  
Appendix B: Label Commonwealths

Appendix B-Student Atlas



Label these commonwealths of the USA

Puerto Rico  
Virgin Islands  
Guam

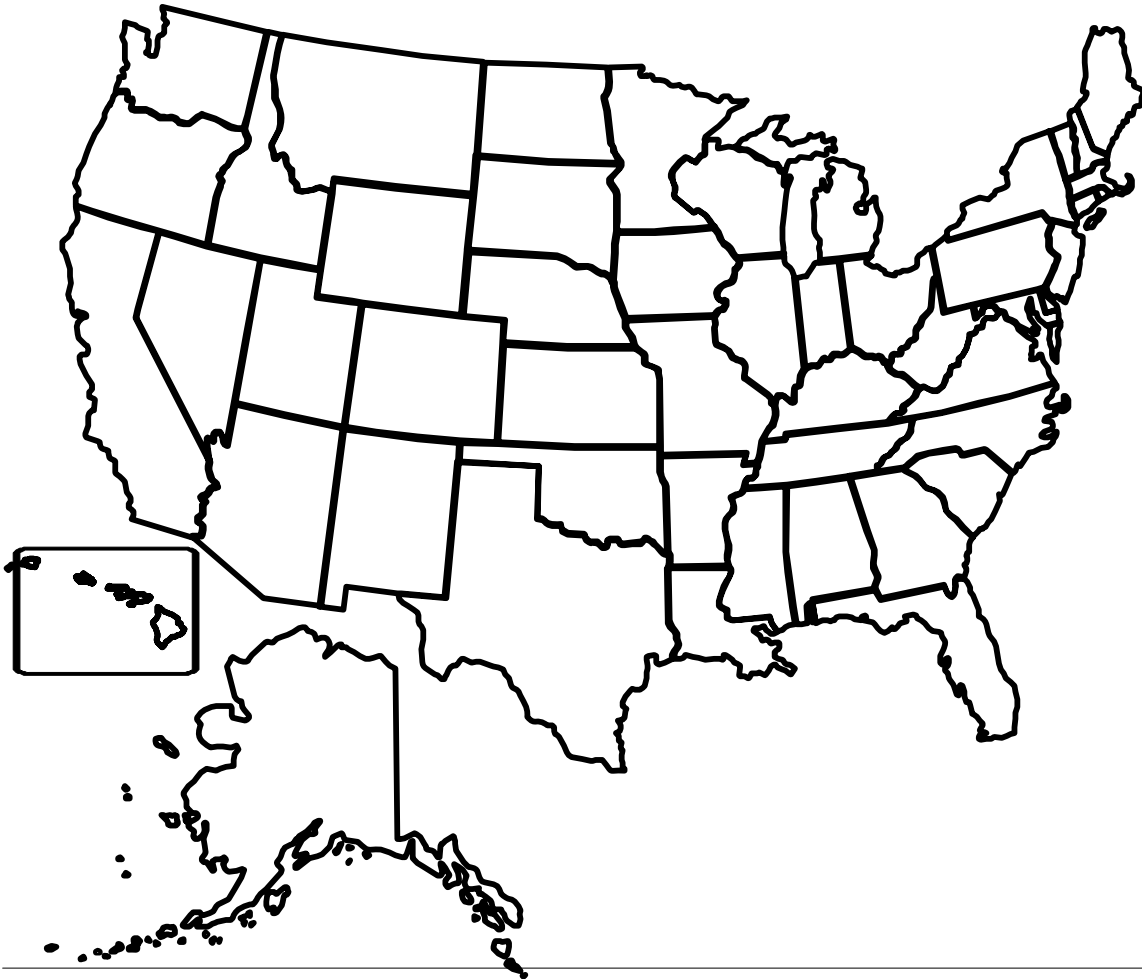
Explain what a commonwealth is \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2

# Geography of the United States

## Appendix B: Color the Regions

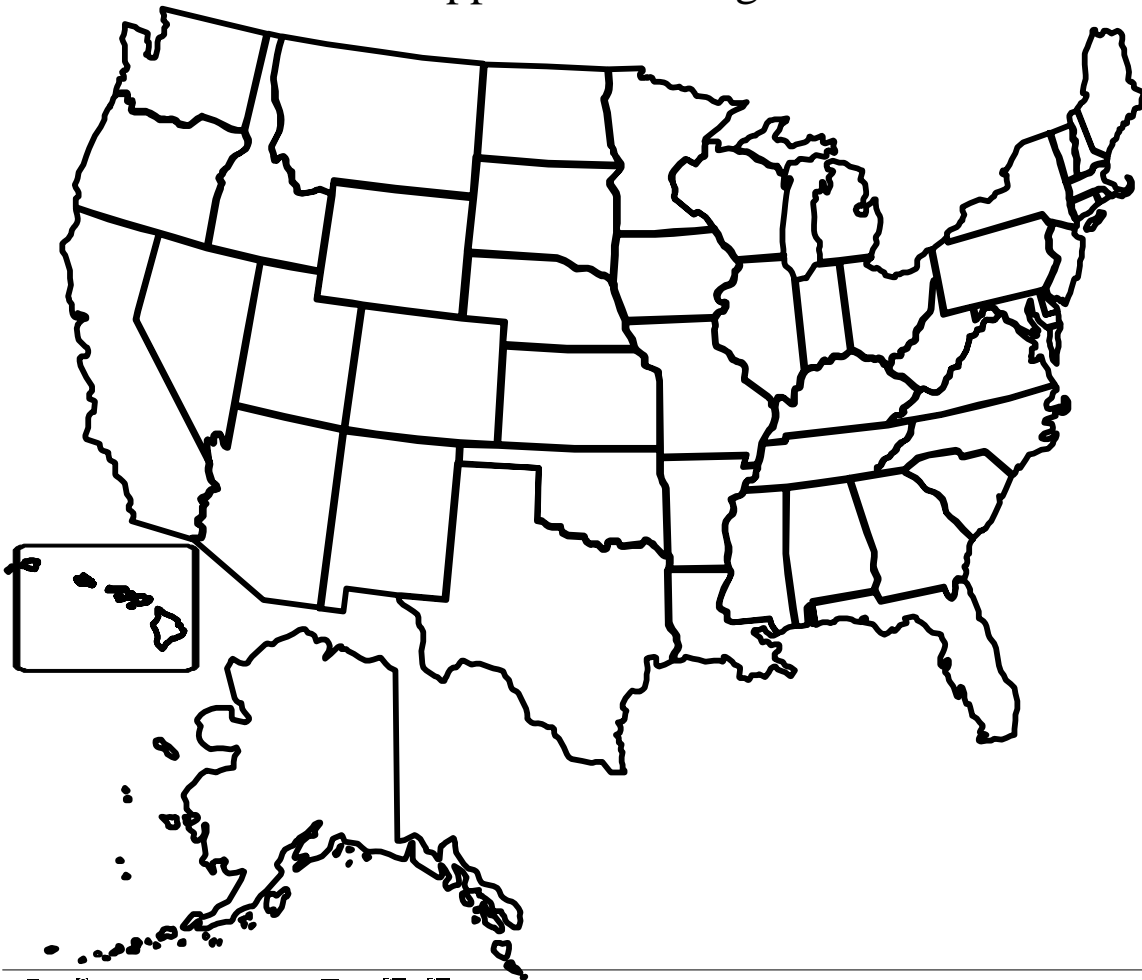


<u>Regions</u>	<u>Color</u>	
New England	<input type="text"/>	ME, VT, NH, MA, RI, CT
Mid-Atlantic	<input type="text"/>	NY, PA, NJ, DE, MD
South	<input type="text"/>	WV, VA, NC, SC, GA, FL, KY, TN, AL, MS, LA, AR
Middle West	<input type="text"/>	OH, IN, IL, WI, MI, IA, MO, KS, NE
Southwest	<input type="text"/>	OK, TX, NM, AZ
Mountain States	<input type="text"/>	MT, WY, ID, UT, CO, NV
West Coast	<input type="text"/>	WA, OR, CA, HI, AK



# Geography of the United States

## Appendix B: Regions



---

### Regions

Mid-Atlantic

South

Middle West

Southwest

West Coast

### Mark these areas

Gulf Coastal Plains, Atlantic Coastal Plains

Mason-Dixon Line, Bible Belt

Rust Belt, Corn Belt,  
Midwest lowlands, Great Plains

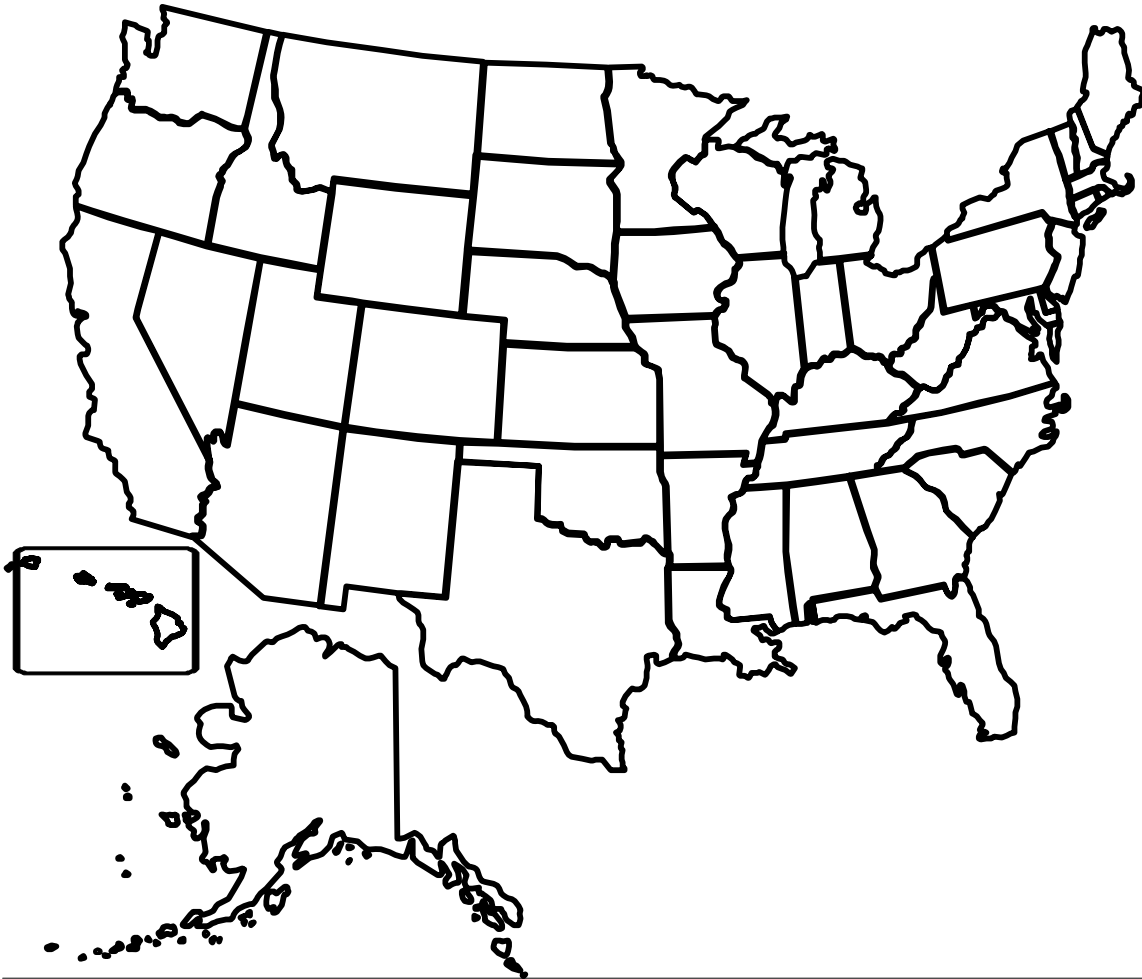
Sun Belt, Grand Canyon,

San Andreas Fault, California aqueduct system,  
Mojave Desert, Death Valley,  
Arctic coastal plains



# Geography of the United States

## Appendix B: Labels State Capitals



Label the fifty state capitals and our national capital

Montgomery	Boise	St. Paul	Bismarck	Montpelier
Juneau	Springfield	Jackson	Columbus	Richmond
Phoenix	Indianapolis	Jefferson	Oklahoma City	Olympia
Little Rock	Des Moines	Helena	Salem	Charleston
Sacramento	Topeka	Lincoln	Harrisburg	Madison
Denver	Frankfort	Carson City	Providence	Cheyenne
Hartford	Baton Rouge	Concord	Columbia	
Dover	Augusta	Trenton	Pierre	Washington D.C.
Tallahassee	Annapolis	Santa Fe	Nashville	
Atlanta	Boston	Albany	Austin	
Honolulu	Lansing	Raleigh	Salt Lake City	



Geography of the United States  
Appendix B: Label U.S. Cities



Label these US cities

Atlanta	Denver	New Orleans	San Francisco
Baltimore	Detroit	Norfolk	Seattle
Birmingham	Houston	Philadelphia	Tampa
Boston	Kansas City	Phoenix	
Charlotte	Los Angeles	Pittsburgh	
Chicago	Memphis	Portland	
Cincinnati	Miami	St. Louis	
Cleveland	Milwaukee	San Antonio	
Dallas	Minneapolis	San Diego	



Geography of the United States  
Appendix B: Label Water Features

Appendix B-Student Atlas



Label these Water

Features

Gulf of Mexico  
Chesapeake Bay  
San Francisco Bay  
Puget Sound  
Great Salt Lake  
Niagara Falls

Great Lakes

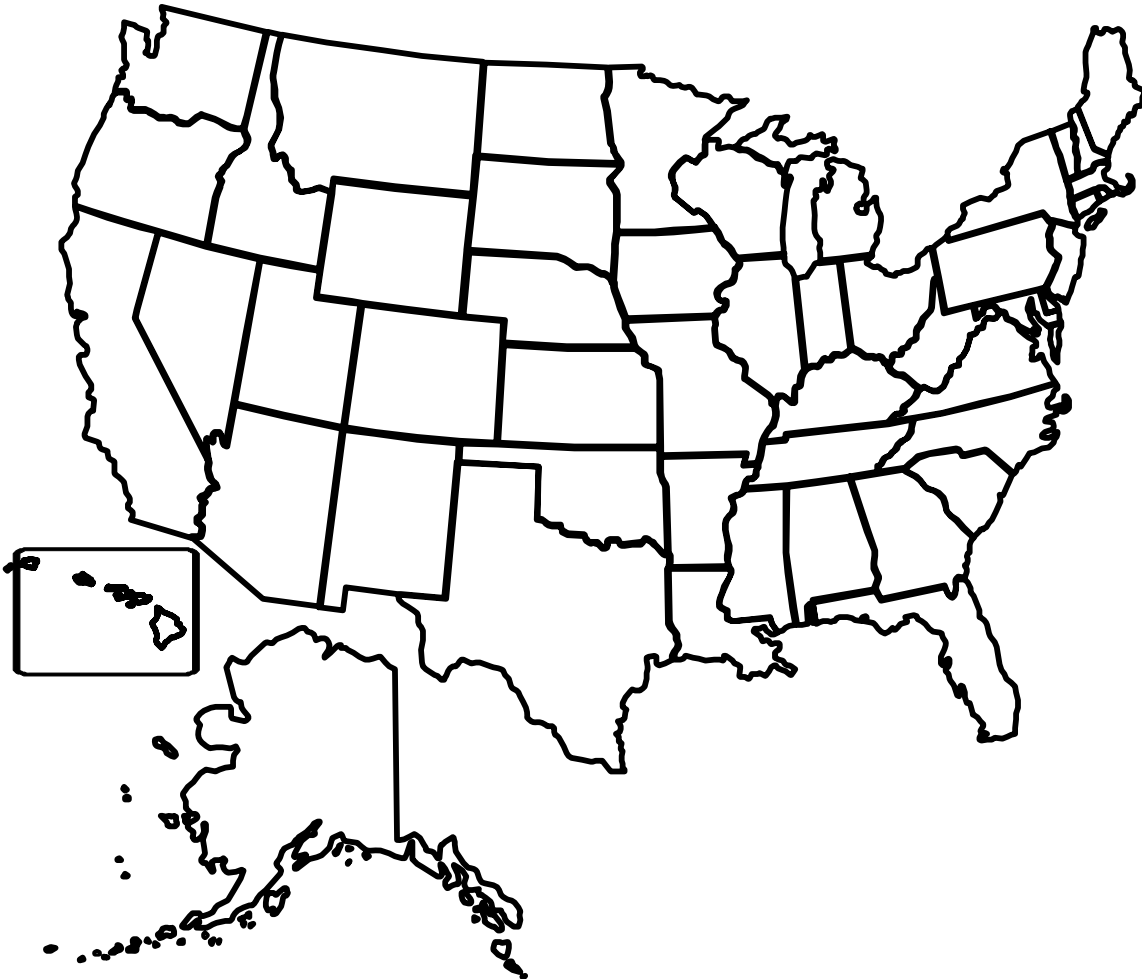
Lake Erie  
Lake Huron  
Lake Michigan  
Lake Ontario  
Lake Superior

Rivers

Mississippi River  
Missouri River  
Ohio River  
Colorado River  
Hudson River  
Columbia River  
Potomac River  
Rio Grande River  
Tennessee River



Geography of the United States  
Appendix B: Label Mountains



Label these Mountains

Rocky Mountains  
Appalachians Mountains  
(Highlands and Piedmont)  
Sierra Nevada  
Cascades  
Adirondack  
Ozarks  
Pacific Coast Ranges  
Intermountain Range and Basin

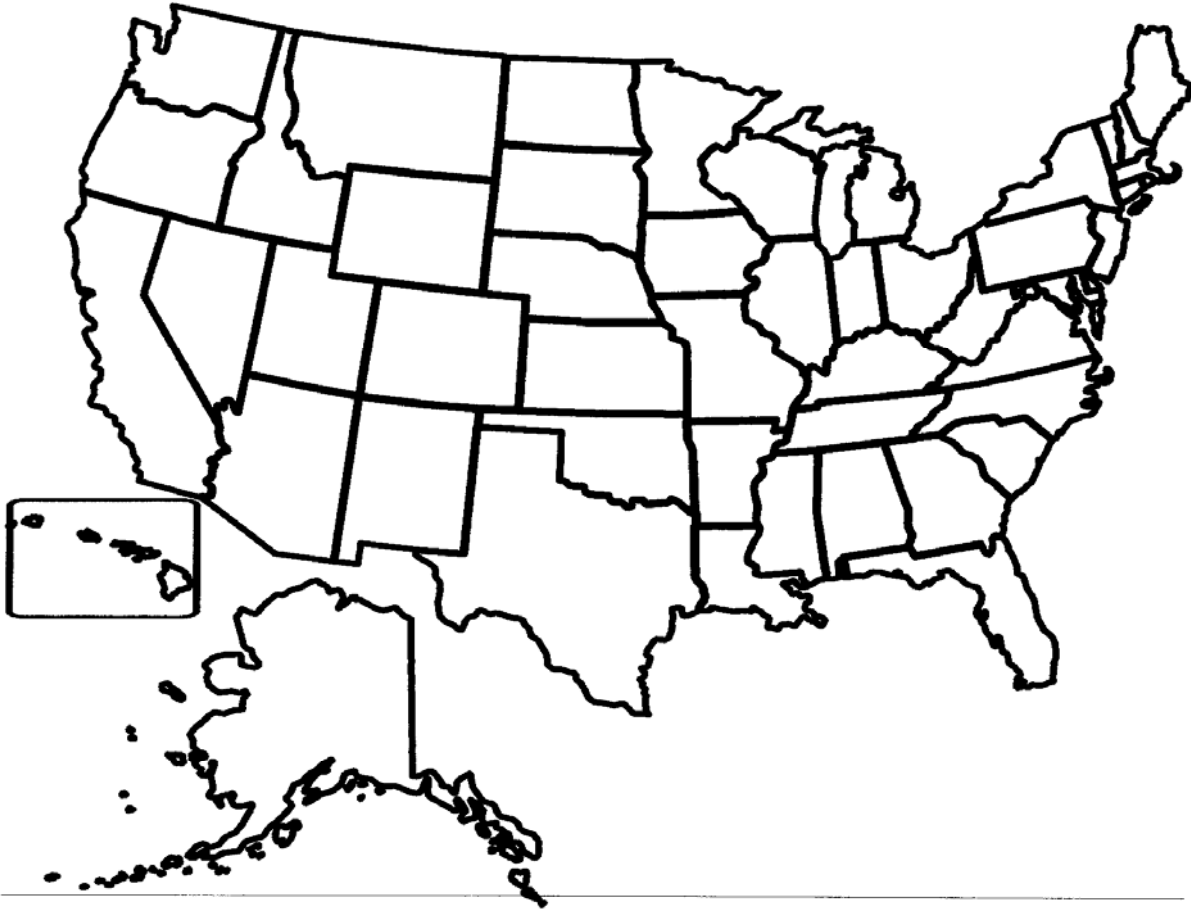
Label these Mountain Peaks

Mt. McKinley  
Mt. Ranier  
Mt. Whitney



Geography of the United States  
Appendix B: Label symbols

Appendix B-Student Atlas



Label the following

Coal

Oil

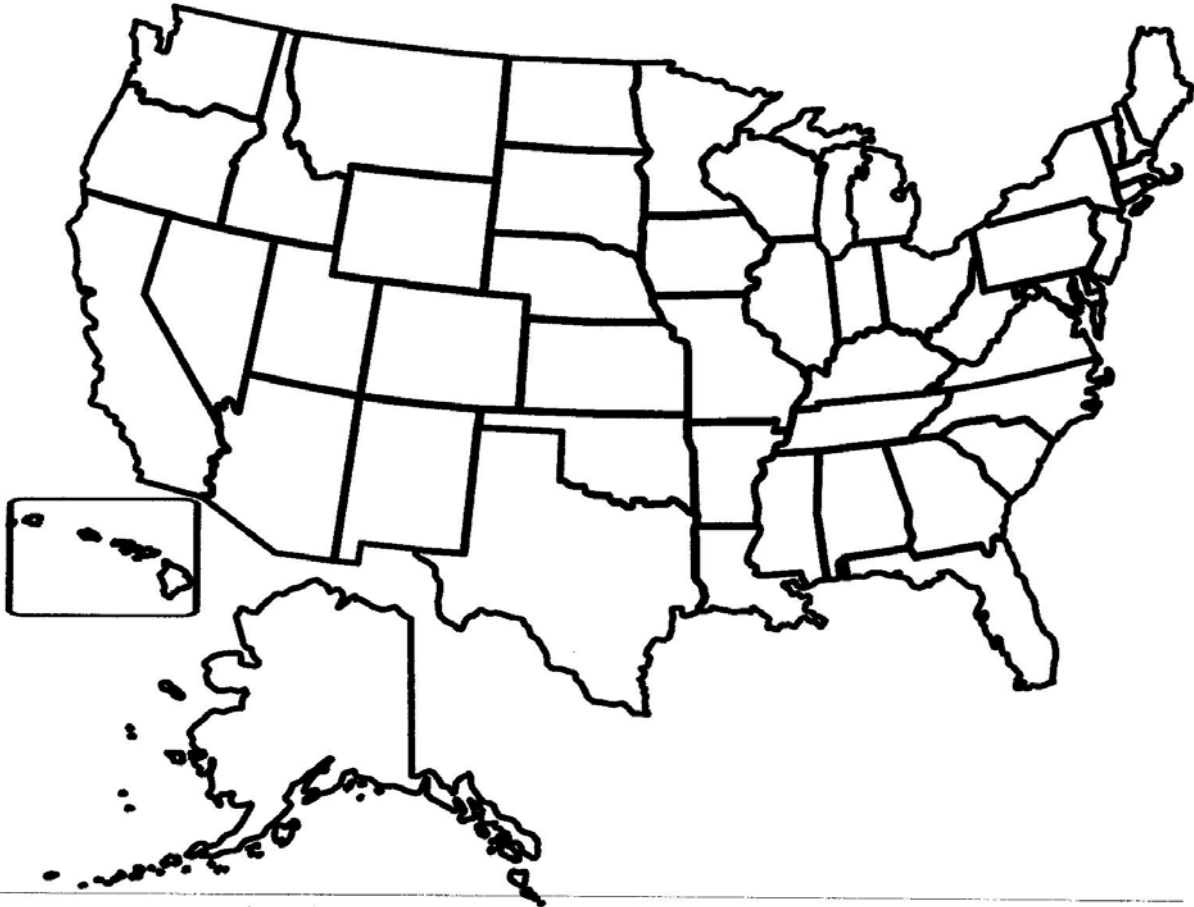
Natural Gas Deposits

Symbol



Geography of the United States  
Appendix B: Label Agriculture Symbols

Appendix B-Student Atlas



Label the following      symbol

Forest



Grazing



Corn and Wheat



Cotton



Tropics



Industrial



Dairy

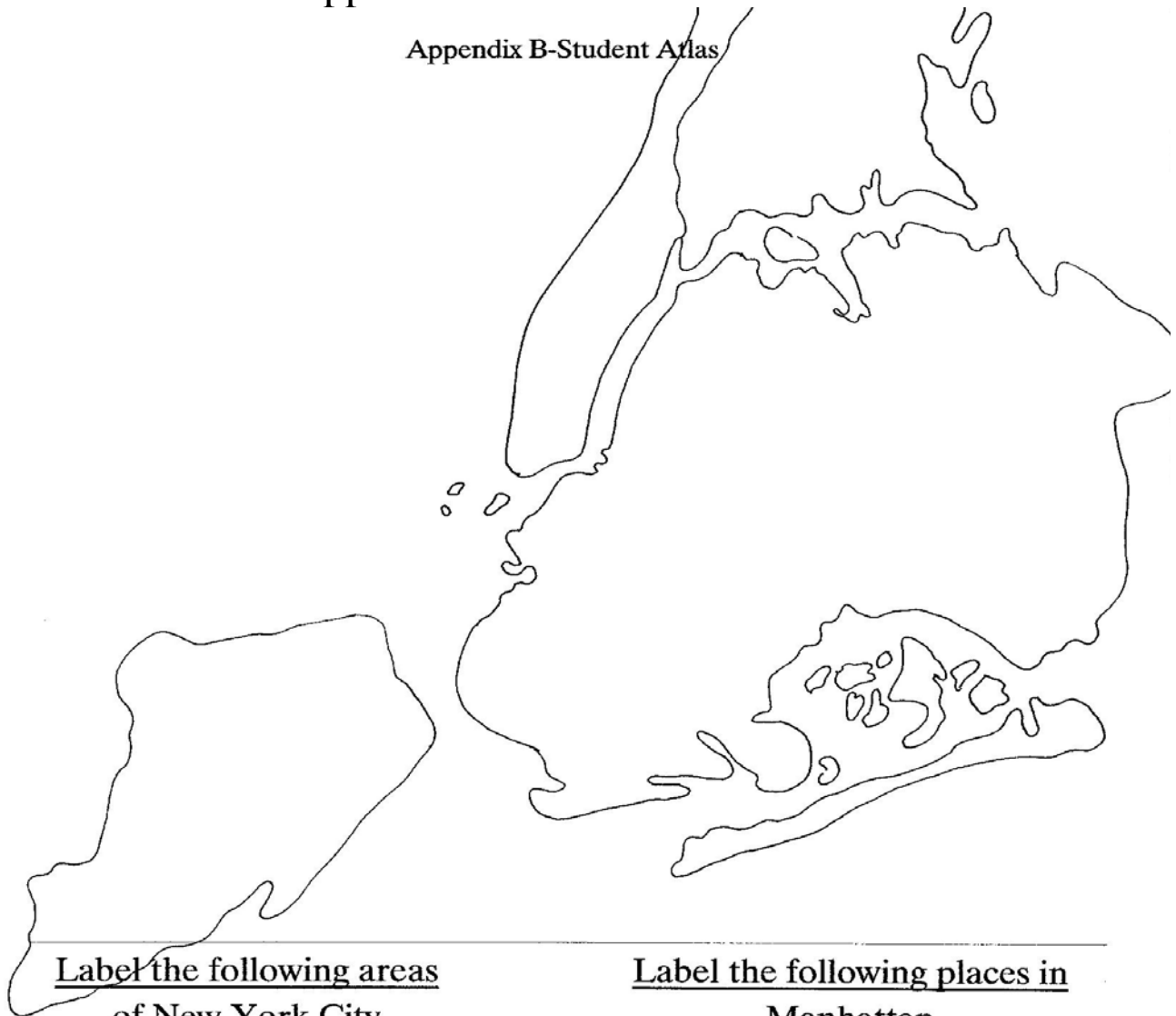


10

# Geography of the United States

## Appendix B: Label New York

Appendix B-Student Atlas



Label the following areas  
of New York City

Bronx            Queens  
Brooklyn        Staten Island  
Manhattan

Label the following places in  
Manhattan

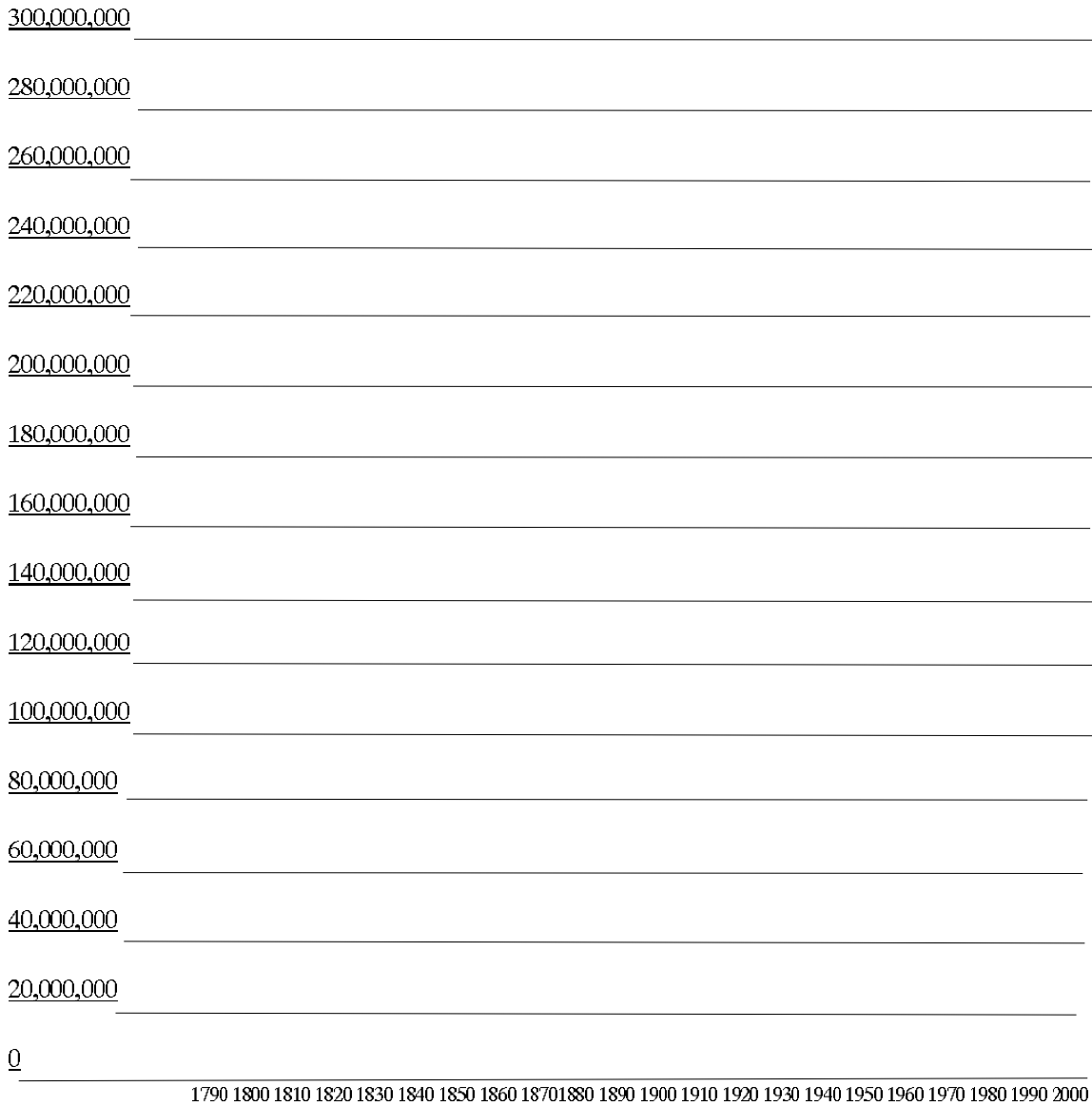
Harlem            Broadway  
Central Park      Times Square  
Greenwich Village

Describe the following streets in Manhattan:

Fifth Avenue-  
Madison Avenue-  
Park Avenue-  
Wall Street-

11

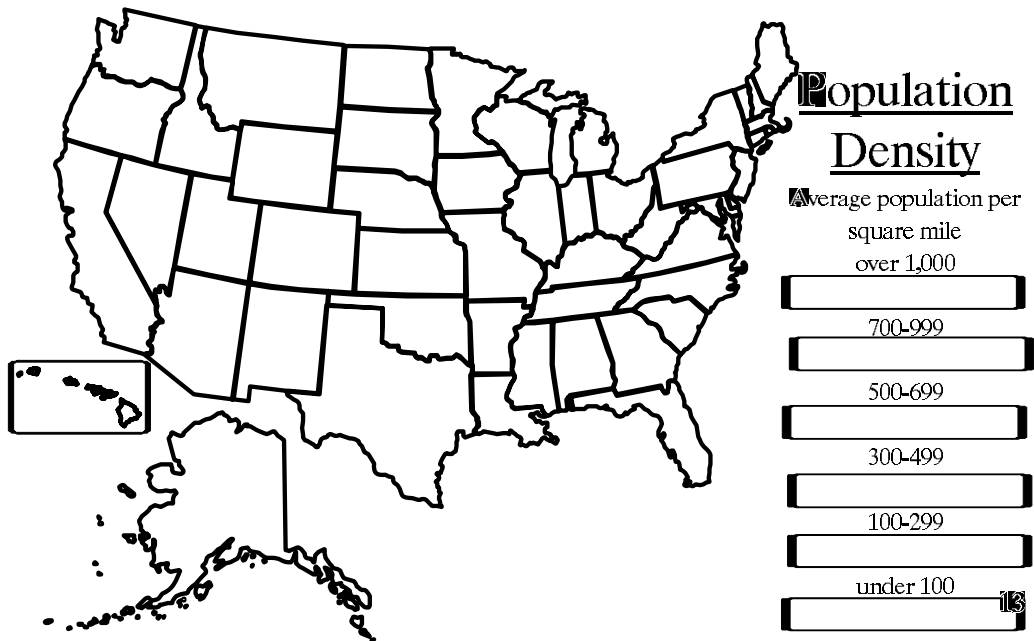
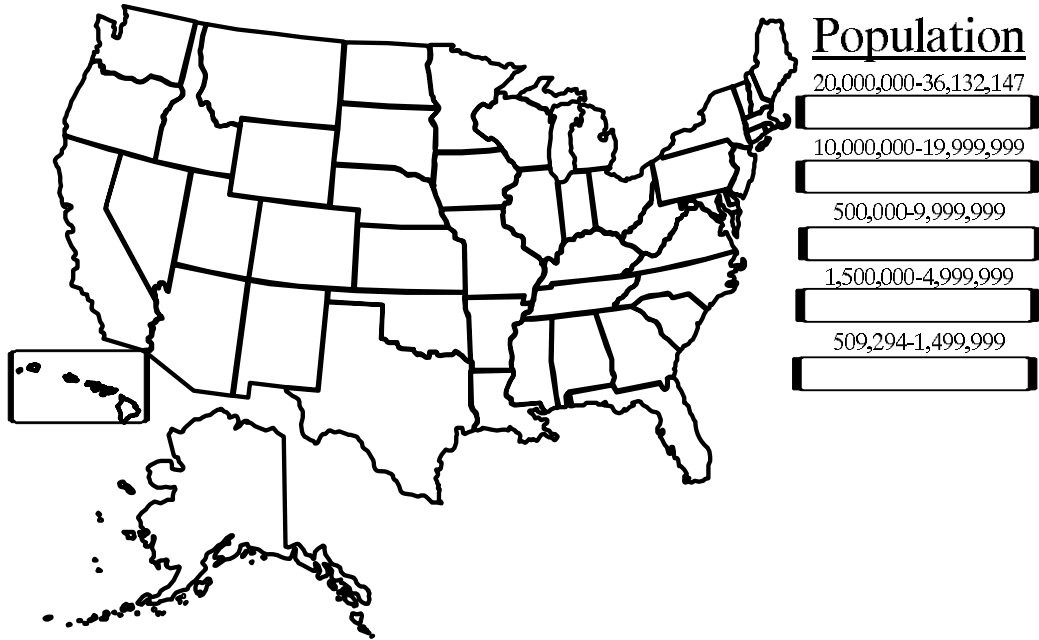
Geography of the United States  
Appendix B: Population  
**Population of the USA**  
**From 1790-2000**



# Geography of the United States

## Appendix B: Population Density

### Appendix B - Student Atlas



# Geography of the United States

## Appendix B: Glossary

### Glossary

---

Adirondack Mountains  
Appalachian Mountains  
Arctic Coastal Plains  
Atlantic Coastal Plains  
Bible Belt  
Broadway  
Brooklyn  
Bronx  
California Aqueduct System  
Capitals  
Cascade Mountains  
Central Park  
Cities  
Chesapeake Bay  
Coal  
Colombia River  
Colorado River  
Commonwealths  
Corn  
Corn Belt  
Cotton  
Dairy  
Death Valley  
Fifth Avenue  
Forest  
Grand Canyon  
Grazing  
Great Plains  
Great Salt Lake  
Greenwich Village



# Geography of the United States

## Appendix B: Glossary 2

# Glossary

---

### **G**

Gulf of Mexico  
Gulf Coastal Plains  
Harlem  
Hudson River  
Industrial  
Intermountain Basin  
Intermountain Range  
Lake Erie  
Lake Huron  
Lake Michigan  
Lake Ontario  
Lake Superior  
Madison Avenue  
Manhattan  
Mason-Dixon Line  
Mid-Atlantic Region  
Midwest Lowlands  
Middle West Region  
Mississippi River  
Missouri River  
Mojave Desert  
Mountain States Region  
Mt. McKinley  
Mt. Ranier  
Mt. Whitney  
Natural Gas Deposits  
Niagara Falls  
New England Region



Geography of the United States  
Appendix B: Glossary 3

# Glossary

---

Oil  
Ohio River  
Ozarks  
Pacific Coast Ranges  
Park Avenue  
Population  
Population Density  
Potomac River  
Puerto Rico  
Puget Sound  
Queens  
Rio Grande River  
Rocky Mountains  
Rust Belt  
San Andreas Fault  
San Francisco Bay  
Sierra Nevada Mountains  
Southern Region  
Southwest Region  
Staten Island  
States  
Sun Belt  
Tennessee River  
Times Square  
Tropics  
Virgin Islands  
Wall Street  
West Coast Region  
Wheat

# Geography of the United States

## Appendix B: Index

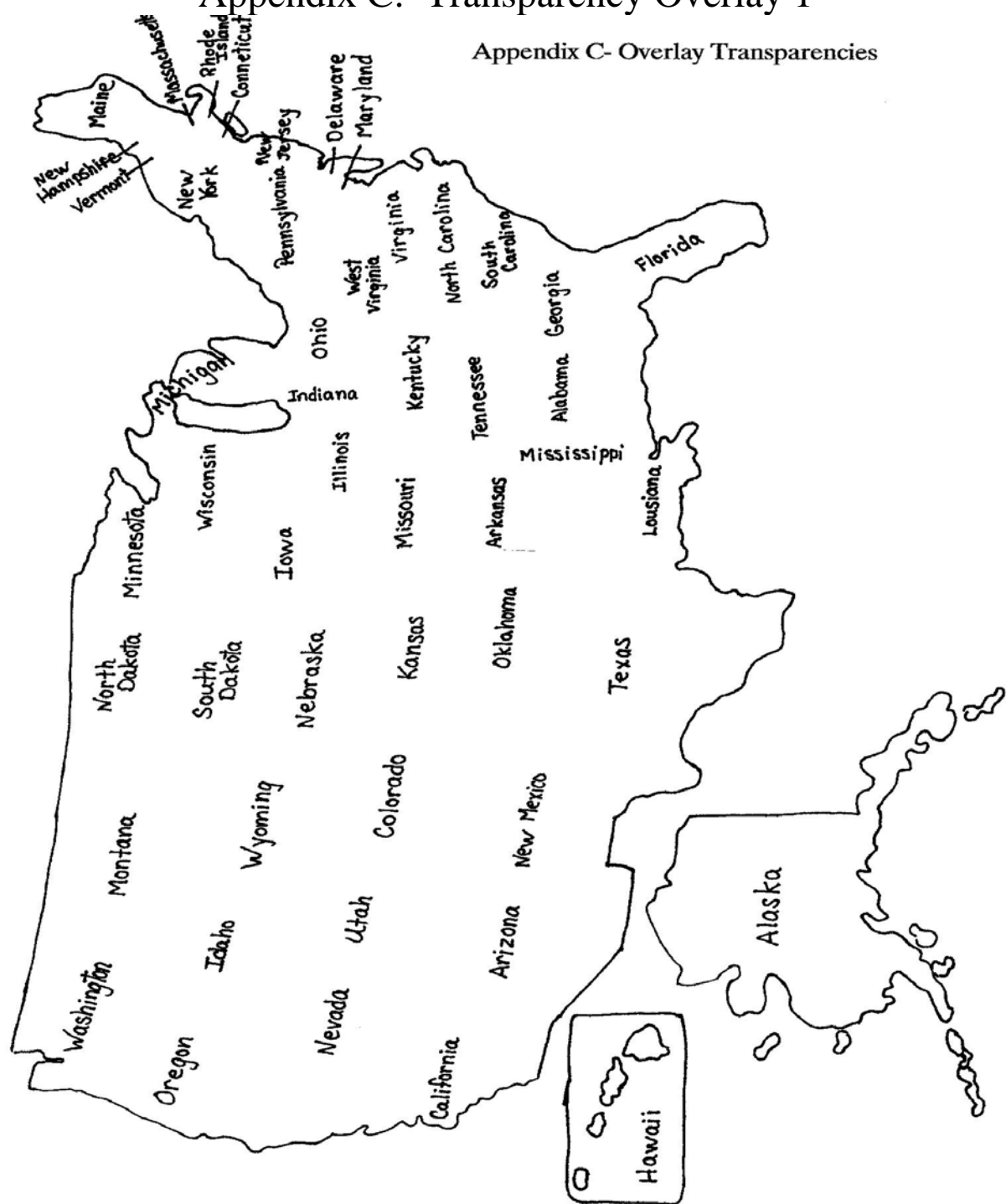
# Index

Term	Page	Term	Page	Term	Page
Adirondack Mountains		Guam		Oil	
Appalachian Mountains		Gulf of Mexico		Ohio River	
Arctic Coastal Plains		Gulf Coastal Plains		Ozarks	
Atlantic Coastal Plains		Harden		Pacific Coast Ranges	
Bible Belt		Hudson River		Park Avenue	
Broadway		Industrial		Population	
Brooklyn		Intermountain Basin		Population Density	
Bronx		Intermountain Range		Potomac River	
California Aqueduct System		Lake Erie		Puerto Rico	
Capitals		Lake Huron		Puget Sound	
Cascade Mountains		Lake Michigan		Queens	
Central Park		Lake Ontario		Rio Grande River	
Cities		Lake Superior		Rocky Mountains	
Chesapeake Bay		Madison Avenue		Rust Belt	
Coal		Manhattan		San Andreas Fault	
Columbia River		Mason-Dixon Line		San Francisco Bay	
Colorado River		Mid-Atlantic Region		Sierra Nevada Mountains	
Commonwealths		Midwest Lowlands		Southern Region	
Corn		Middle West Region		Southwest Region	
Corn Belt		Mississippi River		Staten Island	
Cotton		Missouri River		States	
Dairy		Mojave Desert		Sun Belt	
Death Valley		Mountain States Region		Tennessee River	
Fifth Avenue		Mt. McKinley		Times Square	
Forest		Mt. Ranier		Tropics	
Grand Canyon		Mt. Whitney		Virgin Islands	
Grazing		Natural Gas Deposits		Wall Street	
Great Plains		Niagara Falls		West Coast Region	
Great Salt Lake		New England Region		Wheat	
Greenwich Village					

# Geography of the United States

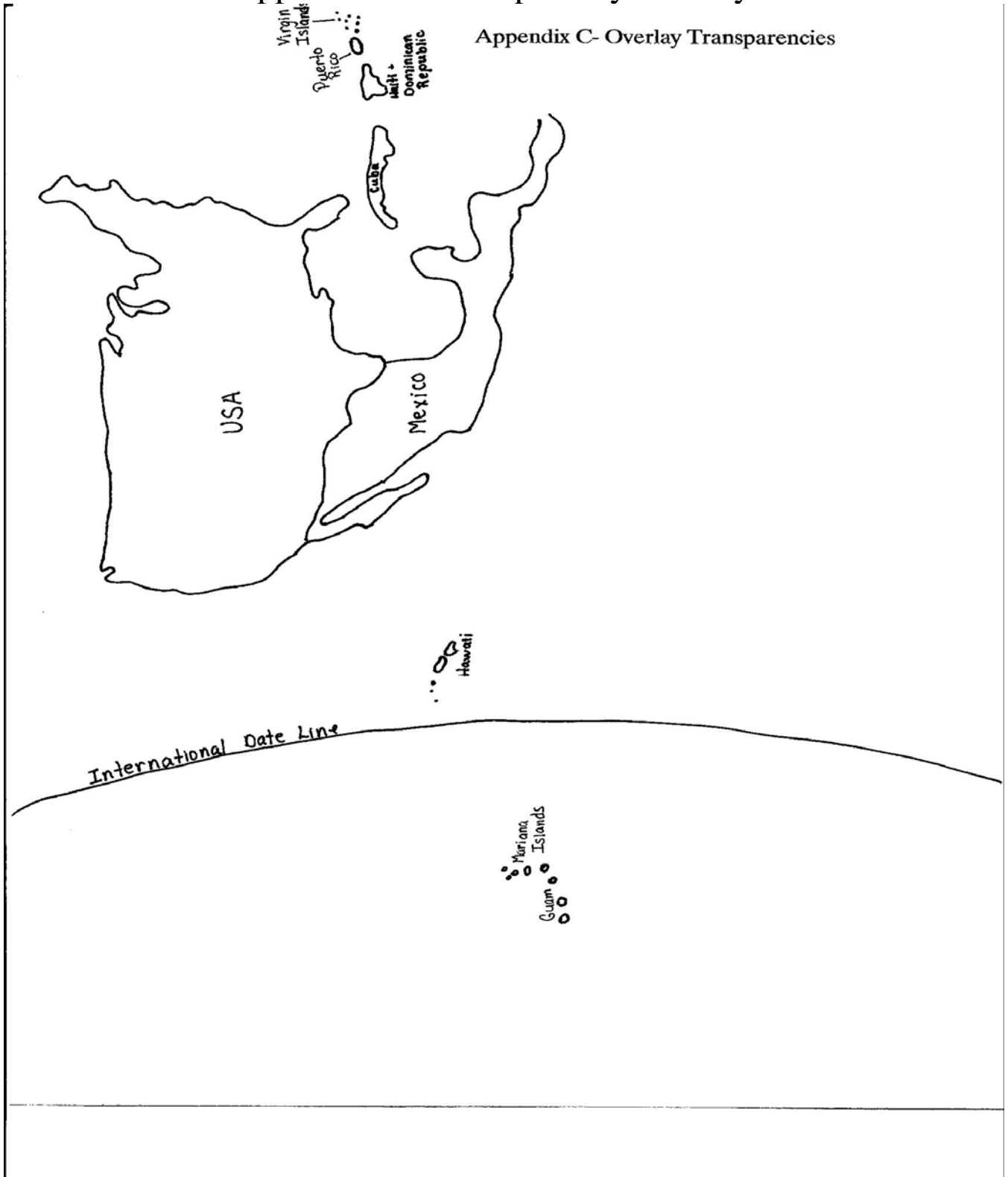
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Appendix C- Overlay Transparencies



# Geography of the United States

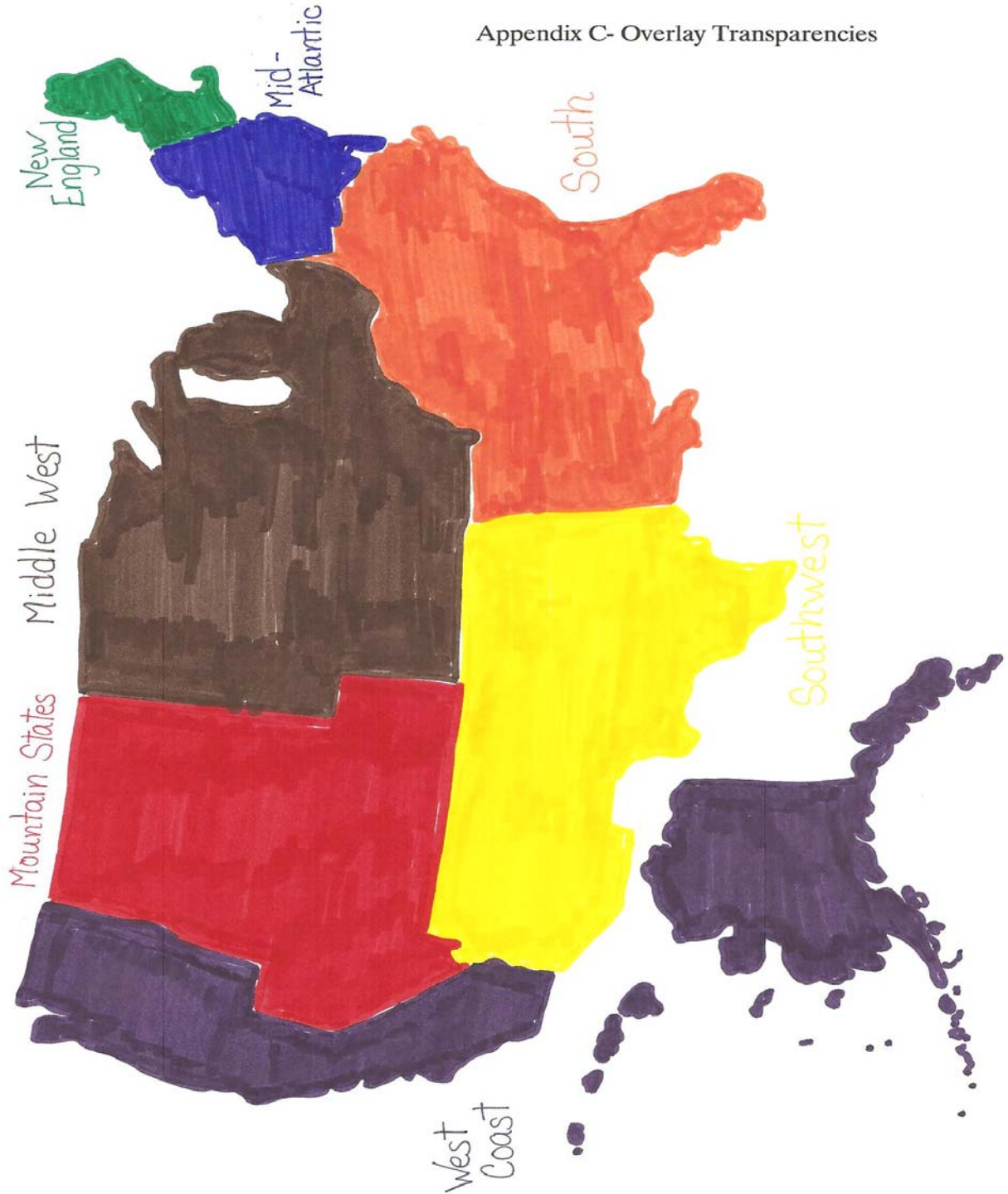
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# Geography of the United States

## Appendix C: Transparency Overlay 3

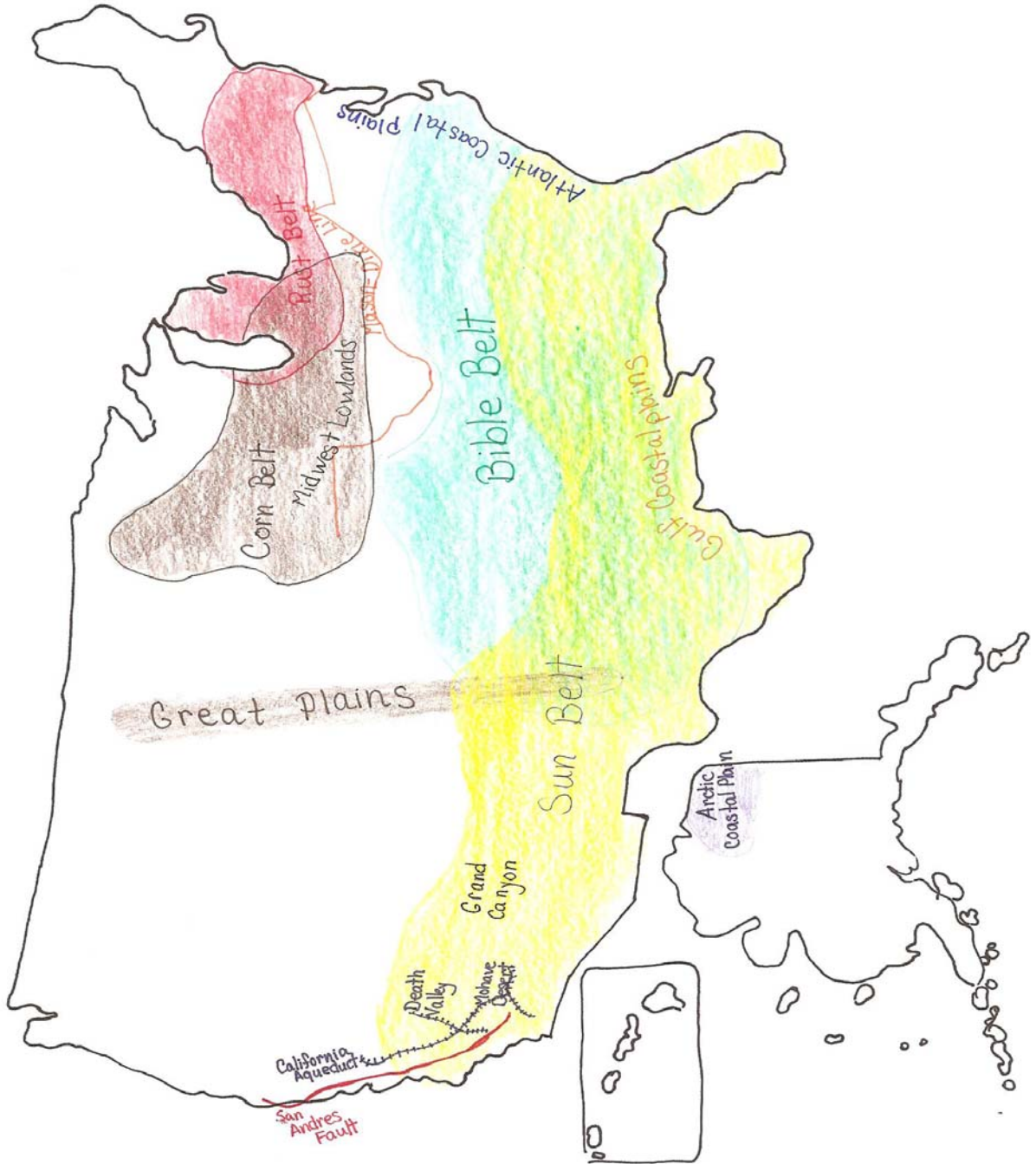
Appendix C- Overlay Transparencies



# Geography of the United States

## Appendix C: Transparency Overlay 4

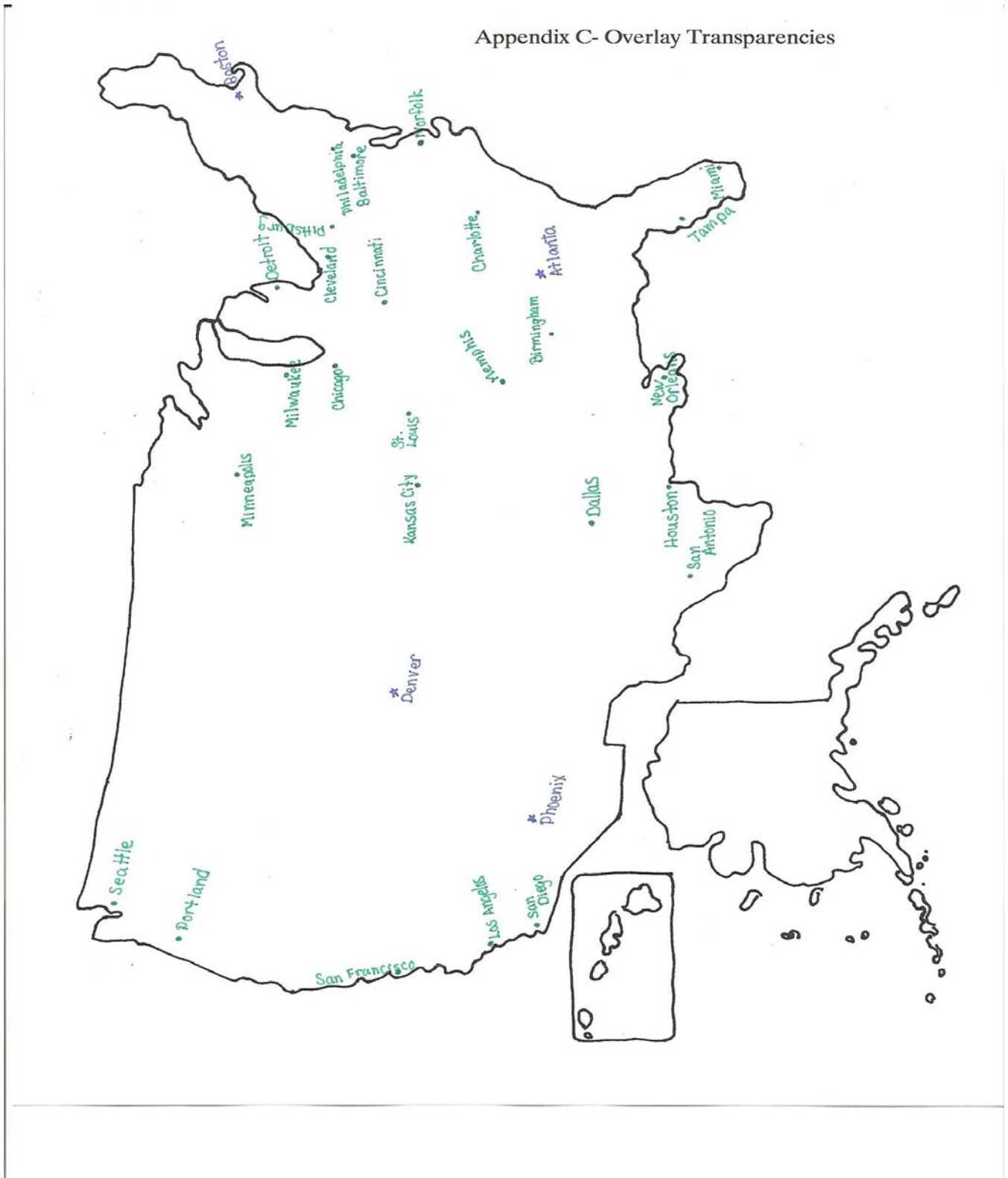
Appendix C- Overlay Transparencies





# Geography of the United States

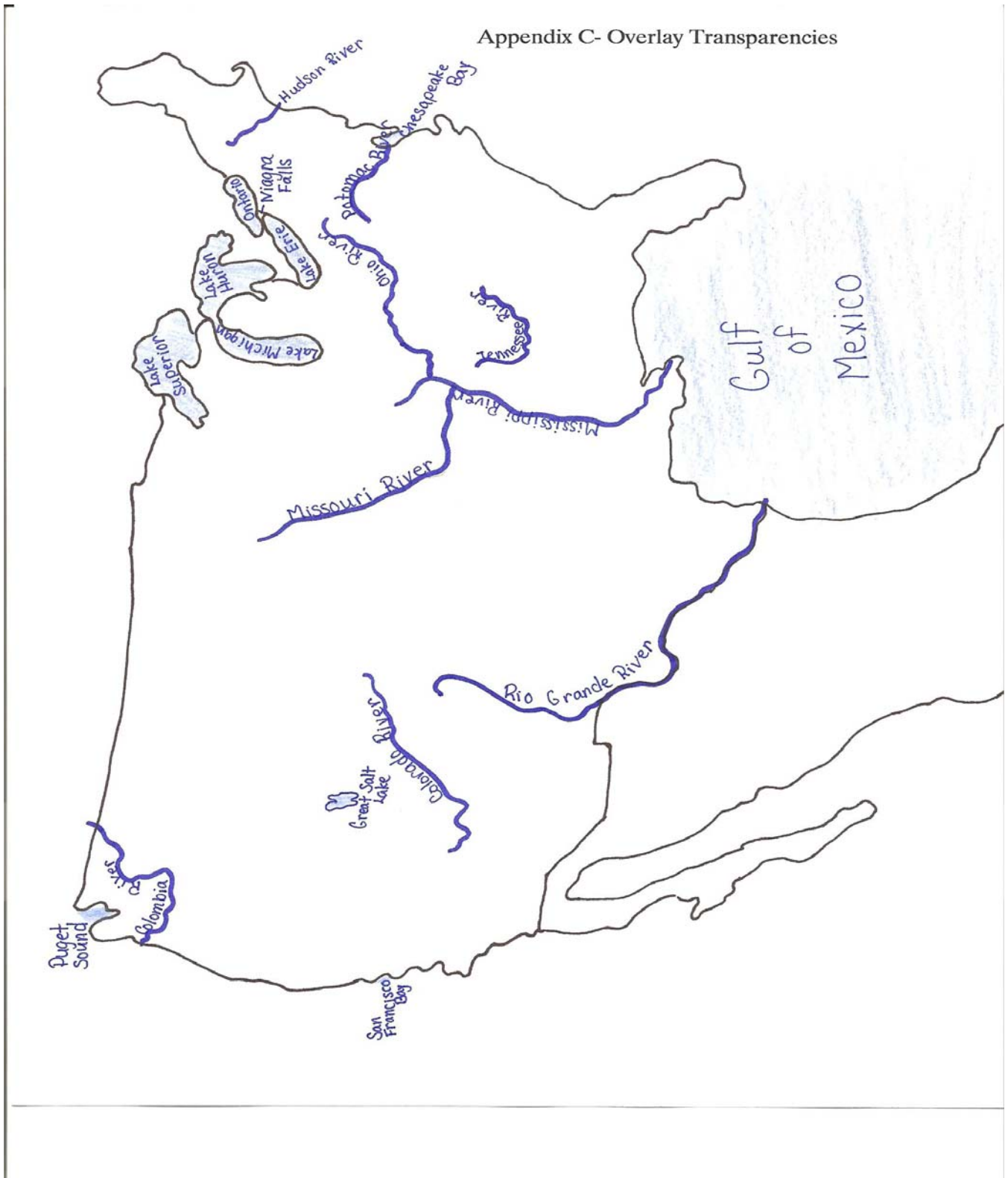
## Appendix C: Transparency Overlay 6





# Geography of the United States

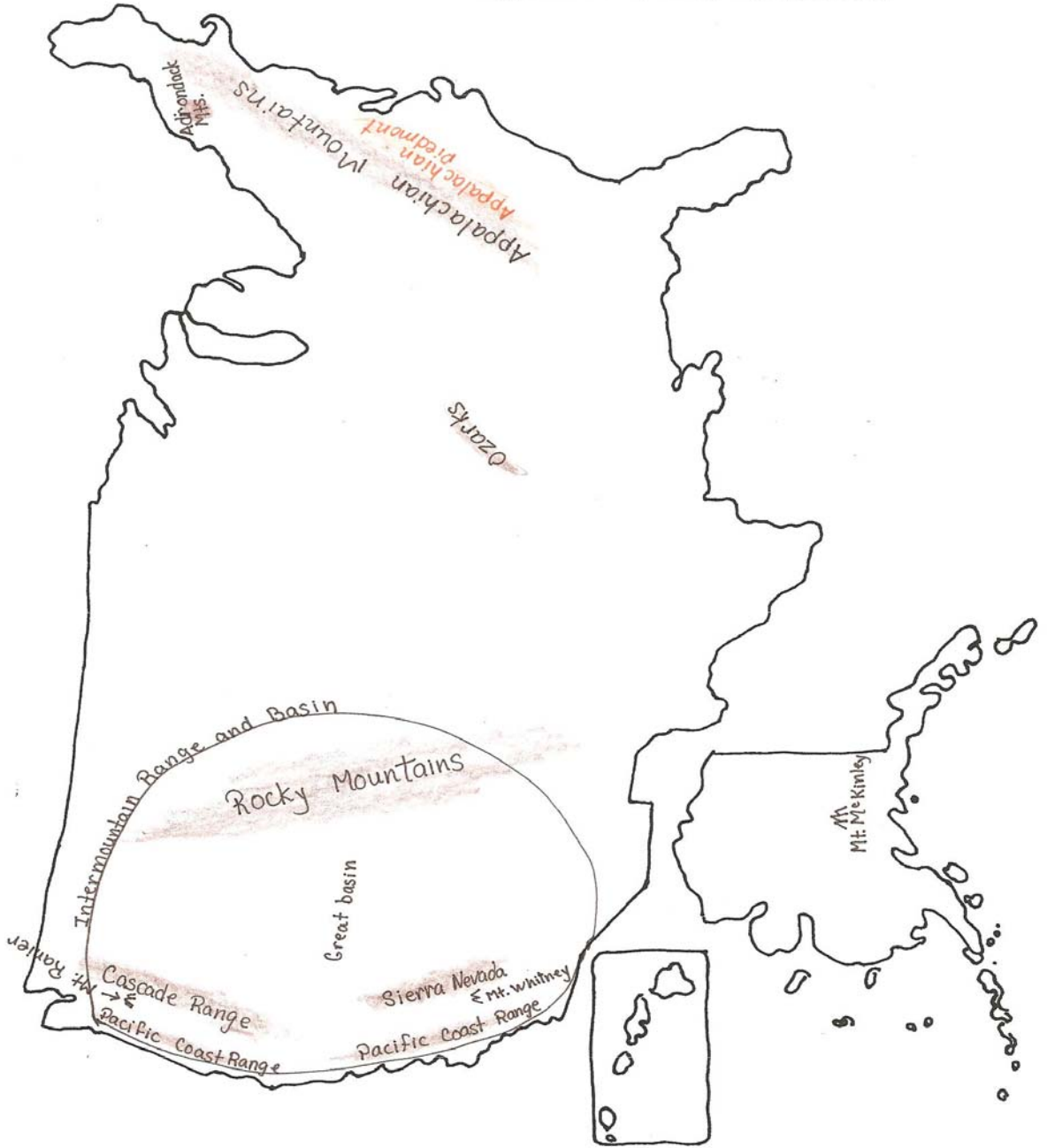
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# Geography of the United States

## Appendix C: Transparency Overlay 8

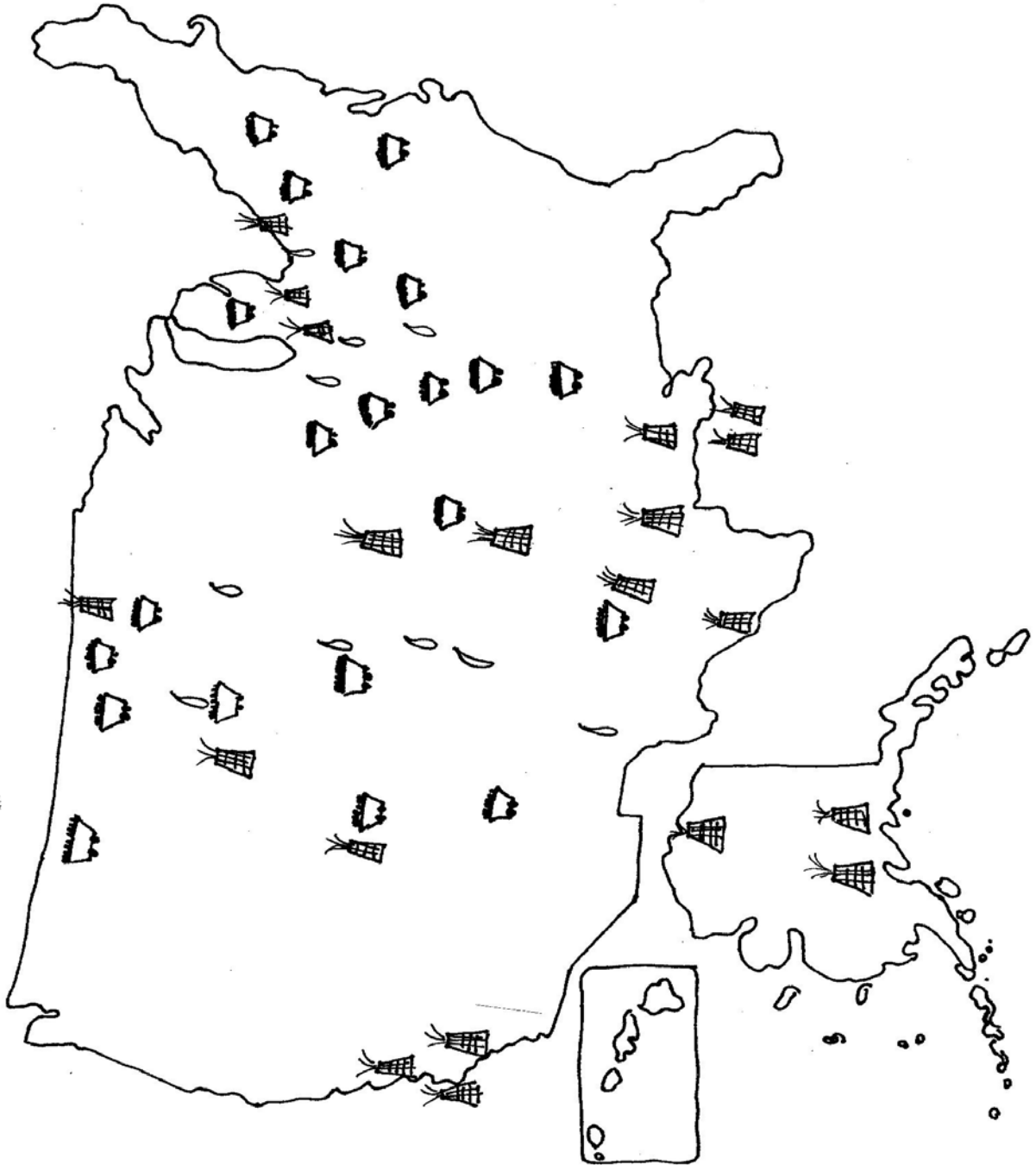
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# Geography of the United States

## Appendix C: Transparency Overlay 9

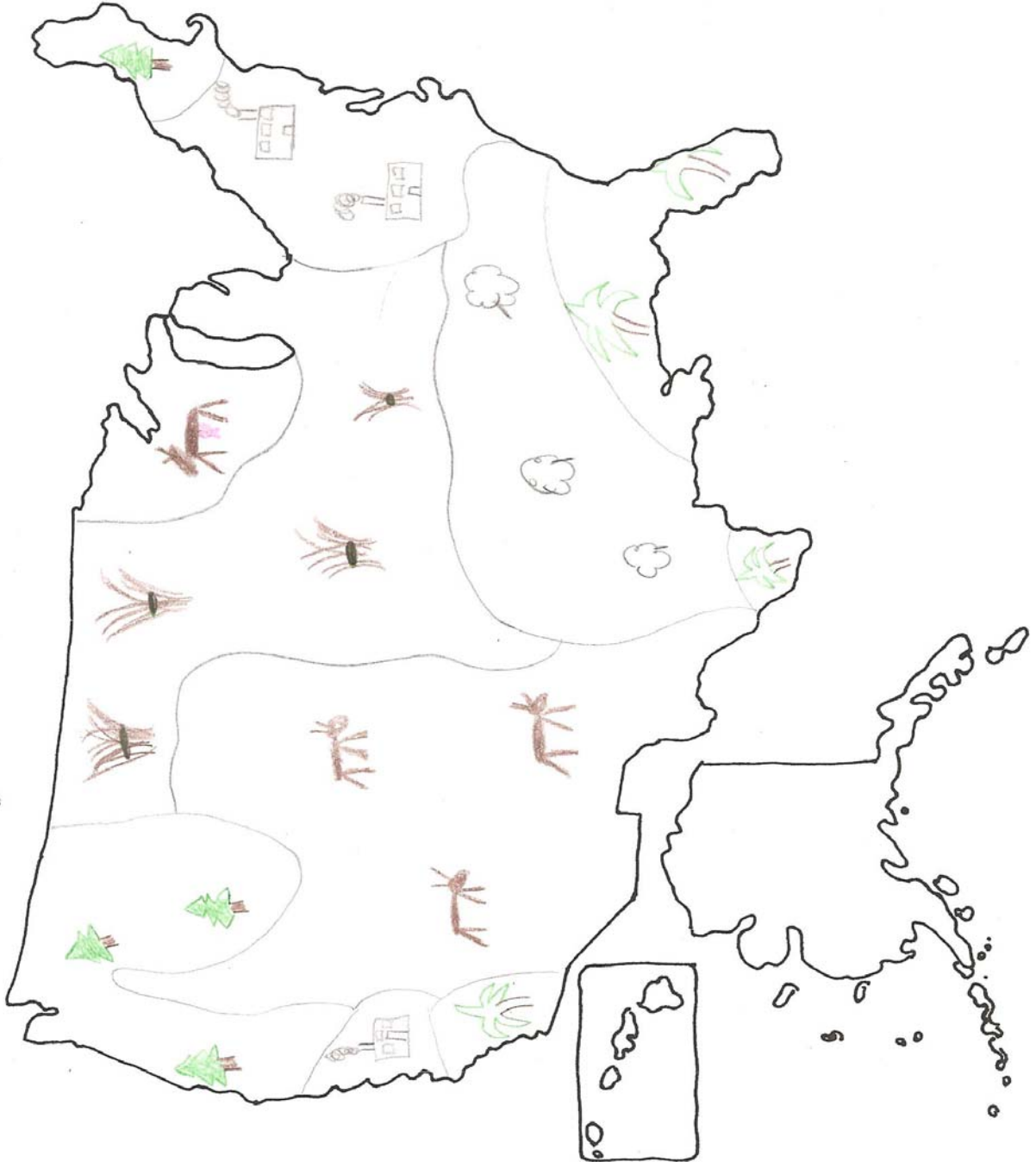
Appendix C- Overlay Transparencies



# Geography of the United States

## Appendix C: Transparency Overlay 10

Appendix C- Overlay Transparencies



# Geography of the United States

## Appendix C: Transparency Overlay 11

Appendix C- Overlay Transparencies



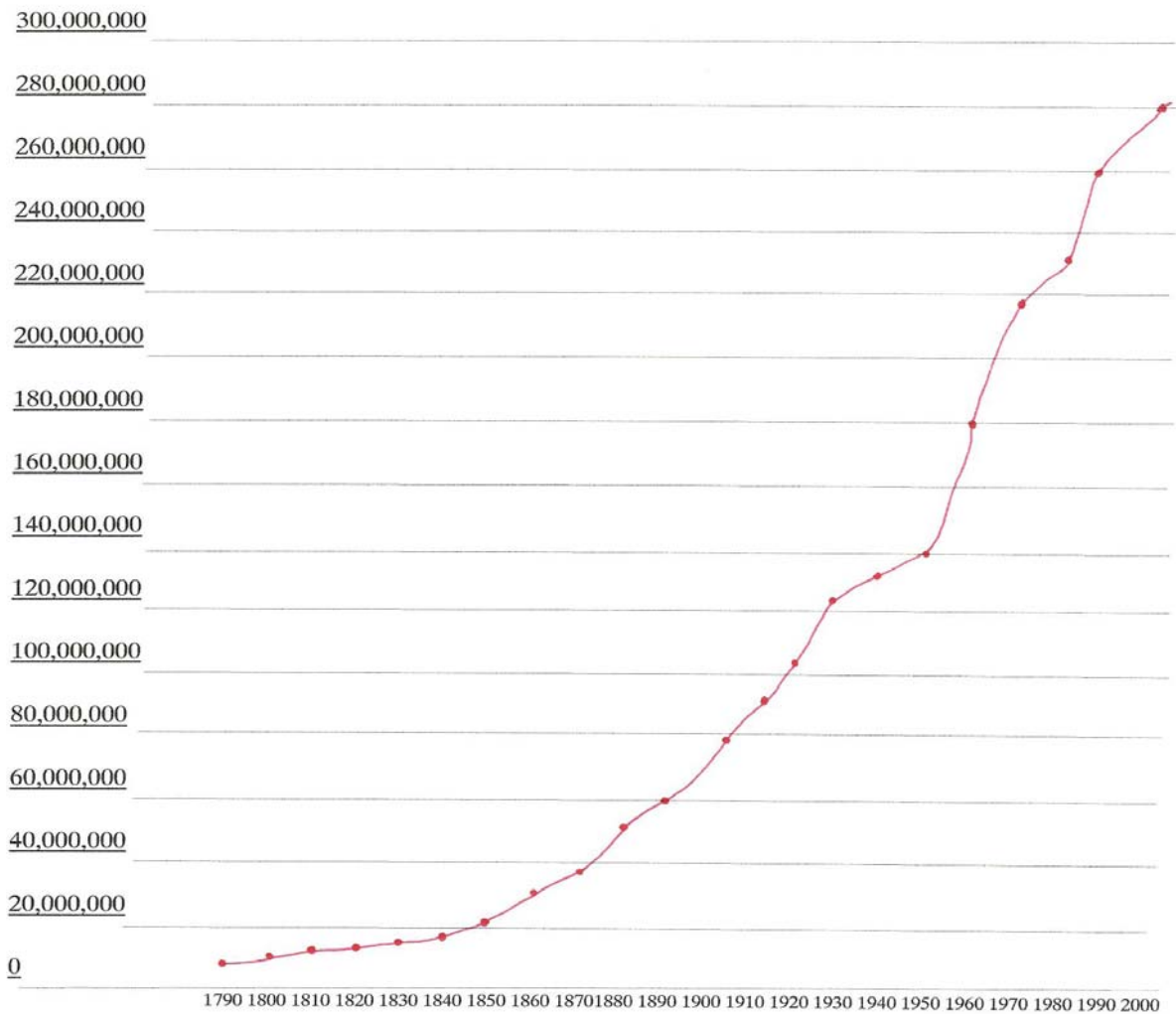
# Geography of the United States

## Appendix C: Transparency Overlay 12

Appendix C- Overlay Transparencies

# Population of the USA

## From 1790-2000

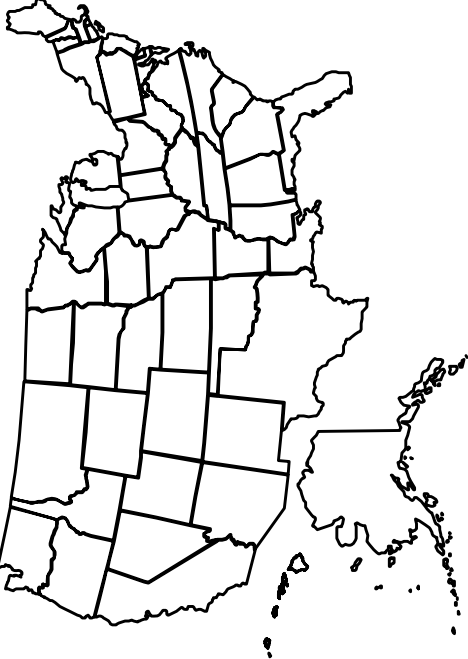


# Geography of the United States

## Appendix D: Student Tracker

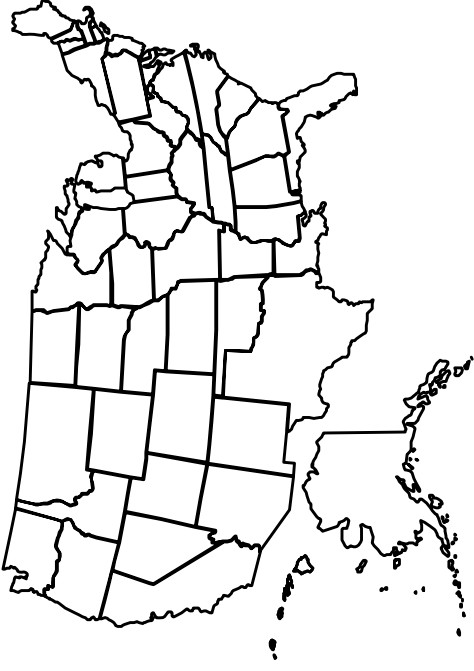
Name \_\_\_\_\_

Color the states in when you pass them off on the pretest



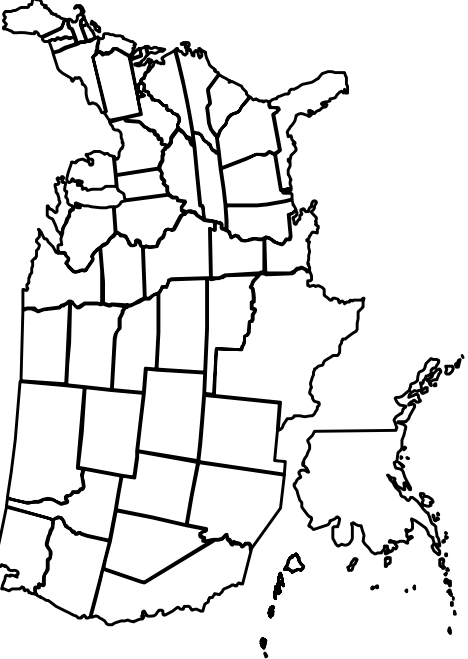
Name \_\_\_\_\_

Color the states in when you pass them off on the pretest



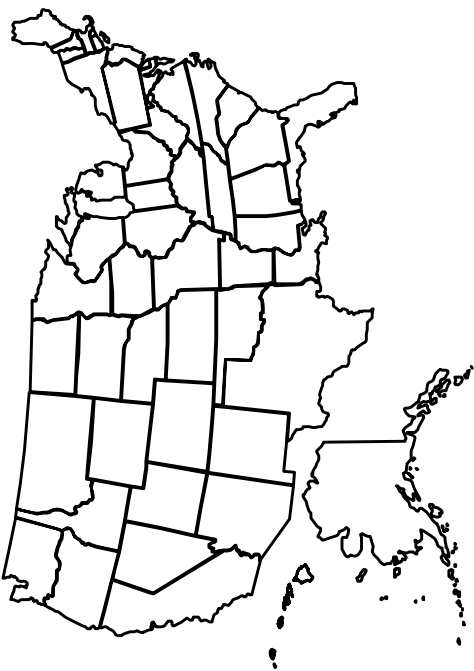
Name \_\_\_\_\_

Color the states in when you pass them off on the pretest



Name \_\_\_\_\_

Color the states in when you pass them off on the pretest



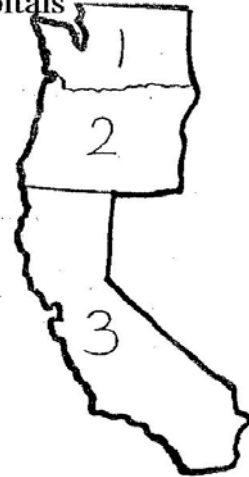
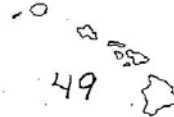
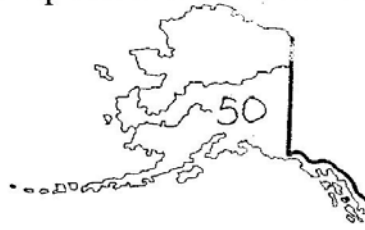
# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student pretest for States and Capitals

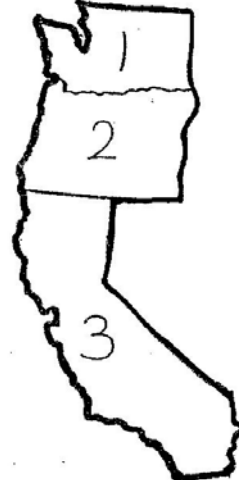
Pacific States

- 1.
- 2.
- 3.
- 49.
- 50.



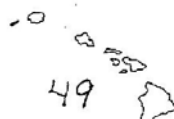
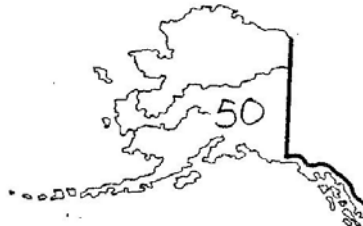
Pacific States

- 1.
- 2.
- 3.
- 49.
- 50.



Pacific States

- 1.
- 2.
- 3.
- 49.
- 50.





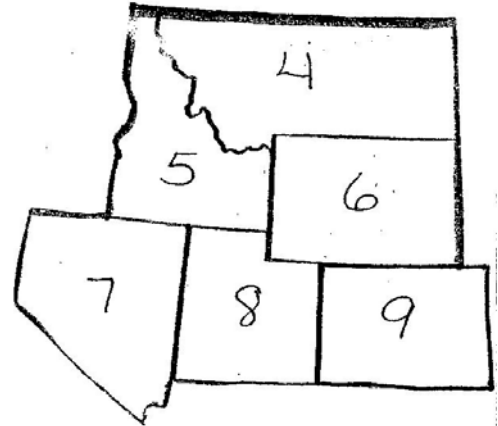
# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student pretest for States and Capitals

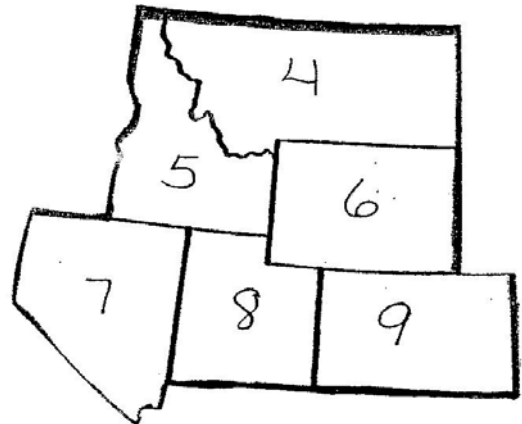
Mountain States

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



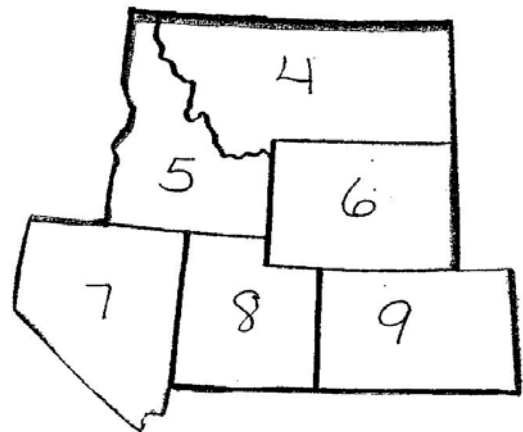
Mountain States

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



Mountain States

- 4.
- 5.
- 6.
- 7.
- 8.
- 9.



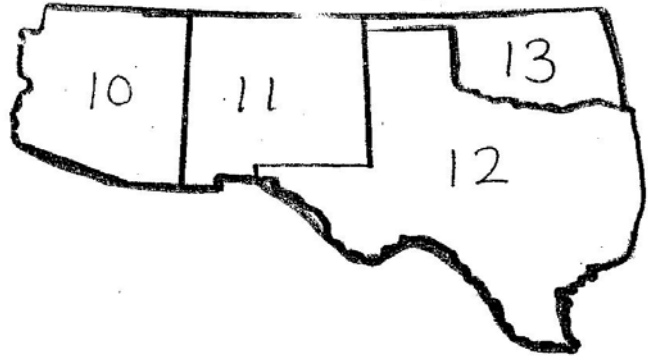
# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student pretest for States and Capitals

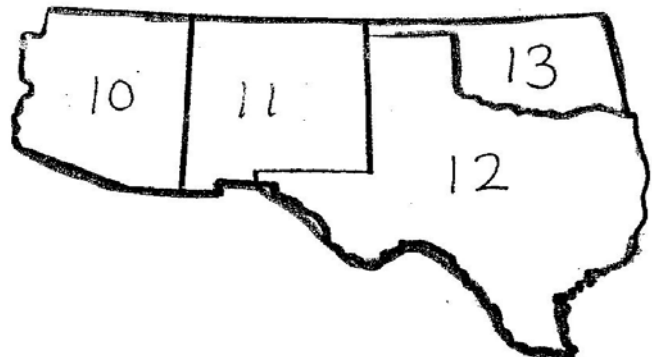
Southwest States

- 10.
- 11.
- 12.
- 13.



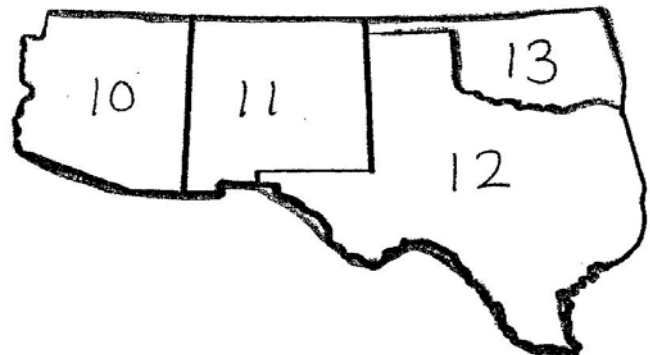
Southwest States

- 10.
- 11.
- 12.
- 13.



Southwest States

- 10.
- 11.
- 12.
- 13.



# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student pretest for States and Capitals

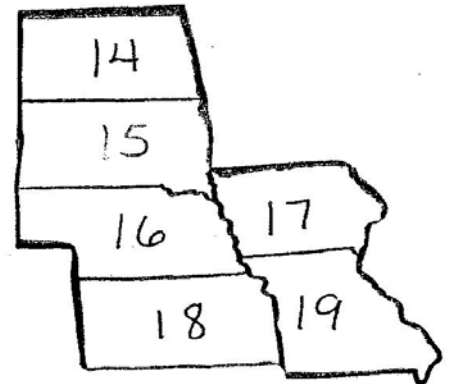
Plains States

- 14.
- 15.
- 16.
- 17.
- 18.
- 19.



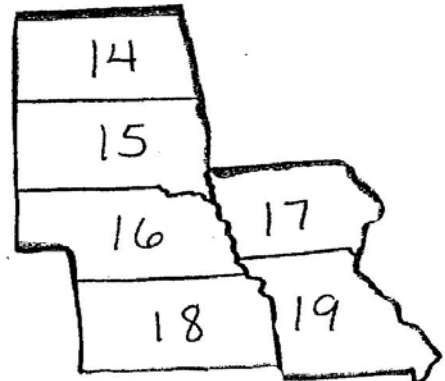
Plains States

- 14.
- 15.
- 16.
- 17.
- 18.
- 19.



Plains States

- 14.
- 15.
- 16.
- 17.
- 18.
- 19.



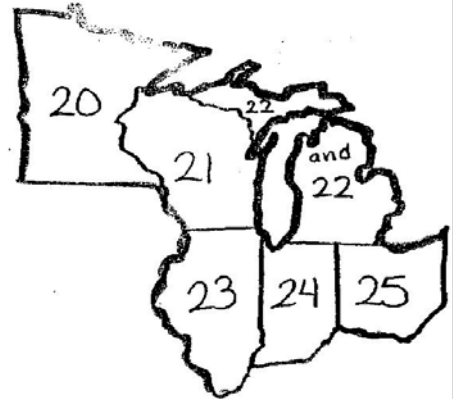
# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student pretest for States and Capitals

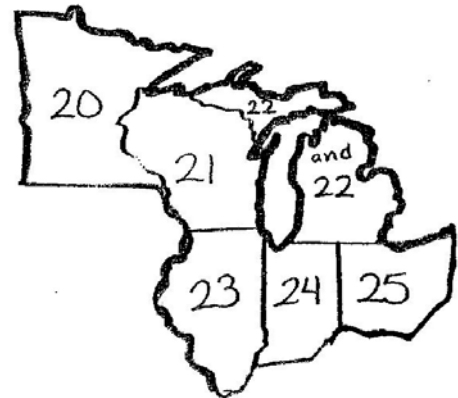
Great Lake States

- 20.
- 21.
- 22.
- 23.
- 24.
- 25.



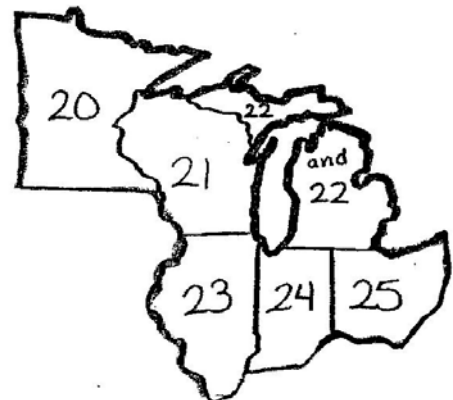
Great Lake States

- 20.
- 21.
- 22.
- 23.
- 24.
- 25.



Great Lake States

- 20.
- 21.
- 22.
- 23.
- 24.
- 25.



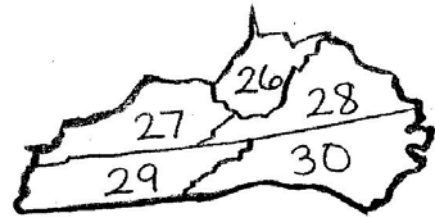
# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student pretest for States and Capitals

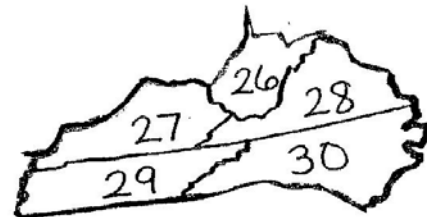
Southeast States

- 26.
- 27.
- 28.
- 29.
- 30.



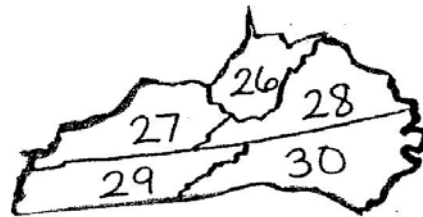
Southeast States

- 26.
- 27.
- 28.
- 29.
- 30.



Southeast States

- 26.
- 27.
- 28.
- 29.
- 30.



# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student pretest for States and Capitals

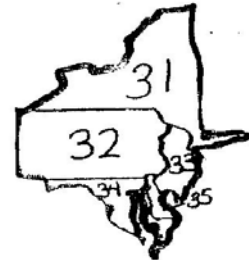
Middle Atlantic States

- 31.
- 32.
- 33.
- 34.
- 35.



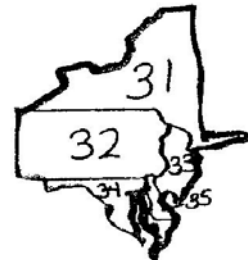
Middle Atlantic States

- 31.
- 32.
- 33.
- 34.
- 35.



Middle Atlantic States

- 31.
- 32.
- 33.
- 34.
- 35.



# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student pretest for States and Capitals

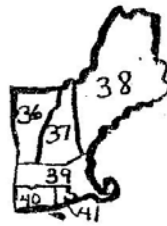
New England States

- 36.
- 37.
- 38.
- 39.
- 40.
- 41.



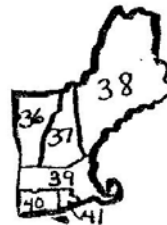
New England States

- 36.
- 37.
- 38.
- 39.
- 40.
- 41.



New England States

- 36.
- 37.
- 38.
- 39.
- 40.
- 41.



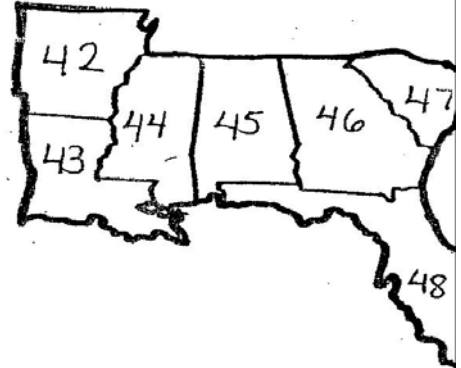
# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student pretest for States and Capitals

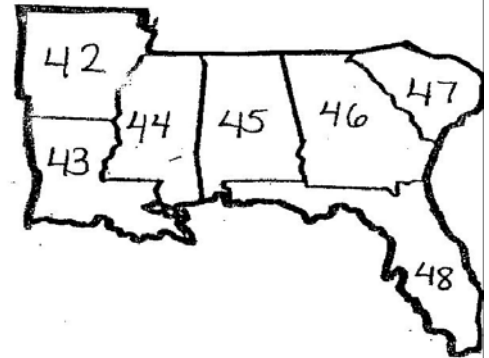
Southern States

- 42.
- 43.
- 44.
- 45.
- 46.
- 47.
- 48.



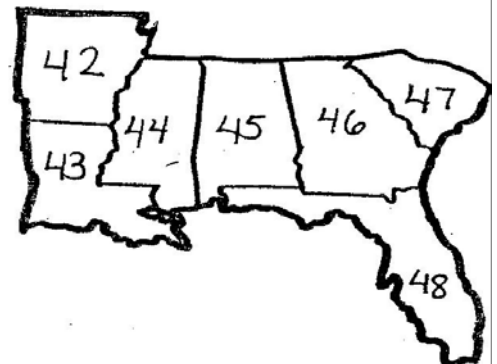
Southern States

- 42.
- 43.
- 44.
- 45.
- 46.
- 47.
- 48.



Southern States

- 42.
- 43.
- 44.
- 45.
- 46.
- 47.
- 48.

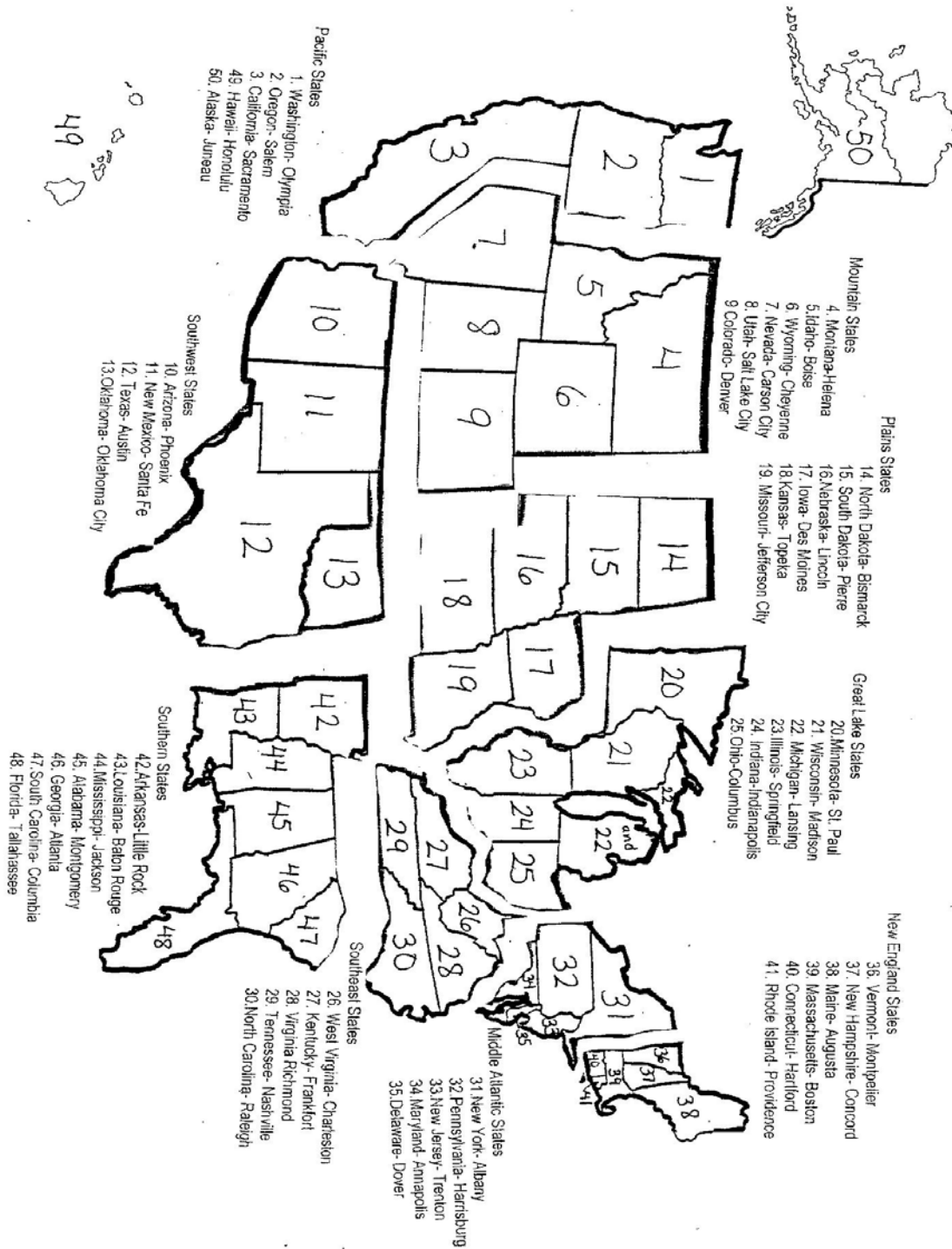




# Geography of the United States

## Appendix D: Student Pre-test

### Appendix D- Student study guide to pretest for States and Capitals



# Geography of the United States

## Appendix D: Student Answer Key

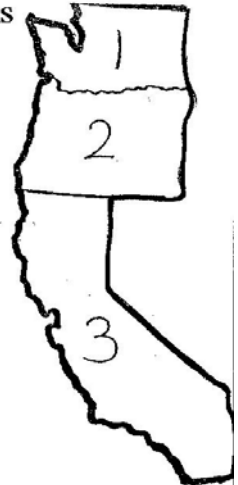
### Appendix D- Answer key to pretest for States and Capitals

#### Pacific States

1. Washington- Olympia
2. Oregon- Salem
3. California- Sacramento
49. Hawaii- Honolulu
50. Alaska- Juneau

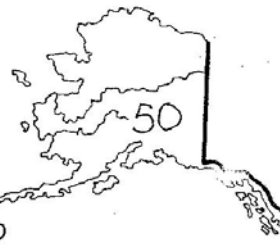


49



#### Pacific States

1. Washington- Olympia
2. Oregon- Salem
3. California- Sacramento
49. Hawaii- Honolulu
50. Alaska- Juneau

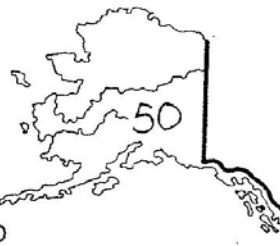


49

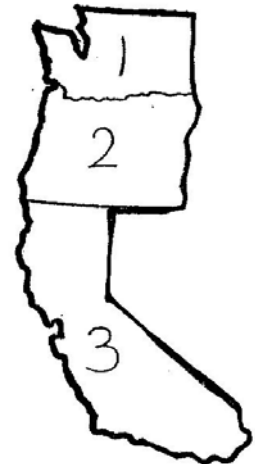


#### Pacific States

1. Washington- Olympia
2. Oregon- Salem
3. California- Sacramento
49. Hawaii- Honolulu
50. Alaska- Juneau



49



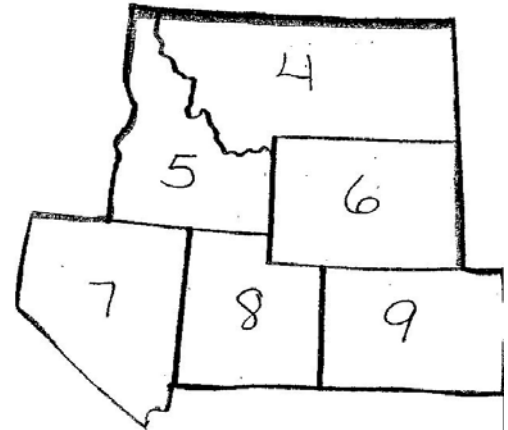
# Geography of the United States

## Appendix D: Student Answer Key

### Appendix D- Answer key to pretest for States and Capitals

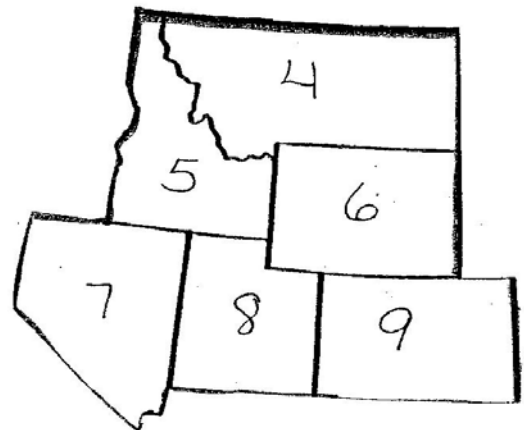
#### Mountain States

4. Montana-Helena
5. Idaho- Boise
6. Wyoming- Cheyenne
7. Nevada- Carson City
8. Utah- Salt Lake City
9. Colorado- Denver



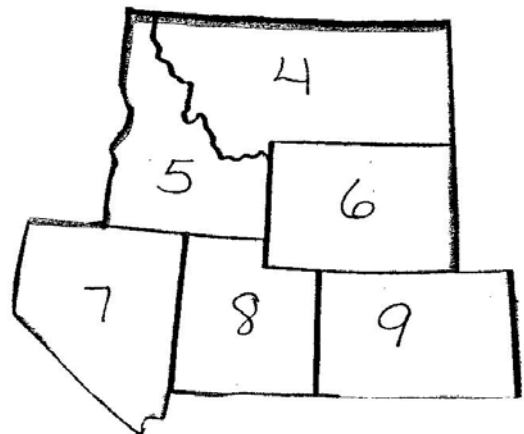
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4. Montana-Helena
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4. Montana-Helena
5. Idaho- Boise
6. Wyoming- Cheyenne
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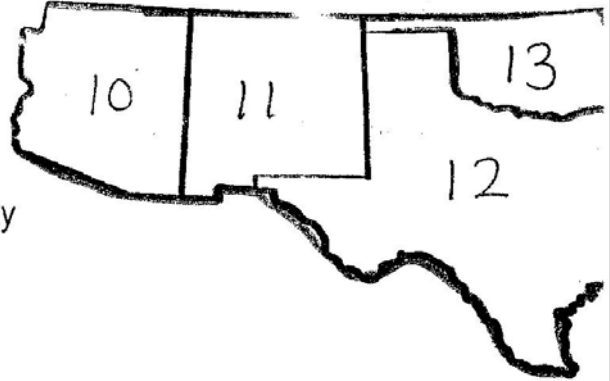


# Geography of the United States

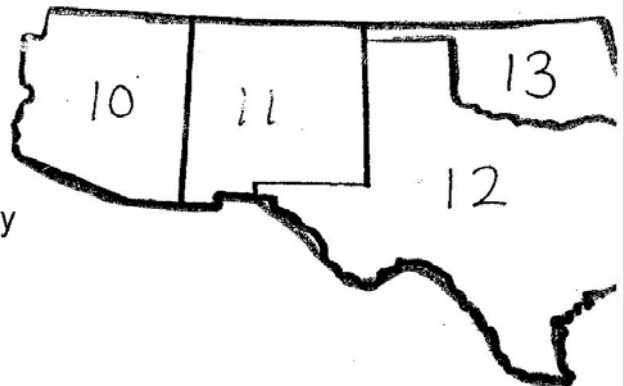
## Appendix D: Student Answer Key

### Appendix D- Answer key to pretest for States and Capitals

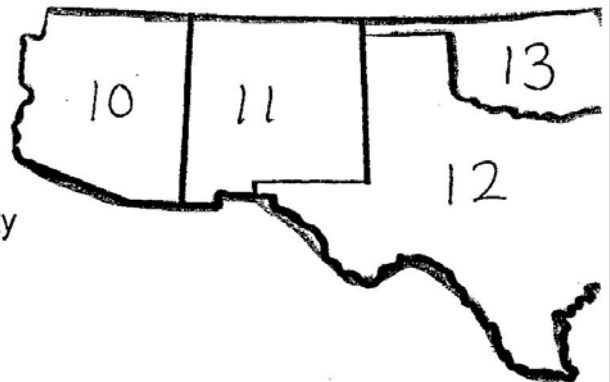
- Southwest States
- 10. Arizona- Phoenix
  - 11. New Mexico- Santa Fe
  - 12. Texas- Austin
  - 13. Oklahoma- Oklahoma City



- Southwest States
- 10. Arizona- Phoenix
  - 11. New Mexico- Santa Fe
  - 12. Texas- Austin
  - 13. Oklahoma- Oklahoma City



- Southwest States
- 10. Arizona- Phoenix
  - 11. New Mexico- Santa Fe
  - 12. Texas- Austin
  - 13. Oklahoma- Oklahoma City



# Geography of the United States

## Appendix D: Student Answer Key

### Appendix D- Answer key to pretest for States and Capitals

#### Plains States

- 14. North Dakota- Bismarck
- 15. South Dakota- Pierre
- 16. Nebraska- Lincoln
- 17. Iowa- Des Moines
- 18. Kansas- Topeka
- 19. Missouri- Jefferson City



#### Plains States

- 14. North Dakota- Bismarck
- 15. South Dakota- Pierre
- 16. Nebraska- Lincoln
- 17. Iowa- Des Moines
- 18. Kansas- Topeka
- 19. Missouri- Jefferson City



#### Plains States

- 14. North Dakota- Bismarck
- 15. South Dakota- Pierre
- 16. Nebraska- Lincoln
- 17. Iowa- Des Moines
- 18. Kansas- Topeka
- 19. Missouri- Jefferson City



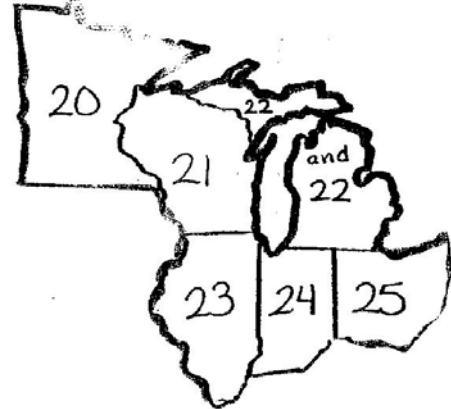
# Geography of the United States

## Appendix D: Student Answer Key

### Appendix D- Answer key to pretest for States and Capitals

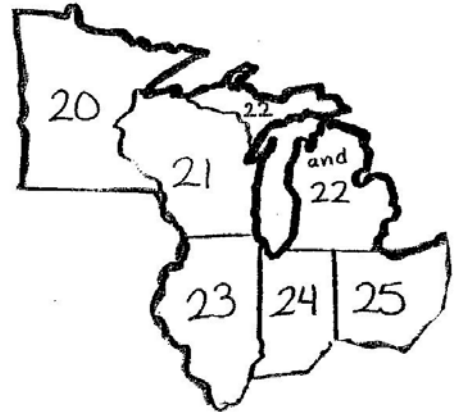
#### Great Lake States

- 20. Minnesota- St. Paul
- 21. Wisconsin- Madison
- 22. Michigan- Lansing
- 23. Illinois- Springfield
- 24. Indiana- Indianapolis
- 25. Ohio- Columbus



#### Great Lake States

- 20. Minnesota- St. Paul
- 21. Wisconsin- Madison
- 22. Michigan- Lansing
- 23. Illinois- Springfield
- 24. Indiana- Indianapolis
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- 22. Michigan- Lansing
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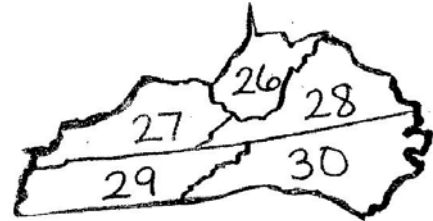
# Geography of the United States

## Appendix D: Student Answer Key

### Appendix D- Answer key to pretest for States and Capitals

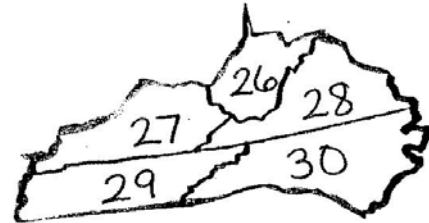
#### Southeast States

- 26. West Virginia- Charleston
- 27. Kentucky- Frankfort
- 28. Virginia Richmond
- 29. Tennessee- Nashville
- 30. North Carolina- Raleigh



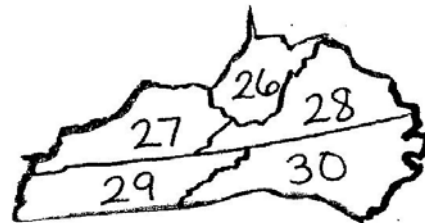
#### Southeast States

- 26. West Virginia- Charleston
- 27. Kentucky- Frankfort
- 28. Virginia Richmond
- 29. Tennessee- Nashville
- 30. North Carolina- Raleigh



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- 26. West Virginia- Charleston
- 27. Kentucky- Frankfort
- 28. Virginia Richmond
- 29. Tennessee- Nashville
- 30. North Carolina- Raleigh



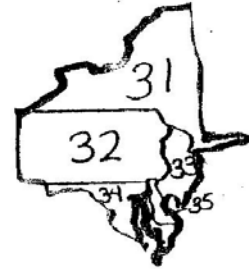
# Geography of the United States

## Appendix D: Student Answer Key

### Appendix D- Answer key to pretest for States and Capitals

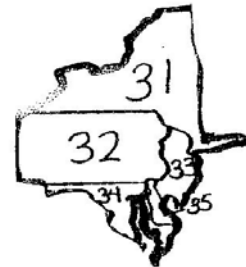
#### Middle Atlantic States

- 31. New York- Albany
- 32. Pennsylvania- Harrisburg
- 33. New Jersey- Trenton
- 34. Maryland- Annapolis
- 35. Delaware- Dover



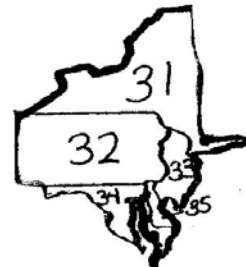
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- 34. Maryland- Annapolis
- 35. Delaware- Dover



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- 31. New York- Albany
- 32. Pennsylvania- Harrisburg
- 33. New Jersey- Trenton
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- 35. Delaware- Dover





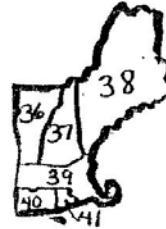
# Geography of the United States

## Appendix D: Student Answer Key

### Appendix D- Answer key to pretest for States and Capitals

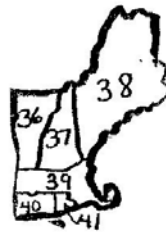
#### New England States

- 36. Vermont- Montpelier
- 37. New Hampshire- Concord
- 38. Maine- Augusta
- 39. Massachusetts- Boston
- 40. Connecticut- Hartford
- 41. Rhode Island- Providence



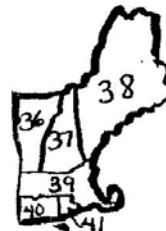
#### New England States

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- 37. New Hampshire- Concord
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- 39. Massachusetts- Boston
- 40. Connecticut- Hartford
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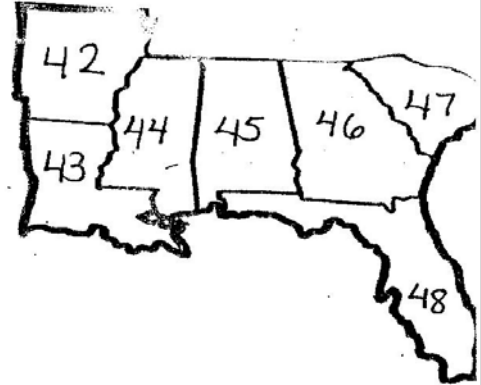
# Geography of the United States

## Appendix D: Student Answer Key

### Appendix D- Answer key to pretest for States and Capitals

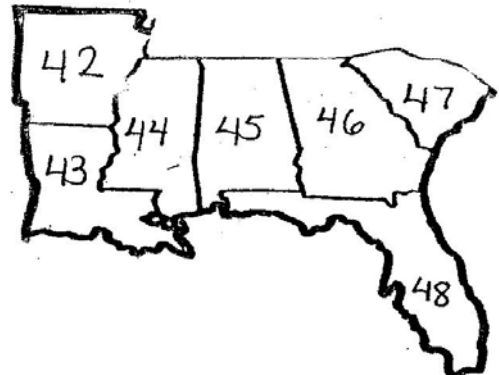
#### Southern States

- 42. Arkansas- Little Rock
- 43. Louisiana- Baton Rouge
- 44. Mississippi- Jackson
- 45. Alabama- Montgomery
- 46. Georgia- Atlanta
- 47. South Carolina- Columbia
- 48. Florida- Tallahassee



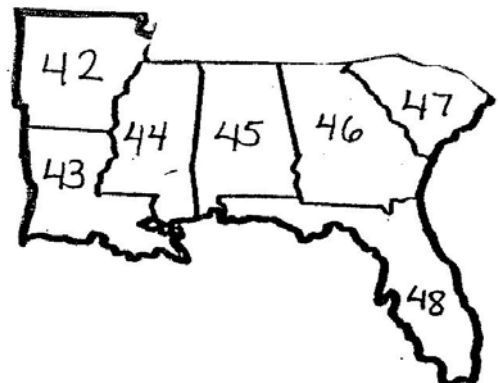
#### Southern States

- 42. Arkansas- Little Rock
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- 45. Alabama- Montgomery
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- 43. Louisiana- Baton Rouge
- 44. Mississippi- Jackson
- 45. Alabama- Montgomery
- 46. Georgia- Atlanta
- 47. South Carolina- Columbia
- 48. Florida- Tallahassee



# Geography of the United States

## Appendix D: Final Test

### Appendix D- Final test for States and Capitals

Name \_\_\_\_\_

Please write the capital next to each state listed.

Alabama-

Alaska-

Arizona-

Arkansas-

California-

Colorado-

Connecticut-

Delaware-

Florida-

Georgia-

Hawaii-

Idaho-

Illinois-

Indiana-

Iowa-

Kansas-

Kentucky-

Louisiana-

Maine-

Maryland-

Massachusetts-

Michigan-

Minnesota-

Mississippi-

Missouri-

Montana-

Nebraska-

Nevada-

New Hampshire-

New Jersey-

New Mexico-

New York-

North Carolina-

North Dakota-

Ohio-

Oklahoma-

Oregon-

Pennsylvania-

Rhode Island-

South Carolina-

South Dakota-

Tennessee-

Texas-

Utah-

Vermont-

Virginia-

Washington-

West Virginia-

Wisconsin-

Wyoming-

Geography of the United States  
Appendix D: Final Test

Name \_\_\_\_\_  
Write the name or the abbreviation of each state, inside the state.

