

GRADE 3 – LIVING AND WORKING TOGETHER IN THE REGIONS OF THE UNITED STATES

In third grade, students prepare for their upcoming studies in Rhode Island and United States history by learning about the regions of the United States and its territories. This regional study provides the context for understanding the land, peoples, resources, major industries, and the intersection between these concepts that make up the Nation. They are also introduced to the United States government.

Topics of Inquiry, Compelling Questions, and Standards

Inquiry Topic 1: An Overview of the United States of America

Compelling Question: What makes a nation, a nation?

SS3.1.1: Uses of social science

SS3.1.2: United States geography and environment

SS3.1.3: States and territories

SS3.1.4: National government

SS3.1.5: The United States today

Inquiry Topic 2: The Northeast

Compelling Question: What makes the Northeast an important part of the United States?

SS3.2.1: Geography and environment of the Northeast

SS3.2.2: States in the Northeast

SS3.2.3: Peoples over time in the Northeast

SS3.2.4: The Northeastern region today

Inquiry Topic 3: The Southeast

Compelling Question: What makes the Southeast an important part of the United States?

SS3.3.1: Geography and environment in the Southeast

SS3.3.2: States and territories in the Southeast

SS3.3.3: Peoples over time in the Southeast

SS3.3.4: The Southeastern region today

Inquiry Topic 4: The Midwest

Compelling Question: What makes the Midwest an important part of the United States?

SS3.4.1: Geography and environment of the Midwest

SS3.4.2: States in the Midwest

SS3.4.3: Peoples over time in the Midwest

SS3.4.4: The Midwestern region today

Inquiry Topic 5: The Southwest

Compelling Question: What makes the Southwest an important part of the United States?

SS3.5.1: Geography and environment of the Southwest

SS3.5.2: States in the Southwest

SS3.5.3: Peoples over time in the Southwest

SS3.5.4: The Southwestern region today

Inquiry Topic 6: The West

Compelling Question: What makes the West an important part of the United States?

SS3.6.1: Geography and environment of the West

SS3.6.2: States and territories in the West

SS3.6.3: Peoples over time in the West

SS3.6.4: The Western region today

Standards Tables

Inquiry Topic 1: An Overview of the United States of America

Compelling Question: What makes a nation, a nation?

SS3.1.1 Uses of social science Analyze the ways social scientists piece together information to have knowledge of history and the world today	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X	X	X	X	X	X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the different types of social scientists? • How do we know about the past? • How do we understand the many cultures that make up the nation today? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain how geographers use tools to understand the features of the globe and the inhabitants of the Earth Explain ways that archeologists study the physical evidence left behind by humans to understand human culture Explain approaches historians take to analyze and interpret the past using primary and secondary sources Explain ways anthropologists work with people today to learn about their cultures Analyze ways that oral traditions inform what we know about the past Analyze how the work of these social scientists establishes knowledge of human development throughout time and peoples' relationships with each other and the environment 											

SS3.1.2 United States geography and environment Explain the geography of the United States and its neighbors	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● How do individuals read a map? ● What are the major geographical features of North America? ● What countries border the United States? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Explain features of a map (e.g., cardinal directions, key/legends, map scales, latitude and longitude) b. Identify major geographical features of North America (e.g., climate zones, bodies of water, mountains, deserts) c. Identify land bordering countries to the United States (e.g., Canada, Mexico), and explain relationships the U.S. has with them (e.g., trade, ways leaders work together, sharing resources) 											

SS3.1.3 States and territories Explain what states and territories are and their locations within the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
		X	X					X	X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the regions of the United States? • Where are the states and territories in the United States located? • What are the differences between states and territories? • What differences in rights do citizens in states have versus citizens of territories? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the regions that make up the United States on a map including their states and territories Explain ways states and territories differ and the rights afforded to those born in each area (e.g., political rights, voting rights) 											

SS3.1.4 National government Analyze components of the United States government	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X	X						X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Where is the capital of the United States located? ● Who is the President of the United States? ● Who represents the states at the national government? ● What are rules and laws? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the location of the capital of the United States and the White House b. Explain the role of the President, Vice President, and other Cabinet leaders (e.g., Secretary of State, Secretary of the Treasury, Secretary of the Interior), and identify the current people who hold those positions c. Identify who state representatives are (e.g., governors, senators) and explain that they are elected positions, and that they represent the people of their states d. Identify the type of government the United States has and analyze the reasons we have a government e. Analyze the differences between rules and laws f. Identify the symbolism associated with the United States (e.g., Flag of the United States, National anthem, bald eagle, Great Seal of the United States, words of the Pledge of Allegiance, National motto), and explain the reasons those symbols are used and their meanings 											

SS3.1.5 The United States today Analyze the population and industries in the United States today	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
								X			X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What is the population of the United States? ● What demographics are represented in the United States population? ● What are the United States' major industries? ● What are the United States major imports and exports? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the United States, and analyze what the data describes about the country b. Identify major industries of the United States (e.g., healthcare, education services, finance and insurance, manufacturing, technology), and analyze the ways they support jobs and the economy c. Identify major imports and exports of the United States, and explain which countries are trading partners 											

Inquiry Topic 2: The Northeast

Compelling Question: What makes the Northeast an important part of the United States?

SS3.2.1 Geography and environment of the Northeast Explain the geography and environment of the Northeastern region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the major geographical features of the Northeast? ● What are the climate zones of the Northeast? ● What are the main natural resources of the Northeast? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify major geographical features of the Northeast (e.g., Atlantic coastline, Appalachian Mountains, woodlands, Hudson River, eastern portion of the Great Lakes) on a map and explain their importance to the region b. Explain different climate zones and weather patterns in areas of the Northeast c. Identify major natural resources in the Northeast (e.g., granite, iron ore, lumber, fish - freshwater and marine) and explain their importance to the region 											

SS3.2.2 States in the Northeast Explain the states that make up the Northeastern region including their admittance to the United States and their identities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the states in the Northeast and their capitals? ● When did each state become a state and why? ● What are the symbols associated with each state and what do they represent? ● How are the identities of the states and region created? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the states and capitals in the Northeastern region of the United States (Connecticut, Delaware, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, Vermont, and the District of Columbia) and where they are located on a map b. Identify when each state in the Northeast became a state, and explain why c. Identify the symbolism associated with the states (e.g., flag, state motto, state flower, state bird), and explain the reasons those symbols are used 											

SS3.2.3 Peoples over time in the Northeast Analyze the ways diverse peoples have come to live in the Northeastern region of the United States over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who were the original Indigenous peoples of the region? ● Who moved into the region over time and why? ● Who lives in the region today? ● How has the region been shaped by the histories of these diverse peoples? ● How have diverse peoples contributed to the development of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify different Indigenous groups in the Northeast (e.g., Mohawk, Oneida, Narragansett, Wampanoag, Massachuset, Wabanaki), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations) b. Explain the reasons different early colonial European immigrants (e.g., Dutch, English, including Pilgrims, French, Germans) came to the Northeast, and analyze the patterns of their settlements c. Explain how people from Africa were forced to move to the United States through the transatlantic slave trade and analyze the effects of that trade in the Northeast d. Identify immigrant groups that have come to the Northeast over time (e.g., Brazilians, Cambodians, Cape Verdeans, Chinese, Colombians, Dominicans, French-Canadians, Guatemalans, Haitians, Hmong, Portuguese, Puerto Ricans, Indians, Irish, Mexicans, Salvadorans, Somalis, Vietnamese, and people from other regions of the world), explain their reasons for leaving their home country and coming to the United States, and analyze the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations) e. Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Northeast, and analyze what the data describes about the region 											

SS3.2.4 The Northeastern region today Argue how the geography and environment of the Northeastern region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X		X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are major cities in the Northeast? ● What are notable landmarks in the Northeast? ● What are major industries in the Northeast? ● How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify major cities of the Northeast and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of these cities b. Identify notable landmarks (e.g., the country’s capital in Washington D.C., Statue of Liberty, Liberty Bell, sites from the American Revolution, national and state parks) and explain their importance (e.g., supports tourism, creates community pride) c. Identify major industries in the Northeast (e.g., technology, manufacturing, education, healthcare, tourism, service industry), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											

Inquiry Topic 3: The Southeast

Compelling Question: What makes the Southeast an important part of the United States?

SS3.3.1 Geography and environment in the Southeast Explain the geography and environment in the Southeastern region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X		X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the major geographical features of the Southeast? ● What are the climate zones of the Southeast? ● What are the main natural resources of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify major geographical features of the Southeast (e.g., Appalachian Mountains, Gulf of Mexico, Mississippi River, Atlantic Ocean) on a map, and explain their importance to the region b. Explain different climate zones and weather patterns in areas of the Southeast c. Identify major natural resources in the Southeast (e.g., agriculture - rice, cotton, citrus, sugar cane, tobacco, peanuts; oil; natural gas; coal; phosphate; fish - freshwater and marine), and explain their importance to the region 											

SS3.3.2 States and territories in the Southeast Explain the states and territories that make up the Southeastern region including their admittance or incorporation to the United States and their identities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the states and territories in the Southeast and their capitals? ● When did each state become a state and why? ● When did Puerto Rico and the U.S. Virgin Islands become territories and why? ● What are the symbols associated with each state and territory and what do they represent? ● How are the identities of the states, territories, and region as a whole created? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the states and capitals in the Southeastern region of the United States (Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia) and where they are located b. Identify the U.S. territories and capitals considered part of the Southeastern region (Puerto Rico, United States Virgin Islands) and where they are located c. Identify when each state and territory in the Southeast became a state or joined the United States and explain why d. Identify the symbolism associated with the states and territories (e.g., flag, state motto, state flower, state bird), and explain the reasons those symbols are used 											

SS3.3.3 Peoples over time in the Southeast Analyze the ways diverse peoples have come to live in the Southeastern region of the United States over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who were the original Indigenous peoples of the region? ● Who moved into the region over time? ● Who lives in the region today? ● How has the region been shaped by the histories of these diverse peoples? ● How have diverse peoples contributed to the development of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify different Indigenous groups in the Southeast (e.g., Chickasaw, Choctaw, Cherokee, Creek, Natchez, Seminole, Taino), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations) b. Identify the reasons different early colonial European immigrants (e.g., English, French, Spanish) came to the Southeast, and analyze the patterns of their settlements c. Explain how people from Africa were forced to move to the United States through the transatlantic slave trade, and analyze the effects of that trade in the Southeast d. Identify immigrant groups that have come to the Southeast over time (e.g., English, French, Scottish, Scotch-Irish, Germans, Mexicans, Spanish, and people from many Central American countries and other regions of the world), explain their reasons for leaving their home country and coming to the United States, and explain the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations) e. Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Southeast and analyze what the data describes about the region 											

SS3.3.4 The Southeastern region today Argue how the geography and environment of the Southeastern region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are major cities in the Southeast? ● What are notable landmarks in the Southeast? ● What are major industries in the Southeast? ● How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify major cities of the Southeast and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of these cities b. Identify notable landmarks (e.g., Kennedy Space Center, Edmund Pettus (Selma) Bridge, Music City, national and state parks) and explain their importance (e.g., supports tourism, creates community pride) c. Identify major industries in the Southeast (e.g., agriculture, steel manufacturing, coal mining, lumber industry, service industry, tourism), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											

Inquiry Topic 4: The Midwest

Compelling Question: What makes the Midwest an important part of the United States?

SS3.4.1 Geography and environment of the Midwest Explain the geography and environment of the Midwestern region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the major geographical features of the Midwest? • What are the climate zones of the Midwest? • What are the main natural resources of the area? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Explain major geographical features of the Midwest (e.g., Great Plains, Great Lakes, Missouri River, Ohio River, upper Mississippi River) on a map and explain their importance to the region Explain different climate zones and weather patterns of the Midwest Identify major natural resources in the Midwest (e.g., coal, petroleum, natural gas, crude oil, minerals, agriculture - hogs, corn, soybeans, wheat) and explain their importance to the region 											

SS3.4.2 States in the Midwest Explain the states that make up the Midwestern region including their admittance to the United States and their identities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the states in the Midwest and their capitals? ● When did each state become a state and why? ● What are the symbols associated with each state and what do they represent? ● How are the identities of the states and region created? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the states and capitals in the Midwestern region of the United States (Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, Wisconsin) and where they are located on a map b. Identify when each state in the Midwest became a state and explain why c. Identify the symbolism associated with the states (e.g., flag, state motto, state flower, state bird) and explain the reasons those symbols are used 											

SS3.4.3 Peoples over time in the Midwest Analyze the ways diverse peoples have come to live in the Midwestern region of the United States over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who were the original Indigenous peoples of the region? ● Who moved into the region over time? ● Who lives in the region today? ● How has the region been shaped by the histories of these diverse peoples? ● How have diverse peoples contributed to the development of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the different Indigenous groups in the Midwest (e.g., Dakota, Huron, Omaha, Kickapoo, Kiowa, Lakota, Osage, Ojibwa, Pawnee, Quapaw, Sioux), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations), paying particular attention to the differences in traditions of groups living near the Great Lakes and those living on the Great Plains b. Identify the reasons different early colonial European immigrants (e.g., French, Spanish, English) came to the Midwest and analyze the patterns of their settlements c. Identify immigrant groups that came to the Midwest over time (e.g., Germans, Irish, Poles, Jews, Hungarians, Czechs, Swedes, Norwegians, Black Americans moving north, and people from other regions of the world), explain their reasons for leaving their home countries and coming to the United States, and explain the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations) d. Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Midwest and analyze what the data describes about the region 											

SS3.4.4 The Midwestern region today Argue how the geography and environment of the Midwestern region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are major cities in the Midwest? ● What are notable landmarks in the Midwest? ● What are the current major industries in the Midwest? ● How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify major cities of the Midwest and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of these cities b. Identify notable landmarks (e.g., Gateway Arch, Great Plains, national and state parks) and explain their importance c. Identify major industries in the Midwest (e.g., agriculture - beef, wheat, corn, soybeans, banking, car manufacturing), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											

Inquiry Topic 5: The Southwest

Compelling Question: What makes the Southwest an important part of the United States?

SS3.5.1 Geography and environment of the Southwest Explain the geography and environment of the Southwestern region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the major geographical features of the Southwest? ● What are the climate zones of the Southwest? ● What are the main natural resources of the Southwest? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify major geographical features of the Southwest (e.g., Rio Grande, Colorado River, parts of the Mojave, Sonoran, and Chihuahuan deserts, part of the Rocky Mountains) on a map and explain their importance to the region b. Explain different climate zones and weather patterns in areas of the Southwest c. Identify major natural resources in the Southwest (e.g., coal, copper, iron, silver, silicon, lumber, fish - freshwater and marine) and explain their importance to the region 											

SS3.5.2 States in the Southwest Explain the states that make up the Southwestern region including their admittance to the United States and their identities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are the states in the Southwest and their capitals? ● When did each state become a state and why? ● What are the symbols associated with each state and what do they represent? ● How are the identities of the states and region created? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the states and capitals in the Southwestern region of the United States (Arizona, New Mexico, Oklahoma, and Texas) and where they are located on a map b. Identify when each state in the Southwest became a state and explain why c. Identify the symbolism associated with the states (e.g., flag, state motto, state flower, state bird) and the explain reasons those symbols are used 											

SS3.5.3 Peoples over time in the Southwest Analyze the ways diverse peoples have come to live in the Southwestern region of the United States over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who were the original Indigenous peoples of the region? ● Who moved into the region over time? ● Who lives in the region today? ● How has the region been shaped by the histories of these diverse peoples? ● How have diverse peoples contributed to the development of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the different Indigenous groups in the Southwest (e.g., Ancestral Puebloans, Apache, Cherokee, Hopi, Kiowa, Diné, Zuni), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations) b. Identify the reasons Spanish colonial immigrants moved into the Southwest and analyze the patterns of their settlements c. Identify immigrant groups that have come to the Southwest over time (e.g., white and Black Americans moving west, Mexicans, and people from other Central American countries and other regions of the world), explain their reasons for leaving their home country and coming to the United States, and the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations) d. Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the Southwest and analyze what the data describes about the region 											

SS3.5.4 The Southwestern region today Argue how the geography and environment of the Southwestern region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are major cities in the Southwest? • What are notable landmarks in the Southwest? • What are major industries in the Southwest? • How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major cities of the Southwest and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of cities Identify notable landmarks (e.g., Los Alamos, Alamo Mission, numerous national and state parks) and explain their importance (e.g., supports tourism, creates community pride) Identify major industries in the Southwest (e.g., agriculture - cattle, sheep, alfalfa, hay, mining, manufacturing, oil, natural gas, tourism), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											

Inquiry Topic 6: The West

Compelling Question: What makes the West an important part of the United States?

SS3.6.1 Geography and environment of the West Explain the geography and environment of the Western region of the United States	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
							X		X	X		
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the major geographical features of the West? • What are the climate zones of the West? • What are the major natural resources of the area? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify major geographical features of the West (e.g., Pacific Ocean, Sierra Nevada Mountains, part of the Rocky Mountains, Mojave and Great Basin deserts, Mount Saint Helens, Mauna Loa) on a map and explain their importance to the region Explain different climate zones and weather patterns in areas of the West Identify major natural resources in the West (e.g., minerals, crude oil, fish - freshwater and marine, timber) and explain their importance to the region 											

SS3.6.2 States and territories in the West Explain the states and territories that make up the Western region including their admittance or incorporation to the United States and their identities	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
	X	X		X	X	X			X			
Guiding Questions for Instruction: <ul style="list-style-type: none"> • What are the states and territories in the West and their capitals? • When did each state become a state and why? • When did the U.S. territories in the Pacific become territories and why? • What are the symbols associated with each state and territory and what do they represent? • How are the identities of the states, territories, and the region as a whole created? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> Identify the states and their capitals in the Western region of the United States (Alaska, California, Colorado, Hawaii, Idaho, Montana, Nevada, Oregon, Utah, Washington, and Wyoming) and where they are located Identify the U.S. territories and capitals considered part of the Western region of the United States (American Samoa, Guam, Midway Islands, Northern Mariana Islands, and Wake Island) and where they are located Identify when each state and territory in the West became a state or joined the United States and explain why Identify the symbolism associated with the states and territories (e.g., flag, state motto, state flower, state bird) and explain the reasons those symbols are used 											

SS3.6.3 Peoples over time in the West Analyze the ways diverse peoples have come to live in the Western region of the United States over time	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
				X		X	X	X	X		X	
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● Who were the original Indigenous peoples of the region? ● Who moved into the region over time? ● Who lives in the region today? ● How has the region been shaped by the histories of these diverse peoples? ● How have diverse peoples contributed to the development of the region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify the different Indigenous groups in the West (e.g., Athabaskan, Cahuilla, Chamorros, Chumash, Hawaiian, Haida, Paiute, Salish, Tlingit, Washoe, Yurok), their location on a map, and explain the ways they continue their cultural traditions today (e.g., through food, regalia, music, art, language, community gatherings and celebrations) including differences in traditions of groups living in the Pacific Northwest, the Great Basin, Alaska, Hawaii, southern California, and the territories b. Identify the reasons colonial European immigrants (e.g., Spanish, Russian) came to the West and analyze the patterns of their settlements c. Identify immigrant groups that came to the West over time (e.g., Chinese, Japanese, Mexicans, white and Black Americans moving west, and people from other Central American countries and other regions of the world), explain their reasons for leaving their home country and coming to the United States, and analyze the ways they continue traditions today (e.g., through food, music, art, language, community gatherings and celebrations) d. Identify population and demographic statistics (e.g., gender, ethnic backgrounds, religions) of the West and analyze what the data describes about the region 											

SS3.6.4 The Western region today Argue how the geography and environment of the Western region contributed to its social, cultural, and economic development	Connections to the Rhode Island Anchor Standards											
	CG.P	CG.RL	CG.RR	H.CC	H.HP	H.IG	G.HPE	G.HSP	G.WST	E.SA	E.PC	E.EG
						X	X	X	X	X	X	X
Guiding Questions for Instruction: <ul style="list-style-type: none"> ● What are major cities in the West? ● What are major industries in the West? ● What are notable landmarks in the West? ● How and why did geography and environment contribute to the development of this region? 	Learning Assessment Objectives: Students demonstrate an ability to: <ol style="list-style-type: none"> a. Identify major cities of the West and their locations, analyze why the cities are located where they are, and argue the ways that geography and access to resources impacted the growth of these cities b. Identify notable landmarks (e.g., California missions, Hoover Dam, Route 66, numerous national and state parks) and explain their importance (e.g., supports tourism, creates community pride) c. Identify the major industries in the West (e.g., mining, oil, gas, forestry, health care, technology, tourism), explain how they support jobs and the economy, and argue the ways geography and the environment impacted the growth of these industries 											