

Purpose	Content	Lessons
<p><i>Our study of America - its geography, history, and government, are ongoing in all cycles.</i></p> <p><i>Here we will begin with a review of American History up to the Industrial Revolution.</i></p> <p><i>We examine the culture of America as a tool to compare and appreciate both our own and other cultures.</i></p> <p><i>We pay special attention to</i></p>	<p>History/Geography of the United States</p> <p>Columbus Day & The Story of Mapping</p>	<p style="text-align: center;"><u>Present The Sun & Earth Parts I, II and II.</u></p> <p>A. Present clever word problems on each as a Morning Provocation for TWO weeks following the presentations.</p> <p>B. Ask each Learner working in pairs if they would like to practice and present to the Primary.</p> <p>C. This will be a very important component to the questions forthcoming about Europe and Africa. Work towards Mastery here for each Learner.</p> <p style="text-align: center;"><u>Present The Story of America: A Country on the North American Continent.</u></p> <p>A. Share the Story of America. In Socratic, create a chart of all the things we do as Americans.</p> <p>B. This should be a beautiful, artful chart as we will use it throughout the year to compare and contrast other countries with ours.</p> <p>C. Using the chart ask and add the following questions:</p> <ol style="list-style-type: none"> 1. How do we fulfill our Fundamental Needs? 2. What do we eat for dinner; what do our homes look like; how do we get to school? What do we wear? 3. What about the sun's rays determines what we eat? 4. What time zones are in America? 5. How do we celebrate holidays? 6. How many cultures live in America? 7. How do we show kindness?

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<p><i>mapping both modern and historical as the world is connected through maps. Mapping is added to weekly work in math and measurement but is presented here in geography as mapping began using geographical formations.</i></p>		<ol style="list-style-type: none"> 8. What religions do we practice? 9. What is our government (make certain to define government as the way larger communities agree to live). 10. What is different about New York as compared to the rest of America? Do we fulfill our needs differently here? Do we have a specific topography? 11. Why is it that New York became the most populated area in the United States? We would like them to connect the geographical implications: Atlantic ports, Hudson River, etc. <p>D. Ask the Learners to complete the following: Using the Atelier, create one of one of the most important and beautiful things about America using any material available.</p> <p>E. Each Learner will ALSO complete a CARD on one aspect of American History they are familiar with or would like to research up until the Industrial Revolution. AS A CLASS, use these contributions to create an American Timeline. Leave plenty of room post-Industrial Revolution as that is where Cycle 3 begins.</p> <p><u>Present The History of Mapping: Continents and Countries and Towns.</u></p> <ol style="list-style-type: none"> A. Invite the Learners to hear the Story of the History of Mapping. B. Introduce Learners to the Early Mapping Techniques: Water and Landforms, Mountains and Rivers. C. Use Montessori Presentation to introduce formation of Earth (Chart 6a) and yard stick.

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		<p>D. Montessori Presentations: Formation of mountains (Charts U4 and U5)</p> <p>E. Further Details of the Composition of the Earth (Charts U1, U2, U3)</p> <p>F. Use Materials to Introduce the different types of Land and Water Forms, Mountain and Rivers. Look on a globe and distinguish between salt and freshwater forms.</p> <p>G. After this introduction, Learners will complete TWO of the following:</p> <ol style="list-style-type: none"> 1. Using the Augmented Reality Sandbox (ARS), outline America. Ask them to identify STATES using toothpick flags. Ask them to create NY and add rivers, lakes, mountains, etc. Use various sources to assist them - maps, books, etc. in this work. Photograph their work. 2. Write/draw a book about a Famous Cartographer. What are map makers so important and what tools to they use? 3. What are the longitude and latitude coordinates of 5 major landmarks in America? What is the coordinate for TSH and your home? 4. Create a colorful map for urban, rural, and suburban communities - compare USA and Europe - write in major cities and capital of US states - make a legend. 5. Introduce Materials relating to Mapping. Add Mapping to the Work Plan each week for the entirety of the School Year. This is ongoing and can include

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		<p>Mapping on Paper sheets to work from.</p> <p>6. Complete a Pin Map. This is a recurring option in work plans for North America, Europe, and Africa. These pin map studies are extensive and take great time and effort. The procedure for Upper Elementary pin map work is as follows:</p> <ul style="list-style-type: none"> – Learners will use an atlas to locate each pin (country, capital, water form, landform) on the pin map. – Learners will use the control map to check their work. – Learners will record the pins on their paper map. – Learners will use their paper map to memorize the countries, capitals, landforms, and water forms. – Educators will assess Mastery. – Add the types of government of each of the countries. <p>7. Be a cartographer! Make Your Own Map of New York, Europe, or America... or just your hometown.</p> <p><u>Present The Story of Columbus: A Man who Bridged two Continents with Mapping.</u></p>