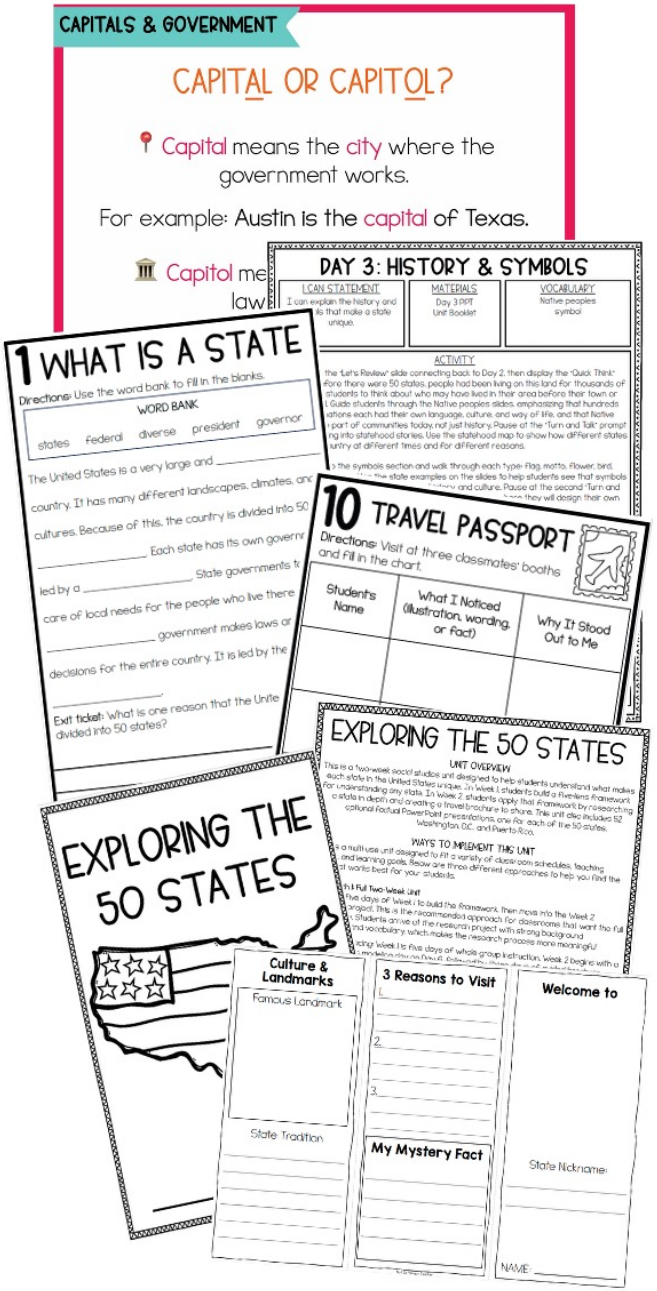
What's Included

- ✓ 5 instructional PowerPoints
- ✓ Daily lesson plans
- ✓ Vocabulary cards
- ✓ Student booklet with an activity for each day
- ✓ State research project
- ✓ 52 PowerPoints:
  one for each state,
  Washington, D.C. & Puerto Rico

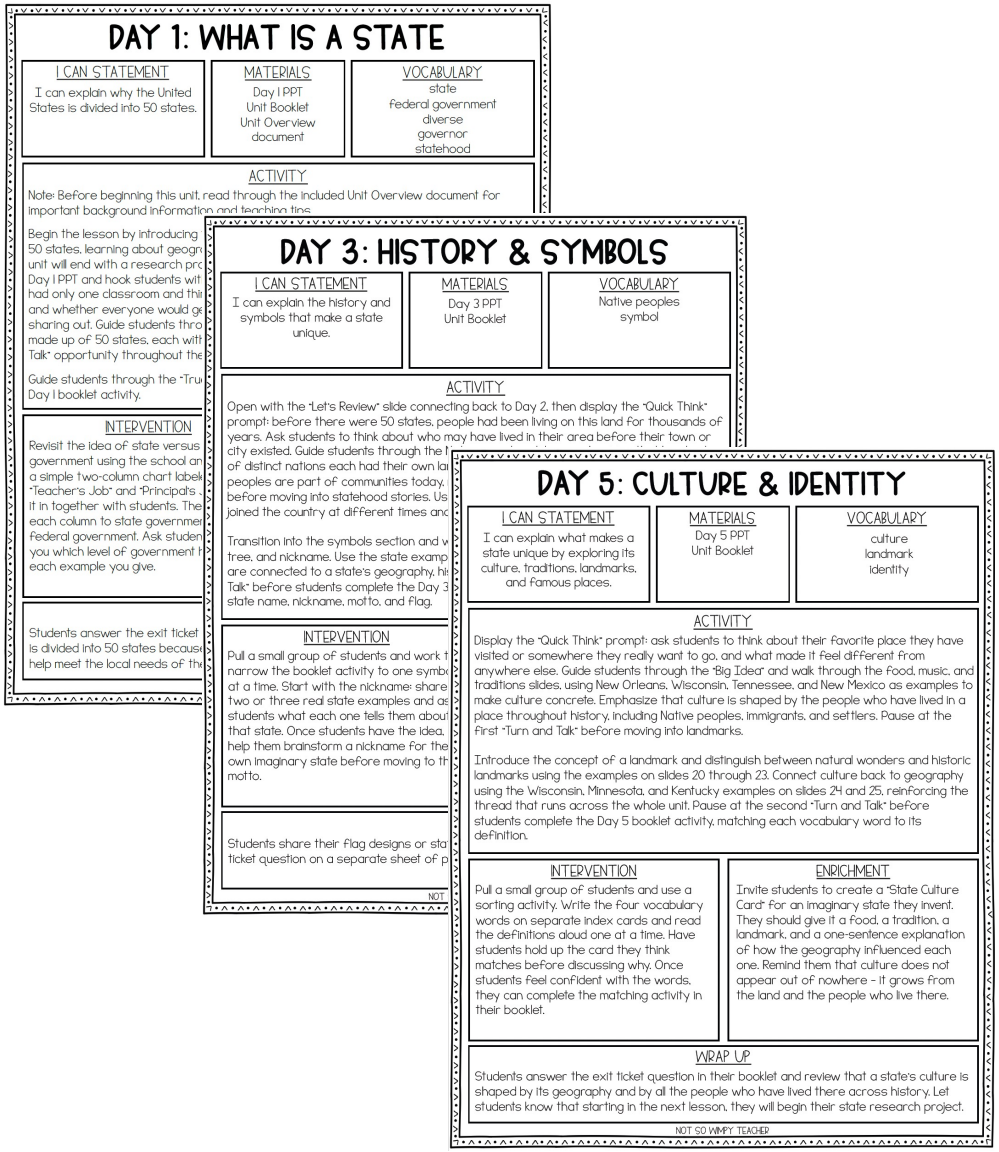


10 Days of Activities

This unit includes five instructional PowerPoints that teach the concept.

Students will practice the skill using guided booklets, a state research project with a student expo at the end, and vocabulary cards.

This unit comes with 52 optional state-specific PowerPoints. (50 states, plus Washington, D.C. & Puerto Rico)



DAY 1: WHAT IS A STATE

I CAN STATEMENT
I can explain why the United States is divided into 50 states.

MATERIALS
Day 1 PPT
Unit Booklet
Unit Overview document

VOCABULARY
state
federal government
diverse
governor
statehood

ACTIVITY
Note: Before beginning this unit, read through the included Unit Overview document for important background information and teaching tips.

Begin the lesson by introducing
50 states, learning about geogr
unit will end with a research pr
Day 1 PPT and hook students wit
had only one classroom and thi
and whether everyone would g
sharing out. Guide students thro
made up of 50 states, each wit
Talk" opportunity throughout the

Guide students through the "Tru
Day 1 booklet activity.

INTERVENTION
Revisit the idea of state versus
government using the school an
a simple two-column chart label
"Teacher's Job" and "Principal's
it in together with students. The
each column to state governme
federal government. Ask studen
you which level of government
each example you give.

Students answer the exit ticket
is divided into 50 states becaus
help meet the local needs of th

DAY 3: HISTORY & SYMBOLS

I CAN STATEMENT
I can explain the history and symbols that make a state unique.

MATERIALS
Day 3 PPT
Unit Booklet

VOCABULARY
Native peoples
symbol

ACTIVITY
Open with the "Let's Review" slide connecting back to Day 2, then display the "Quick Think" prompt: before there were 50 states, people had been living on this land for thousands of years. Ask students to think about who may have lived in their area before their town or city existed. Guide students through the
of distinct nations each had their own la
peoples are part of communities today,
before moving into statehood stories. Us
joined the country at different times and

Transition into the symbols section and
tree, and nickname. Use the state examp
are connected to a state's geography, hi
Talk" before students complete the Day 3
state name, nickname, motto, and flag.

INTERVENTION
Pull a small group of students and work
narrow the booklet activity to one symb
at a time. Start with the nickname: share
two or three real state examples and as
students what each one tells them abou
that state. Once students have the idea,
help them brainstorm a nickname for the
own imaginary state before moving to th
motto.

Students share their flag designs or sta
ticket question on a separate sheet of p

NOT

DAY 5: CULTURE & IDENTITY

I CAN STATEMENT
I can explain what makes a state unique by exploring its culture, traditions, landmarks, and famous places.

MATERIALS
Day 5 PPT
Unit Booklet

VOCABULARY
culture
landmark
identity

ACTIVITY
Display the "Quick Think" prompt: ask students to think about their favorite place they have visited or somewhere they really want to go, and what made it feel different from anywhere else. Guide students through the "Big Idea" and walk through the food, music, and traditions slides, using New Orleans, Wisconsin, Tennessee, and New Mexico as examples to make culture concrete. Emphasize that culture is shaped by the people who have lived in a place throughout history, including Native peoples, immigrants, and settlers. Pause at the first "Turn and Talk" before moving into landmarks.

Introduce the concept of a landmark and distinguish between natural wonders and historic landmarks using the examples on slides 20 through 23. Connect culture back to geography using the Wisconsin, Minnesota, and Kentucky examples on slides 24 and 25, reinforcing the thread that runs across the whole unit. Pause at the second "Turn and Talk" before students complete the Day 5 booklet activity, matching each vocabulary word to its definition.

INTERVENTION
Pull a small group of students and use a sorting activity. Write the four vocabulary words on separate index cards and read the definitions aloud one at a time. Have students hold up the card they think matches before discussing why. Once students feel confident with the words, they can complete the matching activity in their booklet.

ENRICHMENT
Invite students to create a "State Culture Card" for an imaginary state they invent. They should give it a food, a tradition, a landmark, and a one-sentence explanation of how the geography influenced each one. Remind them that culture does not appear out of nowhere - it grows from the land and the people who live there.

WRAP UP
Students answer the exit ticket question in their booklet and review that a state's culture is shaped by its geography and by all the people who have lived there across history. Let students know that starting in the next lesson, they will begin their state research project.

NOT SO WIMPY TEACHER

PowerPoint Lessons

CULTURE & IDENTITY

I can explain what makes a state unique by exploring its culture, traditions, landmarks an

WHAT IS A STATE?

Vocabulary:

Statehood: the moment when a territory officially becomes a state and joins the United States

CAPITALS & GOVERNMENT

THE CAPITAL OF OUR NATION

Just like each state has a capital city, the entire United States has one too. It is called Washington, D.C. The letters D.C. stand for District of Columbia. This is where th federal government does its work. This includes the president, Congres and the Supreme Court.

CULTURE & IDENTITY

TO REVIEW:

Culture includes the food, music, traditions, and celebrations that make a state unique.

Landmarks and natural wonders help tell the tory and identity.

aped by its geography who have lived there

GEOGRAPHY & LANDFORMS

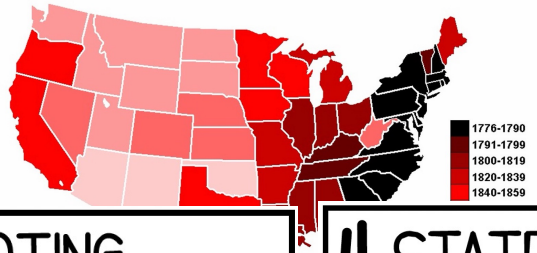
BIG IDEA

ography helps shape how people live. ate's location, landforms, climate, and natural resources can affect:

where people live
what jobs people do
what people grow or build
how people tr
what activities

HISTORY & SYMBOLS

U.S. States by Date of Statehood



EXPLORING THE 50 STATES



3 VOTING

Directions: Read each statement. Circle True or False.

1. Only the most important people in a community should get a say in decisions. True / False
2. Every vote matters, even when lots of people are voting. True / False
3. Voting helps communities make fair decisions

4 STATE CAPITALS

Directions: Read each statement. Circle True or False.

1. Every state has a capital city where the govern legislature work. True / False
2. The capital city is always the largest city in the True / False
3. Capital cities are often chosen for their centr

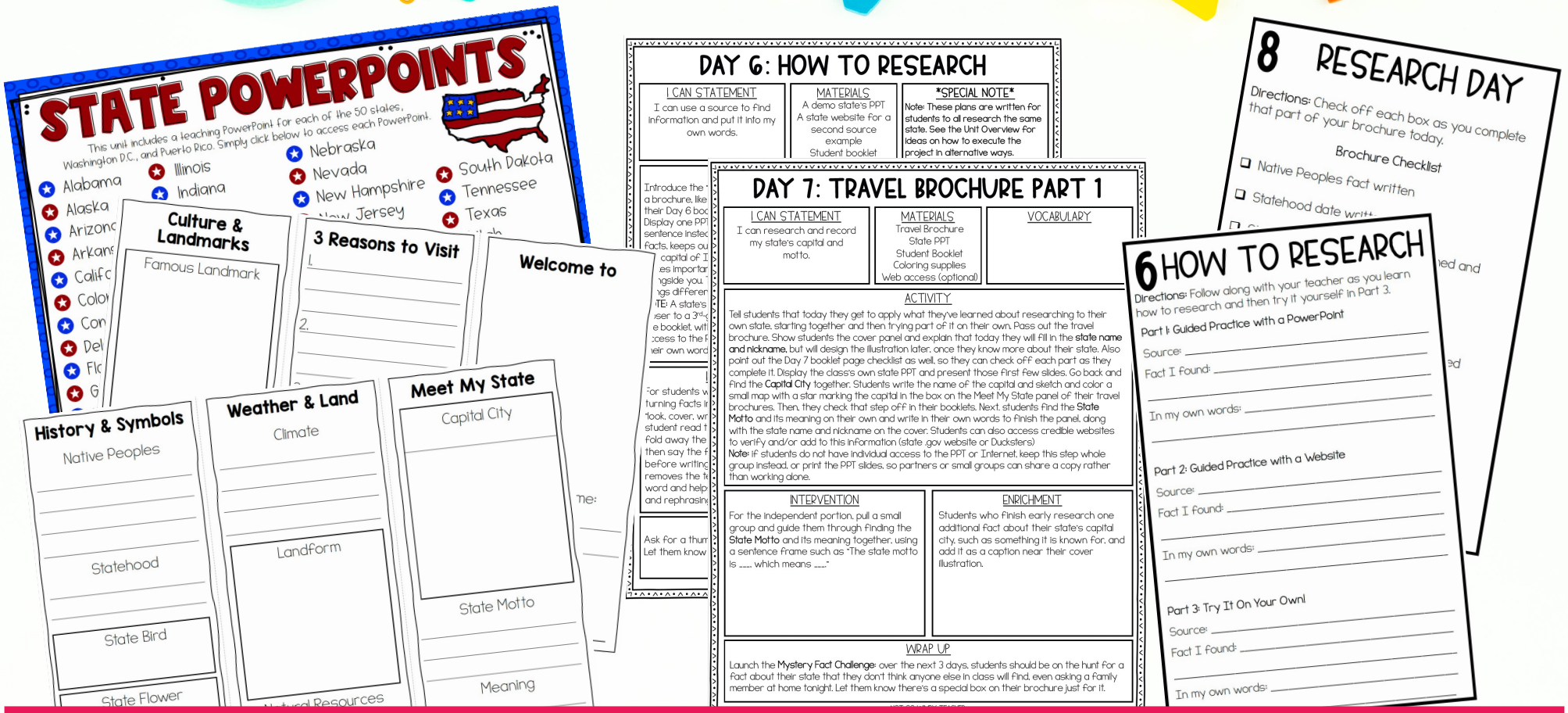
5 CULTURE & TRADITION

Directions: Draw a line to match each word to its definition.

culture	a well-known place or structure that is important to a community
tradition	the qualities and characteristics that make a person, place, or group unique
landmark	the way of life shared by a group of people, including their

Each lesson is designed to be taught in 30 minutes, with all student work completed in their booklets. You can choose to take a daily grade, completion grade, or grade for accuracy.

State Research Project



Students can research their own state or choose one of their own from the 52 included PowerPoints. Plan a "travel expo" where students display their brochures and reflect on their learning.