Teacher’s Guide

Each convenient two-page layout contains one complete week of activities plus teacher support.

WEEKDAY WORKOUTS

Who Are Your Leaders?
You belong to a school group and a class group. Both of these groups have leaders. Finish the sentences.
1. A school’s leader is called a principal.
2. The leader of a classroom is called a teacher.

Why Do We Make Rules?
To answer the question in the title follow the directions.
1. Circle the word Rules.
2. Go 2 boxes right. Circle the word.
3. Circle the word Rules.
4. Go 1 box left. Circle the word.
5. Go 1 box down. Circle the word.

Leaders Make Rules
1. What is one rule your school principal has made?
2. What is one rule your classroom teacher has made?
3. How do the rules help keep students safe?

Blackline Masters
Student pages are formatted for easy photocopying. A full week of daily activities appears on each 2-page layout!

Teacher Support
Support for every activity
A. Answers
B. Teaching Tips
C. NCSS Curriculum

Weekly Challenges
The Teacher’s Guide also contains 36 Weekly Challenges—one for each week of the school year! Weekly Challenges provide optional enrichment activities that build on the daily activities introduced during the week.
**Weekday Workouts™ for Social Studies**

**What is Weekday Workouts™ for Social Studies?**

*Weekday Workouts™ for Social Studies* encourages students to think critically about social studies every day. It is a series of daily activities that build critical thinking and essential societal skills. This *Teacher’s Guide* contains 180 daily activities—one for each day of the school year. It also contains 36 Weekly Challenges—one for each week of the school year.

**What kinds of activities are included?**

The activities are fun, challenging, and thought provoking. The wide variety of interesting activities provide:

- real-world applications
- puzzles and brain-teasers
- opportunities for students to sharpen their critical-thinking skills
- practice using problem-solving strategies for everyday life.

Students spend about 3–5 minutes on each daily lesson (pages 1–71). Many of the activities are rich enough to generate lively classroom discussion, extending the time spent on the activity. Most activities can be completed using a variety of strategies and approaches. Some of the activities are open-ended and have more than one correct answer.

The Weekly Challenges (pages 72–107) are optional enrichment activities that build on the daily activities introduced during the week. They are somewhat longer (5–15 minutes) than the daily lessons, and can be used as a culminating activity to the week, or at another preferred time.

**When do you use this book?**

Use *Weekday Workouts™* at a variety of times throughout the day:

- to get students on task before class begins
- to start the school day
- as a transition to other subject areas.

**How do you use this book?**

Use the *Teacher’s Guide* in a variety of ways:

- Write the issue on the board.
- Photocopy the activity and hand it out to students.
- Read the activity aloud to students.
- Make overhead transparencies of these pages.
- User teacher Tips as lead-ins for the activity.

**Why incorporate this program into your classroom?**

*Weekday Workouts™ for Social Studies* is a valuable, easy-to-use addition to any social studies curriculum. The process of doing thought-provoking activities develops thinking skills, promotes retention of key ideas, stimulates discussion, and enhances learning while reinforcing basic social studies.

*Weekday Workouts™* is an easy way to implement the *NCSS Curriculum Standards* on a daily basis. Each activity addresses one or more of the Standards. Refer to the Teacher Support section next to each daily activity to see how it correlates to the Standards. A complete correlation to the *NCSS Curriculum Standards* is provided on the inside back cover.
WEEKEND WORKOUTS

What Is the Weather?

Weather is what it is like outside.

What is your weather like today?

Watching the Sky

Print a y after each word. Then print each word in the correct sentence.

rain____ snow____

1. When the weather is _____________, it is cold outside.

2. When the weather is _____________, it is wet outside.

Weather Words

Print the correct weather word under each picture.

1. ____________ 2. ____________ 3. ____________

WEEK 23 Lesson Connection: Weather and Climate

DAY ONE ANSWERS

What Is the Weather?

Answers will vary. Children should use words such as hot, warm, sunny, rainy, snowy, cool, cold, or other weather-related words.

Ask children to tell what things make up the weather, such as temperature, precipitation, amount of sun/clouds, wind, and so on.

NCSS Standards

III. People, Places, and Environments: f
Topic: Weather Terms

DAY TWO ANSWERS

rainy, snowy

1. snowy

2. rainy

You may also wish to ask children to complete this sentence: When the sun is out, it is ___________ outside. (sunny)

NCSS Standards

III. People, Places, and Environments: f
Topic: Weather Terms

DAY THREE ANSWERS

1. sunny

2. snowy

3. rainy

Explain to children that the weather cannot be changed, so humans learn to live with it. We find ways to protect ourselves from the weather. Ask children to think of ways we cope with weather, such as heaters, air conditioners, insulated houses, clothing, and so on.

NCSS Standards

III. People, Places, and Environments: f, j; IV. Individual Development and Identity: b, d, e
Topic: Weather Terms

GRADE 1
This place is a **desert**. A **desert** has very dry weather most of the time.

Follow the numbers and connect the dots to see a plant that grows in the desert.

---

**A Very Wet Place**

This place is a **rainforest**. A **rainforest** has very wet weather all the time.

Find the letters **r, a, i, n** in the picture and circle them.
**WEEK 23**

**ANSWERS**

1. sunny
2. cloudy
3. Day 3

**TIP** Ask children if anyone has seen symbols similar to those in the chart before, and if so, where. Children may be able to identify them from the news.

**NCSS Standards**
III. People, Places, and Environments: a, c, f
Topic: Weather/Chart Skills

---

**Challenge**

Name _______________________________ Date __________

---

**WEEK TWENTY-THREE**

**Different Weather in Different Places**

Weather is what it is like outside. Two places can have different weather on the same day.

Look at the chart. It shows the weather in Florida and Ohio for three days. Use the chart to help you answer the questions.

<table>
<thead>
<tr>
<th>Weather</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Florida</td>
<td>☀</td>
<td>☔</td>
<td>☂</td>
</tr>
<tr>
<td>Ohio</td>
<td>☃</td>
<td>☂</td>
<td>☂</td>
</tr>
</tbody>
</table>

**Chart Key**
- clouds
- rain
- sun
- snow

1. What was the weather in Florida when it snowed in Ohio? ____________________________

2. What was the weather in Ohio when it rained in Florida? ____________________________

3. On what day was it cloudy in both places? ____________________________

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**WEEKDAY WORKOUTS**

**People Who Work For Free**

Many people work in their communities for free. They may help in hospitals, libraries, or schools. Put the right letters in the spaces to spell the name of these special helpers. Go to the Letter Bank for help.

___ O ___ U ___ ___ E E ___ ___

5 1 2 3 4 6

**The Pony Express**

The Pony Express carried mail across the country. Men and horses worked very hard to do their job. People began using the telegraph instead of the Pony Express. They sent messages in a new way. What do you think happened to the Pony Express?

**The Electric Company**

The electric company is very important in every community.

1. Name three machines in your classroom that could not work without electricity.

2. Write three things you can’t do without electricity.
We should all work well with others. Good things happen when people work together.

Write things you like to do in a group.

Things Groups of People Do
- Work in bakeries
- Explore outer space
- Play games

Things I Like to Do in Groups

NCSS Standards
V. Individuals, Groups, and Institutions: a, b; IV. Individual Development and Identity: e, f, h
Topic: Working Independently and Cooperatively

WEEKEND WORKOUTS

124. Things I Like to Do in Groups

More Than Putting Out Fires

Match each sentence beginning with the correct ending. You will learn that the Fire Department does more than just put out fires.

Firefighters visit schools to teach children fire safety.
Firefighters check buildings to make sure they are fireproof.
Firefighters help people who have been in bad storms.

Rules might include: Never play with matches; stop, drop, and roll; crawl under smoke.

Ask children to recall visits of firefighters to the school. You might also review fire drill procedures.

Write two fire safety rules that you know.

NCSS Standards
V. Individuals, Groups, and Institutions: a, c
Topic: Institutions/Fire Department

GRADE 2
Week 25

**GRADE 2**

1. Edvergen
2. They should not tease Emilie because she sold fewer boxes of cookies. She met the goal and maybe has good reasons for not selling more.
3. The chart does not show how much time and effort the girls put into selling Girl Scout Cookies.

**TIP**

Explain to children that time and energy are not always reflected in results. Each person should put forth a good effort and be recognized for it.

You may want to write the word *graph* on the board and practice its pronunciation with the class.

**NCSS Standards**

V. Individuals, Groups, and Institutions: a, b; VIII. Production, Distribution, and Consumption: g, i

**Topic:** Interactions Within and Among Individuals, Groups, and Institutions

---

**Challenges**

Name __________________________ Date __________

**WEEK TWENTY-FIVE**

**Reading a Bar Graph**

- **Boxes of Girl Scout Cookies Sold**

  - Emilie
  - Catrina
  - Edvergen
  - Kim

Read the graph. Write your answers.

1. Who sold the most boxes of cookies? ________________
2. The troop’s goal was that each person sell one box. How should the other scouts treat Emilie?
3. Emilie spent more time selling cookies than any of the other girls. What else does the chart not show?

---

**Answers**

1. Edvergen
2. They should not tease Emilie because she sold fewer boxes of cookies. She met the goal and maybe has good reasons for not selling more.
3. The chart does not show how much time and effort the girls put into selling Girl Scout Cookies.

**NCSS Standards**

V. Individuals, Groups, and Institutions: a, b; VIII. Production, Distribution, and Consumption: g, i

**Topic:** Interactions Within and Among Individuals, Groups, and Institutions
WEEKDAY WORKOUTS

Campaigns and Elections

Match the beginning of each sentence to the correct ending.

1. A **candidate** wants to be **elected to** work in the government.
2. A candidate **campaigns** **work in the government**.
3. A **poll** is the place **to win the election**.

A Special Contest

Start at **e**. Go around the puzzle path and circle every third letter. You’ll learn the name of the special contest where Americans choose their leaders. Write the name of the contest here.

What Happens On Election Day?

Number the sentences in the correct order.

1. **On election day, voters go to special voting places.**
2. **Each voter then goes into a voting booth and votes.**
3. **When everyone has voted, the votes are counted. Then the winners of the election are announced.**

WEEK 30

Lesson Connection: Elections and Voting

**DAY ONE ANSWERS**

1. A candidate wants to be elected to work in the government.
2. A candidate campaigns to win the election.
3. A poll is the place where people vote.

Explain that during a campaign, a candidate does many things to let people know what he or she believes and wants to do as a government leader. Candidates give speeches, meet with groups of voters, appear on television, and put ads in newspapers. A campaign is also called running for office.

**NCSS Standards**

X. Civic Ideals and Practices: b, d, f; V. Individuals, Groups, and Institutions: c, f, g

Topic: Civic Participation/Elections

**DAY TWO ANSWERS**

You might share with the students that national elections (for president) happen every four years. There are national elections in other years, however, because representatives are chosen for two-year terms and senators for six-year terms. You might also ask students to share any information or thoughts they may have about elections.

**NCSS Standards**

X. Civic Ideals and Practices: b, d, f; V. Individuals, Groups, and Institutions: c, f, g

Topic: Civic Participation/Elections

**DAY THREE ANSWERS**

2, 1, 3

Tell students that there are workers at the voting places called **election officials**. Their job is to check to be sure that each person is registered to vote, and to help people with any problems they might have while voting. Such help can include showing people how to mark their votes, work the voting machine, or answering questions.

**NCSS Standards**

X. Civic Ideals and Practices: b, d, e, f; VI. Power, Authority, and Governance: a, b, c

Topic: Civic Participation/Voting

GRADE 3
At first the Constitution only allowed white men to vote. Changes to the Constitution, called amendments, allow more people to vote.

Use the timeline to write the dates in the blanks below.

1. 1870 African American men vote
2. 1920 Women can vote
3. 1971 Voting age lowered to 18
4. 2000 President G.W. Bush elected

Remind students that the Constitution is our country’s law. Its writers knew that many changes would happen as time went on, and that the Constitution might need changes. So they planned a way for changes to be made by allowing amendments to the Constitution. The Constitution has twenty-seven amendments. The voting amendments allow our country to be fair to all citizens.

The following symbols are included: scales of justice, eagle (our national bird, symbolizes freedom), (product) made in U.S.A., gavel (justice), policeman (order, security), Capitol, George Washington.

Think about how these symbols represent parts of our government.

Choose three of the symbols and describe what they mean.

Weekly Challenge 30, page 101, offers an extension of this week’s activities.

Challenge
NCSS Standards
X. Civic Ideals and Practices: a, b, f, g; VI. Power, Authority, and Governance: a, b, h
Topic: Civic Participation/Voting Rights

What Do You See?
NCSS Standards
X. Civic Ideals and Practices: a, d; VI. Power, Authority, and Governance: b, c
Topic: Civic Participation/Voting Rights
1. register
2. speeches, TV, news
3. vote

Explain to students that registering to vote is very easy. People usually go down to their City or Town Hall and give their names and addresses to the town clerk. People may have to show some identification that has their address on it, such as a driver’s license, or a utility bill. You might also point out that responsible voters try to learn all they can about the people and other issues that are to be voted on.

ANSWERS

Every four years, American voters elect a president. Citizens 18 years old and older have the right to vote in elections. Citizens also have responsibilities during elections.

Use the Letter Bank to help you figure out the responsibilities that finish each sentence.

1. The first step is to ___ ___ ___ ___ ___ ___ ___ to vote. People put their names on the list of voters in their town or county.

2. Then, voters need to learn about the people who are running in the election. They should listen to ___ ___ ___ ___ ___ ___ ___ programs. They should read ___ ___ ___ ___ papers and magazines.

3. Finally, on election day, voters must ___ ___ ___ ___.
WEEKDAY WORKOUTS

A Great Lakes Fable

Use the Letter Bank to answer the questions.

Letter Bank

\[
\begin{array}{cccc}
1 = a & 2 = b & 3 = l & 4 = n \\
5 = p & 6 = u & 7 = y \\
\end{array}
\]

Who dug the Great Lakes in just a few hours so his giant blue ox, Babe, would have plenty of drinking water? Who cleared the forests in Wisconsin and Minnesota in just a few days so farmers could plant crops there?

\[
\begin{array}{cccc}
5 & 1 & 6 & 3 \\
2 & 6 & 4 & 7 \\
1 & 4 \\
\end{array}
\]

That’s who!

Manufacturing Comes to the Midwest

In the early 1900s, many Midwestern cities became important manufacturing centers. A city in Michigan became the center of automobile manufacturing. In 1903, this city had 57 carmakers! More cars are made in this city today than anywhere else in the United States. Use math and the alphabet to determine the name of the city.

The city is

\[
\begin{array}{cccc}
E-1 & h-3 & q+3 & v-4 \\
p-1 & g+2 & v-2 \\
\end{array}
\]

The Midwest Feeds the Country

Farming is a big industry in the Midwest. Farmers grow important crops such as corn, soybeans, and wheat. These crops are used to make popular foods.

Name foods you eat for breakfast, lunch, and dinner that were grown on a Midwestern farm.
WEEK 21

DAY FOUR ANSWERS
Mount Rushmore

Help students locate South Dakota on a map. Mount Rushmore is near Rapid City. The four faces that Borglum chose to carve are those of Presidents George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln.

Tips

NCSS Standards
I. Culture: c, e; III. People, Places, and Environments: a, c, d, e, g, h, i
Topic: Mount Rushmore

DAY FIVE ANSWERS
1. Fairs are a favorite event in the Midwest and Rocky Mountain regions.
2. There are contests for the best homemade foods, such as pies and sauces.
3. Many fairs have rodeos for cowboys and cowgirls to show off their riding and roping skills.
4. Farmers and ranchers can look at new equipment and tools.

Tips

You might ask students to share experiences they have had at fairs. Ask them how their experiences are like or different from those listed in the activity.

WEEKDAY WORKOUTS

The faces of four American presidents are carved on a mountain in South Dakota. An American sculptor named Gutzon Borglum used drills and dynamite to do his carving.

Find and unscramble the hidden letters that spell the name of the mountain that is carved with four faces.

WEEK 21

DAY FOUR

Faces on a Mountain

The faces of four American presidents are carved on a mountain in South Dakota. An American sculptor named Gutzon Borglum used drills and dynamite to do his carving.

Find and unscramble the hidden letters that spell the name of the mountain that is carved with four faces.

WEEK 21

DAY FIVE

Let’s Go to the Fair!

Match the beginning of each sentence to the correct ending.

1. Fairs are a favorite event homemade foods, such as pies and sauces.
2. There are contests for the best in the Midwest and Rocky Mountain regions.
3. Many fairs have rodeos for cowboys and cowgirls to show off their riding and roping skills.
4. Farmers and ranchers can look at new equipment and tools.

Challenge

Weekly Challenge 21, page 92, offers an extension of this week’s activities.

NCSS Standards
I. Culture: a, b, c, d, e; III. People, Places, and Environments: a, e, g, h
Topic: American Cultural Events

GRADE 4
Many states in the Midwest and Rocky Mountain regions are named after Native American groups or from words in Native American languages.

Use the clues and Name Bank to help you fill in the puzzle.

**Name Bank**

Illinois Kansas Michigan Minnesota Nebraska Wisconsin

**Across**

2. This state name is from two Sioux words meaning “sky-tinted waters.”
3. This state name is from the Chippewa word michigama, meaning “large lake.”
5. This state name is from the Oto word nebrathka, meaning “flat water.”
6. This state name is from the name of the Illini Native Americans.

**Down**

1. This state name is from a Native American word meaning “gathering of waters.”
4. This state name is from the name of the Kansas Native Americans.
A People’s Government

Do the letter math to finish each description of our national government.

1. Our form of government is a _____________.
   
   \[ q + 1 + g - 2 + q - 1 + x - 3 + a + 1 + n - 2 + f + 3 + a + 2 \]

   We elect representatives to run our country.

2. Our government is a _____________.
   
   \[ e + 1 + g - 2 + a + 3 + c + 2 + t - 2 + d - 3 + v - 2 + g + 2 + n + 1 + l + 2 \]

   Power is shared between the national and state governments.

The Blueprint for Our Government

Unscramble the words to learn more about the Constitution.

1. The Constitution is the document that ____________ the ____________ of the United States.
   
   acdeert eegmnortv

2. This ____________ outlines how the government should ____________ laws, ____________ laws, and interpret, or ____________ the meaning of the laws.
   
   alnp aekm racyr uto aelinp

Three Branches of Government

Unscramble the sentences to learn about the branches of our government.

1. ____________ and branch, Congress country’s is laws. legislative makes the the
   
   alnp cdeart

2. ____________ the branch, carries executive laws. leads out president The the which
   
   edeert aclnp

3. ____________ and branch, Court decides is judicial laws mean. Supreme The the what
   
   aclnp edeert

The U.S. Constitution has served as a model for the constitutions of many other countries. Initially, not all Americans were enthusiastic about the Constitution. Patrick Henry, for example, was against the Constitution because he believed the states would lose their rights. States’ rights were very important to the colonists.

Congress is the legislative branch, and makes the country’s laws.

The president leads the executive branch, which carries out the laws.

The Supreme Court is the judicial branch, and decides what the laws mean.

Explain that the Founding Fathers deliberately divided the government into three branches. This division is called “separation of powers” and was proposed so that no branch of government would have too much power.
Many Americans consider the First Amendment the most important amendment. It guarantees freedom of religion, freedom of speech, the right to a free press, and the rights of assembly and petition, which are forms of peaceful protest.

These freedoms and rights have limits, however. A person’s freedom of speech may be limited when that speech or written expression creates a “clear and present danger” to society.

Describe something that creates a “clear and present danger.”

1. When the U.S. Constitution was first completed, many people criticized it ___.
2. The critics wanted a statement included to make sure that the personal ___.
3. So the writers of the Constitution, led by James Madison, added a ___.

A Basic Right

Many Americans consider the First Amendment the most important amendment. It guarantees freedom of religion, freedom of speech, the right to a free press, and the rights of assembly and petition, which are forms of peaceful protest.

These freedoms and rights have limits, however. A person’s freedom of speech may be limited when that speech or written expression creates a “clear and present danger” to society.

Describe something that creates a “clear and present danger.”

WEEKDAY WORKOUTS

Ensuring Individual Rights

Sentence endings are indicated by the letters a–c. Write the letter of each correct ending in the spaces.

1. When the U.S. Constitution was first completed, many people criticized it ___.
2. The critics wanted a statement included to make sure that the personal ___.
3. So the writers of the Constitution, led by James Madison, added a ___.

A Basic Right

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WEEKDAY WORKOUTS

Ensuring Individual Rights

Sentence endings are indicated by the letters a–c. Write the letter of each correct ending in the spaces.

1. When the U.S. Constitution was first completed, many people criticized it ___.
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A Basic Right

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These freedoms and rights have limits, however. A person’s freedom of speech may be limited when that speech or written expression creates a “clear and present danger” to society.

Describe something that creates a “clear and present danger.”
The Preamble is the introduction to the U.S. Constitution. It is one long sentence divided into seven phrases. The phrases state reasons why the Constitution was written.

Read each sentence. Then, in the blank, write the Preamble phrase from the Phrase Bank that the sentence explains.

**Phrase Bank**
- provide for the common defense,
- promote the general Welfare,
- form a more perfect Union,
- establish justice,
- insure domestic tranquility,
- We the people of the United States,
- and secure the Blessings of Liberty to ourselves and our Posterity,
- do ordain and establish this Constitution for the United States of America.

1. These opening words make it clear that our government is established by the power of the people of the United States, rather than by a king or other ruler.
2. in order to
3. to have a government that’s better than the one we had
4. to set up laws and courts that are fair for everyone
5. to make sure that life in our country will be peaceful and tranquil
6. to defend our nation against attack from other countries
7. to help our people lead happy and useful lives
8. to make sure that this nation’s people and their descendants remain free
9. write and pass as law, this Constitution for our country
WEEKDAY WORKOUTS

The Meandering Mississippi

As rivers and streams move across the landscape, they may change their pathways, carve hillsides, dig channels, and deposit soil.

Look at the map and explain what made Kaskaskia, Illinois look as though it is part of Missouri.

The 49th Parallel and Point Roberts, Washington

In western North America, the 49th parallel of latitude is the political boundary between the United States and Canada. Point Roberts lies on the tip of a peninsula just south of the 49th parallel. It is completely surrounded by water on the south, so the only land route to mainland Washington is through Canada.

What planning do U.S. citizens of Point Roberts need to do before they can travel to mainland Washington?

Where is Nunavut?

In 1999, the Canadian Government created a new territory from the Northwest Territories. This new land, Nunavut, extends into the Arctic, and many people say it includes the ancient lands of the Inuit people.

The Inuit traditionally used dogsleds and kayaks for transportation.

1. What do you think replaced the kayaks?
2. What do you think has replaced some dogsleds?
WEEK 12

WEEKDAY WORKOUTS

The Northwest Angle is part of Minnesota. What do you observe about it?

1. The Northwest Angle is surrounded by Canada and Lake of the Woods.
2. To get to other parts of the state, you would need to travel by boat and then by car for the most direct route. You also could drive through Canada, and then south.

This isolated section of Minnesota came about when a boundary dispute between surveyors of the two countries was finally resolved.

In 1995, this International Peace Park was designated a World Heritage Site.

NCSS Standards
II. Time, Continuity, and Change: b, e; III. People, Places, and Environments: a, e, f, g, h, i, k
Topic: Human-Environment Interactions

Weekly Challenge 12, page 83, offers an extension of this week’s activities.

NCSS Standards
II. Time, Continuity, and Change: a, b, e, f; IX. Global Connections: b, e
Topic: Individuals, Groups, and Governments

The International Peace Park

Glacier National Park in Montana and Waterton Lakes National Park in Alberta, Canada were joined in 1932 to celebrate the friendship of two countries. Use your knowledge of geography to complete the crossword puzzle.

Across
1. Southern country involved
2. Mountain range where park is
3. Southern part of the Peace Park

Down
4. Large bear in the park
5. Northern park of the Peace Park
6. Northern country involved

Possible answers:
1. United States
2. Rocky
3. Glacier
4. Grizzly
5. Waterton
6. Canada

The Northwest Angle

1. The Northwest Angle is part of Minnesota. What do you observe about it?
2. How would you travel to other parts of Minnesota from the Northwest Angle?
WEEK 12

Possible answers:

1. The Mississippi would bypass New Orleans, leaving it without a deep river port.

2. If the Mississippi changed channels, there would need to be a large investment to ensure that the river could carry ships inland, and a port would need to be developed. This would be very costly.

**TIP**

In parts of the Mississippi Delta region, the river flows between levees built by the U.S. Army Corps of Engineers many years ago. Some flooding occurs anyway.

You might write the words Atchafalaya and delta on the board, discuss their meanings, and practice their pronunciations with the class.

**NCSS Standards**

II. Time, Continuity, and Change: a, b, f; VII. Production, Distribution, and Consumption: a, h, i, j

Topic: Economic Decisions

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**Challenge**

Name ____________________________ Date ________________

**WEEK TWELVE**

Saving New Orleans

Historically, the path of the Mississippi River changed a lot. Not anymore. The U.S. Army Corps of Engineers works hard to keep the Mississippi in its same path. Today, some of the Mississippi River flows into the Atchafalaya River, taking a shorter route to the Gulf of Mexico.

1. What might happen to one of the world’s busiest ports, New Orleans, if the Mississippi were to move totally into the drainage pattern of the Atchafalaya?

2. How might this affect the economy?