TCM Teacher Created Materials

EXPLORING Social Studies West Virginia

Grade 3

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Management Guide

EXPLORING Social Studies West Virginia

TCM Teacher Created Materials

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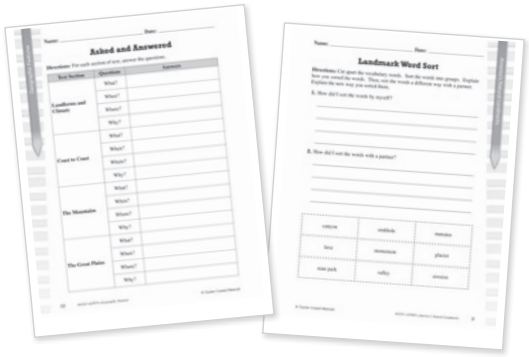
PROGRAM OVERVIEW

CONTENT

This curriculum includes **high-interest student texts**, comprehensive **lesson plans** for simple implementation, **assessment** materials, project-based learning activities, and **engaging primary sources** to deepen students' content knowledge and analytical skills.

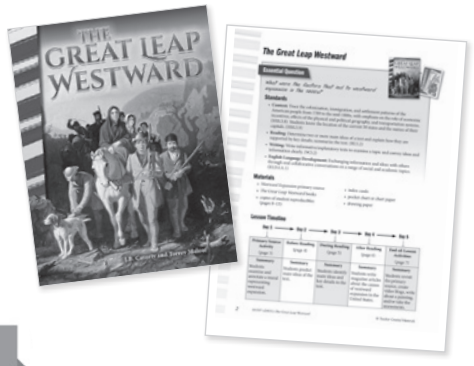
LITERACY

Students learn to **listen**, **speak**, **read**, and **write** while focusing on social studies content. Student texts are leveled to ensure they are accessible. Lessons encourage **close reading** and provide opportunities for **writing** and **vocabulary** development.



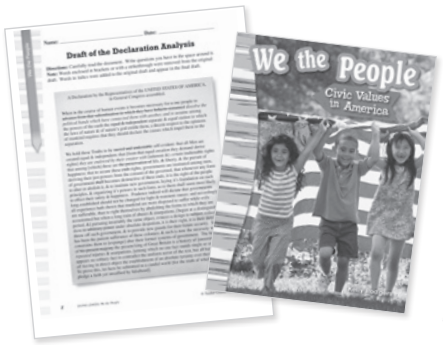
INQUIRY

Students engage in **inquiry activities** as they analyze complex texts and **primary sources**. Specific **essential questions** encourage meaningful research where students exercise critical thinking to ask and answer relevant questions.



CITIZENSHIP

Key student texts and teacher lessons deal specifically with citizenship and **democratic values**. Activities encourage students to **get involved** in their own schools and communities and become responsible citizens who **take action to solve problems**.



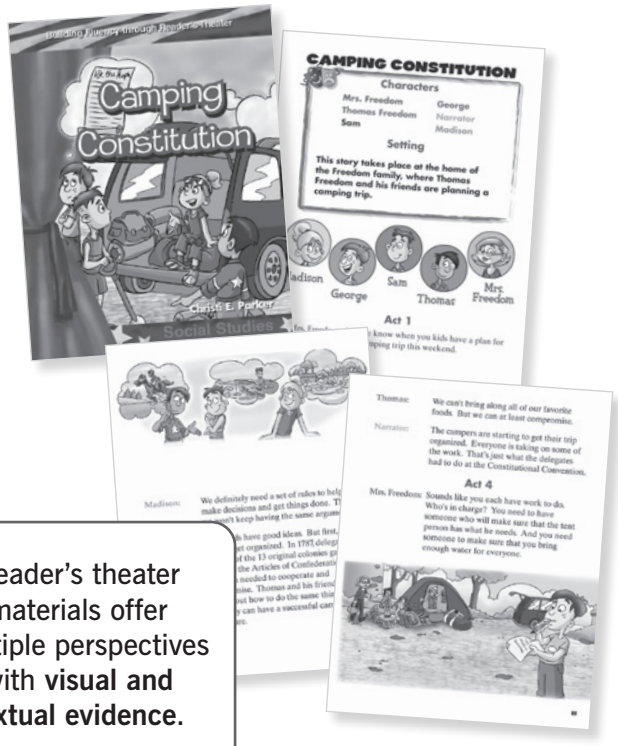
CONTENT

STUDENT TEXTS

Content-Area Readers

Content-area readers **integrate** history, geography, economics, and civics **information**.

Reader's Theater Scripts

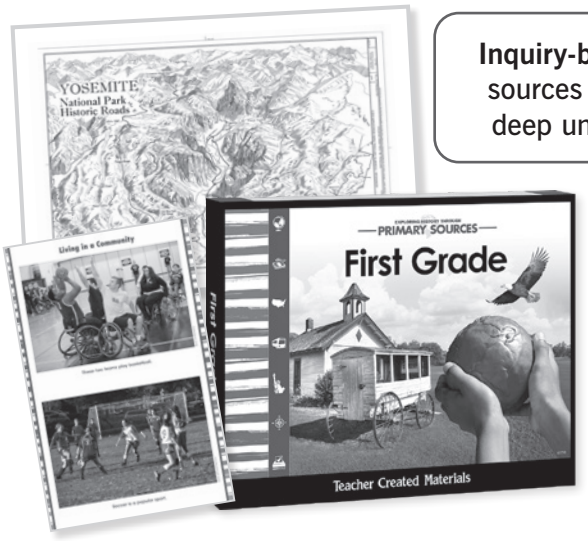


Reader's theater materials offer multiple perspectives with **visual and textual evidence**.

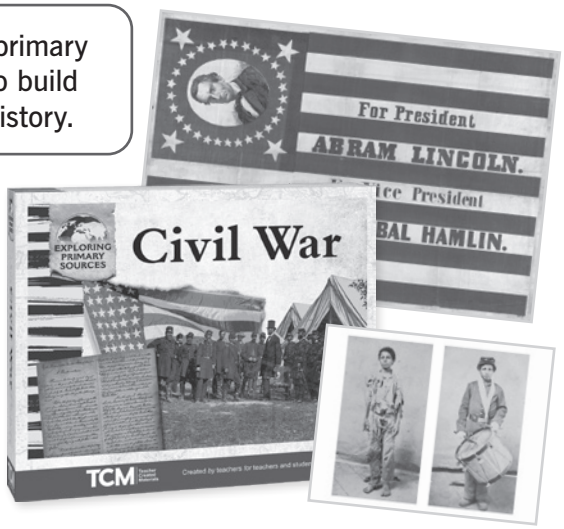
Student Inquiry Handbooks

Full-color handbooks cover 100% of West Virginia social studies standards through engaging activities.

PRIMARY SOURCES



Inquiry-based analysis of primary sources allows students to build deep understandings of history.

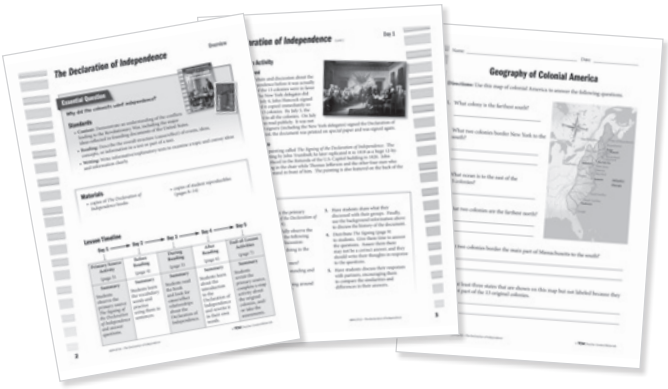


TEACHER RESOURCES

Management Guide

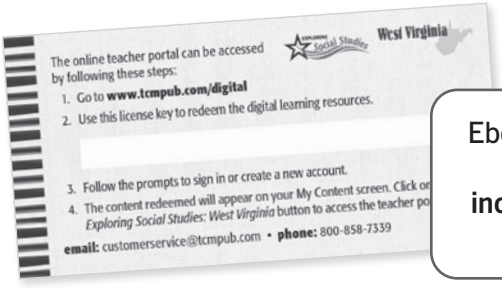
Management Guide provides **program information** and **research-based** teaching ideas.

Lesson Plans

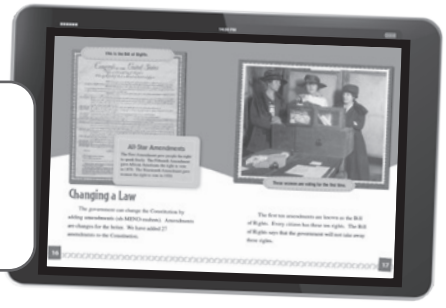


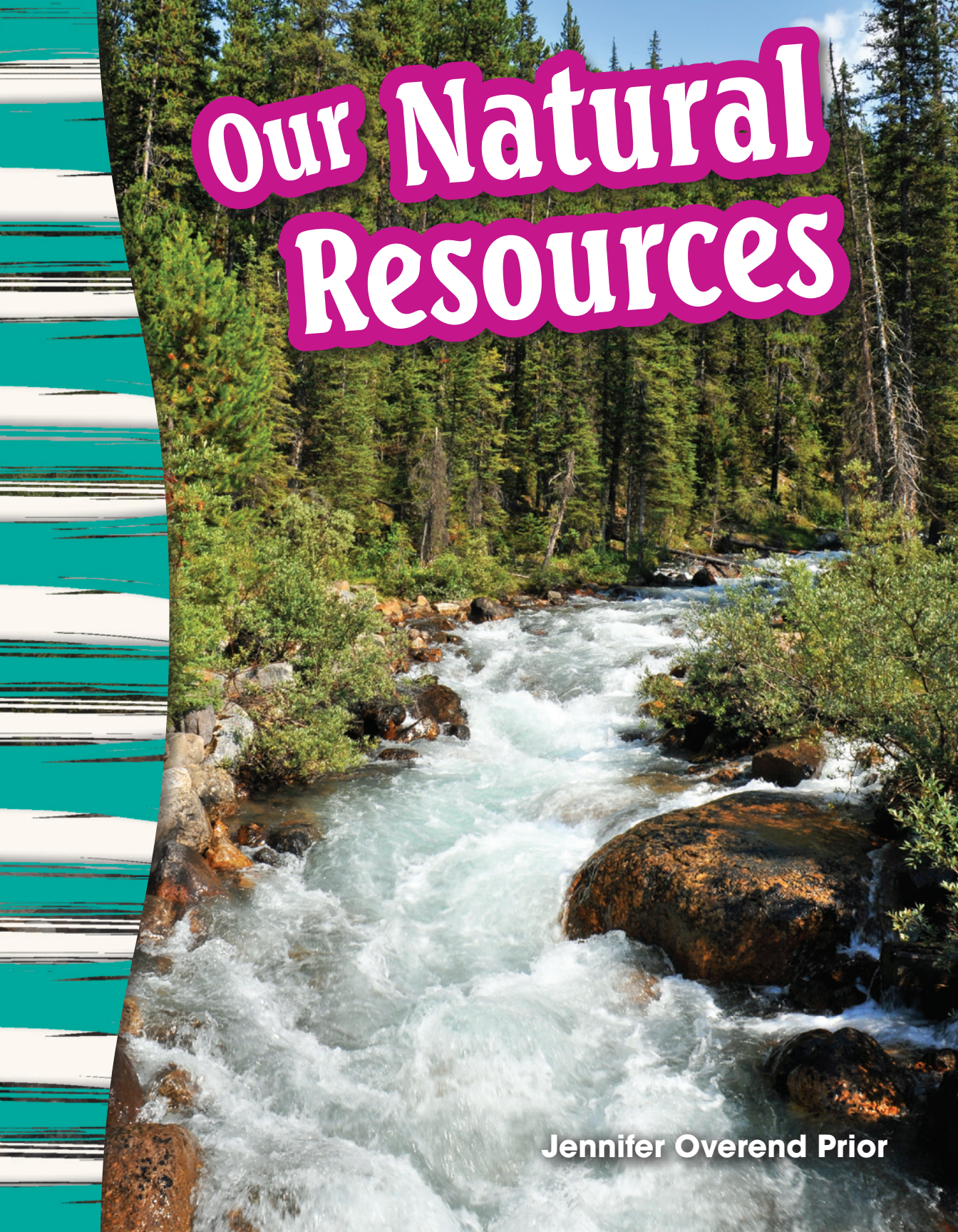
Lesson Plans include key **instruction**, essential **questions**, and constructed-response **assessments**.

DIGITAL RESOURCES



Ebooks, audio recordings, and English learner support **increase student engagement** and enhance instruction.




Our Natural Resources
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Consultant

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Table of Contents

What Are Natural Resources?

Natural resources (REE-sawr-suhz) are all around us. Natural resources are things found in nature, such as trees and oil. We use natural resources to make other things. We use oil to make **fuel** for cars and airplanes. A fuel is a source of power. Many houses are made of wood. Wood comes from trees that grow in forests. Some houses are made of bricks. People use sand, clay, and water to make bricks. These are all examples of natural resources.

Wind and sun are natural resources, too. We can use them to make power. We can turn the wind and sun's energy into **electricity**. We use electricity to heat and light our homes.

We need some natural resources to live. Without air, we are not able to breathe. Air is a natural resource because it comes from nature.

People also use natural resources to make things that make their lives easier. Think about some of the things on your desk. There may be paper and pens. Paper is made from trees. Even plastic things, such as pens are made from natural resources. Most plastic things are made from oil. We do not need paper and pens to live, but they do help make our lives easier.

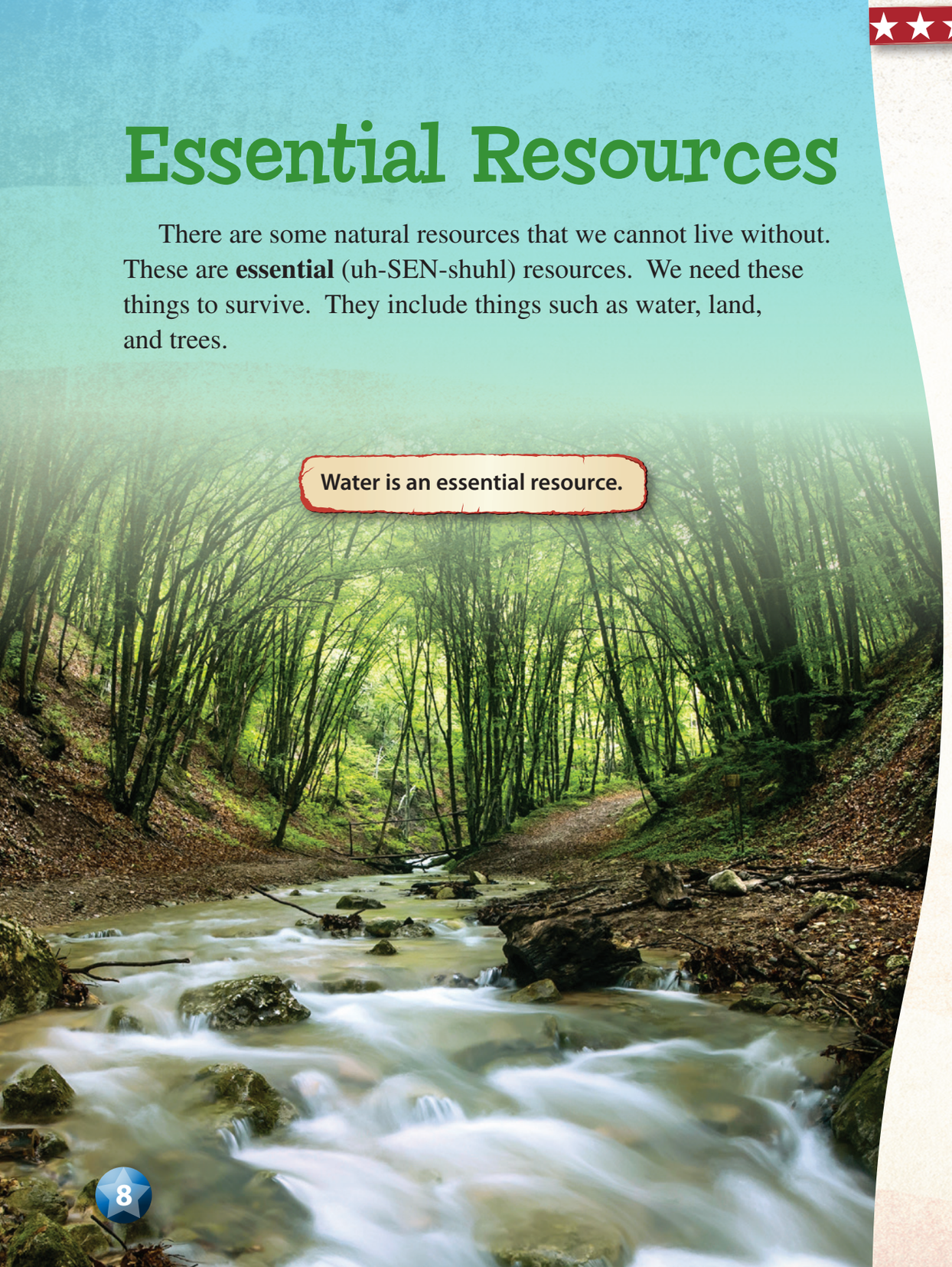
Sometimes, people waste natural resources. This means that they do not use them carefully. If we keep doing this, we will not have these resources in the future.

Capital Resources

Capital resources are the things we use to make something from natural resources. Wood is a natural resource that we use to build houses. But the hammer and nails we use to build the houses are capital resources.

Essential Resources

There are some natural resources that we cannot live without. These are **essential** (uh-SEN-shuhl) resources. We need these things to survive. They include things such as water, land, and trees.



Water is an essential resource.

Water

Water is one of our most important natural resources. We could not live without it. We need water to drink. It is a basic need for all human beings. But we can only drink fresh water that comes from rivers and rainfall. Ocean water is too salty for us to drink.

The plants that give us food also need water. Long ago, farmers learned that they could use rivers to water their crops. They dug trenches in the ground. These are narrow paths in the ground. The trenches brought water from a river or stream to their fields. This is called **irrigation** (ir-i-GEY-shuhn).

Water Mania

We use water every day for many different things. We cook with it. We clean with it. We use it to help our yards and gardens grow. We even use water for fun things, such as swimming and water balloons!

This machine helps farmers water a lot of crops at once.

Land

We need land for **agriculture** (AG-ri-kuhl-cher), or farming. Farmers need plenty of land to grow crops. But they cannot grow crops on all kinds of land. They need land that has healthy soil, or dirt. Land is a natural resource that helps provide us with food.

Farmers grow corn, wheat, and many other crops. These crops help feed people all around the world. Farmers also raise animals such as cows, chickens, and pigs. These animals provide us with milk, eggs, and meat. Farmers need land to raise the animals on.

Think of the things we eat for breakfast. Without chickens and cows, we would not have eggs or milk. Without wheat, we would not have toast or many breakfast cereals. Land gives us the food we need to live.

Trees

Trees are another natural resource that we could not live without. The leaves on trees give us **oxygen** (OK-si-juhn). We need oxygen to breathe. Trees also give us food. Some trees make fruit or nuts that we can eat.

Trees are also used to make lumber. Lumber is made when trees are cut into boards. People use these boards to make houses, schools, and other buildings. Lumber is also used to make furniture, such as tables and chairs. People can also use trees for firewood to keep warm.

It may seem like there are trees everywhere, but our forests are disappearing fast. This is one reason that people should plant a new tree if they cut one down. This helps keep enough trees on Earth.

Many trees have been cut down in this forest.

Hidden Treasures

On Earth, there are treasures hidden deep in the ground. People dig under the ground to find these important resources.

Oil

Our lives would be very different without oil. It is a natural resource that we use for many things. Oil is a black liquid that comes from underground. Plants and animals that died millions of years ago turned into oil over time. People have to drill deep down to get the oil. Sometimes, they even drill underground in the middle of the ocean!

This oil rig digs under the ground in the ocean to get oil.

No More Oil?

We use a lot of oil! But Earth is running out of oil. We need to learn how to use our oil carefully and find ways to live without using so much oil.

Oil is used to make roads and highways. It is also used to make plastic things, such as water bottles and toys. Oil is a fuel**, too**. Oil is used to make gasoline (gas-uh-LEEN) for cars.

Plastic toys are made with oil.

People use pumps such as this one to fill their cars with gasoline.

Coal

Like oil, coal is a fuel made underground over millions of years. Long ago, dead plants on the ground were covered with dirt, rocks, and water. All of these things pressed down on the dead plants. Millions of years later, the dead plants eventually dried up and turned into coal.

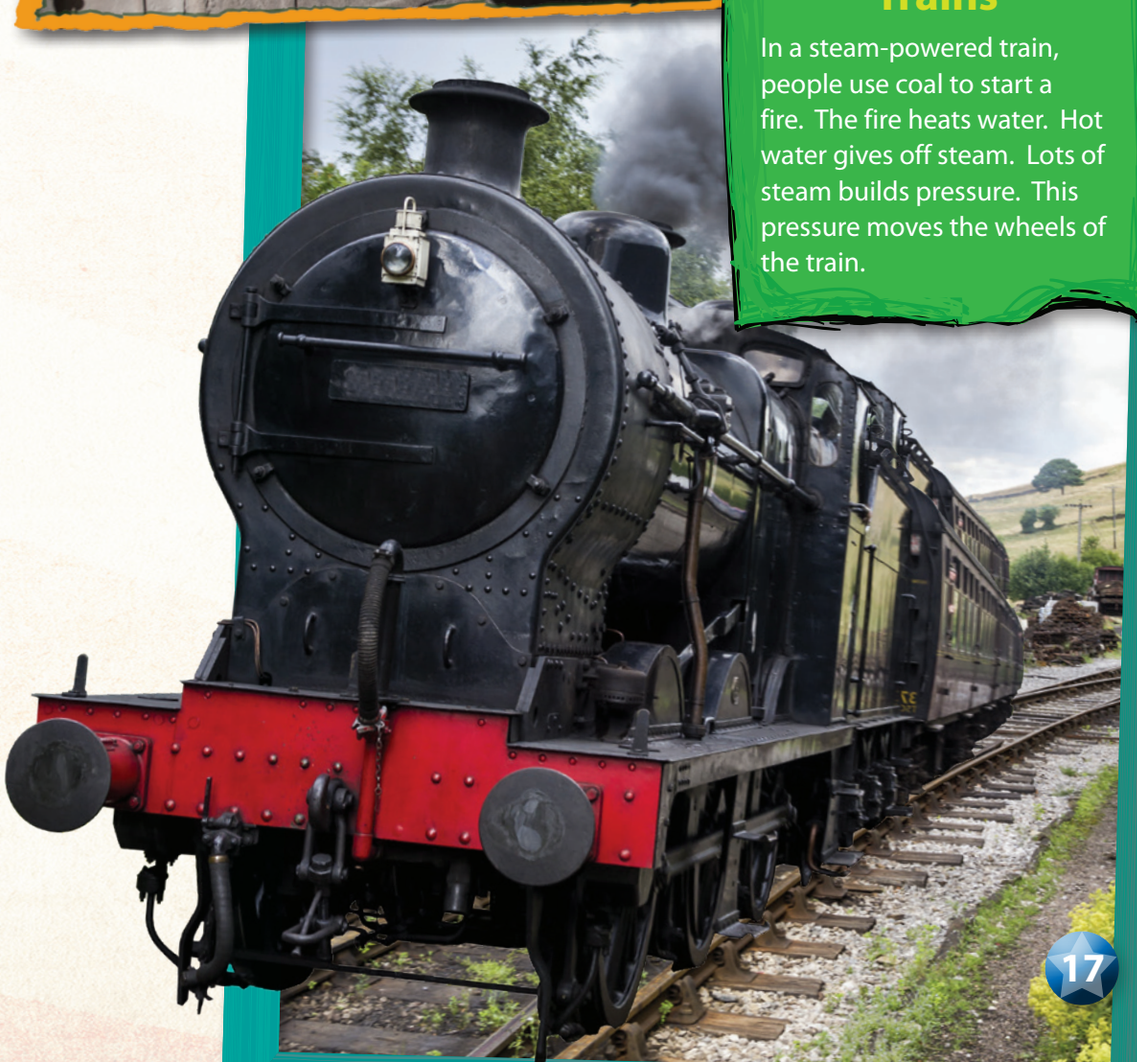
Coal is black and looks like rock. Coal will burn for a long time. In the 1800s, people used coal for many things. It heated water that made steam engines work. Trains used steam engines to move across the tracks. People used coal stoves to heat their food and homes.

Today, coal is mainly used to make electricity. Like steam engine trains, coal heats water to make steam. This steam is used to run the machines that make electricity.

Coal is shoveled into a fire to heat water on a train.

Steam-Powered Trains

In a steam-powered train, people use coal to start a fire. The fire heats water. Hot water gives off steam. Lots of steam builds pressure. This pressure moves the wheels of the train.



Natural gas can be burned and used to cook food.

Natural Gas

Natural gas is different than the gasoline that goes into many cars. Gasoline is a liquid that is made from oil. But natural gas is a gas, like air.

Natural Gas

Natural gas is another kind of fuel. Like oil and coal, it is found deep under the ground. It is formed over many years from dead plants and animals that were buried under the sea. Some of these dead plants and animals turned into oil and others turned into gas. The gas is trapped in pockets of rock deep in the earth.

Natural gas has many uses. It can be burned as a source of power. Some homes are lit by gas. Stoves and ovens often use gas, too. Clothes washers and dryers can also run on gas. Some homes use gas to run the heater. Gas can be used to keep your home cool, too. It gives power to air conditioners.

People dig for gold at this gold mine.

Gold is used in computer parts.

Gold and Silver

People dig in the ground looking for **precious** (PRESH-uhs) metals. Precious means that it is worth a lot of money. We say that a metal is precious when there is very little of it in the world. Gold and silver are precious metals. People have used these metals as money for a very long time. They are also used to make jewelry. Jewelry made of gold and silver can cost a lot of money. This is because these metals are hard to find. That makes them worth more money.

Many computers use these metals, too. This is because gold and silver are good **conductors** (kuhn-DUHK-terz). This means that they move electricity well. Every day, people look for more of these precious metals.

King Tut

King Tutankhamen (toot-ahng-KAH-muhn) is also known as King Tut. He was a pharaoh, or ruler, in ancient (EYN-shuhnt) Egypt. After he died, a mask was placed over his face. That mask was made of 24 pounds of solid gold!

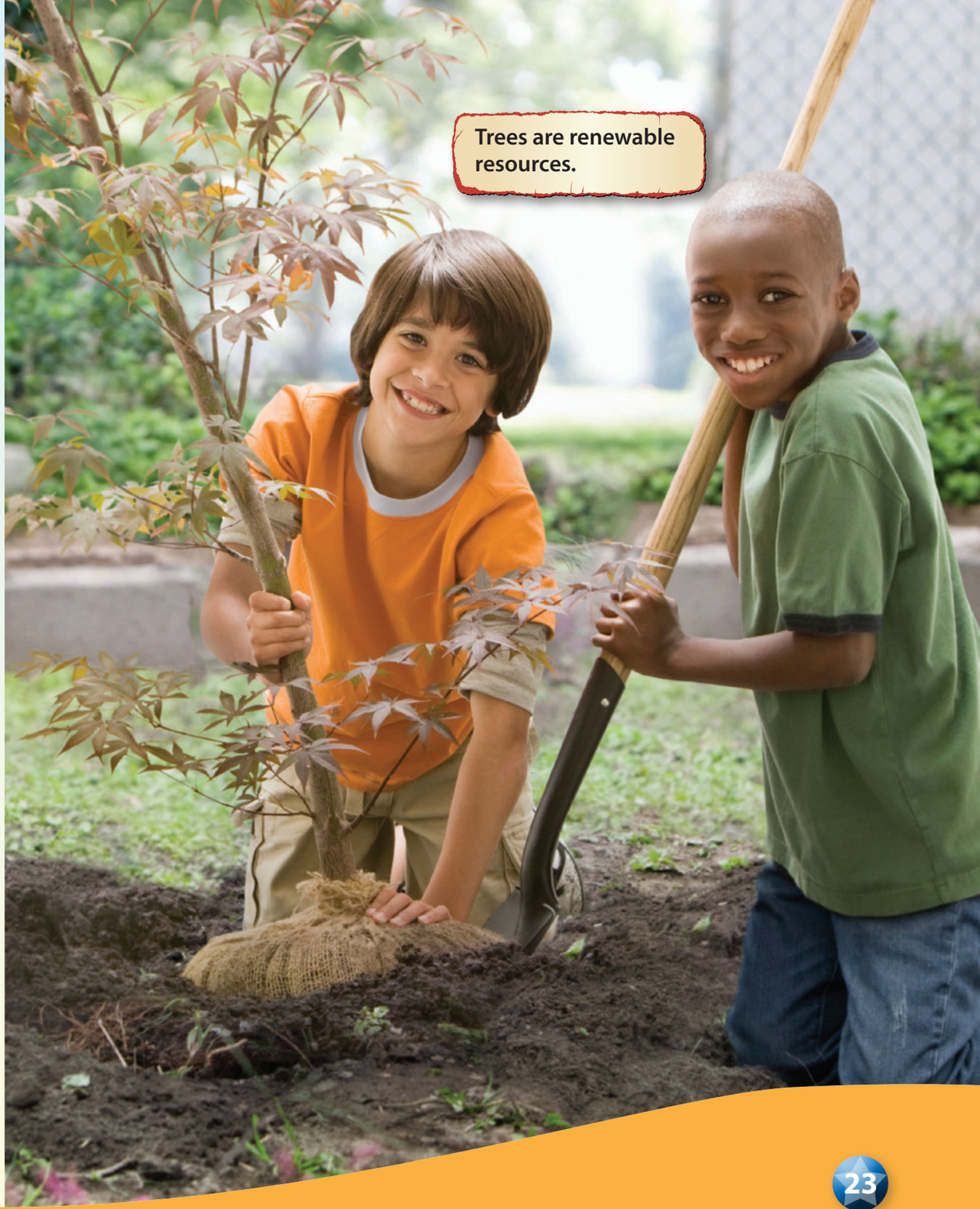
Renewable or Nonrenewable?

Some of our natural resources are **renewable** (ri-NOO-uh-buhl). This means that they can be replaced. Trees are renewable. People can plant new trees to grow. Water is renewable, too. Rain replaces the water that we use.

But some of our natural resources are **nonrenewable**. This means that once they are gone, they are gone forever. If we use too much of these resources, they can become **scarce**. This means that there is very little of that resource left in the world.

Oil, coal, and natural gas are nonrenewable. They will not return until more is made from plants and animals. But this will take millions of years! Precious metals can be used up, too. We need to use these resources carefully or else they will be gone.

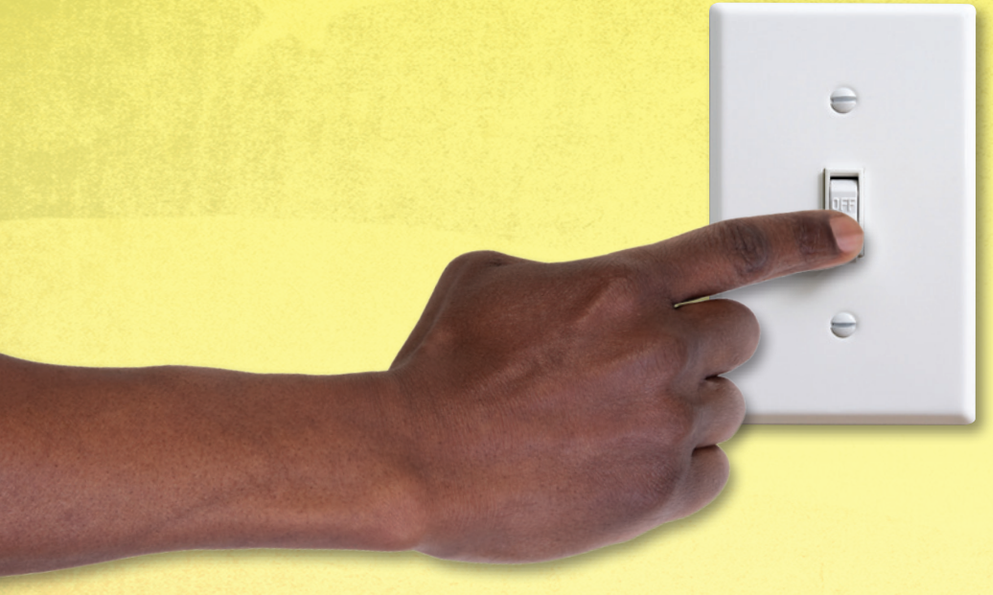
Coal and gold are nonrenewable resources.



Trees are renewable resources.

Today, many people are trying to save Earth's natural resources. They do not want them to run out. One way to do this is to use renewable forms of energy. By doing this, we will not waste so many of Earth's resources.

Renewable resources such as water, wind, and the sun can be used to make power. Have you ever seen a **dam**? Water passes through it. Then, the water's energy is turned into electricity. Wind is a source of energy, too. Have you seen a turbine? Wind spins the blades. This motion is turned into electricity. Solar panels turn sunlight into electricity. These are all renewable forms of energy. People can use this energy to heat homes and light rooms.



Saving Our Resources

We all need to do our part to **conserve** our natural resources. This means that we need to help save them and use them carefully.

You can help conserve our natural resources. Think about the things in your home. What natural resources does your family use? Most homes use water. You can turn off the water when you are not using it. Most homes use electricity, too. You can turn off the lights when people are not in a room. You can walk to places instead of driving. You can also try growing your own food.

Our planet gives us so many of the resources that allow us to live. We must all make changes to help save our resources.

This girl tells her class to use light bulbs that conserve energy.

Turn It Off!

You can save up to eight gallons of water a day if you turn off the water while you brush your teeth. That is 56 gallons a week!

Recycling is a good way to conserve resources.

Conserve It!

Think about ways that you can conserve natural resources in your community. Think about what resource you want to conserve. Talk with your friends and family about things you can do to help. Then, write your plan and spread the word!

This boy plants an olive tree.

These kids recycle boxes and bottles.

Using your air conditioner and heater less conserves resources.

Glossary

agriculture—the science of farming

capital resources—things that people use to make goods and provide services

conductors—materials that allow electricity or heat to move through them

conserve—to use carefully

dam—a structure that is built across a river or stream to stop water from flowing

electricity—a form of energy that is carried through wires and is used to operate lights and machines

essential—very important and necessary

fuel—a material such as coal, oil, or gas that is burned to produce heat or power

irrigation—to supply with water by using artificial means

natural resources—things existing in the natural world that a country can use

nonrenewable—cannot be replaced by nature or natural processes

oxygen—an element that is found in the air and is necessary for life

precious—rare and worth a lot of money

renewable—can be replaced by nature or natural processes

scarce—a very small amount or number

Index

Your Turn!

Save Our Resources!

Natural resources are important. We cannot live without them. We must conserve our natural resources. Write your daily schedule. Then, list all the ways you can help conserve natural resources throughout your day. Write them on your schedule.

PRIMARY SOURCE READERS

Our Natural Resources

Publishing Credits

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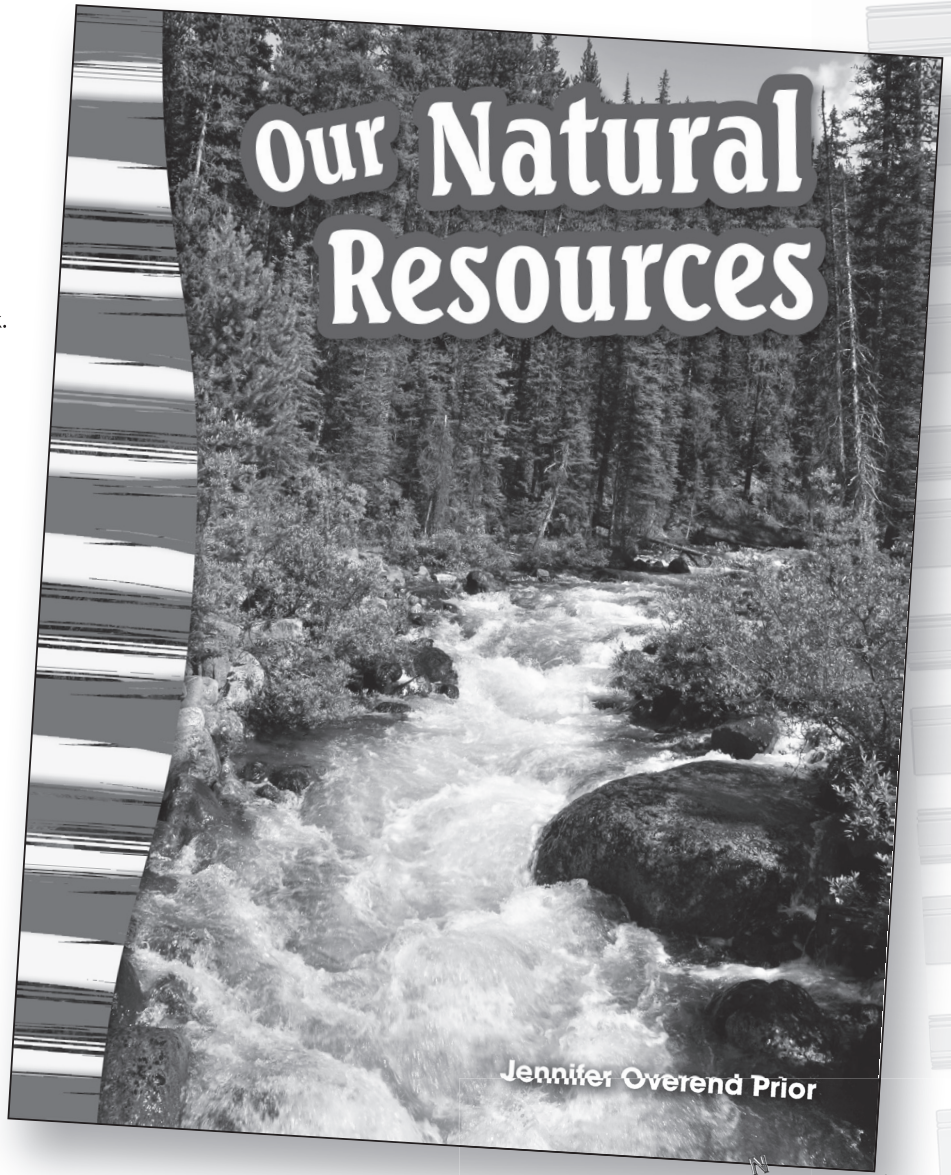

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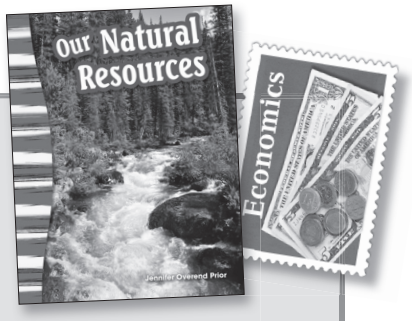
Our Natural Resources



Essential Question

Why is it important to take care of our natural resources?

Standards

- **Content:** Trace the ways in which people have used the resources of the local region and modified the physical environment.
- **Reading:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- **Writing:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **English Language Development:** Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area.

Materials

- *Plant a Tree* primary source
- *Our Natural Resources* books
- copies of student reproducibles (pages 8–14)
- familiar text
- paper
- coloring supplies

Lesson Timeline

Day 1 → **Day 2** → **Day 3** → **Day 4** → **Day 5**

Primary Source Activity (page 3)	Before Reading (page 4)	During Reading (page 5)	After Reading (page 6)	End-of-Lesson Activities (page 7)
Summary	**Summary**	**Summary**	**Summary**	**Summary**
Students design posters for an Arbor Day celebration.	Students determine the main idea of a familiar text.	Students sketch pictures to show main ideas and write stories about disappearing trees.	Students use a reader's guide to write the main ideas of the sections of the book.	Students revisit the primary source, create plans for community conservation, brainstorm ways to conserve during the school day, and/or take the assessments.

Our Natural Resources *(cont.)*

Primary Source Activity

Historical Background

When J. Sterling Morton and his wife moved to the prairies of the Nebraska Territory in the 1850s, they missed trees. They needed the trees for fuel, furniture, and shade in the hot Nebraska summers and to help prevent soil erosion. So, in April 1872, Morton organized the first Arbor Day, complete with a parade and speeches. Children planted trees with signs proclaiming the date and their current grade levels. Arbor Day grew in popularity and was made a legal holiday in Nebraska in 1885. The observance eventually spread to all 50 states and even internationally. Today, Arbor Day is typically celebrated on the last Friday in April.

About the Primary Source

The boys in this photograph are planting a tree with their grandfather. This tree will feed local wildlife with its fruit. It will also provide oxygen for people and animals and help prevent soil erosion.

Procedure

1. Distribute the primary source, *Plant a Tree* (page 12).
2. Ask students to carefully observe the primary source. Use these questions to guide a discussion with students:
   - What are these people doing?
   - Where are they? How can you tell?
   - Why would people want to plant trees?
3. Share the historical background information with students.
4. Determine when Arbor Day is in your state. Distribute copies of *Celebrate Arbor Day* (page 8) to students. Explain that they will make posters that advertise Arbor Day. If possible, keep these posters until Arbor Day arrives and display them. You can even work with your students to plan a school-wide or grade level Arbor Day event.

Our Natural Resources *(cont.)*

English Language Development Support

Use these strategies throughout the lesson.

Emerging	Expanding	Bridging
Provide students with language frames to describe how well the author uses language to support the main idea of the book. For example, *The word _____ supports the main idea because _____.*	Have students discuss with partners about how well the author uses language to support the main idea of the book.	Have students discuss with the group about how well the author uses language to support the main idea of the book and about connections between the details and the purpose of the book.

Before Reading Procedure

1. As a class, brainstorm things found in nature. Write ideas on chart paper or the board. Ask students how people use each item. For example, water is used for drinking, trees are used for paper, and sand is used for concrete.
2. Introduce the following vocabulary words by having students respond to a vocabulary knowledge scale. First, list the words on chart paper or the board.

Vocabulary Words

- ★ agriculture
- · capital resources
- · electricity
- · fuel
- · irrigation
- · precious
- ★ renewable
- · scarce

3. Ask students to rate each word with a 1 (have never heard it), 2 (have heard it but do not really know what it means), 3 (have some understanding of the word), or 4 (know it well and can use it correctly in a sentence). Have students show the numbers with their fingers or on personal dry erase boards, if available.
4. Distribute the *Our Natural Resources* books to students. Select three to five students' lowest rated words. Read a word in context to students. Discuss as a group any context clues that might help them determine its meaning. Have students read the definition from the glossary to confirm their guess. Then, create a student-friendly definition as a group. Repeat this process for each of the selected words.
5. Before the lesson, locate a nonfiction text that is familiar to students, such as another book from this series, a science book, or a book you have read aloud. Ask students the following discussion questions:
   - What does *main idea* mean?
   - How can you find the main idea?
   - Why is the main idea important?
6. Read a short section of the familiar text aloud to students and have them determine the main idea.

Our Natural Resources *(cont.)*

During Reading Procedure

1. Distribute the *Our Natural Resources* books and blank sheets of paper to students. Have students fold their papers in fourths so they have multiple sections in which to draw pictures.
2. Read the first chapter. Discuss the main idea of the chapter and brainstorm a picture that could explain it. In one section of their papers, have students draw simple sketches, such as outdoor scenes with trees.
3. Read the next chapter, and have students draw pictures of the main ideas in the other sections of their papers. Tell them not to use words on their papers.
   - Explain to students that for sections such as "Water" in the "Essential Resources" chapter, they should not just draw the simple object, water. Instead, they could draw a person drinking water, or they could draw different ways people use water.
4. After you finish the first reading, have students read the book in small groups for the second reading. When they finish each section, have group members share and compare their main idea sketches.
   - **Note:** Have students keep their sketches in a safe place.
5. Have students turn to pages 12–13 in the *Our Natural Resources* book and review the importance of trees. Discuss what might happen if there were no more trees.
6. Distribute copies of *Story Starter* (page 9) to students. Read the directions and narrative prompt together. Be sure to emphasize that students should use their imaginations to make interesting stories, but they should also include information from the book.
   - You may wish to have students draw illustrations to accompany their stories. The final products may be displayed on a bulletin board or made into a class book.
   - Help **below-level learners** organize their ideas in outlines before having them write.
   - Allow **English learners** to use pages 12–13 in the *Our Natural Resources* book as a visual guide for their writing.
   - Challenge **above-level learners** to find renewable resource solutions to the problems in their stories.

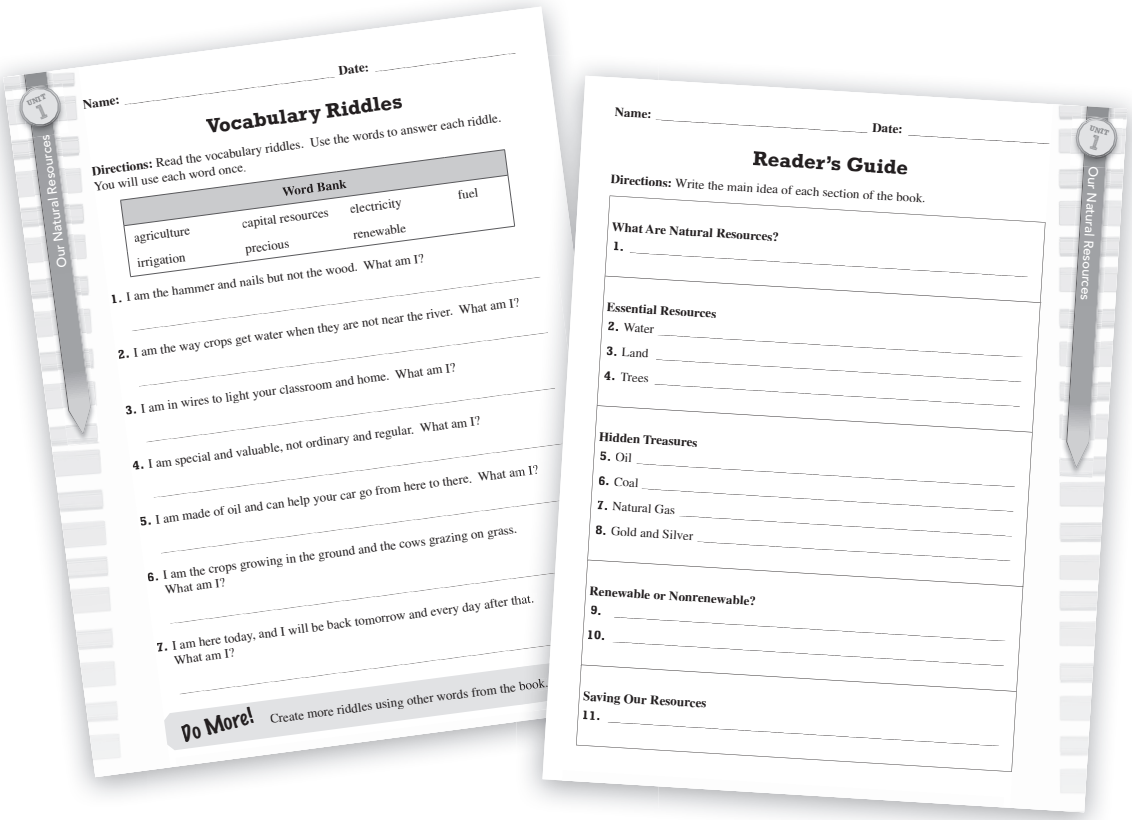
Talk About It!

Have students talk about what natural resources they have in their homes or neighborhoods. You can also discuss what natural resources are in the school and on the playground.

Our Natural Resources *(cont.)*

After Reading Procedure

1. Ask students what they have learned about natural resources. Encourage a few students to share and clarify any confusion they may still have about the differences between natural and capital resources or renewable and nonrenewable resources.
2. Distribute copies of *Vocabulary Riddles* (page 10) to students. Allow students time to complete the activity. If time allows, have students share their own riddles from the Do More! Activity.
3. Distribute the *Our Natural Resources* books and the *Reader's Guide* activity sheet (page 11) to students. Have them use the book and their sketches from the activity on Day 3 to complete the activity sheet.
   - Have **above-level learners** include at least one detail that supports each of the main ideas.
4. As you prepare for Day 5, use the primary source from Day 1, in conjunction with the reading, to discuss students' responses to the essential question.



Name: _____ Date: _____

Vocabulary Riddles

Directions: Read the vocabulary riddles. Use the words to answer each riddle. You will use each word once.

Word Bank			
agriculture	capital resources	electricity	fuel
irrigation	precious	renewable	

1. I am the hammer and nails but not the wood. What am I?
2. I am the way crops get water when they are not near the river. What am I?
3. I am in wires to light your classroom and home. What am I?
4. I am special and valuable, not ordinary and regular. What am I?
5. I am made of oil and can help your car go from here to there. What am I?
6. I am the crops growing in the ground and the cows grazing on grass. What am I?
7. I am here today, and I will be back tomorrow and every day after that. What am I?

Do More! Create more riddles using other words from the book.

Name: _____ Date: _____

Reader's Guide

Directions: Write the main idea of each section of the book.

What Are Natural Resources?
1. _____

Essential Resources
2. Water _____
3. Land _____
4. Trees _____

Hidden Treasures
5. Oil _____
6. Coal _____
7. Natural Gas _____
8. Gold and Silver _____

Renewable or Nonrenewable?
9. _____
10. _____

Saving Our Resources
11. _____

Our Natural Resources *(cont.)*

Primary Source Activity Revisit

1. Revisit the *Plant a Tree* primary source from Day 1. Ask students to reflect on the reasons why J. Sterling Morton organized the first Arbor Day. Refer to *Our Natural Resources* to remind students that trees are one of our most important natural resources.

Assessment

1. A short post-assessment, *Our Natural Resources Quiz*, is provided on page 13 to assess student learning from the book.
2. A document-based assessment is provided on page 14. This can be used to assess students' abilities to analyze a primary source, or it can be used as another opportunity for primary source analysis instruction.

Activities from the Book

The book contains enrichment activities. Review each activity, and decide which would be beneficial for students to complete.

- **Conserve It! Activity**—Read aloud the prompt from page 28 of the book. Have students write ways to conserve resources in their community. Write common ideas on chart paper. Then, display the chart paper in the hallway to share their conservation plan with others.
- **Your Turn! Activity**—Read aloud the activity from page 32 of the book. Display a copy of your classroom daily schedule. Brainstorm ways to conserve during different activities throughout the day. Display the list of activities in the classroom and make conserving resources a new habit.

Name: _____ **Date:** _____

Celebrate Arbor Day

Directions: Answer the questions. Then, make a poster to advertise Arbor Day.

1. When is Arbor Day? _____

2. What is it? _____

3. Why should you help? _____

_____

Name: _____ **Date:** _____

Story Starter

Directions: Read the story starter about a disappearing natural resource. Then, finish the story using your imagination and information from your book.

When I woke up this morning, I saw that the tree outside my window was gone. The reporter on the news said that there were trees missing all over town. I knew this was a problem, so I ...

_____

_____

_____

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Name: _____ Date: _____

Vocabulary Riddles

Directions: Read the vocabulary riddles. Use the words to answer each riddle. You will use each word once.

Word Bank			
agriculture	capital resources	electricity	fuel
irrigation	precious	renewable	

1. I am the hammer and nails but not the wood. What am I?

_____

2. I am the way crops get water when they are not near the river. What am I?

_____

3. I am in wires to light your classroom and home. What am I?

_____

4. I am special and valuable, not ordinary and regular. What am I?

_____

5. I am made of oil and can help your car go from here to there. What am I?

_____

6. I am the crops growing in the ground and the cows grazing on grass. What am I?

_____

7. I am here today, and I will be back tomorrow and every day after that. What am I?

_____

Do More! Create more riddles using other words from the book.

Name: _____ **Date:** _____

Reader's Guide

Directions: Write the main idea of each section of the book.

What Are Natural Resources?

1. _____

Essential Resources

2. Water _____

3. Land _____

4. Trees _____

Hidden Treasures

5. Oil _____

6. Coal _____

7. Natural Gas _____

8. Gold and Silver _____

Renewable or Nonrenewable?

9. _____

10. _____

Saving Our Resources

11. _____

Plant a Tree

Name: _____ Date: _____

Our Natural Resources Quiz

Directions: Read each question. Choose the best answer. Fill in the bubble.

1. Which of these objects uses a renewable resource to make electricity?

- (A) windmill
- (B) dam
- (C) solar panels
- (D) all of the above

2. Why do computers use gold?

- (A) It is very strong and durable.
- (B) It is beautiful.
- (C) It is a good conductor of electricity.
- (D) It is very rare and precious.

3. Which detail supports the main idea that natural resources are found in nature?

- (A) We use oil to make fuel.
- (B) Oil can be found in the ground.
- (C) Forests are disappearing.
- (D) Renewable resources will not run out.

4. Where do people find oil?

- (A) deep in the ground
- (B) in caves
- (C) high in the mountains
- (D) in rivers

5. Which of these is a nonrenewable resource?

- (A) wind
- (B) water
- (C) trees
- (D) coal

6. What term means to bring water to crops from far away?

- (A) agriculture
- (B) irrigation
- (C) essential resources
- (D) renewable energy

Name: _____ **Date:** _____

Irrigation

Directions: Answer the questions about the photo.

1. List two natural resources in this photo.

_____

2. How is the water getting to the field? How do you know?

_____

_____

3. Is water a renewable or nonrenewable resource? Why?

_____

_____

Answer Key

Celebrate Arbor Day (page 8)

1. Dates will vary depending on your state.
2. Arbor Day is a holiday for planting trees.
3. Trees are an essential resource.

Vocabulary Riddles (page 10)

1. capital resources
2. irrigation
3. electricity
4. precious
5. fuel
6. agriculture
7. renewable

Reader's Guide (page 11)

What Are Natural Resources?

1. Natural resources are things in nature that we use.

Essential Resources

2. We need water to drink.
3. We need land to grow food.
4. We need trees for oxygen and lumber.

Hidden Treasures

5. Oil is found in the ground and is used for fuel.
6. Coal is a kind of black rock that is used to make electricity.
7. Natural gas is used to heat homes.
8. Silver and gold are precious metals used for jewelry and computers.

Renewable or Nonrenewable?

9. Renewable resources can be used over and over.
10. Nonrenewable resources can get used up.

Saving Our Resources

11. We should not waste water or electricity.

Our Natural Resources **Quiz** (page 13)

1. D	**2.** C	**3.** B
4. A	**5.** D	**6.** B

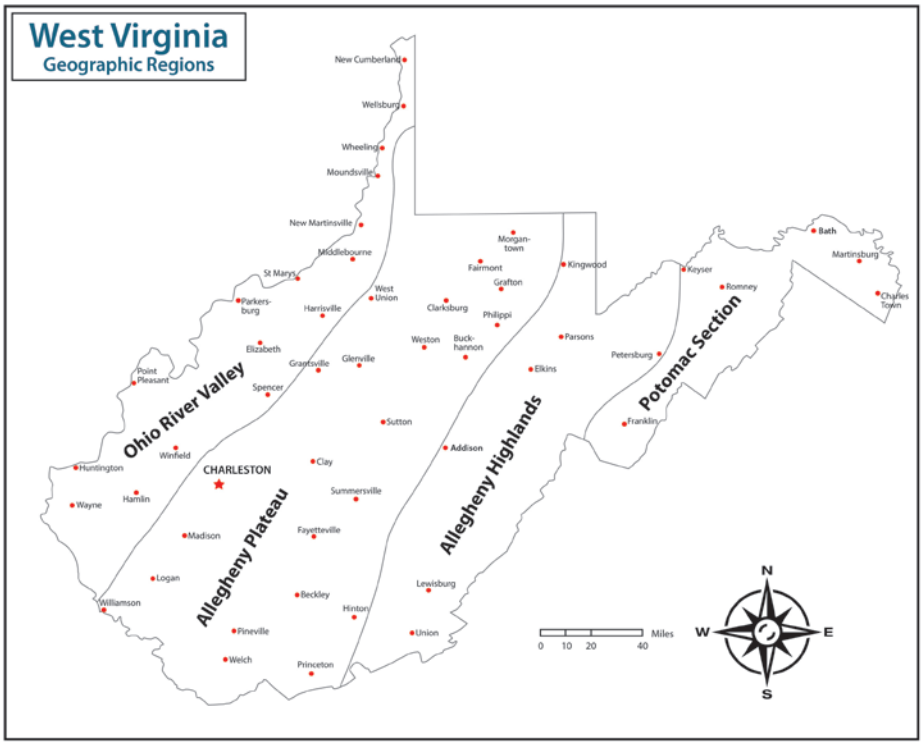
Irrigation (page 14)

1. Answers should include two of the following: water, land, crops, or trees.
2. The field is getting water through irrigation pipes because it is being watered with sprinklers.
3. Water is a renewable resource because rain replaces the water we use and it is not gone forever.

SS.3.22—Identify the four physical geographic regions of West Virginia, the major communities and the natural resources found within each region.

Natural Resources

Directions: Shade each region in a different color. Then, match each region with a natural resource.



_____ **1.** The Allegheny Highlands have mountains and trees.

_____ **2.** The Allegheny Plateau has many mines.

_____ **3.** The Ohio River Valley is right along the Ohio River.

_____ **4.** The Potomac Section has farmland and orchards.

A. soil

B. coal

C. water

D. logging

What other resources can be found in West Virginia? Which region or regions are those resources found in?

Mapping Regions

Guiding Question: How can using maps help us understand where we live?

Directions: Study the topographic map of West Virginia. Then, answer the questions and prompts.

1. What map features show the different geographic regions in the state?

2. Which states shown on this map include parts of the Allegheny Highlands?

3. Find the county where you live and label it on the map.