Accompanying Sample Social Studies Lesson Plan for the
*Teaching Literacy in Tennessee* K-3 Unit Starters
Grade 3 (Interdependence)
GUIDANCE FOR EDUCATORS

1. WHY IS THE DEPARTMENT PROVIDING ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

The *Teaching Literacy in Tennessee ELA Unit Starters for grades K-3* offer a broad connection to the social studies discipline by including content-relevant texts; however, these texts are not intended to serve as or replace social studies instruction. Rather, they are to be used as a vehicle for teaching literacy skills that produce evidence of learning based on reading a text during ELA instruction.

The accompanying sample social studies lesson plans are derived from the daily tasks found within the ELA Unit Starters and are connected to specific standards found within the revised Tennessee Academic Standards for Social Studies. Though strong connections to social studies content are made in the ELA Unit Starters, the ELA Unit Starters do not encompass the totality of the identified social studies standards. These accompanying sample lesson plans offer a precise alignment to the breadth and depth of the social studies standards and provide specific examples of what effective social studies instruction looks, sounds, and feels like by focusing on the specific social studies content and skills that allow teachers to maximize student learning and capitalize on the connections between the ELA Unit Starters and the social studies standards.

2. WHAT IS INCLUDED IN THIS ACCOMPANYING SAMPLE LESSON PLAN?

The accompanying sample social studies lesson plans include the following components:

**Lesson Title:** The lesson title provides educators with the specific focus of the lesson and indicates an overarching topic that can be used to connect content knowledge between the accompanying sample social studies lesson plan and the corresponding ELA Unit Starter.

**Aligned Social Studies Standards:** The standards in this document are from the revised Tennessee Academic Standards for Social Studies which will be implemented in fall 2019 and represent the points of connection between the ELA Unit Starters and the accompanying social studies sample lesson plans.

Because the purpose of these sample lesson plans is to complement the ELA Unit Starters with social studies content, the standards noted in the sample lessons may be combined or narrowed to make learning more fluid and coherent. That is, rather than prioritizing a total and complete review of the revised Tennessee Academic Standards for Social Studies, these documents focus on how to extend individual social studies standards—and portions of individual standards—highlighted in the ELA Unit Starters into social studies-specific instruction.

**Connections to the ELA Unit Starter:** Specific to each of the sample lesson plans, this section identifies the daily tasks from the corresponding ELA Unit Starter that are used as points of connection in the accompanying social studies sample lesson. Reviewing these connections prior to the lesson sequence and instructional notes will help teachers understand the relationship between the lesson and the ELA Unit Starter. Page numbers where teachers can view the full text of the ELA Unit Starter daily tasks are included in parentheses.
Recommendations: This section is specific to each of the sample lesson plans and provides teachers with more detailed information about connections to ELA and suggestions on where to integrate the accompanying social studies content into the ELA Unit Starter sequence as well as other information that may be useful during instruction.

Essential Question(s): Essential questions are open-ended questions that guide students’ exploration of content while building knowledge and promoting thinking within the content areas. Essential questions are not typically answerable in a single lesson as their aim is to stimulate thought, provoke inquiry, and spark thoughtful student questions. In other words, essential questions ask students to understand, not just recall, information after deeply exploring content.

Lesson Sequence and Instructional Notes: In this section, the lesson plan is laid out for teachers with specificity. It includes any websites, handouts, bell ringers, exit tickets, etc. that will facilitate strong instruction. Please note that the accompanying sample lesson plans are only suggestions; teachers should review them prior to use in the classroom. Additionally, please note that reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.

3. HOW ARE THE SOCIAL STUDIES PRACTICES ADDRESSED IN THESE LESSON PLANS?

The social studies practices (SSPs) are specific skills that students should apply when learning social studies. By analyzing different types of primary and secondary sources, these skills are applied to create and address questions that guide inquiry and critical thinking and enable students to construct and communicate their conceptual understanding of the content standards while developing historical and geographic awareness.

Because there are areas of inherent overlap between ELA and social studies instruction, these lessons will not call out specific instances in which students engage with SSP.01–SSP.04 (all of which focus on gathering and/or communicating ideas from sources). Instead, these lessons will highlight SSP.05 (developing historical awareness) and SSP.06 (developing geographic awareness), which are vital components of quality social studies instruction that are not traditionally included in ELA instruction. In order to develop historical awareness, students may be asked to sequence the past, present, or future or to understand how things change over time. For example, students may be asked to create timelines or compare photographs of Tennessee at different points in history. To develop geographic awareness, students may be asked to identify geographic symbols on maps and globes or understand relationships between people, places, and resources. For example, students may be asked to distinguish between the physical features of a map or use charts/graphs to show the differences among the three grand divisions of Tennessee.

4. WHY ARE THERE SPECIFIC NOTES ABOUT DAILY TASKS?

Some of the lesson plans include a section at the end of the document entitled, “Note about the ELA Unit Starter for Grade X, Daily Task Y.” These sections note any tasks included in the corresponding ELA Unit Starter that feature social studies content outside of the scope of standards for that grade level. For
example, in the grade 2 Interdependence Unit Starter, daily tasks 7 and 8 align to a text about how a bill becomes a law. Although students are capable of reading and understanding a text about this topic with support from teachers, how a bill becomes a law is not introduced in the social studies standards until high school. Teachers should be aware that the content noted in these sections may require additional support to ensure that students understand the material and should consider what type of scaffolding will benefit their students most.

5. ARE DISTRICTS REQUIRED TO USE THESE ACCOMPANYING SAMPLE SOCIAL STUDIES LESSON PLANS?

No. As indicated above, districts are not required to use the materials provided; these lessons are optional resources. It is important for teachers and school and district leaders to understand that the ELA Unit Starters do not cover the full breadth and depth of the social studies standards, therefore, additional instructional time should be devoted to social studies instruction.
SAMPLE LESSON 1: USING CARDINAL DIRECTIONS WITH HISTORIC MAPS

Aligned Social Studies Standards and Practices:

3.02 Use cardinal directions, intermediate directions, map scales, legends, and grids to locate major cities in Tennessee and the U.S.

3.03 Explain major physical features on globes and maps, including: basin, bay, canal, canyon, delta, desert, gulf, island, isthmus, mountain, ocean, peninsula, plain, plateau, river, sea, strait, stream, valley.

3.05 Use different types of maps (e.g., political, physical, population, resource, and climate), graphs, and charts to interpret geographic information.

SSP.06 Develop geographic awareness by: Identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.

Connections to the Grade 3 ELA Unit Starter (Interdependence):

Connections between this lesson and the unit starter are not specific; rather, they are a starting point for geographic instruction and American Indians.

Recommendations:

Grade 3 social studies is broken into two parts: geography and economics and early American and Tennessee history. To maximize students’ understanding, the lesson below should be completed when students are beginning their study of geography. This will allow students to review and enrich their learning about geography in general and will help guide students throughout the school year as they study the people, places, and cultures found within the standards. Additionally, this will promote students’ deeper learning and critical thinking while completing many of the daily tasks about American Indians found in the Unit Starter.

Essential Question:

“How do time, technology, and author’s purpose affect the way maps look?” (MTSU TPS, p. 1)

Lesson Sequence and Instructional Notes:

The following sample lesson plan is being used with the permission of MTSU Teaching with Primary Sources (MTSU TPS). The lesson entitled Map Analysis and Using Cardinal Directions with Historic Maps provides an avenue for students to connect geography to the Grade 3 Unit Starters (Interdependence). In this lesson, students will use maps to gain information about a geographical area, discuss some variables that impact
the maps' visual appearance, and answer the question, “How do time, technology, and author’s purpose affect the way maps look?” (p. 1). Though this lesson plan was developed for grade 3, teachers should review the lesson plan in its entirety prior to completing it with their students to ensure that the materials are appropriate for their classroom and to make any modifications that will benefit their students.

Note: MTSU TPS has additional lesson plans and primary source sets for all grade levels that teachers may wish to use (with appropriate modifications) in their classroom. Their website is https://library.mtsu.edu/tps/home.
SAMPLE LESSON 2: ECONOMICS

Aligned Social Studies Standards and Practices:

3.17 Compare and contrast how goods and services are exchanged on local and regional levels.

3.18 Analyze how people interact with their environment to satisfy basic needs and wants, including: housing, industry, transportation, and communication.

SSP.05 Develop historical awareness by: sequencing past, present, and future in chronological order and understanding that things change over time.

Connections to the Grade 3 ELA Unit Starter (Interdependence):

Daily Task 5: Write a journal entry from the point of view of a colonist describing the way of life in a longhouse village and how the tribe works together to supply their needs and wants (p. 59).

Recommendations:

To give students appropriate context while reading the Unit Starter texts, the lesson below should be completed prior to the referenced daily tasks in order to allow for student discovery on needs, wants, goods, and services, and for students to deepen their learning by building on what they already know from prior experiences/learning. This lesson should be taught towards the beginning of the year or unit as students need to understand the basics of economics before completing this daily task.

Essential Question:

How do goods and services meet our needs and wants?

Lesson Sequence and Instructional Notes:

Teachers will determine the length (both amount of time per day and number of days) of the following lesson based on the needs of their classroom.

Part 1:

For this portion of the lesson, the teacher should sort students into groups prior to the start of the activity and assign roles (e.g., writer, reader, leader, speaker) to ensure that all students have the opportunity to participate fully. Each group will need sticky notes.

1. The teacher should begin the lesson by telling students that they are going to be learning about economics today. The teacher should give students the following directions: “In two minutes, write down as many things about economics you can remember. It can be a term, a definition, or anything
else that is connected to economics. Write each thing on a separate sticky note and place it at the center of the table when you are finished. Go!” The teacher should give students one minute to write down as many economic terms as they can. When time is up, the teacher should ask students to look at the responses at the center of the table and sort the sticky notes into similarities and differences that they notice. Once students have finished discussing, the teacher should ask each group to share out two similarities. While the groups are giving their answers, the teacher should write the answers on the board and ask follow-up questions like, “Why did you choose to share that item?” or “How is that connected to economics?” The teacher should ask students to look at the class-generated list to see if there are any similarities among the whole class and lead a brief discussion on why groups came up with similar answers.

2. Next, the teacher should draw the students’ attention back to their table’s sticky notes and ask them to sort the sticky notes by another category of their choosing. When students ask what kind of category, the teacher should respond by saying: “It is up to you! It's your group's own category!” The teacher should allow time for brainstorming and discovery amongst the sticky notes, walking around the room and listening to the discussion. After the groups have sorted their sticky notes into new categories, the teacher should bring the class back together and ask each group to share their new category and all examples that are found within them. While the groups are presenting, the teacher should write their answers on the board. After all groups have presented, the teacher should lead another discussion about the connections between the various groups’ answers. During this time, the teacher should clear up any misconceptions about economics terms and/or definitions and provide additional information about economics as opportunities arise.

3. Once the discussion has ended, students should complete an exit ticket answering a 3-2-1:
   - List three new things you learned about economics.
   - Name two questions you still have.
   - Define one economic term.

The teacher should review the tickets out the door at the end of the day/lesson and look for patterns within the responses, so they can be used to correct any misconceptions prior to the next activity.

Part 2:

(Prior to the lesson, the teacher should post the four terms—needs, wants, goods, services—to be investigated written on chart paper in the four corners, or walls, of the room.)

1. The teacher should lead a review of the previous day's learning based on any patterns found within the responses and correct any misconceptions.

2. Once the review is complete, the teacher should begin the lesson by telling students that they are going to learn about economics today and display the following definitions on the board (the term is found in parenthesis and should not be displayed):

   - These are goods and services that are required to live. (Needs)
   - These are objects that satisfy a person's needs and wants. (Goods)
   - These are goods and services that we desire or wish for but are not required to live. (Wants)
   - These are activities that can satisfy a person's needs and wants. (Services)
The teacher should tell students that these are four definitions they should recognize and ask students to raise their hands if they think they know the vocabulary words that go with the definitions. The teacher should then ask students to take out a sheet of paper and write down their guesses. After about a minute, students should turn and talk with a neighbor about each definition and the term they selected. During the discussion, the teacher should circulate through the room and listen to students’ conversations. After a sufficient amount of time, the teacher should call on students to give the answers and lead brief discussions about each word to ensure student understanding.

3. After students have an understanding of the four terms, the teacher should tell students that they are going to participate in a four corners activity. This sequence for this activity is as follows: The teacher should have students stand and wait behind their chairs. The teacher will give an example (verbal or visual) of a need, want, good, or service. Students will think independently for a moment about which term the example matches. The teacher will then instruct students to go stand at the corner that they selected, reminding students that they should go where they think, not where everyone else is going. Once students are in their corners, the teacher should have students discuss why they think the example matches their selected corner. After one or two minutes, each group should present a summary of their opinions. This activity should last as long as needed depending on the number of examples and how quickly students master the terms.

The following is a list of examples is not exhaustive, and not every word needs to be used. Teachers should decide if they want to say the name of the object, show a picture of the object, or show the object itself. Some of the items listed could be more than one category (i.e., a cell phone could be a good and/or a want), which could lead to great discussion:

- Airplane
- Apple
- Beauty products
- Bed
- Bread
- Cable T.V.
- Canned food
- Car
- Carpenter
- Cat or dog
- Cell phone
- Chips
- Clerk working in a store
- Clothes (simple for need, “fancy/designer” for want)
- Dentist
- Doctor
- Dry cleaner
- Energy drink
- Farmer working in a field
- Firefighter
- Flight attendant
- Furniture
- Hairstylist
- House
- Ice cream
- Kite
- Large television
- Mechanic/technician (e.g., someone who works on cars, cell phones)
- Musical instrument
- Video streaming services
- Policeman/woman
- Private coach or tutor
- Sandwich
- Sporting equipment (baseball glove, baseball, football, soccer ball)
- Toys
- Tractor
- Video game console
- Water

4. After students have completed several rounds of the activity, the teacher should ask students to return to their seats and tell students that they are going to complete a graphic organizer for the
Part 3:

1. Prior to completing this portion of the lesson, the teacher should have reviewed and returned the graphic organizers. As an opener, the teacher should complete a round-robin review. The teacher should have students walk around the room with their graphic organizers and ask other students which examples and non-examples they have listed on their graphic organizer. If they don't have the example or non-example, they should add it to their graphic organizer. The teacher should tell students that once they have added three examples and non-examples to their graphic organizer, they should return to their seats. Once all students have returned to their seats, the teacher should review the definitions of needs, wants, goods, and services and ask students to share examples and non-examples of each without revealing the term. It will be up to the class to decide which term for which it is an example or non-example. The teacher should allow for six to 10 examples and non-examples to be given and discussed (depending on time).

2. Next, the teacher should tell the students that they are going to discuss how people interact with their environment to satisfy their needs and wants. If the teacher has not defined “environment” yet, this would be a good opportunity to bring that into the lesson. The teacher should ask students to look at their graphic organizers and discuss with a partner how the needs and wants they have listed are influenced by the environment (e.g., “How do people ensure they have clean drinking water?” Sample responses could include: bottled water, well water, boiling water to purify, water purification system, from a tap.). Students should work in small groups for approximately five minutes to discuss how each need and want is affected by the environment. While students are discussing, the teacher should walk around to answer questions and clear up any misconceptions. After small group discussion, students should share with the class examples of how needs and wants are influenced or affected by the environment.

3. Prior to this portion of the lesson, the teacher should have four pieces of butcher or chart paper prepared entitled housing, industry, transportation, and communication. Each should have a T-chart with columns labeled “Examples” and Environment.” The teacher should explain that students are going to complete a gallery walk using their graphic organizers. The teacher should walk to each poster and give a brief description of each poster’s title so students understand what examples they should use. Next, the teacher should explain that their task is to walk around the room to each of the posters and write examples of needs and wants under the “example” columns of each paper, but they cannot repeat any of the previous examples given. Once they have added an example to all the posters, they should return to their seats.

4. After all students have returned to their seats, the teacher should break the students into four groups (one per poster) and ask each group to stand by a poster. Groups should discuss each need and want and label each example by placing an “N” (for need) or “W” (for want) next to each.
example. After the groups have completed this task, the teacher should have the students rotate to the next poster paper and discuss the needs and wants that have been labeled at the poster and make any changes they see necessary. They should repeat this for all four posters, spending no more than a minute at each poster. *Teachers may wish to give each group use a different colored marker so that it is evident which group made changes.*

5. Once students are back to their original posters, the teacher should tell students that they are now going to fill in the environment column by looking at each need and want listed and writing how people interact with their environment to satisfy their needs and wants. The teacher should then model one example at each of the posters (e.g., at the communication poster, a cell phone may be listed as a want. The teacher can explain that people use cell phones to interact with their environment by using their GPS to get to a new location. This could also be a need if they do not have access to a map to navigate to a new location.) Once the teacher has modeled one example per poster, students should select three examples for which to write a connection to the environment. Groups will have approximately four to five minutes to do this. Once the time has passed, the students should rotate to the next poster and fill in three more examples that haven’t been given. Students should repeat this at all four posters.

6. After students have completed this activity for all four posters, the students should return to their seats. The teacher should review examples from each of the posters and discuss how people use the environment to satisfy their needs and wants and ask follow-up questions such as, “What makes you say that” or “How is that a need/want?” After the discussion, the teacher should ask students to write one paragraph that answers the question, “How do people interact with their environment to satisfy their needs and wants?”
SAMPLE LESSON 3: AMERICAN INDIANS AND GEOGRAPHY

Aligned Social Studies Standards and Practices:

3.09 Identify and locate the fifty states of the U.S.

3.19 Compare and contrast the geographic location and customs (i.e., housing and clothing) of the Northeast, Southeast, and Plains North American Indians.

SSP.05 Develop historical awareness by: Sequencing past, present, and future in chronological order and understanding that things change over time.

SSP.06 Develop geographic awareness by: Identifying geographic symbols on maps and globes and understanding relationships between people, places, and resources.

Connections to the Grade 3 ELA Unit Starter (Interdependence):

The following lesson connects explicitly to the following tasks:

Daily Task 2: Write an opinion paragraph about why it was necessary for American Indians to work together as a team to find food (pp. 38, 42).

End-of-Unit Task: Provide input on what information to include in an educational powwow and festival demonstrating how American Indians survived and thrived in the past while educating festival goers with information that can be used to better their own lives and show most respect for the earth, share with others, and engage peacefully and lawfully. This end-of-unit task contains three parts:

- a letter explaining what to include in the exhibits,
- diagrams of exhibitions,
- and explanatory paragraphs detailing the diagrams of the exhibits and what aspects to be included (p. 127).

The following lesson also connects implicitly several other daily tasks.

Recommendations:

In contrast to the the lessons above, where social studies instruction is designed to precede the Unit Starter tasks, here, teachers can use the Unit Starter end-of-unit activity as a jumping-off point to make social studies instruction more meaningful. The following lesson is based on the educational powwow and festival Unit Starter activity. To understand American Indians and their cultures, students must understand geographical distinctions between different tribes (e.g., as a result of an abundance of buffalo on the North American plains, Plains American Indians are known for making multiple uses of the buffalo). This background knowledge will deepen students’ understanding and foster engagement with the Unit Starter content. To ensure students have this context, the lesson below should be taught toward the beginning of
the year or unit as students need to understand that there were people in North America before Europeans.

**Essential Question:**

*How does the geography of a place impact culture?*

**Lesson Sequence and Instructional Notes:**

*The teacher will determine the length (both the amount of time per day and number of days) of the following lesson.*

**Part 1:**

1. The teacher should begin the lesson by showing students a map and asking the following questions: “What do you notice on the map?” “What do you think the map is about?,” and “What do you think the different colors represent?” (Appendix B). As the students are answering the questions, the teacher should follow up with questions such as, “What makes you say that?” or “What is it about the map that makes you come to that conclusion?” After a rich discussion, the teacher should tell students that the different colors on the map represent different culture areas of American Indians. The class should then think silently about who the American Indians were/are and why there were/are so many different culture areas. After a minute or so has passed, the teacher should have the students turn and talk with a neighbor and share their ideas. Once a minute has passed, the teacher should have students share out responses and ask follow-up questions such as, “What makes you say that?” or “What is it about the map that makes you come to that conclusion?” Once the discussion has come to a natural close, the teacher should say that they are going to be focusing on three specific culture areas: the Northeast, the Southeast, and the Plains (the teacher should point to those culture areas on the map).

2. For this portion of the lesson, the teacher should assign students to groups. It is recommended that students be given a role within their group (e.g., writer, reader, leader, speaker). Prior to this lesson, the teacher should have the following materials ready for each group:

   - **Blank outline map of the U.S.** (Should be on the largest paper available; poster paper is best)
   - Handouts from Appendices C–E
   - Colored pencils, markers, or crayons

   The teacher should tell students that they are going to create a group map of specific American Indian culture areas. Students should work together to investigate the maps and complete the following tasks:

   - Draw in the boundaries that represent the Northeast, Southeast, and Plains American Indian groups. Try to get the lines as close as possible. Once you have drawn in the boundaries, select three colors and color in each section. Don’t forget to make a key!
Part 1:

- Label the states that are found within the Northeast, Southeast, and Plains culture areas.
- Label the major physical features that are found within the Northeast, Southeast, and Plains culture areas.

The teacher should give students an appropriate amount of time for students to complete the map. Once all groups have completed the map, the teacher should ask students to use their group’s map to complete the following prompt in two to three sentences as an exit ticket: “Describe your location based on the map you created; use any vocabulary words from the map that are applicable.”

Part 2:

1. Prior to this lesson, all of the maps from the previous day should be hung around the room and the teacher should have a piece of chart or butcher paper with a T-chart labeled “Notice” and “Wonder.”

The teacher should begin this portion of the lesson by asking students to take out a sheet of paper and folding it like a hotdog. The teacher should then instruct students to write “I Notice” on the front and “I Think” on the back of the page. Once every student has their paper ready, the teacher should tell students that they are going to walk around the room, look at the maps, and draw conclusions about American Indian culture areas using the following guiding questions:

- What draws people to each area?
- What would keep people in each area?

As the students are looking at the maps, they should think about the guiding questions and write down things that they “think” and “notice” about the culture areas. After students have viewed all of the maps, the teacher should lead a discussion about what the students “notice” and “think” about the sources. While students are giving their answers, the teacher should write what students “noticed” and “thought” on the T-chart and should draw students back to the above guiding questions. The teacher should also ask follow-up questions, such as, “How is that different from another culture area?” or “Why do you think that is?”

2. Once the discussion has concluded, the teacher should tell students that geography influenced each of the culture areas and that American Indians faced many geographic challenges. The teacher should then tell students that they are going to look at a series of pictures and answer the question, “What geographic challenge does the picture help solve?” The teacher should show each of the following pictures individually and ask students about the geographic challenges that the picture solves with follow-up questions like, “Why do you say that?” or “What about the picture makes you think that?”:

- Golden Gate Bridge toward Marin County, California
- Panama Canal, Culebra Cut
- Aerial view of Hoover Dam
- New York Subway

Once all of the pictures have been viewed, the teacher should ask students to find their group map and stand in front of it. In their groups, students should discuss the following question: “What kind of geographic challenges did each cultural area have?” After two to three minutes, groups should
share their answers for each culture area. Once all groups have given answers, the teacher should ask students to discuss another question: “How did each culture area ‘solve’ or overcome those challenges?” After two or three minutes, groups should share out their answers for each culture area. Once all groups have given answers, the teacher should ask students to return to their seats.

3. Once students have returned to their seats, the teacher should ask students to use the back of their “Think/Notice” paper to write a paragraph answering the following question: “How did geography impact each of the American Indian culture areas?”

**Note About the ELA Unit Starter for Grade 3 (Interdependence) Daily Tasks**

Many of the daily tasks the Grade 3 Unit Starters (Interdependence) include activities and lessons that are beyond the scope of the Tennessee Academic Standards for Social Studies, Grade 3. For instance, daily task 3 asks students to “write a Great Law of Peace (from the Iroquois Confederacy) that will help third graders at your school place together in peace and thrive.” In grade 3, students do not learn about specific tribes. Instead, they learn about the culture areas and their contact (both good and bad) with Europeans. This daily task is a great example of going above and beyond the social studies standards, but teachers should be aware that it does not match the content found in the grade-level social studies standards.
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The map above is the combination of two maps and can be found at: MAPS ETC. Accessed Jan. 10, 2019. [https://etc.usf.edu/maps/](https://etc.usf.edu/maps/).
REFERENCES

Aerial view of Hoover Dam, near Boulder City, Nevada, with the Lake Mead National Recreation Area, which the dam’s blocking of the Colorado created, in the distance. (n.d.). [image]. Retrieved March 19, 2019, from https://www.loc.gov/item/2011634430/


Maps ETC Homepage. (n.d.). Retrieved March 19, 2019, from https://etc.usf.edu/maps/


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Reference to any resource, organization, activity, product, or service does not constitute or imply endorsement by the Tennessee Department of Education.