

Grade 4 North American Geography, History, and Peoples	Topic 1 – North America: geography and map skills Topic 2-Ancient civilizations of North America	Time Frame: September 16-October 30		
<p>Big Idea(s): How has the geography of North America shaped its history?</p> <p>Essential Question(s): What are the physical features and nations of North America?</p> <p>How do archeologists develop theories about ancient migrations?</p>				
Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary and Ideas	Resources
<p>Topic 1</p> <p>1. On a physical map of North America, use cardinal directions, map scales, key/legend (symbols for mountains, rivers, deserts, lakes, cities), and title to locate and identify important physical features (e.g., Mississippi and Rio Grande Rivers, Great Lakes, Atlantic and Pacific Oceans, Gulf of Mexico, Hudson’s Bay, Appalachian Mountains, Rocky Mountains, Sierra Madre, the Great Basin, Mojave, Sonoran, and Chihuahuan Deserts, the Yucatan Peninsula, the Caribbean Sea).</p> <p>2. On a political map of North America, locate Canada and its provinces, Mexico and its states, the nations of the Caribbean, and the United States of America and its states; explain the meaning of the terms continent, country, nation, county, state, province, and city.</p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p>	<p>Pearson Connexus: Course 4A</p> <p>Week 1-2</p> <p>Lesson 2: Land and Regions in the United States</p> <p>Objectives: Identify and describe landforms and bodies of water in the United States Identify different regions of the United States and identify their characteristics Identify natural features and political considerations that serve as the basis for state and national boundaries</p>		<p>Pearson Connexus: Social Studies 4 A (CL), MA, 5.18, P</p> <p>Students can use the online text found in the Activity section of each lesson (pp.4-9)</p> <p>There is a glossary of terms also.</p> <p>https://www.ducksters.com/geography/usgeography.php</p>

<p>3. Research, analyze, and convey information about Canada or Mexico by consulting maps, atlases, encyclopedias, digital information and satellite images, photographs, or news articles; organizing materials, and making an oral or written presentation about topics such as the peoples, population size, languages, forms of government, major cities, environment, natural resources, industries, and national landmarks.</p>	<p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p>	<p>Week 3-4 Note: There is nothing in Pearson on Canada and Mexico</p>	<p>Adapt</p> <p>Culture region</p> <p>Custom</p> <p>Tradition</p> <p>Longhouse</p>	<p>https://www.natgeokids.com/au/discover/geography/countries/facts-about-canada/#:~:text=Canada%20has%20a%20varied%20lands%20cape,north%20lies%20the%20frozen%20Arctic.</p> <p>Canada Geography https://www.youtube.com/watch?v=LIQuUhuboG4</p> <p>https://kids.nationalgeographic.com/explore/countries/mexico/</p> <p>https://www.enchantedlearning.com/school/Mexico/Map.shtml</p>
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<p>Topic 2</p> <p>1. Evaluate competing theories about the origins of people in North America (e.g., theories that people migrated across a land bridge that connected present-day Siberia to Alaska or theories that they came by a maritime route) and evidence for dating the existence of early populations in North America to about 15,000 years ago.²⁵</p> <p>2. Using maps of historic Native Peoples' culture regions of North America and photographs, identify archaeological evidence of some of the characteristics of major civilizations of this period (e.g., stone tools, ceramics, mound-building, cliff dwellings). Clarification statement: Students should understand that the North American continent has been inhabited for thousands of years, and that large and highly organized ancient societies, such as the Inuit, Hopewell, Adena, Hohokam, Puebloan, Mississippian, Iroquois, Maya, Olmec, and Toltec, flourished long before Europeans arrived in North America.</p> <p>3. Explain how archaeologists conduct research (e.g., by participating in excavations, studying artifacts and organic remains, climate and astronomical data, and collaborating with other scholars) to develop theories about migration, settlement patterns, and cultures in prehistoric periods.</p>		<p>Please note that for</p> <p>Week 5-6: For these content standards, relevant information is found in Course 5A-2.1 Early Exploration</p> <p>Lesson 1: Ancient American Civilizations</p> <p>Lesson 2: Ancient American Civilizations</p> <p>Objectives: Summarize how ancient Americans migrated to and settled in North America Describe how ancient Americans spread throughout the Americas Identify civilizations that flourished throughout the Americas Compare and contrast major achievements of ancient civilizations in the Americas</p> <p>Lesson 4: Adapting to Different Places</p> <p>Objectives: Identify Native American societies from different</p>		<p>Short video on the land bridge: https://www.youtube.com/watch?v=SRzuKCqmF_k</p> <p>Pearson Connexus: Social Studies 5 A (CL), 5.18</p> <p>Textbook found in the Activity section Chapter 1, Lessons 1-3</p>
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<p>4. Give examples of some archaeological sites of Native Peoples in North America that are preserved as national or state monuments, parks, or international heritage sites (e.g., Teotihuacan in Mexico, Mesa Verde National Park in Colorado, Cahokia Mounds State Historic Site in Illinois, Chaco Culture National Historic Park in New Mexico) and explain their importance in presenting a comprehensive history of Americans and American life.</p>		<p>geographic regions of North America Define the term economy and describe ways in which Native American groups used local resources to survive Describe how Native Americans modified the environment to meet basic needs and the importance of these modifications</p> <p>Lesson 5: Native American Cultures</p> <p>Objectives: Define culture Identify and describe characteristics of Native American families' daily lives Identify features of Native American governments</p>		<p>This is an opportunity to learn about local native American tribes.</p> <p>https://www.plymouth400inc.org/our-story-exhibit-wampanoag-history/</p> <p>The Wampanoag Way video: https://www.youtube.com/watch?reload=9&v=SmisO7pdMW4</p> <p>Map of New England native tribes: https://en.wikipedia.org/wiki/Massachusetts_language#/media/File:Tribal_Territories_Southern_New_England.png</p>
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Grade 4 North American Geography, History, and Peoples	Topic 3 Early European exploration and conquest Topic 4. The expansion of the United States over time and its regions today	Time Frame: November 1-January 15		
<p>Big Idea(s): Topic 3-What were the reasons for European voyages across the Atlantic Ocean?</p> <p>Topic 4-How has the environment shaped the development of each region?</p> <p>Essential Question(s): What was the impact of European exploration of the Americas?</p> <p>What was the transportation revolution?</p>				
Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary and Ideas	Resources
<p>Topic 3</p> <p>1. Explain how historians studying the European voyages to the Americas use archaeological evidence, maps, illustrations, and texts produced in Europe at the time, and that all of these materials are called <i>primary sources</i>.²⁶</p> <p>2. Explain who the Vikings were and describe evidence of their early encounters with Native Peoples along the North American Atlantic coast.</p> <p>3. Trace on a map European explorations of North America and the Caribbean Islands in the 15th and 16th centuries (e.g., voyages of Vasco Nuñez de Balboa, Jacques Cartier,</p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p>	<p>Week 1: Who were the Vikings and where was Vinland?</p> <p>Week 2: Have students trace the voyages of 15th and 16th century explorers. (see list on Standard 3).</p> <p>Week 3: Have students explain what the explorers were looking for, why European rulers supported them, and what new resources they discovered.</p>	<p>Vinland</p> <p>Lief Erikson</p> <p>Northwest Passage</p> <p>Astrolabe</p> <p>Sextant</p> <p>Caravel</p> <p>Empire</p> <p>Colonization</p> <p>The Columbian Exchange</p>	<p>http://www.webexhibits.org/vinland/archeological.html?</p> <p>https://www.historycrunch.com/age-of-exploration-overview.html#/?</p>

<p>Cristobal Colon [Christopher Columbus], Ferdinand Magellan, Juan Ponce De Leon, Amerigo Vespucci, Hernán Cortés), evaluate the reasons for the voyages, noting that they were part of an effort by European nations to expand their empires, find new routes for trade with Asia, new opportunities for colonization, and new natural resources; make a timeline of their landings and conquests. ²⁷</p> <p>Topic 4</p> <p>1. Describe how the construction of canals, roads, and railways in the 19th century helped the United States to expand westward.</p> <p>2. Give examples of some of the ways the United States acquired new states (beyond the 13 original states) and additional territories between 1791 and 1898, including purchasing land called the Louisiana Territory from France, adding territory in the Southwest as a result of war with Mexico, settling a treaty with Britain to</p>	<p>5. Evaluate the credibility, accuracy, and relevance of each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p>	<p>Have students create a timeline of their discoveries and conquests.</p> <p>Week 4:</p> <p>Read to students about the Louisiana Purchase and how it led to westward expansion.</p> <p>Watch video on the Louisiana Purchase.</p> <p>Have students identify the states that emerged from this purchase.</p> <p>Week 5:</p> <p>Have students read about the Oregon Trail.</p>	<p>Erie Canal</p> <p>Turnpike</p> <p>Steamboat</p> <p>Westward expansion</p> <p>Growth of cities</p> <p>Louisiana Purchase</p> <p>Oregon Trail</p> <p>immigration</p>	<p>Louisiana Purchase for Kids</p> <p>https://www.youtube.com/watch?v=6KQtO2uJlw0</p> <p>https://www.nationalgeographic.org/photo/louisiana-purchase-map/</p> <p>https://www.ducksters.com/history/westward_expansion</p>
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<p>gain land called the Oregon Territory in the Northwest, purchasing Alaska from Russia, annexing Hawaii, and adding territories such as Puerto Rico as a result of a war with Spain.</p> <p>3. Compare different reasons why men and women who lived in the Eastern part of the United States wanted to move West in the 19th century, and describe aspects of pioneer life on the frontier (e.g., wagon train journeys on the Oregon and Santa Fe Trails, and settlements in the western territories).</p> <p>4. Explain that many different groups of people immigrated to the United States from other places voluntarily and some were brought to the United States against their will (as in the case of people of Africa).</p> <p>5. Show understanding that in the middle of the 19th century, the people of the United States were deeply divided over the question of slavery and its expansion into newly settled parts of the West, which led to the Civil War from 1861 to 1865.</p> <p>Clarification Statement: <i>This brief explanation of westward expansion sets the stage for studying regions and is intended to be very</i></p>		<p>Write a journal from the point-of-view of a young girl or boy on the trail, describing their experiences; explain why their parents wanted to make the journey.</p> <p>Week 6:</p> <p>The building of the transcontinental railroad.</p> <p>Read the history of the transcontinental railroad. Have students brainstorm</p> <ul style="list-style-type: none"> • The challenges of building the railroad • how the railroad changed America, particularly the West forever. 	<p>https://www.ducksters.com/history/westward_expansion/oregon_trail.php</p> <p>https://www.ducksters.com/history/westward_expansion/first_transcontinental_railroad.php</p>
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introductory. Students will learn more about the causes and consequences of the Civil War in grade 5 and will revisit the topics of sectional differences among states and the concept of Manifest Destiny in United States History I and II.

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Grade 4 North American Geography, History, and Peoples		Topic 4: The Northeast [4.T4a]		Time Frame: January 19-March 19
Essential Question: How did the physical geography of the Northeast influence settlement patterns?				
Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary and Ideas	Resources
<p>Topic 4: The Northeast</p> <p>On a political map of the United States, locate the states in the Northeast (listed alphabetically: Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island and Vermont).</p> <p>2. Using resources such as print and online atlases, topographical maps, or road maps, construct a map of the Northeast that shows important cities, state capitals, physical features (e.g., waterways and mountains), and that includes a title, scale, compass, and map key.</p> <p>3. Explain the benefits in the 18th century of becoming a state in the United States (as opposed to a British colony) and, as a class, construct a timeline that shows when each of the</p>	<ol style="list-style-type: none"> 1. Demonstrate civic knowledge, skills, dispositions 2. Develop focused questions or problem statements and conduct inquiries 3. Organize information and data from multiple primary and secondary sources 4. Analyze the purpose and point of view of each source 5. Evaluate the credibility, accuracy, and relevance of 	<p>Week 1</p> <p>On a political map of the Northeast (New England and Mid-Atlantic), label the states and their capitals. Include a title, scale, compass, and map key.</p> <p>Week 2</p> <p>Using resources, label major physical features (mountains, rivers, lakes, bays, cities, capes, Long Island?)</p> <p>Week 3</p> <p>Create timeline when each state was admitted to the Union.</p> <p>Explain the benefits of</p>	<p>Bay</p> <p>Cape</p> <p>Peninsula</p> <p>Natural resource</p> <p>Settlement</p> <p>Colony</p> <p>Explain how physical features and natural resources affect settlement patterns</p> <p>Explain how cultural diversity benefits a region.</p>	<p>https://examples.yourdictionary.com/examples-of-geography.html</p> <p>https://www.nationalgeographic.org/standards/national-geography-standards/12/</p> <p>https://www.nationalgeographic.org/maps/massachusetts-tabletop-map/</p>

<p>states in the region was admitted into the United States (Connecticut-1788, Maine, originally part of Massachusetts-1788, as a separate state-1820, Massachusetts-1788, New Hampshire-1788, New Jersey-1787, New York-1788, Pennsylvania-1787, Rhode Island-1790, Vermont-1791). <i>Creating this timeline is the beginning of making a cumulative timeline that will eventually include all the states.</i></p> <p>4. Develop questions, conduct research, and analyze how people have adapted to the environment of the Northeast, and how physical features and natural resources affected settlement patterns, the growth of major urban/suburban areas, industries or trade.</p> <p>5. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Wampanoag, Iroquois, Abenaki), Africans, Europeans (e.g., the early settlements of the Dutch in New York, French near Canada, Germans in Pennsylvania, the English in Massachusetts, Rhode Island, Connecticut, Vermont and New Hampshire, subsequent 19th and early 20th century immigration by groups such as Irish, Italian, Portuguese, and</p>	<p>each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p>	<p>becoming a state.</p> <p>Week 4</p> <p>Research why cities developed where they did.</p> <p>What were the natural resources that led to the growth of cities.</p> <p>This would be a perfect time to explain why Fall River and New Bedford developed and how they adapted to their natural resources.</p> <p>Week 5</p> <p>On a blank political map, identify the settlement of the Native tribes before the arrival of the Europeans.</p> <p>Label where large groups of Europeans settled as early settlers, 19th century settlers, 20th century and 21st centuries.</p> <p>Have students color code these settlements by century.</p>	<p>Identify the different peoples who settled the Northeast and how they contributed to its natural diversity.</p>	<p>Book</p> <p>Quequechan: Forgotten River by Jeanne Prevost</p> <p>(if you want to use this, let me know if your school doesn't have copies)</p> <p>Population density map of Northeast (2010)</p> <p>https://www.usgs.gov/media/images/northeast-population-density</p>
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Eastern Europeans) and various other immigrant groups from other regions of the world in the later 20th and 21st centuries (e.g., Puerto Ricans, Dominicans, Mexicans, Salvadorans, Colombians, Guatemalans, Brazilians, Haitians, Vietnamese, Cambodians, Chinese, Indians, and Somalis).²⁹

Grade 4 North American Geography, History, and Peoples

Topic 4. The Southeast[4.T4b]

**Time Frame:
January 19-March 19**

Essential Question: How did the physical geography of the Northeast influence settlement patterns?

Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary and Ideas	Resources
<p>Topic 4: The Southeast On a political map of the United States, locate the states and the national capital city in the Southeast, and the U.S. territories in the Caribbean; add to the timeline the admission dates for states in the Southeast (listed alphabetically: Alabama-1819, Arkansas-1836, Delaware-1787, Florida-1845, Georgia-1788, Kentucky-1792, Louisiana-1812, Maryland-1788, Mississippi-1817, North Carolina-1789, South Carolina-1788, Tennessee-1796, Virginia-1788, West Virginia-1863); territories Puerto Rico, and the United States Virgin Islands.</p> <p>2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Powhatan Chiefdom, Seminole, Cherokee, Creek), African Americans, Europeans (e.g., the early Spanish settlements in Florida) and immigrant groups from other regions of the world.</p> <p>3. Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events.</p>	<ol style="list-style-type: none"> 1. Demonstrate civic knowledge, skills, dispositions 2. Develop focused questions or problem statements and conduct inquiries 3. Organize information and data from multiple primary and secondary sources 4. Analyze the purpose and point of view of each source 5. Evaluate the credibility, accuracy, and relevance of each source 6. Argue or explain conclusions, using valid reasoning and evidence 	<p>Week 6 On a political map of the Southeast, label the states and their capitals. Include a title, scale, compass, and map key.</p> <p>Create a timeline of when each state was admitted to the Union. Include the territories of the Virgin Island and Puerto Rico.</p> <p>Explain the difference between a state and a territory.</p> <p>Week 7 Locate on a political map, the location of Indian tribes, early Spanish settlements, English and French settlements.</p> <p>Describe the cultural diversity of the region.</p> <p>Week 8 Locate Washington, DC and explain the reason for locating the city there. Identify the major government building there, as</p>	<p>Coastal plain</p> <p>Delta</p> <p>Peninsula</p> <p>Territory</p> <p>Describe the cultural diversity of the region.</p> <p>Explain why the region is prone to hurricanes, floods, and tornadoes</p> <p>Explain the significance of national monuments, museums, cemeteries</p>	<p>When states joined the Union</p> <p>https://statesymbolsusa.org/symbol-official-item/national-us/statehood-date/date-statehood</p> <p>Geographic Vocabulary</p> <p>https://examples.yourdictionary.com/examples-of-geography.html</p> <p>Functions and Patterns of Settlements</p> <p>https://www.nationalgeographic.org/standards/national-geography-standards/12/</p> <p>Washington DC Tour (6.12)</p>

<p>4. Describe the role of Washington, D.C. as the national capital, and give examples of its national cultural and civic resources (e.g., the White House, U.S. Capitol Building, Supreme Court, Library of Congress, the Smithsonian Institution, cemeteries and monuments).</p> <p>5. Using resources such as print and online atlases, or state websites, construct a map of a state in the Southeast region that provides information about physical features (e.g., waterways and mountains) and that includes a title, scale, compass, and map key.</p>	<p>7. Determine next steps and take informed action, as appropriate</p>	<p>well as monuments and the Smithsonian.</p> <p>Week 9</p> <p>On a blank physical map of the Southeast, label the major physical features (rivers, mountains, peninsulas)</p> <p>Explain how natural disasters, such as hurricanes and floods, have affected the region, and how government and citizens have responded to catastrophic natural events.</p>		<p>minutes)</p> <p>https://www.youtube.com/watch?v=QTZQ9bta31w</p> <p>National Geographic Mapmaker Interactive</p> <p>https://www.nationalgeographic.org/education/</p> <p>Hurricane Katrina</p> <p>https://www.youtube.com/watch?v=7unIPvNxLLA</p>
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Grade 4 North American Geography, History, and Peoples		Topic 4: The Midwest [4.T4c]		Time Frame: January 19-March 19	
Big Idea(s):					
Massachusetts Content Standards	Massachusetts Practice Standards	Timeline	Key Vocabulary and Ideas	Resources	
<p>Topic 4: The Northeast</p> <p>1. On a political map of the United States, locate the states in the Midwest; add to the timeline the admission dates for states in the Midwest (listed alphabetically: Illinois-1818, Indiana-1816, Iowa-1846, Kansas-1861, Michigan-1838, Minnesota-1858, Missouri-1821, Nebraska-1867, North Dakota-1889, Ohio-1803, South Dakota-1889, Wisconsin-1848).</p> <p>2. Describe the diverse cultural nature of the region, including contributions of Native Peoples (e.g., Sioux, Mandan, Ojibwe/Chippewa), African Americans, Europeans and immigrant groups from other regions of the world.</p> <p>3. Explain how natural disasters, such as tornadoes and drought, have</p>	<p>1. Demonstrate civic knowledge, skills, dispositions</p> <p>2. Develop focused questions or problem statements and conduct inquiries</p> <p>3. Organize information and data from multiple primary and secondary sources</p> <p>4. Analyze the purpose and point of view of each source</p> <p>5. Evaluate the credibility, accuracy, and relevance of</p>				

<p>affected the region, and how government and citizens have responded to catastrophic natural events.</p> <p>4. Using resources such as print and online atlases, historical sources, or national or state websites, construct a map of a state in the Midwest region that provides information about physical features (e.g., waterways and mountains), natural resources and industries such as agriculture and that includes a title, scale, compass, and map key.³⁰</p>	<p>each source</p> <p>6. Argue or explain conclusions, using valid reasoning and evidence</p> <p>7. Determine next steps and take informed action, as appropriate</p>			
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