

**TRUMBULL PUBLIC SCHOOLS**  
**Trumbull, Connecticut**

**GRADE 4 SOCIAL STUDIES**  
**2022**

**(Last revision date: 1997)**

**Curriculum Writing Team**

<b>Alison Cotter</b>	<b>Grade 4 Teacher</b>
<b>Suzanne Spielman</b>	<b>Grade 4 Teacher</b>
<b>Stacy Weinstein</b>	<b>Grade 4 Teacher</b>
<b>Lindsay Armstrong</b>	<b>Teacher Librarian</b>
<b>Lisa Cerulli</b>	<b>Social Studies Teacher</b>

**Susan C. Iwanicki, Ed.D., Assistant Superintendent**

## Grade 4 Social Studies Table of Contents

Core Values & Beliefs	3
Introduction & Philosophy	3
Course Goals	4
Course Enduring Understandings	4
Course Essential Questions	5
Course Knowledge & Skills	6
Social Studies Year at a Glance	7
Unit 1: Discover American Geography and Culture	8
Unit 2: The Northeast/Mid-Atlantic	12
Unit 3: The Southeast	16
Unit 4: The Midwest	20
Unit 5: The Southwest	24
Unit 6: The West/Northwest	27

The Trumbull Board of Education will continue to take Affirmative Action to ensure that no persons are discriminated against in its employment.

## CORE VALUES AND BELIEFS

The Trumbull School Community engages in an environment conducive to learning which believes that all students will **read and write effectively**, therefore communicating in an articulate and coherent manner. All students will participate in activities **that present problems solving through critical thinking**. Students will use technology as a tool applying it to decision making. We believe that by fostering self-confidence, self-directed and student-centered activities, we will promote **independent thinkers and learners**. We believe **ethical conduct** to be paramount in sustaining the welcoming school climate that we presently enjoy.

Approved 8/26/2011

## INTRODUCTION & PHILOSOPHY

The National Council for Social Studies states that "the primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world." At Trumbull Public Schools, we recognize that elementary age students must be engaged in the learning process and make connections to their own lives regarding historical events and concepts that affect life today.

The Connecticut State Department of Education developed the 2015 *Connecticut Elementary and Secondary Studies Frameworks* in collaboration with a writing team which consisted of elementary, middle, high school and college/university faculty. This framework was founded primarily on the national *College, Career, and Civics Life Framework (C3)* as well as the *Common Core State Standards (CCSS)*.

The National Council for Social Studies' *C3* offers five principles to support high quality social studies education that informed the *Connecticut Elementary and Secondary Studies Framework* as well as this document:

1. Social studies prepares the nation's young people for college, careers, and civic life.
2. Inquiry is at the heart of social studies.
3. Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
4. Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasizes skills and practices as preparation for democratic decision-making.
5. Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

- C3 Framework

A full copy of the C3 framework can be accessed at <http://www.socialstudies.org/C3>

## **COURSE GOALS**

The course goals are derived from *Connecticut Elementary and Secondary Studies Frameworks*. Prioritized standards are learning goals that have been identified as most essential to each grade level, content area, or course. Goals are listed specific to each unit in this curriculum guide, with the prioritized standards or goals bolded to show their importance. This curriculum aims to build the foundational skills needed in social studies and citizenship.

## **COURSE ENDURING UNDERSTANDINGS**

Students will understand that . . .

- The United States has different regions with many physical features and natural resources that affect our way of life.
- The regions of the United States have similarities that unite us as one country.
- Water is a very important resource to the Northeast region because it impacts why people settled here and how the region developed economically.
- The growth of cities in the Northeast region developed over time, as people began to shift from fishing/farming to manufacturing.
- The geography and climate of the Southeast have a major impact on the economy and way of life of the people.
- The culture of the regions of the United States have changed over time because of important historical events.
- The geography, climate, and weather of the Midwest has a major impact on the economy.
- The abundance of land and proximity to water in the Midwest affected the movement of people.
- The geography and climate of the Southwest has affected the development of the economy.
- Native Americans and other ethnic groups have influenced the culture of the Southwest.
- People from many different cultural backgrounds have moved to the West, which has impacted its culture and economy.
- The West has many different types of economic opportunities based on its natural resources and climate.

## COURSE ESSENTIAL QUESTIONS

- How do we use maps, globes and other tools to learn about a region's physical features, natural resources, and people?
- How do similarities of various regions of the United States unite us as one country?
- How did water as a resource influence settlement in the Northeast region?
- How did the growth of cities enable the Northeast region to develop a thriving industrial economy?
- How has geography and climate influenced the economy and culture of the Southeast region?
- What are some unique aspects of the culture of the Southeast?
- How has geography, climate, and weather influenced the economy of the Midwest region?
- How have cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas?
- What happens when a region, like the Southwest, does not have enough of a needed resource?
- How has the culture of the Southwest been influenced by Native Americans and immigrants?
- How does the unique mix of geography and cultural diversity make the West/Northwest region appealing to many people?
- How has the environment and climate affected the settlement and economic development of the West/Northwest region?
- How has the movement of people to the West/Northwest region influenced its culture?

## COURSE KNOWLEDGE & SKILLS

Students will understand, at an age-appropriate level, . . .

- **Civic Virtues.** Citizens use democratic strategies to address issues and develop habits to be contributing members of the community.
- **Location, Climate, and Culture.** The relationship between location, climate, and environment can have an impact on people’s way of life in various regions of the United States.
- **Map Reading.** People can use maps to analyze a region’s history, culture, and economics.
- **Regions Change Over Time.** A region is shaped by its historical events, along with its geographic features and economic decisions.
- **Historical Sources.** Historians use historical sources such as interviews, inquiry, books, digital sources, and pictures to study the past and learn about different perspectives on historical events.
- **Defining Regions.** Regions differ based on location, climate, natural resources, and culture; citizens may have different wants and needs depending on the region in which they live.

Students will be able to . . .

- Understand that laws may be interpreted differently based on location and/or point of view. [CIV]
- Describe how historical events have shaped our country’s changing culture. [HIS]
- Understand that economic decisions impact a region’s culture, resources, and lifestyle. [ECO]
- Explain how cultural and environmental factors affect the distribution and movement of people in the different regions of the United States. [GEO]
- Develop questions, plan inquiry, and construct arguments using claims and evidence from multiple sources. [INQ]

<b>Social Studies Framework Standards Categories</b>	
CIV-	Civics
ECO-	Economics
HIS-	History
GEO-	Geography
INQ-	Inquiry

## SOCIAL STUDIES YEAR AT A GLANCE

September	<u>Unit 1</u> : Discover American Geography and Culture
October-November	<u>Unit 2</u> : The Northeast/Mid-Atlantic
December-January	<u>Unit 3</u> : The Southeast
February-March	<u>Unit 4</u> : The Midwest
April	<u>Unit 5</u> : The Southwest
May-June	<u>Unit 6</u> : The West/Northwest
* Units may be longer to allow for Science and/or ELA Interdisciplinary Teaching	

## **Time Allotment/Pacing Guide**

4 weeks

### **GRADE 4- UNIT 1**

#### ***Discover American Culture (mini unit)***

At a grade-appropriate level, the student will:

**HIST 4.1 Explain connections among historical contexts and people’s perspectives at the time.**

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

**GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.**

GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.

**INQ 3–5.1 Explain why compelling questions are important to others (e.g., peers, adults).**

INQ 3–5.4 Explain how supporting questions help answer compelling questions in an inquiry.

INQ 3–5.17 Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.



**Concepts:** Need to know about:

### United States Geography and Culture

- Properties and purposes of maps and globes (eg. political, physical, land use, population)
- Regions of the United States, including physical features, natural resources, and population
- The varied regions of the United States have similarities that bind them together

**Key Vocabulary:**

geography, region, landforms, hemisphere, latitude, longitude, cardinal directions, intermediate directions, scale, legend/key, capital, equator, prime meridian, culture, natural resource, atlas, boundary

**Skills:** Need to be able to do:

### United States geography and culture

- Identify different types of maps and explain their purpose.
- Identify and discuss how physical features and natural resources define each region and its people.
- Describe some of the similarities that unite the regions of the United States (national symbols, communication, transportation, shared resources).
- Discuss how the United States consists of people from many different cultures who have helped to create our national identity.

### **Big Ideas**

*Student's statements of enduring ideas*

- The United States has different regions with many physical features and natural resources that affect our way of life.
- The regions of the United States have similarities that unite us as one country.

### **Compelling or Essential Questions**

*Teacher's guiding questions*

- How do we use maps, globes and other tools to learn about a region's physical features, natural resources, and people?
- How do similarities of various regions of the United States unite us as one country?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Discuss class and school rules with students, and brainstorm ideas about democratic strategies and procedures that could be used to address issues and concerns in the classroom, school, and community.
2. Introduce and review various features and types of maps and globes, including but not limited to - title, legend, cardinal and intermediate directions, scale, symbols, latitude, and longitude.
3. Provide a variety of maps and/digital resources so students are able to identify and explore the five regions of the United States (Northeast/Mid-Atlantic, Southeast, Midwest, Southwest, West/Northwest).
4. Create an anchor chart that lists different characteristics and features of each region that will be updated during each unit. Students will complete the first section of a graphic organizer, which will be used for each subsequent unit
5. Facilitate small group (ie. think/pair/share) and whole class discussions about cultural similarities across various regions that unite us as a country (eg. national symbols, communication, transportation, federal holidays, shared resources)
6. Share and discuss a video or text (eg. Newsela) with students that explains how people from many different backgrounds contribute to the development of our nation's culture (melting pot vs. salad bowl)
7. Introduce students to key vocabulary with opportunities for discussion and application-- *geography, region, landforms, hemisphere, latitude, longitude, cardinal directions, intermediate directions, scale, legend/key, equator, prime meridian, culture, natural resource, atlas, boundary*

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### **Evaluation/ Assessment Methods**

*Formative*

Student will:

- Listen and participate in class discussions about the different regions and geographical features of the United States.
- Complete the first part of a graphic organizer about the characteristics of different regions of the United States. (eg. location, physical features, resources, climate - other topics such as population, migration, and adaptations/modifications will be added as the units progress throughout the year)
- Map skills quiz that tests students on parts and purpose of different types of maps.
- Listen and participate in small group and class discussions about similarities among regions that contribute to the development of our nation's culture.
- Define and use key vocabulary from the unit in proper context.

*Summative*

Student will:

- Written response with visuals - What do we mean when we talk about a country's "culture?"  
What are some ways that you can describe the "culture" of the United States?  
(Include a written response and some visuals that support your response)
  - o Options: poster, google slide, paper with written response and smaller images

## Time Allotments/Pacing Guide

6-8 weeks

### GRADE 4 - UNIT 2

#### *The Northeast*

At a grade-appropriate level, the student will:

HIST 4.1 Explain connections among historical contexts and people's perspectives at the time.

ECO 4.2 Identify positive and negative incentives that influence the decisions people make.

**ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.**

ECO 4.4 Explain the relationship between investment in human capital, productivity, and future incomes.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**GEO 4.3 Explain how culture influences the way people modify and adapt to their environments.**

**GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.**

**GEO 4.7 Explain how human settlements and movements relate to the locations and use of various natural resources.**

INQ 3–5.5 Determine the kinds of sources that will be helpful in answering compelling questions and supporting questions, taking into consideration the different opinions people have about how to answer the questions.

INQ 3–5.15 Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.

**Concepts:** Need to know about:

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

Significance of water in this region

- Impact of waterways (rivers, canals, ocean) on colonial and post-colonial trade
- Development of larger cities in this region to support the growth of industry

Growth of cities and development of industry

- Reasons for settlement in this region (European immigration)
- Growth of cities in this region to support the development of factories and the growth of industry

Key Vocabulary: colony, colonial, settlement, canal, coast, harbor, port, import, export, trade, factory system, industry, city, urban, rural, manufacturing, immigration, migration, economy, renewable resource

**Skills:** Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

Significance of water to this region

- Explain the significance of water to this region (trade, transportation, settlement)
- Discuss the impact of waterways (rivers, canals, ocean) on colonial and post-colonial trade

Growth of Cities and Development of Industry

- Explain the reasons for settlement in this region (European immigration)
- Examine the growth of cities and the development of factories and industry, and explain how they supported each other

## **Big Ideas**

*Student's statements of enduring ideas*

- Water is a very important resource to the region because it impacts why people settled here and how the region developed economically.
- The growth of cities developed over time, as people began to shift from fishing/farming to manufacturing.

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- How did water as a resource influence settlement in this region?
- How did the growth of cities enable this region to develop a thriving industrial economy?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms, climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Lead students in a discussion about why proximity to water was so important to the early settlers from Europe.
4. Create a classroom anchor chart that focuses on the different types of waterways and their importance in trade, transportation, and development of cities such as Boston, New York, Philadelphia, and Baltimore.
5. Guide students as they read about natural resources, industries, and the growth of cities in this region. Discuss the effects of industrialization on the natural resources and environment.
6. Introduce students to additional key vocabulary with opportunities for oral discussion and application: colony, colonial, settlement, canal, coast, harbor, port, import, export, trade, factory system, industry, city, urban, rural, manufacturing, immigration, migration, economy, renewable resource
7. Possible extension activity: Field trip or presentation - Eli Whitney Museum, Mystic Seaport

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Northeast portion of the graphic organizer
- Students will create a Venn diagram to compare and contrast characteristics of cities in this region from the past with the present day
- Define and use key vocabulary from this unit

## Summative

Student will:

Use the following article:

### [Natural Resources of the Northeast](#)

Think about everything that you have learned about the natural resources in the Northeast/Mid-Atlantic and how they help create a strong economy. Since there are so many natural resources found in this region, there has been an increase in the number of jobs within these states. This has increased the population, causing even more stress on natural resources.

- Choose ONE of the natural resources you have learned about in this region. The resource can be renewable or nonrenewable.
- Create a poster, slide, or letter that warns humans of the effect they are having on this resource and what steps they can take to help.

Use the following questions to help you as you plan:

1. What are some of the renewable resources in this region?
2. What are some of the nonrenewable resources in this region?
3. How have human activities impacted this region's environment?
4. What are some major industries in this region?
5. What are some ways to limit this man-made stress?

## Time Allotments/Pacing Guide

6-8 weeks

### *GRADE 4- UNIT 3* *Southeast*

At a grade-appropriate level, the student will:

HIST 4.2 Explain probable causes and effects of events and developments.

CIV 4.1 Illustrate historical and contemporary means of changing society.

**ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.**

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

INQ 3–5.2 Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.

INQ 3–5.3 Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

INQ 3–5.6 Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.

INQ 3–5.7 Use distinctions between fact and opinion to determine the credibility of multiple sources.

**INQ 3–5.8 Identify evidence that draws information from multiple sources in response to compelling questions.**

**INQ 3–5.9 Use evidence to develop claims in response to compelling questions.**

**INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).**



## **Concepts: Need to Know About:**

Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

The impact of geography and climate on economic development

- The agriculture industry in this region
- Tourism as a major contributor to the economy

The unique characteristics of this region

- Plantation farming changed over time (slavery, sharecropper, paid labor)
- Variety of cultures that are unique to this region (eg. Creole, Cuban, Cajun)

Key Vocabulary: agriculture, tourism, tourist, plantation, peninsula, cash crop, delta, sharecropper, produce, primary source, secondary source, fossil fuels, coal, mineral

**Skills:** Need to be able to do:

Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

The impact of geography and climate on economic development

- Explore the history of the agriculture industry and its impact on the economy
- Explain why tourism is a major contributor to the economy

The unique characteristics of this region

- Explain how plantation farming has changed over time (slavery, sharecropper, paid labor)
- Explore how various cultures have contributed to the uniqueness of this region (eg. Creole, Cuban, Cajun)

## **Big Ideas**

*Student's statements of enduring ideas*

- The geography and climate of the Southeast have a major impact on the economy and way of life of the people.
- The culture of this region has changed over time because of important historical events.

## **Compelling or Essential Questions**

*Teacher's guiding questions*

- How has geography and climate influenced the economy and culture of the Southeast region?
- What are some unique aspects of the culture of the Southeast?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms, climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use an article and/or video to introduce students to various agricultural products, and discuss their importance to the economy of this region and the impact of the climate on this industry (eg. peanuts, cotton, tobacco, citrus, rice)
4. Lead a discussion about energy resources that contribute to the region's economy (eg. fossil fuels, coal, minerals)
5. Guide students to explore why people move to the Southeast, and why tourism is a major contributor to the economy of this region
6. Lead students in a shared reading activity and discussion (eg. Newsela - see teacher resource page) about experiences with plantation farming and how it has changed over time
7. Provide students with a non-fiction source (eg. TrueFlix digital) about different aspects of the cultures unique to the Southeast region and read and discuss with a partner.
8. Establish collaborative pairs/groups, and have students research one of the states in this region to gather information in order to persuade others to move to this state
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: agriculture, tourism, tourist, plantation, peninsula, cash crop, delta, sharecropper, produce, primary source, secondary source, fossil fuels, coal, mineral

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Southeast portion of the graphic organizer
- Define and use key vocabulary from this unit
- Read and annotate an article about one of the topics in this unit
- Write a brief summary about the culture article that they read with their partner.

## Summative

Student will:

- Why should someone move to a particular state in the Southeast?
  - o Choose a state, with teacher approval
  - o Students will work alone or with a partner, at teacher discretion
- Provide basic information about the chosen state (capital, population, state flag, etc.)
- Include at least one tourist attraction/destination within the state
- Provide three reasons why someone should choose to move to the state. Choose from the following categories:
  - o Job opportunities
  - o Climate
  - o Leisure activities
  - o Culture - (music, cuisine, art)
  - o Cost of living
- Students will create and present their findings to the class in one of the following formats as determined by the teacher:
  - o Poster
  - o Google Slideshow
  - o FlipGrid
  - o Written response (essay format)

## Time Allotments/Pacing Guide

8 weeks

### GRADE 4 - UNIT 4

#### *Midwest*

At a grade-appropriate level, the student will:

ECO 4.1 Compare the benefits and costs of individual choices.

**ECO 4.2 Identify positive and negative incentives that influence the decisions people make.**

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.**

GEO 4.6 Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas

**GEO 4.8 Analyze the effects of catastrophic environmental and technological events on human settlements and migration.**

INQ 3–5.12 Present a summary of arguments and explanations to others outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, and reports) and digital technologies (e.g., Internet, social media, and digital documentary).

INQ 3–5.16 Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions.

## **Concepts: Need to Know About:**

### Defining this region

- Physical geography (landforms, climate, Great Lakes, major rivers)
- Natural resources, land use, industries
- Political geography (location of settlements and cities, boundaries)

### The impact of geography, climate, and weather on economic development

- Development of agriculture and industry in this region
- Importance of waterways and the development of major urban centers
- Impact of catastrophic events

### The unique characteristics of this region

- Agriculture, food processing and manufacturing (corn, wheat, dairy, automobiles)
- Immigration of different ethnic groups in this region

Key Vocabulary: fertile, plateau, prairie, plains, assembly line, mass production, food processing, irrigation

## **Skills: Need to be able to do:**

### Defining this region

- Locate the states and capitals within the region
- Identify landforms (including the Great Lakes and major rivers) and climate for the region
- Identify important natural resources, land use, and industries

### The impact of geography, climate, and weather to this region

- Examine the development of agriculture and industry in this region
- Describe the relationship between people of the Midwest, the Great Lakes, major rivers and major urban centers
- Identify the effects of catastrophic events on this region (floods, droughts, tornadoes)

### The unique characteristics of this region

- Explore the development of agriculture, food processing and manufacturing (corn, wheat, dairy, automobiles)
- Examine the affect of immigration of different ethnic groups to this area

## Big Ideas

*Student's statements of enduring ideas*

- The geography, climate, and weather of the Midwest has a major impact on the economy.
- The abundance of land and proximity to water affected the movement of people.

## Compelling or Essential Questions

*Teacher's guiding questions*

- How has geography, climate, and weather influenced the economy of the Midwest region?
- How have cultural and environmental characteristics affected the distribution and movement of people, goods, and ideas?

## Instructional Strategies

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. the Great Lakes and major rivers), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use an article and/or video to introduce students to various agricultural products, and discuss their importance to the economy of this region and the impact of the climate on this industry (eg. corn, dairy, wheat)
4. Use an article and/or video to introduce students to the automotive industry, and discuss its importance to the economy of this region.
5. Use maps and digital resources to examine the waterways of this region (eg. Mississippi River, Great Lakes) and the development of cities (eg. Chicago, St. Louis).
6. Use an article and/or video (BrainPop) to lead a discussion on the movement of people and their cultural impact to this region (Westward Expansion, immigration and migration).
7. Using texts, digital resources, and articles discuss the impact of catastrophic events (tornadoes, droughts, floods) on the land, economy and people of this region.
8. Using a primary or secondary source, such as *If you were a Kid on the Oregon Trail*, guide students in creating a class chart listing the challenges and experiences of traveling West, including availability of resources and challenges for travelers, such as physical disabilities, language and cultural differences, and age.
9. Introduce students to additional key vocabulary with opportunities for oral discussion and application: fertile, plateau, prairie, plains, assembly line, mass production, food processing, irrigation

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

### *Evaluation/ Assessment Methods*

#### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Midwest portion of the graphic organizer
- Define and use key vocabulary from this unit

#### Summative

- Student will:

Write a letter to a friend from home describing their experiences on the Oregon Trail (Westward Expansion) including details about the journey: route taken, food, safety/dangers, supplies, covered wagon, weather, schooling.

## Time Allotments/Pacing Guide

4 weeks

### GRADE 4 - UNIT 5

#### *Southwest*

CIV 4.1 Illustrate historical and contemporary means of changing society.

**ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.**

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**GEO 4.4 Explain how the cultural and environmental characteristics of places change over time.**

INQ 3–5.13 Critique arguments.

INQ 3–5.14 Critique explanations.



## **Concepts: Need to Know About:**

### Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use
- Political geography (location of settlements and cities, boundaries)

### The impact of geography and climate on economic development

- Deserts and scarcity of water
- Oil and cattle ranching as valuable industries

### The unique characteristics of this region

- Migration/Immigration of people into this region
- The cultural influences of varied groups of people

Key Vocabulary: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels

## **Skills: Need to be able to do:**

### Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

### The impact of geography and climate on the economic development

- Explore how deserts and the scarcity of water affected economic development
- Examine the development of cattle ranching and the oil industry in the region

### The unique characteristics of this region

- Discuss the influence of Native American culture to the area
- Examine the affect of immigration of various ethnic groups to this region

## **Big Ideas**

### *Student's statements of enduring ideas*

- The geography and climate of the Southwest has affected the development of the economy.
- Native Americans and other ethnic groups have influenced the culture of the Southwest.

## **Compelling or Essential Questions**

### *Teacher's guiding questions*

- What happens when a region, like the Southwest, does not have enough of a needed resource?
- How has the culture of the Southwest been influenced by Native Americans and immigrants?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. The Grand Canyon, deserts), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Use textbook article to introduce students to deserts and the scarcity of water in the region and the impact this has on the economic development of this region.
4. Using TrueFlix online, introduce students to the cattle ranching and oil industries, and discuss their importance to the economy of this region.
5. Using online and print resources, create a class anchor chart examining the cultural impact the Native Americans (Navajo, Pueblo, Cherokee) have had in the Southwest including but not limited to housing, food, and crafts. (eg. jewelry, textiles, pottery)
6. Conduct a shared reading of Amelia's Road by Linda Altman and lead a discussion on the reasons for immigration of different ethnic groups to this region.
7. Introduce students to additional key vocabulary with opportunities for oral discussion and application: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the Southwest portion of the graphic organizer
- Define and use key vocabulary from this unit

### Summative

Student will:

- Complete a written response to the following question:
  - What is special about the Southwest region that makes it different from the other regions we have studied this year? Include a topic sentence, at least 3 reasons with specific details to support each reason, and a concluding sentence.

### Resource:

States and Regions. "Water Changes Desert." p. 361-365. Orlando, Harcourt Brace. 2000.

## Time Allotments/Pacing Guide

6-8 weeks

### GRADE 4 - UNIT 6

#### *West/Northwest*

HIST 4.2 Explain probable causes and effects of events and developments.

**HIST 4.3 Use evidence to develop a claim about the past.**

ECO 4.3 Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.

GEO 4.1 Construct maps and other graphic representations of both familiar and unfamiliar places.

GEO 4.2 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.

**GEO 4.5 Describe how environmental and cultural characteristics influence population distribution in specific places or regions.**

**INQ 3–5.10 Construct arguments using claims and evidence from multiple sources.**

INQ 3–5.11 Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

## Concepts: Need to Know About

### Defining this region

- Physical geography (landforms, climate)
- Natural resources, land use
- Political geography (location of settlements and cities, boundaries)

### The unique characteristics of this region

- Varied physical landscape and climate (eg. mountains, grasslands, waterways) impacts economic activity (eg. farming/fishing/mining)
- Migration and immigration to this region (eg. Gold Rush, transcontinental railroad, Silicon Valley) and cultural influences

Key Vocabulary: basin, mountain range, timber, boomtowns, technology, transcontinental railroad, grasslands, range, plateau, technology, continental divide

**Skills:** Need to be able to do:

### Defining this region

- Locate the states and capitals within the region
- Identify landforms and climate for the region
- Identify important natural resources and land use

### The unique characteristics of this region

- Explore how geography and climate has affected the development of communities in this region
- Discuss economic and social factors that have attracted people to this region, both historically and in the present day

## Big Ideas

### *Student's statements of enduring ideas*

- People from many different cultural backgrounds have moved to this region, which has impacted its culture and economy.
- The west has many different types of economic opportunities based on its natural resources and climate.

## Compelling or Essential Questions

### *Teacher's guiding questions*

- How does the unique mix of geography and cultural diversity make this region appealing to many people?
- How has the environment and climate affected the settlement and economic development of this region?
- How has the movement of people to this region influenced its culture?

## **Instructional Strategies**

*Based on our philosophy for student learning, teachers will:*

1. Use maps and digital resources to guide students to locate and label the states and capitals in this region.
2. Use maps and digital resources to guide students to identify major landforms (eg. Rocky Mountains, Pacific Ocean, Columbia River ), climate, natural resources, and land use within this region, and update their regions of the United States graphic organizer (from Unit 1) with this information.
3. Using TrueFlix online, lead students in a discussion about the Gold Rush and Transcontinental Railroad and how they contributed to the development of the economy and cultural diversity of this region.
4. Provide resources for students (eg. Newsela) to explore the states of Alaska and Hawaii and describe some characteristics that make them unique.
5. Led students in a culminating discussion: What geographic and economic factors determine if a region is a good or bad place to live? (Students will use their completed chart/graphic organizer so that they can use information from other regions.)
6. Guide students as they work in collaborative groups to complete a graphic organizer as they research one of the national parks in this region.
7. Introduce students to additional key vocabulary with opportunities for oral discussion and application: arid, cattle, livestock, adobe, reservation, irrigation, desert, canyon, fossil fuels, continental divide

## **Assured Assessments**

*Through these assessments/experiences, students will demonstrate growth and/or mastery of the content and skills for this unit. Teachers will assess and provide feedback to students about the following:*

*Evaluation/ Assessment Methods*

### Formative

Student will:

- Map the locations of states and capitals in this region (quiz)
- Complete the West portion of the graphic organizer
- Define and use key vocabulary from this unit
- Students will listen and participate in discussions about various topics in this unit
- Students will read and annotate one article from this unit

## Summative

Student will:

- In collaborative groups, present a google slideshow about one of the national parks in this region. Students will use the graphic organizer they completed, as well as other resources (eg. nps.gov) to gather information and images. Task: Pretend you are a tour guide/park ranger, and teach your classmates about the national park, using Google Slides.
- Optional activity: the audience members will complete a worksheet with name of park, location, 3 interesting facts that they learned from the presentation.
  - Presenters - Describe different features of the park, interesting attractions, things to do, and unique features and facts about the park. Include the name of the park, location, size, history, physical features, attractions, unique and/or interesting facts.

## **Resources**

### Textbook

*States and Regions*. Harcourt Brace, 2000.

### Books

Altman, Linda Jacobs, and Enrique O. Sanchez. *Amelia's Road*. Lee & Low, 2015.

Bunting, Eve. *A Day's Work*. Clarion Books, 1997.

Gregory, Josh. *If You Were a Kid on the Oregon Trail*. C. Press, 2016.

### Digital Resources

National Geographic Kids website: <https://kids.nationalgeographic.com/>

*Regions of the United States* (Teachers Pay Teachers), Jill Russ (REQUESTED)