

Unit 1: Fishing in the Northeast

4th Grade Humanities

20 Class Meetings

Written July 2024

Essential Questions

- What defines the Northeast as a region?
- How is the Northeast dependent on fishing for food and commerce?

Enduring Understandings with Unit Goals

EU 1: Defining the Northeast Region

- Identify and describe key physical features of the Northeast region, including major mountains, rivers, forests, and coastlines.
- Memorize and locate the states in the Northeast region on a map, along with their capitals.
- Examine the climate of the Northeast and identify the region's natural resources, understanding their impact on the economy and daily life.
- Develop their ability to read and interpret different types of maps related to the Northeast, including physical, political, and resource maps.

EU 2: Exploring the human and environment interaction

- Define and explain the concept of human-environment interaction, recognizing how people adapt to, modify, and depend on their environment.
- Identify ways people in different regions adapt to their environment, such as clothing, housing, and transportation suited to local climate and terrain.
- Investigate how human activities, such as deforestation, pollution, and land use, affect the environment, ecosystems, and natural resources.
- Explore how human-environment interactions have changed over time, considering factors like technological advancements and population growth.
- Learn about sustainable practices and solutions that reduce negative environmental impacts, such as recycling, conservation, and renewable energy use.

EU 3: Investigating how the movement of people impacts the movement of ideas

- Explore the cultural diversity of the Northeast, examining how immigration, industry, and education have shaped the region.
- Learn about various reasons people move, such as economic opportunities, environmental factors, and cultural or social reasons.
- Analyze how the geography of the Northeast has influenced settlement patterns, economic activities, and transportation.
- Analyze both the positive and negative impacts of the movement of people on societies and cultures, discussing concepts like cultural diffusion, assimilation, and conflict.

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Standards

Common Core State Standards:

- **HIST 4.1:** Explain connections among historical contexts and people’s perspectives at the time.
- **CIV 4.1:** Illustrate historical and contemporary means of changing society.
- **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.
- **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 4.4:** Explain how the cultural and environmental characteristics of places change over time.
- **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 4.7:** Explain how human settlements and movements relate to the locations and use of various natural resources.
- **GEO 4.8:** Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
- **CCSS.ELA-Literacy.RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **CCSS.ELA-Literacy.RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **CCSS.ELA-Literacy.RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **CCSS.ELA-Literacy.RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **CCSS.ELA-Literacy.W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **CCSS.ELA-Literacy.W.4.2.a:** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **CCSS.ELA-Literacy.W.4.2.b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **CCSS.ELA-Literacy.W.4.2.c:** Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).
- **CCSS.ELA-Literacy.W.4.2.d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.

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- **CCSS.ELA-Literacy.W.4.2.e:** Provide a concluding statement or section related to the information or explanation presented.
- **CCSS.ELA-Literacy.W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience
- **CCSS.ELA-Literacy.W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **CCSS.ELA-Literacy.W.4.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.
- **CCSS.ELA-Literacy.W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **CCSS.ELA-Literacy.W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information and provide a list of sources.
- **CCSS.ELA-Literacy.W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **CCSS.ELA-Literacy.SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **CCSS.ELA-Literacy.SL.4.1.a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **CCSS.ELA-Literacy.SL.4.1.b:** Follow agreed-upon rules for discussions and carry out assigned roles.
- **CCSS.ELA-Literacy.SL.4.1.c:** Pose and respond to specific questions to clarify or follow up on information and make comments that contribute to the discussion and link to the remarks of others.
- **CCSS.ELA-Literacy.SL.4.1.d:** Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.SL.4.2:** Paraphrase portions of a text read aloud, or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **CCSS.ELA-Literacy.SL.4.3:** Identify the reasons and evidence a speaker provides to support particular points.
- **CCSS.ELA-Literacy.SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

Unit Content Overview

1. The Northeast as a Region

- Utilize map skills to memorize and locate the states in the Northeast region
- Identify and describe key physical features of the Northeast region
- Research and examine the climate and natural resources of the Northeast region
- Examine why proximity to water was so important for settlement in the region.
- Analyze the impact of rivers and waterways on colonial and post-colonial trade.

2. Human and Environment Interaction of the Northeast Region

- Define and explore how people adapt, modify, and depend on the environment of the Northeast Region
- Explore how people of the Northeast region have adapted their clothing, housing, and transportation to fit the region
- Explore how human interactions have changed over time in the Northeast region with a focus on deforestation, the fishing industry, and land use
- Explore sustainable practices that are being used in the Northeast region to reduce negative environmental impacts

3. Movement of People and Ideas across the Northeast Region

- Explore how the cultural diversity of the Northeast Region has been impacted by immigration and industry
- Discuss reasons why people move including economic, environmental, political, and cultural
- Analyze the positive and negative impacts people moving across the Northeast has had on ideas, culture, transportation, economic activities, commerce, and the environment
- Evaluate why people have moved to and from the Northeast from colonial times to present day.

Vocabulary and Key Terms: region, landform, climate, coastline, harbor, mountain range, valley, peninsula, forest, colonial, settlement, industry, immigrant, revolutionary war, urban, rural, agriculture, manufacturing, trade, capital, border, longitude, latitude, population, commerce, dependence, development,

Interdisciplinary Connection:

- ELA, Science

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Daily Learning Objectives with *TWPS*

Students will be able to...

- Utilize map skills to memorize and locate the states in the Northeast region ***
 - *What are some key features you see on a map? How do these features help us understand the map better?*
 - *Why do we use different types of maps for different purposes? Can you give examples of when you might use a physical map versus a political map?*
 - *How might a map from 100 years ago be different from a map today? What could cause these changes?*
- Identify and describe key physical features of the Northeast region ***
 - *Why do you think the Appalachian Mountains are important to the Northeast region? How might they affect the people living there?*
 - *What are the major rivers in the Northeast, and how do they influence the land and the people?*
 - *How do the physical features of the Northeast affect the weather and climate in the region?*
- Research and examine the climate and natural resources of the Northeast region **
 - *What are some ways that people in the Northeast region might protect and conserve their natural resources? Why is this important?*
 - *How do you think the cold winters in the Northeast affect the types of crops that can be grown there?*
- Examine why proximity to water was so important for settlement in the region. **
 - *Why do you think many cities and towns are built near rivers, lakes, or oceans? How might water help these places grow?*
 - *Why is it important for farmers to have access to water? How does water help them grow food and raise animals?*
 - *How has proximity to water impacted the Northeast region's dependency on fishing?*
- Analyze the impact of rivers and waterways on colonial and post-colonial trade.
 - *Why are rivers and lakes important natural resources for the Northeast? How do they help the people living there?*
- Define and explore how people adapt, modify, and depend on the environment of the Northeast Region
 - *Why do people build infrastructure like dams, bridges, and roads in the Northeast, and how do these structures impact the environment?*
 - *What kinds of jobs do you think people might have in the Northeast because of the region's climate and physical features?*
- Explore how people of the Northeast region have adapted their clothing, careers, housing, and transportation to fit the region
 - *How do farmers in the Northeast depend on the region's soil, climate, and seasons to grow crops? What challenges might they face?*
 - *How do people in the Northeast adjust their transportation during different seasons, especially in winter?*
- Explore how human interactions have changed over time in the Northeast region with a focus on deforestation, the fishing industry, and land use

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- *How do you think access to water influenced where early settlers decided to build their communities?*
- Explore sustainable practices that are being used in the Northeast region to reduce negative environmental impacts
 - *What are some ways people in the Northeast can protect the environment while still meeting their needs for resources and development?*
- Explore how the cultural diversity of the Northeast Region has been impacted by immigration and industry
 - *What does cultural diversity mean, and how do you think it applies to the Northeast region?*
 - *How might the different cultures in the Northeast make it a more interesting place to live? Can you think of some examples of cultural traditions or celebrations in this region?*
- Discuss reasons why people move including economic, environmental, political, and cultural
 - *How do you think the Northeast might be different today if people from other countries hadn't moved there?*
- Analyze the positive and negative impacts people moving across the Northeast has had on ideas, culture, transportation, economic activities, commerce, and the environment
 - *How have cities in the Northeast grown over time, and what changes to the environment were needed to support this growth?*
 - *How did the growth of industry in the Northeast attract people from different places? What kinds of jobs did these industries create?*
- Evaluate why people have moved to and from the Northeast from colonial times to the present day.
 - *In what ways can we see the influence of immigration and industry in the Northeast today? Think about food, language, neighborhoods, and businesses.*
 - *What challenges did early colonists face when they settled in the Northeast? How might these challenges have affected their decision to stay or move elsewhere?*
 - *In what ways do you think the reasons people moved to the Northeast during colonial times are like the reasons people moved there today? How are they different?*

Instructional Strategies/Differentiated Instruction

- Whole group instruction
- Paragraph frames and sentence starters
- Teacher modeling
- Think-write-pair-share and small-group discussions
- Graphic organizers
- Accountable talk
- Homework
- Word walls with visuals (Venn Diagrams)
- Small group instruction
- Visual exemplars with teacher and student critiques
- Text and video chunking

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- Spiraling back to guiding questions
- Close reading with text-dependent questions

EL Differentiation Strategies

- Key vocabulary, Word Banks and Word Walls with visuals
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit teacher modeling
- Graphic organizers
- Strategic Grouping
- Non-verbal assessments

Assessments

FORMATIVE ASSESSMENTS:

- Do Now
- Academic Discourse
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Performance Task -- Exploring the Northeast: Geography, Environment, and People
 - Teacher's rubric/scoring guide

SUMMATIVE ASSESSMENTS:

- Quiz: Geography of Northeast Region and Northeast Content (EU1, EU2, and EU3)
- IAB
- Unit Task: Exploring the Northeast: Geography, Environment, and People (EU1, EU2 and EU3)

Unit Task

Unit Task Name: Exploring the Northeast: Geography, Environment, and People

Description: Upon completing unit students will create a Google slide deck that explores the Northeast. The slides will include: a detailed map of the Northeast, including key physical features (mountains, rivers, coastlines), major cities, and states, research on the climate of the Northeast and its natural resources, highlighting how these influence daily life and industry (EU1), a specific example of how people in the Northeast have adapted to, modified, or depended on their environment e.g. farming in rocky soil, building cities near rivers, conserving forests (EU2), and a narrative, diary entry, or video from the perspective of a person who moved to the Northeast during a specific time period e.g. colonial era, Industrial Revolution, modern day (EU3).

Evaluation: Teacher's Scoring Guide

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Unit Resources

- Google Classroom
- NewsEla
- Google Slides (Teacher's)
- Student Journals
- Chromebooks
- ReadWorks
- Virtual Fieldtrip