

## Unit 2: The Ever-Changing Southeast

### 4<sup>th</sup> Grade Humanities

20 Class Meetings

*Written September 2024*

#### Essential Questions

- What defines the Southeast as a region?
- How did the development of plantations impact the commerce of the Southeast?

#### Enduring Understandings with Unit Goals

##### EU 1: Defining the Southeast Region

- Identify and describe key physical features of the Southeast region, including major mountains, rivers, forests, and coastlines.
- Memorize and locate the states in the Southeast region on a map, along with their capitals.
- Examine the climate of the Southeast 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 Southeast, 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.
- Analyze how geography and climate has affected the development of economic and social institutions of this region.
- Examine historical examples where geography and climate have had a severe impact on the region.

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

- Explore how the essential characteristics of the region changed in the post WWII era.
- Investigate how the development of plantation farming impacted commerce and the movement of people

#### 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.

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- **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.
- **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.

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- **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.

### 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.

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#### Unit Content Overview

##### 1. The Southeast as a Region

- Utilize map skills to memorize and locate the states in the Southeast region.
- Identify and describe key physical features of the Southeast region.
- Research and examine the climate and natural resources of the Southeast region.

##### 2. Human and Environment Interaction of the Southeast Region

- Explore how the geography and climate of the Southeast make it suitable for farming.
- Explore how farming and the development of plantations impacted commerce over time.
- Investigate how hurricanes, coastal erosion, and conservation efforts force people to adapt and manage challenges.

##### 3. Movement of People and Ideas across the Southeast Region

- Discover how the musical heritage of the Southeast originated and evolved, including how it draws people to the region.
- Understand the influence of African, European, and Native American cultures on the Southeast's food, music, and traditions.
- Explore how the Southeast's role in the Civil War impacted the region.
- Discover how the landscape of the region changed post WWII.

**Vocabulary and Key Terms:** coastal plain, swamp, marsh, delta, everglades, peninsula, humidity, subtropical, crops, plantation, colonial, civil rights, segregation, antebellum, blues, jazz, industry, port, tourism, transportation, migration, harbor

##### Interdisciplinary Connection:

- ELA, Science

#### Daily Learning Objectives with *TWPS*

##### Students will be able to...

- Identify the states that make up the Southeast region and describe its general location on a map of the United States. \*\*\*
  - *Why do you think tourism is important to the economy of the Southeast?*
  - *Which state in the Southeast would you like to visit the most and why?*
  - *How does the Southeast differ from the Northeast?*
- Describe the physical features of the Southeast region, including the Coastal Plain, mountains, swamps, and major rivers. \*\*\*
  - *What are some physical features that make the Southeast different from the Northeast?*
  - *How might living near the ocean in the Southeast be different from living in the mountains in the same region?*
  - *How do the physical features of the Southeast affect the weather and climate in the region?*
- Explain the climate characteristics of the Southeast region, including warm temperatures, high humidity, and seasonal weather patterns. \*\*\*

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- *How do you think the warm, humid climate affects the way people live in the Southeast?*
- *How do you think the climate of the Southeast differs from the Northeast?*
- *How do you think the location of the states in the Southeast on the globe impact the weather?*
- Describe unique environmental features of the Southeast, such as swamps and marshes, and explain their ecological importance.
  - *How do the natural resources found in the Southeast influence the way people live and work there?*
- Identify the natural resources found in the Southeast and explain how they contribute to the region's economy, including agriculture, forestry, and fishing. \*\*
  - *Why do you think the Southeast region is good for growing certain crops, like cotton, tobacco, and citrus fruits?*
  - *How do ports and transportation networks help businesses in the Southeast?*
  - *Why is the port city of New Orleans important for trade in the Southeast and the rest of the country?*
- Describe the major crops grown in the Southeast and explain how the region's climate and soil conditions support agriculture.
  - *What are the main crops grown in states like Georgia and North Carolina, and why are they important?*
- Explain how early European settlements developed in the Southeast region and describe the role of agriculture in these communities.
  - *What are some examples of how the history of the Southeast has shaped the culture there today?*
- Describe the plantation system in the Southeast and discuss the types of crops grown.
  - *What are the main crops grown in states like Georgia and North Carolina, and why are they important?*
- Examine the contributions of the Southeast to American music, including genres like blues, jazz, and country, and discuss how these reflect the region's cultural diversity.
  - *How has music from the Southeast, like jazz, blues, and country, influenced American culture?*
- Explain how the movement of people, goods, and ideas has influenced the development of the Southeast, including migration patterns and trade.
  - *How did Native American tribes, such as the Cherokee and Seminole, influence the development of the Southeast?*
- Explore how the landscape of the Southeast changed post WWII, including economic, environmental, political, and cultural. \*\*\*
  - *Why do you think more factories and businesses started opening in the Southeast after the war?*
  - *How did the growth of cities and towns after World War II change the environment in the Southeast?*
  - *Why did so many people from other parts of the U.S. start moving to the Southeast after the war, and how did that change the region's culture?*

### Instructional Strategies/Differentiated Instruction

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- 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
- 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 – Sightseeing in the Southeast
  - Teacher’s rubric/scoring guide

#### **SUMMATIVE ASSESSMENTS:**

- Quiz: Geography of Southeast Region and Southeast Content (EU1, EU2, and EU3)
- IAB
- Unit Task: Sightseeing in the Southeast (EU1, EU2 and EU3)

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#### Unit Task

**Unit Task Name:** Sightseeing in the Southeast

**Description:** Upon completing the unit students will create triarama that highlights the Southeast. The triarama will highlight various physical features that one should visit in the Southeast (EU1), desirable aspects of the culture that are intriguing (EU2), and how the Southeast has grown over the decades (EU3). Students will then compose a short persuasive paragraph about why the Southeast is a vacation destination.

**Evaluation:** Teacher's Scoring Guide

#### Unit Resources

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