

Unit 3: Industries in the United States

4th Grade Humanities

30 Class Meetings

Written February 2026

Essential Questions

- How did economic events and opportunities drive migration and expansion in the United States during the 1900s?
- How do economic decisions create both benefits and costs for people and communities?
- How can we examine historical examples to understand economic change and movement?

Enduring Understandings with Unit Goals

- EU 1:** Understand economic events that caused change and migration in the United States
- Describe major global and national economic events in the 1900s that caused people to move within the United States.
 - Explain how access to work, food, energy, and safety influenced where people chose to settle.
 - Analyze cause-and-effect relationships between economic change and population movement across U.S. regions.
- EU 2:** Analyze benefits and costs of neighborhood change and gentrification.
- Define gentrification and explain why neighborhoods change over time.
 - Compare benefits and costs of gentrification.
 - Examine examples of gentrification in U.S. cities and connect them to historical patterns of expansion.
- EU 3:** Understand how profits influence market decisions.
- Explain what profit is and why it matters to sellers.
 - Analyze how profit affects decisions about location, supply, demand, and marketing.
 - Explore how profit-driven decisions shaped U.S. expansion in the 1900s.

Standards

CT Social Studies Standards:

4.Geo.11.a. Describe a global economic event or issue that led to change and migration in a United States region (e.g., climate change, colonization, energy access, food access, health, pollution, poverty, work).

4.Eco.1.a. Compare the benefits and costs of neighborhood gentrification in the United States (e.g., New Haven, Atlanta, Albuquerque, New York City, San Diego, Washington, D.C.).

4.Eco.6.a. Explain how business investments in worker training and diversity contribute to increased productivity and future incomes within a region (e.g., technology hubs, manufacturing centers, aerospace industry).

4.Eco.7.a. Explain how profits influence sellers in markets throughout regions of the United States (e.g., location, marketing, supply and demand).

4.Inq.4.a. Construct arguments using claims and evidence from multiple sources about a United States region.

4.Inq.4.b. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.

4.Inq.4.c. Critique arguments and explanations.

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4.Inq.4.d. Present a summary of arguments and explanations with relevant information about a person, event, or issue in a United States region using print, oral, and digital technologies (e.g., reasoning, correct sequence, examples, data, details).

4.Inq.4.e. Explain the challenges and opportunities, both present and past, in addressing local, regional, and global problems in a United States region.

4.Inq.4.f. Use a range of deliberative and democratic procedures to evaluate and implement strategies to address problems in classrooms and schools.

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.

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.

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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.

Unit Content Overview

1. Economic Events and Migration in the 1900s

- Define migration, expansion, economy, and region.
- Study key economic events: Industrialization, the Great Migration, the Dust Bowl, World War I and II manufacturing boom.
- Analyze why people moved from rural to urban areas and from the South to the North and West.
- Use maps to trace migration patterns across the United States.
- Discuss how access to jobs, food, and safety influenced settlement choices.

2. Gentrification and Changing Neighborhoods

- Define gentrification and neighborhood change.
- Examine how neighborhoods grow and change over time.
- Compare benefits and costs of gentrification using real-world city examples.
- Analyze who benefits and who is impacted when neighborhoods change.
- Connect modern gentrification to historical patterns of expansion and economic growth.

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3. Profits, Markets, and Regional Growth

- Define profit, supply, demand, market, and consumer.
- Explore how profits influence where businesses choose to locate.
- Analyze how transportation (railroads, highways) supported profit and expansion.
- Examine how marketing and demand influenced regional growth.
- Connect profit-driven decisions to the growth of cities and regions

Vocabulary and Key Terms: Migration, Expansion, Economy, Region, Industry, Factory, Workforce, Investment, Productivity, Income, Profit, Market, Supply, Demand, Consumer, Gentrification, Displacement, Infrastructure, Transportation, Opportunity, Cost, Benefit, Choice, Consequence, Perspective, Cause, Effect, Decision-making

Interdisciplinary Connection:

- ELA, Science

Daily Learning Objectives with *TWPS*

Students will be able to...

- Determine that major events in the Late 1800s–Early 1900s led to industrial growth and factory expansion in the United States
 - *What can cause countries to grow in economy or population?*
- Explain how profit motivated factory owners.
 - Should profit matter more than worker safety?
- Describe how businesses chose factory locations.
 - Why would a business move to where labor is cheaper?
- Analyze how profits affected wages and working conditions.
 - Who should decide what is a fair wage?
- Explain how industrial growth helped the U.S. economy expand.
 - Can economic growth be both positive and harmful?
- Explain who Mother Jones was and why she fought for workers' rights.
 - Why do some people risk their safety to stand up for others?
- Describe the purpose of the March of the Mill Children.
 - How can protesting bring attention to a problem?
- Analyze how the march helped change public opinion about child labor.
 - Is raising awareness enough to create change?
- Explain how stories and images influenced people during the march.
 - Are stories more powerful than facts? Why or why not?
- Describe how labor movements led to laws protecting children.
 - Should laws be created to protect workers even if businesses lose profit?
- Define migration and explain why people moved during the 1900s.
 - *What would make you leave your home to move somewhere new?*
- Analyze migration maps from the early 1900s.
 - *Why do you think many people moved to cities instead of staying in rural areas?*
- Explain how factory jobs in cities attracted people from rural areas.
 - *Why would a steady factory paycheck be more appealing than farm work?*

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- Describe how higher wages influenced families to relocate.
 - *Should higher pay be enough to convince someone to move far from home?*
- Explain how World War I and World War II created new job opportunities.
 - *How did war-related jobs change where people lived?*
- Analyze why people moved to regions with growing industries.
 - *Should people move to follow jobs, or should jobs come to people?*
- Explain how drought and dust storms pushed families off farms during the Dust Bowl.
 - *Would you leave your home if the land could no longer support your family?*
- Describe how crop failure affected food access and income.
 - *Is losing food or losing money a stronger reason to move?*
- Explain why farming became less reliable for many families.
 - *Should the government have done more to help farmers stay?*
- Explain what the Dust Bowl was and how it affected farming communities.
 - *How can the environment affect people's ability to earn money?*
- Describe how drought and poor farming practices led to crop failure.
 - *Should people be blamed for environmental disasters, or are they unavoidable?*
- Explain why families were forced to leave their farms during the Dust Bowl.
 - *Would you move if staying meant you could not feed your family?*
- Analyze why many Dust Bowl families moved west to California.
 - *Is hope for jobs a stronger reason to move than fear of staying?*
- Compare the Dust Bowl and industrial factory work as reasons for migration.
 - Which forced people to move more: environmental disaster or economic opportunity?
- Explain how economic hardship led to protest and reform.
 - Do people usually protest because they want change or because they have no choice?
- Analyze how individual choices were shaped by larger economic forces.
 - How much control did people really have over their lives?
- Explain how railroads made long-distance migration possible.
 - *Would people have moved as much without trains? Why or why not?*
- Describe how highways and automobiles changed settlement patterns.
 - *How does transportation make moving easier or harder?*
- Explain why people settled near transportation hubs.
 - *Is living near transportation more important than living near family?*
- Explain how access to jobs influenced settlement patterns.
 - *Is having a job more important than staying close to family? Why or why not?*
- Identify major economic events that caused migration.
 - *Which economic event do you think caused the biggest change in where people lived?*
- Define gentrification.
 - *Is change always a good thing for a neighborhood?*
- Identify benefits of gentrification.
 - *Who benefits the most when a neighborhood improves?*
- Identify costs of gentrification.
 - *Should people be forced to leave a neighborhood because prices go up?*
- Compare two U.S. cities experiencing gentrification.
 - *Should cities try to stop gentrification or manage it?*

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- Define worker training and productivity.
 - *Why would a business spend money to train workers?*
- Explain how training increases future income.
 - *Should all jobs provide training opportunities? Why or why not?*
- Examine historical examples of worker training in factories.
 - *How did factory jobs change people's lives in the 1900s?*
- Define profit and market.
 - *Should businesses focus more on profits or people?*
- Explain how supply and demand affect prices.
 - *What happens if everyone wants the same product?*
- Analyze how profits influenced where factories were built.
 - *Should businesses be allowed to move if it hurts workers?*
- Connect economic decisions to regional growth.
 - *How do economic choices made long ago still affect us today?*

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
- 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

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FORMATIVE ASSESSMENTS:

- Do Now
- Academic Discourse
- Exit Slips
- Accountable Talk Discussions
- Completed notes
- Completed graphic organizers
- Homework
- Performance Task – Paths of Change
 - Teacher’s rubric/Scoring guide

SUMMATIVE ASSESSMENTS:

- Quiz: Migration and Gentrification (EU1 and EU2), Markets and Profits (EU3)
- IAB
- Unit Task: Paths of Change (EU1, EU2 and EU3)

Unit Task

Unit Task Name: Paths of Change

Description: Students investigate a major economic event and create an illustrated map that shows how people and businesses moved in response to economic opportunities, profits, and challenges. Students then pair their map with a first-person narrative written from the perspective of a person affected by the economic change. Students will explain the causes, benefits, and costs of economic movement while demonstrating how business decisions, worker training, and profit shaped regions (EU1, EU2, and EU3).

Evaluation: Teacher’s Scoring Guide

Unit Resources

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