

**Elementary Schools
Grade 4
Social Studies - Regions of the United States
Curriculum Guide**

**LINDEN PUBLIC SCHOOLS
LINDEN, NEW JERSEY**

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The Linden Board of Education adopted the Curriculum Guide on:

**August 26, 2021
Date**

**Education – Item # 9
Agenda Item**

Rationale

Be it resolved, that the following curriculum within the content area titled above be readopted for use in the Linden Public Schools for the 2021-2022 school year. All curricula are aligned to the New Jersey Student Learning Standards and meet the instructional mandates outlined by the New Jersey Department of Education.

Public Notice of Non-Discrimination

If any student or staff member feels that they have experienced discrimination on the basis of race, color, creed, religion, gender, ancestry, national origin, social or economic status, sexual orientation or disability, contact:

Affirmative Action Officer
Kevin Thurston – (908) 486-5432 ext. 8307; kthurston@lindenps.org

504 Officer & District Anti-Bullying Coordinator
Annabell Louis – (908) 486-2800 ext. 8025; alouis@lindenps.org

Title IX Coordinator
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Director of Special Education
Marie Stefanick – (908) 587-3285; mstefanick@lindenps.org

Linden Public Schools Vision

The Linden Public School District is committed to developing respect for diversity, excellence in education, and a commitment to service, in order to promote global citizenship and ensure personal success for all students

Linden Public Schools Mission

The mission of the Linden Public School District is to promote distinction through the infinite resource that is Linden's diversity, combined with our profound commitment to instructional excellence, so that each and every student achieves their maximum potential in an engaging, inspiring, and challenging learning environment.

Social Studies Department Vision

Know the past. Engage the present. Impact the future.

Social Studies Department Mission Statement

The mission of our department is to prepare our students to become informed and engaged citizens of an increasingly global, interdependent world. Our focus as Social Studies educators is to ensure that experiences in our classrooms are meaningful, real, and authentic for all learners. We challenge our students to engage the world around them and strive to find resolutions to both local and global problems. These are the challenges we equip our students to confront, discuss, and address throughout their lifetime. In the end, Social Studies teachers have the highest expectations for all students; we will instill discipline, hard work, and progressive thought through a rigorous instructional model.

Social Studies Department Goals

- To foster an understanding of the processes which are critical to solving complex problems, and to engage students in the regular practice of those problem-solving skills.
- To enable students, through an interpretation of historical facts, to analyze information, and to fully engage in higher-level thinking.
- To promote knowledge of the core content of historical, political, economic, legal, and social issues of our world, nation, and community.
- To help students see the world from different perspectives- those of the historian, the geographer, the economist, the political scientist, the psychologist, the lawyer, and other social scientists- and employ the different tools and techniques of each discipline in critical thought.
- To guide our diverse student population in realizing their potential as citizens of a democratic nation and members of our local community.

I. Course Description

The main focus of this course is an examination of regional geography, history, and development within the United States. Additional topics of examination include our national government and the national economy.

II. Course Instructional Materials

- Pearson myWolrd Interactive Social Studies
- Bring History Alive! (Sourcebooks for the United States and World History)
- DBQ Project
- Social Studies Department Writing Rubric

III. Standards and NJDOE Mandates Guiding Instruction

See Appendix A

A. New Jersey Student Learning Standards

<https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf>

B. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. <http://www.socialstudies.org/c3>

C. Amistad Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the teaching of the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society
- evidence is found in all grade-bands in the district's K to 12 social studies curricula, [e.g., units about slavery, civil rights, Contemporary United States History (Era 14)]
- Resources available at: <http://www.njamistadcurriculum.net>

D. Holocaust Commission Mandates...

(specific topics are identified where appropriate within each unit)

- the curricula address issues of bias, prejudice and bigotry, including bullying through the teaching of the Holocaust and genocide for all children in grades K to 12
- the implementation of this mandate will be found in the district's K to 12 social studies curricula, specifically in standard 6.3 (K to 4 and 5 to 8) and during the appropriate time periods in grades 9-12 (standard 6.1, Era 11 and 6.2, Era 4)
- Resources available at: <https://www.nj.gov/education/holocaust/curriculum/>

E. Diversity, Equity, and Inclusion Mandate...

- Beginning in the 2021-2022 school year, each school district shall incorporate instruction on diversity and inclusion in an appropriate place in the curriculum of students in grades **kindergarten through 12** as part of the district's implementation of the New Jersey Student Learning Standards.
- Resources available: <https://www.welcomingschools.org>

F. Asian American and Pacific Islanders Mandate

- A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through 12 as part of the school district's implementation of the New Jersey Student Learning Standards in Social Studies.
- Resources available: <https://asianamericanedu.org>

IV. General Interdisciplinary Connections / Materials

(specific materials are referenced within each unit)

- Language Art: Literature and poetry relevant to the topics covered in each unit.
- Fine and Performing Arts: Art, plays, and movies relevant to the topics covered in each unit.
- Science & Technology: Scientific or technological advances made during, or relevant, to the topics covered in each unit.
- Math: Analysis and manipulation of statistics or other numeric information/data relevant to the topics covered in each unit.

V. Pacing Guide

First Trimester	Unit #1: The Geography of the United States Unit #2: America and their History Unit #3: Government in the United States
Second Trimester	Unit #4: The Nation's Economy Unit #5: The Northeast Unit #6: The Southeast
Third Trimester	Unit #7: The Midwest Unit #8: The Southwest Unit #9: The West

VI. Vertical Integration – Program Mapping

The mapping of the Social Studies program within Linden Public Schools consists of the following:

Grades 1-3	Active Citizenship Developing a social, political, cultural, and economic awareness through the introduction and elaboration of essential theme including- self, family, government, needs and wants, financial literacy, traditions, and cultural symbols.
Grade 4	United States Geography An introduction to the regions of the United States, with a focus on their history and development.
Grade 5	United States History Settlement/Colonization to End of the American Revolution
Grade 6	Half Year – Civics Half Year- World Geography
Grade 7	United States History The American Revolution to Post Civil War Reconstruction
Grade 8	World History Pre-history to global encounters
Grade 9	World History Global encounters to modern times
Grade 10	United States History I Colonization, Revolutionary Era, Early Republic, Antebellum, Civil War, Reconstruction, Gilded Age, Industrial Age, Progressive Era, Imperialism, The First World War
Grade 11	United States History II Roaring Twenties, Great Depression, World War II, Social Development after WWII, Cold War, Post-Cold War Era, The World Today
Grade 12	Electives: Psychology, Sociology, Criminal Justice, African American Studies, Holocaust Studies, Political Science

VII. Accommodations, Modifications, and Teacher Strategies
(specific recommendations are made in each unit)

Instructional Strategies	Gifted and Talent Accommodations and Modifications	Special Education and At-Risk Accommodations and Modifications	English Language Learners Accommodations and Modifications
<ul style="list-style-type: none"> • Teacher Presentation • Student Presentation • Class Discussion • Socratic Discussion • Reading for Meaning • Inquiry Design Model • Interactive Lecture • Interactive Notetaking • Compare and Contrast • Research-Based • Problem-Based • Project-Based <p>504 Plans</p> <p>Students can qualify for 504 plans if they have physical or mental impairments that affect or limit any of their abilities to:</p> <ul style="list-style-type: none"> • walk, breathe, eat, or sleep • communicate, see, hear, or speak • read, concentrate, think, or learn • stand, bend, lift, or work <p>Examples of accommodations in 504 plans include:</p> <ul style="list-style-type: none"> • preferential seating • extended time on tests and assignments • reduced homework or classwork • verbal, visual, or technology aids • modified textbooks or audio-video materials • behavior management support • adjusted class schedules or grading • verbal testing • excused lateness, absence, or missed classwork • pre-approved nurse's office visits and accompaniment to visits occupational or physical therapy 	<ul style="list-style-type: none"> • Allow for further independent research on topics of interest related to the unit of study • Advanced leveled readers and sources • Increase the level of complexity • Decrease scaffolding • Variety of finished products • Allow for greater independence • Learning stations, interest groups • Varied texts and supplementary materials • Use of technology • Flexibility in assignments • Varied questioning strategies • Encourage research • Strategy and flexible groups based on formative assessment or student choice • Acceleration within a unit of study • Exposure to more advanced or complex concepts, abstractions, and materials • Encourage students to move through content areas at their own pace • After mastery of a unit, provide students with more advanced learning activities, not more of the same activity • Present information using a thematic, broad-based, and integrative content, rather than just single-subject areas 	<ul style="list-style-type: none"> • Focus on the concept, not details • More visual prompts • Leveled readers and teacher annotated sources • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide a cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate 	<ul style="list-style-type: none"> • Focus on the concept, not details • More visual prompts • Leveled readers and teacher annotated sources • Guided notes with highlighted words and concepts • Use of Merriam-Webster's ELL dictionary • Timelines and graphic organizers • Remove unnecessary material, words, etc., that can distract from the content • Use of off-grade level materials • Provide appropriate scaffolding • Limit the number of steps required for completion • Time allowed • Level of independence required • Tiered centers, assignments, lessons, or products • Provide appropriate leveled reading materials • Deliver the content in "chunks" • Varied texts and supplementary materials • Use technology, if available and appropriate • Varied homework and products • Varied questioning strategies • Provide background knowledge • Define key vocabulary, multiple-meaning words, and figurative language. • Use audio and visual supports, if available and appropriate • Provide multiple learning opportunities to reinforce key concepts and vocabulary • Meet with small groups to reteach idea/skill • Provide a cross-content application of concepts • Ability to work at their own pace • Present ideas using auditory, visual, kinesthetic, & tactile means • Provide graphic organizers and/or highlighted materials • Strategy and flexible groups based on formative assessment • Differentiated checklists and rubrics, if available and appropriate

VIII. Social Studies Department Writing Rubric

		1	2	3	4
Introduction	Historical Background	Limited to no events into the historical time period	present but lacks detail	The essay clearly places events, into a historical time period	clearly and accurately summarizes events into a historical time period with relevant details
	Thesis (Topic Sentence)	thesis does not accurately address the question/has no claims	the thesis is presented with 1 claim	the thesis is presented with 2 claims	the thesis is fully presented with 3 claims
	Supporting Evidence	No evidence provided to support the thesis and its claims	Evidence supports the thesis and 1 claim	Evidence supports the thesis and 2 claims	Evidence effectively supports the thesis and 3 claims
Body	Historical Knowledge	Lacks specifics historical knowledge	Partially identifies historical knowledge	Identifies relevant historical knowledge	Identifies relevant historical knowledge that supports the evidence and claims
	Details to Support Evidence	Details are presented as generalized statements	Details are present and partially supports some evidence and claims	Details are relevant and support some evidence and claims	Details are relevant, and support all evidence and claims
	Different Perspectives (5 th Grade ONLY)	does not acknowledge various interpretations of the topic, event, or issue	Attempts to acknowledge various interpretations of the topic, event, or issue	Effectively interprets various interpretations	demonstrates an awareness of the reasons and circumstances that produced different interpretations.
Conclusion	Summarizes Topic Sentence and Evidence	The conclusion is present but does not summarize the topic sentence and evidence	The conclusion is present, topic sentence and evidence are partially summarized	The conclusion is present, topic sentence and evidence are summarized and explained	The conclusion is present, topic sentence and evidence are fully summarized and well explained.
Style	Organization and Structure	lacks a clear approach to answering the question	organization and structure are present but could be better addressed	is acceptable and does not take away from the overall quality of the essay	is strong, clear, and well-focused arguments
	Grammar	Does not demonstrate sentence mastery, uses no academic or domain-specific vocabulary	Uses some repetitive yet correct sentence structure, uses limited academic and/or domain-specific vocabulary	Uses correct and varied sentence structure, uses academic and/or domain-specific vocabulary appropriate for the audience and purpose	Uses purposeful and varied sentence structure, uses precise academic and/or domain-specific vocabulary appropriate for the audience and purpose
	Conventions	Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors	Capitalizes correctly and consistently with some errors, uses commas, apostrophes and end punctuation some of the time, uses quotation marks to indicate direct speech and quotations from a text some of the time and applies some above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors	Capitalizes correctly and consistently with minor errors, uses commas, apostrophes and end punctuation most of the time, uses quotation marks to indicate direct speech and quotations from a text most of the time and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors	Capitalizes correctly and consistently with no errors, uses commas, apostrophes and end punctuation all of the time with no errors, consistently uses quotation marks to indicate direct speech and quotations from a text and applies above grade level spelling rules and patterns correctly, including irregular high-frequency words; no errors

**Unit #1:
The Geography of the United States**

**The Big Questions:
How does geography affect the way we live?**

**STAGE 1
Desired Results**

Essential Questions

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understandings

- Landforms and bodies of water influence how people live.
- Climate is the average temperature and rainfall in a place.
- People adapt to their environment.
- People change the environment and use its resources to help them live.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- The United States is divided into five regions, each with unique landforms
- Weather and climate vary across the regions of the United States.
- Each region has natural resources that are used to make products.
- People adapt to and change the environment to meet their needs.

Learning Objectives:

- Locate and describe landforms and bodies of water in the United States.
- Differentiate between the five regions of the United States and identify some of their characteristics.
- Explain how natural features and political considerations provide the basis for state and national boundaries.
- Identify that regions are based on many different features.
- Define climate and distinguish it from weather.
- Identify factors that contribute to climate, such as wind, temperature, and precipitation.
- Explain the climate differences in the five regions of the United States.
- Identify the natural resources in the United States
- Analyze and classify natural resources, capital resources, and human resources.
- Distinguish between renewable and nonrenewable resources.
- Explain ways people conserve resources.
- Evaluate how the environment impacts how and where people live.
- Analyze how people adapt to the environment.
- Analyze the way technology has both harmed and improved the environment

Content Vocabulary:

- landform, mesa, plateau, canyon, flood plain, region, desert, boundary, feature, vary
- weather, climate, temperature, precipitation, humidity, elevation contribute, factor
- natural resources, economy, product, capital resource, human resource, nonrenewable conserve, renewable, produce, process
- adapt, technology, irrigation, aquifer, depend, monitor

Common Misconceptions:

- Geography does not vary amongst different states.
- Weather and climate are uniform across the United States.
- A region's natural resources do not shape its economy.
- Geography does not affect the way we live.

Exact Location- In recent years, there has been some debate about whether the location of the Four Corners monument is incorrectly placed. Media reports have claimed that the area where Arizona, New Mexico, Utah, and Colorado meet might actually be located as much as 2.5 miles away from the location where the monument stands. These reports cited the National Geodetic Survey conducted by the National Oceanic and Atmospheric Administration (NOAA). However, NOAA rejects these claims and stands by the location of the monument as the official border between states—despite conceding that it may in fact be as much as 1800 feet off the actual place where the states meet.

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 4 Activity Guide for myWorld Interactive: Building Our Country

Land Regions in the United States

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- How do the landforms in your region affect the activities you do? Share out answers.
- Activity 3: Independent – Quiz: Students determine their current level of vocabulary and major lesson concepts with three questions; open-book to reference answers is optional.

- Activity 4: Show What You Know: Identify the five regions by creating a map key and color coding each section on a U.S. map. For differentiation, one map will have the states filled in, requiring all students to code and color only. The second option will be blank, and students will fill out states, color code, and color in to show the regions. Lastly, outline each region's main characteristics according to the text.
- Activity 5: Reading Skill Response: How did the Grand Canyon form? Answer cause-and-effect question prompt using R.A.C.E. strategy.

Weather and Climate

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- How do the landforms in your region affect the activities you do? Share out answers.
- Activity 3: Independent – Quiz: Students determine their current level of vocabulary and major lesson concepts with three questions; open-book to reference answers is optional.
- Activity 4: Show What You Know: Watch the water cycle video. Then, complete the worksheet based on the song lyrics and/or textbook evidence. <https://www.youtube.com/watch?v=TWb4KIM2vts>
- Activity 5: Reading Skill Response: What effect does elevation have on climate? What causes evaporation? Student choice to answer cause-and-effect question prompt using R.A.C.E. strategy.
- Activity 6: Map Skills – Students will know how to use an inset map. (p.16)

Regions and Resources

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- How do the landforms in your region affect the activities you do? Share out answers.
- Activity 3: Independent – Quiz: Students determine their current level of vocabulary and major lesson concepts with three questions; open-book to reference answers is optional.
- Activity 4: Show What You Know: Students create three columns in their notebooks and label: natural resources, human resources, and capital resources. List resources based on the reading in our textbook. Then, circle nonrenewable resources from each list.
- Activity 5: Reading Skill Response: What are some ways people can conserve natural resources? Why is it important to conserve natural resources? Students summarize question prompts using R.A.C.E. strategy.

People and the Land

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- How do the landforms in your region affect the activities you do? Share out answers.
- Activity 3: Independent – Quiz: Students determine their current level of vocabulary and major lesson concepts with three questions; open-book to reference answers is optional.
- Activity 4: Show What You Know: Students complete a main idea graphic organizer. Teacher will direct students to write "Use of Technology to Conserve Resources" for the main idea. They will search the text to find four specific details and examples that support the main idea.
- Activity 5: Reading Skill Response: How has technology affected how we change the land? Students answer cause-and-effect question prompt using R.A.C.E. strategy.

Summative Activities, Tasks, or Projects:

- Reading Skill Worksheet- Cause and Effect: After each lesson in Unit 1, students will complete a part of the worksheet for homework. Examples from each lesson should clearly identify a cause and effect, include the page numbers.
- Summative Task: Making connections from each lesson using specific information, answer the essential question.
- Review using resource provided study guide
- Prepare using resource provided review and assessment (open book)
- Summative Assessment: Resource provided assessment

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning: Visit the United States!

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: Land and Regions in the United States
Lesson 2: Weather and Climate
Lesson 3: Regions and Resources
Lesson 4: People and the Land
Literacy Skills: Summarize
Map and Graph Skills: Read Inset Maps
Primary Source: Lewis and Clark Expedition
Citizenship: Marjory Stoneman Douglas

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Create Your Video Advertisement
TikaTok

Unit Specific Accommodations and Modifications

Support for English Language Learners:

Reading: Before students begin completing the assessment pages, ensure they understand the instructions. Write describe, identify, explain, and analyze on the board.

Entering: Say each word aloud as you point to it. Ask students to circle all the places each word appears in their Worktext as you explain the meaning of each one.

Emerging: Say each word aloud as you point to it. Ask students to repeat it with you. Ask students to find each word in the Worktext and read the sentence containing it aloud. Define the word in context.

Developing: Ask students to read each word aloud as you point to it. Ask students to explain the meaning of the word and give an example of it from the Worktext.

Expanding: Ask students to find and read aloud an example of each word in the Worktext. Ask them to explain the meaning of the word and use it in an original sentence.

Bridging: Ask students to read the words on the board, define them, and create a practice exercise using each word correctly in the instructions. Have partners trade and complete the practice exercise.

Land Regions and Regions in the United States

In Support of English Language Learners

1. Content and Language- Write the word landform. Explain that landform is a compound word. Point out the two words that make up landform. Help students list other compound words.
2. Frontload the Lesson- Have students read the “I will know” statement on page 5. Explain that region means an area with similar features such as deserts or mountains or grassy plains. Ask students what landforms make up the region where they live.
3. Comprehensible Input- Use the diagram on pages 4 and 5 to show how many different landforms there are in the United States. Ask students where and when they have seen some of these landforms.

Reading: Help students access unfamiliar vocabulary in this chapter.

Entering: Write the word landform. Explain that landform is a compound word. Point out the two words that make up landform. Show some pictures of other compound words and help students name the words.

Emerging: Have students read the “I will know” statement at the beginning of the lesson. Explain that a region is an area with similar features such as deserts or mountains or grassy plains. Ask students what landforms make up the region where they live.

Developing: Use the diagram to show how many different landforms there are in the United States. Ask students to read the words and to tell where and when they have seen some of these landforms.

Expanding: Ask students to choose three landforms or bodies of water in the text and read their features. Have them point out ways they are similar and different.

Bridging: Have students write and read a story that features two or three of the landforms studied here. Encourage them to provide descriptions of the setting rather than just name the landforms.

Use the following questions to differentiate instruction for students when discussing boundaries and borders.

Special Needs: Use the map to explain how boundary lines separate areas of land and water. Remind students that these boundary lines are agreed on by people. Boundary lines may follow natural features, but the boundary lines are something that people make up.

Below Level: Show students a political map of the United States (such as Student Activity Mat 1A United States) and ask them to identify the different boundary lines between states and countries.

Advanced: Ask students to refer to a political map of the United States (such as Student Activity Mat 1A United States) and identify as many boundary lines that are formed by natural features as possible.

Use the following questions to differentiate instruction for students when discussing how to use inset maps.

Special Needs: Explain that an inset map is a small map inside a larger main map. The inset map shows something that is part of the main map but that can't be shown because it is too far away, too large, or too small. Ask students what the two inset maps tell them about the United States.

Extra Support: Explain what an inset map is to students and point out the two inset maps. Ask them why they think Alaska and Hawaii are shown as inset maps and not as part of the main map.

On-level: Ask students to study the map and use the key to determine the average precipitation in Alaska, Hawaii, and another state of their choice.

Challenge: Have students use the scales on the main map and inset maps to determine which state is the largest and which is the smallest.

Weather and Climate

In Support of English Language Learners

1. Content and Language- Write elevation on the board. Explain that elevate means “to lift something up.” Ask students if they have ever ridden in an elevator. Explain that a place's elevation tells how high it is.
2. Frontload the Lesson- Have students describe the different kinds of weather they have experienced over the past year, such as heat, wind, rain, snow, and hail. Explain that the weather in a place over a long time is called its climate. A place's climate may include different kinds of weather.
3. Comprehensible Input- Explain that a season is a time of year. Write winter, spring, summer, and fall on the board. Ask students what kind of weather is common in each season. Show a calendar and ask in which season that month occurs.

Speaking: Help students develop fluency with terminology in this chapter.

- Entering:** Write winter, spring, summer, and fall on the board. Ask students to repeat each word after you say it. Have students draw pictures to illustrate each season. Then have them share their drawings and name each season as they point to it.
- Emerging:** Explain that a season is a time of year. Write winter, spring, summer, and fall on the board. Ask students what weather is common in each season. Show a calendar and ask in which season that month occurs.
- Developing:** Have students describe the different kinds of weather they experienced over the past year, such as heat, wind, rain, snow, and hail. Explain that the weather in a place over a long time is called its climate. A place's climate may include different kinds of weather.
- Expanding:** Ask students to look up the weather forecast for the next week in a location of their choice and tell you the chances for precipitation each day, as well as what kind to expect.
- Bridging:** Have students write and deliver a speech comparing and contrasting the weather patterns in two different climate zones.

Use the following questions to differentiate instruction for students when discussing climate.

- Special Needs:** Point to your state on the map. Ask students to refer to the key to tell what the climate in your state is like.
- Extra Support:** Have students make a list of each climate on the key and match each climate with a state.
- On-level:** Arrange students into groups, and assign each group one of the following topics: temperature, water cycle, elevation. Have each group research its topic as it relates to your state. Tell students to present their group's information to the class. Generate questions with students to guide their research and presentations.
- Challenge:** Have students research types of severe weather, such as blizzards, droughts, and hurricanes, that can happen in different climate regions.
- Special Needs:** Point to your state on the map. Ask students to refer to the legend to tell what the climate in your state is like. Have students make a list of each climate on the legend and match each climate with a state.
- Below Level:** Assign each student one of the following topics: temperature, water cycle, or elevation. Have students complete the beginning of a K-W-L chart for their assigned topic. Remind students that "K" stands for "What do I know?" and "W" stands for "What do I want to know?" Arrange students into groups to share what they already know and what they want to know. As other group members speak, students should complete the "What did I learn?" column with new information. If time allows, the group can research the answers to questions no one was able to answer.
- Advanced:** Have students research types of severe weather, such as blizzards, droughts, and hurricanes, that can happen in different climate regions

Regions and Resources

In Support of English Language Learners

1. **Content and Language-** Write natural resource, human resource, and capital resource on the board. Say that a resource is something that people can use. A natural resource is something that comes from the land or water. A human resource is a person. A capital resource is a tool, machine, or building.
2. **Frontload the Lesson-** Have students describe the different kinds of resources that they use every day. Remind them that some resources come from nature and others are things that people make. Companies describe their workers as resources.
3. **Comprehensible Input-** Present students with different finished goods and ask them to think about how each was made. What resources were used to make them?

Support for English Language Learners:

- Listening:** Help students become active listeners as you discuss the concepts in this lesson.
- Entering:** Write natural resource, human resource, and capital resource on the board. Say that a resource is something that people can use. As you explain each term to students, show an image of the type of resource you are explaining. A natural resource is something that comes from the land or water. A human resource is a person. A capital resource is a tool, machine, or building. Say a word such as person or machine and have the students take turns saying what type of resource that word refers to.
- Emerging:** Have students listen carefully as other students take turns describing the different kinds of resources that they use every day. Remind them that some resources come from nature and others are things that people make. Then, tell students that companies often describe their workers as resources because the people working are being used to do or make something.
- Developing:** Present students with different images of finished goods and ask them to think about how each was made. What resources were used to make them? Ask volunteers to describe the resources and processes used while the audience listens. Encourage audience members to contribute additional information or pose questions.
- Expanding:** Have students present brief opinion statements about how to protect our resources. Ask other students to listen and take notes on the ideas they will try to implement.

Bridging: Ask students to invent a new product. Have them describe the product, the resources required to create the product, and the process. Ask classmates to listen carefully and vote on the best invention.

Use the following questions to differentiate instruction for students when discussing how to protect natural resources.

Special Needs: Show students examples or pictures of different resources, and ask them to describe each one. Discuss why each resource is important to how we live and why we should protect it.

Extra Support: Provide students with examples of many different resources, and ask them to identify each one as renewable or nonrenewable.

On-level: Assign each pair of students a resource, such as water. Ask each pair to write a presentation for how people use the resource and how we can protect it.

Challenge: Ask pairs of students to research the resources in their region and write a paragraph describing how the resources are used and protected.

Special Needs: Show students examples or pictures of different resources, and ask them to describe each one. Discuss why each resource is important to how we live and why we should protect it.

Below Level: Provide students with examples of many different resources, and ask them to identify each one as renewable or nonrenewable.

Advanced: Ask pairs of students to research the resources in their region and write a paragraph describing how the resources are used and protected.

People and the Land

In Support of English Language Learners

1. **Content and Language-** Ask students to describe a climate that is very different from their own. Ask how they would change their way of life if they moved there. Explain that this kind of change is called adapting. Explain that when people move to a new environment, they adapt.
2. **Frontload the Lesson-** Ask students to describe how their community has adapted to its environment. What kinds of buildings are in the community? How are these buildings specially designed for the environment?
3. **Comprehensible Input-** Present students with pictures of different tools that farmers have used over the past 200 years. Ask students to describe how improvements in technology have changed the way people farm.

Support for English Language Learners:

Writing: Help students describe climate and geography adaptations in writing.

Entering: Tell students that another word for adapt is change. Ask them to think about a time when they have had to adapt to a new environment (moving to a new home, changing schools). Have them illustrate the change. As they tell you about the drawing, help them write a caption for the illustration.

Emerging: Help students understand that to adapt is to change. Ask students to write one sentence about a time when they had to adapt to something new and one sentence that tells how they felt about the change.

Developing: Ask students to write a paragraph about a climate that is very different from their own. Tell them to include how they would change their way of life if they moved there. Explain that this change is called adapting.

Expanding: Present students with pictures of different tools that farmers have used over the past 200 years. Ask students to write an informative essay about how improvements in technology have caused farmers to adapt to different ways of farming.

Bridging: Ask students to interview local residents and leaders to find out how their community has adapted to its environment. What kinds of buildings are in the community? How are these buildings specially designed for the environment? Have students summarize their findings in writing.

Use the following questions to differentiate instruction for students when discussing how technology helps people save resources.

Special Needs: Pour students glasses of water and ask them where they think the water came from. Help them understand that the water came from a lake, river, aquifer, or the ocean and was then cleaned at a water treatment facility.

Extra Support: Show students pictures of solar panels and wind farms and discuss how these technologies help meet people's energy needs.

On-level: Ask pairs of students to research and draw a diagram of how a water treatment plant, pollution scrubber, solar panels, or wind farm works and helps protect resources. Have students share their diagrams with the class.

Special Needs: Pour students glasses of water and ask them where they think the water came from. Help them understand that the water came from a lake, river, aquifer, or the ocean and was then cleaned at a water treatment facility. Visit <http://www.pbslearningmedia.org> and search for "water treatment" for several videos that may aid understanding.

Below Level: Show students pictures of solar panels and wind farms and discuss how these technologies help meet people's energy needs. Visit <http://www.pbslearningmedia.org> and search for "solar panels" or "wind farms" for several videos that may aid understanding.

Advanced: Ask pairs of students to research and draw a diagram of how a water treatment plant, pollution scrubber, solar panel, or wind farm works and helps protect resources. Have students share their diagrams with the class.

Primary Source: Lewis and Clark Expedition

Support for English Language Learners:

Writing: Write the words journal and diary on the board. Reread the Lewis journal entry to students. Explain that a journal is like a diary entry. It tells about the events of a certain day.

Entering: Ask students to draw a picture that represents something they did today. Help them add today's date and a word that describes their picture.

Emerging: Ask students to draw a picture that represents something they did today. Help them add today's date and a phrase about the picture.

Developing: Instruct students to write a list of words that tell how they are feeling today.

Expanding: Tell students to write one sentence about something that happened to them today and another sentence to explain how they felt about it.

Bridging: Have students write a journal entry of at least one paragraph summarizing their day and elaborating on how they felt about the events.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing adjectives.

Special Needs: Point out the vocabulary words in the margin. Explain that adj. stands for adjective. Tell students this is a word that describes a noun. Work with students to circle all the adjectives.

Below Level: Tell students that adjectives are words that describe nouns, and they can also help us understand how people feel about something. Read the passage together, pointing out the adjectives. Encourage students to use them in original sentences.

Advanced: Ask students to identify the adjectives in the passage and tell what mood they create. Have them rewrite the passage, replacing the adjectives to create a different mood.

Map and Graph Skills: Read Inset Maps

Support for English Language Learners:

Speaking: Help students develop and extend their ability to talk about maps in detail.

Entering: Write scale on the board and say it aloud. Ask students to repeat. Point to the scale on the map. Ask students to point to it and say the word again. Read aloud other words from the map as you point to them. Ask students to repeat after you.

Emerging: Point to the title of the map. Say it aloud as students touch each word. Ask them to say the map name with you. Point to other words on the map and ask students to say them aloud.

Developing: Point to the scale and ask students what it is called. Point to other features of the map and ask them to name those too.

Expanding: Ask students to answer questions about the map in complete sentences. Ask: What is the title of this map? (The map is called "United States, Average Annual Precipitation.") What unit of measure is used in the scale? (The scale uses both miles and kilometers.)

Bridging: Ask students to describe all the features of the map and tell what features they would add to it if they were drawing it.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing map scales.

- Special Needs: Have students point to the scale in the map. Explain that this allows us to tell how far apart two places are. Point out how the unit of measure is represented. Demonstrate how to measure the distance between two places.
- Below Level: Ask: Why do map makers include a scale on maps? (Possible answer: Without it, we would not be able to tell how far apart places are.) Demonstrate how to measure the distance between two places, then have students try on their own.
- Advanced: Ask students to create an accurate map of the classroom, complete with a scale. If needed, help them measure the classroom and set up a grid to assist with scale.

Literacy Skills: Summarize

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to summarize the text shown here.

- Special Needs: Tell students that the main idea of the text is that the United States lies in North America and is surrounded by land and water. Then help them find the details that support the main idea. Ask: What are some of the bodies of water that surround the United States? Have students discuss the details with a partner.
- Below Level: Remind students that a summary includes only a text's main idea and details. Help them find the main idea of the first paragraph. Say: This sentence should help you find the main idea: "The United States covers most of the southern part of the continent of North America." Help them find important details.
- Advanced: Explain to students that a good summary can be very short. Challenge students to write a summary of the text in only one short sentence. Alternately, have them summarize a different text of

Citizenship: Marjory Stoneman Douglas (1890–1998): Rescuer of the Everglades

Differentiated Instruction:

Use the following activities to differentiate instruction for students when reviewing the chapter.

- Special Needs: Point to each region of the United States on a map and ask students to identify it. Remind them what landforms and bodies of water make that region unique. Review the climate of the region.
- Below Level: Describe a region without naming it, mentioning its geographic location, unique landforms and bodies of water, and climate. Ask students to guess which region you are describing. Have them add one fact of their own about the region.
- Advanced: Name a region. Ask students to identify it on a map, then ask them to work with a partner to discuss the climate, landforms and bodies of water, and natural resources found in the area. Have pairs share their discussion points with the class.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Science

After studying the water cycle, conduct experiments to explore the topic further. Begin by filling several clear, open containers with water. Leave two of them open, and cover one tightly. Draw a line on the outside of the containers to show the original water levels. Mark the date and time as well. Place one open container in a shady spot in the classroom. Place the other open container and the closed container in a sunny place in the classroom. Invite students to check on the water level every few hours over the next couple of days, drawing new lines as the water begins to evaporate, and recording the date and time. Ask students to make observations about the results.

Beyond the Classroom

- Divide students into five groups. Go outside to a paved area and have each group draw their region in chalk, connecting to the other regions correctly. Label bodies of water and other features.
- Enrich students' understanding of the water cycle at <https://water.usgs.gov/edu/watercycle-kids-beg.html>.

Additional Materials

Printed Resources

- Suggested Reading:
 - *Great Map: The World's Masterpieces Explored and Explained*. By Jerry Brotton
 - *Ken Jennings' Junior Genius Guides: Maps and Geography* by Ken Jennings
 - *Trucker* by Hope Herman Wurmfeld
 - *Tar Beach* by Faith Ringold
 - *The Amazing Impossible Erie Canal* by Cheryl Harness
- Leveled Readers- Assign books based on students' reading abilities and needs.
 - Below level: Our Weather
 - On level: Weather
 - Advanced: How Weather Works
- Content Readers- Use the content reader to enrich the content of this chapter.
 - The 10 Coolest Islands in the United States

Digital Resources

TikaTok
Rap About It
Quest PBLs

**Unit #2:
Americans and Their History**

**The Big Question:
How have we changed and how have we stayed the same during our history?**

**STAGE 1
Desired Results**

Essential Questions

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding

- American Indians lived in North America before Europeans colonized the continent.
- Great Britain and Spain colonized what would later become the United States.
- The colonies fought for their independence and formed the United States of America.
- The United States grew and its economy industrialized.
- The United States fought a costly Civil War that ended slavery.
- New inventions, immigration, and economic depression changed the United States in the early twentieth century.
- Civil Rights, war, and terrorism have affected the United States since World War II.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- When Europeans and Americans met, their cultures changed forever.
- The United States grew out of the English colonies and became an independent nation.

- The growing nation had deep divisions that led to Civil War.
- The United States became one of the world's most powerful nations after the Civil War.
- The United States faces continuity and change in the twenty-first century.

Learning Objectives

America and Europe

- Describe how archeologists learn about the first Americans.
- Describe how the first Americans lived.
- Identify early European explorers and colonies, and their impact on the country.
- Define the Columbian Exchange and discuss how it affected life in Europe and the colonies.
- Describe elements of government in the English colonies.

A New Nation

- Describe how the United States gained their independence from Britain.
- Identify the actions and events that contributed to a growing movement for independence among American colonists.
- Identify the reasons that some Americans called for a new Constitution in the 1780s.
- Summarize some of the issues that were discussed at the Constitutional Convention and ratification debates.
- Describe the impact of the Louisiana Purchase and the Lewis and Clark Expedition.

Growth and Civil War

- Define the concept of Manifest Destiny and its impact on the country.
- Discuss the causes and effects of the Industrial Revolution.
- Discuss the causes of and the events leading to the Civil War.
- Identify the goals of Reconstruction.
- Describe how the growth of and changes in the United States in the mid-nineteenth century affected American Indians.

The United States Becomes a World Power

- Describe the importance of the transcontinental railroad and other transportation systems on the growth of the United States.
- Explain how manufacturing and inventions changed life for ordinary Americans.
- Describe the impact of immigration on the United States.
- Define elements of the Great Depression and New Deal
- Discuss the causes and effects of World War I and World War II

The United States Since World War II

- Explain why the end of World War II is considered a turning point for United States.
- Define the concept of Cold War and how it was different from other wars.
- Identify the key events of the Civil Rights Era.
- Describe the challenges faced by the United States today.

Content Vocabulary:

- archeologists, artifact, hunter-gatherer, agriculture, colony, enslaved, tradition, claim, create
- independence, confederation, congress, constitution, delegate, ratify, amendment, territory, organize, compromise
- immigrant, industry, states' rights, abolitionist, secede, Reconstruction, segregation, reservation, productive, pursue
- transcontinental, manufacturing, entrepreneur, diverse, depression, fascism, influence, limit
- Cold War, communism, high-tech, civil rights, boycott, terrorist, interdependent, rivalry, cooperate

Common Misconceptions

- Europeans and Americans had no affect on one another's cultures.
- The English colonies were always independent from Great Britain.
- Slavery was not one of the most significant differences between North and South, leading to the Civil War.
- The United States was always a powerful nation; Immigrants did not contribute to the economy of the country.
- The history of the United States does not reflect both continuity and change.

The Suffragists- Many people assume that all women wanted the right to vote. In fact, many women were opposed to extending suffrage to women. They viewed politics as “dirty business” that was better left to men and believed that women should focus on domestic affairs. When Stanton first proposed the idea, it was met with ridicule. When the amendment came to a vote seventy-five years later, there remained a great deal of skepticism about the wisdom and benefits

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 4 Activity Guide for myWorld Interactive: Building Our Country

America and Europe

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion: (1) How have we changed and how have we stayed the same during our history? (2) Describe something about yourself or your family that has changed and something that has stayed the same. Differentiate using two questions amongst groups. Groups can respond to the question on chart paper, in notebooks, or on a computer. Text-based evidence for (1) is used to support comprehension and (2) is used to make connections.
- Activity 3: Independent – Quiz: Students determine their current level of vocabulary and major lesson concepts with three questions; open-book to reference answers is optional.
- Activity 4: Show What You Know: Fill in the chart to show your knowledge of three events: House of Burgesses meets in Virginia, Christopher Columbus reaches the Americas, English people set up the first colonies on the Atlantic coast.
- Activity 5: Reading Skill Response: Put the following colonies in the order in which they were founded: Plymouth, St. Augustine, Jamestown.
- Activity 6: Independent – Summary: How did North America change between 1492 and 1790? Answer summary question prompt using R.A.C.E. strategy.

A New Nation

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- How has New Jersey changed over time? In 1804, was it a state, a territory, or something else? Groups can respond to the question by referring to the map on page 50.
- Activity 3: Independent – Quiz: Students determine their current level of vocabulary and major lesson concepts with three questions; open-book to reference answers is optional.
- Activity 4: Show What You Know: Complete the chart with the following events: George Washington becomes president, delegates meet for the Constitutional Convention, a new constitution is written.
- Activity 5: Graph Skills – Students will know how to use a timeline of events (p. 44-45).

Growth and Civil War

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Americans moved west in the 1860s. Native Americans were forced to relocate during the same time period. How has your family decided to or will decide to more or relocate?
- Activity 3: Independent – Quiz: Students determine their current level of vocabulary and major lesson concepts with three questions; open-book to reference answers is optional.
- Activity 4: Show What You Know: Complete the chart with the following events: Battle at Fort Sumter, Lincoln elected president, General Lee surrenders, president calls for 75,000 troops.
- Activity 5: Reading Skill Response: How were the North and the South different? Students answer the question prompt using R.A.C.E. strategy. Differentiation option: create a T chart highlighting major differences.

The United States Becomes a World Power

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Envision It! What do you think the Statue of Liberty means to people? Why was it placed at the entrance of the New York Harbor? Groups can respond to the question on chart paper, in notebooks, or on a computer. Text-based evidence is used to support comprehension and make connections.
- Activity 3: Independent – Quiz: Students determine their current level of vocabulary and major lesson concepts with three questions; open-book to reference answers is optional.
- Activity 4: Show What You Know: Complete a graphic organizer about the following events: European nations go to war in World War I, atomic bombs are dropped on Hiroshima and Nagasaki, Japanese planes attack Pearl Harbor.
- Activity 5: Reading Skill Response: What caused America to become more diverse in the late 1800's? Students answer the question prompt using R.A.C.E. strategy.

The United States Since World War II

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- This old telephone (p. 64) is called a rotary phone. How was communication different in the 1950's, when these phones were used, than how we communicate now? Groups can respond to the question on chart paper, in notebooks, or on a computer. Share out responses amongst class.
- Activity 3: Independent – Quiz: Students determine their current level of vocabulary and major lesson concepts with three questions; open-book to reference answers is optional.
- Activity 4: Show What You Know: Complete a graphic organizer about the following events: Civil Rights Act of 1964, Brown vs. Board of Education, and Montgomery bus boycott.
- Activity 5: Reading Skill Response: How were the opportunities for women and men different during the 1960's? Students answer the prompt using R.A.C.E. strategy.

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning: Shaping Our Nation: Important Americans

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: America and Europe
Lesson 2: A New Nation
Lesson 3: Growth and Civil War
Lesson 4: The United States Becomes a World Power
Lesson 5: The United States Since World War II
Literacy Skills: Compare and Contrast
Map and Graph Skills: Interpret Timelines
Primary Source: "The New Colossus"
Citizenship: Elizabeth Cady Stanton

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Present at a wax museum

TikTok

Unit Specific Accommodations and Modifications

America and Europe

In Support of English Language Learners

1. Content and Language- Underline the word culture in agriculture. Explain that culture means "a way of life". Agri means "field". Agriculture means "the practice of working in the field to grow crops." Growing crops is a way of life.
2. Frontload the Lesson- Discuss with students what arrowheads tell us about how Native Americans lived. Ask students to describe what they think Native American life may have been like based on these artifacts. Ask students to predict how Native Americans lives will change when they meet Europeans.
3. Comprehensible Input- Ask students to look at the map of North America. Discuss how the continent has changed since the explorers listed on the map key first traveled there. What caused so much change?

- Speaking: Provide support as students offer ideas and opinions in the Jumpstart Activity. Make sure students understand that they are to talk about what they would bring on a journey to Mars.
- Entering: Provide students with picture cards of some things they might bring with the English words for these items.
- Emerging: Have students work in small groups to draw pictures of the things they might bring and then identify the correct English word for each of the items.
- Developing: Allow students to discuss their ideas first in their home language, if possible with a partner who speaks better English, and then identify the correct word in English.
- Expanding: Provide students with sentence frames to discuss their ideas: I would bring _____. This would help me _____.
- Bridging: Provide students with the following sentence frames to discuss their ideas and expand on the ideas of others: I would bring _____ because _____. I agree that _____ would be helpful because _____.

Use the following questions to differentiate instruction for students when discussing the Columbian Exchange.

- Extra Support: Present students with pictures of the foods and animals that were part of the Columbian Exchange. Ask them to categorize the plants and animals by the hemisphere from which they came.
- On-level: Have students work in pairs to research how one of the foods or animals that came to the Americas as part of the Columbian Exchange is used today. Have them present their research to the class.
- Challenge: Ask pairs of students to research from which area of the Eastern Hemisphere one of the foods or animals from the Columbian Exchange originally came. Have them present their findings to the class.
- Special Needs: Present students with pictures of the foods and animals that were part of the Columbian Exchange. Ask them to categorize the plants and animals by the hemisphere from which they came. Then, show them physically how these goods traveled across the Atlantic to their "new" land.
- Below Level: Provide students with a world map. Have them work in pairs to illustrate the exchange of goods in the Columbian Exchange. Tell them they can use words or pictures. Provide examples if needed.
- Advanced: Ask pairs of students to research from where in the Eastern Hemisphere one of the foods or animals from the Columbian Exchange originally came. Have them present their findings to the class.

A New Nation

In Support of English Language Learners

- Content and Language-** Write the word independence. Explain that it means "freedom." Underline the prefix in-, and point out that it means "not." Independence means "not dependent." Explain that dependence means that something needs support, or help. Say that dependence and independence are opposites. Point out that the colonies were dependent on Great Britain but wanted to become independent.
- Frontload the Lesson-** Have students read the "I will know" statement. Explain that a nation is an independent country with its own government. Say that before the United States was founded, the colonies were not a nation. They were part of Great Britain.
- Comprehensible Input-** Ask students to turn to the map of the United States. Help them identify the original 13 colonies and then compare the size of the United States in 1776 with its size in 1804.
- Reading:** Read aloud the quote from the Declaration of Independence on the opening page of the lesson. Explain that ellipses are used when parts of a quote are removed. Then, work with students to unpack the quote and determine what it means.
- Entering:** Point out that the subject "We" is a pronoun. Show students that it refers to the "50 men" in the previous sentence. Explain that these are the American colonists who wanted to break from England. In this quote, they say they want to be free.
- Emerging:** Work with students to identify the subject of the sentence. Ask them to identify who "We" refers to. Explain that "declare" means to "say" or "state." Review the meaning of the other key terms: united, colonies, free, and independent. Work with students to put the quote in their own words.
- Developing:** Have students identify the subject of the sentence and find who "We" refers to. Then, have them identify any words that are unfamiliar. Work with them to develop a definition for these words. Have them work together to rewrite the quote in their own words.
- Expanding:** Have students work with a partner to identify the subject and verb of the sentence. Then, have them put the quote in their own words.
- Bridging:** Have students work with a partner to put the quote in their own words.

Use the following questions to differentiate instruction for students when discussing the growth of the United States.

- Special Needs:** Show students a map of the United States today and one of the United States in 1776. Have students identify their state and determine if it was part of the United States in 1776 or became part of it later.
- Extra Support:** Give students a political map of the United States and ask them to work in pairs to outline the original 13 colonies, the Northwest Territory, and the Louisiana Purchase.
- On-level:** Ask small groups to discuss the challenges that the United States faced as it grew in size. How do they think the government handled these challenges? Have groups present their ideas to the class.
- Challenge:** Challenge students to identify the dates that each state in the country joined the United States and label these dates on a map.

Growth and the Civil War

In Support of English Language Learners

- Content and Language-** Write abolitionist. Underline the suffix -ist and say that it means "a person who does something." Give the examples of novelist and zoologist. Say that abolition means "the act of ending something." During the Civil War, an abolitionist was someone who tried to end, or abolish, slavery.
- Frontload the Lesson-** Have students read the "I will know" statement. Explain that a civil war is a war between groups within the same country. Say that the Civil War was fought between the North and the South.
- Comprehensible Input-** Ask students to look at the diagram and work in small groups to discuss the differences between the North and the South. Ask them to use the terms abolitionist and states' rights.
- Writing:** Work with students to use a T-chart to identify differences in the North and the South. Explain that it was these differences that led to the Civil War.
- Entering:** Have students draw pictures in each column to show differences between the North and the South. Help students to write a word or phrase that represents each picture.
- Emerging:** Provide students with words and phrases that could be used to describe either the North or the South: factories, cities, abolitionists, plantations, slavery, states' rights. Review the meaning of each word and have students put the words in the correct column.

- Developing:** Work with students to review the text to identify words that could be used to describe the North and the South. Then, work together to record these words in the correct column.
- Expanding:** Have students work with a partner to identify words and phrases that could be used to describe the North and the South and write the words in the correct column.
- Bridging:** Have students work independently to use the T-chart to describe the North and the South. Encourage them to look back through the Worktext for suggestions. Then, have them check their answers with a partner.

Use the following questions to differentiate instruction for students when discussing the treatment of African Americans and Native Americans in the mid-1800s.

- **Special Needs:** Provide students with two colors of something identical, such as beads. Ask them to divide the beads into two groups based on color. Tell them that in the late 1800s, African Americans and whites were divided and kept apart. This was called segregation.
- **Extra Support:** Demonstrate segregation by having students line up in alphabetical order. Tell the students with last names ending in A to L to sit at the back of the room. Invite the students with names ending in M to Z to sit at the front. Discuss why this is unfair.
- **On-level:** Ask students to create a list of the ways that African Americans and Native Americans were treated unfairly in the late 1800s.
- **Challenge:** Have students research and write a short report about African Americans who were elected to Congress after the Civil War. Have students present their reports to the class.

The United States Becomes a World Power

In Support of English Language Learners

- Content and Language-** Write transcontinental. Underline the prefix trans- and say that it means "across." Say that continental means "continent." Something that is transcontinental goes across a continent. Ask students if they can think of other transcontinental types of transportation besides railroads.
- Frontload the Lesson-** Tell students that there were many inventions and developments in transportation, communication, and manufacturing before and after the Civil War. These changes helped the U.S. economy grow.
- Comprehensible Input-** Show students the photograph of men working. Explain that the New Deal not only provided jobs but also led to the construction of new buildings, bridges, roads, and dams. Discuss with students how these changes benefited the United States.
- Speaking:** Explain that there were many inventions and developments in transportation, communication, and manufacturing in the 1800s. Post pictures for the inventions that are mentioned on these pages (e.g. transcontinental railroad, telephone, sewing machine, typewriter, etc.).
- Entering:** Point to each invention as you say the name aloud. Have students repeat the word after you.
- Emerging:** Point to each picture. Ask the class to say the name of the invention in unison.
- Developing:** As you point to each picture, ask a volunteer to tell you the name of the invention and what it was used for.
- Expanding:** As you point to each picture, ask a volunteer to describe the impact of the invention.
- Bridging:** Have each student choose one of the inventions on the board. Ask the student to describe how this invention changed the lives of Americans.

Use the following questions to differentiate instruction for students when discussing America's role in World Wars I and II.

- Special Needs:** Say that the term world war means that many countries from different continents fought in the war. Explain that there were two world wars in the 1900s. Ask students if the United States fought in them and who won.
- Extra Support:** Tell students that many different countries fought in World Wars I and II. Work with students to make a list of the countries in each war and who won.
- On-level:** Ask pairs to create a chart that shows the causes and effects of World Wars I and II.
- Challenge:** Have students create a timeline that includes the most important events in the chapter, starting with World War I and ending with World War II.

The United States Since World War II

In Support of English Language Learners

- Content and Language- Write interdependent. Underline the prefix inter-, and say that it means "together." Say that dependent means "to depend on someone or something" Interdependent means "two or more people, communities, or countries depending upon each other." The United States and other countries are interdependent because they rely on each other for goods, services, and resources.
- Frontload the Lesson- Have students read the "I will know" sentence. Say that something has continuity when it goes on. Share with students that after World War II, the United States changed but also continued to grow and maintain its superpower role in the world.
- Comprehensible Input- Have students read the timeline. Ask them to extend the timeline from 1970 through today and include five new events and their dates
- Reading: Provide support to help students acquire new vocabulary. Explain that words in English are often made up of word parts. Write interdependent on the board as an example.
- Entering: Cover up the word so that only the root dependent is showing. Read the root and have students repeat it. Define dependent as relying on someone or something. Then cover the root to reveal only the prefix inter-. Tell students that this word part means "together." Show students the entire word and have them say the word chorally after you. Explain that interdependent means two people or groups that "together" depend on one another. Say: The United States and other countries are interdependent because they rely on each other for goods and services.
- Emerging: Underline the prefix inter-. Explain that this word part means "together." Explain that the root dependent means to depend, or to rely on one another. Tell students that interdependent is used to describe two people or groups that "together" depend on one another. Ask yes/no questions to check understanding, such as: Are family members interdependent? (Yes, because each has a job to do.)
- Developing: Ask students what word parts they see in the word interdependent. Work with them to define each word part. Then, explain the meaning of interdependent. Ask volunteers to give an example of an interdependent relationship.
- Expanding: Have students identify the word parts in interdependent. Work with them to define each word part and write a definition of interdependent. Ask volunteers to give an example of an interdependent relationship. Then, ask them if they can think of any other words with the root dependent. Guide them to recognize that independent (a word from Lesson 4) has the same root.
- Bridging: Point out that interdependent is made up of the root dependent and the prefix inter-. Guide them to define each of the word parts. Then, have them work with a partner to create vocabulary cards for the word, including a definition, an example, and other words that use the same root. Have partners share their responses with the rest of the class.

Use the following questions to differentiate instruction for students when discussing the United States in the twenty-first century.

- Special Needs: Remind students what a value, or belief, is and ask them to describe their own values. Discuss how their values or beliefs might be shared by other Americans.
- Extra Support: Tell students that the United States has the largest economy in the world and is viewed as a leader among all other countries. Discuss with students what a leader does when someone needs help. Tell students that the United States often helps people in need around the world.
- On-level: Ask pairs to identify a disaster from the past ten years and research how the United States helped the victims recover. Have pairs present their research to the class.
- Challenge: Have pairs discuss how advances in transportation and communication make countries more interdependent and responsive to each other's needs.

Literacy Skills: Compare and Contrast

Support for English Language Learners:

- Speaking: Write the word Compare at the top of one side of the board and Contrast at the top of the other.
- Entering: Explain to students that comparing involves looking for things that are the same and contrasting involves looking for things that are different. Write same under Compare and different under Contrast. To provide a visual cue, draw two circles of the same color under Compare and two different shapes of different colors under Contrast. Provide other examples and have students say aloud if you are comparing or contrasting things.
- Emerging: Provide students with a definition of Compare and Contrast. In addition to the visual clues, include the list of clue words under each heading. In groups, have students take turns comparing and contrasting things aloud.

- Developing:** Work with students to identify clue words that could be used to describe the ways things are the same. Then, have students identify clue words that could be used to describe differences. Have students choose one of these words to use in a sentence describing similarities or differences. Then, ask students to say their sentence aloud.
- Expanding:** Have students identify clue words that show similarities and differences between two people, things, or ideas. Then choose two things in the classroom, such as a chair and a table. Have students work with a partner to say a sentence about how the two things are the same. Then have them say a sentence about how they are different. Encourage students to use the clue words in their description. Provide sentence frames if needed: The ____ is _____. The ____ is also _____. The ____ is _____, but the ____ is _____.
- Bridging:** Provide students with two common items that can be compared and contrasted. Have them work with a partner to speak in complete sentences describing how the items are the same and how they are different. Encourage them to use clue words and provide the sentence frames above, as needed.

Map and Graph Skills: Interpret Timelines

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to read a timeline.

- Special Needs:** Point out each of the dates on the timeline. Ask students which date is first. Point out that we count upwards in years, so newer years have higher numbers. Reinforce the understanding of the units on this timeline by counting by 20 with the students.
- Below Level:** Ask students to identify a year that they believe something interesting happened to them. Help them understand that this date will be between the year of their birth and today's year. Then ask them something else interesting that happened and help them identify where it belongs on the timeline. Explain that the timeline can be used to help them put the events in order. Then, review the timeline in the Worktext.
- Advanced:** Have students work with a partner to choose a period in history to create their own timeline. Explain that they will have to decide what units to represent on their timeline. If they are covering just a few years, they may divide the timeline into months, whereas if they are covering hundreds of years, each tick mark at the bottom may represent 100 years or more. Have partners share their timelines with the rest of the class.

Primary Source: "The New Colossus"

Support for English Language Learners:

- Reading:** Have students use the picture of the Statue of Liberty while analyzing the words to help them figure out the meaning of some of the language used in the poem.
- Entering:** Have students point to the following parts of the statue: woman, torch, hand, eyes, lips. Read the poem and encourage students to point to the corresponding parts of the statue as you read.
- Emerging:** Have students point to the following parts of the statue: woman, torch, hand, eyes, lips. Then have them identify the words used to describe each of these nouns ("mighty woman," "beacon-hand," "mild eyes," "silent lips"). Work with students to identify the meaning of these adjectives. Explain that together they paint a picture of a strong, welcoming woman—the statue is welcoming immigrants.
- Developing:** Explain that figurative language includes words and phrases that are used in a way different from its dictionary meaning. Point out the use of the phrase "golden door" at the end of the poem. Ask: Does this refer to a real door? (no) Explain that it is a figure of speech describing the entrance to the land of opportunity beyond the Statue of Liberty.
- Expanding:** Explain that figurative language includes words and phrases that are used in a way different from its dictionary meaning. Ask: Who is the narrator of this poem? Who does "I" refer to in the last line? (the statue) Explain that this is figurative—the statue did not write the poem and is not really speaking. Then ask students to discuss with a partner what the phrase "golden door" at the end of the poem refers to.
- Bridging:** Explain that figurative language includes words and phrases that are used in a way different from its dictionary meaning. Have partners work together to identify examples of figurative language used in the poem. Review responses as a class.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the poem.

- Special Needs:** Read the poem aloud. Have students act out the poem by showing what each line or set of lines would look like. For instance, have students stand to show what a mighty woman with a torch would look like. Then have them show what it looks like to have a world-wide welcome and mild eyes. Point out the picture that is described by this poem.
- Below Level:** Reread the poem aloud with students, stopping after each line to dissect the language. Have them use the vocabulary support and the picture to discern the meaning of the poem. Ask students what the woman would sound like in the dialogue of the second stanza. Point out that she is welcoming the tired immigrants, and have students take turns expressing the emotion.
- Advanced:** Have students choose words from the poem to use in another poem about immigrants today. Ask how the experience for today's immigrants is the same as when this poem was written, and how it is different.

Citizenship: Elizabeth Cady Stanton (1815-1902): American Suffragist

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the timeline on this page.

- Special Needs:** Use tape to create a timeline on the floor. Provide students with sheets of paper with events from the chapter. Have students fill in the timeline with the sheets of paper to show the order of the events.
- Below Level:** Provide students with key events from the chapter. Work with students to review how these events fit with the other events on the timeline.
- Advanced:** Break students into five small groups of equal size and assign each one of the lessons from this chapter. Have each small group identify three additional events from their lesson to add to the timeline. Ask them to explain why and how each of the events they select changed the country.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Science

In discussing the bravery of the Lewis and Clark expedition, the contributions they made to scientific knowledge are sometimes overlooked. Remind students that Jefferson wanted them to learn about the land and the animals and plants that lived there. Then, have students break into small groups and discuss how they would go about scientific discovery if they were Lewis and Clark. When they have had a chance to explore some ideas, lead a class discussion of how scientific inquiry begins with a question. Explain that Lewis and Clark consistently asked questions such as "How fast is the river's current?" or "What kinds of rocks are these?" They also made detailed drawings of plants and animals, and preserved some of them to bring back. Before the trip, Lewis went back to school to learn how to scientifically describe specimens and preserve plants.

Curriculum Connections: Science

Have students explore how one of the inventions discussed in this chapter works. Encourage them to work with a partner to research the science behind electricity, the telephone, or automobile engines. Direct them to age-appropriate sites on the Internet to learn more about their chosen invention and report on it to the class.

Curriculum Connections: Art

Explain that the federal government had many programs in place to give people work during the Great Depression. One of the programs hired writers and artists, including Dorothea Lange. Show students some of the pictures that Lange took of people during the Depression. Ask them what words they would use to describe these pictures. Ask also which photograph they think has the greatest impact on viewers, and why. Use responses to lead a discussion of lighting, composition, and other elements of photography.

Beyond the Classroom:

- Take students on a virtual field trip to see photographs of Dorothea Lange at https://www.loc.gov/rr/print/list/128_migm.html.
- Invite a World War II veteran to talk to students about the war.

Additional Materials

Printed Resources

- Suggested Readings
 - *28 Days: Moments in Black History That Changed the World*, by Charles R. Smith Jr.
 - *Women Who Broke the Rules: Dolley Madison*, by Kathleen Krull
 - *Because They Marched: The People's Campaign for Voting Rights That Changed America*, by Russell Freedman
 - *Industrial Revolution for Kids: The People and Technology That Changed the World*, by Cheryl Mullenbach
- Leveled Readers- Assign books based on students' reading abilities and needs.
 - Below level: *The Story of the Pilgrims*
 - On level: *All Aboard the Mayflower*
 - Advanced: *The Story of the Mayflower*
- Content Readers- Use the content reader to enrich the content of this chapter.
 - The 10 Most Memorable Speeches in U.S. History*

Unit #3
Government in the United States

The Big Question:
What is special about American government?

STAGE 1
Desired Results

Essential Questions

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding

- The United States government is a democracy.
- Governments make laws and supply services.
- In a democracy, citizens are responsible for how their governments work.
- Governments have different structures.
- The Constitutions tell how our government works.
- Governments have different powers.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- The principles on which our government is based.
- The responsibilities vary between the three branches of the United States.
- Citizens in a democracy have both rights and responsibilities.

Learning Objectives:

- Demonstrate that government and laws are necessary to our nation.
- Demonstrate that the government provides goods and services to its citizens.
- Identify the documents that established our government.
- Identify the ideas and principles from the Declaration of Independence and the U.S. Constitution.
- Understand the importance of the Declaration of Independents, the Preamble, and the Bill of Rights of the Constitution.
- Understand the functions and responsibilities of the legislative, executive, and judicial branches of federal government.
- Understand the system of checks and balances system helps to balance the power amongst the three branches of federal government.
- Identify and understand the differences between national, state, and local levels of government.
- Identify the process of how a bill becomes a law.
- Identify important rights citizens have in the United States.
- Analyze and understand national and state symbols and holidays commemorate people, events, and ideals of our government.
- Identify how citizens participate in their government and community by fulfilling their responsibilities and exercising their rights.
- Constitutional amendments have changed our nation.

Content Vocabulary:

- republic, citizen, democracy, sovereignty, self-evident, unalienable, liberty, purpose, require, establish, define
- legislative branch, executive branch, judicial branch, checks and balances, control, enforce, ensure
- jury, candidate, patriotism, symbol, petition, participate, convince

Common Misconceptions:

- The United States has a government that is the same or similar to that of other countries.
- Each of the three branches of government share the same responsibilities.
- Citizens have rights, but no responsibilities in a democracy.

Interpreting Laws- Students might have the misconception that every law is, as written, perfectly clear as to its meaning. Tell students that people often disagree on the meaning of a law, even when it seems that the language in the law is very straightforward. Say: People might disagree on who the law applies to, when the law can be applied, and many other points. Before you discuss this topic in class, scan the front page and metro sections of your local newspaper. You will most likely find an article about a law or proposed law that is being debated in the U.S. House of Representatives or the U.S. Senate. (If not, search online.) Read the article to students and hold a class discussion about people's disagreements about the law or proposed law. Help students to see how people can read the language of a law differently.

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 4 Activity Guide for myWorld Interactive: Building Our Country

Principles of Our Government

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- If you had to come up with a plan for government, what kind of government would you create? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- What does our government do? Answer summary question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

How Our Government Works

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- What are some of the jobs that Americans can have in their government? Which would you like to have? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: Interactive Notebook Assignment – Teacher can choose or have students choose one of the three assignments coordinating with the 3 branches of US government.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: Critical Thinking Skills- Students will read and apply the skill to complete the activity about identifying primary and secondary sources.

Our Rights and Responsibilities

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- If you had to come up with a plan for government, what kind of government would you create? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- What are the responsibilities of all adult citizens? Answer summary question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Summative Activities, Tasks, or Projects:

- Culminating Projects of the Unit

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning: Changing My Community: One Letter at a Time

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: Principles of Our Government
Lesson 2: How Our Government Works
Lesson 3: Our Rights and Responsibilities
Literacy Skills: Categorize
Critical Thinking Skills: Compare Points of View
Primary Source: A Letter from John Adams to Abigail Adams

Citizenship: Tammy Duckworth

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Write Your Letter

TikaTok

Unit Specific Accommodations and Modifications

Support for English Language Learners:

- Reading:** Write the following on the board: The Bill of Rights. Underline the words Bill and Rights. Provide dictionaries that accommodate students' native languages and English.
- Entering:** Have students read the underlined words aloud as you point to the words.
- Emerging:** Ask students to tell what they already know about the meaning of both words. Write suggested meanings on the board and provide support while students read them aloud. Students may use their dictionaries to help them express their ideas.
- Developing:** Explain that the underlined words have more than one meaning. Guide students as they look up both words in their dictionaries. Help them determine which meaning is used in the title.
- Expanding:** Ask students to look up each word in their dictionaries. Then ask them to explain in their own words how to figure out the meaning of an unfamiliar word based on its use (context).
- Bridging:** Ask students to look up each word in their dictionaries. Then ask them to write sentences that use the underlined words in their multiple meanings.

Principles of Our Government

In Support of English Language Learners

- Content and Language-** Write self-evident. Explain that this is a compound word made of the words self and evident. Explain that self-evident means "obvious." Write unalienable. Point out that un- is a prefix that means "not"? Say that something that is alienable can be given away. Ask students what they think unalienable means.
- Frontload the Lesson-** Have students read the "I will know" statement. Explain that a principle is a belief. Ask students on what principles they think the U.S. government is based.
- Comprehensible Input-** Ask students to turn to the image of the Declaration of Independence. Point out that this is the document that presents the basic principles of the U.S. government. Discuss why these principles are important.
- Writing:** Discuss compound words with students. Use self-evident as an example. Say the word aloud and ask students to name its two parts. Discuss how the two parts combine in the definition of the new word.
- Entering:** Write a two-column chart on the board in which words in the first column can be combined with words in the second column to form compound words. Start with after, sun, and pop in the first column, and noon, rise, and corn in the second column. Say the individual words while pointing to them, then write the new compound word and say it as you point to it. Tell the students the meaning of the compound word. Ask the students to draw one of the compound words and label their drawing.
- Emerging:** Write a two-column chart on the board in which words in the first column can be combined with words in the second column to form compound words. Start with after, sun, and pop in the first column, and noon, rise, and corn in the second column. Students should write the compound words without your assistance.
- Developing:** Have pairs search for compound words in this lesson or in earlier lessons. To begin, note that on page 97 are highway and earthquake. Ask students to write other compound words they find and share with a partner.

- Expanding: Have students write sentences about lesson content using as many compound words as possible. Ask volunteers to read their sentences aloud as others listen for the compound words.
- Bridging: Write self-governing and self-made on the board, explaining that they are compound words. Ask students to write sentences using these words and share with a partner.

Use the following questions to differentiate instruction for students when discussing the Constitution and the Bill of Rights.

- Special Needs: Ask students if they or their parents have ever made a plan to go somewhere or make something. Explain that the Constitution is also a plan. It says how the U.S. government should work.
- Extra Support: Have pairs underline every sentence that describes our government. Explain that these ideas come from the Constitution. Explain that our leaders continue to use the Constitution every day.
- On-level: Ask pairs of students to use what they have learned from the lesson to create a list of what the Constitution and Bill of Rights say about our government.
- Challenge: Ask pairs of students to discuss why the freedoms of speech, religion, and press are important in a democracy.

How Our Government Works

In Support of English Language Learners

- Content and Language- Write branch. Explain that it can mean “a part of something.” A branch is also a part of a tree. Trees have many branches. Say that the U.S. government is like a tree with three branches, or parts.
- Frontload the Lesson- Explain that the job of governing the United States is big. Say that each branch of the federal government has a different responsibility and has to work with the other branches to make the government work. Show students the Three Branches diagram, and ask them to identify each branch.
- Comprehensible Input- Have three volunteers demonstrate the basic idea of checks and balances. Ask one student to make a rule for the class. Ask another to either approve or reject the rule. Ask a third student to judge if the rule is fair. If the rule passes all these tests, then it can be a new class rule for the day.
- Reading: Discuss the suffixes in the words executive, legislative, and judicial. Write the words on the board and underline -ive and -al. Explain that the suffixes make the words into adjectives. Draw a bracket around the three words and then write the word branch next to them. Explain that the three words all describe a branch of the government.
- Entering: Write the words executive, legislative, and judicial on the board and underline -ive and -al. Say the words aloud as you point to them and ask students to read the word after you.
- Emerging: Write the words executive, legislative, and judicial on the board. Ask students to come up, underline the suffixes, and read the words.
- Developing: Write the words executive, legislative, and judicial on the board. Then add words with the same suffixes, like inventive, attractive, normal, and constitutional. Ask students to come up, underline the suffixes, and read the words.
- Expanding: Have students think of as many words as they can having suffixes -al and -ive. They can work in pairs to look up their meanings.
- Bridging: Have students think of as many words as they can having suffixes -al and -ive. They can work in pairs to write and then read sentences using the words.

Use the following questions to differentiate instruction for students when discussing state and local governments.

- Special Needs: Ask students who they think built the roads in their community, put up the road signs, and built their school? Tell them that most of these things were made and are maintained by their local and state governments.
- Extra Support: Have pairs research and identify the name of their governor and state representatives. Discuss the role that these officials play in creating laws and providing services for the state.
- On-level: Ask pairs of students to research who their federal, local, and state officials are in each branch of government. They can use the chart to guide them.
- Challenge: Ask students to write a paragraph about why the United States has three levels of government instead of two levels or one level.

Our Rights and Responsibilities

In Support of English Language Learners

- Content and Language-** Write patriot, patriotism, and patriotic. Explain that a patriot is someone who loves and supports his or her country. Patriotism is the word for this feeling of love and support. One way to show patriotism is to do patriotic things, such as vote in elections.
- Frontload the Lesson-** Have students read the “I will know” statement in the text. Explain that in a democracy, citizens have many rights, but they also have responsibilities. Citizens are responsible for taking part in their government.
- Comprehensible Input-** Ask students to think about the freedoms they have as citizens. Discuss how people use these freedoms every day. For instance, they travel freely, speak freely, and practice any religion freely
- Listening:** Say the words patriot, patriotism, and patriotic aloud. Explain that each word has a slightly different meaning: a patriot is someone who loves and supports his or her country; patriotism is the word for this feeling of love and support; patriotic is an adjective that can describe someone or something who feels or shows patriotism.
- Entering:** Say the words patriot, patriotism, and patriotic aloud. Ask students to stand up when they hear the word patriotism. Repeat with the other words.
- Emerging:** Say the words patriot, patriotism, and patriotic aloud. Ask students to raise their hand when they hear the word patriot, stand up when they hear the word patriotism, and clap when they hear patriotic.
- Developing:** Have students turn to a partner and say the words patriot, patriotism, and patriotic one at a time. The partner should listen and repeat each word. Then ask partners to switch roles.
- Expanding:** Have students turn to a partner and use either patriot, patriotism, or patriotic in a sentence. The partner should raise his or her index finger upon hearing the word.
- Bridging:** Have students turn to a partner and use patriot, patriotism, and patriotic in a few sentences. The partner should raise one finger when he or she hears patriot, two fingers for patriotism, and three fingers for patriotic.

Use the following questions to differentiate instruction for students when discussing state and national symbols.

- Special Needs:** Show students an American flag and ask them to count the number of stripes. Tell them that each stripe stands for one of the 13 original colonies that became the United States. Have them count the number of stars on the flag, and tell them that this is the number of states in the country.
- Extra Support:** Have pairs look at their state flag and identify any symbols. Work with them to understand what the symbols mean.
- On-level:** Ask pairs of students to create a list of their state's symbols, such as the flag, motto, and bird.
- Challenge:** Have students look at different kinds of U.S. coins and identify the symbols they see.

Primary Source: A Letter From John Adams to Abigail Adams

Support for English Language Learners:

- Reading:** Write the word impelled and read it aloud. Explain that to impel is to force someone into taking action. Write the definition on the board.
- Entering:** Ask volunteers to come up to the board, point to the word, and say it aloud. They should read the word and repeat the definition after you.
- Emerging:** Ask students to come up to the board, read the word and the definition, and tell how the meaning of the word impelled applies to John Adams’s letter.
- Developing:** Have students write a sentence with the word impelled. Then have them work with a partner and read each other’s sentences.
- Expanding:** Have students write and then read a short story about a time in which they took action about an issue. Have them use a form of the verb impel as part of their story.
- Bridging:** Have students pretend they are John Adams. Ask them to stand up and re-tell Adams’s letter in their own words, but keeping the use of the word impelled.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing John Adams’s letter to Abigail Adams.

- Special Needs:** Ask students to give ideas on why a country would want to have its own power to go to war, declare peace, and have an economy. List their reasoning on the board.
- Below Level:** Remind students that the Declaration of Independence declares that all people have a right to “life, liberty, and the pursuit of happiness.” Have students complete a three-column chart on the board (with each of those rights as column heads) and write examples of how these rights are supported in their own lives.

Advanced: Ask students to work in pairs and come up with their own version of John Adams's letter, written in their own words with simpler, more contemporary language. Have them exchange their letters with another pair and discuss the ways in which their versions vary.

Literacy Skills: Categorize

Support for English Language Learners:

Speaking: Have students ask questions as they listen to instructions read aloud.

Entering: Read aloud the first sentence on page 110. Then write the following question on the board: What is a "characteristic?" Read the question aloud. Ask students to repeat after you. Then provide them with clarification about what a characteristic is. Ask students to express the meaning of "characteristic" in their own words.

Emerging: Read aloud each paragraph on page 110. Ask students to come up with a -wh question about what they just heard. Have students answer each other's questions. Provide clarification as needed.

Developing: You will read aloud the content on page 110, but before you read, ask students to write down any questions they may have concerning content they are unsure about. After the reading, have students read their questions aloud and provide them with any clarification they may need.

Differentiated Instruction:

Use the following questions and activities to differentiate instruction for students when discussing how to categorize.

Special Needs: Tell students that when you categorize, you group things, places, or people based on similarities. Discuss the steps for categorizing shown on p. 110.

Below Level: Review the "Powers and Responsibilities of Government" chart on p. 110. Ask: Can any of the powers and responsibilities be placed under both types of governments? (Students will likely indicate that both types of governments make laws necessary to carry out powers and they both establish measures to protect public health.)

Advanced: Have students create a categorizing chart for Lesson 2. Suggest they choose from one of these topics: civic rights and responsibilities, community and political involvement, or leaders from their state and their accomplishments. Have students share their charts.

Critical Thinking Skills: Compare Points of View

Differentiated Instruction:

Use the following activities to differentiate instruction for students when comparing points of view.

Special Needs: Ask students to present their point of view about a school-related topic. Remind them to provide at least one detail to support their point of view.

Below Level: Ask students to present two opposing points of view about a school-related topic. Remind them to provide at least one detail to support each point of view.

Advanced: Ask students to write about a controversial school-related topic. Students should present two opposing points of view in their writing, along with one or two details to support each point of view. They should also include a statement of which point of view they agree with, and give their reasons. Ask volunteers to share their writing.

Citizenship: Tammy Duckworth (1968-): Veteran and United States Senator

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the graphs and charts on this page.

Special Needs: Ask students to say, in a one- or two-word response, which right and which responsibility they think is most important.

Below Level: Have students study the Federal Branches of Government chart. Ask students to fill in sentence frames that will identify each of the three branches, such as: The _____ is part of the _____ branch, and their (or his or her) role is to _____. For an extra challenge, students can cite details that they learned in the chapter but are not included in the chart.

Advanced: Give students a copy of the Bill of Rights and have them use the information to add to their Venn diagram.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Drama

Tell students that Alexander Hamilton was one of the men involved in the creation of the U.S. Constitution. Explain that a writer named Lin-Manuel Miranda, after reading a biography of Hamilton, wrote a musical about him titled *Hamilton: An American Musical*. The musical debuted on Broadway in 2015 and was an instant hit. It revived interest in this historical figure.

You may wish to play for students relevant songs and raps from the *Hamilton* soundtrack. (Listen to them before class to make sure they are appropriate.) Ask students to write their own song or rap about any aspect of the U.S. Constitution that interests them. Have students perform their song or rap for the class.

Curriculum Connections: Math

Teach students about the terms of service for the president, senators, and representatives.

- The president of the United States is elected to a four-year term.
- Senators serve six-year terms.
- Members of the House of Representatives serve two-year terms.

Ask: If a representative and a senator both serve for twelve years, how many terms has the senator served? (2) How many terms has the representative served? (6) If a president and a representative both serve for eight years, how many terms has the president served? (2) How many terms has the representative served? (4)

Beyond the Classroom:

- Take your class on a field trip to your state's capitol building. If you cannot travel that far, look at your state's official website and see if they offer virtual tours (architecture, collections, capitol history, capitol park, historic rooms) of the capitol building and/or a state history museum.
- Arrange for a local elected official to come to your class and speak to students about his or her duties as an elected official as well as the topics of citizenship and leadership.

Additional Materials

Printed Resources

- Suggested Readings:
 - *Can We Help? Kids Volunteering to Help Their Communities*, by George Ancona
 - *Dreams of Freedom: In Words and Pictures*, by Amnesty International
 - *Gingerbread for Liberty: How a German Baker Helped Win the American Revolution*, by Mara Rockliff
 - *We the People: The Constitution of the United States of America* by Peter Spier
 - *Shh! We're Writing the Constitution* by Jean Fritz
 - *The Declaration of Independence: Words that Made America* by Sam Fink
- Leveled Readers- Assign books based on students' reading abilities and needs.
 - Below level: *We Are America*
 - On level: *Being American*
 - Advanced: *Our America*
- Content Readers- Use the content reader to enrich the content of this chapter.
 - Viewpoints: *Citizenship*

Digital Resources

SeeSaw

TikaTok

Rap About It

Quest PBLs

Unit #4
The Nation's Economy

The Big Question
How does the economy meet our needs and wants?

STAGE 1
Desired Results

Essential Questions

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding

- An economy uses resources, people, and machines to produce goods and services.
- Economies are made up of producers and consumers.
- The price for goods and services depends on supply and demand.
- Businesses work to earn income and profit.
- Nations trade with each other and specialize in producing different goods and services.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- Economies exist to satisfy people's needs and wants.
- Businesses supply goods and services to match demands.
- Both individuals and families make economic decisions.
- Nations trade with each other, and global trade affects our lives.

Learning Objectives:

- Demonstrate an understanding of needs and wants.
 - Demonstrate an understanding of the basics of our economic system, including the role of producers, consumers, and products.
 - Understand the basic questions that all economic systems must answer.
 - Differentiate between free-enterprise system and other economic systems.
 - Understand and identify the governments' role and services as well as laws and rules to protect the U.S. economy
-
- Understand the difference between bartering and the use of money.
 - Understand and demonstrate how inflation affects prices.
 - Understand and demonstrate how businesses provide goods and services to the public to make a profit.
 - Explain why entrepreneurs are willing to take risks to start new businesses.
 - Identify the force of supply and demand in a market economy.
 - Scarcity has an impact on its consumers and producers.
-
- Understand and demonstrate that individuals and families make economic decisions daily.
 - Understand scarcity and its impact on consumers.
 - Demonstrate an understanding of opportunity cost and how it shapes economic choices.
 - Explain the role of banks and savings in the lives of individuals, families, communities, and business is significant.
 - Understand the connection between work, income, skills, and families' lives.
-
- Demonstrate how technology has led to an increase in global trade.
 - Identify examples of globalization and how it has led to interdependence between countries.
 - Understand the difference between imports and exports.
 - Demonstrate and understanding of specialization and the division of labor and how they lead to higher quality and an increase in productivity.
 - Describe the effects of globalization in today's world.

Content Vocabulary:

- producer, consumer, free enterprise system, market economy, command economy, private property, involve, individual
- currency, barter, inflation, profit, income, supply, demand, borrow, available
- scarcity, opportunity cost, incentive, advertising, interest, promote, prefer
- innovation, import, export, division of labor, specialization, productivity, outsourcing, task, benefit

Common Misconceptions:

Needs and Wants- Students may assume that because needs are defined as things you need to survive, needs are limited to food, shelter, and clothing. However, in modern society, some people consider education a need. Furthermore, a dialysis machine or a specific life-saving medication is required for some people to survive. Students may also assume that any food is a need, but this is not necessarily true. Eating food that provides vitamins and minerals to sustain life is a necessity, but eating junk food is not. Junk food, void

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:

Various activities are outlined in the Grade 4 Activity Guide for myWorld Interactive: Building Our Country

Formative Activities, Tasks, or Projects:

What is the economy?

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Where do you buy the things you need? How about the things you want? Share out answers.

- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- What types of economies are there, and how are they different? Answer main idea question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Trade and Markets

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Have you ever wanted to buy something, but it was unavailable? How do you think businesses should decide how many of a certain good they should make? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- What are the risks and rewards of opening a business? Answer main idea question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: Graph Skills- Students will read and apply the skill to gather information from bar graphs and line graphs (p. 112 – 113).

People and the Economy

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- How do you think families choose where they spend their money? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Why do people need an income? Answer main idea question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

A Global Economy

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Have you ever bought something made in another country? How do you know? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- (1) How do goods get from one place to another? (2) How has the distribution of goods changed over time? Answer main idea question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video

Chapter JumpStart Activity

Rap About It

Big Question Interactivity

Chapter Overview

Quest Project-Based Learning: Join the Economy: Start Your Own Business

Investigate:

Lesson Introductions (1 for each lesson)

Lesson 1: What is the Economy?

Lesson 2: Trade and Markets

Lesson 3: People and the Economy

Lesson 4: A Global Economy

Literacy Skills: Make Predictions

Critical Thinking Skills: Analyze Cost and Benefits

Primary Source: Henry Ford, Entrepreneur

Citizenship: Bill Gates

Synthesize

Lesson Check (1 for each lesson)

Lesson Review Interactivity (1 for each lesson)

Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Write Your Business Plan

TikaTok

Unit Specific Accommodations and Modifications

What is the Economy?

In Support of English Language Learners

Content and Language- Write producer and consumer. Say that producers and consumers are essential to an economy. Tell students that producers make goods and provide services. Consumers buy goods and services. Many people are both producers and consumers.

Frontload the Lesson- Have students read the *I will know* statement. Explain that an economy is a system through which the resources of a place are produced, distributed, and used.

Comprehensible Input- Ask students to look at the pie chart in the lesson. Say that today the service industry is the largest part of the U.S. economy. It can be separated into many different industries, such as education, banking, medicine, and tourism. Tell students that for most of its history, manufacturing has been a very large part of the United States economy.

Listening: Have students practice their listening skills as you and classmates present additional content about producers and consumers.

Entering: Write producer and consumer on the board. Repeat the words while pointing to them. Repeat them again, defining each word as you do. Use concrete, relatable examples. Say: A consumer is the boy who buys tickets to a sports event. A producer is the man at the sports event selling food and drinks.

Emerging: Write producer and consumer on the board. Define each word and give students an example of each. Then, describe a person and ask students to determine whether the person is acting as a producer or a consumer.

Developing: Ask students to provide their own examples of a scenario where someone is a producer and someone else is a consumer. Have volunteers identify the producer and the consumer.

- Expanding:** Ask students to provide their own examples of a scenario where someone is a producer and someone else is a consumer. Have other students identify the producer and the consumer. Also have the listeners identify whether goods or services are being exchanged in each example.
- Bridging:** Ask students to make up a story about a day in the life of a person their age. Have them place the character in two to three situations where he or she plays the part of either a producer or a consumer. Have listeners take notes as students share their story, identifying which actions were those of a consumer and producer. Ask listeners to also record details about the goods or services exchanged.

Use the following questions to differentiate instruction for students when discussing our government's role in the economy.

- Special Needs:** Tell students that government is a large part of our economy. It buys things to help it govern, such as computers for its workers and planes for the Air Force. It also provides services, such as police protection. It gets the money to pay for these things from taxes. Ask students to brainstorm more things the government produces and consumes.
- Below level:** Ask students to think about the goods and services they receive from the government. Have them make a list of what they consume that the government produces. Then ask them how much they think these services cost. Remind them that the government pays for these goods and services through taxes. In a way, citizens are *buying* these goods and services with their taxes.
- Challenge:** Say that the government is a large part of our economy. To illustrate this, have pairs make a list of 20 things the government buys to help it run. Then have pairs identify the industries from which the government makes purchases.

Trade and Markets

In Support of English Language Learners

- Content and Language-** Write the word inflation. Explain that the word inflate means to make something expand. When you inflate a balloon, you make it larger. Say that inflation is a rise in the price of goods and services. When inflation happens, those prices are bigger, or more expensive.
- Frontload the Lesson-** Have students read the *I will know* statement. Remind them that businesses make goods and services for consumers to buy. This is how businesses make money. Consumers' desire for a certain good or service is called demand.
- Comprehensible Input-** Ask students to look at the chart of monthly costs at Nelson's Bakery. Explain that if Nelson's costs rise, his profit shrinks. To prevent his profit from shrinking, Nelson could raise the price of his bread, but this might decrease demand for his bread.
- Speaking:** Help students hone speaking skills while practicing the concept of bartering.
- Entering:** Write barter on the board. Repeat the word and have students repeat it after you. Use the word in a sentence, asking students to repeat it after you. Show students a set of objects, naming them if necessary. Then have students choose one they would be willing to trade for something new, and complete this sentence: I would like to barter ____ .
- Emerging:** Present students with a set of objects. Tell them to choose an item they think might be valuable to barter. Ask them to tell what they chose and why they think it is valuable. Provide prompts if needed: I chose the ____ to barter. I think it is valuable because ____ .
- Developing:** Give students a random item. Ask them to look around at the items other students were given and request a barter (which for the purposes of this exercise, students will accept). Have the students speak their request aloud with their own words, and then have other students accept in their own words.
- Expanding:** Give students a few items with which to barter. Allow them to mingle and work out their own trades. Tell them they must conduct (and also accept) at least three transactions. When they have finished, ask each student to summarize the trades he or she completed.
- Bridging:** Ask students to choose whether they would rather live in a barter society or in one with a currency. Have students present their choice, explaining the reasons for their choice.

Use the following questions to differentiate instruction for students when discussing supply and demand.

- Special Needs:** Ask students to agree on one thing that they all want. Tell them that there is only one of these things left. Say that whoever pays the most for it can have it. Ask who will pay the most. Then say that now there is enough of the good for everyone to have one. Ask what students would be willing to pay now.
- Below level:** Give each of three groups the same kind of object. Tell them that it costs \$5 to make the object. Have the first group choose a price for its good and reveal the price. Say that the second group is competing with the first group. Have the second group choose a price for its good. Do the same thing with the third group. Are the prices all different? Which is lowest? Does the first group want to change its price?

Challenge: Have students play the same game as the On-level group, but then tell students that there is only a demand for two of the goods, not three. How does this change the prices even more?

People and the Economy

In Support of English Language Learners

1. **Content and Language-** Write scarcity. Say that when something is scarce, there is not much of it. During a drought, water is scarce. The amount of money in the world is limited, so money is scarce, too. Scarcity means that something is limited.
2. **Frontload the Lesson-** Have students read the “I will know” statement. Say that people make economic decisions all the time. They choose what to buy, how much money to spend, and how to earn money.
3. **Comprehensible Input-** Ask students if they have ever shopped at a store because something was on sale. Did they ever see an advertisement and wanted to have the good or service that was advertised? Discuss with students whether sales and advertisements are good incentives.

Writing: Help students improve writing skills while discussing advertisements and incentives.

Entering: Write some common incentive terms on the board, such as sale, half-off, and discount. Show students some advertisements featuring these words, then ask them to create an advertisement for their favorite store using one of the words.

Emerging: Ask students to create an advertisement for their favorite store that offers an incentive of some kind. If needed, write the words they need on the board for reference. Ask students to caption their advertisement with one sentence explaining the terms of the promotion.

Developing: Ask students to create a script for a radio advertisement about a sale at their favorite store. Remind students to give enough details of the sale that a listener will understand and want to take advantage of the sale.

Expanding: Have students write a letter to their parents asking for money to spend during a sale at their favorite store. Encourage them to tell their parents how much money they need, what they want to buy, how long the sale lasts, and what kinds of specials they would like to take advantage of. Suggest that they be as persuasive as possible.

Bridging: Tell students to pretend they run a blog dedicated to saving money, and they have just heard that a popular store is going out of business. Have students write a blog entry in which they report all the facts of the store closing and interview the manager or owner of the business about special promotions being offered.

Use the following questions to differentiate instruction for students when discussing how people earn income and borrow money.

Special Needs: Give students a list of monthly expenses for a house, a car, food, and clothing. Ask them how much income they will have to earn to pay for their needs.

Below level: Ask groups of students to discuss what big purchases they may want to make in the future, such as a house, a car, or a business. Point out that these things may be too expensive to pay for all at once. Would they take out a loan from a bank? How would they pay it back?

Challenge: Challenge pairs of students to make a diagram of how money is deposited in savings accounts at banks and later loaned to borrowers. How much money can banks loan?

A Global Economy

In Support of English Language Learners

Content and Language- Write import and export. Say that these words are opposites. An import is a good that is brought from another country to be sold here. An export is a good that is sent to another country to be sold there. Explain that the United States exports many goods that are made here, and it imports many of the goods that Americans buy.

Frontload the Lesson- Ask students if they have ever traded something they had for something someone else had. What did they trade? Why? Explain that businesses all over the world trade with one another, too.

Comprehensible Input- Show students the map of car manufacturing. Say that companies all over the world specialize in making goods or providing specific services. Many goods are put together in one place, but their parts come from all over. Goods that are complex, such as computers, are often made of parts manufactured in many different countries.

Reading: Help students improve reading skills while reviewing globalization and interdependence.

Entering: Ask students to circle the products listed in the Worktext that are imported into the United States. Ask them to draw a box around the products listed that are exported from the United States.

Emerging: Ask students to find the sentence that lists goods that are imported and exported, and read the sentence aloud.

- Developing:** Have students read aloud the sentence that provides a definition of globalization. Next, have them read aloud the two sentences that together explain the concept of interdependence.
- Expanding:** Ask students to identify the sentence that best explains the main idea of the Globalization and Interdependence section and read it aloud. Ask which supporting details they would combine with this main idea if they were trying to summarize the section.
- Bridging:** Have students reread the Globalization and Interdependence section independently. When they are finished, instruct them to write a paragraph summarizing the main idea and most important points. Then ask them to read their writing aloud to the class.

Use the following questions to differentiate instruction for students when discussing globalization.

- Special Needs:** Tell students that many different countries make goods that Americans buy. Say that Americans also make goods that people in places all over the world buy. Explain that this is the result of globalization.
- Extra Support:** Show students a disassembled computer or other complex electronic device and tell them that it is made of many different pieces. Explain that many computer parts, car parts, and parts for other complex goods are often made by different companies than the one that finally sells the good. Some of these companies are in other countries.
- Below level:** Explain to students that one effect of globalization is that businesses in different countries compete against each other to sell goods. Have pairs of students research a good that is made in the United States and in another country. Ask them to describe how the companies that make this good compete.
- Challenge:** Have students explain why globalization has led to environmental problems associated with the distribution of goods and parts. Have them use the map in the work text as an example.

Literacy Skills: Make Predictions:

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to make a prediction.

- Special Needs:** Distribute Student Activity Mat 3A Graphic Organizer. Help students visualize the process of making predictions by filling in three steps: 1) Gather clues, 2) Write down and think about the clues, 3) Make an educated guess.
- Below Level:** Ask students to point to the parts of the next lesson that can serve as clues (title, headings). Ask: What other part of a chapter or book might give you clues to tell you what it is about? (photos, maps, illustrations, charts)
- Advanced:** Ask students to choose a career to research that involves making predictions. Suggest meteorologists or financial analysts if students are stumped. Have students research what tools and resources these professions use to make their predictions.

Primary Source: Henry Ford: Entrepreneur

Support for English Language Learners

- Speaking:** Help students use the primary source material to practice their speaking skills.
- Entering:** Ask students to read aloud the sentence from the Henry Ford autobiography that they think is the most important.
- Emerging:** Have students read the first sentence aloud. Then have them read it aloud again, substituting “for the majority of the population” in place of “for the great multitude.”
- Developing:** Ask students to read aloud the sentence that they think best states the main idea of the primary source passage.
- Expanding:** Invite students to read the entire passage from My Life and Work aloud.
- Bridging:** Ask students to access Henry Ford’s autobiography, available for free online, and read aloud a passage of their choosing.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing entrepreneurs.

- Special Needs:** Ask students to reread the first paragraph. Ask them to circle the word entrepreneurs each time it appears. Then ask them to underline the sentence in the first paragraph that provides a definition for the word. Check to see that they underlined the second sentence.
- Below Level:** Make a word web with entrepreneurs in the center of it. Ask the class to scan the lesson for details about entrepreneurs. Add each detail provided to another branch of the web. When complete, ask students to use the information in the word web to come up with a definition for entrepreneurs.

Advanced: Ask students to reread the first paragraph, pointing to the sentence about taking great risks. Ask students to explain what great risks Henry Ford took. If time allows, ask students to research and tell about another entrepreneur's great risks.

Critical Thinking Skills: Analyze Cost and Benefits

Support for English Language Learners

Writing: Help students write about a decision they have made, explaining the costs and benefits of their decision. This can be done during "Your Turn!" question 3, or as an additional practice activity. Instruct students to make a Cost and Benefit T-chart.

Entering: Have students draw one or more pictures in the Cost and Benefit columns. Ask them to caption each picture with a word or phrase.

Emerging: Have students write one complete sentence under the Cost column and one sentence under the Benefit column.

Developing: Ask students to write a complete sentence at the top of the T-chart, explaining what the choices were. Then have them write one complete sentence under the Cost column and one sentence under the Benefit column before writing one sentence summarizing the decision they made.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing cost-benefit analyses.

Special Needs: Demonstrate the concepts of cost and benefit using two small desirable objects. Give students one of the objects. Then explain that they can have the other object if they would like it, but they must give up the item they already have. Say: The item you choose to keep is the benefit—it is what you gain. The item you give back to me is the cost—it is what you give up.

Below Level: Use decisions students make at school to demonstrate costs and benefits. For example, review the day's lunch menu and ask a student what he or she selected. Explain that the lunch options not chosen are the costs; the lunch option chosen is the benefit. For students who bring a lunch to school, ask them if they had a choice for any of the food items they brought and how they made the decision.

Advanced: Ask students to think about and explain what some of the costs and benefits are of conducting a cost-benefit analysis. For example, you might spend more time making a decision (cost), but it would be better thought out (benefit).

Citizenship: Bill Gates (1955-) Professional Problem Solver

Differentiated Instruction:

Use the following to differentiate instruction for students when reviewing the Globalization chart.

Special Needs: Remind students that benefits are things gained, while costs are things given up in order to gain something else. If necessary, repeat the activity where each child receives one object and must decide whether to exchange it for another object. After students reach their decision, help them identify which object represents the benefit and which represents the cost.

Below Level: Ask: Why might globalization lead to greater availability of goods and lower prices? (Possible answer: Instead of selling to the people in just one country, business owners can sell their goods to the entire world. This means greater demand, which leads to lower prices.)

Advanced: Ask students to use the information in the chart to present a brief talk sharing their opinion about whether globalization is a good or bad thing.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Math

Chances to link math and social studies abound in this lesson. Opportunity cost in particular affords chances to incorporate computational and problem-solving skills. Have students create a shopping list of items they are interested in and research actual costs. Assign students a budget that allows for only a small portion of the list to be purchased. Ask students to calculate the opportunity cost of various scenarios. For example, ask: Would your budget allow you to purchase the headphones and the tablet? What is the opportunity cost of the items you would have to give up purchasing?

Add incentives to make things even more challenging: Compare prices at three different stores. Are there sales, coupons, or special offers available?

Don't overlook opportunities to create, manage, and modify budgets and savings accounts—and calculate interest!

Beyond the Classroom:

- Take students on a tour of a local bank or advertising agency.
- Enrich students' understanding of currency and other economic topics at: <https://kids.usa.gov/money/index.shtml>

Additional Materials

Printed Resources

- Suggested Reading:
 - *Homer Price* by Robert McCloskey
 - *Sam and the Lucky Money*, by Karen Chinn
 - *A New Coat for Anna*, by Harriet Ziefert
 - *Erandi's Braids*, by Antonio Hernandez Madrigal
 - *World Without Fish* by Mark Kurlansky
 - *Esperanza Rising* by Pam Munoz Ryan
 - *Kampung Boy* by Lat
- Leveled Readers- Assign books based on students' reading abilities and needs.
 - Below level: Our Economy
 - On level: The Nation's Economy
 - Advanced: The Global Economy
- Content Readers- Use the content reader to enrich the content of this chapter.
 - The 10 Most Remarkable American Entrepreneurs

Digital Resources

TikaTok
Rap About It
Quest PBLs

Unit #5
Regions: The Northeast

The Big Question:
How does where we live affect who we are?

STAGE 1
Desired Results

Essential Questions

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding

- The Northeast has unique landforms, bodies of water, resources, and weather.
- The Northeast has played an important role in the early history of the United States.
- Immigrants helped shape the culture and economy of the Northeast and were instrumental in its growth.
- The Northeast has many urban areas and centers of commerce.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- The Northeast has mountains, a long coast, and large lakes and rivers.
- The Northeast is rich in natural resources and makes many products.
- Many of the events that led to the formation of the United States took place in the Northeast.
- Immigrants and growing industries brought change to the Northeast.
- The cities in the Northeast are centers of commerce and culture.

Learning Objectives:

- Identify the physical characteristics of the Northeast region.
- Describe the difference between coastal and mountain areas of the region.
- Interpret a physical map of the Northeast.
- Locate and describe the bodies of water in the Northeast.
- Describe natural resources that are plentiful in the Northeast region of the United States
- Identify agricultural products of the Northeast.
- Interpret a map of natural resources.
- Explain some of the features that contribute to tourism in the Northeast.
- Analyze the way of life of the American Indians and their interaction with early settlers.
- Describe the roles the colonies of the Northeast played in the American Revolution.
- Explain how abolitionists and advocates for women's rights influenced the country.
- Describe the different waves of immigration that come to the Northeast.
- Describe the impact of immigration on the United States and the Northeast region.
- Identify nineteenth-century inventions and advances in technology helped industry grow.
- Describe the causes and effects of reform movements that formed during the industrial age.
- Explain the factors that contributed to the growth of cities in the Northeast.
- Analyze the differences between urban and rural lifestyles in the Northeast.
- Describe the landmarks and unique characteristics of cities of the Northeast.
- Describe how cities have changed over time.

Content Vocabulary:

- Lighthouse, peninsular, sound, glacier, surround, attract
- mineral, quarry, overfishing, bog, tourist, allow, provide
- sachem, wetu, suffrage, survive, oppose
- steamboat, patent, sweatshop, labor union, advance, protect
- commerce, rural, urban, population density, pollution, demand

Common Misconceptions:

Crack in the Liberty Bell- Most people know that there is a crack in the Liberty Bell, but they don't realize that the wide crack is actually the result of a repair. In 1846, workers for the city of Philadelphia attempted to repair the Liberty Bell. The result caused another fissure to form, creating a larger crack than the one they had tried to repair. For more information, see www.nps.gov/inde/learn/historyculture/stories-libertybell.htm.

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:**The Land of the Northeast**

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- (Display map) What landforms and bodies of water are important to the northeast? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- What makes Main special? Answer “make generalization” question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.

- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: List the states in the Northeast and their capitals; matching game option.

Resources in the Northeast

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- What resources are located in your community, and how do you use them? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- How did Native Americans and settlers use the northeast's resources? Answer "make generalization" question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Birthplace of the Nation

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals- What is the English settler trying to do with the Wampanoag? Whose custom do you think it is? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- What was life in the Northeast like before the English settlers came? Answer "make generalization" question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Growth and Change in the Northeast

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- If you had to come up with a plan for government, what kind of government would you create? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Make a generalization about how inventions changed Americans way of life. Answer "make generalization" question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: Collaboration and Creativity (p. 164-156)- Students will work together as a team to identify goals, discuss action steps, separate tasks, etc.

The Northeast Today

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Images- What does the photograph show you about the size of the Northeast compared with the rest of the United States? What do the lights tell you about the region's population density? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.

- Activity 4: RACE- Why did port cities become so big? Answer “make generalization” question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Summative Activities, Tasks, or Projects:

Culminating Projects of the Unit

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning: Immigrants and Workers’ Rights

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: The Land of the Northeast
Lesson 2: Resources in the Northeast
Lesson 3: Birthplace of the Nation
Lesson 4: Growth and Change in the Northeast
Lesson 5: The Northeast Today
Literacy Skills: Cause and Effect
Critical Thinking Skills: Work in Teams
Primary Source: Edward Winslow, a Journal of the Pilgrims at Plymouth, 1622
Citizenship: Jacob Riis

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Write Your Speech
TikaTok

Unit Specific Accommodations and Modifications

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing things they know about the Northeast.

Special Needs: Show students where the Northeast is on a map of the United States. Ask students to point to where your community is located. Provide them with pictures of various places in the Northeast at different times of the year. Have students identify which pictures are similar to your community and which are different.

- Below Level:** Show Student Activity Mat 1A United States to the students. Have them identify the Northeast region and the states within this region. Then have them point to the location of your community. Ask them to predict what the region will be like based on the geography on the map. For instance, point out that most of the states border the Atlantic Ocean and (if applicable) that the states are north of your community.
- Advanced:** Provide students with the following headings: Land, Resources, Economics, and History. Have students work in small groups to identify what the Northeast will be like in each of these areas. As they read, have them look back at their list to evaluate their predictions.

Support for English Language Learners

- Writing:** Provide support as students write a speech from the point of view of an immigrant as part of the Quest.
- Entering:** Have students draw pictures showing some of the conditions that immigrants and workers may have experienced that should be addressed. Have them add words as they are able to.
- Emerging:** Provide students with a list of basic words and phrases that might be used to describe working conditions that need to be addressed, such as crowded, dirty, dangerous, long hours, low pay, child labor, etc. Review the meaning of the words and have students select words that they will use in their speeches.
- Developing:** Work with students to generate a list of words and phrases they might use to describe the working conditions of immigrants. Then, have students use the words and phrases to complete sentence frames: One problem that needs to be fixed is _____. Immigrants and other workers experience _____.
- Expanding:** Have students work with a partner to write their speeches. Provide sentence frames: Immigrants and other workers experience _____. They need better _____. This is important because _____.
- Bridging:** Encourage students to write complete sentences to describe the working conditions of immigrants and other workers and the reforms they would suggest. Provide sentence frames: Conditions in factories today are _____. We need to pass laws that _____ because _____.

The Land in the Northeast

In Support of English Language Learners

- Content and Language-** Write lighthouse. Say that lighthouse is a compound word made of the words light and house. Underline these words. Show students the picture of the lighthouse in the Work text, and explain that a lighthouse is a tall building that shines a bright light out to sea, so that during the night and in foggy weather, boats can see where the shore is.
- Frontload the Lesson-** Have students read the "I will know" statement in the Work text. Tell them that, like all regions, the Northeast has unique landforms but is also defined by its bodies of water, including its long coastline along the Atlantic Ocean. Ask students to think about how this long coastline might have shaped how the Northeast grew and changed.
- Comprehensible Input-** Ask students to look at the physical map of the Northeast in the Work text and discuss all of the physical features that they see, including mountains, rivers, lakes, peninsulas, islands, bays, sounds, and the ocean.
- Speaking:** Show students a map of the Northeast region. Provide support as students learn the vocabulary for geographical features to ask and answer questions during this lesson.
- Entering:** Point to each feature as you say the word and have students repeat it after you: ocean, sound, bay, lake, river, mountain, peninsula, island.
- Emerging:** Review the features on the map. Then, have students answer basic questions by pointing to a feature and responding using a sentence frame: Here is a_____.
- Developing:** Model how to ask and answer questions about the map. For instance, say: Juanita, ask Mark, "Where is the ocean?" Have students reply using sentence frames.
- Expanding:** Work with students to ask and answer questions about the map. For instance, say: Luka, ask Ana if she can find a mountain. Encourage students to use complete sentences when identifying the feature.
- Bridging:** Have students work with a partner to look at the map and discuss all the physical features that they see. Encourage them to use complete sentences.

Use the following questions to differentiate instruction for students when discussing the Northeast's lakes and rivers.

- Special Needs:** Provide students with maps showing the rivers of the Northeast. Explain that people once relied on waterways for transportation. Point out two cities and have students run their fingers along the lakes and rivers that connect the two cities.

- Below Level:** Ask pairs of students to turn to the map of the Northeast and make a list of all of the major lakes and rivers in the Northeast. Then provide them with unlabeled physical maps of the Northeast, and ask them to find each lake and river on the list.
- Advanced:** Ask pairs of students to research how the Great Lakes are connected to the Atlantic Ocean by way of the Erie Canal and create a short presentation for the class.

Resources in the Northeast

In Support of English Language Learners

- Content and Language-** Write overfishing. Explain that it is a compound word made up of the words over and fishing. Ask students to guess what it means and how it might relate to the resources of the Northeast.
- Frontload the Lesson-** Ask students to recall what they have read about renewable and nonrenewable resources. Then ask them to identify the resources in the Envision It! illustration as renewable or nonrenewable.
- Comprehensible Input-** Ask students to turn to the land use map in the Work text and label each state. Then have them make a list of the resources found in each state and identify them as renewable or nonrenewable.
- Speaking:** Provide support as students prepare for and participate in the Jumpstart Activity. Write the phrase natural resources on the board.
- Entering:** Have students repeat the phrase natural resources. Show them pictures of various natural resources and have them repeat the terms after you.
- Emerging:** Review the definition of natural resources, and provide examples. Then work with students to come up with additional examples. Write the words and phrases on the board with a picture to make sure that students know what these natural resources are. Point to things that use these natural resources, such as a pencil for the resource wood.
- Developing:** Review the definition of natural resources. Then ask students to work with a partner to think of natural resources, using their first language if needed. Then, help them identify the English word for each of the natural resources they have identified. Encourage students to think of things made with the natural resources. Reinforce language by using the word for each of the things they find.
- Expanding:** Have students work with a partner to develop a list of natural resources. Then provide them with sentence frames to help them identify things that are made with the natural resource: ____ is a natural resource. It is used to make ____.
- Bridging:** Have students work with a partner to develop a list of natural resources and some of the products they make. Provide sentence frames if needed: ____ is a natural resource that is used to make ____ and ____.

Use the following questions to differentiate instruction for students when discussing tourism in the Northeast.

- Special Needs:** Ask students where they would like to visit in the Northeast and why. Tell them that millions of tourists visit the Northeast every year, some for the very same reasons.
- Below Level:** Ask students how they think businesses make money when tourists visit. What kind of businesses can be found in tourist destinations? In which areas of the Northeast might you find these businesses?
- Advanced:** Have pairs of students research a tourist destination in the Northeast and plan a trip there. Have them find places to stay, eat, and participate in activities.

Birthplace of the Nation

In Support of English Language Learners

- Content and Language-** Write sachem and wetu on the board. Say that these are Wampanoag words with their own special meanings. In English, we might call a sachem a chief. We might call a wetu a hut, or a house made of bark and reeds.
- Frontload the Lesson-** Have students read the “I will know” statement in the Work text and explain that the United States did not contain 50 states when it was formed. At first it contained just 13 states, but it grew much bigger. Most of these first 13 states were in the Northeast. The U.S. capital has moved a few times, but it has always been in the Northeast.
- Comprehensible Input-** Ask students to identify which Native American groups lived in which present-day states and make a list of them. Discuss what the Northeast might have looked like before European settlers arrived.
- Writing:** Provide support for students to answer the Reading Check question on page 189. Read aloud the question and define any unfamiliar words. Help students put the question in their own words. Make sure that they understand they are to write about how the events in the Northeast changed things for the country.
- Entering:** Ask students to find pictures in the chapter that show events that affected the United States.

- Emerging: Provide students with pictures of the Boston Massacre and the American Revolution. Have them fill in the following sentence frame: These events led to the formation of ____.
- Developing: Work with students to identify events in the Northeast that affected the United States. Provide sentence frames: Events that affected the United States are ____, ____, and ____.
- Expanding: Provide students with a sentence frame to respond to the question: Events such as the ____, ____, and the ____ led to ____.
- Bridging: Have students work with a partner to write a sentence about how the events of the Northeast affected the United States.

Use the following questions to differentiate instruction for students when discussing the abolition and women's rights movements.

- Special Needs: Ask students if they have ever believed something but later changed their mind. What made them change their mind? Say that in the United States, people who believed that slavery was wrong tried to get others to agree with them. They had to change many people's minds.
- Below Level: Provide students with a two-column chart. Have them work with a partner to write the name of each person discussed in this section in one column and the role the person played in the other. Suggest that they use a blue pencil to show the abolitionists and a green pencil to show women's rights leaders.
- Advanced: Have students research the life of William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Elizabeth Cady Stanton, Lucretia Mott, or Susan B. Anthony and present what they learn to the class.

Growth and Change in the Northeast

In Support of English Language Learners

- Content and Language- Write steamboat and sweatshop on the board. Explain that these are compound words. Underline steam and boat and sweat and shop. Discuss with students how a steamboat is a boat that runs on steam power. The word steam tells you what kind of boat it is. Say that a sweatshop is a crowded, dirty factory in which people work. The word sweat tells you how it might have felt to work in this shop, or factory.
- Frontload the Lesson- Ask students how they think immigrants came to the United States and what process they went through to enter the country. Explain that many immigrants came by boat to the ports of New York and Boston. They were given a health checkup before they could enter.
- Comprehensible Input- Show students the picture of the light bulb in the Work text. Ask them what they think life was like before electric light was invented. How did electricity change the way people lived? How did it change the way people built homes and offices? Explain that these changes happened during the late 1800s.
- Speaking: Provide support as students offer ideas and opinions in the Jumpstart Activity. Make sure students understand that they are to talk about what they would bring if they were immigrating from another country to the United States. Encourage them to think about things they may need on their journey across the ocean, as well as when they arrive.
- Entering: Provide students with picture cards of some possible items. Review the English words for these items.
- Emerging: Have students work in small groups to draw pictures of the things they might bring and then work in small groups to identify the correct English word for each of the items.
- Developing: Allow students to discuss their ideas first in their home language, if possible with a partner who speaks better English, and then identify the correct word in English.
- Expanding: Provide students with sentence frames to discuss their ideas: I would bring _____. This would help me _____.
- Bridging: Provide the following sentence frames to discuss their ideas and expand on the ideas of others: I would bring _____ because _____. I agree that _____ would be helpful because _____.

Use the following questions to differentiate instruction for students when discussing the reform movements of the 1850s.

- Special Needs: Provide students with a list of inventions and their dates and pictures of each invention. Have students cut and paste the pictures next to the invention and date. Point to each picture one at a time as you discuss how the inventions changed the United States. Ask students how things would be different without the invention.
- Below Level: Provide students with index cards to record information about each of the inventions discussed in this section. Have students work with a partner to record the invention, the date of the invention, who invented it, and how it changed life in America. Then have them put the index cards in sequence. Use the cards to discuss the changes that resulted from each invention individually and collectively.
- Advanced: Have students choose one of the inventors or inventions in this section to learn more about. Work with them to find appropriate Internet or library resources. Encourage students to focus on how the person or invention changed life for Americans. Have students present their findings to the rest of the class.

The Northeast Today

In Support of English Language Learners

- Content and Language-** Write rural and urban on the board. Explain that these words describe areas in which people live. A rural area is made of small towns and farms. An urban area is in or near a city where there are many buildings, businesses, and public transportation. An urban area is home to many more people than a rural area. The Northeast has many rural and urban areas.
- Frontload the Lesson-** Have students read the “I Will Know” sentence in the Work text. Remind students that the Northeast is home to some of the largest and oldest cities in the United States. Over time, these places have grown into centers of commerce. They are home to thousands of businesses that work in many different industries. The cities are also cultural centers.
- Comprehensible Input-** Have students study the picture of the train in the Work text. Ask them why they think urban areas often have systems of public transportation. Provide students with examples of the different types of public transportation that can be found in the major cities of the Northeast, including trains, trolleys, and buses.
- Reading:** Provide support to English language learners as they read about cities of the Northeast. Write rural and urban on the board. Say that these words describe areas in which people live. A rural area is made of small towns and farms. An urban area is in or near a city.
- Entering:** Show students pictures of cities and rural areas. Read urban and rural while pointing at the words on the board and have students read the words after you. Say urban or rural and have students point to the correct word and picture. Then point to one of the pictures and have students tell you whether it is urban or rural.
- Emerging:** Read aloud the section on urban and rural areas while students follow along. Have students identify any words that are unfamiliar and work with them to define the words. Then work with students to create a T-chart on the board to show differences between urban and rural areas.
- Developing:** Read aloud the section on urban and rural areas while students follow along. Have students identify unfamiliar words and work with a partner to define them. Then, have students work with a partner to identify words that describe each type of community.
- Expanding:** Have volunteers take turns reading aloud the paragraphs about urban and rural communities. Then have them write sentences summarizing the information. Provide sentence frames: Urban areas are ____, but rural areas are _____. Cities of the Northeast are _____.
- Bridging:** Have students work with a partner to read the section on urban and rural areas. Then have them write about what they learned. Encourage them to use the following vocabulary words: city, urban, rural, population density.

Use the following questions to differentiate instruction for students when discussing how the economies of cities in the Northeast have changed over time.

- Special Needs:** Tell students that in the 1800s, there were many manufacturing businesses in the Northeast. Today, more people in the Northeast work in the service industries. Help students identify service-industry jobs.
- Below Level:** Have pairs of students describe the changes in Pittsburgh’s economy to each other. Ask them to use key terms such as economy, industry, and high-tech in their discussion.
- Advanced:** Ask pairs of students to discuss how changes to the economies of the Northeast affected workers there.

Primary Source: Edward Winslow, A Journal of the Pilgrims at Plymouth, 1622

Support for English Language Learners

- Reading:** Provide support to students to help them analyze the journal entry.
- Entering:** Read the journal entry while students follow along. Then have students follow your lead in acting out the events that are described. Show fear as you read about the “difficulties” and “boisterous storms” and then relief or joy as you sight land.
- Emerging:** Read the journal entry while students follow along. Point out the words difficulties and storms. Define each of these terms for students. Ask: Would you feel happy or frightened in difficulties or in storms on the ocean? Would you feel happy or sad when you see land?
- Developing:** Read the journal entry while students follow along. Point out the words difficulties, storms, and at length. Work with students to define each of these terms. Ask: How would you feel if you were experiencing difficulties in storms? How would you feel

Differentiated Instruction

Use the following activities to differentiate instruction for students when discussing the journal entry.

- Special Needs:** Explain that this journal entry was written by someone who had left his homeland and traveled for weeks on a boat across the Atlantic Ocean. Ask students how they would feel if they were Winslow.
- Below Level:** Reread the journal aloud and ask students to listen for “feeling” words that show how Winslow feels. Point out that some of his description also shows how he is feeling. For instance, the description of the gale suggests that he was worried. Work with students to identify words and phrases at the end of the journal entry that show his feelings have changed.
- Advanced:** Have students rewrite the journal entry in their own words. Encourage them to capture the mood of the journal even if they write about something else, such as the land the writer sees or the people with whom he is traveling.

Literacy Skills: Cause and Effect

Support for English Language Learners

- Developing:** Work with students to identify cause statements for each of the graphic organizers. Then, have them work with a partner to add the effect.
- Expanding:** Ask students to work with a partner to identify the sentences that tell about cause and effect. Check to make sure they understand what they are looking for. Then have them write phrases in the graphic organizer.
- Bridging:** Have students work with a partner to complete the graphic organizer. Remind them to use complete sentences. Have partners check their responses with another set of students and discuss any differences in their answers.
- Developing:** Work with students to identify cause statements for each of the graphic organizers. Then, have them work with a partner to add the effect.
- Expanding:** Ask students to work with a partner to identify the sentences that tell about cause and effect. Check to make sure they understand what they are looking for. Then have them write phrases in the graphic organizer.
- Bridging:** Have students work with a partner to complete the graphic organizer. Remind them to use complete sentences. Have partners check their responses with another set of students and discuss any differences in their answers.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when introducing cause and effect.

- Special Needs:** Hold up your pen and drop it on the floor. Say: A cause is something that makes something else to happen. When you ask why, you are asking about the cause. An event is what happens as a result of the cause. I opened my fingers. That is the cause. The pen fell. That is the effect. Give another example: Suppose I’m playing soccer. I kick the ball past the goalie. What is the effect? (I will score a goal!)
- Below Level:** Use dropping a pen to illustrate cause and effect. Ask a series of questions to demonstrate how one cause leads to another and has multiple effects. For example, you might ask: What is the effect of studying for a test? (I will know the material.) What is the effect of knowing the material? (I will get a good grade.) What is the effect of getting a good grade? (I will be proud of myself. My parents will be proud of me.)
- Advanced:** Have students work with a partner to choose another paragraph that has a cause-and-effect relationship. Have students record the cause and effect on a graphic organizer. Ask them to share their examples with the class.

Critical Thinking Skills: Work In Teams

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing working in teams.

- Special Needs:** Ask students to tell you about their favorite sports team. Point out that different players on the team play different positions. Point out also that team members have to communicate with one another in order to succeed.
- Below Level:** Ask students to think about their favorite sports team. Ask: What positions do team members play? What do you think would happen if everyone played the same position? How do team members make sure they behave as a team instead of just a group of individuals? Guide students to recognize the importance of communication and checking in with one another. Draw a comparison between the roles of players on sports teams and of students on teams to accomplish school work.
- Advanced:** Have students work with a partner to identify the qualities they would look for in team members. Have them share their answers with the class.

Citizenship: Jacob Riis (1849-1914)- Helping Immigrants

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the information on the chart.

- Special Needs: Look at the images and read aloud each of the boxes in the chart. Then have students choose one box in each row and draw a picture that supports the idea. Have student share their pictures and explain what they tell about the Northeast.
- Below Level: Assign each student one of the boxes to learn more about. Then have students “teach” the idea in this box to the rest of the class.
- Advanced: Have students use the information to write a report about the Northeast. Encourage students to use vocabulary from the chapter in their reports.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Science

Explain that the Earth is always changing. Use the Appalachian Mountains as an example. The Appalachians are older than the Rocky Mountains and were once higher as well. Today, they are shorter and rounder. This is the result of wind and water over thousands of years, which causes erosion. Show students how this works by placing sand in a box and have volunteers blow on the sand. Explain that wind works in the same way. Then, demonstrate the effect of water by pouring water from a bottle. Show how the water forms trenches, and explain that rainwater in the mountains works in the same way, over hundreds of years.

Curriculum Connections: Science

Explain to students that many natural resources are important for people to survive. Conserving natural resources—or saving them for when they are needed—is important. In addition, the removal of some natural resources can have a negative impact on the Earth. For instance, forests provide places for plants and animals to live. Trees also help clean the air and guard against run-off. Have students research the environmental benefits of one of the natural resources discussed in this chapter, such as forests or water. Then, have them create a poster showing the role the natural resource plays in the Earth’s natural systems.

Curriculum Connections: Literature

Distribute and/or display the poem “His Excellency, General George Washington.” Read it aloud to students, stopping to ask questions. Then have students meet in small groups to discuss the poem. Ask them to discuss how Phillis Wheatley felt about George Washington and what this suggests she felt about the United States. Students should discuss also whether Wheatley’s views were unusual for a slave. Encourage students to look back at the poem to find details to support their opinions. After students have had time to discuss the poem in small groups, have each small group report on its discussion.

Beyond the Classroom:

Take students on a virtual tour of a colonial New England farm at pbs.org/ktca/liberty/perspectives_daily.html. Students can hover the mouse over the pictures to find facts about daily life on the farm or click on the links to learn about specific topics, such as the roles of the people who lived there.

Additional Materials

Printed Resources

- Suggested Reading:
 - *The Boy Who Fell of the Mayflower, or John Howland’s Good Fortune*, by P.J. Lynch
 - *Friends for Freedom: The Story of Susan B. Anthony and Frederick Douglas*, by Suzanne Slade
 - *Becoming Ben Franklin: How a Candlemaker’s Son Helped Light the Flame of Liberty*, by Russell Freedman
 - *Brave Girl: Clara and the Shirtwaist Maker’s Strike of 1909*, by Michelle Markel
- Leveled Readers- Assign books based on students’ reading abilities and needs.
 - Below level: What’s It Like in the Northeast?
 - On level: Life in the Northeast
 - Advanced: Exploring the Northeast
- Content Readers- Use the content reader to enrich the content of this chapter.
 - Reflections: The Beginnings of the Nation

Digital Resources

TikaTok

Rap About It

Quest PBLs

**Unit #6:
Regions: The Southeast**

**The Big Question
How does where we live affect who we are?**

**STAGE 1
Desired Results**

Essential Questions

A. Civics, Government, and Human Rights

- How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
- How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?

B. Geography, People, and the Environment

- How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
- How does geography influence how people live?

C. Economics, Innovation, and Technology

- How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
- How have scientific and technological developments over the course of history changed the way people live and economies and governments function?

D. History, Culture, and Perspectives

- How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
- How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding

- The Southeast has unique landforms, bodies of water, resources, and wildlife.
- People of the Southeast adapt to the region's unique climate, including its extreme weather.
- The Southeast played an important role in the founding and growth of the United States.
- The Southeast has undergone many social and economic changes since the Civil War.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- The Southeast's geography is varied from the Appalachian Mountains to the Gulf and Atlantic coasts
- The Southeast's location gives the region warm climates and varied weather.
- The Southeast is rich in natural resources.
- The Southeast has a history of crisis and rebuilding.
- The Southeast is home to cultural traditions that have influenced the nation and the world.

Learning Objectives:

- Identify, locate, and describe the major landforms of the Southeast.
- Identify, locate, and describe the major rivers and bodies of water in the Southeast.
- Discuss how the different lands in the Southeast support different kinds of plants and animals.
- Discuss the weather and climate of the Southeast.
- Understand how major storms form and how they affect the Southeast.
- Summarize the ways people in the Southeast change their environment in order to prepare for extreme weather events as well as handle their effects.
- Identify and describe the major resources of the Southeast and the locations where they are found.
- Describe how the resources of the Southeast have shaped the lives of the region's people.
- Summarize how the region's people interact with and change their environment in order to obtain resources.
- Identify different groups that have settled in the Southeast during its history and summarize their interactions.
- Summarize the role played by people of the Southeast in the formation of the United States and in the nation's early history.
- Discuss the role of the people of the Southeast in trans-Appalachian expansion and the settling of states across the country.
- Identify and summarize the achievements of key figures in the history of the Southeast
- Identify major cultural achievements of the Southeast.
- Describe the widespread influence of the culture of the Southeast throughout the rest of the country and the world.
- Summarize the social and economic changes that the Southeast has experienced since the Civil War.
- Identify and describe some major cities of the Southeast.

Content Vocabulary:

- wetland, barrier islands, piedmont, fall line, watershed, endangered species, extinct, occupy, transfer
- growing season, key, hurricane, storm surge, levee, evacuation, generate, consequences
- timber, pulp, agribusiness, livestock, fossil fuel, hydroelectric power, heritage, mastery, restore
- indentured servant, plantation, pioneer, emancipation, intent, ruins
- Gullah, jazz, folklore, craft, port, essential, perspective

Common Misconceptions:

Hurricane Katrina- The attention paid to the devastating effects of Hurricane Katrina on Louisiana and Mississippi was well-deserved. However, there were other states damaged by the storm. In Alabama, an important barrier island called Dauphin Island was seriously damaged. It wasn't until 2014 that people could again walk along its beaches. Hundreds of thousands of people lost power in states like Alabama and Tennessee.

The End of the Revolutionary War- The Treaty of Paris was signed in 1783, which formally ended the Revolutionary War. It is commonly believed that it resulted in the United States acquiring from Britain all the land up to the Mississippi River. That is not exactly correct, however. The land of Florida and a narrow, horizontal strip of land extending across southern Alabama, Mississippi, and Louisiana remained in Spanish hands until 1819. Use the Internet and find a map of the United States's territorial acquisitions throughout history, and show students what the country looked like in 1783, and then in 1819.

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

Land and Water of the Southeast

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- What bodies of water do you have in your community? How do people use them? Share out answers.

- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Is it a fact or an opinion that the coal from Appalachian is a more important resource than the areas forests? Answer fact and opinion question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: List the states in the Northeast and their capitals; matching game option.

Climate of the Southeast

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals: What states were affected by this storm? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Write one fact and one opinion about the flooding of the Cumberland River in May 2010. Answer fact and opinion question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: Map Skills – Use a Road Map and Scale: Students will know how to use a road map and scale. (p.186-187)

A Land of Many Resources

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals: How can you tell from the photograph that peanuts grow underground? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Many of the Southeast's crops are grown by agribusinesses. Write one fact about what agribusinesses produce. Answer fact and opinion question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Settling the Southeast

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals: What does this picture tell you about the challenges settlers faced when moving west over the mountains of the Southeast? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- How did African Americans and others in the Southeast work to end segregation? Use facts. Answer fact and opinion question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Southern Life

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- What music do you like to hear? Is this music part of your culture? The music of the Southeast includes jazz, blues, and country. Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.

- Activity 4: RACE- Which is a fact about southeastern culture? Answer fact and opinion question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Summative Activities, Tasks, or Projects:

- Reading Skill Worksheet- Fact and Opinion: After each lesson in Unit 6, students will complete a part of the worksheet for homework. Examples from each lesson should clearly summarize main ideas related to the essential topic and focus, and include a page number for reference.
- Summative Task: Making connections from each lesson using specific information, answer the essential question.
- Review using resource provided study guide
- Prepare using resource provided review and assessment (open book)
- Summative Assessment: Resource provided assessment

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning: Save the Southeast Coast!

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: Land and Water of the Southeast
Lesson 2: Climate of the Southeast
Lesson 3: A Land of Many Resources
Lesson 4: Settling the Southeast
Lesson 5: Southern Life
Literacy Skills: Distinguishing Fact from Opinion
Map and Graph Skills: Use a Road Map and Scale
Primary Source: Cherokee Syllabary
Citizenship: Rosa Parks

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Create Your Blog
TikaTok

Unit Specific Accommodations and Modifications

Support for English Language Learners:

- Listening:** Say the words conserve, conservation, and conservationist aloud. Explain that each word has a slightly different meaning: to conserve is to save or protect the environment; conservation is the practice or act of saving the environment; a conservationist is someone who saves and protects the environment.
- Entering:** Say the words conserve, conservation, and conservationist aloud. Ask students to stand up when they hear the word conservation.
- Emerging:** Say the words conserve, conservation, and conservationist aloud. Ask students to raise their hand when they hear the word conservationist, stand up when they hear the word conservation, and clap when they hear conserve.
- Developing:** Have students turn to a partner and say the words conserve, conservation, and conservationist one at a time. The partner should listen and repeat each word. Then ask partners to switch roles.
- Expanding:** Have students turn to a partner and use either conserve, conservation, or conservationist in a sentence. The partner should raise his or her index finger when he or she hears the word. Have partners switch roles.
- Bridging:** Have students turn to a partner and use conserve, conservation, and conservationist each in a sentence. The partner should raise one finger when he or she hears conservationist, two fingers for conservation, and three fingers for conserve. Have partners switch roles.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the Big Question.

- Special Needs:** Explain that where we live can affect what we do for fun. Ask students to name things they do for fun during each of the four seasons. Guide them to understand that the weather where we live during each season can affect what they do for fun.
- Below Level:** Have students work in pairs to make a list of all the fun things they do in their own community. Ask: Is there anything on your list that depends on physical geography? (Possible answer: Yes; my family and I like to go skiing in the mountains.)
- Advanced:** Tell students to think about the kinds of jobs people do in their community. Guide them to think about jobs connected to the physical environment. Have them make a list of five to ten jobs connected to the environment.

Land and Water of the Southeast

In Support of English Language Learners

- Content and Language-** Write wetland and watershed. Say that both are compound words that describe areas with water. A wetland is wet land. Swamps, marshes, and bogs are wetlands. They are often covered with a few feet of water. A watershed is a place in which water sheds, or falls away, in one direction. Watersheds are found on high land such as mountains and can form rivers.
- Frontload the Lesson-** Have students read the *I will know* statement in the Work text, and remind them that a place's geography includes its landforms, its bodies of water, its climate, its people, and the ways its land and water are used and changed. Ask students which geographical features they think the lesson will describe.
- Comprehensible Input-** Ask students to look at the map in the work text and identify the region's two coasts. Ask them to identify the following states by name: the state with the longest coastline; the state farthest north; the state farthest west; the state farthest east; and the state farthest south.
- Writing:** Discuss compound words with students. Use wetland and watershed as examples. Say the compound word aloud and ask students to name its two parts. Discuss how the two parts combine in the definition of the new word. Then, have students practice compound words with writing exercises.
- Entering:** Write a two-column chart on the board in which words in the first column can be combined with words in the second column to form compound words. Start with wet, water, and south in the first column, and land, shed, and east in the second column. Say the individual words while pointing to them, then write the new compound word and say it as you point to it. Tell the students the meaning of the compound word. Ask the students to draw an image that represents one of the compound words and label their drawing.
- Emerging:** Write a two-column chart on the board in which words in the first column can be combined with words in the second column to form compound words. Start with wet, water, and south in the first column, and land, shed, and east in the second column. Students should create the compound words without your assistance.
- Developing:** Have pairs search for compound words in this lesson. To begin, note that coastlines and inland are both on the next page. Challenge pairs to write one sentence using a compound word from the lesson.
- Expanding:** Have students preview and write sentences about lesson content using as many compound words as possible. They can read their sentences aloud as others listen for the compound words.

Bridging: Write drop-off and waterfall on the board, explaining that they are compound words. Ask students to write sentences using these words. Challenge them to write sentences having to do with the piedmont and the fall line.

Use the following questions to differentiate instruction for students when discussing the animals and plants of the Southeast. Have students study the illustration in the Work text.

Special Needs: Ask pairs of students to make a list of all of the animals and plants that they see in the illustration.

Below Level: Have students identify all of the animals and plants in the illustration and choose one from one area—mountains, piedmont, Coastal Plain, wetlands—to research. Ask each student to write a short description of the animal or plant selected and present this information to the class.

Advanced: Challenge pairs of students to research and identify additional animals and plants to add to each area of the illustration. For example, the Great Blue Heron could be included in the wetlands.

Climate of the Southeast

In Support of English Language Learners

Content and Language- Write growing season. Say that this term describes the season during which farmers plant their crops. Explain that every crop is planted and harvested at a different time, but all crops are grown during the growing season. Say that the length of the growing season is different from place to place. In general, the warmer an area's climate, the longer its growing season will be. This is why Florida has a longer growing season than Illinois.

Frontload the Lesson- Ask students to read the “I will know” statement in the work text. Tell them that although the Southeast's climate is generally warm, some areas are much warmer than others, especially in the winter. In southern Florida it is sometimes warm enough to swim in the Gulf of Mexico in January.

Comprehensible Input- Show students the map of Hurricane Katrina in the work text. Say that hurricanes are divided into five categories based on wind speed. The higher the category, the faster the wind is blowing and the more damage the hurricane can cause. Ask students what category Hurricane Katrina was when it passed over Florida. Point out that later the storm's wind speed increased, and its category changed.

Reading: Explain to students that the vocabulary word key has multiple meanings. Write the word on the board, say it aloud, and explain its two meanings (a tool for opening a lock; a low island).

Entering: Hand out or display photos of both kinds of keys. Point to each photo and ask students to say “key” both times you point.

Emerging: Hand out or display photos of both kinds of keys. Point to each photo and ask students to give their own definition of each kind of key.

Developing: Have pairs search the lesson for the word key. Have them read the section silently and then use the word in a sentence of their own, using the meaning of “a low island.”

Expanding: Have students write sentences using both meanings of the word key. They can read their sentences aloud as others listen for which meaning is being used.

Bridging: Explain to students that there is another meaning of key, which is “an important or crucial step.” Ask them to write sentences using all three meanings of the word. Have other Bridging students read them and identify which meaning is being used.

Use the following questions to differentiate instruction for students when discussing flooding in the Southeast.

Special Needs: Explain to students how flooding happens. Say that rivers such as the Mississippi are fed by dozens of other rivers. When it rains, these rivers fill up too and dump their water into the Mississippi. As more and more water flows into the Mississippi, the river rises higher and can go over its sides. Explain that land along many rivers in the Southeast is often low and can flood easily.

Below Level: Have pairs of students describe what they would do if they lived near the Mississippi River when it floods. How would they stay informed? What would they do if they had to evacuate? How would they have prepared for this?

Advanced: Have pairs of students research the flood of 1927 and create a presentation for the class.

A Land of Many Resources

In Support of English Language Learners

- Content and Language-** Write agribusiness. Underline the prefix agri- and say that it means agriculture, or farming.? An agribusiness is a huge farm that grows a lot of crops or a lot of one type of crop. An agribusiness might also raise livestock, such as cattle or pigs.
- Frontload the Lesson-** Explain that the Southeast had an agricultural economy for a long time, while the Northeast developed an industrial economy. Say that agriculture is still an important part of the Southeast's economy today, but other industries are important as well.
- Comprehensible Input-** Ask students to read the map in the work text. Ask them to circle the state that grows oranges. Say that oranges were part of the Columbian Exchange. They originally came from Asia, but they grow very well in the subtropical climate in Florida, where the temperature almost never drops below freezing.
- Reading:** Discuss the Latin root agri in the word agribusiness. Tell students that the word means “the farming industry.” Explain that the root is a Latin word agri, which means “field.”
- Entering:** Write the word agribusiness on the board and underline agri. Say the word aloud and as you point to it and ask students to repeat after you.
- Emerging:** Write the word agribusiness on the board. Ask students to come up and underline the root.
- Developing:** Write the word agribusiness on the board. Then add words with the same root: agriculture and agriscience. Ask students to come up and underline the roots.
- Expanding:** Have students use the word agribusiness in a sentence. Ask volunteers to read their sentence aloud.
- Bridging:** Have students use the word agribusiness in a sentence, and then agriculture in another sentence. Ask volunteers to read their sentences aloud.

Use the following questions to differentiate instruction for students when discussing the Southeast's energy resources.

- Special Needs:** Ask students how they use electricity. Tell them that this electricity comes from power plants. Many power plants in the Southeast burn coal to make electricity. Some of this coal is mined in Appalachia.
- Below Level:** Explain that hydroelectric power plants are built on rivers. Show students where these are on the map. Have them make a list of all of the states on the map that have hydroelectric power plants.
- Advanced:** Ask students to research the oil spill in the Gulf of Mexico in 2010. Have them write a paragraph about some of the environmental hazards involved in drilling for oil.

Settling the Southeast

In Support of English Language Learners

- Content and Language-** Write indentured servant. Say that a servant is someone who serves others. It is a job that people are paid for. Say that an indenture is a contract, or agreement. An indentured servant is someone who has an agreement to be a servant. In the 1700s, some Europeans came to the Southeast as indentured servants. After a while, their contracts ended, and they were free.
- Frontload the Lesson-** Remind students that in the 1860s, the North and South fought against each other in the Civil War. This was a crisis for the states in the Southeast. They lost the war, and much of their region was destroyed as a result. They had to rebuild.
- Comprehensible Input-** Show students the map in the work text. Explain that before the English colonies formed, there were no state boundaries in North America. But Native Americans did have homelands that they protected. Ask students how they think Native Americans might have felt when Europeans tried to settle on these homelands.
- Listening:** Discuss multiple-meaning words with students. Use the Academic Vocabulary word ruins as an example. Say the word aloud and write it on the board. Explain that it can be a noun, meaning “the remains of something that has been badly damaged or destroyed.” Tell them it can also be a verb, meaning “to damage badly or destroy.”
- Entering:** Write a two-column chart on the board and write “ruins (noun)” as the heading of the first column, and “ruin (verb)” as the second column heading. Say four sentences aloud using the word in its two meanings. Point to the correct heading (noun or verb) when you say the word in your sentence.
- Emerging:** Write a two-column chart on the board and write “ruins(noun)” as the heading of the first column, and “ruin (verb)” as the second column heading. Say four sentences aloud using the word in its two meanings. Have students come up to the board and write an X in the correct column corresponding with the meaning you used.
- Developing:** Have pairs write sentences using both meanings of the word ruin (and ruins). Ask pairs to share with other pairs. Pairs should read their sentences aloud as other pairs listen for which meaning is being used.
- Expanding:** Have students write sentences using both meanings of the word ruin (and ruins). They should read their sentences aloud as others listen for which meaning is being used.

Bridging: Explain to students that there is another meaning of ruin, which is “something that can lead to destruction or trouble.” For example, “My uncle spent all his money foolishly, which led to his financial ruin.” Ask students to write sentences using all three meanings of the word. Have other Bridging students listen and identify which meaning is being used.

Use the following questions to differentiate instruction for students when discussing the Civil War and its aftermath in the Southeast.

- Special Needs:** Have students underline four main events that happened in the history of the Southeast from 1861 until the 1960s. Help them to create a timeline of these events and label them.
- Below Level:** Ask pairs of students to create a timeline of the history of the Southeast from 1861 to the 1960s and include ten events. Have them research specific dates and events to include that support the information in this lesson.
- Advanced:** Have students complete the Below Level activity and also include three primary sources with their timelines. These can be quotes or images.

Southern Life

In Support of English Language Learners

- Content and Language-** Write jazz, bluegrass, blues, rock, and country. Ask students if they listen to any of these genres of music. Play them examples of each type. Then play pieces of different songs and ask students to identify the genre. Have them describe what they hear.
- Frontload the Lesson-** Ask students to describe their own cultures. What foods are part of their culture? What types of music? What kinds of art and clothing? On the board, create word webs of the different cultures of which students are part.
- Comprehensible Input-** Show students photographs of the 1996 Summer Olympics in Atlanta. Tell them that cities from all over the world apply to host the Olympics. Atlanta was chosen because it is one of the most important cities in the world. Tens of millions of people watched the 1996 games. They saw different parts of Atlanta and learned about the Southeast.
- Speaking:** Explain to students that you would like them to show that they understand the concept of folklore. Write the word folklore on the board. Explain that folklore refers to the traditions and beliefs of a certain group of people. Folklore particularly refers to stories that have been passed down over many years.
- Entering:** Next to the word folklore draw a picture of an open book with adults and children reading it. Point to the book and ask students to say the word folklore aloud.
- Emerging:** Write the word folklore on the board and ask students to tell its definition in their own words.
- Developing:** Write the word folklore on the board and ask students to tell its definition in their own words. Then, ask them to say it aloud in a sentence.
- Expanding:** Have students turn to a partner and tell a short story about their own family. Explain to students that if this story was passed on over time, it would eventually become part of folklore.
- Bridging:** Have students write a short story about their own family or culture group. Ask them to stand and read it aloud in small groups. Explain to students that if this story was passed on over time, it would eventually become part of folklore.

Use the following questions to differentiate instruction for students when discussing the cities of the Southeast. Provide students with political maps of the Southeast that show the region's major cities.

- Special Needs:** Have students circle the capital of each state in the region.
- Below Level:** Have students research and identify the ten largest cities in the Southeast and circle the state that is home to the greatest number of large cities.
- Advanced:** Have students choose one of the ten largest cities in the Southeast and research its history and growth. Have students present their research to the class.

Map and Graph Skills: Use a Road Map and Scale

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to use road maps and scales. Have them use the road map of Atlanta, Georgia to complete the activities.

- Special Needs:** Ask students to use the blue lines, or Interstate highways, to trace the route they would take to get from Grant Park to Interstate highway 675; to get from the State Capitol to College Park.

- Below Level:** Have students say what direction they would need to travel from the State Capitol to the following locations: Georgia State Stadium (south); Zoo Atlanta (southeast); King Center (northeast).
- Advanced:** Ask students to determine the route and distance of the following trip: You are leaving from Clarkston to pick up a friend in Forest Park and a friend in College Park before going to tour of the State Capitol. Then everyone is going back to your house in Clarkston to go swimming.

Literacy Skills: Distinguish Fact From Opinion

Support for English Language Learners:

- Speaking:** Play a flashcard game. Distribute two blank index cards to students and have them write “fact” on one and “opinion” on the other. Make a set of cards for yourself.
- Entering:** Make an opinion statement using one of the key phrases the students learn in their Worktext: I believe, I think, favorite, or probably. As you come to the key phrase, raise your own “opinion” card. Then repeat the example and ask students to say the word “opinion” as you raise the card. Repeat the entire exercise with a fact.
- Emerging:** Ask volunteers to say an opinion statement about something that is a favorite of theirs (such as a favorite food), but do not use the word “opinion” in your instructions. Ask the other students to raise their “fact” or “opinion” card based on what they hear. If they struggle, discuss the use of the word “favorite” as their clue that an opinion is being expressed. Repeat the exercise with a fact.
- Developing:** Make a series of fact and opinion statements about things in the classroom and ask students to raise their “fact” or “opinion” cards correctly. Have them say the word “fact” or “opinion” when they raise their cards.
- Expanding:** Ask student pairs to alternate telling factual and opinion statements to each other, with the partner raising the “fact” or “opinion” cards correctly.
- Bridging:** Ask students to work in pairs. Have one student raise the “fact” or “opinion” cards as he or she says the word “fact” or “opinion.” The other student must tell a fact or express an opinion based on which card was raised. You may wish to use this exercise to review chapter topics.

Differentiated Instruction:

Use the following activities to differentiate instruction for students while discussing facts and opinions.

- Special Needs:** Remind students that a fact is something that can be proved true and an opinion is how they feel. Provide the following sentence scaffolds for them to complete. Then, ask students to label each sentence as fact or opinion. I feel _____. It is fun to _____. I am _____ years old.
- Below Level:** Remind students that a fact is something that can be proved true and that an opinion is how they feel about something. Have students write a sentence about themselves that includes one fact and a sentence that includes one opinion.
- Advanced:** Ask students to write a brief paragraph about themselves that includes at least two facts and two opinions.

Primary Source: Cherokee Syllabary

Support for English Language Learners

- Speaking:** Write the word syllabary and read it aloud. Explain that the word refers to a system of language where one character stands for a syllable, which is part of a word.
- Entering:** Ask volunteers to come up to the board, point to the word, and say it aloud. They should repeat the definition after you.
- Emerging:** Ask students to explain how the meaning of the word syllabary applies to Sequoyah.
- Developing:** Have students turn to a partner and use the word syllabary in a sentence about Sequoyah and the Cherokee.
- Expanding:** Have students turn to a partner and re-tell how Sequoyah invented the syllabary. Encourage students to use the word syllabary at least twice.
- Bridging:** Have students turn to a partner and explain the importance of Sequoyah’s syllabary to the history of the Cherokee and the Southeast region. They should use the word syllabary at least twice.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the Cherokee Syllabary.

- Special Needs:** Ask students to say in their own words why language is important. Ask them to share one or two people in their own lives that they enjoy communicating with the most.
- Below Level:** Remind students that we use language all the time to communicate with each other. Ask students to make a list of all the times they have encountered the English language so far during their day. Tell them to consider spoken and

written English. Ask them to begin with when they first woke up and perhaps said “good morning” to someone, all the way to listening to your instructions and reading their Worktext.

Advanced: Ask students to research other American Indian languages from the Southeast region that are written and/or spoken today. Have them report their findings to the class, identifying ways that the language they researched is similar to or different from Cherokee.

Citizenship: Rosa Parks (1913-2005) Mother of the Civil Rights Movements

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the graphics on this page.

Special Needs: Point to the web graphic organizer. Review with students each of the groups named in the surrounding circles. Give a brief description of each, such as “European explorers” for the circle with Ponce de León, De Soto, and La Salle.

Below Level: Have students study the map. Ask students to fill in sentence frames that will identify information on the map, such as: The state that borders Arkansas to the south is _____. (Louisiana) For an extra challenge, students can make up their own sentence frames for each other.

Advanced: Ask students to add circles to the four main surrounding circles of the web that contain extra facts and details. For example, off of the circle that says “The Confederacy,” students could add a circle that says “Civil War” and then another that names the Southeastern states that were part of the Confederacy.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Science

Explain to students that many of the landforms in the illustration have their own ecosystems. An ecosystem is made up of all the living and nonliving things in the area of the landform. The animals and plants in an ecosystem are part of a food chain, where plants are eaten by animals, and animals are eaten by other animals. Plants and animals also depend on nonliving things for survival. Animals need rocks and caves for shelter. Plants need soil for nutrients.

Ask small groups of students to pick one of the landforms in the illustration and research the ecosystems contained within them. Have them learn about the animals and plants that live in that ecosystem, and how they depend on living and nonliving things for survival. Ask them to present their findings to the class.

Curriculum Connections: Music

Students are learning that the Southeast region is home to—and is the birthplace of—many types of music. Use the Internet to find audio or video samples of rock, blues, gospel, bluegrass, country, and ragtime. Ask students to keep a notebook in which they record:

- how they would describe each genre
- how each genre makes them feel
- which is their favorite

Lead a class discussion about the most popular type of music based on class preferences.

Curriculum Connections: Poetry

Ask students to research any words in “The Grapevine Swing” that are unfamiliar. In particular, ask them to look up plantation, bayou, and brim. Then ask them to write their own short poem about the Southeast using one or all of these terms. Their poems should try to capture some aspect of the Southeast region that they have already learned about. Encourage them to look back to previous lessons and review facts about the region’s landforms, climate, people, and history. Students who are looking for an extra challenge can make their poems rhyme, using “The Grapevine Swing” as an example, or pattern.

Beyond the Classroom:

- Take your class on a field trip to a historic place in your area that relates to the history or achievements of African Americans. Use the trip to connect to Lesson 4, in which students learn about the Civil War and the civil rights movement.
- Ken Burns’s nine-part documentary about the Civil War is an in-depth look at that conflict.

Additional Materials

Printed Resources

- Suggested Reading:
 - Draw What You See: The Life and Art of Benny Andrews, by Kathleen Benson
 - Marvelous Cornelius: Hurricane Katrina and the Spirit of New Orleans by Phil Bildner
 - Nathan Hale's Hazardous Tales: The Underground Abductor by Nathan Hale
 - Trombone Shortly by Troy Andrews
 - Voice of Freedom: Fannie Lou Hamer: Spirit of the Civil Rights Movement by Carole Boston Weatherford
 - *Follow the Drinking Gourd* by Cari Meister
 - *Longwalker's Journey: A novel of the Choctaw Trail of Tears* by Beatrice O. Harrell
- Leveled Readers-
 - Below level: What's It Like in the Southeast?
 - On level: Life in the Southeast
 - Advanced: Exploring the Southeast
- Content Readers- Use the content reader to enrich the content of this chapter.
 - The 10 Coolest Places to Visit in the Southeast

Digital Resources

TikaTok
Rap About It
Quest PBLs

Unit #7:
Regions: The Midwest

The Big Question
How does where we live affect who we are?

STAGE 1
Desired Results

Essential Questions

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding

- The Midwest's climate, landforms, bodies of water, and resources are unique.
- The Midwest became a transportation center of the United States
- The Midwest's farmland and other resources attracted settlers, which also led to the growth of cities and factories.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- The lives of people in the Midwest are affected by its landforms and bodies of water.
- The Midwest is one of the world's most important agricultural areas.
- The Midwest's rich farmland and other resources attracted thousands of settlers.
- Its central location made the Midwest important in the nation's transportation and trade.

Learning Objectives:

- Describe the landforms of the Midwest.

- Identify and discuss the major rivers and bodies of water in the Midwest.
- Describe the weather and climate of the Midwest and identify the sources of the region's climate patterns.
- Describe the plant and animal life of the Midwest.
- Discuss how the Midwest's land and climate make it one of the world's most productive agricultural areas.
- Summarize how factors such as soil type and climate create areas in the Midwest in which different crops thrive.
- Identify nonagricultural natural resources in the Midwest.
- Discuss how the region's people interact with and change their environment in order to obtain resources.
- Identify Native American groups that have lived in the Midwest.
- Discuss the role of the fur trade in the early history of the Midwest.
- Summarize the history of settlement in the Midwest, including migration within the United States, immigration from other countries, and the displacement of Native Americans.
- Discuss how the development of industry in the Midwest led to increased migration to the region.
- Summarize the history and growth of Chicago, and other major cities of the Midwest.
- Discuss the importance of trade in the history of the Midwest.
- Discuss the history of transportation in the Midwest and summarize the way it linked the Midwest to other regions and led to economic growth.
- Identify contemporary economic trends in the Midwest.
- Summarize the cultural attractions that the Midwest offers tourist and its residents.

Content Vocabulary:

- Great Plains, prairie, Central Plains, blizzard, tornado, Badlands, situate, account
- nutrient, arable, crop rotation, combine, critical
- nomad, missionary, trading post, Northwest Ordinance, plow, permit, extensive
- junction, hub, interstate highway, develop, initial

Common Misconceptions:

A study of the Midwest is a good opportunity to illustrate how inaccurate and dangerous stereotypes are. Because much emphasis is put on the agricultural importance of this region, some students may have the impression that all people in the Midwest are farmers or live in a rural area. Although the agriculture industry is vital to the area, and many people do participate in it, students should understand that the Midwest is also home to people who work in all industries, and that millions of people live in major urban areas such as Chicago, Minneapolis—St. Paul, Detroit, and St. Louis. It may be helpful to draw a comparison to stereotypes outsiders might have about the area where the students live. Not everyone who lives in California makes movies, for example, and many people in New York live in very rural areas, not in Manhattan.

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

In the Heart of the Nation

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Images: What does the picture tell you about Minnesota? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- What details about the Mississippi River that makes it great? Answer summarize question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

- Activity 6: List the states in the Midwest and their capitals; matching game option.

Resources and Farming

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- What body of water do you see in the picture, and how do you think it is used? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Why is the Midwest perfect for farming? Answer summarize question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: Collaboration and Creativity- Give an Effective Presentation. Students will know how to give an effective presentation (p.226-227).

Settling in the Midwest

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- What historical events have happened in your community? Research and share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- What are the different reasons that the first Europeans came to the Midwest? Answer summarize question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

The Midwest on the Move

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals: A car needs a road to travel. What do these kinds of transportation need in order to travel? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Categorize parts of Midwest's economy and discuss them. Answer categorize question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Summative Activities, Tasks, or Projects:

- Reading Skill Worksheet- Categorize: After each lesson in Unit 7, students will complete a part of the worksheet for homework. Examples from each lesson should clearly summarize main ideas related to the essential topic and focused, include a page numbers for reference.
- Summative Task: Making connections from each lesson using specific information, answer the essential question.
- Review using resource provided study guide
- Prepare using resource provided review and assessment (open book)
- Summative Assessment: Resource provided assessment

Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning: In the Mix: Music of the Midwest

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: In the Heart of the Nation
Lesson 2: Resources and Farming
Lesson 3: Settling in the Midwest
Lesson 4: The Midwest on the Move
Literacy Skills: Identify Main Ideas and Details
Critical Thinking Skills: Give an Effective Presentation
Primary Source: Willa Cather, Roll Call on the Prairies
Citizenship: Jean Baptiste Point DuSable

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment
Chapter Test

Demonstrate

Lesson Quiz
Chapter Vocabulary Games
Quest Findings: Present Your Song
TikaTok

Unit Specific Accommodations and Modifications

In the Heart of the Nation

In Support of English Language Learners

- Content and Language- Write Badlands. Say that this is a compound word and underline its two parts. Say that the Badlands is a place of rough, rocky, hilly land in South Dakota. The area is “bad” land because it is hard to cross. Ask students to compare the Badlands with the prairie.
- Frontload the Lesson- Have students create a KWL chart for the lesson. Ask them to write what they know about the Midwest’s landforms and bodies of water in the Know column. Have them read the section headings in the lesson. Then ask them to complete the Want to Know column by writing questions that they think the lesson content will answer.
- Comprehensible Input- Have students complete their KWL charts by filling out the Learned column as they read each section. Did the lesson answer all of their questions? Did they learn information about the Midwest that they did not anticipate? What new questions do they have about the Midwest?
- Reading: Provide support for reading by exploring compound words.
- Entering: Write Badlands on the board. Say the word aloud while drawing a vertical line between Bad and land. Explain that this is a compound word, or a new word made from two smaller words. Say: The Badlands is a place of rough, rocky, hilly land in South Dakota. The area is “bad” land because it is hard to cross. Show students grasslands in the Worktext. Ask them which two words combine to form this word, and what it might mean.

- Emerging:** Have students circle Badlands, grasslands, seawater, and snowstorm in the Worktext. Tell them these are compound words, made up of two smaller words. Ask them to draw a line between the two parts of each word as students take turns reading and explaining how the small words can help us understand the meaning of the compound word.
- Developing:** Explain what compound words are, providing Badlands as an example. Ask students to find as many compound words in the “Wildlife of the Midwest” section of the Worktext as they can. At least six simple closed compound words can be found. Have students read the words they found and define them.
- Expanding:** After identifying and reading as many compound words as possible in “Wildlife of the Midwest”, ask students to think of other compound words they know (or make up their own!) and use them in a sentence.
- Bridging:** Tell students that compound words can take three forms: closed compound (two small words combined without a space to make a new word), open compound (two separate words that are used together to have one meaning), and hyphenated (two words connected by a hyphen). Ask students to identify, read an example of each in the “Wildlife of the Midwest” section, and use them in original sentences.

Use the following questions to differentiate instruction for students when discussing the animals of the Midwest. Have students work together to make a master chart of the animals of the Midwest.

- Special Needs:** Ask pairs of students to make an initial list of all of the animals that they have read about in the lesson. Then have students draw their favorite animal.
- Below Level:** Have students take the master animal list and categorize each animal as a bird, fish, mammal, or reptile. Then have pairs write short descriptions for each animal and include these on the chart.
- Advanced:** Challenge pairs of students to research and identify three other animals that live in the Midwest. Ask them to write each animal’s name in the correct category on the chart, draw a picture of each animal, and write a short description for each animal.

Resources and Farming

In Support of English Language Learners

- Content and Language-** Write arable. Say that arable means “good for farming.” Arable land is good farmland. The Midwest has lots of arable land. Then write nutrients. Say that nutrients are substances that help plants grow. They are part of what makes land good for farming.
- Frontload the Lesson-** Ask students to read the “I will know” statement in the work text. Discuss with them what they think much of the land in the Midwest is used for and how this affects the way of life of people who live in the Midwest’s rural areas. Ask students how they think Midwestern farms affect people throughout the United States.
- Comprehensible Input-** Have students look at the Work text map of land use in the Midwest. Ask them to make a list of the states in which forests are important and a list of the states in which grazing is important. Where are most of these forests? Where is most of the land used for grazing? Ask students to draw conclusions about the climate and soil quality in these areas.
- Reading:** Provide support for reading by exploring vocabulary words.
- Entering:** Write arable. Hand students index cards with the words arable and non-arable printed on them. Define each word. Show students images of arable and non-arable land and have them hold up the correct card when you show that type of image.
- Emerging:** Have students circle arable and nutrients in the Worktext. Have them read the sentences containing the words aloud. Tell them that these sentences provide a definition for the words.
- Developing:** Ask students to find arable and nutrients in the Worktext. Ask them to use context clues to tell which word means “good for farming” (arable) and which means “substances that help plants grow” (nutrients).
- Expanding:** Ask students to write the definitions for arable and nutrients in original sentences and read them aloud.
- Bridging:** Have students think of synonyms for arable and nutrients and use them in original sentences. If necessary, students may consult a thesaurus. Have students trade papers and read each other’s sentences.

Use the following activity to differentiate instruction for students when discussing the nonagricultural resources of the Midwest. Have students complete a 3-2-1 chart with the following column heads: Things You Found Out, Interesting Things, Questions You Still Have. Have all students review the lesson’s last three sections before they begin work on the chart.

- Special Needs:** Have students work in groups of three and take turns discussing and adding information to the chart.

Below Level: Have pairs of students take turns completing the chart.
Advanced: Have students work individually to complete the chart.

Settling in the Midwest

In Support of English Language Learners

Content and Language- Write missionary. Tell students that a missionary is a person who travels away from their home country with the goal of getting others to join their religion. The word mission has many meanings. It can mean a duty that a person or group must carry out, or it can mean a goal. It can also mean the buildings or church in which missionaries live.

Frontload the Lesson- Have students create a KWL chart for the lesson. Ask them to write what they know about the Midwest's history in the Know column. Have them read the section headings in the lesson. Then ask them to complete the Want to Know column by writing questions that they think the lesson content will answer.

Comprehensible Input- Have students complete their KWL charts by filling out the Learned column as they read each section. Did the lesson answer all of their questions? Did they learn information about the Midwest's history that they did not expect? What new questions do they have about the history of the Midwest?

Writing: Help students improve writing skills while working with multiple-meaning words. Write missionary and show students an image. Tell students that a missionary is a person who goes on a mission, with the goal of getting others to join their religion. The word mission has many meanings. It can mean a duty that a person or group must carry out. It can mean a goal. It can also mean the buildings or churches in which missionaries live. Ask students to make a drawing of one of the meanings of the word mission and label it.

Entering: Ask students to choose one meaning of the word and draw a picture to represent it and to label their drawing.

Emerging: Ask students to write a sentence that uses mission correctly in one context.

Developing: Have students write three separate sentences that each demonstrate one meaning of mission.

Expanding: Ask students to search the Worktext for at least two other examples of multiple-meaning words, and write original sentences that show their different meanings. If they need help, guide them toward coat, good, building, or farm.

Bridging: Ask students to choose two or more multiple-meaning words from the Worktext and challenge them to use all the words, with all their meanings, in one original story.

Use the following Think-Pair-Share activity to differentiate instruction for students when discussing the growth of cities in the Midwest. First, have students think about a question that you present to them. Next, have them pair up and talk about the answers they came up with and agree on one answer that they think is the best. Finally, invite them to share their answers with the class.

Special Needs: Ask students what cities need to grow. For example, do they need grocery stores? Houses? Parks?

Below Level: Ask students why some trading posts grew into cities, but farms did not grow into cities.

Advanced: Ask students why companies chose to build factories in cities such as Chicago, Detroit, St. Louis, and Cleveland.

The Midwest on the Move

In Support of English Language Learners

Content and Language- Write interstate highway. Say that interstate means ?to go between two or more states.? The interstate highway system is a web of highways that connect the states of the country. There are also intrastate highways. These are shorter highways that travel only within a single state. However, intrastate highways often connect to one or more interstate highways.

Frontload the Lesson- Ask students what kinds of transportation they have used. Discuss the different kinds of transportation that are used to deliver goods throughout the world. Have students think about which of these forms of transportation travel through the Midwest. Point out that the Midwest is in the middle of the country. Explain that goods moving between the Northeast and the West often pass through the Midwest.

Comprehensible Input- Have students create a sequence chart of when different kinds of transportation became important to the Midwest. Tell them to include all of the types of transportation mentioned in the lesson.

Speaking: Help students improve speaking skills while working with a partner to discuss transportation.

- Entering: Tell students that transportation refers to ways people or goods travel from one place to another. As a class, make a list of types of transportation. Ask students to tell their partner all the forms of transportation they have experienced.
- Emerging: Ask students what transportation means. Have partners work together to list as many forms of transportation as possible, then have pairs share their responses with the class to create one master list.
- Developing: Tell students to share with their partner which forms of transportation they use regularly, and where they go using that transportation.
- Expanding: Have students discuss with their partners a form of transportation they have never used, and explain what they think that experience might be like. If the partner has used that form of transportation, ask them to share their experience too.
- Bridging: Ask students to imagine a new kind of transportation that does not yet exist. Have them present their idea to the class, describing what the transportation would look like, how it would function, and where it might be most useful.

Use the following map activities to differentiate instruction for students when discussing tourism in the Midwest. Hand pairs of students an outline map of a different Midwestern state. Have students locate and label their assigned state's capital and three largest cities.

- Special Needs: Have pairs research their assigned state to find a place that tourists like to visit. This place can be in one of the three cities or in a rural area. Have students label the place on the map and illustrate it.
- Below Level: Ask pairs to research their assigned state to find two places that tourists visit. Have them label these places and write short descriptions of each.
- Advanced: Have pairs research their assigned state to find three places that tourists like to visit. Have them label the places, write short descriptions of each, and design a transportation route for how they would get there from where they are now.

Critical Thinking Skills: Give an Effective Presentation

Support for English Language Learners:

- Listening and Speaking: Help students recognize elements of effective and interesting presentations. Invite a guest speaker to your classroom to talk about a topic you are studying. Ask permission to record the presentation. Review it later with students to complete these activities.
- Entering: Ask students to identify the topic of the presentation and, if possible, also the main idea.
- Emerging: Have students identify the main idea and a few details that support the main idea.
- Developing: Ask students to identify the main idea and determine whether it was stated at the beginning, at the end, or both.
- Expanding: Ask students to judge whether the presentation qualified as effective and interesting, based on the definitions your class created. Encourage them to support their judgments with evidence and examples.
- Bridging: Tell students to assign a score or grade to each of the steps in the Worktext, based on how well the speaker fulfilled each one. Ask them to write, but not send, a letter to the speaker suggesting ways the presentation could be improved.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when reviewing main idea and details in support of Steps 2 and 3. Use the second paragraph under "Great Rivers" in Lesson 1 in all activities.

- Special Needs: Remind students that the main idea is the most important point that a speaker or writer is making. Help them identify and mark the main idea of the passage.
- Below Level: Ask students to circle the main idea of the paragraph and underline the most interesting supporting detail.
- Advanced: Have students research the Mississippi River and locate an interesting detail that supports the passage's main idea. Ask them to read the paragraph with their new detail added where they see fit.

Primary Source- Willa Cather, Roll Call on the Prairies

Support for English Language Learners

- Reading: Help students use the primary source material to practice their reading skills.
- Entering: Ask students to pick one of the words on the margin and read its definition. Then ask them to find that word in the excerpt and read the sentence where it is found.

- Emerging: Have students read the last paragraph aloud. Then have them read it aloud again, substituting “experiencing war” for “caught up in the wheels of it”.
- Developing: Ask students to read aloud the sentence that they think best states the main idea of the primary source passage.
- Expanding: Invite students to read one or two paragraphs from Roll Call on the Prairies aloud.
- Bridging: Ask students to access a biography of Willa Cather online, and read aloud a passage of their choosing.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when reading the primary source.

- Special Needs: Assist students in understanding the meanings of the words Cather uses. Review the terms and their definitions with students, using the words in sentences if necessary.
- Below Level: Point out the underlined phrase “making black dresses”. Explain that “black clothes sewn to mourn or honor the dead” can help them understand Cather’s phrasing. Ask if there are other words or phrases that are unclear; if so, offer synonyms or replacement phrases.
- Advanced: Ask students to review the last paragraph and explain what the final line of the excerpt implies.

Literacy Skills: Identify Main Idea and Details

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing stated and implied main ideas. Write three facts about a part of the school on the board. Point out that each of the sentences is a detail about one specific part of the school. There is no stated main idea.

- Special Needs: Ask students to summarize what all the sentences have in common, and explain that this is the implied main idea.
- Below Level: Ask students to identify the implied main idea of the paragraph. When they have done so, write the main idea they came up with at the top of the paragraph. Ask: What has changed now that I have added this sentence?
- Advanced: Have students identify the implied main idea of the paragraph. After they do so, invite them to create a related paragraph about a different part of the school, with a different implied main idea. Ask them to identify the implied main idea of both paragraphs combined.

Citizenship: Jean Baptiste Point DuSable (About 1750–1818): The Father of Chicago, Illinois

Differentiated Instruction:

Use the following activities to differentiate instruction for students when reviewing the chapter.

- Special Needs: Have students return to “Who will you meet?” in the opening pages of the chapter. Ask students to summarize what they learned about each of the people pictured, and explain why they were important to the Midwest region.
- Below Level: Ask students to look at the timeline in the opening pages of the chapter. Tell them to use the timeline as a guide to summarize the people and events that influenced the settlement and growth of the Midwest region.
- Advanced: Ask students to review the lesson titles and subheadings throughout the chapter, then give a quick speech on the history and landscape of the Midwest.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Literature

Throughout this chapter, read aloud to the class from Laura Ingalls Wilder’s published works. Little House on the Prairie is the best known, and covers her family’s travel between Wisconsin and Kansas. By the Shores of Silver Lake features a scene where the main character rides a train for the first time, and The Long Winter provides an intense look at life in the Midwest during winter blizzards.

Beyond the Classroom:

- Watch an award-winning documentary about Cahokia Mounds: <https://cahokiamounds.org/educate/#tab-id-8>
- Explore the fossils of Badlands National Park: <https://www.nps.gov/teachers/classrooms/what-color-was-i.htm>.

Additional Materials

Printed Resources

- Suggested Reading:
 - Little Author in the Big Woods: A Biography of Laura Ingalls Wilder by Yona Zeldis McDonough
 - Fiona's Lace by Patricia Polacco
 - Sitting Bull: Lakota Warrior and Defender of His People by S.D. Nelson
- Leveled Readers- Assign books based on students' reading abilities and needs.
 - Below level: What's It Like in the Midwest?
 - On level: Life in the Midwest
 - Advanced: Exploring the Midwest
- Content Readers- Use the content reader to enrich the content of this chapter.
 - Viewpoints: Farming

Digital Resources

TikaTok
Rap About It
Quest PBLs

**Unit #8:
Regions: The Southwest**

**The Big Question
How does where we live affect who we are?**

**STAGE 1
Desired Results**

Essential Questions

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding

- The Southwest has a variety of landforms, climates, and unique resources that have shaped the way of life of people in the region.
- The Southwest was home to many American Indian groups before Spanish settlers arrived.
- The Southwest has a scarcity of water and must utilize recent technological advancements to provide enough water for everyone.

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- There are landforms and natural resources unique to the Southwest.
- The climate of the Southwest ranges from dry deserts in the west to damper lands in the east.
- Native Americans and Spanish settlers have shaped the history and culture of the Southwest.
- The Southwest continued to grow as settlers from the United States moved into the region.
- People in the Southwest have limited water resources.

Learning Objectives:

- Identify the states of the Southeast.
 - Describe the landscape and geographical features of the Southwest region.
 - Explain why the Grand Canyon is unique.
 - Define erosion and describe the causes and effects of erosion.
 - Identify natural resources found in the Southwest and describe how these influence the economy
 -
 - Describe the climate of the Southwest and how the climate varies from one area to another within the region.
 - Identify where tornadoes occur.
 - Describe the plants and animals common to the Southwest.
 - Explain how the elevation of the western part of the region differs from the eastern part and how this affects plant life and human activity.
-
- Identify American Indian groups that lived in the Southwest and describe aspects of their cultures.
 - Identify early explorers of the Southwest and the roles they played in the development of the region.
 - Discuss the colonial period and influence of Spanish missions.
 - Describe some of the things that attract people to the region.
-
- Explain some of the factors that contributed to the growth of the Southwest throughout history.
 - Explain how the settlement of the Southwest affected the American Indians who lived there.
 - Describe the rise of cattle ranching, the oil industry, and other industries of the Southwest.
-
- Explain why water is important to human life.
 - Describe sources of water in the world and identify the main source of water in the Southwest.
 - Describe how people have adapted to the climate of the Southwest.
 - Explain why water conservation is important and identify methods that people can use to conserve water.

Content Vocabulary:

- erosion, natural gas, refinery, reveal, commodity
- arid, semiarid, air mass, savanna, typical, petrified
- cliff dwelling, pueblo, mission, radiant, architecture
- annex, meat-packing, ranch, homestead, gusher, metropolitan area, significant, notable
- reservoir, aqueduct, drought, gray water, crucial, shortage

Common Misconceptions:

The American Cowboy- The American cowboy is a staple of Western movies and television shows. Yet, the Hollywood version of the lone cowboy—tall, strong, and white—is not the norm. The idea of riding a horse to herd cattle and the techniques needed to accomplish these tasks originated in Mexico. Cattle ranches in Texas and elsewhere adopted the techniques of the Mexican vaqueros. Many cowboys, too, were Mexican or of Mexican descent, and about one-quarter were African American. In addition, contrary to the large cowboys shown in many Westerns, the typical cowboy was of average height and weight, as this was easier on the horses making the long cattle drives.

STAGE 2
Evidence of Learning

Formative Activities, Tasks, or Projects:**Southwestern Land and Water**

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Have you ever visited a national park? Which national park would you like to visit? They preserve some of the most beautiful landforms and waters in the United States. Share out answers.

- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- How did the Grand Canyon probably form, and how long did it take? Answer cause-and-effect question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: List the states in the Southwest and their capitals; matching game option.

Climate of the Southwest

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals: What do you think the ground of this area would look like if the land were not watered? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- How does the varied Southwestern climate affect plant life? Answer cause-and-effect question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: Media and Technology- Search for information on the Internet (p. 260-261)- Students will search for information on the internet.

The Southwest's Past

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals- What does this drawing tell you about the Spanish settlers who came to the Southwest? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Why were many of the Spanish settlers that Onate led to the Southwest unwilling to settle there? Answer cause-and-effect prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Growth and Change in the Northeast

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals: What does this photograph tell you about the climate and land of this area of the Southwest? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- What attracted American settlers to Texas in the 1800's? Answer cause-and-effect prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

The Northeast Today

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Images- Where do Americans use the most water, and for what is it used? Share out answers.

- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- How do aquifers fill with water? Answer cause-and-effect question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Summative Activities, Tasks, or Projects:

- Reading Skill Worksheet- Cause-and-Effect: After each lesson in Unit 3, students will complete a part of the worksheet for homework. Examples from each lesson should clearly summarize main ideas related to the essential topic and focus, and include a page number for reference.
- Summative Task: Making connections from each lesson using specific information, answer the essential question.
- Review using resource provided study guide
- Prepare using resource provided review and assessment (open book)
- Summative Assessment: Resource provided assessment

STAGE 3 **Learning Plan**

Instructional Plan:

Connect:

Field Trip Video
 Chapter JumpStart Activity
 Rap About It
 Big Question Interactivity
 Chapter Overview
 Quest Project-Based Learning: Welcome to Our Class Cultural Festival

Investigate:

Lesson Introductions (1 for each lesson)
 Lesson 1: Southwestern Land and Water
 Lesson 2: Climate of the Southwest
 Lesson 3: The Southwest's Past
 Lesson 4: Growth of the Southwest
 Lesson 5: Life in a Dry Land
 Literacy Skills: Draw Inferences
 Critical Thinking Skills: Latitude and Longitude
 Primary Source: "They Dance for Rain and Rainbows"
 Citizenship: Henry Chee Dodge

Synthesize

Lesson Check (1 for each lesson)
 Lesson Review Interactivity (1 for each lesson)
 Chapter Assessment
 Chapter Test

Demonstrate

Lesson Quiz
 Chapter Vocabulary Games
 Quest Findings: Plan Your Cultural Festival
 TikaTok

Unit Specific Accommodations and Modifications

Support for English Language Learners:

- Writing:** Provide a list of cultural aspects that students might want to include in the cultural festival, such as food, art, architecture, music, economic activities, etc. Review the meaning of each of the terms to ensure that students know different aspects of the culture they might explore.
- Entering:** Have students draw pictures and label them to show aspects of the culture they would like to explore.
- Emerging:** Work with students to identify words and phrases that they might use to describe the various aspects of the culture they would like to explore. Encourage them to write the brainstormed words and phrases next to the cultural aspect.
- Developing:** In pairs, have students brainstorm words and phrases that they might use to describe the cultural aspects. Ask students to write down at least two words or phrases for each item listed.
- Expanding:** Encourage students to use phrases and complete sentences. Provide sentence frames: One food/festival/type of art is . Have students complete the sentence frames and share their writing with a partner.
- Bridging:** Encourage students to write complete sentences to describe the culture, the cultural aspects, and the contributions of the group they have chosen. If necessary, provide sentence starters.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing what they know about the Southwest.

- Special Needs:** Show students where the Southwest is on a map of the United States. Ask students to point to where your community is located. Provide them with pictures of various places in the Southwest and discuss how the pictures are similar to and different from your community.
- Below Level:** Distribute Student Activity Mat 1A United States. Have them identify the Southwest region and the states within this region. Then have them point to the location of your community. Ask them to predict what the region will be like based on the geographical features on the physical map.
- Advanced:** Provide students with the following headings: Land, Climate, Resources, Plants and Animals. Have students work in small groups to create a chart with information about the Southwest in each of these areas. As they read, have them add information to their charts.

Southwestern Land and Water

Support for English Language Learners

- Speaking:** Show students a map of the Southwest region. Provide support as students learn the vocabulary for geographical features in order to ask and answer questions during this lesson.
- Entering:** Point to each feature as you say the word and have students repeat it after you: mountain, plateau, desert, plains, basin, river, gulf.
- Emerging:** Review the features on the map. Then, have students answer basic questions by pointing to a feature and responding using a sentence frame: Here is a.
- Developing:** Model how to ask and answer questions about the map. For instance, say: Juanita, ask Mark, "Where are the mountains?" Have students reply using sentence frames.
- Expanding:** Work with students to ask and answer questions about the map. For instance, say: Luka, ask Ana if she can find the Rio Grande. Encourage students to use complete sentences when identifying the feature.
- Bridging:** Have students work with a partner to look at the map and discuss all the physical features that they see. Encourage them to use complete sentences.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the natural resources of the Southwest.

- Special Needs:** Provide students with pictures showing the uses of the natural resources discussed in this section, such as a person filling his or her car with gas or a loaf of bread. Ask students to match the picture to the natural resource.
- Below Level:** Tell students to imagine that each state in the region could only make goods from two of its natural resources as shown on the map. If the region wanted to continue to produce goods using almost all of its resources, what resources would it assign to which states?
- Advanced:** Ask students to think about the resources available in the other regions they have read about. Have them use a Venn diagram to show how the resources of the Southwest and the assigned region are alike and how they are different.

Climate of the Southwest

Support for English Language Learners

- Speaking:** Provide support as students offer ideas and opinions in the Jumpstart Activity. Make sure students understand that they are to talk about the climate of the Southwest.
- Entering:** Provide students with picture cards of some words for the climate of the Southwest, including arid, hot, and tornadoes. Remind students that they can act out these words in their skit.
- Emerging:** Allow students to discuss their ideas first in their home language, if possible with a partner who speaks better English, and then learn the correct words in English.
- Developing:** Provide students with sentence frames to discuss the climate and how they might tell about it in the script: The climate is. We can show this by.
- Expanding:** Provide students with ideas about how to build on what others say when discussing how to present a skit about the climate. For example: I like the idea of using to show. We can also show people that it is by.
- Bridging:** Have students work with their partner to describe the climate. Encourage pairs to think of five words that describe the climate and that can be acted out. Then, have them discuss how they will act out the five words.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the effects of elevation on plants, animals, and people.

- Special Needs:** Show students the photograph of the Taos Mountain in their Worktext. Point out that there is more snow on the mountains than around the water. Explain that it is colder at higher elevations, so snow doesn't melt as fast. Have students use the physical map of the Southwest to identify places that might be colder because of elevation.
- Below Level:** Have pairs of students look at an elevation map of the Southwest and circle the areas that they think are the coldest. Are these areas also the highest? Have them draw boxes around the areas that they think will be the hottest. Are these the lowest areas? Then, show students a map of the average temperatures of different areas of the Southwest to demonstrate the connection between temperature and elevation.
- Advanced:** Have pairs of students design a trip that will take them through all of the climates in the Southwest. Then have them write the general elevation of each place that they visit. Have them draw connections between climate and elevation.

The Southwest's Past

Support for English Language Learners

- Reading:** Work with students to use a T-chart to identify influences of different groups in the Southwest, including American Indians and Spanish settlers.
- Entering:** Have students draw pictures or download pictures from an Internet source and glue them in each column to show examples of influences. Have them label their pictures. Encourage students to point to each picture and read aloud its label.
- Emerging:** Provide students with words and phrases that could be used to describe the culture of either the American Indians or Spanish, such as: canal systems, corn, pueblos, missions, Cinco de Mayo. Review the meaning of each word or phrase and have students categorize them in the correct column.
- Developing:** Work with students to review the Worktext to identify words that could be used to describe the influence of each group. Then, work together to record these words in the correct column.
- Expanding:** Have students work with a partner to identify words and phrases that could be used to describe the influence of different groups. Then have students write the words in the correct column.
- Bridging:** Have students work independently to use the T-chart to describe the American Indians and the Spanish settlers. Encourage them to look back through the Worktext for suggestions. Then, have them check their responses with a partner.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the culture of the Southwest.

- Special Needs:** Have students work in groups of three to complete a 3-2-1 chart about the Southwestern culture. Allow them to draw pictures or use oral responses, as needed.

- Below Level: Have pairs of students work together to complete a 3-2-1 chart about the Southwestern culture.
- Advanced: Have students work individually to complete a 3-2-1 chart about the Southwestern culture. Then, have students work with a partner to find answers to their questions.

Growth of the Southwest

Support for English Language Learners:

- Reading: Provide support as students read "Cattle Country" and "Birth of the Oil Industry." Point out that both sections discuss life in the late 1800s and early 1900s.
- Entering: Provide students with pictures of cattle, ranch, cattle drive, trains, and oil. Then, as you read the sections, have students point to the picture that you are reading about.
- Emerging: Provide students with a list of key words describing the activities in these sections, and have students draw a picture of each. Then, have students talk to a partner about what these tell about life during the late 1800s and early 1900s in the Southwest.
- Developing: Have students identify words and phrases that describe economic activities of the late 1800s and early 1900s, as described in these sections.
- Expanding: Have students work with a partner to develop a list of the economic activities discussed in these sections. Then provide them with sentence frames to help them identify their importance, such as: Cattle are raised on . Cowboys took the cattle to market on long . They were then loaded onto and taken to market. After students have completed the sentence frames, ask them to reread the completed frames aloud.
- Bridging: Ask students to identify any unfamiliar words or phrases in these two sections. Then, have students work with a partner to determine meanings. Have students meet in small groups to describe life in the Southwest in the late 1800s and early 1900s. After groups discuss, ask each group member to read aloud two sentences from either section of the Worktext.

Differentiated Instruction:

Use the following activities to differentiate instruction for students participating in the Jumpstart Activity.

- Special Needs: Remind students that life changes as more and more people move to a place. Show them pictures of a small town and a big city and ask them to compare the places.
- Below Level: Remind students that a cause is something that contributes to a change. Ask them to consider things that might make people decide to move. An effect is the result of the change. Ask them to reflect on what happens when a community or city gets larger.
- Advanced: Have students take notes as they discuss the Jumpstart Activity with a partner. Encourage students to write down at least four ideas from their partner.

Life in a Dry Land

Support for English Language Learners

- Listening: Provide support as students participate in the Jumpstart Activity. Make sure that students know that the word conserve means to save and that water conservation activities reduce the amount of water that is used.
- Entering: As you read aloud each activity students have brainstormed, act it out. For instance, show turning off the water in the faucet, or show a picture of people watering yards as you shake your head "no."
- Emerging: Phrase things in simple yes/no questions. Ask: Should you take a long shower? Call on volunteers to respond.
- Developing: As you ask questions, provide students with two options. Ask: Should you take a long shower or a short shower? Which conserves more water? Ask students to respond and provide a reason with their response.
- Expanding: Have students listen and share ideas. Provide them with sentence frames: One way to conserve water is to ____ .
- Bridging: Invite students to tell ways to conserve water and how this would help. Provide sentence frames: People can conserve water by ____ . Businesses can conserve water by ____ . Call on students to restate what was previously said.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how people in the Southwest deal with water shortages.

- Special Needs: Pantomime turning on the faucet. Ask students how they can conserve water. Point out that all they have to do is turn off the faucet. Ask them what else they do that uses water and work with them to think of how they can use less water in this activity.
- Below Level: Have students make a list of all the ways they and their family use water. Then, have them brainstorm ways that they can reduce the amount of water used in these activities.
- Advanced: Have students use the Internet to find facts about how much water people use and innovative approaches to reducing water consumption. Have students share their research with the class.

Map and Graph Skills: Latitude and Longitude

Differentiated Instruction

Use the following activities to differentiate instruction for students when discussing how to use lines of latitude and longitude.

- Special Needs: Have students practice identifying the equator and the prime meridian. Then, have students use Student Activity Mat 5B The World Outline to practice identifying lines of latitude and longitude.
- Below Level: Have students work in pairs to point out the equator, prime meridian, and lines of latitude and longitude. Distribute Student Activity Mat 5B The World Outline to reinforce how the lines of latitude and longitude form a grid system over Earth.
- Advanced: Have students play a game using latitude and longitude points. Have students come up with three locations and write the lines of latitude and longitude for each location. Ask each student to exchange with another student and determine the locations using a globe or Student Activity Mat 5B The World Outline.

Literacy Skills: Draw Inferences

Support for English Language Learners

- Speaking: Work with students to draw inferences based on a variety of photographs.
- Entering: In small groups, give students a set of three images that can have inferences easily drawn. Encourage groups to work together to discuss what they can tell—and what they cannot tell—based on the information they see in the picture. Support groups as necessary as they draw inferences.
- Emerging: In pairs, give students a set of three images that can have inferences easily drawn. Have pairs take turns discussing the images and drawing inferences based on the information they see. Ask pairs to support their inferences with evidence from the images.
- Developing: Give pairs a set of three images that can have inferences easily drawn. Have pairs take turns discussing the images and drawing inferences based on the information they see and glean. Ask pairs to support their inferences with evidence from the images. Then, have each student draw a picture with at least three clues so that the partner can draw an inference about the image. Have pairs talk about their images and draw inferences about them.
- Expanding: Work with pairs to identify one image from magazines or safe Internet Web sites that can have inferences easily drawn. Ask pairs to draw inferences and explain the evidence behind their reasoning.
- Bridging: Work with pairs to identify three images from magazines or safe Internet Web sites that can have inferences easily drawn. Ask pairs to draw inferences and explain the evidence behind their reasoning.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to draw inferences.

- Special Needs: Review what is needed in order to draw inferences. Discuss why drawing inferences can help in gaining understanding. Provide examples. For instance, yawn and ask: How do you think I feel? Guide students to understand that they can tell you are tired without you telling them directly. Explain that they have drawn an inference!
- Below Level: Read aloud the song “The Old Chisholm Trail,” stopping routinely to ask basic questions that require students to draw inferences. Have students explain how they determine the answers.
- Advanced: Have students draw additional inferences based on the information in the song and what they know about the cattle industry.

Primary Source: “They Dance for Rain and Rainbows”

Support for English Language Learners

- Reading: Use pictures and total physical response to help students understand the song. As you read, model what is happening (for example, dancing and showing respect), and have students follow along.
- Entering: Show students pictures of the things honored in the poem, such as the sun, rain, rainbows, and warriors. Point to each picture, say the word or idea, and have students repeat after you.
- Emerging: Ask what it means to show great respect. Then, point out that the Pueblo are dancing to “show the earth great respect.” Guide students to recognize that they are celebrating the earth while also asking for rain.
- Developing: Define unfamiliar terms for students. Help students repeat the words and understand what the dance is about.
- Expanding: Review the definitions of celebrate, honor, giving thanks, and great respect. Ask students to show what each of these terms looks like. Have them point to each word as they demonstrate what each means.
- Bridging: Ask students to identify words and phrases that tell why the people are dancing. Review responses and the meaning of each of the words and phrases.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the song.

- Special Needs: Ask students whether they can think of any special days or ceremonies. Perhaps they celebrate their birthday or religious holidays, for example. They might sing songs at these special ceremonies. Explain that this song is about how the Pueblo celebrate in one of their ceremonies.
- Below Level: Reread each stanza of the song one at a time and ask students to summarize the meaning. Encourage students also to identify any unfamiliar words or phrases and work with students to define these.
- Advanced: Have students rewrite the song as prose. Encourage them to include the main ideas, including the setting and information about the celebration.

Citizenship: Henry Chee Dodge (about 1857–1947) Peacekeeper and Community Leader

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the information on the chart.

- Special Needs: Read aloud each of the boxes in the chart. Then have students choose one box in each row and draw a picture that supports the idea. Have students share their picture and explain what the picture tells about the Southwest.
- Below Level: Assign each student one of the boxes to learn more about the subject. Then have students “teach” the subject to the rest of the class.
- Advanced: Have students use the information to write a report about the Southwest. Encourage students to use vocabulary from the chapter in their reports.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Science

Explain that Earth is always changing. Erosion is but one example of the changes that are taking place naturally. Show students how erosion works by placing sand in a box. Have volunteers blow on the sand. Explain that wind works in the same way. Then, demonstrate the effect of water by pouring water from a bottle. Show how the water forms trenches, and explain that rivers have worked the same way in the Grand Canyon, forming deep trenches over millions of years.

Curriculum Connections: Science

Show students the science behind tornadoes. Break students into small groups and provide each group with water, a clear plastic bottle with a lid, glitter, and dishwashing liquid. Provide the following instructions:

1. Fill the bottle 3/4 full with water.
2. Add a few drops of dishwashing liquid and glitter.
3. Put the cap on.
4. Turn the bottle upside down, hold it by the neck, and spin the bottle in a circular motion. When you stop, you should see a mini-tornado forming in the water.

Explain to students that the centripetal force pulls inward. As a result, the water in the bottle spins around the center of the vortex, just as air does in a tornado.

Beyond the Classroom:

- Coordinate a visit to your local history museum to discover information about your community's cultural past and present.
- Find out if there are any cultural festivals in your community. Invite students to attend with their families to learn about other cultures.

Additional Materials

Printed Resources

- Suggested Reading:
 - Shadow Catcher: How Edward S. Curtis Documented American Indian Dignity and Beauty by Michael Burgen
 - Oklahoma's Devasting May 2013 Tornado, by Miriam Aronin
 - The Grudge Keeper by Mara Rockliff
- Leveled Readers- Assign books based on students' reading abilities and needs.
 - Below level: What's It Like in the Southwest?
 - On level: Life in the Southwest
 - Advanced: Exploring the Southwest
- Content Readers- Use the content reader to enrich the content of this chapter.
 - The 10 Greatest Mysteries of the U.S. Desert

Digital Resources

TikaTok
Rap About It
Quest PBLs

Unit #9
The West

The Big Question
How does where we live affect who we are?

STAGE 1
Desired Results

Essential Questions...

- A. Civics, Government, and Human Rights
 - How do citizens, civic ideals, and government institutions interact to balance the needs of individuals and the common good?
 - How have economic, political, and cultural decisions promoted or prevented the growth of personal freedom, individual responsibility, equality, and respect for human dignity?
- B. Geography, People, and the Environment
 - How do physical geography, human geography, and the human environment interact to influence or determine the development of cultures, societies, and nations?
 - How does geography influence how people live?
- C. Economics, Innovation, and Technology
 - How can individuals, groups, and societies apply economic reasoning to make difficult choices about scarce resources? What are the possible consequences of these decisions for individuals, groups, and societies?
 - How have scientific and technological developments over the course of history changed the way people live and economies and governments function?
- D. History, Culture, and Perspectives
 - How do our interpretations of past events inform our understanding of cause and effect, and continuity and change, and how do they influence our beliefs and decisions about current public policy issues?
 - How can the study of multiple perspectives, beliefs systems, and cultures provide a context for understanding and challenging public actions and decisions in a diverse and interdependent world?

Enduring Understanding...

- The West has a variety of landforms, climates, and unique resources that have shaped the way of life of people in the region.
- The West was home to many Native American groups before Spanish settlers arrived.
- The West has many ports and trades with countries that border the Pacific Ocean

Students will be able to...

- Develop Questions and Plan Inquiry
- Gather and Evaluate Sources
- Seek Diverse Perspectives
- Develop Claims Using Evidence
- Present Arguments and Explanations
- Engage in Civil Discourse and Critique Conclusions
- Take Informed Action

Students will know...

- The land of the West is varied and sometimes reshaped by earthquakes and volcanoes.
- Weather and climate vary in different parts of the West
- Different resources are found in the West and the region depends on them.
- Growth and expansion has affected the states in the West.
- Work and recreation in the West today and the challenges in its future

Learning Objectives

- Describe the varied lands of the West, especially its major landforms.
- Analyze the physical processes that result in volcanic activity, earthquakes, hot springs, and geysers, and the formation of islands in the West.
- Compare the many lakes and rivers West has.
- Describe the wide variety of climates found in the West, including the hottest and coldest areas with more moderate climates.
- Identify areas of high and low precipitation in the West.
- Analyze the physical processes that are responsible for the rain shadow effect.
- Analyze and compare the relationship between climate and the varied plant and animal life of the West.
- Identify major natural resources in the West and how they create income.
- Understand that the West has many mines that provide minerals.
- Identify important agricultural lands in the West and their varied products.
- Demonstrate an understanding that human-made features such as canals and dams bring water to dry areas of the West.
- Demonstrate how the sea is an important resource in the West.
- Identify Native American groups that have lived in the West.
- Demonstrate how Spanish exploration and colonization led to the development of the West.
- Understand the history of Western settlement by people from elsewhere in the United States and abroad.
- Understand and identify how the U.S. expansionism and trade led to the acquisition and then statehood of Hawaii and Alaska.
- Understand the growth of cities in the West.
- Identify major elements of the western economy today.
- Demonstrate the importance of trade to the economy of the West, especially trade with other nations that border the Pacific.
- Understand that the West has many ports at which goods are both imported and exported.
- Describe the challenges the West faces today and in the future and what the region is doing to meet those challenges.

Content Vocabulary:

- volcano, geyser, magma, tsunami, accumulate, recall
- tundra, rain shadow, nocturnal, impress, camouflage
- reforest, Central Valley, canal, vineyard, favorable, considerable
- totem pole, ranch, gold rush, boomtown, seek, maintain
- silicon, Pacific Rim, international trade, pace, guarantee

Common Misconceptions:

American Indian Cultures- Some students may have the misconception that all American Indian groups lived in teepees, carved totem poles, and wore feathered headresses. Use the American Indian groups mentioned in this section as part of an activity that will dispel these misconceptions. On a large sheet of paper, draw a four-column-by-four-row table in which the column heads are the Tlingit, Inuit, Blackfeet, and Chumash, and the rows are “clothing,” “shelter,” “food,” and “other.” (Note that Polynesians should be left out of this exercise because they constitute an entirely separate cultural stream from the groups known as “American Indians”, and grouping them together without further comment is potentially offensive to both groups.) Post the table in a prominent spot in the classroom and have students add facts based on what they read as well as new facts they can research on the Internet. Close with a class discussion prompted by this question: In what ways are these four American Indian groups different from each other?

Racial Discrimination in the United States- The United States Supreme Court ruling *Brown v. Board of Education* (1954) outlawed racial segregation in public schools and had a significant impact on African American students. However, it was not the first court ruling that outlawed racial discrimination in the United States. In the years before *Brown v. Board*, individual states were tackling the issue. In 1947, the United States Court of Appeals decision *Mendez v. Westminster* held that racial segregation between Mexicans and white students in public schools in Orange County, California, was unlawful. Alaska’s Anti-Discrimination Act of 1945, which was the result of Elizabeth Peratrovich’s advocacy, struck down discrimination against Native Alaskans in public places. And 1943 saw the repeal of the Chinese Exclusion Act, a law from 1882 that had kept Chinese immigrants from coming into the country.

STAGE 2

Evidence of Learning

Formative Activities, Tasks, or Projects:

A Varied Land

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals: What kind of precipitation fell on top of the mountains in the picture? Where does the water in the rivers come from? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Compare the location and size of the Rocky Mountains and Sierra Nevada. Answer cause-and-effect question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: List the states in the West and their capitals; matching game option.

Climate of the West

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals: Why do you think the hottest place on the map is in the south and the coldest place is in the north? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- How are the hottest and coldest places in the West different? Answer compare and contrast question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.
- Activity 6: Map Skills- Longitude and Latitude (p.306-07)- Students will learn how to use longitude and latitude to find locations on a map.

Birthplace of the Nation

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals- What do you see in the photograph that is made of wood? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- Why would sugar cane and pineapple grow better in Hawaii than in Washington and Oregon? Answer compare and contrast question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Growth of the West

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Visuals: What forms of transportation came after the steam-powered train? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.

- Activity 4: RACE- How are the Tlingit and Inuit alike? Answer compare and contrast question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

The West Today

- Activity 1: Whole Group - Got it? Quick check for understanding of lesson with four questions. This can be interactive, like having students move to various parts of the room for their answer. For example, move to the front of the room for answer A. Also, students can write their answers on a white board and reveal when told to do so.
- Activity 2: Small Group Discussion- Analyze Images- What does the postcard show is special about Oregon? What do the lights tell you about the region's population density Share out? Share out answers.
- Activity 3: Independent – Quiz: Students discover their current level of vocabulary and major lesson concepts with three questions after reading; open-book to reference answers is optional.
- Activity 4: RACE- California, Washington, Alaska, and Hawaii all export important goods and services to Pacific Rim countries. What geographic feature do these states have in common? Answer “make generalization” question prompt using R.A.C.E. strategy, focusing on specific text-based evidence.
- Activity 5: Reading Skill Response: Complete current lesson on worksheet in class or for homework to submit at the completion of the unit.

Summative Activities, Tasks, or Projects:

- Reading Skill Worksheet- Compare and Contrast: After each lesson in Unit 9, students will complete a part of the worksheet for homework. Examples from each lesson should clearly summarize main ideas related to the essential topic and focus, and include a page number for reference.
- Summative Task: Making connections from each lesson using specific information, answer the essential question.
- Review using resource provided study guide
- Prepare using resource provided review and assessment (open book)
- Summative Assessment: Resource provided assessment

STAGE 3 Learning Plan

Instructional Plan:

Connect:

Field Trip Video
Chapter JumpStart Activity
Rap About It
Big Question Interactivity
Chapter Overview
Quest Project-Based Learning: On A Wagon Train: Journey to the West

Investigate:

Lesson Introductions (1 for each lesson)
Lesson 1: A Varied Land
Lesson 2: Climate of the West
Lesson 3: Western Resources
Lesson 4: Growth of the West
Literacy Skills: Make Generalizations
Critical Thinking Skills: Analyze Images
Primary Source: Ansel Adams, The Portfolios of Ansel Adams
Citizenship: Elizabeth Peratrovich

Synthesize

Lesson Check (1 for each lesson)
Lesson Review Interactivity (1 for each lesson)
Chapter Assessment

Chapter Test

Demonstrate

Lesson Quiz

Chapter Vocabulary Games

Quest Findings: Write Your Journal Entry

TikaTok

Unit Specific Accommodations and Modifications

A Varied Land

In Support of English Language Learners

- Content and Language- Write tsunami. Say that tsunami is a Japanese word for a large ocean wave that is caused by an earthquake or a volcanic eruption. Tsunamis can cause great damage. In 2011, a large earthquake in the Pacific Ocean caused a tsunami that destroyed parts of Japan. Smaller waves also hit the West Coast of the United States.
- Frontload the Lesson- Have students create a K-W-L chart before reading the lesson. Ask them to complete the Know column with details that they already know about the land and water of the West. Next, have students preview the lesson by reading all of its section titles. Then ask them to complete the Want to Know column.
- Comprehensible Input- As students read, have them complete their K-W-L charts by filling out the Learned column. Ask them to include at least one statement for each section of the lesson
- Reading: Explain to students that many words in English have their origin in other languages. Write the word tsunami on the board. Say that tsunami is a Japanese word for a large ocean wave that is caused by an earthquake or volcanic eruption. Say the word aloud and explain that the letter t is silent.
- Entering: Display or draw a picture of a huge ocean wave. Point to the wave as you say the word tsunami.
- Emerging: Write the following sentence on the board: The earthquake on the ocean floor caused a tsunami. Ask students to read the sentence aloud.
- Developing: Write the following sentence on the board: The earthquake on the ocean floor caused a tsunami. Ask students to read the sentence aloud. Ask them to say in their own words what a tsunami is.
- Expanding: Write the following words on the board: kimono, sushi, ramen, haiku, origami, and judo. Explain that all of these words are Japanese in origin. Ask pairs of students to pick two of the words and look up each meaning.
- Bridging: Write the following words on the board: kimono, sushi, ramen, haiku, origami, and judo. Explain that all of these words are Japanese in origin. Ask pairs of students to pick three of the words and look up each meaning. Then have them use each of the three words in sentences.

Use the following Think-Pair-Share activity to differentiate instruction for students when discussing the West's rivers and lakes. Have students refer to the physical map of the West in the work text. First, have students think about a question that you present to them. Next, have them pair up, talk about the answers they came up with, and agree on one answer that they think is the best. Finally, invite them to share their answer with the class.

- Special Needs: Ask students to look at the physical map of the West and think about where early settlers could find water in each state. Why was water important to the early settlers? Have students think about the question, talk about the answer, and share their answer with the class.
- Below Level: Ask students to look at the physical map of the West and identify which rivers on the map are part of more than one region. How are these rivers important to both regions? Have students think about the question, talk about the answer, and share their answer with the class.
- Advanced: Have students compare the political and physical maps of the West and identify cities that were built along a water source. Why is water so important to the growth of a community? Have students think about the question, talk about the answer, and share their answer with the class.

Climates of the West

In Support of English Language Learners

- Content and Language- Write the word nocturnal. Say that nocturnal means "awake at night and asleep during the day." Say that the opposite of nocturnal is diurnal. Tell students that they are diurnal. Ask them to define the term, based on its being an antonym of nocturnal.
- Frontload the Lesson- Ask students to read the "I will know" statement in the work text. Ask them if any of the other regions they have read about have many different climates. Ask them to predict how the climate of the West is different from the climates of other regions.
- Comprehensible Input- Show students the diagram of the rain shadow effect in the work text. Ask them what the effect of the rain shadow is on each side of the mountain. Does it have an effect on what grows there? On what lives there? On what activities people can do there?
- Speaking: Write the word nocturnal on the board. Explain that the word can mean "to be awake at night and to sleep during the day." Say that the opposite of nocturnal is diurnal. Tell students that they are diurnal.
- Entering: Write the words nocturnal and diurnal on the board. Above each word, draw a moon and a sun, respectively. As you point to the moon, have students say nocturnal. Then point to the sun and have them say diurnal.
- Emerging: Write the following sentence frames on the board: Bats are awake at night. This means they are _____. Most people are awake during the day. This means they are _____. Ask students to read the sentences aloud and fill in the blanks with nocturnal or diurnal.
- Developing: Write nocturnal and diurnal on the board. Ask students to explain the difference between the two terms in their own words.
- Expanding: Write nocturnal and diurnal on the board. Ask students to use each word in a sentence.
- Bridging: Write the following words on the board: nocturnal, diurnal, day, night, sleep, awake, and work. Ask students to write a short paragraph using all of these words. The meaning of nocturnal and diurnal must be expressed or implied as part of their paragraph.

Use the following activities to differentiate instruction for students when discussing the wildlife of the West. Have students work in pairs to make a master chart of the animals of the West.

- Special Needs: Ask pairs of students to make an initial list of all of the animals that they have read about in the lesson. Then have students draw pictures of each animal.
- Below Level: Have students work in pairs to make a master chart of the animals of the West. Have students take the master-animal list and categorize each animal as a bird, fish, mammal, or reptile.
- Advanced: Have students make a master chart of the animals of the West. Challenge students to research and identify three other animals that live in the West. Ask them to write each animal's name in the correct category on the chart, draw a picture of each animal, and write a short description for each animal.

Western Resources

In Support of English Language Learners

- Content and Language- Write reforest. Underline the prefix re- and say that it means "again." To reforest is to plant more trees and grow a new forest after an old forest has been cut down. Mention other words that start with re-, such as retype, reread, and review. Ask students if they can think of other words that start with re- and mean "to do something again."
- Frontload the Lesson- Ask students to read the "I will know" statement in the work text. Ask them to predict what resources they will learn are found in the West. Ask them to explain why they think these resources are found in the region.
- Comprehensible Input- Have students look at the land use map in the work text. Ask them why they think the land in southern California, Nevada, and Utah is used less. Guide them to understand that this area also has a different climate from the rest of the region. It has mostly a desert climate, so there is not much farming there, but the land is still used for mining minerals
- Writing: Write the word reforest on the board. Underline the prefix re- and explain that it is a prefix that means "again."
- Entering: Explain that the word reforest means to plant more trees and grow a forest after it has been cut down. Erase the word and write re_____. Have students come up to the board and fill in the blank with the word forest.
- Emerging: Ask students to write down the meaning of reforest in their own words. Then have them share their definitions with the class.
- Developing: Write re_____ on the board. Say the meaning of a re-word and ask students to come up and fill in the blank with the missing root word. Start with reforest and then continue with replant, retype, reread, review, and replay.

- Expanding:** Along with reforest, write replant, retype, reread, review, and replay on the board. Ask students to choose three words and use them in written sentences. Have them share their sentences with a partner.
- Bridging:** Ask students to think of four other words that start with re-. Have them write their definitions and use them in written sentences. Have them share their finished work with a partner.

Use the following activity to differentiate instruction for students when discussing the resources of the West. Have students complete a 3-2-1 chart with the following columns: Things You Found Out, Interesting Things, Questions You Still Have. Have students review the lesson before working on their charts.

- Special Needs:** Have students complete a three-column graphic organizer with the following columns: Things You Found Out, Interesting Things, Questions You Still Have. Have students work in groups of three and take turns adding one item to each column.
- Below Level:** Have pairs of students take turns completing a three-column graphic organizer with the following columns: Things You Found Out, Interesting Things, Questions You Still Have. Then, have each student add a total of two items to each column.
- Advanced:** Tell students to complete a three-column graphic organizer with the following columns: Things You Found Out, Interesting Things, Questions You Still Have. Then, have students work individually to add at least three items to each column.

Growth of the West

In Support of English Language Learners

- Content and Language-** Write boomtown. Say that boomtown is a compound word. Underline each of the words, and explain that boom means "to grow quickly." Say that a boomtown is a town that grows quickly. Ask students which vocabulary term they think caused boomtowns.
- Frontload the Lesson-** Remind students of the history of Spanish settlement that they read about in the previous chapter about the Southwest. Say that the Spanish also explored and settled lands in the West. They opened missions and started ranches. Later, the United States took control of the West and divided it into states.
- Comprehensible Input-** Show students the map of the West in the work text, and point out that many names of places in the West came from the Native American groups that lived there. For example, Cheyenne is the state capital of Wyoming. The Klamath River flows through Oregon. The Mojave Desert reaches into southern California.
- Listening:** Discuss compound words with students. Explain how the two words combine in the definition of the new word.
- Entering:** Write a two-column chart on the board in which words in the first column can be combined with words in the second column to form compound words. Start with boom, pan, and base in the first column, and town, cake, and ball in the second column. Say and point to the individual words; then do the same with the compound word and explain its meaning.
- Emerging:** Set up the same two-column chart, but have students create and say the compound words without your assistance.
- Developing:** Have pairs search for compound words in this lesson. To begin, note that in "American Indian Past" is southeastern and in "Early Spanish Settlers" is livestock.
- Expanding:** Write sawmill, businessman, and boomtown on the board. Ask students to write sentences about lesson content using these compound words. Then, call on volunteers to read their sentences.
- Bridging:** Have students write sentences about lesson content using as many compound words as possible. They can read their sentences aloud as others listen for the compound words.

Use the following Think-Pair-Share activity to differentiate instruction for students when discussing the growth of the West. Have students review the last four pages of the lesson before starting the activity. First, have students think about the question that you present to them. Next, have them pair up, talk about the answer they came up with, and agree on one answer that they think is the best. Finally, invite them to share their answer with the class.

- Special Needs:** Have students review the last four pages of the lesson. Ask students why people moved to the West in the mid-1800s. Then, have students think about the question for two minutes. Have students pair up and talk about the question and their answers. Invite them to share their ideas with the class.
- Below Level:** Ask students what resources were important to the growth of the West in the 1800s. Ask students to think about the question for two minutes. Then, in pairs, have students discuss the question and their answers. Have pairs share their ideas with the class.

Advanced: Ask students why the transcontinental railroad was so important to the growth of the West. Ask students to think about the question for two minutes. Then, in pairs, have students discuss the question and their answers. Have pairs share their ideas with the class.

The West Today

In Support of English Language Learners

- Content and Language-** Write Pacific Rim. Show students this area on a world map or have them look at the map in the work text. Say that a rim is a border or an edge. Say that the Pacific Rim includes countries that border the Pacific Ocean.
- Frontload the Lesson-** Show students a flat world map and ask them to identify the shortest route by ship or cargo plane from Asia and Australia to the United States. Ask what part of the United States these ships, and planes would reach first. Say that ports and airports in the West are important distribution centers for trade with Asia and Australia.
- Comprehensible Input-** Show students the Pacific Rim Trade map in the work text and point out that the United States is bicoastal. Each coast has ports that export and import goods from nearby countries. Say that growing trade with Pacific Rim countries is one reason the West grew quickly and became an important part of the U.S. economy.
- Reading:** Discuss the prefix inter- in the term international trade. Explain that inter- means “between.” Ask: What do you think international trade means? (trade that happens between countries)
- Entering:** Write the word international on the board and underline inter-. Say the word aloud as you point to it and ask students to repeat after you.
- Emerging:** Write the word international on the board. Ask students to come up and underline the prefix.
- Developing:** Write the word international on the board. Then write the following on the board: _____ view, _____ act, _____ dependent, and _____ section. Have students come up and add inter- to each blank and tell the meaning of the new word.
- Expanding:** Have students think of as many words as they can that have the prefix inter-. They can work in pairs to look up their meanings.
- Bridging:** Have students think of as many words as they can that have the prefix inter-. They can work in pairs to write sentences using the words.

Use the following activity to differentiate instruction for students when discussing The Western Future. Have students complete a 3-2-1 chart with the following columns: Things You Found Out, Interesting Things, and Questions You Still Have. Have all students review the work text before they begin work on the chart.

- Special Needs:** Have students complete a three-column graphic organizer with the following columns: Things You Found Out, Interesting Things, and Questions You Still Have. Have students work in groups of three and take turns adding one item to each column until there are a total of three entries in each column.
- Below Level:** In pairs, have students complete a three-column graphic organizer with the following columns: Things You Found Out, Interesting Things, and Questions You Still Have. Pairs should take turns completing the graphic organizer. Each student must add a total of two items to each column.
- Advanced:** Have students complete a three-column graphic organizer with the following columns: Things You Found Out, Interesting Things, and Questions You Still Have. Have students work individually to complete the graphic organizer by adding at least three items to each column.

Literacy Skills: Make Generalizations

Support for English Language Learners:

- Speaking:** Have students practice the skill of making generalizations.
- Entering:** Tell students that generalizations are statements that bring similar information together for a group of facts or details. Discuss why this would be helpful when analyzing information.
- Emerging:** Review “The Geography of the West” chart with students. Help students to identify things that the states have in common. Tell students that a generalization can be made by using these similarities. Have students discuss what you need to make a generalization.

Developing: Review “The Geography of the West” chart with students. Help students to identify things that the states have in common, and guide them to find one similarity shared by two or more states. In pairs, have students discuss a generalization.

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing generalizations.

Special Needs: Review the meaning of generalization. Discuss how good generalizations are supported with facts and examples.

Below Level: Have students work in groups and review the text under the heading “Fishing in the West” in Lesson 3. As they review the text, they should take notes on the similarities among western states’ fishing industries. They should then write one generalization about the region’s fishing industry.

Advanced: Have students review the landforms, climate characteristics, economic activities, and resources of western states discussed in Lessons 1–3. As they complete their review, they should make notes about the similarities shared by these regions. They can use “The Geography of the West” chart on this page to guide their note taking. After students finish their review, they should use their notes to write two generalizations about the geography of the West.

Critical Thinking Skills: Analyze Images

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing how to analyze this image.

Special Needs: Have students look at the image of the woman making a basket. Discuss with students what they see in the image, such as what the woman is using to make the basket. Lead students to realize that the woman seems to be using reeds or grasses to make the basket. Have students name one other thing they notice about the picture and point to the detail they name.

Below Level: Have students look the image of the woman making a basket. Discuss with students what the woman is using to make it. Have students write a paragraph about the materials the woman is using.

Advanced: Have students write a description of the image of the woman making a basket. Tell students to include all the details seen in the image. Encourage volunteers to share their written descriptions.

Primary Source: Ansel Adams, The Portfolios of Ansel Adams

Support for English Language Learners:

Speaking: Use these activities to support students when discussing certain words in the primary source quotation. Write glitter, dome, perceive, delicate, and persuasive on the board along with simple definitions.

Entering: Show pictures that illustrate the words. Have students copy the words and definitions and practice pronouncing the words.

Emerging: Show another set of pictures that illustrate the words and have students describe each picture by saying the correct word.

Developing: Ask students to think of synonyms for glitter and antonyms for delicate. Have students draw pictures that illustrate the words, and label them. Ask them to say which of the words could describe Adams’s photo.

Differentiated Instruction:

Use the following ideas to differentiate instruction for students when discussing Ansel Adams’s writing.

Special Needs: Have students look at the photo of Half Dome. Ask them to describe it. Ask: What is special about this place? Why did Ansel Adams photograph it? Then ask students to identify one word in the quotation that they see as a clue to why Adams photographed Half Dome.

Below Level: Ask students why it is important for people to write about aspects of nature that they think are beautiful, important, and deserving of protection. Ask: Why might someone write about a place he or she enjoys?

Advanced: Ask students to identify an aspect of nature or a specific natural area that they enjoy and think is important. Have them write several sentences that convey what they treasure about that aspect or location.

Citizenship: Elizabeth Peratrovich (1911–1958): Voice of the People

Differentiated Instruction:

Use the following activities to differentiate instruction for students when discussing the web graphic organizer and chart on this page.

- Special Needs:** Point to the web graphic organizer. Review with students each of the activities named in the surrounding circles and how they relate to the region's resources. For example, say: Minerals are resources mined in the mountains of the West.
- Below Level:** Have students study the web graphic organizer. Ask students to fill in sentence frames that will review the information in the web, such as, On Western plateaus, _____ takes place. (cattle ranching) For an extra challenge, make up other sentence frames that review material from Lesson 3.
- Advanced:** Ask students to make an outline of the material they learned in Lesson 4. Have them use the headings as the main roman numerals (I, II, and so forth) and complete the outline with other details. Ask them to highlight the details that they do not understand completely, and then review that material with them.

Unit Specific Interdisciplinary Connections / Materials

Curriculum Connections: Science

Explain to students that in order for a geyser to spout out its water and steam, the water must not only be very hot, it must also be under a lot of pressure. The boiling temperature of water is 212°F under normal circumstances. Under great pressure underground, however, its boiling point increases to 285°F. A geyser occurs when underground water reaches that temperature and turns into steam; the combination of the heat and the pressure causes the water to spout out as a geyser.

Curriculum Connections: Art and Music

Review the meaning of the word nocturnal with students. Then write the word nocturne on the board. Explain that a nocturne is a work of art, like a painting or a piece of music that has to do with a certain subject. Ask: What do you think a nocturne describes? (the night) Provide the class with two examples of nocturnes:

- the painting "Nocturne: Blue and Silver – Chelsea" (1871) by James Abbott McNeill Whistler
- Chopin's "Nocturne in B-flat minor, Op. 9 No. 1."

Lead a class discussion by asking: How do the works of art describe, or express, the night? (Answers will vary.)

Curriculum Connections: Literature

Read aloud selections from *Two Years Before the Mast* by Richard Henry Dana, Jr. This 1840 memoir tells the story of the author's two-year journey from Boston to California by way of Cape Horn. Students may particularly enjoy Chapter XXVI, with its vivid descriptions of the California city of San Francisco and interesting predictions about that city's future.

Beyond the Classroom:

Take students on a virtual tour of a colonial New England farm at pbs.org/ktca/liberty/perspectives_daily.html. Students can hover the mouse over the pictures to find facts about daily life on the farm or click on the links to learn about specific topics, such as the roles of the people who lived there.

Additional Materials

Printed Resources

- Suggested Reading:
 - *Steve Jobs: Insanely Great* by Jessie Hartland
 - *Gordon Parks: How the Photographer Captured Black and White America* by Carole Boston Weatherford
 - *Iron Rails, Iron Men, and the Race to Link the Nation: The Story of the Transcontinental Railroad* by Martin W. Sandler
 - *The Year of Miss Agnes* by Kirkpatrick Hill
 - *Children of the Tlingit* by Frank Staub
 - *The Big Wave* by Pearl Buck
- Leveled Readers- Assign books based on students' reading abilities and needs.
Below level: What's It Like in the Northeast?

On level: Life in the Northeast

Advanced: Exploring the Northeast

- Content Readers- Use the content reader to enrich the content of this chapter.
Reflections: The Beginnings of the Nation

Digital Resources

TikaTok

Rap About It

Quest PBLs

Grade 4 Social Studies- Instructional Standards

New Jersey Student Learning Standards- Social Studies

SOC.K-12.2	Gathering and Evaluating Sources
SOC.K-12.4	Developing Claims and Using Evidence
SOC.K-12.6	Engaging in Civil Discourse and Critiquing Conclusions
SOC.K-12.7	Taking Informed Action
SOC.K-12.1	Developing Questions and Planning Inquiry
SOC.K-12.3	Seeking Diverse Perspectives
SOC.K-12.5	Presenting Arguments and Explanations

Unit #1: The Geography of the United States

SOC.6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
SOC.6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
SOC.6.1.5.GeoSV.5	Use geographic data to examine how the search for natural resources resulted in conflict and cooperation among European colonists and Native American resulting in changes to conditions.
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
SOC.6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
SOC.6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
SOC.6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to

place on individuals, communities, and regions.

SOC.6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

Unit #2: Americans and Their History

SOC.6.1.5.HistoryUP.4	Compare and contrast gender roles, religion, values, cultural practices, and political systems of Native American groups.
SOC.6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.
SOC.6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.5.HistoryCC.6	Use multiple sources to make evidence-based inferences on the impact of European colonization on Native American populations, including the Lenni Lenape of New Jersey.
SOC.6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.HistoryCC.10	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryCC.11	Make evidence-based inferences to explain the impact that belief systems and family structures of African, European, and Native American groups had on government structures.
SOC.6.1.5.HistoryCC.15	Analyze key historical documents to determine the role they played in past and present-day government and citizenship (i.e., the Mayflower Compact, the Declaration of Independence, the United States Constitution, the Bill of Rights).
SOC.6.1.5.HistoryUP.2	Compare and contrast forms of governance, belief systems, and family structures among African, European, and Native American groups.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.HistoryCC.3	Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
SOC.6.1.5.HistoryCC.12	Determine the roles of religious freedom and participatory government in various North

American colonies.

SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
SOC.6.1.5.HistorySE.1	Examine multiple accounts of early European explorations of North America including major land and water routes, reasons for exploration, and the impact the exploration had.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.HistoryUP.1	Describe the reasons various groups, voluntarily and involuntarily, immigrated to New Jersey and America, and cite evidence from multiple perspectives to describe the challenges they encountered.
SOC.6.1.5.HistoryCC.13	Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
SOC.6.1.5.HistoryCC.5	Analyze the power struggle among European countries and determine its impact on people living in Europe and the Americas.
SOC.6.1.5.HistoryUP.3	Use multiple perspectives to evaluate the impact of the Columbian Exchange on ecology, agriculture, and culture.
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
SOC.6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.

Unit #3: Government in the United States

SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.CivicsPI.7	Explain how national and state governments share power in the federal system of government.
SOC.6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
SOC.6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
SOC.6.3.5.CivicsPD.3	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.
SOC.6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.

SOC.6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
SOC.6.1.5.CivicsPD.1	Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
SOC.6.1.5.CivicsHR.1	Describe how fundamental rights guaranteed by the United States Constitution and the Bill of Rights contribute to the improvement of American democracy (i.e., freedom of expression, freedom of religion, freedom of the press, freedom of assembly, freedom of petition, the right to vote, and the right to due process).
SOC.6.1.5.CivicsPI.9	Research and compare the differences and similarities between the United States and other nations' governments, customs, and laws.
SOC.6.1.5.CivicsPD.4	Compare the qualifications of candidates running for local, state, or national public office with the responsibilities of the position.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.CivicsCM.5	Investigate the lives of New Jersey individuals with diverse experiences who have contributed to the improvement of society.
SOC.6.1.5.CivicsHR.2	Research and cite evidence for how the actions of Dr. Martin Luther King, Jr. and other historical civil rights leaders served as catalysts for social change, inspired social activism in subsequent generations.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.CivicsCM.2	Use evidence from multiple sources to construct a claim about how self-discipline and civility contribute to the common good.
SOC.6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.3.5.CivicsPD.1	Develop an action plan that addresses issues related to climate change and share with school and/or community members.
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.

Unit #4: The Nation's Economy

SOC.6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.5.EconEM.2	Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
SOC.6.1.5.EconGE.2	Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community.
SOC.6.1.5.EconEM.5	Explain why individuals and societies trade, how trade functions, and the role of trade.
SOC.6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
SOC.6.1.5.EconEM.3	Describe how supply and demand influence price and output of products.
SOC.6.1.5.EconNE.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
SOC.6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
SOC.6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.5.EconNE.6	Examine the qualities of entrepreneurs in a capitalistic society.
SOC.6.1.5.EconNE.5	Explain how the availability of private and public goods and services is influenced by the government and the global economy.
SOC.6.1.5.EconNE.1	Explain the ways in which the government pays for the goods and services it provides.
SOC.6.1.5.EconEM.6	Explain the system of mercantilism and its impact on the economies of the colonies and European countries.
SOC.6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
SOC.6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.5.EconET.1	Identify positive and negative incentives that influence the decisions people make.
SOC.6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
SOC.6.1.5.EconEM.1	Explain why individuals and businesses specialize and trade.
SOC.6.1.5.EconNE.7	Describe the role and relationship among households, businesses, laborers, and governments within the economic system.
SOC.6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.

Units- Regions of the United States

This standard set pertains to the units which focus on specific regions of the United States. These include:

Unit #5: The Northeast

Unit #6: The Southeast

Unit #7: The Midwest

Unit #8: The Southwest

Unit #9: The West

SOC.6.1.5.CivicsPD.2	Explain how individuals can initiate and/or influence local, state, or national public policymaking (e.g., petitions, proposing laws, contacting elected officials).
SOC.6.1.5.EconNE.4	Explain how creativity and innovation resulted in scientific achievement and inventions in many cultures during different historical periods.
SOC.6.1.5.CivicsPI.3	Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
SOC.6.1.5.GeoPP.6	Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
SOC.6.1.5.GeoHE.3	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.6.1.5.HistoryCA.1	Craft an argument, supported with historical evidence, for how factors such as demographics (e.g., race, gender, religion, and economic status) affected social, economic, and political opportunities during the Colonial era.
SOC.6.1.5.CivicsPR.2	Describe the process by which immigrants can become United States citizens.
SOC.6.1.5.CivicsPD.3	Explain how and why it is important that people from diverse cultures collaborate to find solutions to community, state, national, and global challenges.
SOC.6.1.5.HistoryCC.9	Evaluate the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.
SOC.6.1.5.GeoPP.2	Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States.
SOC.6.1.5.GeoHE.1	Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
SOC.6.1.5.HistoryCC.8	Make evidence-based inferences to describe how the influence of Native American groups, including the Lenni Lenape culture, is manifested in different regions of New Jersey.
SOC.6.1.5.GeoSV.2	Use maps to explain the impact of location and place on the relationships between places in New Jersey, the United States and other countries.
SOC.6.1.5.HistoryUP.7	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
SOC.6.1.5.EconET.2	Use quantitative data to engage in cost benefit analyses of decisions that impact the individual and/or community.
SOC.6.1.5.CivicsHR.4	Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.
SOC.6.1.5.CivicsDP.3	Describe the role of religious freedom and participatory government in various North American colonies.
SOC.6.1.5.EconNE.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.

SOC.6.1.5.CivicsPR.4	Explain how policies are developed to address public problems.
SOC.6.1.5.EconNE.2	Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
SOC.6.1.5.EconET.3	Explain how scarcity and choice influence decisions made by individuals, communities, and nations.
SOC.6.1.5.GeoPP.5	Describe how the migration and settlement patterns of Native American groups impacted different regions of the Western Hemisphere.
SOC.6.1.5.GeoSV.3	Demonstrate how to use digital geographic tools, maps and globes to measure distances and determine time zones, and locations using latitude and longitude.
SOC.6.1.5.GeoPP.1	Compare and contrast characteristics of regions in the United States based on culture, economics, and physical characteristics to understand the concept of regionalism.
SOC.6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
SOC.6.1.5.GeoGI.3	Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies.
SOC.6.1.5.EconGE.3	Use economic data to explain how trade leads to increasing economic interdependence among nations.
SOC.6.1.5.EconGE.1	Explain how the development of communication systems has led to increased collaboration and the spread of ideas throughout the United States and the world.
SOC.6.1.5.CivicsHR.3	Cite examples from a variety of sources to describe how national and international leaders, businesses, and global organizations promote human rights and aid individuals and nations in need.
SOC.6.1.5.EconGE.5	Evaluate the economic impact of science and technology innovations on European exploration.
SOC.6.1.5.GeoPP.3	Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict.
SOC.6.1.5.GeoSV.4	Use a variety of geographic representations to describe the similarities and differences between places in New Jersey, the United States and the world (e.g., maps, data visualizations, graphs, diagrams, aerial and other photographs, GPS).
SOC.6.1.5.HistoryCC.1	Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
SOC.6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
SOC.6.1.5.CivicsCM.1	Use a variety of sources to describe the characteristics exhibited by real and fictional people that contribute(d) to the well-being of their community and country.
SOC.6.1.5.GeoGI.1	Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
SOC.6.1.5.CivicsPI.1	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.6.1.5.CivicsPI.4	Describe the services our government provides the people in the community, state and across the United States.
SOC.6.1.5.HistorySE.2	Construct an argument for the significant and enduring role of historical symbols, monuments, and holidays and how they affect the American identity.
SOC.6.1.5.GeoSV.1	Identify the maps or types of maps most appropriate for specific purposes (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
SOC.6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with

	different cultural or individual perspectives.
SOC.6.3.5.CivicsPD.2	Use a variety of sources and data to identify the various perspectives and actions taken by individuals involving a current or historical community, state, or national issue.
SOC.6.1.5.CivicsDP.1	Using evidence, explain how the core civic virtues and democratic principles impact the decisions made at the local, state, and national government (e.g., fairness, equality, common good).
SOC.6.1.5.CivicsDP.2	Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
SOC.6.1.5.CivicsCM.4	Examine the responsibilities of differing positions of authority and identify criteria that are likely to make leaders qualified for those positions.
SOC.6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
SOC.6.1.5.GeoPP.4	Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.
SOC.6.1.5.EconEM.4	Compare different regions of New Jersey to determine the role that geography, natural resources, climate, transportation, technology, and/or the labor force play in economic opportunities.
SOC.6.1.5.GeoGI.2	Use historical maps to explain what led to the exploration of new water and land routes.
SOC.6.1.5.CivicsCM.3	Identify the types of behaviors that promote collaboration and problem solving with others who have different perspectives.
SOC.6.1.5.GeoHE.2	Cite examples of how technological advances have changed the environment in New Jersey and the United States (e.g., energy, transportation, communications).

College, Career & Civic Life: C3 Framework for Social Studies

Dimension 1: Developing Questions & Planning Inquiries

SOC.K-2.D1.4.K-2	Make connections between supporting questions and compelling questions.
SOC.3-5.D1.1.3-5	Explain why compelling questions are important to others (e.g., peers, adults).
SOC.3-5.D1.2.3-5	Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
SOC.3-5.D1.4.3-5	Explain how supporting questions help answer compelling questions in an inquiry.
SOC.K-2.D1.3.K-2	Identify facts and concepts associated with a supporting question.
SOC.K-2.D1.5.K-2	Determine the kinds of sources that will be helpful in answering compelling and supporting questions.
SOC.K-2.D1.2.K-2	Identify disciplinary ideas associated with a compelling question.
SOC.K-2.D1.1.K-2	Explain why the compelling question is important to the student.
SOC.3-5.D1.5.3-5	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the questions.
SOC.3-5.D1.3.3-5	Identify the disciplinary concepts and ideas associated with a supporting question that are open to interpretation.

Dimension 2: Applying Disciplinary Concepts & Tools

Economics

SOC.3-5.D2.Civ.10.3-5	Identify the beliefs, experiences, perspectives, and values that underlie their own and others' points of view about civic issues.
SOC.K-2.D2.Civ.12.K-2	Identify and explain how rules function in public (classroom and school) settings.
SOC.3-5.D2.Civ.3.3-5	Examine the origins and purposes of rules, laws, and key U.S. constitutional provisions.
SOC.K-2.D2.Civ.5.K-2	Explain what governments are and some of their functions.
SOC.3-5.D2.Civ.12.3-5	Explain how rules and laws change society and how people change rules and laws.
SOC.K-2.D2.Civ.10.K-2	Compare their own point of view with others' perspectives.
SOC.3-5.D2.Civ.6.3-5	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
SOC.K-2.D2.Civ.2.K-2	Explain how all people, not just official leaders, play important roles in a community.
SOC.K-2.D2.Civ.13.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.4.K-2	Begins in grades 3–5
SOC.K-2.D2.Civ.9.K-2	Follow agreed-upon rules for discussions while responding attentively to others when addressing ideas and making decisions as a group.
SOC.3-5.D2.Civ.7.3-5	Apply civic virtues and democratic principles in school settings.
SOC.K-2.D2.Civ.14.K-2	Describe how people have tried to improve their communities over time.
SOC.3-5.D2.Civ.8.3-5	Identify core civic virtues and democratic principles that guide government, society, and communities.
SOC.K-2.D2.Civ.7.K-2	Apply civic virtues when participating in school settings.
SOC.K-2.D2.Civ.6.K-2	Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.
SOC.3-5.D2.Civ.9.3-5	Use deliberative processes when making decisions or reaching judgments as a group.
SOC.3-5.D2.Civ.4.3-5	Explain how groups of people make rules to create responsibilities and protect freedoms.
SOC.K-2.D2.Civ.1.K-2	Describe roles and responsibilities of people in authority.
SOC.K-2.D2.Civ.3.K-2	Explain the need for and purposes of rules in various settings inside and outside of school.
SOC.K-2.D2.Civ.11.K-2	Explain how people can work together to make decisions in the classroom.
SOC.3-5.D2.Civ.5.3-5	Explain the origins, functions, and structure of different systems of government, including those created by the U.S. and state constitutions.
SOC.K-2.D2.Civ.8.K-2	Describe democratic principles such as equality, fairness, and respect for legitimate authority and rules.
SOC.3-5.D2.Civ.13.3-5	Explain how policies are developed to address public problems.
SOC.3-5.D2.Civ.11.3-5	Compare procedures for making decisions in a variety of settings, including classroom, school, government, and/or society.
SOC.3-5.D2.Civ.2.3-5	Explain how a democracy relies on people's responsible participation, and draw implications for how individuals should participate.
SOC.3-5.D2.Civ.1.3-5	Distinguish the responsibilities and powers of government officials at various levels and

branches of government and in different times and places.
Illustrate historical and contemporary means of changing society.

SOC.3-5.D2.Civ.14.3-5

Civics

SOC.K-2.D2.Eco.14.K-2	Describe why people in one country trade goods and services with people in other countries.
SOC.3-5.D2.Eco.1.3-5	Compare the benefits and costs of individual choices.
SOC.K-2.D2.Eco.15.K-2	Describe products that are produced abroad and sold domestically and products that are produced domestically and sold abroad.
SOC.3-5.D2.Eco.5.3-5	Explain the role of money in making exchange easier.
SOC.K-2.D2.Eco.8.K-2	Begins in grades 3-5
SOC.3-5.D2.Eco.12.3-5	Explain the ways in which the government pays for the goods and services it provides.
SOC.3-5.D2.Eco.11.3-5	Explain the meaning of inflation, deflation, and unemployment.
SOC.3-5.D2.Eco.14.3-5	Explain how trade leads to increasing economic interdependence among nations.
SOC.3-5.D2.Eco.2.3-5	Identify positive and negative incentives that influence the decisions people make.
SOC.K-2.D2.Eco.4.K-2	Describe the goods and services that people in the local community produce and those that are produced in other communities.
SOC.3-5.D2.Eco.13.3-5	Describe ways people can increase productivity by using improved capital goods and improving their human capital.
SOC.3-5.D2.Eco.8.3-5	Identify examples of external benefits and costs.
SOC.3-5.D2.Eco.3.3-5	Identify examples of the variety of resources (human capital, physical capital, and natural resources) that are used to produce goods and services.
SOC.K-2.D2.Eco.13.K-2	Describe examples of capital goods and human capital.
SOC.K-2.D2.Eco.7.K-2	Describe examples of costs of production.
SOC.K-2.D2.Eco.1.K-2	Explain how scarcity necessitates decision making.
SOC.K-2.D2.Eco.5.K-2	Identify prices of products in a local market.
SOC.3-5.D2.Eco.6.3-5	Explain the relationship between investment in human capital, productivity, and future incomes.
SOC.3-5.D2.Eco.9.3-5	Describe the role of other financial institutions in an economy.
SOC.K-2.D2.Eco.11.K-2	Begins in grades 3–5
SOC.3-5.D2.Eco.10.3-5	Explain what interest rates are.
SOC.K-2.D2.Eco.10.K-2	Explain why people save.
SOC.K-2.D2.Eco.3.K-2	Describe the skills and knowledge required to produce certain goods and services.
SOC.3-5.D2.Eco.4.3-5	Explain why individuals and businesses specialize and trade.
SOC.K-2.D2.Eco.2.K-2	Identify the benefits and costs of making various personal decisions.
SOC.3-5.D2.Eco.15.3-5	Explain the effects of increasing economic interdependence on different groups within participating nations.
SOC.K-2.D2.Eco.6.K-2	Explain how people earn income.
SOC.K-2.D2.Eco.9.K-2	Describe the role of banks in an economy.
SOC.3-5.D2.Eco.7.3-5	Explain how profits influence sellers in markets.
SOC.K-2.D2.Eco.12.K-2	Describe examples of the goods and services that governments provide.

Geography

SOC.3-5.D2.Geo.3.3-5	Use maps of different scales to describe the locations of cultural and environmental characteristics.
SOC.3-5.D2.Geo.9.3-5	Analyze the effects of catastrophic environmental and technological events on human settlements and migration.
SOC.3-5.D2.Geo.12.3-5	Explain how natural and human-made catastrophic events in one place affect people living in other places.
SOC.K-2.D2.Geo.6.K-2	Identify some cultural and environmental characteristics of specific places.
SOC.3-5.D2.Geo.11.3-5	Describe how the spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
SOC.K-2.D2.Geo.11.K-2	Explain how the consumption of products connects people to distant places.
SOC.K-2.D2.Geo.12.K-2	Identify ways that a catastrophic disaster may affect people living in a place.
SOC.K-2.D2.Geo.7.K-2	Explain why and how people, goods, and ideas move from place to place.
SOC.K-2.D2.Geo.4.K-2	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region.
SOC.K-2.D2.Geo.9.K-2	Describe the connections between the physical environment of a place and the economic activities found there.
SOC.3-5.D2.Geo.6.3-5	Describe how environmental and cultural characteristics influence population distribution in specific places or regions.
SOC.3-5.D2.Geo.5.3-5	Explain how the cultural and environmental characteristics of places change over time.
SOC.K-2.D2.Geo.10.K-2	Describe changes in the physical and cultural characteristics of various world regions.
SOC.K-2.D2.Geo.1.K-2	Construct maps, graphs, and other representations of familiar places.
SOC.3-5.D2.Geo.8.3-5	Explain how human settlements and movements relate to the locations and use of various natural resources.
SOC.K-2.D2.Geo.8.K-2	Compare how people in different types of communities use local and distant environments to meet their daily needs.
SOC.K-2.D2.Geo.3.K-2	Use maps, globes, and other simple geographic models to identify cultural and environmental characteristics of places.
SOC.3-5.D2.Geo.2.3-5	Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their environmental characteristics.
SOC.3-5.D2.Geo.1.3-5	Construct maps and other graphic representations of both familiar and unfamiliar places.
SOC.K-2.D2.Geo.5.K-2	Describe how human activities affect the cultural and environmental characteristics of places or regions.
SOC.K-2.D2.Geo.2.K-2	Use maps, graphs, photographs, and other representations to describe places and the relationships and interactions that shape them.
SOC.3-5.D2.Geo.4.3-5	Explain how culture influences the way people modify and adapt to their environments.
SOC.3-5.D2.Geo.10.3-5	Explain why environmental characteristics vary among different world regions.
SOC.3-5.D2.Geo.7.3-5	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

History

SOC.K-2.D2.His.5.K-2	Begins in grades 3–5
SOC.K-2.D2.His.8.K-2	Begins in grades 9–12
SOC.K-2.D2.His.4.K-2	Compare perspectives of people in the past to those of people in the present.
SOC.3-5.D2.His.17.3-5	Summarize the central claim in a secondary work of history.
SOC.3-5.D2.His.5.3-5	Explain connections among historical contexts and people’s perspectives at the time.
SOC.K-2.D2.His.16.K-2	Select which reasons might be more likely than others to explain a historical event or development.
SOC.K-2.D2.His.3.K-2	Generate questions about individuals and groups who have shaped a significant historical change.
SOC.K-2.D2.His.1.K-2	Create a chronological sequence of multiple events.
SOC.3-5.D2.His.6.3-5	Describe how people’s perspectives shaped the historical sources they created.
SOC.K-2.D2.His.14.K-2	Generate possible reasons for an event or development in the past.
SOC.K-2.D2.His.9.K-2	Identify different kinds of historical sources.
SOC.3-5.D2.His.1.3-5	Create and use a chronological sequence of related events to compare developments that happened at the same time.
SOC.K-2.D2.His.17.K-2	Begins in grades 3–5
SOC.K-2.D2.His.15.K-2	Begins in grades 6–8
SOC.3-5.D2.His.7.3-5	Begins in grades 9–12
SOC.3-5.D2.His.8.3-5	Begins in grades 9–12
SOC.3-5.D2.His.3.3-5	Generate questions about individuals and groups who have shaped significant historical changes and continuities.
SOC.3-5.D2.His.9.3-5	Summarize how different kinds of historical sources are used to explain events in the past.
SOC.K-2.D2.His.7.K-2	Begins in grades 9–12
SOC.K-2.D2.His.6.K-2	Compare different accounts of the same historical event.
SOC.3-5.D2.His.16.3-5	Use evidence to develop a claim about the past.
SOC.3-5.D2.His.2.3-5	Compare life in specific historical time periods to life today.
SOC.3-5.D2.His.11.3-5	Infer the intended audience and purpose of a historical source from information within the source itself.
SOC.K-2.D2.His.2.K-2	Compare life in the past to life today.
SOC.K-2.D2.His.10.K-2	Explain how historical sources can be used to study the past.
SOC.K-2.D2.His.12.K-2	Generate questions about a particular historical source as it relates to a particular historical event or development.
SOC.K-2.D2.His.11.K-2	Identify the maker, date, and place of origin for a historical source from information within the source itself.
SOC.3-5.D2.His.15.3-5	Begins in grades 6–8
SOC.K-2.D2.His.13.K-2	Begins at grade 3–5
SOC.3-5.D2.His.10.3-5	Compare information provided by different historical sources about the past.
SOC.3-5.D2.His.14.3-5	Explain probable causes and effects of events and developments.
SOC.3-5.D2.His.12.3-5	Generate questions about multiple historical sources and their relationships to particular historical events and developments.
SOC.3-5.D2.His.13.3-5	Use information about a historical source, including the maker, date, place of origin, intended audience, and purpose to judge the extent to which the source is useful for

	studying a particular topic.
SOC.3-5.D2.His.4.3-5	Explain why individuals and groups during the same historical period differed in their perspectives.

Dimension 3: Evaluating Sources & Using Evidence

SOC.K-2.D3.2.K-2	Evaluate a source by distinguishing between fact and opinion.
SOC.3-5.D3.4.3-5	Use evidence to develop claims in response to compelling questions.
SOC.3-5.D3.1.3-5	Gather relevant information from multiple sources while using the origin, structure, and context to guide the selection.
SOC.3-5.D3.3.3-5	Identify evidence that draws information from multiple sources in response to compelling questions.
SOC.K-2.D3.4.K-2	Begins in grades 3–5
SOC.3-5.D3.2.3-5	Use distinctions among fact and opinion to determine the credibility of multiple sources.
SOC.K-2.D3.1.K-2	Gather relevant information from one or two sources while using the origin and structure to guide the selection.
SOC.K-2.D3.3.K-2	Begins in grades 3–5

Dimension 4: Communicating Conclusions & Taking Informed Action

SOC.3-5.D4.7.3-5	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.
SOC.3-5.D4.2.3-5	Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data.
SOC.K-2.D4.3.K-2	Present a summary of an argument using print, oral, and digital technologies.
SOC.K-2.D4.8.K-2	Use listening, consensus-building, and voting procedures to decide on and take action in their classrooms.
SOC.3-5.D4.8.3-5	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools.
SOC.3-5.D4.4.3-5	Critique arguments.
SOC.K-2.D4.7.K-2	Identify ways to take action to help address local, regional, and global problems.
SOC.K-2.D4.2.K-2	Construct explanations using correct sequence and relevant information.
SOC.K-2.D4.4.K-2	Ask and answer questions about arguments.
SOC.K-2.D4.6.K-2	Identify and explain a range of local, regional, and global problems, and some ways in which people are trying to address these problems.
SOC.K-2.D4.1.K-2	Construct an argument with reasons.
SOC.K-2.D4.5.K-2	Ask and answer questions about explanations.
SOC.3-5.D4.3.3-5	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).
SOC.3-5.D4.5.3-5	Critique explanations.
SOC.3-5.D4.6.3-5	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.

SOC.3-5.D4.1.3-5

Construct arguments using claims and evidence from multiple sources.

New Jersey Student Learning Standards: Reading Companion Standards

LA.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.
LA.RI.4.1	Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.
LA.RI.4.2	Determine the main idea of a text and explain how it is supported by key details; summarize the text.
LA.RI.4.3	Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
LA.RI.4.5	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
LA.RI.4.6	Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
LA.RI.4.7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
LA.RI.4.8	Explain how an author uses reasons and evidence to support particular points in a text.
LA.RI.4.9	Integrate and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) information from two texts on the same topic in order to write or speak about the subject knowledgeably.
LA.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

New Jersey Student Learning Standards: Writing Companion Standards

LA.W.4.7	Conduct short research projects that build knowledge through investigation of different aspects of a topic.
LA.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.
LA.W.4.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
LA.W.4.9.A	Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
LA.W.4.9.B	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
LA.W.4.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

LA.4.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related idea the writer’s purpose.
LA.W.4.1.B	Provide reasons that are supported by facts from texts and/or other sources.
LA.W.4.1.C	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).
LA.W.4.1.D	Provide a conclusion related to the opinion presented.
LA.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.
LA.W.4.2.B	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to the topic.
LA.W.4.2.C	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).
LA.W.4.2.D	Use precise language and domain-specific vocabulary to inform about or explain the topic.
LA.W.4.2.E	Provide a conclusion related to the information or explanation presented.
LA.W.4.3.A	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.4.3.B	Use dialogue and description to develop experiences and events or show the responses of characters to situations.
LA.W.4.3.D	Use concrete words and phrases and sensory details to convey experiences and events precisely.
LA.W.4.3.C	Use a variety of transitional words and phrases to manage the sequence of events.
LA.W.4.3.E	Provide a conclusion that follows from the narrated experiences or events.
LA.W.4.4	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.W.4.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer’s purpose.
LA.W.4.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.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.

New Jersey Student Learning Standards: Career Readiness, Life Literacies & Key Skills

Career Readiness, Life Literacies, and Key Skills Practices

CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CRP.K-12.CRP3	Attend to personal health and financial well-being.

9.2 Career Awareness

WRK.9.2.5.CAP.9	Justify reasons to have insurance.
WRK.9.2.5.CAP.6	Compare the characteristics of a successful entrepreneur with the traits of successful employees.
WRK.9.2.5.CAP.8	Identify risks that individuals and households face.
WRK.9.2.5.CAP.7	Identify factors to consider before starting a business.
WRK.9.2.5.CAP.5	Identify various employee benefits, including income, medical, vacation time, and lifestyle benefits provided by different types of jobs and careers.
WRK.9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
WRK.9.2.5.CAP.2	Identify how you might like to earn an income.
WRK.9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.
WRK.9.2.5.CAP.4	Explain the reasons why some jobs and careers require specific training, skills, and certification (e.g., life guards, child care, medicine, education) and examples of these requirements.

9.4 Life Literacies and Key Skills

TECH.9.4.5.IML.4	Determine the impact of implicit and explicit media messages on individuals, groups, and society as a whole.
TECH.9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
TECH.9.4.5.CT.4	Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
TECH.9.4.5.GCA.1	Analyze how culture shapes individual and community perspectives and points of view (e.g., 1.1.5.C2a, RL.5.9, 6.1.5.HistoryCC.8).
TECH.9.4.5.CT.3	Describe how digital tools and technology may be used to solve problems.
TECH.9.4.5.IML.3	Represent the same data in multiple visual formats in order to tell a story about the data.
TECH.9.4.5.DC.7	Explain how posting and commenting in social spaces can have positive or negative consequences.
TECH.9.4.5.DC.1	Explain the need for and use of copyrights.

TECH.9.4.5.TL.3	Format a document using a word processing application to enhance text, change page formatting, and include appropriate images graphics, or symbols.
TECH.9.4.5.TL.4	Compare and contrast artifacts produced individually to those developed collaboratively (e.g., 1.5.5.CR3a).
TECH.9.4.5.TL.2	Sort and filter data in a spreadsheet to analyze findings.
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
TECH.9.4.5.CI.2	Investigate a persistent local or global issue, such as climate change, and collaborate with individuals with diverse perspectives to improve upon current actions designed to address the issue (e.g., 6.3.5.CivicsPD.3, W.5.7).
TECH.9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
TECH.9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.IML.2	Create a visual representation to organize information about a problem or issue (e.g., 4.MD.B.4, 8.1.5.DA.3).
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.
TECH.9.4.5.CI.4	Research the development process of a product and identify the role of failure as a part of the creative process (e.g., W.4.7, 8.2.5.ED.6).
TECH.9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).
TECH.9.4.5.IML.5	Distinguish how media are used by individuals, groups, and organizations for varying purposes. (e.g., 1.3A.5.R1a).
TECH.9.4.5.DC.6	Compare and contrast how digital tools have changed social interactions (e.g., 8.1.5.IC.1).
TECH.9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CT.2	Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
TECH.9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
TECH.9.4.5.IML.7	Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).
TECH.9.4.5.TL.5	Collaborate digitally to produce an artifact (e.g., 1.2.5.CR1d).
TECH.9.4.5.DC.8	Propose ways local and global communities can engage digitally to participate in and promote climate action (e.g., 6.3.5.GeoHE.1).

New Jersey Student Learning Standards- Computer Science and Design Thinking

CS.3-5.8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a
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product and a system.

CS.3-5.8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.
CS.3-5.8.1.5.IC.2	Identify possible ways to improve the accessibility and usability of computing technologies to address the diverse needs and wants of users.
CS.3-5.8.1.5.NI.1	Develop models that successfully transmit and receive information using both wired and wireless methods.
CS.3-5.8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
CS.3-5.8.2.5.ETW.4	Explain the impact that resources, such as energy and materials used to develop technology, have on the environment.
CS.3-5.8.2.5.ETW.3	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
CS.3-5.8.2.5.ETW.5	Identify the impact of a specific technology on the environment and determine what can be done to increase positive effects and to reduce any negative effects, such as climate change.
CS.3-5.8.2.5.ITH.4	Describe a technology/tool that has made the way people live easier or has led to a new business or career.
CS.3-5.8.1.5.DA.4	Organize and present climate change data visually to highlight relationships or support a claim.
CS.3-5.8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
CS.3-5.8.2.5.ITH.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
CS.3-5.8.2.5.NT.2	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies.
CS.3-5.8.2.5.NT.1	Troubleshoot a product that has stopped working and brainstorm ideas to correct the problem.
CS.3-5.8.1.5.NI.2	Describe physical and digital security measures for protecting sensitive personal information.
CS.3-5.8.2.5.NT.4	Identify how improvement in the understanding of materials science impacts technologies.
CS.3-5.8.1.5.DA.5	Propose cause and effect relationships, predict outcomes, or communicate ideas using data.
CS.3-5.8.1.5.DA.3	Organize and present collected data visually to communicate insights gained from different views of the data.
CS.3-5.8.2.5.NT.3	Redesign an existing product for a different purpose in a collaborative team.
CS.3-5.8.2.5.ETW.2	Describe ways that various technologies are used to reduce improper use of resources.