

Unit 7- Regions: The Midwest

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Title Section

Department of Curriculum and Instruction



Belleville Public Schools

Curriculum Guide

Social Studies, Grade Four

The Midwest

Belleville Board of Education

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Unit Overview

Chapter seven provides detailed information about the Midwest region of the United States. The content within the chapter focuses on the landforms, climate patterns, resources, farming, settlements, and trade. Students explore these topics using primary sources and literacy skills.

(Reference myWorld Interactive, Chapter 7)

Enduring Understanding

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

Essential Questions

Lesson 1: The Heart of the Nation

- What types of landforms are located in the Midwest?
- Which major rivers and bodies of water are located in the Midwest?
- What is the weather and climate of the Midwest?
- What are the sources of the region's climate patterns?
- What types of plants and animals live in the Midwest?

Lesson 2: Resources and Farming

- How does the Midwest's land and climate make it one of the world's most productive agricultural areas?
- How do factors such as soil type and climate create areas in the Midwest in which different crops thrive?
- What nonagricultural natural resources are in the Midwest?
- How does the region's people interact with and change their environment in order to obtain resources?

Lesson 3: Settling in the Midwest

- What American Indian groups have lived in the Midwest?
- What role did the fur trade have in the early history of the Midwest?
- What is the history of settlement patterns in the Midwest?
- How did the development of industry in the Midwest lead to increased migration to the region?
- How did major cities grow in the Midwest?

Lesson 4: The Midwest of the Move

- What is the importance of trade in the history of the growth of the Midwest?
- How did transportation in the Midwest link the region to other regions?
- What are the contemporary economic trends in the Midwest?
- What are the cultural attractions that the Midwest offers tourist and its residents?

Exit Skills

- Apply and accurately use domain-specific words in context.
- Compare different parts of the Midwest.
- Identify Midwest cities that began as a trading post.
- Analyze the climate of the Midwest.
- Explain why the Midwest is important to the nation's transportation and trade.
- Compare and contrast different American Indian groups.
- Explain why the Midwest is known as "the nation's breadbasket."

- Determine how the physical environment of the Midwest affect trading.

New Jersey Student Learning Standards (NJSL-S)

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|-----------------|---|
| SOC.6.1.4.B.4 | 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.6.1.4.B.5 | Describe how human interaction impacts the environment in New Jersey and the United States. |
| SOC.6.1.4.B.6 | Compare and contrast characteristics of regions in the United States based on culture, economics, and physical environment to understand the concept of regionalism. |
| SOC.6.1.4.B.7 | Explain why some locations in New Jersey and the United States are more suited for settlement than others. |
| SOC.6.1.4.B.CS2 | Places are jointly characterized by their physical and human properties. |
| SOC.6.1.4.B.CS3 | The physical environment can both accommodate and be endangered by human activities. |
| SOC.6.1.4.B.CS4 | Regions form and change as a result of unique physical/ecological conditions, economies, and cultures. |
| SOC.6.1.4.B.CS5 | Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time. |

Interdisciplinary Connections

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| 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.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.4.3 | 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.4.4 | 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.4.7 | 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.SL.4.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and |

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| | teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly. |
| LA.SL.4.1.A | Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion. |
| LA.SL.4.1.B | Follow agreed-upon rules for discussions and carry out assigned roles. |
| LA.SL.4.1.C | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. |
| LA.SL.4.1.D | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. |

Learning Objectives

Lesson 1: The Heart of the Nation

- Identify landforms located in the Midwest
- Determine the importance of the rivers and bodies of water located in the Midwest.
- Explain how weather and climate affect the Midwest.
- Describe the sources of the region's climate patterns.
- Categorize the types of plants and animals that live in the Midwest.

Lesson 2: Resources and Farming

- Evaluate why the Midwest's land and climate make it one of the world's most productive agricultural areas.
- Analyze how factors such as soil type and climate create areas in the Midwest in which different crops thrive.
- Distinguish nonagricultural natural resources from agricultural natural resources.
- Determine how the region's people interact with and change their environment in order to obtain resources.

Lesson 3: Settling in the Midwest

- Compare and contrast American Indian groups that have lived in the Midwest.
- Determine the impact the fur trade had in the early history of the Midwest.
- Explain the history of settlement patterns in the Midwest.
- Analyze how the development of industry in the Midwest led to increased migration to the region.
- Evaluate how major cities grew in the Midwest.

Lesson 4: The Midwest of the Move

- Determine the importance of trade in the history of the growth of the Midwest.
- Analyze the impact transportation in the Midwest had on linking the region to other regions.
- Identify contemporary economic trends in the Midwest.
- Determine the importance of the cultural attracts that the Midwest offers tourists and its residents.

Action Verbs: Below are examples of action verbs associated with each level of the Revised Bloom's Taxonomy.

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|----------|------------|-------|---------|----------|--------|
| Remember | Understand | Apply | Analyze | Evaluate | Create |
|----------|------------|-------|---------|----------|--------|

| | | | | | |
|-----------|---------------|-------------|---------------|-----------|-------------|
| Choose | Classify | Choose | Categorize | Appraise | Combine |
| Describe | Defend | Dramatize | Classify | Judge | Compose |
| Define | Demonstrate | Explain | Compare | Criticize | Construct |
| Label | Distinguish | Generalize | Differentiate | Defend | Design |
| List | Explain | Judge | Distinguish | Compare | Develop |
| Locate | Express | Organize | Identify | Assess | Formulate |
| Match | Extend | Paint | Infer | Conclude | Hypothesize |
| Memorize | Give Examples | Prepare | Point out | Contrast | Invent |
| Name | Illustrate | Produce | Select | Critique | Make |
| Omit | Indicate | Select | Subdivide | Determine | Originate |
| Recite | Interrelate | Show | Survey | Grade | Organize |
| Select | Interpret | Sketch | Arrange | Justify | Plan |
| State | Infer | Solve | Breakdown | Measure | Produce |
| Count | Match | Use | Combine | Rank | Role Play |
| Draw | Paraphrase | Add | Detect | Rate | Drive |
| Outline | Represent | Calculate | Diagram | Support | Devise |
| Point | Restate | Change | Discriminate | Test | Generate |
| Quote | Rewrite | Classify | Illustrate | | Integrate |
| Recall | Select | Complete | Outline | | Prescribe |
| Recognize | Show | Compute | Point out | | Propose |
| Repeat | Summarize | Discover | Separate | | Reconstruct |
| Reproduce | Tell | Divide | | | Revise |
| | Translate | Examine | | | Rewrite |
| | Associate | Graph | | | Transform |
| | Compute | Interpolate | | | |
| | Convert | Manipulate | | | |
| | Discuss | Modify | | | |
| | Estimate | Operate | | | |
| | Extrapolate | Subtract | | | |
| | Generalize | | | | |
| | Predict | | | | |



Suggested Activities & Best Practices

Chapter 7- Regions: The Midwest

- Rap About It
- Quest Project-Based Learning

Lesson 1: In the Heart of the Nation

- Jumpstart Activity
- Interactivity
- Critical Thinking Skills

Lesson 2: Resources and Farming

- Jumpstart Activity

- Interactivity

Lesson 3: Settling in the Midwest

- Jumpstart Activity
- Interactivity
- Primary Source

Lesson 4: The Midwest of the Move

- Jumpstart Activity
- Interactivity
- Literacy Skills

Evidence of Student Learning - Checking for Understanding (CFU)

Evidence of Student Learning with Checking for Understanding (CFU):

- Fist-to-Five
- Exit Tickets
- Evaluation Rubrics
- Self-assessments
- Quizzes
- KWL Chart
- Teacher Observation Checklist
- Explaining
- Evaluating
- Describe
- Define
- Compare and Contrast
- Question Stems
- Study Guide
- Think, Pair, Share

- Admit Tickets
- Anticipation Guide
- Common benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- Define
- Describe

- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit tests

Primary Resources & Materials

myWorld Interactive

Ancillary Resources

Social Studies Weekly, Scholastic News, Time for Kids, YouTube/TeacherTube, National Geographic Kids, History Channel, National Archives, Smithsonian Education

Technology Infusion

SMARTboard, PowerPoint, Prezi, Social Media, relevant YouTube/TeacherTube videos, myWorld Interactive Digital Component, laptops, Google Maps, WebQuests, Kahoot, Quia

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

- English Language Arts
- Technology
- Mathematics
- Visual and Performing Arts

21st Century Skills/Interdisciplinary Themes

21st Century/Interdisciplinary Themes:

- Communication and Collaboration
 - Information Literacy
 - Media Literacy
 - Life and Career Skills
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
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- Communication and Collaboration
 - Creativity and Innovation
 - Critical thinking and Problem Solving
 - ICT (Information, Communications and Technology) Literacy
 - Information Literacy
 - Life and Career Skills
 - Media Literacy

21st Century Skills

21st Century Skills:

- Global Awareness
 - Environmental Literacy
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- Civic Literacy

- Environmental Literacy
- Financial, Economic, Business and Entrepreneurial Literacy
- Global Awareness
- Health Literacy

Differentiation

Differentiations:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Use vocabulary cards, vocabulary activities, vocabulary review, and vocabulary glossary.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.
- Added time to complete assignments
- Pairing oral instructions with visuals
- Teacher reads assessments aloud
- Small group instruction
- Small group assignments
- Repeat directions
- Use manipulative
- Study guides

Intervention Strategies

Intervention Strategies:

- Decreasing the amount of work required
 - Using videos, illustrations, pictures, and drawings to explain or clarify
 - Providing study guides
 - Allowing students to correct errors
 - Allowing products to demonstrate student's understanding
 - Modifying tests
 - Allowing the use of note cards or open-book during test
 - Collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test
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- allowing students to correct errors (looking for understanding)
 - teaching key aspects of a topic. Eliminate nonessential information
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards,

charts, graphs, slide shows, videos, etc.) to demonstrate student's learning

- allowing students to select from given choices
- allowing the use of note cards or open-book during testing
- collaborating (general education teacher and specialist) to modify vocabulary, omit or modify items to reflect objectives for the student, eliminate sections of the test, and determine how the grade will be determined prior to giving the test.
- decreasing the amount of work presented or required
- having peers take notes or providing a copy of the teacher's notes
- marking students' correct and acceptable work, not the mistakes
- modifying tests to reflect selected objectives
- providing study guides
- reducing or omitting lengthy outside reading assignments
- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using authentic assessments with real-life problem-solving
- using true/false, matching, or fill in the blank tests in lieu of essay tests
- using videos, illustrations, pictures, and drawings to explain or clarify

Special Education Learning

Special Education Learning Adaptations:

- Additional time for skill mastery
 - Preview of vocabulary
 - Have student repeat directions to check for understanding
 - Modified test length
 - Check work frequently for understanding
 - Shortened assignments
 - Extended time on assessments
 - Modified assessments
 - Use open book, study guides
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- printed copy of board work/notes provided
 - additional time for skill mastery
 - assistive technology
 - behavior management plan
 - Center-Based Instruction
 - check work frequently for understanding
 - computer or electronic device utilizes
 - extended time on tests/ quizzes
 - have student repeat directions to check for understanding

- highlighted text visual presentation
- modified assignment format
- modified test content
- modified test format
- modified test length
- multiple test sessions
- multi-sensory presentation
- preferential seating
- preview of content, concepts, and vocabulary
- reduced/shortened reading assignments
- Reduced/shortened written assignments
- secure attention before giving instruction/directions
- shortened assignments
- student working with an assigned partner
- teacher initiated weekly assignment sheet
- Use open book, study guides, test prototypes

English Language Learning (ELL)

English Language Learning Adaptations:

- Using videos, illustrations, pictures and drawing to explain or clarify
 - Providing study guides
 - Allowing students to correct errors
 - Allowing products to demonstrate student's learning
 - Modifying assessments
 - Allowing the use of note cards or open-book during testing
-
- teaching key aspects of a topic. Eliminate nonessential information
 - using videos, illustrations, pictures, and drawings to explain or clarify
 - allowing products (projects, timelines, demonstrations, models, drawings, dioramas, poster boards, charts, graphs, slide shows, videos, etc.) to demonstrate student's learning;
 - allowing students to correct errors (looking for understanding)
 - allowing the use of note cards or open-book during testing
 - decreasing the amount of work presented or required
 - having peers take notes or providing a copy of the teacher's notes
 - modifying tests to reflect selected objectives
 - providing study guides
 - reducing or omitting lengthy outside reading assignments

- reducing the number of answer choices on a multiple choice test
- tutoring by peers
- using computer word processing spell check and grammar check features
- using true/false, matching, or fill in the blank tests in lieu of essay tests

Sample Lesson

Using the template below, please develop a **Sample Lesson** for the first unit only.

Unit Name:

NJSLS:

Interdisciplinary Connection:

Statement of Objective:

Anticipatory Set/Do Now:

Learning Activity:

Student Assessment/CFU's:

Materials:

21st Century Themes and Skills:

Differentiation/Modifications:

Integration of Technology: