Unit 7: Regions: The Midwest

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Department of Curriculum and Instruction

Belleville Public Schools

Curriculum Guide

Fourth Grade Social Studies

Unit 7: 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 Understandings

- 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

By the end of Chapter 7, students will be able to:

- 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 (NJSLS)

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.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

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.4.4	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.RI.4.10	By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
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.SL.4.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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.
LA.SL.4.2	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).
LA.SL.4.3	Identify the reasons and evidence a speaker provides to support particular points.

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.
- Determine why African Americans came to the Southeast.

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.
- Evaluate the importance of the Northwest Ordinance for African Americans.
- Determine why Jean Baptiste Point DuSable was considered "The Father of Chicago, Illinois."

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

See the myWorld Activity Guide for additional resources and activities.

Assessment Evidence - Checking for Understanding (CFU)

The following techniques will be implemented to check for understanding:

- Quizzes
- Unit tests
- Multimedia Reports

- Admit Tickets
- Anticipation Guide
- Common Benchmarks
- Compare & Contrast
- Create a Multimedia Poster
- DBQ's
- Define
- Describe
- Evaluate
- Evaluation rubrics
- Exit Tickets
- Explaining
- Fist- to-Five or Thumb-Ometer
- Illustration
- Journals
- KWL Chart
- Learning Center Activities
- Multimedia Reports
- Newspaper Headline
- Outline
- Question Stems
- Quickwrite
- Quizzes
- Red Light, Green Light
- Self- assessments
- Socratic Seminar
- Study Guide
- Surveys
- Teacher Observation Checklist
- Think, Pair, Share
- Think, Write, Pair, Share
- Top 10 List
- Unit review/Test prep

- Unit tests
- Web-Based Assessments
- Written Reports

Primary Resources & Materials

- myWorld Interactive consumable worktext
- myWorld Interactive teacher manual
- myWorld Interactive activity mats

Ancillary Resources

- Nonfiction texts (The Midwest)
- National Geographics Kids (U.S. States)
- NewsELA (The Midwest)

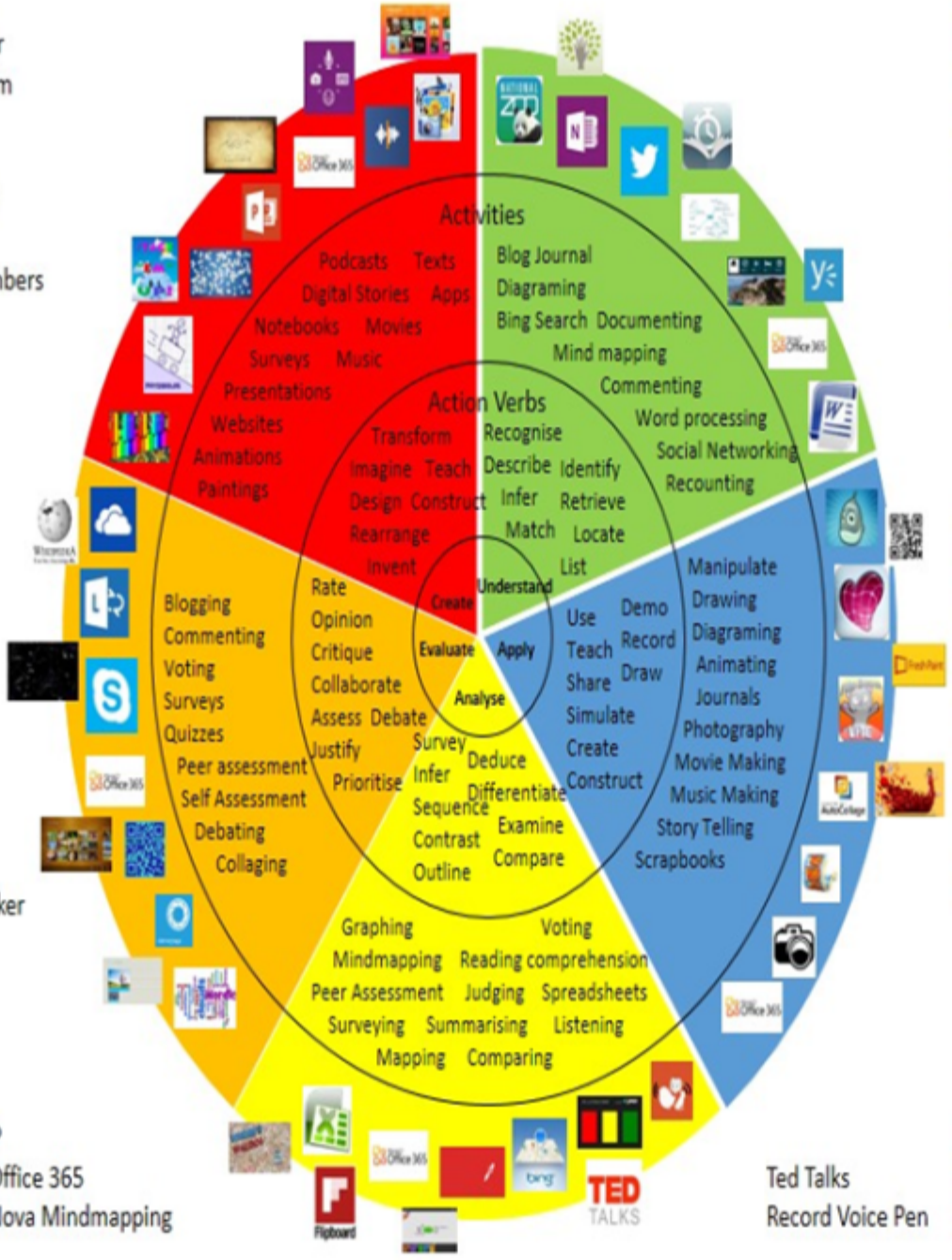
Technology Infusion

- Webquest (The Midwest)
- Kahoot (The Midwest)
- Google Earth

Win 8.1 Apps/Tools Pedagogy Wheel

Podcasts
Photostory 3
Kid Story Builder
Music Maker Jam
Paint A Story
Office 365
MS PowerPoint
Stack 'Em Up
NqSquared Numbers
Physamajig
Xylophone 8

Wikipedia
Skydrive
Lync
SkyMap
Skype
Office 365
Puzzle Touch
Easy QR
Memorylage
Life Moments
Word Cloud Maker



Where's Waldo?
MS Excel Office 365
Flipboard Nova Mindmapping

Ted Talks
Record Voice Pen

Originally taken from http://www.coetail.com/vzimmer/files/2013/02/iPadagogy-Wheel.001.jpg
And adapted for Windows 8.1 devices by Charlotte Beckhurst @CharBeckhurst

Alignment to 21st Century Skills & Technology

21st Century Skills & Technology:

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

21st Century Skills/Interdisciplinary Themes

- Communication and Collaboration
- Creativity and Innovation
- Critical thinking and Problem Solving
- Information Literacy
- Media Literacy

21st Century Skills

- Civic Literacy
- Environmental Literacy
- Global Awareness

Differentiation

The following differentiation strategies will be utilized:

- As needed, provide more instruction that is on level or below grade level for the students who are struggling.
- Monitor progress, reteach as needed, and extend student thinking.
- Utilize multiple intelligences teaching strategies.

Differentiations:

- Small group instruction
- Small group assignments
- Extra time to complete assignments
- Pairing oral instruction with visuals
- Repeat directions
- Use manipulatives
- Center-based instruction
- Token economy
- Study guides
- Teacher reads assessments allowed
- Scheduled breaks
- Rephrase written directions
- Multisensory approaches
- Additional time
- Preview vocabulary
- Preview content & concepts
- Story guides
- Behavior management plan
- Highlight text
- Student(s) work with assigned partner
- Visual presentation
- Assistive technology
- Auditory presentations
- Large print edition
- Dictation to scribe
- Small group setting

Hi-Prep Differentiations:

- Alternative formative and summative assessments
- Choice boards
- Games and tournaments
- Group investigations
- Guided Reading
- Independent research and projects
- Interest groups
- Learning contracts
- Leveled rubrics
- Literature circles
- Multiple intelligence options
- Multiple texts
- Personal agendas
- Project-based learning
- Problem-based learning
- Stations/centers
- Think-Tac-Toes
- Tiered activities/assignments

- Tiered products
- Varying organizers for instructions

Lo-Prep Differentiations

- Choice of books or activities
- Cubing activities
- Exploration by interest
- Flexible grouping
- Goal setting with students
- Jigsaw
- Mini workshops to re-teach or extend skills
- Open-ended activities
- Think-Pair-Share
- Reading buddies
- Varied journal prompts
- Varied supplemental materials

Special Education Learning (IEP's & 504's)

The following strategies will be employed for students with IEP's and 504's:

- Provide modifications as dictated in the student's IEP/504 plan.
- Check work frequently for understanding.
- Extended time on tests/quizzes

- 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
- multi-sensory presentation
- multiple test sessions
- preferential seating
- preview of content, concepts, and vocabulary
- Provide modifications as dictated in the student's IEP/504 plan
- 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)

The following strategies will be employed for English Language Learners:

- Decreasing the amount of work presented or required.
- 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.

- teaching key aspects of a topic. Eliminate nonessential information
- using videos, illustrations, pictures, and drawings to explain or clarif
- 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 workpresented 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

At Risk

The following strategies will be employed for At Risk Learners:

- Decreasing the amount of work presented or required.
- Teaching key aspects of a topic. Eliminate nonessential information.
- Tutoring by peers.

- 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 workpresented 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

Talented and Gifted Learning (T&G)

The following Talented and Gifted adaptations will be employed:

- Higher order, critical & creative thinking skills, and discovery.
- Flexible skill grouping within a class or across grade level for rigor.
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities.

- Above grade level placement option for qualified students
- Advanced problem-solving
- Allow students to work at a faster pace
- Cluster grouping
- Complete activities aligned with above grade level text using Benchmark results
- Create a blog or social media page about their unit
- Create a plan to solve an issue presented in the class or in a text

- Debate issues with research to support arguments
- Flexible skill grouping within a class or across grade level for rigor
- Higher order, critical & creative thinking skills, and discovery
- Multi-disciplinary unit and/or project
- Teacher-selected instructional strategies that are focused to provide challenge, engagement, and growth opportunities
- Utilize exploratory connections to higher-grade concepts
- Utilize project-based learning for greater depth of knowledge

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: