Dec. Gr. 4 TCI Unit 3- The Southeast

Content Area: **Social Studies**
Course(s):
Time Period: **December**
Length: **4-5 Weeks**
Status: **Published**

Unit Overview

A Tour of the Southeast

The Effects of Geography on Life in the Southeast

Enduring Understandings

The geography of the Southeast plays an important role in how people live.

Essential Questions

What is it like to live in the Southeast region and how does it compare to my own?

What factors have shaped the culture of the Southeast?

How has geography helped shape daily life in the Southeast?

Instructional Strategies & Learning Activities

Lesson 6: A Tour of the Southeast

Essential Question:

What factors have shaped the culture of the Southeast?

Vocabulary:

bayou, delta, hurricane, mineral, petroleum, plantation, savanna, segregation, strip mine, swamp

Preview:

Follow these steps to complete the Geography Challenge of the Southeast:

1. Get a Geography Challenge card from your teacher.
2. With your partner, use the maps in your book to look for answers.
3. Label the map with the number of the Geography Challenge and its answer.
4. Check your work.
5. Repeat steps 1–4 until you've answered all 12 Geography Challenge cards.

Activities:

Use your "social science" glasses to analyze what you see as you explore the Southeast on this self-directed tour.

1. Practice seeing the world from the perspective of the four social sciences.
2. Explore nine locations in the Southeast with a partner.
3. Read more about the three locations that most interested you in your text.
4. Complete your Activity Notes for each of the three stops.

Think back to what you learned about the way the four types of social scientists see the world.

As a class, match each pair of glasses to its social science.

Which pair of glasses represents:

- an economist?
- a historian?
- a political scientist?
- a geographer?

What might each of type of social scientist wonder when they see this primary source from the Southeast?

Wrap-Up

- What was your favorite stop?
- What surprised you most about your tour of the Southeast?
- How did seeing the Southeast through the perspective of each social scientist help you understand this region more thoroughly?

Study Your State:

Write a letter about what landmark in your state you want to visit.

Step 1: Complete a table with information about an important landmark in your state.

- Write down the name of the landmark you are researching.
- Write facts you find in the table and include a description of why you trusted the source.

Step 2: Write a persuasive letter describing why your class should visit the landmark.

- Begin your letter by stating the landmark you want to visit. Support your argument with opinions and reliable facts.
- Explain what you want the readers to do.

Step 3: Share your letter with a classmate. You will pass your letter to another student in your class. After reading your classmate's letter, tell him or her if the letter was persuasive

Show What You Know:

Research an artifact from the Southeast tour you are interested in to analyze through the perspective of one of the four social scientists.

Lesson 7: The Effects of Geography on Life in the Southeast

Essential Question:

How has geography helped shape daily life in the Southeast?

Vocabulary:

agriculture, fall line, flood plain, foothills, industry, natural resource, navigable, tornado

Preview:

Watch a video of a logger train in motion.

- What are 2–3 details you see?
- How would you describe the land in the background?
- Why might logs be stacked this way?
- Where might the logs be going? Why?

Activities:

Create titles and captions for videos of geography in the Southeast.

Activity Overview

1. Read Sections 1–6.
2. In pairs, watch each video.
3. Give each video a title by matching it with a section title.
4. Create captions for each video by including vocabulary terms in your Activity Notes.

You have just returned home from a recent tour of the Southeast region.

While you were going through some of the videos you collected, you came across six that you'd love to share with your friends

Some of your videos look similar to one another. You want to provide a caption for each to explain why they are important.

Use the section titles from the text as titles for our video clips. Then include vocabulary terms to describe what's happening in our captions.

Study Your State:

Let's create a flyer that will convince others to help you protect a natural resource in your state.

Step 1: Choose a natural resource that you believe is important. Write the name of the resource in your notebook.

Step 2: Research the natural resource you have chosen.

- Use the library or Internet to find out why the resource is important to your state.
- Discover what the biggest threats to the natural resource are.
- Record the information you find, and your sources, in your notebook.

Step 3: Create a flyer for a group that will help protect this natural resource, then share your flyer with other students in your class.

Show What You Know:

Review the Summary. Then complete this formative assessment to show what you learned.

Students choose three of the topics they just reviewed and complete a chart depicting how geography in their area affects life.

Integration of Career Readiness, Life Literacies and Key Skills

9.2.5.CAP	Career Awareness and Planning An individual's passions, aptitude and skills can affect his/her employment and earning potential.
9.2.5.CAP.1	Evaluate personal likes and dislikes and identify careers that might be suited to personal likes.
9.2.5.CAP.2	Identify how you might like to earn an income.
9.2.5.CAP.3	Identify qualifications needed to pursue traditional and non-traditional careers and occupations.

	Curiosity and a willingness to try new ideas (intellectual risk-taking) contributes to the development of creativity and innovation skills.
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).
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.
9.4.5.CT	Critical Thinking and Problem-solving
	The ability to solve problems effectively begins with gathering data, seeking resources, and applying critical thinking skills.
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).
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).
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).
9.4.5.DC.1	Explain the need for and use of copyrights.
9.4.5.DC.2	Provide attribution according to intellectual property rights guidelines using public domain or creative commons media.
9.4.5.DC.3	Distinguish between digital images that can be reused freely and those that have copyright restrictions.
9.4.5.DC.4	Model safe, legal, and ethical behavior when using online or offline technology (e.g., 8.1.5.NI.2).
9.4.5.DC.5	Identify the characteristics of a positive and negative online identity and the lasting implications of online activity.
9.4.5.GCA	Global and Cultural Awareness
	Culture and geography can shape an individual's experiences and perspectives.
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).
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
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).

Technology and Design Integration

Students will use digital textbook, other online resources, and Google Classroom.

Use of Smartboard and video clips for virtual field trips.

IC	Impacts of Computing
	The development and modification of computing technology is driven by individual's needs and wants and can affect individuals differently.
8.1.5.IC.1	Identify computing technologies that have impacted how individuals live and work and describe the factors that influenced the changes.

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.
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
ITH	Interaction of Technology and Humans
	Societal needs and wants determine which new tools are developed to address real-world problems.
8.2.5.ITH.1	Explain how societal needs and wants influence the development and function of a product and a system.
	A new tool may have favorable or unfavorable results as well as both positive and negative effects on society. Technology spurs new businesses and careers.
8.2.5.ITH.2	Evaluate how well a new tool has met its intended purpose and identify any shortcomings it might have.
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.

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.4.5	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.W.4.1	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
LA.W.4.2	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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.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.

Differentiation

- Understand that gifted students, just like all students, come to school to learn and be challenged.
- Pre-assess your students. Find out their areas of strength as well as those areas you may need to address before students move on.
- Consider grouping gifted students together for at least part of the school day.
- Plan for differentiation. Consider pre-assessments, extension activities, and compacting the curriculum.
- Use phrases like "You've shown you don't need more practice" or "You need more practice" instead of words like "qualify" or "eligible" when referring to extension work.
- Encourage high-ability students to take on challenges. Because they're often used to getting good grades, gifted students may be risk averse.
- **Definitions of Differentiation Components**:
    - Content – the specific information that is to be taught in the lesson/unit/course of instruction.
    - Process – how the student will acquire the content information.
    - Product – how the student will demonstrate understanding of the content.
    - Learning Environment – the environment where learning is taking place including physical location and/or student grouping

Differentiation occurring in this unit:

Students needing a challenge will be offered additional choices for more in-depth understanding.

Students will be offered different levels of support.

Modifications & Accommodations

Refer to QSAC EXCEL SMALL SPED ACCOMMOCATIONS spreadsheet in this discipline.

Modifications and Accommodations used in this unit:

IEP and 504 accommodations will be utilized.

Benchmark Assessments

- **Benchmark Assessments** are given periodically (e.g., at the end of every quarter or as frequently as once per month) throughout a school year to establish baseline achievement data and measure progress

toward a standard or set of academic standards and goals.

Schoolwide Benchmark assessments:

Aimsweb benchmarks 3X a year

Linkit Benchmarks 3X a year

Additional Benchmarks used in this unit:

End of Unit Assessment

Online Quiz Game Questions

TCI Packet Responses

Formative Assessments

Assessment allows both instructor and student to monitor progress towards achieving learning objectives, and can be approached in a variety of ways. **Formative assessment** refers to tools that identify misconceptions, struggles, and learning gaps along the way and assess how to close those gaps. It includes effective tools for helping to shape learning, and can even bolster students' abilities to take ownership of their learning when they understand that the goal is to improve learning, not apply final marks (Trumbull and Lash, 2013). It can include students assessing themselves, peers, or even the instructor, through writing, quizzes, conversation, and more. In short, formative assessment occurs throughout a class or course, and seeks to improve student achievement of learning objectives through approaches that can support specific student needs (Theal and Franklin, 2010, p. 151).

Formative Assessments used in this unit:

Class discussion

Teacher Observation

project supervision

Summative Assessments

Summative assessments evaluate student learning, knowledge, proficiency, or success at the conclusion of an instructional period, like a unit, course, or program. Summative assessments are almost always formally graded and often heavily weighted (though they do not need to be). Summative assessment can be used to great effect in conjunction and alignment with formative assessment, and instructors can consider a variety of ways to combine these approaches.

Summative assessments for this unit:

Unit Tests

Instructional Materials

TCI Social Studies Alive Textbook series

materials for projects as needed

Standards

6.1	U.S. History: America in the World
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.
6.1.5.CivicsPI.2	Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers).
	It is the responsibility of individuals and institutions at the state, national, and international levels to promote human rights.
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.
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.
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.
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.
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).
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.
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).
6.1.5.GeoGI.4	Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.
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).

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.
6.1.5.EconGE.4	Compare and contrast how the availability of resources affects people across the world differently.
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.
6.1.5.HistoryCC.2	Use a variety of sources to illustrate how the American identity has evolved over time.
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.
6.1.5.HistoryCC.4	Use evidence to document how the interactions among African, European, and Native American groups impacted their respective cultures.
6.1.5.HistoryCC.7	Evaluate the initial and lasting impact of slavery using sources that represent multiple perspectives.
6.1.5.HistoryCC.14	Compare the practice of slavery and indentured servitude in Colonial labor systems.