Nov. Gr. 4 TCI Unit 2-The Northeast

Content Area: **Social Studies**
Course(s):
Time Period: **November**
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Status: **Published**

Unit Overview

A Tour of the Northeast

Population Density and Life in the Northeast

Enduring Understandings

New York City is sometimes described as the "city that never sleeps." Most people that live in urban areas like New York have non-agricultural jobs. However, the Northeast does have areas that are rural. Which do you think is more common? How does it compare to where you live?

Essential Questions

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

Instructional Strategies & Learning Activities

Lesson 4- A Tour of the Northeast

Essential Question:

What are different parts of the Northeast like?

Vocabulary:

canal, lock, mass production, peak, skyscraper

Preview:

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

1. Get a Geography Challenge card from your teacher.
2. With your partner, use the physical and population maps in your text to look for answers.
3. Label the map with the number of the Geography Challenge and its answer.

4. Have the teacher check your work.
5. Repeat Steps 1–4 until you have answered all 12 Geography Challenge cards.

Hands-On Activity: Tour the Northeast

Take a video tour of the Northeast and write fun questions for each stop.

1. Sit with a partner.
2. Watch the video about the Northeast.
3. Answer the question that follows the video.
4. Read Section 1.
5. Complete your Activity Notes.
6. Repeat Steps 1–5 for Sections 2–11.
7. Sit with another group and answer each others' questions

Wrap Up

Sit with another pair to share the questions you created for each stop.

One pair starts by reading the questions for Section 1, and the other pair tries to answer. Then the pairs switch roles.

Continue until you have completed all nine sections.

Be sure to share the correct answers if your partner pair does not answer correctly!

Show What You Know:

Review the Summary. Label a map of the Northeast with nine famous tour stops and then rank them according to which ones you would most like to visit.

Study Your State: The Most Important Cities in Your State

Let's create an argument about which city in your state is the most important.

Step 1: Complete a table with information about three well-known cities in your state. Use reliable resources to research your city.

Step 2: Which city do you think is the most important in your state? Prepare a presentation to convince others to agree with you.

- State your opinion using opinion words and phases such *I think, I believe,* and *most important*.
- Support your opinion with three reasons. Use facts from your research.

Step 3: Pair up with a classmate and present your arguments to each other. Consider these questions:

- Did the argument begin with an opinion?

- Was it supported with reasons? Were the reasons supported by strong facts?

Give your classmate constructive feedback on his or her presentation.

Lesson 5: Population Density and Life in the Northeast

Essential Question:

How do people live in the Northeast?

Overview:

Experience the population density of the Northeast and compare it to other locations in the United States. Create a comic strip that highlights life in the heavily populated areas of the Northeast.

Objectives

- **Social Studies**
  - Simulate the population density of the Northeast and compare it with that of other regions of the United States.
  - Evaluate the effect of population density on the lives of urban- and rural-dwelling northeasterners.
  - Describe the relationship between inventions and changes in city life.

- **Language Arts**
  - Synthesize information from the reading into creative writing. (writing)

Preview Activity:

Analyze a satellite photograph of the United States at night for signs of uneven population density.

Sammy Superhero is flying to Earth. This is her view at night!

What do you see?

How can you tell you are above the United States?

Which part of the United States would you predict is the most crowded? How can you tell?

Vocabulary:

megalopolis, population density, pollution

Hands-On Activity: Experiencing Population Density:

Experience the population density of the Northeast and compare it to other locations in the United States.

Activity Overview:

1. Explore the different regions of the United States and their population densities.
2. Stand on pieces of paper that represent the different regions.
3. Complete the map in your Activity Notes.
4. Read Sections 1–2.

Click on each region to see more about its population and its area.

- Which region has the largest population? The smallest?
- Which region has the largest area? The smallest?

- Population density is calculated by dividing the population by the area, to find the number of people per square mile.
- Explore the population density table.

Region	Population (people)	Area (sq. mi.)	Population Density (people per sq. mi.)
Northeast	63,204,926	173,993	363
Southeast	85,934,710	528,687	163
Midwest	68,626,970	751,252	91
Southwest	42,902,250	565,600	76
West	69,504,360	1,516,738	46
US	**330,173,216**	**3,536,270**	**93**

- Which region is most densely populated? Least densely populated?

Look at the pieces of labeled paper on the floor. Discuss:

- How many total pieces of paper are there?
- What might the letters stand for?
- Which region of the United States has the most pieces of paper? The least?
- What might the pieces of paper represent?

Now let’s do some math. You may use a calculator for this!

- If each piece of paper is equal to 100,000 square miles, what is the total land area of the United States?

To simulate population density in the regions of the United States, "settle" in a region by standing on one of its pieces of paper.

Will 7 volunteers settle in the West (W)?

Will 4 volunteers settle in the Southwest (SW)?

Will 7 volunteers settle in the Midwest (MW)?

Will 9 volunteers settle in the Southeast (SE)?

Will 6 volunteers settle in the Northeast (NE)?

How did it feel to settle in each region?

Wrap-Up

How would you compare the crowded Northeast to other regions?

How does a high population density affect:

- The types of places people live?
- The kinds of jobs people have?
- How people move around?
- Pollution?
- The things people do for fun?

Finally, read Sections 1 and 2

Hands-On Activity: Drawing a Comic About Life in the Northeast:

Create a comic strip that highlights life in the heavily populated areas of the Northeast.

Activity Overview

1. Read Sections 3–7.
2. Choose a superhero to be the star of your comic.
3. Complete the table in your Activity Notes.
4. Use the comic strip panels to create your comic.
5. Check to make sure your comic includes everything on the list.

You will list one thing you learned from each section and how you might show it in your comic.

When you begin to create your comic, you must include:

- A title
- Your own character or one of the character suggestions provided
- Three facts about life in the city from your text or research
- Two of the three terms: megalopolis, population density, and pollution

Show What You Know:

Review the summary. Then, create a one-panel comic that compares one aspect of life in their community to life in the Northeast.

Study Your State: Population Density in Your State:

Let's create a population density map using data from cities in your state.

Step 1: Make a table to compare population densities.

- Pick cities in your state that are in different areas. Write their names in the first column.
- Research each city's population data. Divide the population by the area to get the population density for each place.

Step 2: Create a map of your state.

- Title your map, then draw an outline of your state. Include major physical features. Locate and label

the cities from the table.

Step 3: Complete your population density map.

- Make a map key for different population densities. Mark each city's population density on the map.

Use evidence from your map to answer these questions:

- Why are populations different from place to place in your state? How does population density affect people's daily lives?

Integration of Career Readiness, Life Literacies and Key Skills

Students will be introduced to a variety of professions and careers through the exploration of the states and the industries that founded them.

9.4.5.CI	Creativity and Innovation
9.2.5.CAP	Career Awareness and Planning
	Collaboration with individuals with diverse perspectives can result in new ways of thinking and/or innovative solutions.
	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.
	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.3	Describe how digital tools and technology may be used to solve problems.
9.4.5.DC	Digital Citizenship
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.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).
	Digital tools and media resources provide access to vast stores of information, but the information can be biased or inaccurate.
9.4.5.IML.1	Evaluate digital sources for accuracy, perspective, credibility and relevance (e.g., Social Studies Practice - Gathering and Evaluating Sources).
	Digital tools can be used to modify and display data in various ways that can be organized to communicate ideas.
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).
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).

Technology And Design Integration

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.
DA	Data & Analysis
8.1.5.DA.1	Collect, organize, and display data in order to highlight relationships or support a claim.
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.3	Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use.
NT	Nature of Technology
	Technology innovation and improvement may be influenced by a variety of factors. Engineers create and modify technologies to meet people's needs and wants; scientists ask questions about the natural world.

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 test

Quiz game questions

TCI Packet guided exploration

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:

As listed above.

Instructional Materials

TCI Social Studies Alive Textbook series

materials for projects as needed

Standards

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).
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.

6.1.5.CivicsPI.5	Explain how government functions at the local, county, and state level.
6.1.5.CivicsPI.6	Distinguish the roles and responsibilities of the three branches of the national government.
6.1.5.CivicsPI.8	Describe how the United States Constitution defines and limits the power of government.
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.
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).
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).
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).
6.1.5.CivicsPR.1	Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.
6.1.5.CivicsPR.3	Evaluate school and community rules, laws and/or policies and determine if they meet their intended purpose.
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).
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.
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.
6.1.5.CivicsCM.6	Cite evidence from a variety of sources to describe how a democracy depends upon and responds to individuals' participation.
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.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.
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).

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.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.
6.1.5.EconNE.3	Describe how the development of different transportation systems impacted the economies of New Jersey and the United States.
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.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.
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.
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).
6.1.5.HistoryUP.5	Compare and contrast historians' interpretations of important historical ideas, resources and events.
6.1.5.HistoryUP.6	Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.
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.