# Jan.  Gr.4 TCI Unit 4-The Midwest

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

## Unit Overview

A Tour of the Midwest

Agricultural Changes in the Midwest

## Enduring Understandings

The Midwest is a different and unique part of our country.

## Essential Questions

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

Why do we call the Midwest "America's Heartland"?

How has farming changed in the Midwest over time?

## Instructional Strategies & Learning Activities

**Lesson 8:  A Tour of the Midwest**

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**Essential Question:**

Why do we call the Midwest "America's Heartland"?

**Vocabulary:**

frontier, prairie, fertile, livestock, feedlot, meatpacking, reservation, assembly line, transportation hub

**Preview:**

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

1. Get a Geography Challenge card from your teacher.
2. Use the maps 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:**

Explore the Midwest on this self-directed tour and collect clues to reveal a secret word.

1. With a partner, get ready to explore nine locations in the Midwest.
2. At your first stop, skim the section of text that corresponds with that stop.
3. Answer the focus question in your Activity Notes.
4. Find the hidden letter and record it in your Activity Notes.
5. Repeat Steps 2–4 to complete all nine stops.

**Study Your State:**

Let's answer this question: *How has an industry affected our state?*

**Step 1:** Choose an industry in your state. Write the name of the industry in your notebook.

**Step 2:** Research the industry you have chosen.

- Use reliable resources you find in the library or on the Internet.
- Organize your research on the timeline.

**Step 3: Write a three-paragraph essay about the industry you have chosen and how it has affected your state.**

- Give examples and use data to help write your paragraphs. Share your paragraphs with another student in the class.
- After reading another student's explanation, tell him or her what you think about their information.
- Revise your explanation based on the comments you have received.

**Show What You Know:**

Review the Summary. Then complete this formative assessment.

Choose the three best stops on a tour of the Midwest.

# Lesson 9: Agricultural Changes in the Midwest

**Essential Question:**

How has farming changed in the Midwest over time?

**Vocabulary:**

agribusiness, canning, combine, dairy, fertilizer, pesticide, reaper, self-sufficient, sod

**Preview:**

Watch a short video that highlights some of the key changes in farming, and then analyze differences between farming in the past and present.

Have you ever been to a farm?

What kinds of things did you see on the farm?

**Activities:**

Focus on one reading section as you learn about how farming has changed over the years.

1. Read your assigned section from the text.
2. List two things you learned about your topic in the appropriate row in your Activity Notes.
3. Be prepared to share your notes.
4. Get in a group and learn about other sections from your classmates.
5. Read the other eight sections.

Become an expert on your section!

1. Once you receive your section assignment, read the text to become an expert.
2. In your notes, write two important details that you learned. These could include:
    - important inventions
    - key events
    - ways of life

**Jigsaw Share**

Gather in groups. Each group should have one person that covered a different section:

- Section 1: Farming in the Midwest in 1800
- Section 2: Farm Tools in 1800
- Section 3: The Family Farm in 1800
- Section 4: Farming in the Midwest in 1900
- Section 5: Farm Tools in 1900

- Section 6: The Family Farm in 1900
- Section 7: Farming in the Midwest Today
- Section 8: Farm Tools Today
- Section 9: The Family Farm Today

Once your group is complete, share information on each section and fill in your notes.

**Study Your State:**

Let's create a map to find out about agriculture in your state.

**Step 1:** Research different farm products that are produced in your state. Find facts about where each is grown or raised. You might ask questions like these:

- Where is it grown? Where is it sold?
- How much is produced each year?
- Do factories in the state put the food in packages?

**Step 2:** Create a map of the agriculture in your state. Your map should include:

- regions in your state
- highways, water, and railroads
- location where crops are grown and animals are raised

Create a key to organize your map's information.

**Step 3:** Use your map and research to answer the questions below. Once you have answered these questions, share your answers with your classmates.

**Show What You Know:**

Review the Summary. Then complete this formative assessment.

Write an article about the aspect of farming that has changed the most since 1800.

## Integration of Career Readiness, Life Literacies and Key Skills

Students will be introduced to a variety of professions and careers as they explore areas of the midwest and the industries that helped found them.

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| 9.2.5.CAP | Career Awareness and Planning<br>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 |

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| | 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. |
| 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.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.GCA | Global and Cultural Awareness |
| | Culture and geography can shape an individual's experiences and perspectives. |
| 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.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

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

Use of Smartboard and video clips for virtual field trips.

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| 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.DA.1 | Collect, organize, and display data in order to highlight relationships or support a claim. |
| 8.1.5.DA.3 | Organize and present collected data visually to communicate insights gained from different views of the data. |

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| 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.3 | Analyze the effectiveness of a new product or system and identify the positive and/or negative consequences resulting from its use. |
| 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. |
| 8.2.5.NT.2 | Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries, and societies. |
| 8.2.5.ETW.1 | Describe how resources such as material, energy, information, time, tools, people, and capital are used in products or systems. |
| 8.2.5.ETW.3 | Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved. |
| 8.2.5.ETW.4 | Explain the impact that resources, such as energy and materials used to develop technology, have on the environment. |
| 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. |

## Interdisciplinary Connections

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| 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. |

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| 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 Assessments

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:**

As listed above.

## Instructional Materials

TCI Social Studies Alive Textbook series

materials for projects as needed

## Standards

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| 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.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.3 | Use geographic models to describe how human movement relates to the location of natural resources and sometimes results in conflict. |
| 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.GeoPP.6 | Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed. |
| 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.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.GeoGI.1 | Use multiple sources to evaluate the impact of the movement of people from place to |

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| | place on individuals, communities, and regions. |
| 6.1.5.GeoGI.2 | Use historical maps to explain what led to the exploration of new water and land routes. |
| 6.1.5.GeoGI.3 | Use geographic tools to determine factors that impacted emigration, settlement patterns, and regional identities of the US colonies. |
| 6.1.5.GeoGI.4 | Explain how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas. |
| 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. |
| 6.1.5.HistoryUP.5 | Compare and contrast historians' interpretations of important historical ideas, resources and events. |
| 6.1.5.HistoryUP.7 | Describe why it is important to understand the perspectives of other cultures in an interconnected world. |