Unit 3b-Communities and Geography

Content Area: **Social Studies**
Course(s): **Social Studies 3**
Time Period: **Marking Period 3**
Length: **Marking Period 3**
Status: **Published**

Essential Questions

- How does a community's physical geography differ on a national and global level?

Big Ideas

- Different communities have different landforms and bodies of water.
- People change and adapt to their surroundings

Climate Change

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.

- Activity: Students will explore aerial photographs or satellite images of New Jersey and the United States from different time periods (past 50-100 years if possible). Students will compare images from different time periods to identify changes in land use, urban growth, deforestation, agricultural expansion, etc. Then, students will take detailed notes on their observations, focusing on specific locations or regions within New Jersey and across the United States. Students will analyze trends and patterns considering how human activity influenced these changes.

6.1.5.GeoHE.2: Cite examples of how technological advances have changed New Jersey and the United States (e.g., energy, transportation, communications).

- Activity: Students will work in small groups to research one aspect of technological advancements (energy, transportation, or communications). They will research how technological advances have influenced their assigned aspect over time using a variety of sources (books, articles, credible websites). Students will document findings within a presentation.

6.1.5.GeoHE.3: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

- Activity: Students will be in small groups and each group will choose a specific catastrophic event to research, either natural and technological events. Students will research the causes, impacts, aftermath of their event and describe how these events affected human settlements and influenced migration patterns.

Social Justice

See Appendix C

1.I am Every Good Thing

(can be found on Novel Effect)

https://www.youtube.com/watch?v=nn2YGzxzF-0

Complete worksheet

worksheet

2.The Other Side

https://www.youtube.com/watch?v=QqKteFSLPtE

Discussion questions

ASK: Why do you think Clover's mother didn't tell her to get down from the fence?

SHOW: Look at the pictures on the last two pages of all the girls on the fence. What do you think is going on in these pictures?

CONNECT: Have you ever felt like something was wrong and you knew something had to be done to fix it? What did you do about it?

1.Malala's Magic Pencil

- https://www.youtube.com/watch?v=uSrC-GNbjQg
- On Novel Effect
- Pick one worksheet to discuss and complete

click here

2. Shark Lady

- https://www.youtube.com/watch?v=A5jDI_mVFTw
- On Novel Effect
- Discussion questions

Have you ever met anyone like Eugenie?

• If you could ask Eugenie any question, what would it be?

• Eugenie's work helped people learn about sharks. What is

something she helped people understand about sharks?

• Which fact did you find the most interesting?

• What was the author's purpose in writing this book?

• Were there any facts that surprised you? Why was that

surprising?

• How has your opinion of sharks changed or stayed the

same?

CSDT Technology Integration

8.1.5.DA.3: Organize and present collected data visually to communicate insights gained from different views of the data.

Activity: Students will watch a BrainPop Jr. video on Natural Resources on the SmartTV. Students will click through the activity and determine whether a resource is renewable or nonrenewable by taking notes on a digital organizer.

Enduring Understandings

6.1 U.S. History: America in the World by the End of Grade 5

Geography, People, and the Environment: Spatial Views of the World

6.1.5.GeoSV.1 [M]: 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.3 [M]: Demonstrate how to use digital geographic tools, maps and globes to measure distances

and determine time zones, and locations using latitude and longitude.

6.1.5.GeoSV.4 [M]: 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).

Geography, People, and the Environment: Human Population Patterns

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.4 [M]: Investigate the different physical and human characteristics of urban, suburban and rural communities and identify the factors that might attract individuals to that space.

Geography, People, and the Environment: Human Environment Interaction

6.1.5.GeoHE.1 [M]: 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 [M]: 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.GeoHE.3 [M]: Analyze the effects of catastrophic environmental and technological events on human settlements and migration.

Economics, Innovation, and Technology: Global Economy

6.1.5.EconGE.4 [M]: Compare and contrast how the availability of resources affects people across the world differently.

Focus Areas

· Use geographic tools to locate communities

· Recognize and describe physical characteristics of places

· Identify landforms, climate, and vegetation of communities

· Identify different geographical regions of the United States

· Describe how communities can be part of more than one region.

· Identify both living and non-living natural resources.

Activities and Assessments

Use Latitude and Longitude pg. 88-89
Use a Landform Map pg. 98-99

Comparing Primary and Secondary Source pg.168-169

DBQ's: Recycling

Daring Rescue During the Buffalo Blizzard

Earth's Hot Spots

BrainPop Jr Lessons- Continents & Oceans, Landforms, Rural, Urban, & Suburban

Flocabulary Lessons- Map Skills, Regions of the US

Aligned IXL Skills- Identify urban, suburban, and rural areas, Compare urban, suburban, and rural areas, identify oceans and continents, select oceans & continents, name oceans & continents, read a map: cardinal directions

Assessments- IXL data, oceans & continents quiz, landforms project

Resources

Core Lessons

Harcourt Social Studies
Chapter 3: Our Physical Geography

Lesson 1: Our Location
Lesson 3: Our Country's Regions
Lesson 4: Natural Resources