Unit 1b-Geography and Regions of New Jersey

Content Area: **Social Studies**
Course(s): **Social Studies 4**
Time Period: **Marking Period 1**
Length: **Marking Period 1**
Status: **Published**

Essential Questions

- What are the different features and characteristics of NJ's four regions?
- How did the development of transportation impact NJ?
- What resources are found in NJ?

Big Ideas

- Regions form and change as a result of unique physical ecological conditions, economies, and cultures.

Cross-Curricular Integration

Integration Area: Language Arts

RI.CI.4.2. Summarize an informational text and interpret the author's purpose or main idea citing key details from the text.

L.KL.4.1. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Activity:

Students choose a NJ region and write a postcard from that region describing landforms, attractions, and important information about that region.

Diversity Lesson

Objective:

Students will describe the contribution of African Americans to regions of NJ.

Activity:

1-Students will use what they learned about NJ regions to research a location in NJ that describes the impact African Americans had on the state of NJ.

2- Students will choose a location in NJ that honors African American History in NJ.

3- Students will use a graphic organizer to gather information from reliable websites.

Some websites include:

https://www.aahmsnj.org/

http://www.petermotthouse.org/museum.html

https://www.biography.com/musician/count-basie (Count Basie Theater)

https://www.nps.gov/nr/feature/afam/2005/hinchliffe.htm

http://cityofjerseycity.org/docs/afroam.shtml

http://www.hiddennj.com/2013/03/lawnside-free-haven-in-history.html

https://www.preservationnj.org/listings/krueger-scott-mansion/

https://www.northjersey.com/story/entertainment/2019/02/07/black-history-month-10-historic-places-nj/2731773002/

4- Students will include the following on their graphic organizer

- **Who** impacted this historic NJ location?
- **What** can you learn at this NJ location?
- **Where** is this location found? (NJ Region)
- **When** did this location become historic?
- **Why** is this location significant to NJ?
- **How** does this location teach us about African American history in NJ?

5- Students will present their work to their classmates using a google slide template.

Assessment:

Presentation rubric, google slide template, discussion

Materials:

Textbook, google docs, google slides, reliable websites

Standards:

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.

Length of Time:

5 days

Social Justice

See Appendix C

Book 1: The Train by Jodie Callaghan (Respect Week)

Book 2: What If by Samantha Berger (National Art Day)

Book 1: The Poppy Lady: Moina Belle Michael and Her Tribute to Veterans by Barbara E. Walsh (Veterans Day)

Book 2: Swimmy by Leo Lionni (Kindness Week)

STEM/STEAM

PROMOTING EMPATHY: Create a brochure to increase tourism in a NJ region. How will this help the economy and businesses in this region? How will this help tourists?

Social Studies Skills

Spatial Thinking

- Students will use various types of maps to determine the location of landforms and places in New Jersey, and how they are relevant to each of the four regions.
- Students will develop their own map of New Jersey including important features, attributes, and industries of each region.

CSDT Technology Integration

8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

Activity:

Students will write a postcard that describes a NJ region. They will complete an organizer with information about one NJ region and use that organizer to type a postcard in Google Classroom about their region. Students can use their books and online resources to gather information to include in their postcard. They will also find an image online that supports their information.

Enduring Understandings

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

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.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.

Focus Areas

- Compare the geography of the four regions of NJ
- Discuss how geographical features impact each region's development
- Explain why areas of NJ develop differently (population density)
- Discuss NJ transportation and communication networks
- Differentiate between renewable and non-renewable resources

Activities and Assessments

Region project

Tests – multiple choice / open-ended

Initiative and Self-Direction Project (Ch.2)

Initiative and self direction project (compacting)

Lesson outlines

Climate Change

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.

- Activity: Students will research the the different regions of the United States and analyze how: major landforms (mountains, rivers, plains, etc.) have influenced settlement patterns, the typical climate (temperature, precipitation) and how weather patterns affect daily life and economic activities, and the availability natural resources (water, minerals, agriculture) and their impact on economic development and population distribution.