

# 1st Trimester: September

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

## Unit Overview

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Students will discuss the regions and make a connection to the novel, Trumpet of a Swan.

In this unit students will be introduced to our government system and the geography of the United States.

## Essential Questions

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Can you describe and locate the North Eastern Region?

Can you tell the differences between a physical and political map?

## Content

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### Geography: Northeast, East Central

Locate the region

Identify major landforms in the regions

Identify major bodies of water in the region

Identify major cities in the region

Identify other characteristics of the region

Identify states in the region

Identify major cities in the region

Identify other characteristics of the region

## Skills

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mapping {locate regions, states, and major cities}

reading {comprehend and interpret informational text about regions}

speaking {explain and discuss regions and their effects on the people who live there}

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## Assessments

North Eastern Region written Test using resources

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## Lessons/Learning Scenarios

### Benchmark:

Objective: SWBAT describe historical events and how these events impact their lives today.

Procedure: Students will be given 40 minutes to complete a benchmark assessment that will be given in May.

Materials: Benchmark openended question, Rubric

Assessment: Open ended Benchmark Essay (S)

### Unit: Intro to Geography/ Mapping

Lesson 1- Introducing using the atlas

Lesson 2- Introducing using the globe and maps

### Detailed Lessons:

Regions

2day Lesson Plan

Objective: SWBAT locate the Northeast region, identify major landforms, and identify major bodies of water in the region.

**Procedure:** SW use the atlas to find the Northeast region on page 49. Then students will use text features to discover information about the Northeast region including the landforms and major bodies of water. Discuss "Making Connections" to connect learning to reading class. Then ask the students if they can make any connections to the information that they have learned about the Northeast region. Use Activity pages 27a- 27d to guide instruction and discussion. Allow students to work in groups during these discussion with only one students writing their answers onto the activity sheet. Students should complete pages 27a- b on the first day and 27c-d on the second day. At the end of each day project different groups answer for review and reinforcement.

**Materials:** Atlas 25, Activity sheets 27a-d 13, Projections Screen and Elmo or Ipad

**Assessment:** Participation(F), Discussion(F), Activity Sheet (F)

## Regions Lesson 28

**Objective:** SWBAT identify states in the Northeast Region, identify major cities in the Northeast Region, identify other characteristics of the region.

**Procedure:** Over 2 days sw discuss the Northeast region using their prior knowledge to create a desire to learn more about the topic. Discussion Questions: What geographical tool would you use to discover how many states are in the Region? SW use the *Junior Geographer Atlas* pages 50-51 to complete activity pages 28a-d. SW us the questions answered on day one to complete the Region Booklet on pages 28c-d. Guide students to complete the booklet using the atlas, marked political map, and activity sheets.

**Materials:** Activity Sheets 28a-d, Globe, Atlas, Junior Geographer Atlas, dry erase markers

**Assessment:** Activity Sheets 28a-d (F), Region Booklet (F)

**Objective:** SWBAT utilize geographical resources to develop a deeper understanding of the Northeast Region. SWBAT describe the physical and political characteristics through demonstrations using maps and notations.

**Procedure:** If students have not yet watched the Safari Montage video then start the class with that informational video. Students will actively watch the video by using it as a resource to collect information and complete a comprehension quiz that was created specifically for the video. Also, the students should be taking any notes that they think is important to know about the Northeast Region. When the video is over students will lead discussion about the region using the quiz and notes as a guide. Students will work in groups to complete the quiz questions that they might not have answered. As a class review all of the notes that the students took. Place the notes in columns based on levels of importance. This will help students with their note taking skills while reviewing the information presented in the Safari Montage Video. End class by handing out the review guide for the test on the Northeast Region. With extra time start to review the study guide.

**Materials:** Safari Montage, Quiz, Projector, Study Guide

**Assessment:** Quiz (F), Notes (F), Group Participation (F)

**Objective:** SWBAT utilize geographical resources and synthesize information to develop and answer questions about the Northeast Region to create a study guide for tomorrow's test.

**Procedure:** Students will quickly review important information that has been discovered through geographical resources. Then as a class develop one example question that someone could ask about the Northeast Region. ( How many cities are in the Northeast Region?) Then give the paired students 15 minutes, index cards, an atlas, ws 27a-d, and ws 28a-d. Students will use these as a resource to develop questions that a good student would ask him or her self to study for a test. Students will create as many questions as they can. They will write the question on the black side of the card and the answer on the lined side. Then they will number their questions 1-3. 1= easiest questions and 3= most difficult. After 15 minutes are up collect all of the index cards and sort them based on the difficulty level of the questions. The other teacher should be putting the class into groups of four while one teacher is sorting out the cards and putting them into piles on the front desk. With the remaining time use the index cards as jeopardy questions and play a game show with the groups. Have students take notes during the show to use for studying. At the end of class hand out the study guides to be put in their take home folders.

**Materials:** Study Guide, WS 27-28

**Assessment:** Participation(F), WS 27a-d(F), WS 28 a-d(F), Questions/ Answers Index Cards(F)

**Objective:** SWBAT demonstrate a knowledge of the Northeast region by labeling, diagraming, and

describing the states and geographical characteristics of the Northeast Region.

**Procedure:**SW complete unit test on the Northeast Region.

**Materials:**Test, Atlas, Political Map, Physical Map, Raised Relif Map

**Assessment:** Test (S)

## Standards

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SOC.K-4.6.1.4.A.1	Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
SOC.K-4.6.1.4.A.2	Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the continuation and improvement of American democracy.
SOC.K-4.6.1.4.A.3	Determine how "fairness," "equality," and the "common good" have influenced change at the local and national levels of United States government.
SOC.K-4.6.1.4.A.a	Rules and laws are developed to protect people's rights and the security and welfare of society.
SOC.K-4.6.1.4.A.b	The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens.

## Resources

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Globes

Various Maps

Map and Glob Skills (Program)

Trummpet of the Swan

Map and Globe Skills Teacher's Manual "Looking at Regions"

Globe, Atlas, Desk Maps

Safari Montage

Stratalogica