



## JPS 4<sup>th</sup> Grade Social Studies Scope and Sequence 2019-2020



### Grade 4 Social Studies Overview

To be productive members of society, students must be critical consumers of information they read, hear and observe, and communicate effectively about their ideas. Students need to gain knowledge from a wide array of sources and examine and evaluate that information to develop and express an informed opinion, using information gained from the sources and their background knowledge. Students must also make connections between what they learn about the past and the present to understand how and why events happen and people act in certain ways.

To accomplish this, students must:

1. Use sources regularly to learn content.
2. Make connections among people, events, and ideas across time and place.
3. Express informed opinions using evidence from sources and outside knowledge.

Teachers must create instructional opportunities that delve deeply into content and guide students in developing and supporting claims about social studies concepts. In grade 4, students explore “How do a country’s borders, government, and culture change over time?” as they learn about the evolution of the United States from early exploration to today. The [key themes](#) in grade 4 highlight the connections among the GLEs that students should make as they develop and express informed opinions about the grade 4 claims.

[Assessment Guidance](#)  
 [4th Grade Guide](#)  
 [Companion Document](#)  
 [4th Grade Document](#)  
 [Practice Test](#)  
 [4th Grade Test, Key](#)

### Pacing Chart

Content	Claims	CBT Timeline/PBT Timeline
Unit 1 America the Beautiful	How does geography influence human activity?	Aug. 8-Aug. 22, 2019/Aug. 8-Aug. 27, 2019
Unit 2 Early America	How do exploration and colonization change populations, boundaries, and land?	Aug. 23-Sept. 12, 2019/Aug. 28-Sept. 24, 2019
Unit 3 Governing a New Nation	How can conflict and compromise change a nation?	Sept. 13-Nov. 5, 2019/Sept. 25-Nov. 15, 2019
Unit 4 Westward Expansion	How did westward migration affect society and progress?	Nov. 6-Dec. 20, 2019/Nov. 18, 2019-Jan. 29, 2020
Unit 5 Progress and Change	How did American progress affect government, society, and the economy?	Jan. 7-Mar. 6, 2020/Jan. 30-Mar. 31, 2020
Unit 6 Impact of Technology	How has technology impacted the way that people live and interact?	Mar. 9-Mar. 27, 2020/Apr. 1-Apr. 24, 2020

# SOCIAL STUDIES 4

## Unit 1: America the Beautiful (11 Days – CBT/14 Days – PBT)

### Overview

Description: Students explore a series of maps of the United States spanning history and learn about the geography, culture, and economic activities of regions within the United States.

### Claim

Students develop a claim to respond to this overarching question: How does geography influence human activity?

### Key Connections

- Climate and Geography shape the economies of the five regions of the United States.
- The environment of the U.S. has been affected by human factors and natural processes.

### Unit Terminology and Tools

#### Content Vocabulary

colonial; Pre-Columbian; territory; political; precipitation; compass rose; cardinal directions; intermediate directions; hemisphere; latitude; longitude; physical characteristics; region; natural resources; erosion; impact; migration; topographic; population continents (Africa, Antarctica, Asia, Australia, Europe, North America, South America), oceans (Pacific, Atlantic, Southern Indian, Arctic), Equator, regions (West, Southwest, Midwest, Southeast, Northeast), physical features (mountains, canyons, forests, desert, plains), waterways (rivers, bayous, coasts, lakes), natural resources

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	(gold, minerals, coal, oil, seafood, timber, grazing land, fur, soil/farmland), ports, natural disasters (tornadoes, hurricanes, floods, forest fires, earthquakes, volcanoes, mudslides, thunderstorms), land alterations (roads, dams, levees, canals, irrigation, waste, mining), geography, climate, economy, map types (physical, political, topographic, road, climate, resource, population), map title, map key/legend, compass rose, distance scale, coordinates, grids
DBQ Project Correlation	CLEVER: n/a
Studies Weekly Correlation	CLEVER: USA Studies Weekly: Ancient America to the Present, Weeks 11-12
Supplemental Material	Discovery Education: <a href="#">States</a> , <a href="#">American Geography</a> , <a href="#">Location, Size, and Regions of the U.S.</a> WorldBook Online: <a href="#">What is a Map?</a> <a href="#">How to Measure Distance</a>
<b>Assessments</b>	

- LDOE Unit 1 Assessment: Students will write an essay answering the question: How do geography and physical features impact economic activities and cultures?
- JPS Unit 1 Assessment

<b>Essential GLEs</b>	<i>Essential content represents the most important concepts to be taught in each unit. Teachers should spend the majority of their time teaching the essential content.</i>
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**4.5.1** Compare and contrast the distinguishing physical characteristics of the five regions of the United States.

**4.5.2** Analyze how physical characteristics of a region shape its economic development.

**4.6.1** Illustrate how natural processes have created and/or changed the physical characteristics of places in the United States.

## Priority Concepts and Content

Compare and contrast the physical characteristics within each region, and between regions:

- West: mountains, coastline, farmland, forest
- Southwest: deserts, canyons, farmland
- Midwest: plains, rivers, farmland
- Southeast: bayous, rivers, coastline, mountain ranges, farmland
- Northeast: coastlines, waterways, natural deep harbor ports

## Priority Concepts and Content

Describe the main natural resources in each region, and their impact on the population and economy of that region:

- West: gold/materials, seafood, timber, seaports on the coast, mining
- Southwest: metals/minerals, grazing land, farm resources, oil, adobe building materials, inland ports
- Midwest: coal mining, agriculture, fertile soil, fur
- Southeast: seafood, oil, agriculture, seaports, rivers, coal, fertile soil
- Northeast: forests, seafood, natural deep harbor seaports, rivers, furs

## Priority Concepts and Content

- Explain what causes erosion, and how erosion has changed the physical characteristics of coastal areas in the U.S.
- Identify natural disasters common to each U.S. region (tornadoes, hurricanes, floods, forest fires, earthquakes, volcanoes, mudslides, severe thunderstorms) and explain why that natural disaster is likely to occur in that region.
- Explain how natural disasters have changed the physical characteristics of the five regions in the U.S.
- Explain how rivers have impacted farmland by contributing fertile soil.

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**4.6.2** Describe the human impact on the land and bodies of water of the five regions of the United States.

## Priority Concepts and Content

- Explain ways in which humans have altered the land in each of the five regions of the U.S. (roads, dams, levees, canals, irrigation systems, waste, pollution, mining, cattle grazing).

## Ancillary GLEs

*Ancillary content represents skills that are used in support of bigger ideas, review content within a unit, and historical thinking skills. Ancillary content should not be cut from instruction.*

**4.1.4** Produce clear and coherent writing to: compare and contrast past and present viewpoints on a given historical topic; conduct simple research; summarize actions/events and explain significance; differentiate between the five regions of the United States

## Priority Concepts and Content

*Options to cover 4.1.4 in this unit:*

- Conduct simple research on the geography of the five regions of the United States.
- Compare and contrast the geography, climate, and economies of the five regions of the United States.
- Differentiate between geography, climate, and economies of the five regions of the United States.

**4.4.1** Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe.

## Priority Concepts and Content

- Label the 7 continents (Africa, Antarctica, Asia, Australia, Europe, North America, South America), 5 oceans (Pacific, Atlantic, southern, Arctic, Indian), North Pole, South Pole, and Equator on a blank map.

**4.4.2** Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region.

## Priority Concepts and Content

- Name the five regions of the U.S. (West, Midwest, Southwest, Southeast, Northeast), and locate and label them on a map.
- Locate and label on a map the major physical features of each U.S. Region, and how these physical features affect the region's population and economy.
  - West: Pacific Ocean, Rocky Mountains, Cascade Mountains
  - Southwest: Grand Canyon, border with Mexico

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**4.4.3** Identify the states of each of the five regions of the United States.

**4.4.4** Measure approximate distance on a map using scale to the nearest hundredth mile.

**4.4.5** Determine the approximate longitude and latitude coordinates of various locations in the United States.

**4.4.6** Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale.

**4.4.7** Use mental mapping to construct a map of the United States regions and the world to include map elements (title, compass rose, legend/key, scale).

- Midwest: Ohio River, Mississippi River, Great Lakes, Great Plains
- Southeast: Appalachian Mountains, Mississippi river, Gulf Coast/Atlantic Coast
- Northeast: Atlantic Coast and waterways, Niagara Falls
- Describe the climate of each of the regions of the U.S., and explain how the climate impacts the economy and population of each region.

## ***Priority Concepts and Content***

- Name the states that are in each region, using a map.

## ***Priority Concepts and Content***

- Measure the distance between different places on a map using a scale.

## ***Priority Concepts and Content***

- Using a map, determine the approximate longitude and latitude coordinates of teacher selected locations in all five regions of the United States.

## ***Priority Concepts and Content***

- Explain what information maps give us using physical, political, topographic, road, climate, resource, and population maps, and give examples of when each type of map is best used.
- Proficiently use each feature of a map: title, key/legend, compass rose, cardinal and intermediate directions, and scale.
- Explain the purpose of latitude and longitude lines.
- Identify places on the map using latitude and longitude coordinates.

## ***Priority Concepts and Content***

- Create a key/legend and label/color each region of the U.S. on a map.

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**4.5.3** Identify and explain how the physical characteristics of a region influenced human settlement.

## **Priority Concepts and Content**

- Explain how physical features limited human migration and settlement (mountains, deserts, and crossing large waterways created barriers to travel and migration before railway technology).
- Explain how rivers and waterways promoted settlement and migration.

## Topic 1: The Many Maps of the United States

Before students can analyze the connection between geography and human activity, they need to understand how maps are used to learn about a specific area. In Unit One, students gain a basic understanding of world and US geography, and practice reading & interpreting a variety of world and US maps. Students learn to use different types of maps so that they are later equipped to make connections between them.

### GLEs

Essential:

N/A

Ancillary:

**4.1.4; 4.4.1; 4.4.4; 4.4.5; 4.4.6**

### Key Questions

- What information do maps tell us about a given area?
- How do we read a map?
- Why do we use maps?

Timeline: 5 Days (CBT)/7 Days (PBT)

*The activities below were created by the LDOE as sample lessons for this topic. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs.*

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## Exploring Maps

1. Say: "This year we are going to learn how a country's borders and people change over time. One tool we will use is a map."
  
2. Explain to students that a map is a drawing that shows what places look like from above and where they are located. Say: "I would like you to think about why maps are necessary. Work with a shoulder partner to discuss why people use maps and write your answer in the space provided in the Students Resource Book." Encourage students to use the [conversation stems](#) at the beginning of the Student Resource Book during their discussions and provide evidence from their background knowledge to support their answers. Upon completion, ask several students to share their responses with the class. Additional guiding questions include:
  - a. What did people do before GPS and cell phones?
  - b. What information do maps give us?
  
3. Display a series of world and U.S. maps. (See links below.) Using the sources in the Student Resource Book, have students work with a shoulder partner to analyze the maps, noting similarities and differences in the spaces provided.
  - a. [Pre-Columbian world map](#)
  - b. [Columbus, Magellan, and De Gama 1482-1522](#)
  - c. [Modern World Map](#)
  - d. [Early Colonial Map of America](#)
  - e. [U.S. Territory 1810](#)
  - f. [Modern U.S. Map](#)
  
4. Select several pairs to share their responses with the class.

## Using Map Tools

5. Say, "This year, we will continue to practice our map skills as we explore the changing United States. We will learn why these maps and boundaries of countries keep changing even when the land stays the same."
  
6. Project a [modern world map](#). Say: "A map has useful features, such as a title, legend, compass rose, and scale." Review the following features with students and have them brainstorm the function of each feature. Ask: "When might we need to use this feature?"



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- a. Title: the name or type of map, including any dates or noted time period
- b. Map legend: a list of shapes and symbols used on a map with an explanation of each
- c. Compass rose: a symbol that shows direction (north, east, south, west, southeast, northeast, southwest, and northwest) on a map.
- d. Scale: gives the ratio between distance on a map and the corresponding distance on the ground

7. Continue to project a modern world map. Have students turn to the [Outline Map of the World](#) in their Student Resource Books. Have each student point to the seven continents and five oceans on the map as they are projected to the class. Then, instruct students to refer to the directions on the previous page to complete the Outline Map of the World. Say: "Using the map on the next page, complete the following tasks:

- Color the seven continents green
- Color the five oceans blue
- Label the North Pole and the South Pole
- Trace the equator in red
- Write a title
- Draw a compass rose
- Create a legend

8. On a projected world map, point out important information (Ex. Where North America is located in relation to other continents, that South America is located below North America, that Europe is located across the Atlantic Ocean from the United States, that Australia is an island, that Antarctica is the most southern continent, etc.)

9. Show students a globe, if available, and point out the differences between the globe and a two-dimensional map. Remind them that the Earth is round.

10. Have students work with a shoulder partner to verbally practice using cardinal and intermediate directions to describe where different places are in relation to Louisiana. (Ex. Canada is north of Louisiana. Australia is southeast of Louisiana.) Ask student pairs to correctly label the compass rose in their Student Resource Books, and then, create a question and answer using a cardinal or intermediate direction. Instruct student pairs to pose their questions to another pair and answer each other's questions using a map in the Student Resource Book – one student in the pair can state the answer while the other

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demonstrates on a map. This can be accomplished by students rotating around the room to other paired students or by rotating to the front of the classroom so all students can witness the questions and map demonstrations.

11. Say: "Maps don't just tell us where places are in relation to one another. They also tell us how far apart they are. Using a map and a scale, we can measure the distance between any two places in the world without even leaving our classroom." Using the "Map of the United States" in the Student Resource Book, have students complete the accompanying "Map Scale" activity.

12. Have students use the "[Location Map](#)" in the Student Resource Book to create a map scale using centimeters and/or inches. Students should then label their city and measure the distances between their hometown and various cities around the world as identified in the Student Resource Book. (Students can use the [global map scale](#) or adapt this resource from [National Geographic](#) to aid in this activity.)

13. Have the students turn to the "[Map of the United States With Water Boundaries](#)" in the Student Resource Book to identify the major bodies of water that serve as boundaries on the map. Then, instruct students to draw a compass rose with cardinal and intermediate directions on the map.

### Latitude and Longitude

14. Say: "So far we know that maps tell us where places are in relation to one another and how far apart they are, but what if we need to find the exact location of a place? Lines of latitude and longitude help us to plot exact locations on a map."

15. Instruct students to turn to the "[Latitude and Longitude Map](#)" in the Student Resource Book. Ask students: "What do you think is the purpose of the lines you see on the map?"

16. Using a wall map or projected map, model how lines of latitude and longitude should be read. Instruct students to select one line of latitude to trace with a green crayon. Then, instruct them to select one line of longitude to trace with a red crayon. Next, provide students with several coordinates and have them identify specific places on their maps, locating the closest continent to the given coordinates.

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17. Have students turn to [The World: Latitude and Longitude](#) in the Student Resource Book. Allow students to practice locating various places by working through the questions on the page. Upon completion, have students share their responses with a shoulder partner or in a small group.

### Comparing Maps

18. Say: "Now we have the tools to find specific places on a map, estimate how far apart places are, and navigate a map using directions and lines of latitude and longitude. Maps can do more than just tell us where places are. Different types of maps can give us all different kinds of information."

19. Have students turn to the "Types of Maps" section (See links below.) in the Student Resource Book or distribute an atlas with several different types of maps of the U.S. Have students work with a shoulder partner or in small groups to identify each type of map and its purpose by interpreting the map tools.

- a. Types of Maps: [Physical Map of the United States](#)
- b. Types of Maps: [General Map with Highways](#)
- c. Types of Maps: [Political Map with States](#)
- d. Types of Maps: [Satellite View](#)
- e. Types of Maps: [Population Density](#)
- f. Types of Maps: [Rivers and Lakes](#)

20. Using the maps from the "Types of Maps" section of the Student Resource Book, have students work with a shoulder partner or in small groups to fill in the "[Intro to Maps Graphic Organizer](#)." Identify the column referencing "natural or human features" and inform students that some man-made aspects change over time but many natural features stay the same."

21. Prepare for a gallery walk by establishing "Comparing and Contrasting Maps" stations with side-by-side maps. Use the following links to print maps for the stations: (Note: The maps can also be found in the Student Resource Book.)

- a. Station 1 : [Pre-Columbian world map](#) & [Known at the Time of Columbus](#)
- b. Station 2: [U.S. Territory 1810](#) & [Modern U.S. Map](#)
- c. Station 3: [U.S. Precipitation Map](#) & [U.S. product map](#)
- d. Station 4: [U.S. Population Density Map](#) & [Louisiana Profile Map](#)
- e. Station 5: [Satellite Map](#) & [General Reference Map](#)
- f. Station 6: [New Orleans in 1849](#) & [Modern Day New Orleans](#)

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22. Refer to the [gallery walk](#) document for expectations and procedures. Have students turn to the “[Gallery Walk Graphic Organizer](#)” in the Student Resource Book. Model the expectations for comparing maps during the gallery walk. Remind students to use terms and vocabulary from the unit (Ex. cardinal directions, scale, types of maps) to describe the differences and similarities in maps when completing the Gallery Walk Graphic Organizer.

23. Divide students into groups, or give them a choice of group assignment. Assign each group to a starting station. Explain the rules of a [gallery walk](#), including how much time they will have at each station, in which direction they should rotate, and the signal for rotation. Remember to give students a 30 second warning before they rotate.

## Topic 2: Regions of the U.S.

Students apply their newly acquired map skills to learn about the five regions of the United States. During the study of each region, students connect regional geography, physical features, and climate to economic activities and culture. By the end of the unit, students have the current day schema to approach a historical study of the United States and make connections between historical events and contemporary regional identities.

### GLEs

#### Essential

4.5.1; 4.5.2; 4.6.1; 4.6.2

#### Ancillary

4.1.4; 4.4.2; 4.4.3; 4.4.7; 4.5.3

### Key Questions

- What is life like for people living in each region of the U.S.?
- How has geography and land influenced the way people live?

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Timeline: 6 Days-CBT/7 Days PBT

*The activities below were created by the LDOE as sample lessons for this topic. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs.*

## Map Skills

1. Say: "Now that we have learned how to use different types of maps, we can use these maps to learn more about specific regions of the United States of America. Using these maps and other sources, we will take a trip to each region of the United States without even leaving our classroom. Throughout the year, we will learn more about the history of each region and trace how historical events shaped the regions."
2. Have students turn to the "[regional map](#)" in their Student Resource Book. Project a regional map of the United States. Say: "A region is an area with similar characteristics. The United States is made up of five regions, and each contains multiple states." Have students turn to the [outline map of the U.S.](#) in their Student Resource Book. Say: "Using the regional map as a guide, trace each region of the United States on your outline map. Then, label and color the five regions and create a key/legend to identify each area."

## Life in Various Regions

3. Say: "Let's explore what life is like in each of the five regions of the United States and determine how the land influences the lives of the people living in those areas. We will start at home." Have students look at the regional map in their Student Resource Books and ask them: "In which region is Louisiana located?" Instruct students to point to the Southeast on their regional map of the U.S. Using the projected map, identify the Southeast Region and its states: Alabama, Arkansas, Florida, Georgia, North Carolina, South Carolina, Louisiana, Virginia, West Virginia, Mississippi, Kentucky, and Tennessee.
4. Read or project the following definition: "Physical features are natural characteristics on the surface of the Earth." Instruct students turn to "Earth's Physical Features" in the Student Resource Book. Have students work with a shoulder partner or in small groups to brainstorm examples of "physical features" found on Earth. (Ex. mountains, bodies of water, deserts, etc.) Upon completion of the brainstorming session, have students share their responses with the whole class.
5. Have students turn to the "[Physical Map of the U.S.](#)" in the Student Resource Book. Instruct them to compare the physical map to the regional map and circle major physical features of the Southeast Region directly on the map. (Note: If possible, project the regional map for students to review during this activity.) Also, project interesting photographs of [land, cities](#).

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[famous landmarks, regional activities, etc.](#) from the region. Say: "These resources give you a hint of what life is like in the Southeast Region. Now, you are going to use your new skills to make connections between life in the region and its geography."

6. Project [a regional map](#) of the U.S. and remind students that they are focusing on the Southeast Region. Group students into pairs and have them complete the "Southeast" section of the "Regions of the United States Graphic Organizer" in their Student Resource Book using the regional resources provided. Circulate to check for accuracy.

7. Repeat this process (Ex. projection of region and states, search for physical features of the region, photographs, and map analysis) for the remaining four regions of the United States. (See links below.) With each new region, have students make connections between regional features. Possible guiding questions include:

- What are the differences between the Appalachian Mountains and the Rocky Mountains?
- What is the difference between the climate in the Midwest and Northeast?
  - a. [Northeast Region](#)
  - b. [Midwest Region](#)
  - c. [Southwest Region](#)
  - d. [Western Region](#)

8. Have students turn to the "Let's Discuss and Respond" section of the Student Resource Book. Allow them to work in small groups to discuss how life might be different for people in various regions and write their responses in the space provided. Remind students they may use the sources in the Students Resource Book, such as the "Types of Maps" section and the "Regions" section. Have students use evidence from the sources to support their claims. For example, "Based on the population map, I think most of the people in the Northeast live in cities or urban areas, but many people in the Midwest live on farms. The map clearly shows that there is a low population density in many states in the Midwest."

9. Have students complete the "Let's Write" section in the Student Resource Book in which they will respond to the following prompt: "Which region of the United States would you most like to visit and why?"

## Natural Disasters

10. Say: "Now that we have a little more background knowledge about each region, let's explore how humans and the environment interact in each region. We will start with physical processes – how the Earth impacts people."

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11. Introduce students to physical processes impacting the earth by having them read "The Influence of Weather" in the Student Resource Book. As students read, they should annotate the text and record notes on the causes and effects of erosion and weathering. Facilitate a discussion with students to ensure they understand what they have read. Possible guiding questions:

- a. What causes erosion?
- b. How can erosion be controlled?
- c. How do humans contribute to the erosion process?
- d. What are some places that have been impacted by erosion?

12. Say: "These physical processes are generally slow and can shape the land for many years. However, there are also ways that nature impacts our lives in a faster, more immediate way."

13. Say: "Turn to the "Natural Disasters" section of the Student Resource Book. Work with a partner to discuss which of the following natural disasters are most likely to occur in Jefferson Parish: tornadoes, hurricanes, floods, forest fires, earthquakes, volcanoes, or severe thunderstorms." Have students work with a partner to analyze pictures of various natural disasters in the Student Resource Book (See links below.) and answer the following questions:

- a. How does land change after a natural disaster?
- b. How do natural disasters impact the lives of people living in the area?
  - [Hurricane Matthew Hits Haiti](#)
  - [Signs of Katrina Linger in the Marshes](#) (Interactive Map)
  - [Tropical Storm Bill from the International Space Station](#)
  - [Volcanoes National Park, Hawaii](#)
  - [Cajun Navy Rescues People in SE Louisiana after Flooding](#)
  - [Firemen Battle Wildfire](#)
  - [The Remains of the Bank, Spooner, Minn. after Forest Fire](#)
  - [Lava Flows onto the Street in Hawaii after Kilauea Volcano Eruption](#)
  - [Eruption of Mt. St. Helens, Washington, May 18, 1980](#)
  - [South Napa Earthquake 2014](#)
  - [Aerial View of a Portion of the San Andreas Fault](#)

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14. Once students have completed the activity, ask several groups to share their responses. Then, project a [map of the United States](#) and point out some of the areas where natural disasters are most likely to occur. (Ex. tornadoes in the Midwest, hurricanes on the Gulf of Mexico and Atlantic coasts, earthquakes along the West coast, and volcanoes in the West or Pacific region.) Discuss why one type of natural event is more likely to occur in one region than another region. For example, explain that many hurricanes off the west coast of Africa travel across the Atlantic and into the Gulf of Mexico, gathering force along the way. (Note: As an extension activity, students can be divided into groups to research a natural disaster and create a poster illustrating the impact the disaster might have on the area.)

### Humans and the Environment

15. Say: "Natural disasters can greatly alter the environment, geography, and people's lives. Now, we will explore ways people alter the environment." Read this statement: "People should be able to modify land and bodies of water to benefit human development even if it has a negative impact on animals and plants." Allow students to respond to the statement in the "Let's Write" section of the Student Resource Book or discuss in pairs. Select several students to share their responses.

16. Say: "What are some ways people modify the environment?" Solicit student responses, and write their answers on the board. Show videos or clips of humans altering the environment. (See links below.) Working with a shoulder partner or in groups, have students review the sources in the Student Resource Book to select one example of how humans modify the environment. Working with a shoulder partner, have students discuss the positive and negative impacts these modifications have had on the environment. Then, instruct students to write a summary of their findings in the "Let's Write" section of the Student Resource Book.

- [Hoover Dam](#)
- [What Are Levees?](#)
- [Erie Canal](#)
- [Transcontinental Railroad](#)
- [California Gold Rush](#)

17. Allow students to present their findings to the class. Presenters should identify the location of the modification by U.S. region, explain how the land was altered, and identify the benefits and drawbacks of the modifications.



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18. After all groups present their research and conclusions, display the same statement again: "People should be able to modify land and bodies of water to benefit human development even if it is bad for animals and plants." Have students respond in the space provided in their Student Resource Books, using evidence from the passages, videos, and presentations.

19. Extension Activity: Say: "Now that you are experts on the geography of each region, let's discuss how it impacts life for people living in each region."

20. Divide students into five groups. Provide a collection of photos/text representing various aspects of life in one of the five regions to each group. (Some information and photos on the various regions may be found [here](#).) Have students discuss the sources and determine which region of the country they have been assigned. Have students use their background knowledge and Student Resource Books to connect each image with a region. For example, students receiving pictures of surfing, skiing, lumber, and the skyline of Seattle should identify their region as "the West." Say: "Now each group is going to share their photos with the class. As they present, each group may take notes and participate in a brief discussion to determine which region the presenters were assigned. Upon completion of the presentations, each group will be asked to identify the regions of all of the groups."

LDOE Unit 1 Assessment

JPS Unit 1 Assessment

# SOCIAL STUDIES 4

## Unit 2: Early America (14 Days-CBT/18 Days-PBT)

### Overview

Students will examine the impact of European exploration and colonization of the Americas on Native people, boundaries, territory, and land.

### Claim

The students develop a claim to respond to this overarching question: How do exploration and colonization change populations, boundaries, and land?

### Key Connections

- Europeans exploration and subsequent settlement in America was motivated by economics and religion.
- The development of the United States was influenced by geography and available natural resources.

### Assessment

- LDOE Unit 2 Assessment: Students will write an essay answering the question: How do exploration and colonization change populations, boundaries, and land?
- JPS Unit 2 Assessment

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Unit Terminology and Tools	
Content Vocabulary	English, Spanish, French, Portuguese, explorers, routes, spices, navigation, warring, indigenous, border, territory, settlement, colonies, exchange, disease, firearms, Jamestown, Plymouth, religious freedom, economic venture, supply, demand, slavery, survival, bartering, finished goods, capital resources, timeline
DBQ Project Correlation	CLEVER: n/a
Studies Weekly Correlation	CLEVER: USA Studies Weekly: Ancient America to the Present, Weeks 1-4, 10
Supplemental Material	Discovery Education: <a href="#">United States Expansion</a>
Essential GLEs	<i>Essential content represents the most important concepts to be taught in each unit. Teachers should spend the majority of their time teaching the essential content.</i>

**4.2.1** Explain how early explorations affected the expansion of boundaries and development in the United States.

### Priority Concepts and Content

In unit 2, GLE 4.2.1 addresses European exploration outside of the U.S. only to address the foundations for learning about Spanish exploration that extended into the Southwest U.S., as that understanding will be important in further units addressing westward expansion.

- Explain the motivations of early Europeans explorers (gaining access to spices and natural resources, finding a sea route to access Asia's resources instead of a land route, claiming new land for European countries to increase wealth).
- Explain the challenges faced by early European explorers (navigating across oceans, navigating to the right destination, securing funding from European countries, warring with indigenous peoples to take control of lands).
- Explain how European expansion affected the borders and territory of European countries by creating colonies in North and South America.

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**4.2.3** Explain the voluntary migration of people and its significance in the development of the boundaries of the United States.

**4.5.2** Analyze how physical characteristics of a region shape its economic development.

**4.5.3** Identify and explain how the physical characteristics of a region influenced human settlement.

- Explain how European colonization affected the borders and territory of North and South America by claiming territories through taking land and spreading European languages (English, French, Spanish, and Portuguese).
- Explain how conflicts arose from colonization (Indigenous peoples fighting European explorers and armies to maintain their land and resources), and cooperation that occurred, too (exchange of goods).
- Explain the impact of European colonization on Native Americans (mass amount of deaths due to European diseases, mass amount of deaths due to wars with Europeans, loss of land and resources to European colonizers, exchange of resources-firearms, tools, horses).

## Priority Concepts and Content

- Explain the reasons for the establishment of the Jamestown and Plymouth colonies (Jamestown was an economic venture for England, Plymouth was established by families who wanted religious freedom).

## Priority Concepts and Content

- Compare and contrast the climate and geographic features of Jamestown and Plymouth.
- Explain how life was different for colonists in the Jamestown and Plymouth colonies.
- Explain how trading developed between colonies in the U.S. and European countries based on supply and demand of natural resources.
- Explain why slavery was more important to the southern colonies than the northern colonies.
- Explain how geography and climate impacted the uneven expansion of slavery throughout the colonies.

## Priority Concepts and Content

- Explain how geography and climate affected the survival of colonists.
- Explain how colonists interacted with Native American people to help ensure colonist survival (trading and bartering for goods and crops).

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**4.9.2** Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services.

## **Priority Concepts and Content**

- Identify examples of human, natural, and capital resources used in the exchange of goods between U.S. colonies and European countries.
- Identify the natural resources sought out by Europeans, and why they were seeking those resources.
- Explain how European countries used capital resources to access natural resources in North America.
- Explain how natural resources from the colonies were traded to European countries and used to produce finished goods.

## Ancillary Content

*Ancillary content represents skills that are used in support of bigger ideas, review content within a unit, and historical thinking skills. Ancillary content should not be cut from instruction.*

**4.1.1** Construct timelines of historical events

## **Priority Concepts and Content**

- Construct a timeline of European exploration and colonization in North America (Columbus exploration of 1492, first French exploration to North America, first British exploration to North America, first Spanish exploration to North America, founding of Jamestown and Plymouth colonies).

**4.1.2** Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States.

## **Priority Concepts and Content**

- Compare and contrast maps of the world before and after European exploration to North and South America.
- Use a timeline to explain which European countries settled which parts of the U.S. first, and where they settled.

**4.1.4** Produce clear and coherent writing to: compare and contrast past and present viewpoints on a given historical topic; conduct simple research; summarize actions/events and explain significance; differentiate

## **Priority Concepts and Content**

Options to cover 4.1.4 in this unit:

- Compare and contrast viewpoints of Native Americans and European Explorers during the early exploration of America.
- Conduct simple research on American Colonies.
- Summarize the events of early European exploration into America.

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between the 5 regions of the United States

- Differentiate between colonies in the coastal Southeast and Northeast United States.

## Topic 1: Early Exploration

Students learn that though the land itself did not change, exploration changed the map when Europeans “discovered” the New World. European exploration of the Americas opened up an entirely new hemisphere for European settlement and transformed Europeans’ perception of the new world.

### GLEs

Essential: 4.2.1

Ancillary: 4.1.1, 4.1.2

### Key Questions

- How and why did the world map change after European exploration of the Americas?
- How did exploration affect country boundaries?
- How would exploration later affect the formation of the United States?

### Timeline: 6 Days-CBT/8 Days-PBT

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

### Our Changing World

1. Say: “In Unit One, we learned about life in the five regions of the United States during modern times. We also learned that geography plays a big role in shaping the lives of people in each region, but there is more to the story. Human activity over time has also shaped the lives of U.S. citizens.”

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2. Display a photo of a [forest](#) next to a photo of a major American [city](#). Have students turn to the “Our Changing Land” section in the Student Resource Book. Instruct them to work with a shoulder partner or independently to make observations about the similarities and differences between the pictures. Ask several pairs or individuals to share their findings. Briefly describe the photograph of the city, and then, say: “Six hundred years ago, this area probably looked more like this,” pointing to the forest. Ask: “Why do you think this change may have occurred?” and allow students to provide explanations. Repeat the process, displaying an image of [Native Americans](#) next to a photo of a racially diverse group of Americans [today](#). Briefly describe the photo of the group of modern-day people, and then, say: “Today, the U.S. is composed of people from all different backgrounds. Six hundred years ago, Native Americans were the only people who lived on this land,” pointing to the image of the Native Americans.

### Primary and Secondary Sources

3. Say: “In the first unit, we also learned that maps can give us clues to the past. As we prepare to take a closer look at the map from 1482, remember that it is just one of the many primary sources we will examine this year. Now, let’s explore the meaning of the term ‘primary source.’” Have students turn to the “Let’s Brainstorm” section of the Student Resource Book and allow students to work with a shoulder partner to briefly collaborate on a definition for the term “primary source.” Have several pairs share their definitions with the class, and then, read or project the following definition: “A primary source provides direct or firsthand evidence about an event, object, person, or work of art.” Say: “Your friend’s journal entry about her vacation to another country would be considered a primary source because she is writing about something she experienced. However, all sources are not considered primary. There are also materials that are called secondary sources. Now, let’s explore the meaning of that term.” Allow students time to develop a definition for “secondary source.” After several pairs share their definitions with the class, read or project the following definition: “Secondary sources describe, discuss, interpret, comment upon, analyze, evaluate, summarize, and/or process primary sources.”

4. Next, have students turn to the “Primary and Secondary Source Notes” section in the Student Resource Book. Play the [“Primary and Secondary Sources”](#) video and allow students to take notes as they watch the clip.

5. Upon completion of the video, say: “Please turn to the “Primary and Secondary Source Activity” section in your Student Resource Book and review the definitions of ‘primary source’ and ‘secondary source.’ Then, identify each source from the list as “primary” or “secondary” and fill in the boxes with the correct sources.” Upon completion, have students work with another pair to check their answers.

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6. (Note: To prepare for the next activity, consider providing students with some background information on early maps from [Information on World Map, 1482](#) and [Eight Remarkable Early Maps](#). The purpose of this whole group activity is to show students how the world was once viewed by different civilizations and captured through cartography. The [LOC's Teacher Guide to Analyzing Maps](#) may also prove useful.) Have students turn to the [World Map from 1482](#) and the [Primary Source Analysis Tool](#) in the Student Resource Book. Review the tool with the students, giving them an example of possible entries for each column. Allow students to work with a partner or in small groups to analyze the map. Circulate around the room to clarify any misconceptions. Prompt students with questions as they make observations about what they see on the map. Have students consider when this map was made and how that affects what is seen on the map. After providing adequate time, have students turn to the [Modern World Map](#) and Primary Source Analysis Tool in the Student Resource Book and repeat the process.

7. Instruct students to turn to the Venn Diagram Activity in the Student Resource Book. Using the "World Map, 1482," "Modern World Map," and their Primary Source Analysis Tool, have them compare and contrast the two maps and complete the Venn Diagram. Draw a Venn Diagram on the board and randomly select students to provide the correct answers.

8. Provide students with access to [Age of Exploration](#). Ask students if the passage is a primary or secondary source. Then, have students work with a shoulder partner or in small groups to read the text. Upon completion of the reading, either allow the class structure to remain the same or facilitate a whole class discussion on the motivations and challenges of European explorers. Encourage students to use the [conversation stems](#) in the front of their Student Resource Books during the discussion and provide evidence from the text and their background knowledge to support their answers. Next, have students turn to the "Let's Write" section of the Student Resource Books and answer the questions either with a shoulder partner or independently. Review answers upon student completion of the task.

### Impact of European Exploration

9. Have students turn to the "Languages of the Western Hemisphere" section of the Student Resource Book, and then, display a map of the [Western Hemisphere](#). Say: "There are many different languages spoken around the world. Let's identify some of the main languages spoken in the Western Hemisphere." Read the languages and have various students identify the appropriate location on the map. After reviewing the map, have students work with a partner or independently to make connections between the map and the "Age of Exploration" passage. Circulate around the room to monitor student progress. After allowing adequate time, have several students share their connections with the class.



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10. Instruct students to turn to the “Impact of European Exploration” section of the Student Resource Book and have them analyze the [map of European Exploration of the Americas, 1500-1550](#) and the [map of North American, 1700](#) in North America in 1700 and record their findings in the space provided. Allow students to share their findings with the class, and then, set the context by providing [additional information on the Age of Exploration](#), including the impact it had on the Americas. Next, have students turn to the “Let’s Discuss” section of the Student Resource Book and allow them to work with a shoulder partner or in small groups to discuss and answer following questions:

- How did exploration impact the territory of European countries?
- How might early exploration change the culture of Europeans?
- What conflicts might have occurred as exploration increased and/or expanded?

11. Say: “Even though the Americas were new discoveries for the Europeans, Native Americans had lived on the land for thousands of years.” Display images of Native Americans [before](#) and [after](#) European exploration on the board. Have students turn to the “European Impact on Native Americans” section in the Student Resource Book and instruct students to compare and contrast the images of Native Americans, recording their findings in the space provided. Allow several students to share their findings with the class. Next, have students read an excerpt (starting with paragraph four) from [The History of Native Americans](#) in the Student Resource Book. Lead a class discussion about the impact of European exploration on Native Americans. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the text to support their answers. Possible questions:

- What was the impact of European exploration on Native Americans?
- Did Europeans have the right to explore land in the New World?

### Assessment Opportunity 1

12. Have students turn to the “Let’s Assess” section in the Student Resource Book. Say: “You will now take what you have learned about early European exploration and write a constructed response to this prompt: ‘Identify one of the major countries that participated in the early exploration of the Americas and explain how that country impacted the land and its people.’ You may use the sources in Topic 1 of the Student Resource Book, any information discussed during class, and your background knowledge to construct your response.” Grade the written response using the [General LEAP 2025 Social Studies Assessment Constructed Response Rubric](#).

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## Topic 2: American Colonies

Students examine the relationship between early American colonists and regional geography. Students apply their knowledge of regional contemporary geography and cultures to a historical context. Through a comparative analysis of Jamestown and Plymouth, students explore the impact of land on new settlements.

### GLEs

Essential

4.2.1, 4.2.3, 4.5.2, 4.5.3, 4.9.2

Ancillary

4.1.1, 4.1.2, 4.1.4

### Key Questions

- How did the colonists' reasons for migrating influence where they chose to settle?
- How did geography influence life and economic activities in the colonies?

Timeline: 8 Days-CBT/10 Days-PBT

While the activities below were inspired by the LDOE's sample lessons for this topic, many were modified to serve the needs of the teachers in JPS and to correspond to the JPS Student Resource Books. Additional information for each topic can be found in the Priority Concepts and Content section of the Essential and Ancillary GLEs found in the LDOE Companion Document.

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## European Exploration of the Early Colonies

1. Have students turn to the “European Exploration Timeline” in their Student Resource Book and display the [timeline](#) on the board. Allow students an adequate amount of time to analyze the timeline, highlighting any information they consider important or interesting. Say: “Over a hundred years after Columbus sailed the ocean blue, the first permanent European settlers came to North America in 1607, settling in Jamestown. Later, in 1620, the Pilgrims settled in Plymouth. Life in North America was extremely different from colony to colony. Today, we are going to investigate why those colonies were so different.”

2. Write the word “colony” on the board and allow students to briefly discuss the meaning of the term with a shoulder partner and record their definitions in the “Let’s Brainstorm” section of the Student Resource Book. Allow several students to share their thoughts with the class, then, read or project the following definition and instruct student to copy the definition in the “Let’s Define” section of the Student Resource Book:

- Colony: An area that is controlled by or belongs to a country and is usually located far away from it

## Jamestown and Plymouth

3. Project the map of the [13 British Colonies](#) and have students turn to the image in their Student Resource Books. Identify each of the 13 colonies and have students label them on their maps. Then, explain that Virginia was originally called “Jamestown” and Massachusetts was originally called “Plymouth.” Instruct students to write the word “Jamestown” in parentheses next to Virginia and “Plymouth” next to Massachusetts on their maps. Show the students the video on [Jamestown and Plymouth](#) and have them take notes in the “Let’s Watch” section of the Student Resource Book. (Note: The video is about 20 minutes long and may have to be watched over two class periods.)

4. Say: “Jamestown and Plymouth were two of the earliest colonies in North America. Based on your background knowledge, why did Europeans begin colonization on the East Coast? Why didn’t they colonize California?” Select several students to answer. Say: “Yes, the East Coast of North America is the closest to Europe. The story of the United States starts on the East Coast with these colonies. Most of the land westward wasn’t explored for many more years. As we saw on the timeline, there were other European explorers in the far west.” Have students turn to the “Let’s Discuss and Answer” section of the Student Resource Book and display the [timeline](#) again. Ask: “What European nation explored the West?” Call on several students to answer the question, and then, allow students to write the correct answer in their Student Resource Book. Then, project a map of [Jamestown and Plymouth](#). Ask: “What do you notice about the location of both colonies?” Allow students to make multiple observations, one being that they are located along the coastline, before instructing them to write the correct

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answers in their Student Resource Book. Say: "Now, think about the advantages and disadvantages of the locations of both colonies. Work independently to write your response in the Student Resource Book." Provide adequate time for the activity and allow students to share their responses with a shoulder partner.

5. Say: "Based on the climate and geography of Jamestown and Plymouth, think about what life was like in each colony." Then, have students turn to the "Let's Think and Respond" section of the Students Resource Book and work with a shoulder partner to answer the following questions: (Note: The [link](#) contains information on Jamestown and Plymouth and may be used to help set the context and build students' background knowledge.

- Were the climates of Jamestown and Plymouth similar or different?
- What benefits or problems might the geography or climate have impacted the colonists?
- How might life and work be similar and different for Jamestown and Plymouth?"

Project or draw a Venn Diagram on the board and guide students in a comparison/contrast of Jamestown and Plymouth.

6. Have students turn to the passage on "[Colonial America](#)" in the Student Resource Book. Read the passage aloud and have students annotate the text. Then, instruct students to write a brief response to the following prompt: "Based on the source, which colony do you think had the best chance for survival?" Ask for student volunteers to share their response. Then, create a T-chart with "Colony" and "Reason" on the board to capture student responses.

7. Extension Activity: Select primary documents on [Jamestown](#) and [Plymouth](#). Divide the class in half, assigning each half to a colony. Print the articles so students can annotate the text. Have students work in pairs to read the documents about their colony and answer the questions below. Say: "Make sure you gather all of the facts about your colony because you will have to teach a classmate from the other group."

- Why did some English citizens want to migrate to the Jamestown or Plymouth colonies?
- What did the colonists do to ensure their survival? (Encourage students to use the term *barter* or *trade* when discussing relations with Native tribes.)
- What did Europeans have to barter or trade with other groups in order to obtain help or food?
- How did geography and/or climate affect the survival of the colonists?

Circulate the room to check for accuracy. Use the Kagan strategy [Stand up, Hand up, Pair up](#) to help students find a partner from the other group. As each peer presents, their partner should take notes. Allow adequate time for each person to present, and then, have students return to their seats. Ask: "How was life different in these two colonies? Why did Plymouth and Jamestown end up so different? Was it because of the people or geography?" Have students write a short paragraph

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making a clear claim asserting either geography or people and supporting with evidence from their sources. Circulate to read student responses. Call on several students with conflicting answers to debate.

8. Say: "Jamestown had a rough beginning, but years later, the colony would be considered a success. Let's investigate how that transformation occurred." Have students turn to the "Jamestown" section of the Student Resource Book. Read [Jamestown](#) aloud to the class and have students annotate the text. Upon completion of the reading, facilitate a brief discussion on the settlers and labor required to make Jamestown a success. Encourage students to use the [conversation stems](#) during their discussion and provide evidence from the source and their background knowledge to support their claims.

9. Say: "Now, you will take a closer look the Plymouth Colony." Have students turn to "[Plymouth](#)" in their Student Resource Book and read the text aloud, encouraging students to annotate the text. Then, have students discuss the text with a shoulder partner and complete the "Discussion Planning Guide" in the Student Resource Book.

### Slavery in the Americas

10. Say: "There was an important, and significant, element that helped Jamestown become a successful colony." Have students turn to "Transatlantic Slave Trade" in the Student Resource Book." Write the word "Slave" on the board, and read or project the following definition: person who is the legal property of another.

11. Say: "Slavery in the Americas started long before the United States even existed and continued until well after the Civil War ended in 1865. Today, we will connect how geography influenced the adoption of slavery in the southern colonies." (Note: This [article](#) about teaching slavery in elementary school may prove helpful.)

12. Display a [map of the Transatlantic Slave Trade](#) and have students turn to the map in their Student Resource Book. Ask: "Based on the map, from which continent were slaves brought to the Americas?" and have students write their answers in the Student Resource Book. Say: "The following [video](#) explains the Atlantic Slave Trade. As you watch the video, think about what life aboard the ships must have been like for millions of slaves who crossed the Atlantic." After watching the video, have students read the "[Middle Passage](#)" selection in the Student Resource Book and complete the "Slave Trade" graphic organizer that follows the text. After providing adequate time for the activity, ask several students to share the information in their graphic organizers with their class. Then, write or display the terms "voluntary migration" and "involuntary migration" on

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the board. Allow students to briefly discuss the meaning of those terms with a shoulder partner before displaying the following definitions:

- Voluntary Migration: when people choose to leave their homeland
- Involuntary Migration: when people are forced to leave their homeland

Have the students turn to the “Let’s Write” section of the Student Resource Book and write a brief response to the following prompt: “How was the arrival of Africans in the Americas different from that of the colonists?”

13. Display a [map of Triangular Trade](#) and have students turn to the map in their Student Resource Book. Using the map, identify the “goods” that were traded between the continents. Have students work with a partner or in small groups to discuss the role of slavery within the Triangular Trade system. Encourage students to use the [conversation stems](#) during the discussion and provide evidence from the sources and their outside knowledge to support their answers. Guiding questions:

- How did slavery impact the economy of the southern colonies and Europe?
- Why was slavery more important in the southern colonies than in Plymouth?
- Select one colony and describe its economic activity and available raw materials.
- How did geography and climate impact the expansion of slavery?

### Assessment Opportunity

14. Have students turn to the “Let’s Assess” section in the Student Resource Book. Say: “You will now take what you have learned about early America and write a constructed response to this prompt: ‘Which of the following has a greater impact on the development of new settlements: people or geography?’ You may use the sources in Topic 2 of the Student Resource Book, any information discussed during class, and your background knowledge to construct your response.” Grade the written response using the [General LEAP 2025 Social Studies Assessment Constructed Response Rubric](#).

LDOE Unit 2 Assessment

JPS Unit 2 Assessment