

SST 309 Unit Plan
4th Grade – The World in Spatial Terms and Human Systems
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Overview/Rationale/Introduction

Overview

This unit plan is designed for a fourth grade classroom. The unit will be focusing on some of the geography GLCEs that fourth graders must learn before they move on. Four out of the five GLCEs in the section The World in Spatial Terms will be taught, excluding 4 – G1.0.3. This unit will also focus on the two GLCEs in the Human Systems section. The main focus of this lesson will be on the United States. Some areas that will be addressed are things like where the United States is located on the Earth. Another area is learning how to use cardinal and intermediate directions to describe locations in the United States. The students will also learn about the migration within or to the United States. They will learn multiples stories about the migration and they will learn how immigration helped develop certain places in the United States.

Rationale

I believe it is very important for students who are born in the United States (and students who were not born in the United States) to learn how people came to this country and how they inhabited it. It's important for students to know where the United States sits compared to the other countries on Earth and to be able to describe directions for relative locations. They will use these direction skills for the rest of their lives. Fourth grade students should also learn the typical elevation, climate, and population density across their country and understand why those things change from area to area. This unit plan will teach fourth graders exactly what they need to know about these subjects and they will have fun while doing it.

Introduction

While engaging in this unit plan, the students will be collaborating with peers and working by themselves. They will be getting a lot of their information from textbooks and even from the Internet. The rest of the information they will learn from their teacher and from thinking for themselves. There will be a lot of hands-on activities, reading, and writing included in this unit. The students will have a good time learning but the most important part is that what they learn should stick in their brains.

GLCE (coding and wording) and Verb underlined	4 – G2.0.1 Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?). Knowledge			
Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
To be able to teach this lesson to students, the teacher must know that the United States is in the western hemisphere. It is connected to Canada and Mexico. Canada is to the north of the United States and Mexico is to the south. An important thing students will need to learn is what it is like in the United States. They will need to realize that each region is different when it comes to weather, people, traditions, etc. Western hemisphere – the half of the world that is west of the prime meridian. Prime meridian – an imaginary line that divides the Earth in half with a left side and a right side.	The students will understand that the United States is different from other countries in the world in many ways.	The students will identify questions provided by the teacher that ask geography questions about the United States.	Western Hemisphere Prime meridian	I can tell where the United States is in the world and how it is connected to other places.

- 4..**Assessment ideas:** a. How will you know they've learned it?
 Project, Presentation, Paper-and-Pencil Test, Report, **And**
 b. How will you grade it?
 Scoring guide, checklist, rubric

5. **Sequence of Instruction (including Vocabulary):** What will you do? What will they do?

Lessons: How will you take them where they need to go? <i>(Step-by-Step plan)</i>	Instructional strategies/Social constructs: How will they work? <i>(AND what will YOU do?)</i>	Resources needed: What materials and resources will they need? <i>(Page #s read, graphic organizers, books, posters, realia, etc...)</i>
<p>Pre-test/Anticipatory set: the hook Lessons: How will you take them where they need to go? Use Gradual release: Modeling, Guided Practice, Independent practice (ITIP) Consider HOTS/Blooms/Vocabulary Checking for Understanding (Formative Assessment)</p>	<p>Instructional strategies/Social constructs: How will they work?</p> <ul style="list-style-type: none"> • Technology • Cooperative activity • Graphic organizers • Collaborative work • Group work • Independent 	<p>Resources needed: What materials and resources will they need ? (also included on Works Cited page)</p> <ul style="list-style-type: none"> • Texts/articles/trade books • Web site(s) • Realia, Technology, Worksheets • Paper/Pencil/markers/chart paper, etc.

GLCE (coding and wording) and Verb underlined	4 – G2.0.2 Use cardinal and intermediate directions to describe the relative location of significant places in the United States. Skills
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Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
<p>The teacher will need to know what some of the significant places in the United States are. Some examples are: New York City, Grand Canyon, Los Angeles, Detroit, and so many more. You can really use any places in the United States that you think are important. The teacher will need to know what cardinal directions and intermediate directions are.</p> <p>Cardinal directions – north, south, east, west</p> <p>Intermediate directions – northwest, southwest, northeast, southeast</p> <p>Relative location – a place in relation to another place</p>	<p>The students will understand that you can use cardinal/intermediate directions to describe places in the United States.</p>	<p>The students will use a map of the United States with a few different significant places on the map. The students will have to describe how they would give directions from where they are to that certain place using cardinal and intermediate directions. They will do this for each significant place on the map.</p>	<p>Cardinal directions Intermediate directions Relative location</p>	<p>I can tell the relative location of certain places in the United States by using cardinal and intermediate directions.</p>

GLCE (coding and wording) and Verb underlined	4 – G1.0.4 Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.			
Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
<p>The teacher will need to know where certain things are in the United States. The teacher will need to know about the Grand Canyon, Mississippi River, Yellowstone National Park, and the Appalachian Mountains. The teacher will know certain facts about each of them and the class will use many different geographic tools to look more detail into them. Some geographic tools could include: pictures of the sites, Google Earth, stories, etc.</p> <p>Geography – the study of the physical features of the Earth</p> <p>Geographic tools – things you can use to help you learn about the geography of a</p>	<p>The students will understand that we can answer geographic questions about the United States using various tools.</p>	<p>The students will use Google Maps to answer geographic questions about the United States provided by the teacher.</p>	<p>Geography Geographic tools Grand Canyon Mississippi River Yellowstone National Park Appalachian Mountains</p>	<p>I can use geographic tools to answer geographic questions about the United States.</p>

<p>certain area Grand Canyon- the huge river canal that the Colorado River runs through Mississippi River – the biggest river in the United States Yellowstone National Park – the first national park in the United States and has many wild animals and contains Old Faithful (geyser) Rocky Mountains – biggest mountain range in the United States.</p>				
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GLCE (coding and wording) and Verb underlined	4 – G1.0.5 Use maps to describe elevation, climate, and patterns of population density in the United States. Skills			
Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
The teacher will need to know the relative elevation, climate, and patterns of population density in the United States. Areas around the Gulf of Mexico are under sea level. Most of the eastern half of the United	The students will understand that maps can show many different aspects of an area.	The students will use three maps of the United States in front of them: one with elevation information, one with climate information, and the third with population	Elevation Climate Population Density	I can tell by looking at a map the type of climate, elevation, and population density a certain area in the United States has.

States is around 600-1800 ft above sea level. However, the Appalachian mountains are from 1800-6000 ft. The western part of the United States includes the Rocky Mountains so the elevations are much higher. Elevation can range from 1800- over 12,000 ft above sea level. The students will need to know that climate changes throughout the United States. Each region has a different type of climate. The teacher must also know about the population density. The northeast has a high population density because of New York City. Detroit, Chicago, Houston, Dallas, and southwest California all have high population densities as well. As a whole, the east side of the United States is much more dense than the west side of the United States.

Elevation – the height of the ground above sea level
Climate – the average weather conditions at a specific place over a 30 year period.

density information. The teacher will provide the students with questions about multiple areas or cities each asking about one, two, or all three of the aspects on the maps.

Population density – the number of people living in a specific unit of area.				
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GLCE (coding and wording) and Verb underlined	4 – G4.0.1 Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)			
Knowledge (K)	Understand (U)	DO: Demonstration of Learning (DOL)	Vocabulary	I Can
The teacher will need to know certain stories about why people came to the United States and why some leave. The main reason Europeans migrated to the United States was for economic opportunity. There was a lot of land here because not many Europeans had inhabited it yet. Farmers really wanted to come here for the prairie land. Religious reasons were another factor that caused migration to the United	The students will understand that there were many reasons for migration within or to the United States.	The students will read a case study or story by themselves and identify the reasons for migration within or to the United States. They will also have to identify whether they were push or pull factors.	Case study Migration Push factors Pull factors	I can identify push and pull factors that influenced migration within or to the United States.

<p>States. Europeans also brought many African American slaves over to the United States. Some push factors would include lack of jobs, war, or environmental problems. Case study – a published report about a person or situation that has been studied over time Migration – movement from one area to another Push factors – reasons to make things leave an area Pull factors – reasons to make things come to an area</p>				
<p>GLCE (coding and wording) and Verb underlined</p>	<p>4 – G4.0.2 Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g. forms of shelter, language, food). (H) Skills</p>			
<p>Knowledge (K)</p>	<p>Understand (U)</p>	<p>DO: Demonstration of Learning (DOL)</p>	<p>Vocabulary</p>	<p>I Can</p>
<p>Before Europeans came over to the United States, it was mostly just Native Americans who lived</p>	<p>The students will understand that immigration made an impact on the development of places</p>	<p>The students will describe the impact of immigration to the United States by writing two</p>	<p>Cultural development Immigration</p>	<p>I can tell that immigration made a big impact on cultural development in different regions</p>

<p>in teepees. Once Europeans came over, they started building things more structurally than what the Native Americans had. They also both spoke different languages. The Europeans brought over a new language and whoever else migrated to the United States also brought new languages. Cultural development - the act of new cultures becoming more population in a new area Immigration – coming to live permanently in a new country</p>	<p>in the United States.</p>	<p>paragraphs about the different ways immigration impacted certain areas of the United States. Each paragraph will be about a different area.</p>		<p>around the United States.</p>
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Resource Attachments
(Labeled A, B, C, D...)

Citation Page