



BLUE VALLEY CURRICULUM & INSTRUCTION

# Social Studies | Grade 4 | Geography of the US



## Unit #1:

## EXPLORING GEOGRAPHY

### essential skills and content

#### Overview

Students will explain why people choose and find where they live. They will recognize the roles geography plays in protecting individual rights and how culture influences the lives of people.

#### Essential Questions

- Why do people choose to live where they live?
- How do people find where they live?
- What roles does geography play in protecting individual rights?
- How does culture influence the daily lives of people?

#### Skills/Content

##### Skills:

- Define and identify landforms and their impact on where people choose to live.
- Read and analyze various types of maps.
- Explain reasons for choosing places to live.
- Recognize and evaluate how a person's culture and other cultural interactions has influenced their lives.
- Identify civic responsibilities as a member of a community.

##### Learning Targets:

- I can identify specific and broad geographic terms and physical features (basin, archipelago, bay, inlet, plain, cape, source, e.g.) on a map. (K)
- I can evaluate physical maps, elevation maps, topographical maps, political maps, climate maps, and economic resource maps to explain why people choose to live in a particular location. (R)
- I can define culture. (K)
- I can compare and contrast my culture with other cultures. (R)
- I can explain how culture influences my daily life. (D)
- I can identify my civic responsibilities as a citizen of my community (i.e., response to natural disasters; care of my school community, neighborhood, and/or region; care of natural resources of a region; rights and responsibilities as a citizen of the United States). (R) (D)








Grade: 4<sup>th</sup>

Unit: 1

Lesson Title: Demonstrating How to be a Good Citizen

**Learning Target: I can demonstrate how I can be a good citizen and contribute to my community.**

Materials Needed: paper, pencil, bowl/hat

Instructional Framework	Instructional Activity
	Brainstorm past situations where good citizenship has been displayed. (ex: Aftermath of tornado in Joplin, positive behaviors in the lunchroom.)
	Create a list of situations when being a good citizen was necessary.
	Students will choose a situation from above in groups or partners and will demonstrate how to be a good citizen in the community.
	Create our classroom rules and laws by incorporating previously discussed rights and responsibilities as a citizen.
	When rules or laws are broken by a student they will reflect on how to be a better citizen in the community.








Grade: 4<sup>th</sup> grade  
Unit: 1

Lesson Title: What Can I Do? How to Be an Effective Citizen

Learning Target: **I can demonstrate how I can be a good citizen and contribute to my community.**

Materials Needed: PowerPoint called "The Role of An American Citizen" *Unit 1 Resources*

Instructional Framework	Instructional Activity
	<p>Break the class into small groups to discuss the following quotes,                      "Ask not what your country can do for you, ask what you can do for your country." – John F. Kennedy                      "Be the change you want to see in the world." - Mahatma Gandhi                      "In the face of impossible odds, people who love this country can change it." – Barack Obama                      (Our idea was to give each group one of the quotes to discuss and then come back together as a class to talk about all 3.)</p>
	<p>Present scenario where it is obvious that help comes from a volunteer not from someone who is getting paid. (See attached example) Lead a group discussion with the class about doing things for a greater good even though you may have no immediate benefit or acknowledgement. Big idea here is volunteering or being an "upstander" not a bystander.</p>
	<p>There are many things that make a community work that are not directly paid for. If everyone does their fair share the whole community will survive and/or benefit.</p>
	<p>Open the PowerPoint called "The Role of an American Citizen."                      Begin on slide 11 to discuss responsibilities we have as citizens. Go through slides 12-16 to further define those responsibilities. On slide 17 are things children can become involved in.</p> <p><u><a href="#">Unit 1 Resources\The Role of An American Citizen.pptx</a></u></p>
	<p>Slide 18 of the PowerPoint calls the kids to action. Develop a small but attainable plan for the class to do.</p>

## Blue Valley Social Studies



EXAMPLE to use in Explore stage:

There is a tornado in a small town in Kansas. The damage is extensive and the town does not have a large population to help with the cleanup effort. What kinds of things need to be done to help this town recover and return to "normal"? What can you do to help?








Grade: 4<sup>th</sup>  
Unit: 1

Lesson Title: Identifying Civic Duties

**Learning Target: I can identify my civic responsibilities as a citizen of my community (e.g., response to natural disasters; care of my school community, neighborhood, and/or region; care of natural resources of a region; rights and responsibilities as a citizen of the United States).**

Materials Needed: Teachers Pay Teachers unit  
<https://www.teacherspayteachers.com/Product/Rights-and-Responsibilities-of-Citizens-Complete-Lesson-No-Prep-2118451>

Instructional Framework	Instructional Activity
	Assign pretest about rights and responsibilities. Complete the KWL about being a citizen. Show slideshow with pictures asking students what they would do in response to these pictures.
	Find the definition of the vocabulary words using the QR codes given in the lesson.
	Explain basic rights and responsibilities as an American citizen in your own words (Freedom of Speech, Freedom of Assembly, Freedom of Religion, and Freedom of Press).
	Create a situation in which you are a responsible citizen within your classroom or school and write about it.
	Complete the 3:2:1 and Rights and Responsibility Quiz.





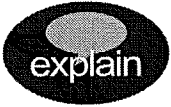

Grade: 4th  
Unit: 1

Lesson Title: Who's Job Is It?

Learning Target: **I can identify my civic responsibilities as a citizen of my community (e.g., response to natural disasters; care of my school community, neighborhood, and/or region; care of natural resources of a region; rights and responsibilities as a citizen of the United States).**

*- Unit 1 Resources*

Materials Needed: Scenario cards, PowerPoint called "The Role of an American Citizen", Exit Ticket

Instructional Framework	Instructional Activity
	<p>Semantic Feature analysis for duty and responsibility. Give each student a chart so they can activate their background knowledge about the words <i>duty</i> and <i>responsibility</i>. Putting a + in the column means there is a positive relationship between the word and the descriptor. In other words, they go together. Putting a - in the column means there is a negative relationship between the word and the descriptor. In other words, they do NOT go together.</p>
	<p>Whole group - define duty and responsibility. For your reference, these are defined in the PowerPoint that goes with this lesson. Make an anchor chart to refer to definitions as you progress through the lesson. Distribute the scenario cards and have the students sort them into 2 categories, "DUTY" and "RESPONSIBILITY".</p> <p><u><a href="#">Unit 1 Resources\The Role of An American Citizen.pptx</a></u></p> <p><u><a href="#">Unit 1 Resources\Learning Target 1 card sort.docx</a></u></p>
	<p>Once the cards are sorted have students explain and defend why they put cards in each category.</p>
	<p>Use the PowerPoint called "The Role of an American Citizen" to investigate the duties of a United States citizen. STOP AT SLIDE #10 before moving on to slide #11. This is where you will pick up for the next lesson.</p>



Use an Exit Ticket to evaluate the day's learning. "What is the difference between duty and responsibility?" This can be printed or the question simply displayed on the board and children write a response on paper.

drive the  
speed limit

pay your  
taxes

serve on a  
jury

register, when  
eligible, to join  
the military

go to  
school

use a  
crosswalk



secure a  
baby in a car  
seat

wear a seat  
belt in car

get pets  
immunized

obtain a fishing  
or hunting  
license

ask permission  
before walking on  
someone else's  
property

donate  
blood

volunteer to  
be a coach

recycle

be informed  
about community  
issues

vote when  
you are  
eligible

register to  
vote

keep  
yourself  
healthy

mow your  
lawn

clean up  
after your  
pets

get pet  
spayed or  
neutered

pick up trash  
when you  
see it

report any  
crime you  
see

### Semantic Feature Analysis for DUTY and RESPONSIBILITY

	obligation	helps the country	required of citizens	something a citizen should do	diminishes our quality of life if not done	if not done, a person could be punished by law
duty						
responsibility						

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Grade: 4  
Unit: Unit 1

Lesson Title: Compare/Contrast Cultures

Learning Target: I can compare and contrast my culture with other cultures.

- Materials Needed: Lead 21 Unit 1 book, dry erase markers, iPads and the Educreations app.

Instructional Framework	Instructional Activity
	What are some things that you celebrate in your culture? Share with your seat partner and make a Venn diagram on their desks of the partners' cultural traditions.
	Break into different groups and have the groups read a chapter from chapters 2-8 in Unit 1 of Lead 21.
	Each group makes an Educreations based on their topic. The Educreations should explain the differences and similarities of the topic in their chapter ie. Dance, music, art.
	Each group shares their Educreations.
	One minute quick write on something they learned.

Blue Valley Social Studies








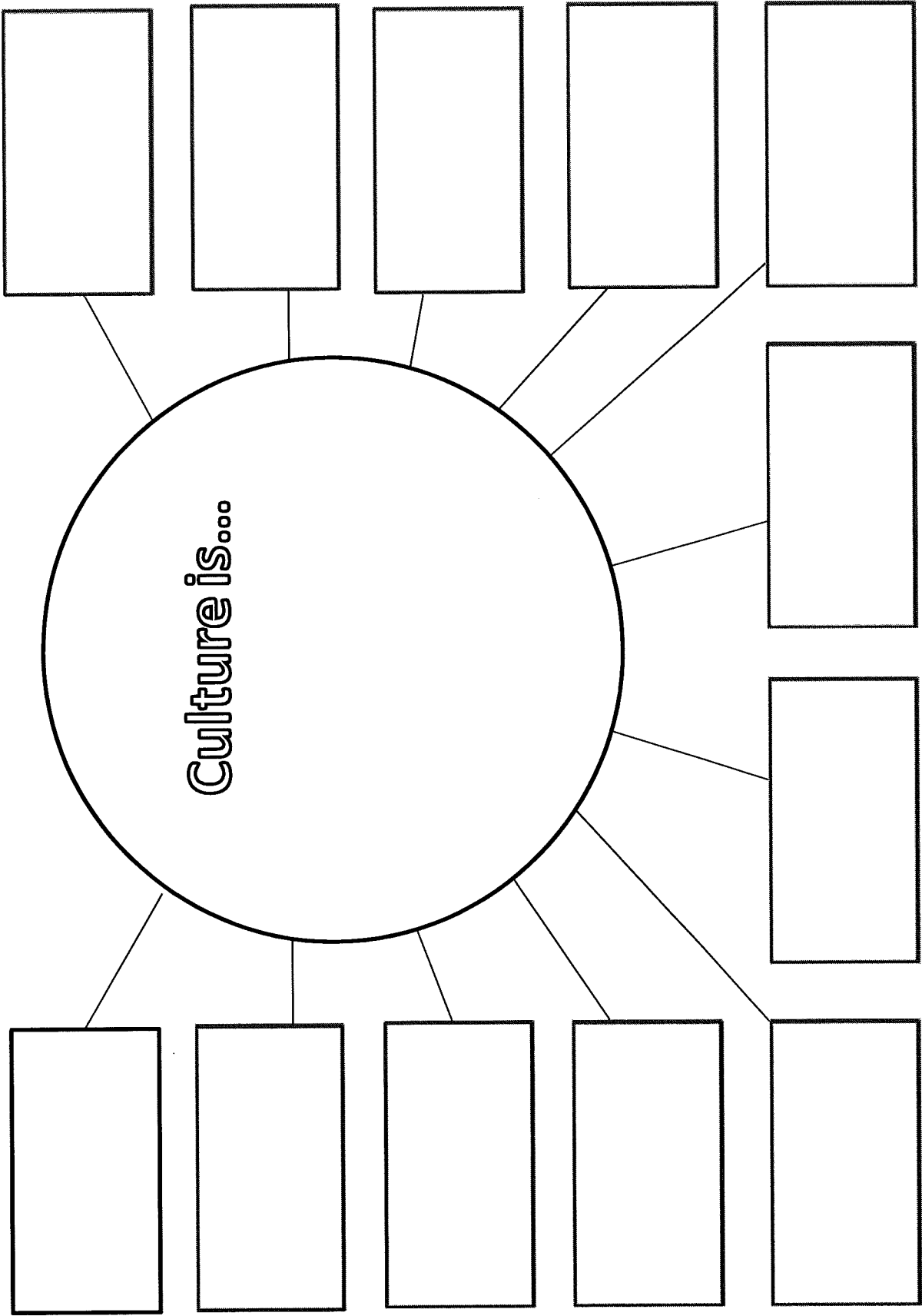
Grade: 4  
Unit: 1

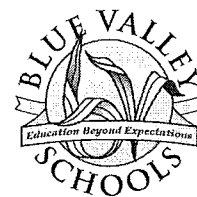
Lesson Title: What is culture?

Learning Target: I can define culture.

Materials Needed: Lead 21 book

Instructional Framework	Instructional Activity
 engage	<p><a href="https://app.discoveryeducation.com/player/view/assetGuid/2dde7a7c-ae2a-4bc5-a721-814b46405fb7">https://app.discoveryeducation.com/player/view/assetGuid/2dde7a7c-ae2a-4bc5-a721-814b46405fb7</a></p> <p>Watch this 2:19 video to get kids thinking about different cultures. Ask students what they know about culture and/or share something about their culture. You can talk about culture at school, family etc.</p>
 explore	<p>Read pages 10, 11, 142, 149, 158, 159 in Lead 21. Have groups come up with words that would describe culture after reading these pages.</p>
 explain	<p>Groups share their ideas. Teacher writes down the words on chart paper or white board.</p>
 elaborate	<p>Class discusses and comes up with a definition of culture.</p>
 evaluate	<p>Kids illustrate what the class definition of culture looks like in their life.</p>










Grade: Fourth Grade  
Unit: 1

Lesson Title: Geographical terms/Landforms

Learning Target: – **I can identify specific and broad geographic terms and physical features (basin, archipelago, bay, inlet, plain, cape, source, e.g.) on a map.**

*- Unit 1 Resource 5*

Materials Needed: Computers, iPads (optional), notes, SMART document (provided)

Instructional Framework	Instructional Activity
	<p>SMART document: Use first 2 slides to introduce terms. Talk about characteristics that define the terms. Last slide is quiz with pictures to identify landforms. <u>Geography activity.notebook</u></p> <p>Video: Discovery Education (Subscription needed) "Let's Talk Geography: Landforms" (8 min.)</p>
	<p>Divide into groups, assign each one a term. Groups can define the feature, draw the feature, explain how the feature was created, and find 2 physical examples of that feature within the United States.</p>
	<p>Students present their findings in verbal and visual presentations.</p>
	<p>During or after presentations, create notes with "official" definitions. As a class, come up with hand/body motions for each term. (ex. triangle above your head is a mountain).</p> <p>Another example is to put every group's presentation into a "field guide" to be utilized throughout the rest of the year.</p>
	<p>SMART notebook document: Revisit quiz at end of document.</p> <p>Groups use notes to create a book of all geographical terms. (Paper or iBook) Include real world photos, definitions, etc. (iBooks could include video of students showing the motions!)</p>










**Grade: Fourth**  
**Unit: 1**

**Lesson Title: Map Your Vocabulary**

**Learning Target: I can identify specific and broad geographic terms and physical features (basin, archipelago, bay, inlet, plain, cape, source, e.g.) on a map.**

**Materials Needed: A detailed Physical Map of the United States**

Instructional Framework	Instructional Activity
	<p>Have students identify physical features that they know on a physical map. Connect to prior learning by reviewing how to use a map legend or key, and the cardinal directions. Here is a link to a physical map of the U.S.:</p> <p><a href="http://www.eduplace.com/ss/maps/pdf/usphys.pdf">http://www.eduplace.com/ss/maps/pdf/usphys.pdf</a></p>
	<p>Explore different types of maps and their different uses/purposes. Use the included Power Point Presentation: "Geography Maps."</p> <p><a href="#">Unit 1 Resources\Physical, Political, Thematic Maps Power Point.pptx</a></p>
	<p>Referring back to the physical map, begin to identify the new geographical terms. These are some suggested terms specific to the U.S. Geography: archipelago, basin, bay, canyon, cape, channel, coastal plain, delta, desert, glacier, gulf, inlet, mesa, mountain range, plain, plateau, river source, river mouth, sea level, tributary, and volcano.</p>
	<p>Use the Geography Terms Matching Game Power Point for additional practice on applying the definitions of terms. You can add to this power point any additional terms that you want to cover. Students will practice labeling a physical map with the targeted geographic terms.</p> <p><a href="#">Unit 1 Resources\Geography Terms Vocabulary Matching Game.ppt</a></p>
	<p>Students will label a blank physical map with all terms listed in a word bank.</p>








Grade: Fourth Grade

Unit: Geography

Lesson Title: Types of Maps

**Learning Target: I can evaluate physical maps, elevation maps, topographical maps, political maps, climate maps, and economic resource maps to explain why people choose to live in a particular location.**

Materials Needed: a collection of different types of maps (one type for each group), computers/iPads

Instructional Framework	Instructional Activity
	<p>“What are maps? What information do they provide? Why would someone use a map? What do you call someone who creates maps?”</p> <p>Videos: Brainpop (Subscription needed) “Map Skills” Discovery Education (Subscription needed) “Types of Maps” (4 min.)</p>
	<p>Divide into groups and provide each group a different type of map. Students must discuss what information the map provides and why might someone use this map. Share.</p>
	
	<p>Each person (or partners) chooses a city in the world. Using researching skills, they must look up different types of maps (at least 3) to gather information about their location. They must find out why someone would want to live in this location.</p>
	<p>Create a brochure or commercial (Green Screen) to persuade others to come live in this city based on their findings from the maps.</p>