

**Unit #3:**

**GEOGRAPHY OF THE NORTHEAST**

**essential skills and content**

**Overview**

Students will analyze the physical, economic, historical, and cultural aspects of the Northeast region of the United States. Students will recognize that all of these elements influence the lives of the people who live there.

**Essential Questions**

- Why do people choose to live in the Northeast?
- How does the physical environment of the Northeast influence the way people live?
- What renewable and non-renewable natural resources exist in the Northeast, and how do people decide who has the right to use them?
- How has the population of the Northeast changed over time?
- How does the availability of natural resources result in different economic choices across the Northeast?
- What makes the states in the Northeast a region and what do they have in common?
- How do the cultural patterns of the Northeast influence the lives of the people who live there?

**Skills/Content**

**Skills:**

- Recognize that people choose where they live based on the geography, economy, history, and culture of a region.
- Identify renewable and non-renewable natural resources of a region and argue who has the right to use the natural resources.
- Explain the relationship between the natural resources of a region and their effect on the economy of the region.
- Explain how the population of the Northeast region has changed over time.
- Identify characteristics that states in the Northeast share that make it a region.
- Understand how culture has influenced the Northeast region and the people who live there.

**Learning Targets:**

- I can locate states, capitals, and major cities in the Northeast region. (K)
- I can identify renewable and non-renewable natural resources of the Northeast region. (K)
- I can explain how the economy of the Northeast region is influenced by the natural resources found there. (R)
- I can compare and contrast the Northeast region with the region that I live in, including geography, culture, history, and economy. (P)
- I can explain reasons behind the change in population over time in the Northeast region. (R)
- I can identify the common elements of the Northeast region. (R)
- I can identify elements of the culture of the Northeast region and how the culture affects the people who live there. (D)

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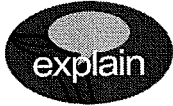




Grade: 4th  
Unit: 3-Northeast Region

Lesson Title: Making a Living

Learning Target: **I can explain how the economy of the Northeast region is influenced by the natural resources found there.**

Materials Needed: Textbook and map of USA

Instructional Framework	Instructional Activity
 engage	Begin with a discussion of jobs in our area. How and why are those jobs specific to Kansas? Are any parents fishermen? Farmers? Aviation? Miners? Why not? Have you been to a big city in Kansas? Have you been to a rural area? How do the jobs differ?
 explore	Using Lead 21, Unit 3, natural resources in the Northeast Region: Students make a list of natural resources in the region.
 explain	Students will make connections with the natural resources and the geography of the region.
 elaborate	Using the list of natural resources of the region, decide what jobs could be connected to the resource. Generalize what jobs are common to this region.
 evaluate	Using a Venn Diagram, students will complete the organizer comparing jobs found in Kansas and in the Northeast region.

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Grade: 4<sup>th</sup> Grade  
Unit: 3

Lesson Title: Northeast Resources

Learning Target: **I can identify renewable and non-renewable natural resources of the Northeast region.**

Materials Needed:  
(Cross-curricular Resources)  
Lead 21 Unit 2  
Lead 21 Unit 3  
Bring Science Alive!: Unit 2 Lesson 6  
iPad

Instructional Framework	Instructional Activity
	In between Unit 2(Living Green) and Unit 3(The Nation's Beginnings) in Lead 21, have students use prior knowledge to preview the stories in Unit 3 with a perspective of natural resources.
	Have them make predictions about which natural resources might be used the most in the Northeast region.
	Present information from <u><a href="#">Unit 3 Resources\Northeast region powerpoint.pdf</a></u>
	In partners, students will research information about a specific state and create a travel commercial convincing people to come to their state based on the natural resources it has.  Students can use information from Lead 21 texts, Science Unit 2 Lesson 6, and online resources.
	Students will watch travel videos, which will be graded upon the mention of resources and group participation.

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

Unit: 3

Lesson Title: Population Change in the Northeast region over time.

Learning Target: I can explain reasons behind change in population over time in the Northeast region (e.g. Westward expansion, trails, dust bowl)

Essential Question: How has the population of the Northeast region changed over time?

Materials Needed:

Student Interactive Notebook

Student Textbook





Teacher's Lesson Guide History Alive!

Student Desk Map

Butcher paper/poster

Lead21 Student Theme Reader

Padlet

Instructional Framework	Instructional Activity
	<p>Discuss as a class the changes in the class' population over the course of the year (over the summer if at the beginning of the year)</p> <p>Create a Padlet with student responses</p>
	<p>Teacher's Lesson Guide: Lesson 5 pg. 57</p> <p>Preview pg. 29 in interactive student notebook</p> <p>Picture on pg. 53 displayed in student textbook</p>
	<p>Read Ch. 1-4 in <i>Lead21 Tour of the Atlantic States</i></p> <p>Determine: <i>Why groups settled in the region?</i></p> <p>Divide students into groups. Assign each group a section and become experts on the specific reasons the area was settled.</p> <p>Ex: Geography, Economy, History, Culture</p>
	<p>Groups share results of their research on poster to the rest of the class.</p> <p>Other groups take detailed notes from presentations.</p>



An oval icon with a dark background. Inside, there is a white checkmark and the word "evaluate" in white lowercase letters.	List four reasons why the population of the Northeast region changed over time.
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Grade: 4th

Unit: 3-Northeast Region

Lesson Title: Population Changes

Learning Target: **I can explain reasons behind change in population over time in the Northeast region.**

Materials Needed: Computers, graphic organizers

Instructional Framework	Instructional Activity
	<p><a href="http://www.infoplease.com/ipa/A0922422.html">http://www.infoplease.com/ipa/A0922422.html</a> Using the above website, students will choose the cities listed that are located in the Northeast area. Another idea: Have a small group of students follow one city and then share out the data.</p>
	<p>Using a table to collect the data, students will compile a list of those cities and their populations over the decades.</p>
	<p>Have a discussions as to the ups and downs of those cities. (Can the teacher or students give any historical clues as to what is going on in history at those times?)</p>
	<p>Find Kansas City on the lists. How does the population changes compare with those in the NE region?</p>
	<p>Using PADLET, student will synthesize the information gleaned from the data into a paragraph explaining the patterns and possible causes in the population changes. Students will discuss those ideas/ paragraphs shared by others.</p>






Grade: 4<sup>th</sup> Grade  
 Unit: 3-The Northeast



Lesson Title: Northeast States and Capitals

Learning Target: **I can locate states, capitals, and major cities in the Northeast region.**

Materials Needed:  
 Computer  
 SMART Board  
 Class Set of iPads

Instructional Framework	Instructional Activity
	<p>Together as a class, students will view the map at <a href="http://www.yourchildlearns.com/mappuzzle/us-states-capitals-regions.html?ne">http://www.yourchildlearns.com/mappuzzle/us-states-capitals-regions.html?ne</a> on the SMART board, and the teacher will call on students to place the states where they should go.</p>
	<p><b>Create a “State Bubble” as found on <a href="http://missparrettsclass.weebly.com/states--capitals-webquest.html">http://missparrettsclass.weebly.com/states--capitals-webquest.html</a></b></p> <p><b>Bubble Partner Project</b>              For this project, students will work with a partner and choose a state to research and create a "state bubble" to present. State Bubbles need to include information on the following:</p> <ul style="list-style-type: none"> <li>• Name of state and it's capital</li> <li>• Region where state is located</li> <li>• State flower, tree, and bird</li> <li>• Minimum of three well-known cities</li> <li>• Important bodies of water</li> <li>• Important landforms (canyons, mountains, etc.)</li> <li>• Type of industry state is known for</li> <li>• Climate of state</li> <li>• At least three interesting facts</li> <li>• <b>Minimum of 12 pictures are required but more are encouraged. Remember to be as creative as possible!</b></li> </ul> <p><b>Information can be found on:</b>  <a href="http://www.symbaloo.com/home/mix/13eP26QDe0">http://www.symbaloo.com/home/mix/13eP26QDe0</a></p>
	<p>Students will present their projects to the class and take notes on each other's presentations.</p>



	After presentations, students can begin studying locations and capitals using this quiz: <a href="http://www.studenthandouts.com/Games-06/US-GEOGRAPHY-Name-the-Northeastern-States-Map-Multiple-Choice-Quiz.html">http://www.studenthandouts.com/Games-06/US-GEOGRAPHY-Name-the-Northeastern-States-Map-Multiple-Choice-Quiz.html</a>
	The class will put all of their information to create a class ThingLink about the Northeast.
	The ThingLink will be posted on Edmodo and students will be required to comment and discuss each other's projects. As a class, students will demonstrate their knowledge on state capitals by using Kahoot: <a href="https://play.kahoot.it/#/k/d85d6133-ba05-4e22-9b15-b8d182854453">https://play.kahoot.it/#/k/d85d6133-ba05-4e22-9b15-b8d182854453</a>