



Unit #7:

GEOGRAPHY OF THE SOUTHWEST

essential skills and content

Overview

Students will analyze the physical, economic, historical, and cultural aspects of the Southwest 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 Southwest?
- How does the physical environment of the Southwest influence the way people live?
- What renewable and non-renewable natural resources exist in the Southwest, and how do people decide who has the right to use them?
- How has the population of the Southwest changed over time?
- How does the availability of natural resources result in different economic choices across the Southwest?
- What makes the states in the Southwest a region; what do they have in common?
- How do the cultural patterns of the Southwest 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 discuss/debate 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 Southwest region has changed over time.
- Identify characteristics that states in the Southwest share that make it a region.
- Understand how culture has influenced the Southwest region and the people who live there.

Learning Targets:

- I can locate states, capitals, and major cities in the Southwest region. (K)
- I can identify renewable and non-renewable natural resources of the Southwest region. (K)
- I can explain how the economy of the Southwest region is influenced by the natural resources found there. (R)
- I can compare and contrast the Southwest region with the region that I live in, including geography, culture, history, and economy. (P)
- I can explain reasons behind change in population over time in the Southwest region (i.e. trail travel, fresh water sources, Native American territory shifts, land allocation by government and railroads). (R)
- I can identify the common elements of the Southwest region (i.e. climate, resources, geography). (R)
- I can identify elements of the culture of the Southwest region and how the culture affects the people who live there. (D)

Blue Valley Social Studies








Grade: Fourth grade
Unit: Geography

Lesson Title: Southwest region population change

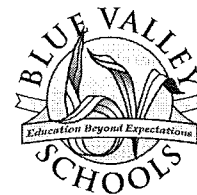
Learning Target: I can explain reasons behind change in population over time in the Southwest region (i.e. trail travel, fresh water sources, Native American territory shifts, land allocations by government and railroads)

Materials Needed:

- Access to Discovery Education
- Strips of paper
- World Book, Britannica, "From Sea to Shining Sea" book series

Instructional Framework	Instructional Activity
	Students view video "Regions of the United States: The Southwest: People and Heritage" 19:00, a Discovery Education video Students respond to, "What were some reasons behind the change in population over time in the Southwest region?"
	As a whole group, share student responses and discuss
	Assign an effect of population change to a small group Students will research the cause and then create a cause-and-effect pairs on strips of paper
	Exchange paper strips throughout the class and record cause-and-effect relationships
	Correctly identify cause-and-effect relationships

Blue Valley Social Studies



Grade: 4th






Unit 7: Geography of the Southwest

Lesson Title: Southwest Culture

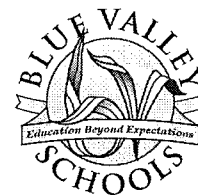
Learning Target: I can identify elements of the culture of the Southwest region and how the culture affects the people who live there.

Materials Needed:

- “Regions of the United States: The Southwest: People and Heritage” video (Can be found on Discovery Education)
- Social Studies Alive Curriculum Teacher’s Guide p. 155
- Social Studies Alive Book
- Interactive Student Notebooks
- Information Master 10B (LG p.162) & Student Handouts 10B (LG p169-172) in the Teacher Lesson Guide

Instructional Framework	Instructional Activity
	<ul style="list-style-type: none"> • Have students watch the video or clips from the video listed above. • Stop at crucial points to discuss the different cultures and the effects of those cultures in the Southwest. • The students could also fill out a 3-2-1 while watching (3 New Learnings, 2 Connections, 1 Question) or another variation of the activity.
	<ul style="list-style-type: none"> • Have students listen to Disc 2 Track 6, “El Paso and Ciudad Juárez: Two Cities, Two Countries, One Border” from the Social Studies Alive CDs. • Distribute a copy of the Information Master 10B: Tour Site 6 and one role card from Student Handout 10B: Act-It-Out Role Cards to each group of the students. • Each pair will follow the directions on their role card to prepare for the role play.
	<ul style="list-style-type: none"> • After each pair is prepared, they will partner with three other pairs that practice the three other roles. Each pair will be interviewed by the other three pairs who are acting as the press corps.
	
	<p>Teacher Observation</p> <ul style="list-style-type: none"> • How did the students prepare for their roles? What are the student interactions like? Do the student know the information on their role cards during their interviews?

Blue Valley Social Studies



Grade: 4th






Unit 7: Geography of the Southwest

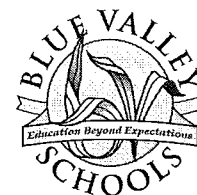
Lesson Title: Southwest Region

Learning Target: I can identify the common elements of the Southwest region (i.e. climate, resources, geography)

Materials Needed:

- Social Studies Alive Curriculum Teacher's Guide
- Social Studies Alive Book
- Student Handout 10A cards (p.167-168 in Lesson Guide)
- Interactive Student Notebooks

Instructional Framework	Instructional Activity
	Have the students write about the following prompt- What do you think the Southwest region is like? What do you think it would be like to live there? After writing for 5 minutes, discuss with the class.
	Have the students look through the maps pages 111-113 and discuss observations about the geography/landforms, the natural resources, the points of interest, and the industries. -RI.4.7- graphic features
	Have the students complete the Geography Challenge in chapter 10 of Social Studies Alive. The activity steps are located in the Social Studies Alive Teacher Lesson Guide 2 on pages 153-154.
	Have students reflect on any new learning or connections that they might have.
	Teachers can check the students' Interactive Notebook pages 66-67 for understanding.








Grade: Fourth grade
Unit: Geography

Lesson Title: What are renewable and non-renewable natural resources of the Southwest region?

Learning Target: I can identify renewable and non-renewable natural resources of the Southwest region?

Materials Needed:

- Access to Discovery Education
- "From Sea to Shining Sea" by Therese De Angelis
- Blank Southwest region map

Instructional Framework	Instructional Activity
	<p>In Discovery Education watch "Natural Resources" 3:43 https://app.discoveryeducation.com/learn/videos/A7D695D0-B237-45A7-B1F8-A180ABD24F0A?hasLocalHost=false</p> <p>Ask students to list natural resources from the video</p>
	<p>With a partner categorize and classify their list of resources as renewable and non-renewable resources</p>
	<p>Create a class chart of the renewable and non-renewable resources and discuss characteristics of renewable and non-renewable resources</p>
	<p>Check out Southwest state books, "New Mexico" by Therese DeAngelis, from your school library, interlibrary loan, or the Johnson County Library</p> <p>With a partner students will identify renewable and non-renewable natural resources and on a blank map create a map key and the location of the resources</p> <p>On the back of the map, students should classify their list of resources as renewable and non-renewable resources</p>
	<p>Students should map at least five different resources in the correct state and students should classify their list of resources as renewable and non-renewable resources correctly</p>