

## Social Studies Grade 4 Geography Unit Plan

Grade/ Grade Band: Grade 4	Topic: Geography	Lesson Overview
<p><b>Materials:</b> <b>Missouri map outline</b> <b>US Regions packets</b> <b>US map outline</b> <b>Brain Pop</b> <b>Ducksters for U.S. regions</b> <b>MO book (pages 8-11)</b></p>		
<p><b>Performance Expectation(s) Standards:</b></p> <p>4.EG.5.A: Construct and interpret historical and current maps 4.EG.5.B: Name and locate specific regions, common states, common capitals, common river systems, and mountain ranges in the United States based on historical or current topics 4.EG.5.C.a: Identify and compare physical characteristics of specific regions within the nation, such as climate, topography, relationships to water and ecosystems 4.EG.5.D: Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and the present 4.EG.5.F: Identify different kinds of regions in the U.S. and analyze how their characteristics affect people who live there (history, economy, governance, society, today's culture) 4.TS.7.B.b: Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.</p>		
<p><b>Objectives:</b></p> <p>The student will be able construct a map of Missouri that includes regions, important cities, rivers, and other geographical landmarks.</p> <p>The student will be able to discuss the physical, economic, and climate information of the Midwest Region.</p> <p>The student will be able to choose an additional US region and complete an individual project that shows their knowledge of physical, economic, and climate features within that region.</p>		
<p><b>Learning Targets:</b></p> <p>I can construct a map of Missouri that includes regions, important cities, rivers, and other geographical landmarks.</p> <p>I can discuss the physical, economic, and climate information of the Midwest Region.</p> <p>I can choose an additional US region and complete an individual project that shows their knowledge of physical, economic, and climate features within that region.</p>		

## Narrative / Background Information

### **Prior Student Knowledge:**

What they know about Missouri and the US from their own travels and background.

### **Possible Preconceptions/Misconceptions:**

What are states, cities, countries, continents, etc.

## LESSON PLAN – 5-E Model

### **Vocabulary:**

geography  
Region  
Economic features  
Physical features  
Dissected Till Plain  
Osage Plains  
Ozark Plateau  
Mississippi Flood Plain  
Northeast region  
Southeast region  
Midwest  
Southwest  
West  
river system  
climate  
mountain range  
ecosystem

### **EVALUATE:**

#### **Formative Monitoring (Questioning / Discussion):**

Exit slips, brain pop quizzes, student responses from reading passages and class discussion, etc...

#### **Summative Assessment (Quiz / Project / Report):**

\*Missouri Regions Map quiz (practice option - explain the features of one of the Missouri regions in an informative paragraph) (4.EG.5.F: Identify different kinds of regions in the U.S. and analyze how their characteristics affect people who live there (history, economy, governance, society, today's culture)

\*Midwest region quiz - students complete the reading questions within the Midwest packet as their study guide. This can be completed together or in groups over the course of a couple of days.

\*U.S Region Map quiz and written portion

\*U.S. Region individual project

## SS Lesson Planning Template

<b>Grade/ Grade Band:</b> 4 <sup>th</sup> Grade	<b>Topic:</b> Geography	<b>Lesson #</b> 1: Regions of Missouri; may take two days
<b>Materials:</b> Map of Missouri, p. 8-11 from our Missouri books (shared Google Doc)		
<b>Performance Expectation(s) Standards:</b> 4.EG.5.A: Construct and interpret historical and current maps 4.EG.5.B: Name and locate specific regions, common states, common capitals, common river systems, and mountain ranges in the United States based on historical or current topics 4.EG.5.D: Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and the present 4.TS.7.B.b: Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.		
<b>Objectives:</b> (Written in teacher language with verbs that can be observed outwardly.) (SWBA...)  The student will be able construct a map of Missouri that includes regions, important cities, rivers, and other geographical landmarks.		
<b>Learning Targets:</b> (Written in student language with verbs that can be observed outwardly.) (I can...)  *I can construct a map of Missouri that includes regions, important cities, rivers, and other geographical landmarks.  *I can identify cardinal and intermediate directions and correctly label a compass rose.  *I can create a map key for the four regions.		
<b>Narrative / Background Information</b>		
<b>Prior Student Knowledge:</b> Students may have experience with traveling in Missouri and enjoying the geographical landmarks.		
<b>Possible Preconceptions/Misconceptions:</b> Students may need reinforcement differentiating between what is a city, state, country, etc.		
<b>LESSON PLAN – 5-E Model</b>		
<b>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:</b> Students complete a K-W-L chart about what they know about the geography and climate of MO, and what they hope to know. Teachers can develop a class chart as well. Define geography, region ( <b>Region: an area of land that has one or more features in common (language, government, physical features/landforms, climate)</b> ), physical and economic features, climate. Introduce the regions of Missouri:		

Dissected Till Plain  
Osage Plains  
Ozark Plateau  
Mississippi Flood Plain

**\*\*These vocabulary words can be displayed on a poster or students can keep definitions in a notebook or on notecards.**

**EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:**

Students will use the source to label a map of Missouri with the following: four regions, Missouri River, Mississippi River, Kansas City, Independence, Oak Grove, Springfield, Jefferson City, St. Louis, St. Joseph

**EXPLAIN: Concepts Explained and Vocabulary Defined:**

**Vocabulary: geography, region** (Region: an area of land that has one or more features in common (language, government, physical features/landforms, climate), **physical and economic features, climate**

**ELABORATE: Applications and Extensions:**

**EVALUATE:**

**Formative Monitoring (Questioning / Discussion):**

**Summative Assessment (Quiz / Project / Report):**

## SS Lesson Planning Template

<b>Grade/ Grade Band:</b> 4 <sup>th</sup> Grade	<b>Topic:</b> Geography	<b>Lesson # 2:</b> Features of Missouri Regions (may take two days)
<b>Materials:</b> MO maps, p. 8-11		
<p><b>Performance Expectation(s) Standards:</b>4.EG.5.A: Construct and interpret historical and current maps</p> <p>4.EG.5.B: Name and locate specific regions, common states, common capitals, common river systems, and mountain ranges in the United States based on historical or current topics</p> <p>4.EG.5.D: Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and the present</p>		
<p><b>Objectives:</b> (Written in teacher language with verbs that can be observed outwardly.) (SWBA...) Students will be able to use a source to read about and record relevant notes about the physical and economic features of each region.</p>		
<p><b>Learning Targets:</b> (Written in student language with verbs that can be observed outwardly.) (I can...) I can use a source to learn about the regions of Missouri and use Boxes and Bullets to record relevant information.</p>		
<b>Narrative / Background Information</b>		
<p><b>Prior Student Knowledge:</b> Refer to KWL charts.</p>		
<p><b>Possible Preconceptions/Misconceptions:</b></p>		
<b>LESSON PLAN – 5-E Model</b>		
<p><b>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:</b> Have a discussion about their travels in Missouri and can share ideas from their KWL charts. Review what they learned from constructing the map of Missouri and its regions and review the vocabulary.</p>		
<p><b>EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:</b> Model how to record information using boxes and bullets. Modeling can be done by completing notes on one of the regions together. Then the students complete their notes on the remaining three regions. They can then share and discuss with a partner.</p>		

**EXPLAIN: Concepts Explained and Vocabulary Defined:**

**Vocabulary:** Review the vocabulary learned from previous lesson.

**ELABORATE: Applications and Extensions:**

**EVALUATE:**

**Formative Monitoring (Questioning / Discussion):**

Teachers can have students complete an exit slip in which they choose a region and explain its physical/economic features and how these features compare/contrast to where we live. They complete the L column in the KWL chart and share.

**Summative Assessment (Quiz / Project / Report):**

Plan to give summative (region quiz) when Lessons 1-2 are completed and students have had time to study.

## SS Lesson Planning Template

<b>Grade/ Grade Band:</b> 4 <sup>th</sup> Grade	<b>Topic:</b> Geography	<b>Lesson #3:</b> States of the Midwest
<b>Materials:</b> U.S. Maps, Map from Midwest packet		
<b>Performance Expectation(s) Standards:</b> 4.EG.5.B: Name and locate specific regions, common states, common capitals, common river systems, and mountain ranges in the United States based on historical or current topics.		
<b>Objectives:</b> (Written in teacher language with verbs that can be observed outwardly.) (SWBA...): Students will be able to identify and label the states located in the Midwest region.		
<b>Learning Targets:</b> (Written in student language with verbs that can be observed outwardly.) (I can...): I can identify and label the states of the Midwest region.		
<b>Narrative / Background Information</b>		
<b>Prior Student Knowledge:</b> The class can discuss any knowledge they have about any of the states and travel experiences.		
<b>Possible Preconceptions/Misconceptions:</b>		
<b>LESSON PLAN – 5-E Model</b>		
<b>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:</b> Display a U.S. map and look together to identify the location of the Midwest region. Have students come up and identify any of the states and/or capitals they already know.		
<b>EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:</b> Students use a source (labeled map displayed, their Midwest packet, map found in their agenda, etc.) to identify and label the states of Missouri, Kansas, Nebraska, Iowa, South Dakota, North Dakota, Minnesota, Wisconsin, Michigan, Illinois, Indiana, and Ohio.		
<b>EXPLAIN: Concepts Explained and Vocabulary Defined:</b>		
<b>Vocabulary:</b>		
<b>ELABORATE: Applications and Extensions:</b> Students can learn the capitals and abbreviations of the Midwest region states. Students can also research the history of one or more of the states (ex. when it became a state, specific physical and economic features, tourism, etc.) They can also create a mnemonic device to help remember the states.		

**EVALUATE:**

**Formative Monitoring (Questioning / Discussion):**

**Summative Assessment (Quiz / Project / Report):**



## SS Lesson Planning Template

<b>Grade/ Grade Band:</b> 4 <sup>th</sup> Grade	<b>Topic:</b> Geography	<b>Lesson #</b> 4: Midwest Region (two days)
<b>Materials:</b> Packet of Midwest Region that includes reading passages, student questions, and map		
<p><b>Performance Expectation(s) Standards:</b> 4.EG.5.A: Construct and interpret historical and current maps</p> <p>4.EG.5.B: Name and locate specific regions, common states, common capitals, common river systems, and mountain ranges in the United States based on historical or current topics</p> <p>4.EG.5.C.a: Identify and compare physical characteristics of specific regions within the nation, such as climate, topography, relationships to water and ecosystems</p> <p>4.EG.5.D: Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and the present</p> <p>4.EG.5.F: Identify different kinds of regions in the U.S. and analyze how their characteristics affect people who live there (history, economy, governance, society, today’s culture)</p>		
<b>Objectives:</b> Students will be introduced to the five regions of the United States and will begin reading and annotating a passage about the Midwest Region.		
<p><b>Learning Targets:</b></p> <p>I can name the five regions of the U.S.</p> <p>I can locate the Midwest Region on a map.</p> <p>I can read about the region and answer questions using the source.</p>		
<b>Narrative / Background Information</b>		
<p><b>Prior Student Knowledge:</b></p> <p>Discuss how our country is divided into 50 states, how we live on North America with Canada and Mexico. North America is our continent. United States is our country. Missouri is our state. Oak Grove is our city/town.</p>		
<b>Possible Preconceptions/Misconceptions:</b>		
<b>LESSON PLAN – 5-E Model</b>		

**ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:**

[https://www.youtube.com/watch?v=iXiUv\\_jmalg](https://www.youtube.com/watch?v=iXiUv_jmalg)

This video can help introduce the five regions and review some of the vocabulary previously introduced (region, economy, etc.). Show the region on map, name the states, and discuss any prior experience with the area.

**EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:**

Preview the Midwest packet together. Read a little together to show how to underline important information, write questions/comments in the margins, etc. Students can then work alone or in pairs to read, annotate, and answer the reading questions that follow.

**EXPLAIN: Concepts Explained and Vocabulary Defined:**

**Vocabulary:**

**ELABORATE: Applications and Extensions:**

**EVALUATE:**

**Formative Monitoring (Questioning / Discussion):** Students can practice identifying and labeling the states at school and with blank maps send home. They can also reread their packet questions and quiz each other, play Jeopardy, and other methods of review. **\*\*Review may take two days and make sure to send home the packet as well as practice maps.**

**Summative Assessment (Quiz / Project / Report):** Quiz over the Midwest region (includes the map portion, multiple choice, true/false, and yes/no items).

## SS Lesson Planning Template

<b>Grade/ Grade Band:</b> 4 <sup>th</sup> Grade	<b>Topic:</b> Geography	<b>Lesson #5:</b> U.S. Regions Map
<b>Materials:</b> US Regions map		
<b>Performance Expectation(s) Standards:</b> 4.EG.5.A: Construct and interpret historical and current maps 4.EG.5.B: Name and locate specific regions, common states, common capitals, common river systems, and mountain ranges in the United States based on historical or current topics 4.EG.5.D: Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and the present 4.TS.7.B.b: Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.		
<b>Objectives:</b>  The student will be able to identify the five regions and important geographical features on a U.S. map.		
<b>Learning Targets:</b>  I can identify the five regions and important geographical features on a U.S. map.		
<b>Narrative / Background Information</b>		
<b>Prior Student Knowledge:</b> Review the vocabulary found at the beginning of this unit. Review previous discussions over the Midwest Region and the geographical features found there.		
<b>Possible Preconceptions/Misconceptions:</b>		
<b>LESSON PLAN – 5-E Model</b>		
<b>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:</b> Discuss that there are 4 more regions of the US besides the Midwest Region that we have been working on. The class will now be completing a US Regions map together. WE will be labeling the regions and the main geographical features located within or near the US.		

**EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:**

Label a large U.S. map with the following: Northeast, Southeast, Midwest, Southwest, West, Rocky Mountains, Appalachian Mountains, MO and MS rivers, Pacific and Atlantic Oceans, Gulf of Mexico, Washington D.C., MO, Jefferson City, Canada, and Mexico.

**EXPLAIN: Concepts Explained and Vocabulary Defined:**

US Regions and geographical features

**Vocabulary:**

Continent of North America, country, state, city, region, geographical features as well as the other vocabulary from the beginning of this unit.

**ELABORATE: Applications and Extensions:**

Students will need to be studying the US Regions map as they will be completing one on their own as part of their summative assessment.

Students should also pick the region that they will be completing their project over.

**EVALUATE:**

**Formative Monitoring (Questioning / Discussion):**

**Summative Assessment (Quiz / Project / Report):**

## SS Lesson Planning Template

<b>Grade/ Grade Band:</b> 4 <sup>th</sup> Grade	<b>Topic:</b> Geography	<b>Lesson #6:</b> U.S. Region Individual Project (5-7 days)
<b>Materials:</b> Region packet, maps, Project Tic-Tac-Toe materials, project scoring guide, research materials (chromebooks)		
<p><b>Performance Expectation(s) Standards:</b></p> <p>4.EG.5.A: Construct and interpret historical and current maps</p> <p>4.EG.5.B: Name and locate specific regions, common states, common capitals, common river systems, and mountain ranges in the United States based on historical or current topics</p> <p>4.EG.5.D: Analyze how people are affected by, depend on, adapt to, and change their physical environments in the past and the present</p> <p>4.TS.7.B.b: Create products such as maps, graphs, timelines, charts, models, diagrams, etc. to communicate information and understanding.</p> <p>4.SL.3.A.a: Speak clearly and to the point, using conventions of language when presenting individually or with a group by: a. contributing to discussion after listening to others’ ideas, according to classroom expectations</p> <p>4.SL.4.a-f: Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: a. paraphrasing portions of a text read aloud or information presented in diverse media and formats b. using efficient presentation skills with available resources c. incorporating descriptive and sequential details in a student-designed or teacher-assigned topic d. giving a formal presentation to classmates, using a variety of media e. speaking with expression and fluency f. adjusting formal/informal language according to context and topic</p>		
<p><b>Objectives:</b> (Written in teacher language with verbs that can be observed outwardly.) (SWBA...)</p> <p>Students will be able to read and analyze information about a U.S. region of their choice, answer questions in their packet, and use this information to create their project following guidelines on the scoring guide.</p>		
<p><b>Learning Targets:</b> (Written in student language with verbs that can be observed outwardly.) (I can...)</p> <p>I can read, analyze, and write about my region and use my knowledge to create a project that follows necessary project guidelines.</p>		
<b>Narrative / Background Information</b>		
<b>Prior Student Knowledge:</b> Students will use their knowledge of regions up to this point in the unit.		
<b>Possible Preconceptions/Misconceptions:</b>		

## LESSON PLAN – 5-E Model

### **ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:**

Display the Tic-Tac-Toe project and scoring guide. Get them thinking about what they want to specifically select as relevant information when they begin their reading in their region packet. They may also want to think about which type of project they want to complete.

### **EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:**

Students will begin this project by reading, taking notes, and answering questions about their region. They have their packet and can opt to add additional sources as found through databases or brought from home research. When ready, students will begin their individual projects following the scoring guide. Students will then also present their projects following the speaking and listening standards.

### **EXPLAIN: Concepts Explained and Vocabulary Defined:**

#### **Vocabulary:**

**ELABORATE: Applications and Extensions:** Students that finish early can enrich themselves by doing one or more of the following: read and learn about another region, learn all 50 states and capitals, complete a Venn diagram comparing/contrasting their region to another (partner up), writing a song about their region, writing a personal narrative/journal entry as if they are living or traveling in their region

### **EVALUATE:**

#### **Formative Monitoring (Questioning / Discussion):**

#### **Summative Assessment (Quiz / Project / Report):**

(Students will have completed the map at the beginning of this part of the unit, so they will have time to study. Send home study guides and practice maps. The other items on the test will be learned as they complete their individual projects).

**\*U.S. Region individual project - 25 points**

## SS Lesson Planning Template

<b>Grade/ Grade Band:</b> 4 <sup>th</sup> Grade	<b>Topic:</b> Geography	<b>Lesson #</b> 7:
<b>Materials:</b>		
<b>Performance Expectation(s) Standards:</b>		
<b>Objectives:</b>		
<b>Learning Targets:</b>		
<b>Narrative / Background Information</b>		
<b>Prior Student Knowledge:</b>		
<b>Possible Preconceptions/Misconceptions:</b>		
<b>LESSON PLAN – 5-E Model</b>		
<b>ENGAGE: Opening Activity – Access Prior Learning / Stimulate Interest / Generate Questions:</b>		
<b>EXPLORE: Lesson Description – Materials Needed / Probing or Clarifying Questions:</b>		

**EXPLAIN: Concepts Explained and Vocabulary Defined:**

**Vocabulary:**

**ELABORATE: Applications and Extensions:**

**EVALUATE:**

**Formative Monitoring (Questioning / Discussion):**

**Summative Assessment (Quiz / Project / Report):**