

**Trinity Area School District  
Elementary Social Studies Curriculum Map**

<b>Course:</b> Social Studies <b>Grade:</b> 4	<b>Overview of Course:</b> Students should understand the physical, political, historical, cultural, and economic characteristics of each region of the United States in relation to regions around the world.
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**Overarching Big Ideas, Enduring Understandings, and Essential Questions**

(These “spiral” throughout the entire curriculum.)

<b>Big Idea</b> (A Big Idea is typically a noun and always transferable within and among content areas.)	<b>Standard(s) Addressed</b> (What Common Core Standard(s) and/or PA Standard(s) addresses this Big Idea?)	<b>Enduring Understanding(s)</b> (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	<b>Essential Question(s)</b> (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)
<b>Systems</b> <b>Cooperation</b> <b>Location</b> <b>Culture</b>	Civics and Government  5.1.4.A: Examine school rules and consequences.  5.1.4.B: Describe the basic purposes of government in the classroom, school, community, state, and nation.  5.1.4.C: Describe the principles and ideals shaping local state, and national government. <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> 5.1.4.D: Interpret key ideas about government found in significant	Civics and Government  People need to cooperate in order to achieve success.  Citizens understand their rights and practice their responsibilities in a democratic society.  All citizens are equal before the law.  Active citizens understand the workings of government and use that knowledge for the common good.  Each level of government has specific operations and duties.  The distribution of power is a product of	<b>Civics and Government</b>  How can I make a positive difference?  How do members of a community interact to help each other meet their basic needs?  How do citizens effectively communicate with legislators, officers, and the legal system?  Why do we need government?

	<p>documents:</p> <ul style="list-style-type: none"> <li>• Pennsylvania Constitution</li> </ul> <p>5.1.4.F. Identify state symbols, national symbols, and national holidays.</p> <p>5.2.4.A: Identify individual rights and needs and the rights and needs of others in the classroom, school, and community.</p> <p>5.3.4.C: Identify the services performed by local and state governments.</p> <p><b>Economics</b></p> <p>6.1.4.D. Explain what influences the choices people make.</p> <p>6.2.4.E. Explain why local businesses open and close.</p> <p><b>Geography</b></p>	<p>existing documents and laws combined with contemporary values and beliefs.</p> <p>Discuss examples of problems/solutions. (good choices vs. bad choices)</p> <p>Discuss cause and effect situations relevant to citizenship.</p> <p><b>Economics</b></p> <p>People rely upon the resources available to them.</p> <p>Different methods can be used to allocate goods and services.</p> <p>The location of resources, transportation, communication networks, and technological innovation affect international economic patterns and the distribution of wealth.</p> <p><b>Geography</b></p>	<p><b>Economics</b></p> <p>How do Americans take part in the economy?</p> <p>How does scarcity affect the economic decisions of individuals, businesses, and governments?</p> <p>What might happen if resources are unavailable?</p> <p><b>Geography</b></p>
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<p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities</p> <p><b>History</b></p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B: Distinguish between fact and opinion from multiple points of view, and primary sources as related to historical events.</p> <p>8.1.4.C. Identify a specific research topic and</p>	<p>Geography studies the relationship between people, places, and environments by showing information about them in a spatial context.</p> <p>Information on different types of maps is useful in helping us know more about the people who live there.</p> <p>Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.</p> <p>Culture is the way people live.</p> <p>There can be cultures within cultures.</p> <p>Regional differences in culture can be traced to the origins of our nation.</p> <p><b>History</b></p> <p>Comprehension of the experiences of individuals, society, and how past human experience has adapted, builds aptitude to apply to civic participation.</p> <p>Historical literacy requires a focus on time and space, and an understanding of the historical context, as well as an awareness of point of view.</p>	<p>How do geography tools help me understand people, places, and environments in Pennsylvania and the United States?</p> <p>How do maps help us locate different places in the world?</p> <p>How do the four geographical regions and landforms compare/contrast to one another?</p> <p>How do landforms, climate, weather, and resources impact where and how people live and work in each region?</p> <p><b>History</b></p> <p>How have industry, technology, and transportation changed the way we interact with the land?</p> <p>What is culture?</p> <p>What are the benefits and challenges of a diverse society?</p> <p>Why do people live together and form societies?</p>	
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	<p>develop questions relating to the research topic.</p> <p>8.2.4.A. Differentiate common characteristics of the social, political, cultural, and economic groups from Pennsylvania.</p> <p>8.2.4.B: Locate historical documents, artifacts, and places critical to Pennsylvania history.</p> <p>8.3.4.A: Differentiate common characteristics of the social, political, cultural and economic groups in United States history.</p> <p>8.3.4.B. Locate historical documents, artifacts, and places critical to United States history.</p> <p>8.3.4.D: Distinguish between conflict and cooperation among groups and organization that impacted the history and development of the United States.</p> <p>8.4.4.A: Differentiate common characteristics of the social, political, cultural, and economic groups in world history.</p>	<p>Methods of historical research, critical thinking, problem-solving, and presentation skills provide expertise for effective decision making.</p> <p>Biography is a historical construct used to reveal positive and/or negative influences an individual can have on Pennsylvania's society.</p> <p>Textual evidence, material artifacts, the built environment, and historic sites are central to understanding the history of Pennsylvania.</p> <p>Conflict and cooperation among social groups, organizations, and nation-states are critical to comprehending society in the Pennsylvania.</p>	<p>Why do we have rules and laws?</p> <p>How do beliefs and values of a diverse culture affect individuals and society?</p> <p>What is your role as a Pennsylvanian in the history of our state and country.</p> <p>How can the story of another Pennsylvanian, past or present, influence your life?</p> <p>What document or physical representation best summarizes Pennsylvania and why?</p> <p>How has social disagreement and collaboration been beneficial to Pennsylvania society?</p>
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(These do NOT “spiral” throughout the entire curriculum, but are specific to each unit.)

Month of Instruction (In what month(s) will you teach this unit?)	Title of Unit	Big Idea(s) (A Big Idea is typically a noun and always transferable within and among content areas.)	Standard(s) Addressed (What Common Core Standard(s) and/or PA Standard(s) address this Big Idea?)	Enduring Understanding(s) (SAS refers to Enduring Understandings as “Big Ideas.” EUs are the understandings we want students to carry with them after they graduate. EUs will link Big Ideas together. Consider having only one or two EUs per Big Idea.)	Essential Question(s) (Essential Questions are broad and open ended. Sometimes, EQs can be debated. A student’s answer to an EQ will help teachers determine if he/she truly understands. Consider having only one or two EQs per Enduring Understanding.)	Common Assessments	Common Resource(s)* Used (What resources will all teachers of this unit use to help students understand the Big Ideas?)
August – September	Citizenship	Civics	<p>5.1.4.A: Examine school rules and consequences.</p> <p>5.1.4.B: Describe the basic purposes of government in the classroom, school, community, state, and nation.</p> <p>5.1.4.C: Describe the principles and ideals shaping local state, and national government.</p> <ul style="list-style-type: none"> <li>• Liberty / Freedom</li> <li>• Democracy</li> <li>• Justice</li> <li>• Equality</li> </ul> <p>5.1.4.D: Interpret key ideas about</p>	<p>People need to cooperate in order to achieve success.</p> <p>Citizens understand their rights and practice their responsibilities in a democratic society.</p> <p>All citizens are equal before the law.</p> <p>Active citizens understand the workings of government and use that knowledge for the common good.</p> <p>Discuss examples of problems/solutions. (good choices vs. bad choices)</p> <p>Discuss cause and effect situations relevant to</p>	<p>How can I make a positive difference?</p> <p>How do members of a community interact to help each other meet their basic needs?</p> <p>Who are the members of the community I would interact with?</p> <p>How does being a good citizen lead to good choices.</p>	<p><b><i>*Suggested Collins Writing:</i></b></p> <p>Type 1 Writing: Why are rules important?</p> <p>Type 1 writing: Why should there be consequence for not following rules.</p>	<p>Trinity Handbook</p> <p>Classroom rules</p>

<p>September-May</p>	<p>Maps and Globes of the United States</p>	<p>Location</p>	<p>government found in significant documents:</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.4.A. Identify the physical characteristics of places and regions.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: population, culture, settlement,</p>	<p>citizenship.</p> <p>Geography studies the relationship between people, places, and environments by showing information about them in a spatial context.</p> <p>Information on different types of maps is useful in helping us know more about the people who live there.</p> <p>Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.</p> <p>Culture is the way people live.</p> <p>There can be cultures within cultures.</p> <p>Regional differences in culture can be traced to the origins of our nation.</p> <p>Historical Literacy requires a focus on time and space,</p>	<p>What are the different functions of maps and how are they used?</p> <p>How do geography tools help me understand people, places, and environments in Pennsylvania and the Regions of the United States?</p> <p>How do maps help us locate different places in the world?</p> <p>How do the four geographical regions and landforms compare/contrast to one another?</p> <p>How do landforms, climate, weather, and resources impact where and how people live and work in each region?</p>	<p><b><u>*Suggested Collins Writing:</u></b></p> <p>Look at essential question to turn into a Type 1, 2, or 3 writing.</p> <p>Other suggestions:</p> <p>Type 2 writing: Why does geography matter?</p> <p>Type 2 writing: Why does history matter?</p> <p>Type 1 writing: List 5 examples of primary sources.</p>	<p><i>Daily Geography Practice Worksheets</i> *pick and choose accordingly.</p> <p><i>Harcourt States and Regions</i> Ch 1-2</p> <p>Harcourt-DSV (Domain Specific Vocabulary) Cards</p> <p>GoogleEarth</p>
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		<p>economic activities, and political activities</p> <p>8.1.4.A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>8.1.4.B. Distinguish between fact and opinion from multiple points of view, and between primary and secondary sources.</p>	<p>and an understanding of historical context such as point of view, i.e. primary and secondary sources.</p>		<p>Type 1 writing: List at least 4 examples of secondary sources.</p> <p>Type 1 writing: List the 4 major regions of the United States.</p> <p>Type 3 writing: Describe your region's physical features, culture, and economy to a person that might not be from your region. (TB page 77)</p>	
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States and Regions breakdown on the following pages.

1<sup>st</sup> Nine Weeks

THE NORTHEAST REGION

<p>1<sup>st</sup> Nine Weeks</p> <p><b>Systems Cooperation</b></p> <p><b>Location Culture</b></p> <p><b>The NE REGION</b></p>	<p><b>ELA Connection</b></p> <p><u>Skills and Strategies</u></p> <p>Story Structure Summarize Point of View Flashback Author's Purpose Explain Historical Events Cause and Effect Interpret Visuals Theme Analyze/Evaluate Understanding Characters Infer/Predict Fact and Opinion Domain-Specific Vocabulary Conclusions and Generalizations</p>	<p>6.1.4.D Explain what influences the choices people make.</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>8.1.4. A. Identify and describe how geography and climate have</p>	<p>Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.</p> <p>Cities faced many problems due to growth and created ways to solve these problems.</p> <p>Natural resources were used to create products the colonists needed.</p> <p>People rely upon the resources available to them.</p> <p>Geography studies the relationship between people, places, and environments by showing information about them in a spatial context.</p> <p>Information on different types of maps is useful in helping us know more about the people who live there.</p> <p>Culture is the way people live.</p> <p>There can be cultures within cultures.</p>	<p>How do geography tools help me understand people, places, and environments in the United States?</p> <p>How did Native Americans in New England use the regions natural resources?</p> <p>How did the colonists colonize New England?</p> <p>What are the natural resources of New England?</p> <p>What shaped New England's landform?</p> <p>How did New England's economy change from colonial days to today?</p> <p>What are some of the important industries in New England of today and yesterday?</p> <p>Why were the Mid-Atlantic Colonies called "The Bread Basket" colonies?</p> <p>Why did many Mid-Atlantic towns grow into larger cities?</p> <p>What are the natural resources of the Mid-Atlantic</p>	<p><b><i>*Suggested Collins Writing:</i></b></p> <p>Look at essential question to turn into a Type 1, 2, or 3 writing.</p> <p>Other suggestions:</p> <p>Type 2 writing: Write 3 or more sentences about the story of the Pilgrims coming to the New world on the Mayflower.</p> <p>Type 3 Writing: Journal Entry as a Pilgrim sailing to the New World. TB page 105</p>	<p>Harcourt <i>States and Regions</i> Chapters 3-4 The Northeast Middle Atlantic Region</p> <p>Harcourt-DSV (Domain Specific Vocabulary) Cards</p> <p><i>A River Ran Wild</i> (TB 94-97)</p> <p>Daily Geography Maps and Questions</p> <p>Novel: <i>Sarah Plain and Tall:</i> Patricia MacLaughlin *or hold for Mid-West States.</p> <p>Novel: <i>George</i></p>
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		influenced continuity and change over time.	Regional differences in culture can be traced to the origins of our nation.	Region?	Type 1: List the 13 original colonies.  <b>REQUIRED ASSESSMENT Northeast Regions</b>	<i>Washington Socks</i> : Elvira Woodruff  BrainPOP  GoogleEarth Examine Primary Sources TB pages 148-14
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<b>2nd Nine Weeks</b> Pennsylvania						
2nd 9 Weeks	<b>ELA Connection</b>	5.1.4. D. Interpret Key ideas about government	Pennsylvania developed its own identity based on	How are all citizens of Pennsylvania equal before	Performance Task----	All of the following have

<p><b>Systems Cooperation</b> <b>Location Culture</b></p> <p>PENNSYLVANIA</p>	<p><u>Skills and Strategies</u></p> <p>Story Structure Science Fiction Genre Summarize Point of View Flashback Sequence of Events Main Idea and Details Author's Purpose Explain Historical Events Cause and Effect Interpret Visuals Theme Analyze/Evaluate Understanding Characters Infer/Predict Fact and Opinion Domain-Specific Vocabulary Conclusions and Generalizations Text and Graphic Features Problem and Solution</p>	<p>found in significant documents:</p> <ul style="list-style-type: none"> <li>• Pennsylvania Constitution</li> </ul> <p>5.1.4. F. Identify state symbols, national symbols, and national holidays.</p> <p>6.1.4.D Explain what influences the choices people make.</p> <p>7.1.4.A. Describe how common geographic tools are used to organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.4.A. Identify the</p>	<p>resources, agriculture, climate, industry, and physical features.</p> <p>Natural resources were used to create products the people of Pennsylvania needed.</p> <p>People rely upon the resources available to them.</p> <p>Textual evidence, material artifacts, the environment, and historic sites are central to understanding the history of Pennsylvania.</p> <p>Information on different types of maps is useful in helping us know more about the people who live there.</p> <p>Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.</p> <p>Culture is the way people live.</p> <p>There can be cultures</p>	<p>the law?</p> <p>Why do we need state government?</p> <p>How do geography tools help me understand people, places, and environments in PA?</p> <p>What is the location of Pennsylvania?</p> <p>Why is Pennsylvania known as the Keystone state?</p> <p>What are the main landforms and waterways in Pennsylvania?</p> <p>What types of natural resources are found in PA, where are they found and how are they used?</p> <p>How does conserving natural resources benefit the people of PA?</p> <p>How does location effect the growth of a city?</p> <p>What is the state capital of PA?</p>	<p>*Culminating activity to be done at the end of PA unit. *All materials can be found on the z drive.</p> <p><b><u>*Suggested Collins Writing:</u></b></p> <p>Look at essential question to turn into a Type 1, 2, or 3 writing.</p> <p>Other suggestions:</p> <p>Type 1 writing: List 5 cities located in Pennsylvania.</p> <p>Link to Writing: TB page 25 Write a Poem to celebrate Pennsylvania.</p> <p>Type 2</p>	<p>been scanned and can be found on the z drive:</p> <p>“Historic Pennsylvania-An Illustrated History” by Jared Frederick</p> <p>“Santa is coming to Pennsylvania” by Steve Smallman</p> <p>“Santa is coming to Pittsburgh” by Steve Smallman</p> <p>“Santa is coming to My House” by Steve Smallman</p> <p>“Journey Across the Commonwealth” Pennsylvania Coloring Pages</p> <p>“Pennsylvania: A Tour of the Commonwealth” Sent by PA Dept. of Ed. and House of Representatives</p>
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		<p>human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>8.1.4. A. Identify and describe how geography and climate have influenced continuity and change over time.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>8.1.4. A. Identify and describe how geography and climate have influenced continuity and change over time</p> <p>8.2.4. A. Differentiate common characteristics of social, political, cultural, and economic groups from PA.</p>	<p>within cultures.</p> <p>Regional differences in culture can be traced to the origins of our nation.</p>	<p>How did agriculture effect the settlement of PA?</p> <p>How do landforms, climate, weather and resources impact where and how people choose to live and work in PA?</p>	<p>Writing: Identify major geographical features and one city from each Pennsylvania region. (One region at a time.)</p> <p>Type 3 Writing: Write an informational paper about the 4 Native American groups that once lived in PA. Include way of life for each using domain specific vocabulary. *Could later be used for informational writing prompt.</p> <p>Type 2 Writing: How did Pennsylvania get its name? (TB page 128)</p>	<p>“Rainbow Crow” A Lenape Tale retold by Nancy Van Laan. Forsenman pages (PA TB 112-113)</p>
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					REQUIRED ASSESSMENTS Pennsylvania	
<b>3<sup>rd</sup> nine Weeks THE SOUTH REGION</b>						
3 <sup>rd</sup> 9 Weeks <b>Systems Cooperation Location Culture</b> <b>THE SOUTH REGION</b>	<b>ELA Connection</b> <u>Skills and Strategies</u>  Story Structure Summarize Point of View Flashback Sequence of Events Main Idea and Details Author's Purpose Explain Historical Events Cause and Effect Interpret Visuals Theme Analyze/Evaluate Understanding Characters Infer/Predict Fact and Opinion Domain-Specific Vocabulary Conclusions and Generalizations Text and Graphic Features Problem and Solution	6.1.4.D. Explain what influences the choices people make.  7.1.4.A. Describe how common geographic tools used to organize and interpret information about people, places, and environment.  7.1.4.B. Describe and locate places and regions as defined by physical and human features.  7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.  7.3.4.A. Identify the human characteristics of places and regions	Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.  Various transportation systems improved travel and trade in each region.  Cities faced many problems due to growth and created ways to solve these problems.  Natural resources were used to create products the people needed.  People rely upon the resources available to them.  Geography studies the relationship between people, places, and environments by showing	What are some physical features of the Atlantic Coast and Appalachian region?  How did people use rivers?  What are some products made from the natural resources of the Atlantic Coast and Appalachian region?  Why did many Atlantic Coast and Appalachian region towns grow into larger cities?  What allowed farmers to grow specialized crops and cash crops in the southeast and gulf states?  How are many of the agricultural products from this region used today?	<b>*Suggested Collins Writing:</b>  Look at essential question to turn into a Type 1, 2, or 3 writing.  Other suggestions:  Type 3 writing: How did the geography of the Atlantic coast and Appalachian region affect how it was first settled?	Harcourt <i>States and Regions</i> Chapter 5-7  Harcourt-DSV (Domain Specific Vocabulary) Cards  Daily Geography Maps and Questions  BrainPOP  Poem: <i>Stillness</i> by: Frank Asch (TB 166-167)  GoogleEarth Picture Book: <i>Follow the Drinking Gourd</i> by Jeanette

		<p>using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>8.1.4. A. Identify and describe how geography and climate have influenced continuity and change over time.</p>	<p>information about them in a spatial context.</p> <p>Information on different types of maps is useful in helping us know more about the people who live there.</p> <p>Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.</p> <p>Culture is the way people live.</p> <p>There can be cultures within cultures.</p> <p>Regional differences in culture can be traced to the origins of our nation.</p>	<p>What effect do ports have on the Southeast and gulf states?</p> <p>What are landforms of the south Central states?</p> <p>What natural resources come from the south central region?</p>	<p>Type 1 writing: Using page 181 list 5 resources found in the Atlantic Coast region.</p> <p>Type 2 writing: Why were slaves used to work on plantations in the south?</p> <p><b>REQUIRED ASSESSMENT The South Region</b></p>	<p>Winter</p> <p>Read Aloud: <i>Pink and Say</i> by Patricia Polacco</p> <p>Scholastic Interactive Board <a href="http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm">http://teacher.scholastic.com/activities/bhistory/underground_railroad/plantation.htm</a></p>
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<b>4<sup>th</sup> Nine Weeks</b> Mid-West and Western Regions						
4 <sup>th</sup> nine weeks	<b>ELA Connection</b>	6.1.4.D Explain what influences the choices people make.	Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.	How did the government organize the settlement of the northwest territory?	Performance Task--State PowerPoint presentation*	Harcourt <i>States and Regions</i> Chapters 8-12
<b>Systems Cooperation</b>	<u>Skills and Strategies</u>					

<p><b>Location Culture</b></p> <p><b>THE WEST</b></p>	<p>Story Structure Science Fiction Genre Summarize Point of View Flashback Sequence of Events Main Idea and Details Author's Purpose Explain Historical Events Cause and Effect Interpret Visuals Theme Analyze/Evaluate Understanding Characters Infer/Predict Fact and Opinion Domain-Specific Vocabulary Conclusions and Generalizations Text and Graphic Features Problem and Solution</p>	<p>6.2.4. E Explain why local businesses open and close.</p> <p>7.1.4.A. Describe how common geographic organize and interpret information about people, places, and environment.</p> <p>7.1.4.B. Describe and locate places and regions as defined by physical and human features.</p> <p>7.2.4.B. Identify the basic physical processes that affect the physical characteristics of places and regions.</p> <p>7.3.4.A. Identify the human characteristics of places and regions using the following criteria: population, culture, settlement, economic activities, and political activities.</p> <p>8.1.4. A. Identify and describe how geography and climate have influenced continuity and change over time.</p>	<p>Various transportation systems improved travel and trade in each region.</p> <p>Cities faced many problems due to growth and created ways to solve these problems.</p> <p>Natural resources were used to create products the people needed.</p> <p>Each region developed its own identity based on resources, agriculture, climate, industry, and physical features.</p> <p>Natural resources were used to create products people needed.</p> <p>Information on different types of maps is useful in helping us know more about the people who live there.</p> <p>Each region developed its own identity based on resources, agriculture, climate, industry, and physical features. Culture is the way people live.</p> <p>There can be cultures within cultures.</p> <p>Regional differences in culture can be traced to the origins of our nation.</p>	<p>How does the location affect the agriculture in the Great Lake States?</p> <p>How has water transportation affected the Great Lake region?</p> <p>How were rivers part of our westward migration?</p> <p>Why did people of the plains have to be self-sufficient?</p> <p>How does climate and landforms affect the agriculture in the Great Plains?</p> <p>What effects did the railroads have on the industries of the Great Plains states?</p> <p>How do the Rock Mt. divide the continent? What resources were mined in the mountain states?</p> <p>How do people change the desert to provide water for their needs?</p> <p>Why is water conservation so important in the South west desert states?</p> <p>How did the discovery of gold effect the development of the Pacific states?</p> <p>How did the Transcontinental</p>	<p>Culminating activity to be done after Pacific States Unit. Research can be done in conjunction with the Librarian's state research report and PowerPoint slides will we developed in conjunction with technology.</p> <p><b><u>*Suggested Collins Writing:</u></b></p> <p>Look at essential question to turn into a Type 1, 2, or 3 writing.</p> <p>Other suggestions:</p> <p>Type 1 writing: List the 6 states that made up the Northwest</p>	<p>Harcourt-DSV (Domain Specific Vocabulary) Cards</p> <p>Daily Geography Maps and Questions</p> <p>BrainPOP</p> <p>Story: <i>Pioneer Girl: Growing up on the Prairie</i> by: Andrae Warren (TB 262-265)</p> <p><i>Grand Canyon : Exploring the World of Wonder</i> (TB 334-339)</p> <p>Novel <i>Mr. Tucket</i> By Gary Paulsen</p> <p>GoogleEarth</p>
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