



Marietta City Schools

District Unit Planner

*Grade 4 Social Studies*

<b>Theme</b>	<i>Unit 2 Geography and Skills</i>	<b>Unit duration (Days)</b>	<i>5 - 10 Days</i>
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### GSE Standards

The lessons in this unit should provide the opportunity for students to experience topics from the GSE as an introduction to the course. The focus is on the Skills, not necessarily content. All units include skills and literacy connections.

#### **Information Processing Skills:**

1. compare similarities and differences
3. identify issues and/or problems and alternative solutions
4. distinguish between fact and opinion
5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
6. identify and use primary and secondary sources
7. interpret timelines, charts, and tables
8. identify social studies reference resources to use for a specific purpose
10. analyze artifacts
11. draw conclusions and make generalizations
12. analyze graphs and diagrams
14. formulate appropriate research questions
15. determine adequacy and/or relevancy of information
16. check for consistency of information
17. interpret political cartoons

#### **Map and Globe Skills:**

1. use a compass rose to identify cardinal directions
2. use intermediate directions
3. use a letter/number grid system to determine location
4. compare and contrast the categories of natural, cultural, and political features found on maps

5. use graphic scales to determine distances on a map
6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps
7. use a map to explain the impact of geography on historical and current event
8. draw conclusions and make generalizations based on information from maps
9. use latitude and longitude to determine location
10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities
11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations

**Themes and Enduring Understandings:**

**Individuals, Groups and Institutions:** The student will understand that what people, groups, and institutions say and do can help or harm others whether they mean to or not.

**Location:** The student will understand that where people live matters

**Technology Innovation:** The student will understand that new technology has many types of different consequences, depending on how people use that technology.

**Essential Questions**

**Factual—**

- What things are similar and different among types of maps (historical, physical, political, resource, product, and economic)?
- What processing skills do 4<sup>th</sup> grade students need to be able to do for success in 4<sup>th</sup> grade?
- What skills are necessary to analyze content on a map or globe?
- How do cardinal and intermediate directions and a number /grid system help locate places on maps?
- What is the graphic scale and how does it identify distance on maps? **Introduced in grade 4**
- What types of features are in our environment? How do we show features on maps?
- What are the categories of features (natural, cultural, and political) found on maps?
- What resources are available for conducting research?

**Inferential—**

- How do maps explain the impact of geography on historical and current events?
- How do we compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations **Introduced in Grade 4**
- How do we demonstrate understanding and use of information processing skills in a social studies class?
- How can we use a map key/legend to acquire information from historical, physical, political, resource, product, and economic maps?
- How do I demonstrate graphic scale to identify distance on maps? **Introduced in grade 4**
- What are similarities and differences among the categories of features found on maps?
- How does the Internet impact our research?
- How do we record our research findings?

**Critical Thinking-**

How do we draw conclusions and make generalizations based on information from maps?

How do maps of the same place at different points in time and from different perspectives determine changes, identify trends, and generalize about human activities? **Introduced in**

Why are Information Processing skills needed to develop an understanding of social studies?

What sites are best for conducting social studies research?

<b>Tier II Words-</b> High Frequency Multiple Meaning	<b>Tier III Words-</b> Subject/ Content Related Words
Similar, Different Conclusions Generalization Teachnology Research Reliable, Unreliable	Map (Graphic) Scale, Map Key Latitude, Longitude Primary and Secondary Sources Types of Mapss (historical, physical, political, resource, product, and economic) Resources US Physical Features Locations: Atlantic Coastal Plain, Great Plains, Continental Divide Gulf of Mexico, Great Lakes, Mississippi River US Political Locations: New York, Boston, Philadelphia, Washington DC, Gettysburg, Erie Canal

**Assessments**

**Summative Assessment(s):**

Geography and Skills Blueprint and Key

Grades 3- 5 Assessments may be administered via the AMP App in Schoology. Teachers should reach out to their academic coach or the district Social Studies Coordinator to upload assessments to their Schoology Course.

Standards: All GSE for the unit.

\* Teachers can access the Test Blueprint and Key via the grade level Schoology Group.

**Theme Based Writing Task and Rubric:**

There is an APP for that: Students will use the RAFT writing format (Role- Audience -Format- Task) in response to the statement: *Understanding and using information processing, map and globe skills is not necessary in today's world due to technology.*

Standards:

**Information Processing Skills:**

- 1. compare similarities and differences
- 3. identify issues and/or problems and alternative solutions
- 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context
- 6. identify and use primary and secondary sources
- 11. draw conclusions and make generalizations

**Map and Globe Skills:**

- 5. use graphic scales to determine distances on a map
- 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps

Objective or Content	Learning Experiences	Differentiation Considerations
<p><b>Teacher Resources</b> These resources are intended to support teachers with background information</p>	<p><a href="#">Parent Information Letter</a>- edit for school specific information</p> <p><a href="#">Teacher Notes</a> for this unit</p> <p>Additional unit information may be found at the <a href="#">GADOE GPS Landing Page</a></p>	<p>N/A</p>
<p><b>Information Processing Skills:</b></p> <ul style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>12. analyze graphs and diagrams</li> </ul> <p><b>Map and Globe Skills:</b></p> <ul style="list-style-type: none"> <li>1. use a compass rose to identify cardinal directions</li> <li>2. use intermediate directions</li> <li>3. use a letter/number grid system to determine location</li> <li>4. compare and contrast the categories of natural, cultural, and political features found on maps</li> <li>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> </ul>	<p><a href="#">Visit the Zoo</a> Use a map of the zoo to practice location skills</p>	<p>Complete the activity individually, whole group or large group. Preview and discuss how the map is drawn and whether it has a grid. Work with one small group at a time to ensure that all students can see the detail on the projected map.</p>

<p><b>Information Processing Skills:</b></p> <ol style="list-style-type: none"> <li>1. compare similarities and differences</li> <li>6. identify and use primary and secondary sources</li> <li>7. interpret timelines, charts, and tables</li> <li>11. draw conclusions and make generalizations</li> </ol> <p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"> <li>4. compare and contrast the categories of natural, cultural, and political features found on maps</li> <li>8. draw conclusions and make generalizations based on information from maps</li> <li>10. compare maps of the same place at different points in time and from different perspectives to determine changes, identify trends, and generalize about human activities</li> <li>11. compare maps with data sets (charts, tables, graphs) and /or readings to draw conclusions and make generalizations</li> </ol>	<p><a href="#">Change, Change, Change</a> Compare maps of Boston to identify results of human activities in the city.</p>	<p>Allow students to work in collaborative groups. Teachers pull students for small group instruction. Provide additional resources about Boston then and now.</p>
<p><b>Information Processing:</b></p> <ol style="list-style-type: none"> <li>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</li> <li>6. identify and use primary and secondary sources</li> <li>11. draw conclusions and make generalizations</li> </ol> <p><b>Map and Globe Skills:</b></p> <ol style="list-style-type: none"> <li>5. use graphic scales to determine distances on a map</li> <li>6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</li> </ol>	<p><a href="#">This Scale is Not for Weighing</a> This Integrated math lesson allows students to learn about and apply map scales for measuring distance on a map.</p>	<p>Additional guided practice may be necessary. Model measuring scale on larger or projected maps. Additional video (see resources) for support as needed. Use grid paper or grid poster board to assist with measurements and conversions.</p>

<p><b>Information Processing Skills:</b> 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 11. draw conclusions and make generalizations</p> <p><b>Map and Globe Skills:</b> 5. use graphic scales to determine distances on a map 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps</p>	<p><a href="#">Measuring Distance</a> This lesson provides additional practice using map scaled to measure distance on maps.</p>	<p>Work in partners or whole group before moving to independent work</p>
<p><b>Information Processing Skills:</b> 5. identify main idea, detail, sequence of events, and cause and effect in a social studies context 6. identify and use primary and secondary sources 10. analyze artifacts</p> <p><b>Map and Globe Skills:</b> 1. use a compass rose to identify cardinal directions 2. use intermediate directions 6. use map key/legend to acquire information from historical, physical, political, resource, product, and economic maps 9. Use latitude and longitude to determine exact location</p>	<p><a href="#">Where is That EXACTLY</a> Multiple activities and games to support student understanding of latitude and longitude. Students will review and practice using latitude and longitude.</p>	<p>Provide additional teacher guided practice before assigning the interactive task. Allow students to work in small groups or with a partner.</p>
<p><b>Information Processing Skills:</b> 3. identify issues and/or problems and alternative solutions 6. identify and use primary and secondary sources</p>	<p><a href="#">What's Next</a> Students will have the opportunity to do multiple activities to support their development of research and note-taking skills using student choice. The lesson includes information and practice on determining reliable sources for research.</p>	<p>Be flexible with instructional models for the activities based on student understanding: individually, small groups, or class. Preview new or difficult vocabulary. Guide students through the research steps</p>

<p>8. identify social studies reference resources to use for a specific purpose</p> <p>11. draw conclusions and make generalizations</p> <p>15. determine adequacy and/or relevancy of information</p> <p>16. check for consistency of information</p>		<p>and have them highlight key words.</p>
<p><b>Information Processing Skills:</b></p> <p>4. distinguish between fact and opinion</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>11. draw conclusions and make generalizations</p> <p>12. analyze graphs and diagrams</p> <p>17. interpret political cartoon</p>	<p><a href="#">This Cartoon Isn't Funny</a> This lesson provides an introduction to analyzing political cartoons using topics that are familiar to fourth grade students. There is a guided practice activity and two options for individual practice.</p>	<p>Allow students to work in groups for independent practice.</p> <p>As students are working, identify those who need more direct instruction and pull them into a guide group.</p> <p>Use a cartoon analysis form to support understanding.</p>
<p><b>Information Processing Skills:</b></p> <p>1. compare similarities and differences</p> <p>3. identify issues and/or problems and alternative solutions</p> <p>5. identify main idea, detail, sequence of events, and cause and effect in a social studies context</p> <p>6. identify and use primary and secondary sources</p> <p>11. draw conclusions and make generalizations</p>	<p><a href="#">Can't Technology Do That?</a> Students will use the RAFT writing format (Role- Audience- Format-Task) to respond to the statement: <i>Understanding and using information processing, map and globe skills is not necessary in today's world due to technology.</i></p>	<p>Provide sentence starters or a writing frame.</p> <p>Utilize small groups to support students with their writing.</p> <p>Create an outline as a class.</p>
<p><b>Recommended High Quality Complex Texts</b></p>		
<p><i>Maps and Globes</i> by Harriet Barton</p> <p><i>The End</i> by David LaRochelle (Cause and Effect)</p> <p><b>Discovery Education Videos</b></p> <p><a href="#">Maps: types , Symbols and Terms</a></p>		

